

Mathematics Towards Foundation B

Chapter 1 — Number: number names, ‘one’ and ‘more’, comparing and partitioning

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Identifying number names and numerals

Everything on these pages is for the teacher and support staff. The student reads nothing here. The student's mathematics happens with real objects and through the student's own communication.

Section 1A · Chapter 1 — Number: number names, 'one' and 'more', comparing and partitioning · Strand: Number · Level B

Level	B — one step on the Towards Foundation continuum. Not a year level. No age is implied.
Content description	VC2MFBN01
Elaboration ids (linkage)	VC2MFBN01.E01 – VC2MFBN01.E04
MCQs keyed to this CD	48 — digital question layer only. The assessment in this book is observed, not written.
Range and vocabulary	No quantity named. Number names and numerals only.

identify number names and representations of number

— Victorian Curriculum 2.0 Mathematics, Foundation Level B, content description VC2MFBN01, quoted verbatim from the authority file `maths_AD.json` (VCAA).

Achievement standard — the extract carried against this CD: *“students identify ‘one’ object and ‘more’ objects, and recognise one or more number names.”* — quoted verbatim from `maths_AD.json`.

Teacher notes — read before teaching (Level B)

This section is about identifying, not counting. The student shows that they recognise a number name they hear, or a numeral they see or touch. The adult may count aloud — VCAA's own elaborations for this CD are built around number names spoken while an adult counts. The student is never asked to count, and is never asked “how many?”. A student who says a number name along with you is showing recognition, not counting.

No quantity is named in this section. Number names and numerals are treated as things to recognise, like names and faces. The mathematics of quantity — ‘one’ against ‘more’, then ‘more’ and ‘different’ — belongs to sections 1B, 1C and 1D, and is not started here.

What this section does not do. Each of these belongs to another level, and none of it is taught, prompted or rewarded here:

- no asking the student to count in a stable order (Level C)
- no asking “how many?” (Level C)
- no subitising (Level C)
- no putting number names or numerals in order (Level C)
- no ‘less’, no ‘fewer’, and no zero as a number (Level C and beyond)
- no number sentences, no +, – or = written by the student (Level 2)

Both ideas in the CD must be evidenced. The CD asks for number names *and* representations of number. Number names are the words we say, sign or symbol for numbers: *one, two, three*. Representations of number here are the written numerals: 1, 2, 3. Neither on its own covers this CD. Evidence is gathered for both, and scored as one mark out of 4 (see the observation record sheet).

Level A is assumed. The step below is Level A VC2MFAN01 — *respond to number names and representations of number* (quoted verbatim from `maths_AD.json`). A student arriving here is assumed to respond to number names already. This section does not re-teach that. It asks for the next verb: where Level A responds, Level B **identifies**.

What ‘identify’ means in this section. The Victorian Curriculum uses *identify* at Level B and the achievement standard sets the frame: students *identify* and *recognise*. In this section, a student *identifies* a number name or a numeral when they indicate it in their own communication modality — the way they reliably communicate. Indication

may be a reach or a point, an eye-gaze held on one card, a switch selection, picking up or looking at an object or photograph, a spoken word, or a sign. The student does not need to speak. The student does not need to be correct every time: VCAA's own elaboration allows "*identifying numerals in the classroom, even if they are not always correct in naming the numerals*" (VC2MFBN01.E04). A consistent wrong choice is still a choice, and it tells you what the student is sorting the numerals by — record it, then teach to it.

Communication access is content here, not an add-on. Every prompt in this section is spoken, signed or symbol-supported by you. No task depends on the student reading anything. Every task offers a response that works without speech: object or photograph choice; gesture, eye-gaze, switch or AAC selection; speech or sign. (AAC — augmentative and alternative communication — is any tool the student uses to communicate, such as a symbol board or a speech-generating device. Eye-gaze is the student looking at what they choose. A switch is a button the student presses, taps or activates with any reliable part of the body.) If a response works only when the student talks, change the task, not the student.

Vocabulary. The words spoken to the student in this section are short, familiar words at or below the F band: *look, show, find, touch, give, here, this, that, yes, no*, and the number names themselves. Do not raise the vocabulary to match an older student. Age-respectful teaching at this level comes from the settings and the materials, not from harder words.

Materials — real objects first (Level B)

At Level B the object is the page. Gather before the session:

- large numeral cards, 1 to 9 — one numeral per card, high contrast, nothing else on the card
- the student's communication system, to hand and in reach: symbol board, AAC device, or photograph/object choices
- if the student uses a switch: the switch, set to scan or select between two cards
- a yes/no pair for yes/no tasks — two symbols, two objects, or two switch recordings, one for *yes* and one for *no*
- everyday objects to hold and touch: blocks, cups, pegs, a ball
- a length of string or a strip of card to line things up on
- tactile numerals if the student has them — raised or sandpaper numerals
- a container to move objects in and out of

No zero card. No number sentences. No worksheets.

Teaching sequence — full script (Level B)

One sequence, delivered by you. Everything in quotation marks is said aloud, signed, or given on the student's symbol board — your choice to match the student's communication. Say each number name clearly. Keep your voice warm and unhurried. The student's part is to indicate, in whatever way they indicate. Accept hand-over-hand, co-active movement (you and the student moving together), partial prompts, and eye-gaze as real responses.

Set up. Sit so the student can see your face and the materials. Two numeral cards only, face up, far enough apart that a look or a reach tells you which one the student chose. Start with two numerals that look different from each other — 2 and 7 is a good first pair.

Part 1 — number names by ear

Step 1 — number names with a beat.

Say: "*One ... two ... three.*" Say one number name for each slow tap on the table.

Do: tap once for each name. Then guide the student's hand, or wait for the student to tap, clap, step, vocalise or press a switch once for each number name they hear. Any of these responses counts.

Look for: the student attending to the number names, and responding on the names rather than between them. If the student responds on every name, they are tracking number names as separate things. That is the skill.

Step 2 — the countdown.

Say: “Ready for *three, two, one ... go!*” Count down slowly — *three, two, one* — then do the thing the student likes: a bounce, a tickle, the ball rolling, the music starting. Hold the numeral cards 3, 2, 1 up one at a time as you say each name, in full view, not as a test.

Look for: anticipation — the student watching, smiling, stilling, vocalising or reaching as the countdown nears *go*. Anticipation shows the number names are meaning something in order towards a moment. Repeat the countdown several times. Waiting for the countdown before acting is VCAA’s own example for this CD (VC2MFBN01 . E03), and it works for every age when the activity after *go* is one the student chose.

Part 2 — numerals by eye and by touch

Step 3 — show me the numeral.

Hold up the two cards, 2 and 7. Say: “Look. *Two ... and seven*. Show me *two*.”

Do: wait. Give time — several seconds is not too long. If there is no response, point towards the cards without touching one, and wait again. If there is still none, take the student’s hand with yours — hand-over-hand — and reach to 2 together, saying “*two*” as you arrive. That is a supported response, and it is recorded as one.

Look for: a point, a reach, a held eye-gaze, a switch selection, or a head turn towards one card. Any consistent indication is identification in progress. If the student chooses 7, say “*seven* — good looking! This one is *two*,” touch 2, and go on. Do not correct with a “no”. The wrong choice told you the student made a choice, which is half the skill.

Repeat with the pair swapped, and then with a new pair — 3 and 8 is a good next pair.

Step 4 — numerals with touch.

If the student has tactile numerals, give the student one to hold. Trace it with the student’s finger or your own and say its name: “*three*”. Then put two tactile numerals on the desk and say “Find *three*.” A reach, a hold, or a held touch to one of them is the response.

If there are no tactile numerals, trace the numeral card in the air or on the student’s palm as you say the name. The point is the same: the numeral is a shape with a name.

Part 3 — number names and numerals together

Step 5 — match the name to the numeral.

Put out cards 3 and 8. Say one name only: “*three*.” The student indicates the card that goes with the name. Then hold up card 3 and ask the other way: on the student’s symbol board or device, with two symbol choices, or spoken — “Which one is it: *three* or *eight*?” The student indicates the name that goes with the numeral. Both directions matter. The CD asks for number names *and* numerals, and neither direction on its own covers it.

Look for: the student matching in both directions across the session — name to numeral, and numeral to name. It is usual for one direction to be stronger than the other for a long time. Teach to the weaker one; record both.

Step 6 — numerals out in the room.

Say: “Let’s find numbers.” Walk the room with the student — the door number, the page number in a book, the numeral printed on a block, the number on a hook or a bin. Point to each one and say its name. Then ask “Where is 5?” and accept any indication towards any numeral at all as a first answer. VCAA’s own elaboration for this CD is “*identifying numerals in the classroom, even if they are not always correct in naming the numerals, such as saying ‘two’ when the numeral is 5*” (VC2MFBN01 . E04). Noticing that numerals are there, and that they have names, is the content. Naming each one correctly is not — not yet.

Close. End on a success the student made — a look, a reach, a tap, a choice. Say what you saw: “You found *two*.” One session can be five minutes. The judgement about this CD is made across occasions, not in one sitting.

Worked examples — modelled with real objects (Level B)

Nothing in these examples is written for the student to read. You perform them with the objects in front of the student. The student watches, listens, and joins in in their own way.

Worked example 1 (Level B) — “Show me 3”

Materials: the numeral cards 3 and 8, on the desk, apart.

What you do and say	What you are showing · what to look for
Put out the cards 3 and 8. Touch each as you name it: “ <i>three ... eight.</i> ”	Two choices, both named. The student sees that numerals have names.
Say: “Show me <i>three.</i> ” Then wait.	Waiting gives the student time to indicate. Watch eyes, hands, head and switch, not just fingers.
The student reaches towards 3. You say “ <i>three</i> — you found it.”	A reach, point, held look or switch selection to one card is identification.
The student reaches towards 8 instead. You say “ <i>eight!</i> This one is <i>three,</i> ” and touch 3.	A wrong choice is still an indicated choice. Name what was chosen, model the right name, and go on. Never “no”.
No indication comes. You reach together — hand-over-hand — to 3, saying “ <i>three.</i> ”	A supported response is a response. It is recorded as supported, never as nothing.

Worked example 2 (Level B) — “Which name goes with this?”

Materials: the numeral card 2; the student’s symbol board or device with the symbols for *two* and *five*, or your two spoken options.

What you do and say	What you are showing · what to look for
Hold up card 2. Say: “ <i>Two.</i> This is <i>two.</i> ”	The numeral is named first, so the match has something to go to.
Say: “Which one is it — <i>two</i> or <i>five</i> ?” Present the two symbols, or say the two names slowly.	The student matches a numeral to its number name — the CD’s other direction.
The student looks at, touches or activates <i>two</i> . You say “ <i>two</i> — that’s right.”	An indication to one of the two names is the response, in any modality.
The student chooses <i>five</i> . You say “ <i>five!</i> And this one,” touching <i>two</i> , “is <i>two.</i> ”	The error shows which name the student is sorting by. Record the choice; teach from it next time.
You repeat later in the session with cards 4 and 9.	Same shape, different numerals — the skill is the match, not one card.

Practice opportunities — scaffolded (Level B)

Four scaffolded opportunities. Each is offered in the three response modalities the student may use. Choose the one the student uses; never make speech the only way to answer.

Practice 1 (Level B) — show me the numeral I say

Prompt: cards 5 and 2 on the desk. Say “Show me *five.*”

- **Object or photograph choice:** the student touches or picks up the card 5.
- **Gesture, eye-gaze, switch or AAC:** the student points, looks and holds at 5, or selects 5 by switch.
- **Speech or sign:** the student says or signs *five* while indicating, or instead of indicating.

Support: wait first; then gesture towards the cards; then hand-over-hand to 5 with the name spoken on arrival. Look for: a consistent indication to one card across at least two tries.

Practice 2 (Level B) — a tap for every number name

Prompt: you say number names slowly, one at a time — “one ... two ... three” — while counting blocks into a cup, one block per name. The student joins in on each name.

- **Object or photograph choice:** the student moves one block to the cup for each number name heard, with or without a hand guiding.
- **Gesture, eye-gaze, switch or AAC:** the student taps the table, presses a switch, or claps once for each number name.
- **Speech or sign:** the student vocalises or says the name back for each number name heard.

Support: model the tap first; then co-active — your hand and the student’s moving together. Look for: one response per number name — the student is hearing number names as separate things. The student is joining in an adult count, not producing one.

Practice 3 (Level B) — pegs one by one

Prompt: pegs and a length of string. You count each peg aloud as the student puts it on the string one by one — one number name for each peg. This is VCAA’s own shape for this CD: “*participating in activities that model one-to-one correspondence, such as putting pegs on a string number line one by one, when counting is being modelled*” (VC2MFBN01.E02, quoted verbatim from maths_AD.json).

- **Object or photograph choice:** the student picks up each peg and places it on the string, hand-over-hand if needed.
- **Gesture, eye-gaze, switch or AAC:** the student points to the next peg, or holds a look at it, for you to hand over; or presses a switch that means *next*.
- **Speech or sign:** the student says or signs for the next peg each time a number name is spoken.

Support: hand the peg with the number name; fade to placing it near the student’s hand. Look for: one action from the student for each number name you speak.

Practice 4 (Level B) — find the numeral on your board

Prompt: on the student’s symbol board or device, two numeral symbols — 6 and 9. Say “Find *six*.” If the device scans, let it scan; the student selects by switch when 6 is lit.

- **Object or photograph choice:** a board of two object cards — the numeral cards 6 and 9 themselves — and the student touches one.
- **Gesture, eye-gaze, switch or AAC:** the student looks and holds at 6, points to it, or selects it by switch.
- **Speech or sign:** the student says or signs *six*.

Support: highlight or tap near 6 without covering it; then hand-over-hand. Look for: selection of one of the two numerals, and whether it is the named one. Record which.

Further opportunities — change the setting and the materials (Level B)

Further 1 (Level B) — the numeral hunt. Around the room, then further: the door number, page numbers in a book, numerals on equipment, the house number on the way in. You name each numeral you find. The student indicates when they see one. Any numeral found is a win; correctness of the name is not required (VC2MFBN01.E04).

Further 2 (Level B) — countdowns before what the student chose. Before the swing starts, before the music plays, before the ball is released: “*three, two, one ... go*.” Hold numeral cards up as the names are said. The student anticipates, waits, watches, and in time joins the last name in their own way. Counting up works too — “*one, two, three ... go*” — whichever the student tracks better (VC2MFBN01.E03).

Further 3 (Level B) — number names with a beat. A music track with a clear repeating beat, chosen by the student. You say one number name per beat; the student taps a drum, a switch, or the table on each name. Where a counting rhyme or song is used instead, the same mathematics is in it — see the note on referents below.

Further 4 (Level B) — is this the numeral I said? One card at a time — say, 4. You ask: “Is this *four*?” The student answers yes or no **using the student’s own yes/no method**: the yes and no symbols on the board, the yes and no objects, or the two switch recordings. The pair is supplied and in front of the student before the question is asked. A head-shake is never assumed. Then ask about a card that does not match the name, so both answers happen.

Songs, rhymes and stories — and an age-respectful alternative (Level B)

VCAA’s first elaboration for this CD is “*participating in activities, stories, songs and music that involve number names, numerals and quantities*” (VC2MFBN01.E01, quoted verbatim from maths_AD.json). Many number songs and rhymes are written for very young children. They are legitimate curriculum content, and a student of any age may use them. But a Level B student may also be a secondary student, so this section supplies both:

- **The nursery option:** a familiar counting rhyme or story with number names in it. The student listens, and nods, taps an object, moves objects with support, or repeats number names as the objects are counted — each of these is VCAA’s own example for this CD (VC2MFBN01.E01).
- **The age-neutral alternative, teaching the same mathematics:** a music track with a repeating beat that the student chooses. You say one number name per beat; the student taps, steps, vocalises or presses a switch on each name. No rhyme, no baby imagery, no changed mathematics — number names arriving one at a time, with a response on each.

The choice of referent is the teacher’s. The CD and its elaboration ids are the same either way.

Observation record sheet — VC2MFBN01 (Level B)

Assessment for this CD is observed, one-to-one, with the materials above, in the student’s own communication modality. **One sitting is not evidence.** Record on at least three separate occasions. Fatigue, sensory load, medication, and whether the student’s communication system is to hand all change what a student can show on a day. The mark you record is the student’s **best sustained** response — not an average, not the most recent sitting. Assisted and partial responses are scored, never zeroed: hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate responses at Level B.

Evidence is gathered for **both ideas in the CD** — number names, and numerals. They are recorded side by side below and scored as one mark out of 4.

	Occasion 1	Occasion 2	Occasion 3
Date			
Setting and materials			
Communication modality used			
Prompts needed (none / partial / full support)			
Response to number names — what the student indicated, and how			
Response to numerals — what the student indicated, and how			
Notes — including consistent choices that were not the named one			

Best sustained mark: record one of 0, 1, 2, 3, 4 — the student’s best sustained response across the occasions, scored on the scale below.

The scale is written from Level B's own achievement standard verbs — *identify* and *recognise* — with the extract carried against VC2MFBN01: “*students identify ‘one’ object and ‘more’ objects, and recognise one or more number names.*” For this CD, the evidence is the identifying of number names and numerals.

Mark	Meaning
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the materials but does not respond to the mathematical prompt
2	Responds to the prompt with full support (hand-over-hand, co-active, or full modelling) on at least one occasion
3	Performs the CD's own verb with partial support, or independently on one occasion only
4	Performs the CD's own verb independently, on more than one occasion, with more than one set of materials or in more than one setting

At this CD, performing the CD's own verb means identifying number names and identifying numerals; evidence for both ideas is gathered on the sheet above.

This record feeds **Checkpoint 1 (Chapter 1 — Number: quantity)**, where VC2MFBN01 is assessed once and scored on the 0–4 scale above.

Curriculum linkage — join keys, not a teaching order

The content description is the expectation; the elaborations are VCAA's examples of what it might look like, not a syllabus to walk through. Coverage of this section is judged against the CD text and the achievement standard extract above, never against a tally of elaborations used. The ids below are carried so the 48 MCQs keyed to this CD, the short-answer items and the coverage row all join on one key.

Id	Text — quoted verbatim from maths_AD.json
VC2MFBN01.E01	<i>“participating in activities, stories, songs and music that involve number names, numerals and quantities; for example, nodding as objects are counted, tapping an object as it is counted, assisting to move objects from one container to another as each object is counted, or repeating some number names as objects are counted”</i>
VC2MFBN01.E02	<i>“participating in activities that model one-to-one correspondence, such as putting pegs on a string number line one by one, when counting is being modelled”</i>
VC2MFBN01.E03	<i>“responding to number names in everyday situations; for example, waiting for counting down or counting up before starting an action (‘Three, two, one, go’) or stepping, clapping, vocalising, making a sound or tapping a switch for each number being counted”</i>
VC2MFBN01.E04	<i>“observing and indicating representations of numbers in a familiar environment; for example, identifying numerals in the classroom, even if they are not always correct in naming the numerals, such as saying ‘two’ when the numeral is 5”</i>

‘One’ and ‘more’: identifying, naming and representing

Level B · Mathematics Towards Foundation B · Number strand · owns VC2MFBN02

This section is for the teacher. The teacher reads all the words, holds the objects and leads every activity. The student watches, listens, touches and responds in their own way. The student does not need to read, write or speak. Nothing here requires speech.

identify, name and represent ‘one’ and ‘more’ using physical and virtual materials — VC2MFBN02, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is the difference between **one thing** and **more than one thing**. That is the whole of it. The student learns to tell a single object from a group, to attach the right word to each, and to make or show each one themselves with objects.

The two words of this section are **‘one’** and **‘more’**. They are the only quantity words taught here. No other number is named, no other quantity is used. ‘More’ does not mean a particular amount — it means *not one; a group; more than one*.

Three verbs do the work, and they are the step up from Level A. At Level A the student **responds** to number experiences the adult creates. At Level B the student **identifies, names** and **represents** — the student shows they can recognise and start something themselves:

- **Identify** — pick out, point to, look at, reach for or choose the ‘one’ or the ‘more’ when both are there.
- **Name** — attach the word to it in their own communication: a spoken word, a sign, a symbol, a photograph, an object of reference or a key on their device.
- **Represent** — make it or show it themselves: hand over one block, put down one cup, build a group of more, hold up one finger.

This is **not counting**. Nobody asks “how many?” and no number order is recited. This is **not comparing** “**which has more**” — that belongs to a later section. Here there is always exactly one single thing and one group, and the question is only ever *which is one?* and *which is more?*

Framework: content description, elaborations and achievement standard

Content description — VC2MFBN02, quoted verbatim:

identify, name and represent ‘one’ and ‘more’ using physical and virtual materials

Elaborations — VCAA’s examples of what this learning can look like. They are illustrations, not a checklist, and this section is not a walk through them in order. The content description is the expectation.

- VC2MFBN02.E01 — “representing ‘one’ using a single object; for example, handing over one object when asked for ‘one’, pointing to the one object when shown a group of objects and one object, or looking at the single object when asked ‘Where is one?’ when offered 2 options”
- VC2MFBN02.E02 — “identifying collections as either ‘one’ object or ‘more’ objects; for example, saying ‘more’ or a bigger number to indicate collections that are more than one, or indicating the group of objects when shown collections of ‘one cow’ and ‘more cows’”
- VC2MFBN02.E03 — “using an action, gesture or vocalisation to indicate when they want more or fewer objects”

Scope note on VC2MFBN02.E03. The elaboration is quoted exactly as VCAA wrote it, but this section teaches to the content description, whose scope is **‘one’ and ‘more’ only**. In this book the active word from that elaboration is **‘more’** — the student initiating an action, gesture or vocalisation to show they want more of something. The word ‘fewer’ in the elaboration is not taught here: at Level B comparison uses ‘more’ and ‘different’ only, and ‘less’ and ‘fewer’ belong to later levels.

Achievement standard. This content description shares the Number achievement standard sentence for this level. Quoted verbatim:

students identify ‘one’ object and ‘more’ objects, and recognise one or more number names.

The judgement at the end of this section uses this sentence, scored for VC2MFBN02 against *identify*, *name* and *represent* as they apply to ‘one’ and ‘more’.

Where the student is coming from (Level A is assumed, not re-taught)

Level B sits above Level A. A student arriving here is assumed to already respond to number experiences — responding to number names, to changing collections and to counting (VC2MFAN01, VC2MFAN02, VC2MFAN03). This section does not re-teach any of that. It builds the next step: the student moves from **responding to ‘one’ and ‘more’** happening around them to **identifying, naming and representing ‘one’ and ‘more’** themselves. Where a student still needs the Level A experiences, offer them — but record against this section only the identifying, naming and representing.

How the student responds

Every content description in this book is evidenced by the student’s response, so the response channel matters. Every activity, worked example, practice task and assessed item here accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for, pushes towards or picks up an object, or chooses between photographs or symbols.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board, book or app that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. If you ask a yes/no question, supply the yes and the no: the student’s yes symbol, photograph or object and the student’s no symbol, photograph or object, placed ready — or the yes and no keys on the student’s switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake.

Materials: real objects first

At this level: real objects first, then photographs, then line drawings. The object is the page. Gather:

- **Two kinds of sets.** You need things that come as a single one, and things that come as a group of more. For example: one block and a small pile of blocks; one cup and a stack of cups; one spoon and a handful of spoons.
- **A tray or mat** for each set, so ‘one’ and ‘more’ each have their own clear place.
- **A cloth** to cover a set if you want to reveal it.
- **The student’s communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say ‘one’ and a way to say ‘more’ ready.

Keep the sets small and the difference clear: one single object against a small group (for example, 3 or 4). The point is the difference between *one* and *more than one*, not how many are in the group. Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

Virtual materials. VC2MFBN02 names physical **and virtual** materials. Where you use a screen, use a program, app or switch toy that accepts **switch or touch input**, and say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Teaching sequence (Level B)

One sequence, four stages. The words in “quotes” are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Have a single object and a small group of the same kind of object ready, each on its own tray.
- Have the student's communication system with you, with 'one' and 'more' available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Here is one; here is more (VC2MFBN02.E01, VC2MFBN02.E02)

(Put the tray with a single object in front of the student.)

“Look. One block.”

Pause. Let the student see or touch the single block.

(Put the tray with the group next to it.)

“And here — more blocks.”

Pause. Let the student see or touch the group.

Say the words clearly each time: “one” for the single object, “more” for the group. Watch the student: do their eyes, hands or attention move between the two trays?

Stage 2 — Which is one? (VC2MFBN02.E01)

(Keep both trays in front of the student — one single object, one group.)

“Where is one?”

Pause. Wait. Watch where the student looks, points, reaches or gazes.

If the student indicates the single object, respond warmly: “Yes — one.” If they indicate the group, do not say no; simply model again, touching the single object: “This is one.”

Then swap the question: “Where is more?” Pause, and watch again.

Stage 3 — Name it (VC2MFBN02.E02)

(Hold up or touch one set at a time and invite the student to attach the word, in whatever channel they use.)

Show the single object. Pause. Wait for the student to say, sign, select or vocalise ‘one’ — or model it for them: “One.”

Show the group. Pause. Wait for ‘more’ — or model it: “More.”

Accept any channel: a spoken word, a sign, a symbol or photograph selected, a key pressed on the device, a vocalisation paired with a clear look or reach. The goal is the word matched to the right set.

Stage 4 — Make it yourself (VC2MFBN02.E01, VC2MFBN02.E03)

(Invite the student to represent ‘one’ and ‘more’ themselves.)

“Give me one.”

Pause. Watch: does the student hand over, push or place a single object? Support with hand-over-hand or a partial prompt if needed, and record the support.

“Now — more.”

Pause. Watch: does the student add to the group, push several objects, or gesture or vocalise for more? A student who reaches, gestures or vocalises to show they want more of something is representing ‘more’ — that is VC2MFBN02.E03.

Keep every request inside ‘one’ and ‘more’. Do not count. Do not ask “how many?”

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — One cup, more cups (*Level B, VC2MFBN02*)

Materials: one cup; a small stack of cups (3 or 4); 2 trays.

1. Put one cup on a tray. Say: “One cup.” Pause. Let the student touch it.
2. Put the stack of cups on the other tray. Say: “More cups.” Pause.
3. Ask: “Where is one?” Pause. Watch the student look, point or reach to the single cup. Model if needed: touch the single cup and say “One.”
4. Ask: “Where is more?” Pause. Watch the student indicate the stack.

The response can be a look, a gaze, a point, a reach, a touch, a switch press, a symbol selected, a vocalisation, a sign or a word. Any channel counts.

Worked example 2 — Give me one (*Level B, VC2MFBN02*)

Materials: a small pile of blocks within the student’s reach.

1. Hold out your hand. Say: “Give me one.” Pause.
2. Watch: does the student pick up and hand over a single block? Support with hand-over-hand or a partial prompt if needed, and record the support you gave.
3. Take the block. Say: “One. Thank you.”
4. Hold out your hand again. Say: “More.” Pause. Watch: does the student add blocks, gesture, or vocalise to show more?

Handing over a single object is representing ‘one’. Adding, gesturing or vocalising for additional objects is representing ‘more’.

Practice (Level B)

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level B and sits inside ‘one’ and ‘more’ only.

Practice 1 — Choose the one (*Level B*)

Setup: 2 trays — one single object, one group of the same kind.

The adult asks: “Where is one?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or pick up the single object; or choose the photograph of the single object.
- Gesture, eye-gaze, switch or AAC: look at or point to the single object; press the switch when looking at it; or select ‘one’ on the AAC page.
- Speech or sign: say or sign ‘one’.

Practice 2 — Choose the more (*Level B*)

Setup: the same 2 trays, positions swapped.

The adult asks: “Where is more?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or pick up the group; or choose the photograph of the group.

- Gesture, eye-gaze, switch or AAC: look at or point to the group; press the switch when looking at it; or select ‘more’ on the AAC page.
- Speech or sign: say or sign ‘more’.

Swapping the trays’ positions helps show the student is choosing by quantity, not by where a tray always sits.

Practice 3 — Name it (*Level B*)

Setup: one set at a time — first the single object, then the group.

The adult shows a set and pauses, inviting the student to attach the word.

How the student can respond:

- Object or photograph choice: hold up or select the matching photograph or symbol — the ‘one’ card for the single object, the ‘more’ card for the group.
- Gesture, eye-gaze, switch or AAC: gaze at the matching word on the board; press the switch for the matching choice; or select ‘one’ or ‘more’ on the AAC page.
- Speech or sign: say or sign ‘one’ or ‘more’.

Model the word if the student does not yet attach it, and record whether the naming was independent, modelled or supported.

Practice 4 — Make one, make more (*Level B*)

Setup: a pile of objects within the student’s reach.

The adult asks, one at a time: “Give me one.” Pause. Then: “More.” Pause.

How the student can respond:

- Object or photograph choice: hand over, push or place a single object for ‘one’; add several objects for ‘more’.
- Gesture, eye-gaze, switch or AAC: gesture or reach to give objects; press the switch to request more; or select ‘more’ on the AAC page to ask for more.
- Speech or sign: say or sign ‘one’ as they hand it over; say or sign ‘more’ to ask for or show more.

A student who gestures or vocalises to show they want more is meeting VC2MFBN02.E03 — initiating a request for more.

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement), modelled gestures and eye-gaze are all legitimate responses. A response with support is still a response, never nothing. Record the support you gave.

Do not count. Do not ask “how many?” Stay inside ‘one’ and ‘more’.

Further opportunities (*Level B*)

Vary the setting and the materials — the mathematics does not change. Keep every one inside ‘one’ and ‘more’.

1. **Lunch or break time** (*Level B*). One cup against more cups; one spoon against more spoons. Ask “Where is one?” and “Where is more?” as you set things down.
2. **Around the room** (*Level B*). One chair against a group of chairs; one book against a pile of books. Use what is already there.
3. **Music or movement** (*Level B*). One beat, then more beats; one clap, then more claps. The student shows ‘one’ or ‘more’ with a movement, a vocalisation or their device.
4. **On a screen (optional)** (*Level B*). Use a program that accepts switch or touch input and shows either a single item or a group of items, and asks the student to choose the ‘one’ or the ‘more’. Say which input the student uses. The screen activity is switch- or touch-accessible; real objects come first, and a screen is one variation, not the main material.

Observing and judging (Level B)

Assessment in this section is observation. There are no tests, no written questions, no timed tasks and no multiple-choice items. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student's response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.
2. **Record the best sustained response.** The judgement across the occasions is the student's best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *identify* 'one' and 'more'.

Recording sheet (Level B, VC2MFBN02)

Copy this sheet for each student. Record at least three occasions, then record the judgement. This sheet is for the adult to fill in; the student does not read or write it.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Objects used	What was asked or shown	Response seen	How they responded	Support given
1				where is one / where is more / name it / give me one or more		object or photo / gesture, gaze, switch, AAC / speech or sign	no support / partial / hand-over-hand
2							
3							

Tick what you observed across the occasions:

- identifies 'one' (picks out, points to, looks at or chooses the single object)
- identifies 'more' (picks out, points to, looks at or chooses the group)
- names 'one' and 'more' in their own communication
- represents 'one' (hands over, places or shows a single object)
- represents 'more' (adds objects, or gestures or vocalises for more)

Best sustained response across the occasions: _____

Judgement: identifies and names / identifies and names with support / participates with support

Judgement against the achievement standard (Level B)

The judgement uses the achievement standard extract for this content description, quoted verbatim:

students identify 'one' object and 'more' objects, and recognise one or more number names.

For this section the operative words are *identify* and *recognise*, applied to 'one' and 'more' with real and virtual objects. The evidence is the student identifying the single object and the group, naming each in their own communication, and representing each themselves.

Identifies and names

The student picks out, points to, looks at, reaches for or selects 'one' and 'more', and attaches the right word to each in their own communication, across most observed occasions.

Identifies and names with support

The student identifies or names 'one' and 'more' with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult.

Participates with support

The student joins in the activities with adult support; a clear identification or naming is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Comparing two collections by direct comparison: ‘more’ and ‘different’

Chapter 1 — Number: number names, ‘one’ and ‘more’, comparing and partitioning

This section is written for the teacher. The teacher sets up the 2 collections and models the matching. The student identifies which collection has ‘more’, and whether the collections are ‘different’, in whatever way they can. Nothing here needs speech, reading or writing. Every response the student can make is welcome.

compare the quantity of collections using direct comparison to identify which has more or if they are different — VC2MFBN03, Victorian Curriculum Mathematics, Towards Foundation Level B

Strand	Number
Level	Foundation Level B — every item in this section carries the tag B
Content description	VC2MFBN03
Elaboration ids carried for linkage	VC2MFBN03.E01, VC2MFBN03.E02, VC2MFBN03.E03, VC2MFBN03.E04

What this subtopic is about

At Level A the student *responded to* counting, comparing and labelling done by the adult (VC2MFAN03). That learning is assumed here and is not re-taught. At Level B the verbs are *identify* and *initiate*: the student moves from joining in to showing that they can recognise something themselves. In this subtopic, the student identifies which of 2 collections has ‘more’, and whether the 2 collections are ‘different’.

A **collection** is a group of things: a group of cups, a group of spoons, a group of classmates.

Direct comparison means putting 2 collections together so they can be compared — without counting. Two ways are used in this section, and both are direct comparison:

- **Matching.** One thing from one collection is paired with one thing from the other: a spoon for a cup, a spoon for a cup.
- **Lining up.** The 2 collections are put in 2 rows, one thing next to one thing, so it can be seen where one row still has things and the other row has stopped.

The words of this subtopic are ‘**more**’ and ‘**different**’:

- When 2 collections are matched and one collection still has things with no partner, that collection has **more**.
- When 2 collections do not match — one has more — the collections are **different**. When every thing finds a partner, the collections are the same: they are not different, and neither collection has more.

Three terms used in this section:

- **Modelled counting** means the adult counts out loud and the student observes, joins in, or answers. In this subtopic the student answers by identifying ‘more’ or ‘different’. The student is never asked to count.
- **One-to-one correspondence** means one for one — one thing from each group paired with one thing from the other group, or one number word for each thing when the adult counts.
- **Matching**, as above, is the comparison method the student uses.

What this subtopic is not. It is not about number names and numerals (that is 1A). It is not about ‘one’ and ‘more’ as words for quantity (that is 1B). It is not about breaking collections apart or putting them together to make ‘more’ or ‘different’ (that is 1D), and it is not about adding to or taking away from collections (that is 2A). This subtopic asks no *how many?* question: the student is not required to count, and counting to compare belongs to later levels of the Towards Foundation continuum. The only comparison words taught here are ‘more’ and ‘different’; other comparison words belong to later levels. No symbols and no number sentences are used, and the student records nothing. The mathematics is the student’s own identifying of ‘more’ and ‘different’, by matching and lining up.

Communication access is content here. Every activity in this section works without speech. The student may respond with an object or photograph choice, with gesture, eye-gaze, switch or AAC (augmentative and alternative

communication) selection, or with speech or sign. Where a yes/no question is used — *Are they different?* — the yes/no method is stated: a YES symbol and a NO symbol to touch, or a yes-switch and a no-switch. Never an assumed head-shake.

Teaching sequence — comparing two collections by matching (Level B)

One sequence, written for the teacher to deliver. Run it inside moments of the school day that happen every day: snack time, setting up, packing away. Run it again on many days and in a few settings, with different objects each time. What the student does on any one day is noted, not judged; the judgement comes from at least three occasions (see Observing and recording).

You need:

- Real things that come in 2 groups that can be matched — cups and spoons, pegs and blocks, chairs and bags, paintbrushes and pots. 2 to 4 things in each group. At Level B the real object comes first, the photograph second, the drawing last. The object is the page.
- 2 mats, trays or hoops — one for each collection, so each group has its own place.
- The student's communication system, placed where the student can reach it.
- A YES symbol and a NO symbol, or a yes-switch and a no-switch, for the *Are they different?* question.

Step 1 — Two collections, side by side (VC2MFBN03.E01)

participating in collections being directly compared; for example, matching quantities of 2 groups to identify which one has 'more' — VC2MFBN03.E01

SAY: *Look. Cups here. Spoons here.*

DO: Put 3 cups on one mat and 2 spoons on the other, where the student can see and touch them.

DO: Give each group its own attention. Touch the cups. Touch the spoons.

WAIT: Look at the student. Give time.

WATCH FOR: the student looks from one group to the other, reaches, touches, makes a sound, or stills. Any of these shows the 2 collections have been noticed. Respond to it, then move on.

Step 2 — Matching, one for one (VC2MFBN03.E03)

comparing collections of familiar objects by directly matching quantities of each group to determine if they are different; for example, lining up 2 collections and using matching to determine if the collections have a different number — VC2MFBN03.E03

SAY: *A spoon for a cup.*

DO: Put one spoon beside one cup. Line the pairs up.

DO: Go on. One spoon, one cup. Say the same words each time: *A spoon for a cup.*

DO: Stop at the end. Point to what is left: one cup with no spoon.

SAY: *Look — this cup has no partner. The cups have more.*

WAIT: Look at the student. Give time.

WATCH FOR: the student looks at the unmatched cup, touches it, reaches for it, looks between the rows, or vocalises. Any of these shows the matching has been seen. If the student is happy to, match hand-over-hand: your hand and the student's hand place each spoon together.

Step 3 — The student answers: 'more' and 'different' (VC2MFBN03.E04)

using direct comparison to respond to questions about group composition; for example, observing students lined up in 2 rows and responding to questions such as 'Are they different?' and 'Which one has more?' — VC2MFBN03.E04

SAY: *Which one has more?*

DO: Hold the question. Point to each group in turn, then wait.

WAIT: Give time. Watch the student's eyes, hands, switch or device.

WATCH FOR: the student points to, looks at, reaches for, switch-selects or says the cups. Take whatever way the student answers as their answer. If there is no answer, model it — touch the cups and say *The cups have more* — and ask again on another day.

DO: Now make the groups match. Put out 2 cups and 2 spoons. Pair them, one for one, so every thing has a partner.

SAY: *Are they different?* Ask with the YES symbol and the NO symbol in front of the student, or wait for the yes-switch or the no-switch.

WAIT: Give time. Take the answer the student gives, in whatever way they give it. Then model it: touch the pairs and say *They are the same. Not different.*

SAY: *You compared the cups and the spoons. All done!*

Step 4 — The adult counts; the student still answers (VC2MFBN03.E02)

participating in the comparison of groups using modelled counting; for example, observing modelled counting using one-to-one correspondence and identifying whether 2 groups of objects are 'different' or which group has 'more' — VC2MFBN03.E02

In this variation the adult counts out loud; the student's mathematics is still to identify 'more' and 'different'. Matching stays the way the collections are compared, the counting is modelled by the adult, and the student is never asked to count.

DO: Line up the 2 groups. Count each group out loud, touching one thing as you say one number word: *One, two — spoons. Then One, two, three — cups.*

SAY: *Which one has more?*

WAIT: Give time.

WATCH FOR: the student identifies the group with more — by look, point, reach, switch press or word. Then ask *Are they different?* with the YES and NO symbols or switches, and take the student's answer.

Step 5 — Finish

Finish while the student is still with the activity. SAY: *We compared! All done.* Note what the student did, the setting, and how they responded — the observation goes on the recording sheet the same day.

The same mathematics in other routines. The same 2-group comparison sits inside any routine — bowls and spoons at lunch, chairs and bags at pack-away, paintbrushes and pots in art. The words the adult uses stay the same from day to day: *more, different, the same.*

What counts as a response. A response is anything the student does that shows they have identified which group has more, or whether the groups are different: a look that stays on one group, a point, a reach, a touch, a switch press, an AAC selection, a sign, a word. Assisted and partial responses count — hand-over-hand, a partial physical prompt, co-active movement, eye-gaze. A response done with support is still a response, never a zero. A single observation is not yet evidence: what matters is what the student does across occasions.

Worked examples

Two worked examples, modelled with real objects. These are demonstrations for the teacher to deliver — they are never written out for the student to read.

Worked example 1 — Cups and spoons at the table (Level B)

You need: 3 cups, 2 spoons, the table, the student.

What the teacher does	What the teacher says
Bring the cups and the spoons to the table. Put the cups on one side and the spoons on the other, where the student can see and touch them.	<i>Cups here. Spoons here.</i>
Put one spoon beside one cup. Line the pairs up, one at a time.	<i>A spoon for a cup.</i>
Go on until each spoon has a cup. One cup has no partner. Point to it.	<i>This cup has no spoon.</i>
Ask the question, then wait.	<i>Which one has more?</i>
Take the student's answer — a look, a point, a reach, a switch press, a word. If there is no answer, touch the cups and model it.	<i>(wait) then The cups have more.</i>
Celebrate the response the student gave, in whatever way they gave it. Put the things away together.	<i>You compared them. All done.</i>
<i>Watch for:</i> the student looks along the matched pairs, stops at the unmatched cup, or looks at, points to or reaches for the cups when asked. Each of these is identifying which collection has 'more' by direct comparison (VC2MFBN03.E01, VC2MFBN03.E03).	

Worked example 2 — Two rows of students (Level B)

You need: space for 2 rows, a small group of students, the student.

What the teacher does	What the teacher says
Line up 3 students in one row and 2 students in another row, where the student can see both rows.	<i>Look — 2 rows.</i>
Move the rows so each student in one row stands next to one student in the other row. One student has no partner. Point to the gap.	<i>Here — no partner.</i>
Ask the yes/no question and wait, with the YES and NO symbols in front of the student, or the yes-switch and the no-switch.	<i>Are they different?</i>
Take the student's answer. Then ask the next question and wait.	<i>Which row has more?</i>
Take the look, point, switch press or word the student gives; if there is none, touch the longer row and model it.	<i>(wait) then This row has more.</i>
Celebrate the response, then move on with the day.	<i>You compared the rows. Well done.</i>

Watch for: the student observes the 2 rows, identifies whether they are different by the stated yes/no method, and identifies which row has more, in their own way (VC2MFBN03.E02, VC2MFBN03.E04).

Practice opportunities

Four scaffolded opportunities. Support starts high and steps back. Each one is stated in three response modalities; the student uses whichever fits their communication. None needs speech.

Practice 1 — Matching hand-over-hand (Level B)

The teacher runs Step 2 with cups and spoons. Support is high: the teacher's hand and the student's hand place each spoon beside a cup together, one for one. The teacher says the matching words. At the end, the teacher asks *Which one has more?* and the student answers in their own way.

- **Object or photograph choice:** The student answers by touching or looking at one of the 2 real groups — the cups or the spoons — held out or left in place.

- **Gesture, eye-gaze, switch or AAC:** The student looks at the group with more, points to it, reaches for it, or presses a switch that speaks the answer with the teacher. The device takes switch or touch input.
- **Speech or sign:** The student says or signs the answer, in whatever words they use.

Practice 2 — The student lines up the groups (*Level B*)

The teacher sets out 2 groups — pegs and blocks, 3 and 2 — and the student does the lining up, with a partial physical prompt only where needed. The teacher says *A peg for a block* as each pair is placed. At the end, the teacher asks *Which one has more?* and waits.

- **Object or photograph choice:** The student answers by placing their hand on the group that has more, or by picking up one of its objects.
- **Gesture, eye-gaze, switch or AAC:** The student points to, looks at or switch-selects the group with more. If *Are they different?* is asked, the method is stated: the student touches the YES symbol or the NO symbol, or presses the yes-switch or the no-switch. A head-shake is never assumed.
- **Speech or sign:** The student says or signs which group has more, or answers the yes/no question with their usual yes and no.

Practice 3 — Answering from a choice (*Level B*)

Support steps back. The 2 groups sit a short distance in front of the student — real groups, or 2 photographs of the groups, one on each card. The teacher asks *Which one has more?* The student chooses. Then the groups are changed so they match, and the teacher asks *Are they different?* with the YES and NO symbols or switches in place.

- **Object or photograph choice:** The student chooses by touching the group, or the photograph card, that has more.
- **Gesture, eye-gaze, switch or AAC:** The student eye-gazes at, points to or switch-selects their answer. The switch or AAC device is in place before the question is asked.
- **Speech or sign:** The student answers in speech or sign, and the yes/no answer comes as their usual yes and no.

Practice 4 — The student starts the comparison (*Level B*)

The materials are left within reach — cups and spoons on the mat — and the teacher waits, with no instruction given. The student starts the comparison: lining things up, putting one beside one, or pointing out that one group has more before being asked. The teacher names what the student did: *You put a spoon for a cup. The cups have more.*

- **Object or photograph choice:** The student chooses which 2 groups to compare by picking one of 2 offered objects — a cup for the cup group, a peg for the peg group.
- **Gesture, eye-gaze, switch or AAC:** The student initiates a point, a reach, a look or a switch press at the group with more, without a prompt. The teacher takes it as the answer.
- **Speech or sign:** The student says or signs which has more, or that the groups are different, first.

More opportunities in other settings

Four more opportunities, varying the setting and the materials. The mathematics stays the same: 2 collections are matched or lined up, and the student identifies 'more' and 'different'.

1. **At lunch.** Bowls and spoons are matched one for one as the table is set — a spoon for a bowl, a spoon for a bowl. If one bowl has no spoon, the student identifies which group has more, in their own way (VC2MFBN03.E01 — Level B).
2. **In the gym.** Balls and hoops: one ball is placed in each hoop, and the balls left over are lined up beside the row of hoops. The student identifies whether the groups are different and which has more (VC2MFBN03.E03 — Level B).
3. **In the art room.** Paintbrushes and pots are matched before painting starts — a brush for a pot, a brush for a pot. The teacher asks *Are they different?* using the stated yes/no method, and *Which one has more?* (VC2MFBN03.E04 — Level B).

4. **At pack-away.** Chairs and bags: each bag is matched to a chair as students leave. The student observes the 2 groups and identifies which has more, or whether they are different, by look, point, switch or word (VC2MFBN03.E04 — Level B).

Observing and recording

Assessment at Level B is observation, across occasions, in the student's own communication modality. There is no written task, no timed task, and nothing the student must say.

Rules for this record:

- **At least three occasions.** A single observation is not evidence. Responses change with tiredness, pain, medication, seizure activity, how much is happening in the room, and whether the student's communication system is to hand. Note these on the day.
- **Best sustained response.** The judgement is the student's best sustained response across the occasions — not the average, and not the most recent.
- **Assisted and partial responses count.** Hand-over-hand, a partial physical prompt, co-active movement and eye-gaze are legitimate observed responses at this level. Score them; never zero them. Independence is not the standard.
- **Record the modality.** On each occasion, note how the student responded — eye-gaze, gesture, switch, AAC, sign, speech, object choice — and whether their communication system was to hand.

Achievement standard. The rubric below uses the achievement standard extract of the owning content description, quoted verbatim:

“Students demonstrate an awareness of quantity and use direct comparison to determine ‘more’ and ‘different’ in practical situations, including partitioning and combining collections, sharing collections, and adding to and taking away from collections.”

This sentence is shared by VC2MFBN03, VC2MFBN04, VC2MFBN05 and VC2MFBN06. This sheet scores this subtopic's own CD, VC2MFBN03, against the sentence's comparison words: the student uses direct comparison to determine 'more' and 'different' between 2 collections. Partitioning and combining belong to 1D, adding to and taking away to 2A, and sharing to 2B, and are scored there.

The 0–4 judgement. This record feeds the Chapter 1 checkpoint (CP1), where VC2MFBN03 is scored once, out of 4, on the Level B scale:

Mark	Meaning for VC2MFBN03
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the materials but does not respond to the mathematical prompt
2	Responds to the prompt with full support (hand-over-hand, co-active, or full modelling) on at least one occasion
3	Identifies which collection has 'more' or whether they are 'different' with partial support, or independently on one occasion only
4	Identifies which collection has 'more' or whether they are 'different' independently, on more than one occasion, with more than one set of materials or in more than one setting

Recording sheet — VC2MFBN03 (Level B)

Student: _____ Communication system used: _____

Behaviour observed	Occasion 1 — date, setting, modality	Occasion 2 — date, setting, modality	Occasion 3 — date, setting, modality	Further occasions
Takes part when 2 collections are matched or lined up (looks along the pairs, touches, places an object with or without support)				
Identifies which of 2 collections has ‘more’ (looks at, points to, reaches for, switch-selects or names the group with more)				
Identifies when 2 collections are ‘different’ (answers <i>Are they different?</i> by the stated yes/no method)				
Identifies when 2 collections match — every thing has a partner, and neither group has more				
Responds to the questions <i>Which one has more?</i> and <i>Are they different?</i> in their own communication modality				

Support given on each occasion (hand-over-hand, partial prompt, none): _____

Judgement — best sustained response across the occasions:

- ☐ The student identifies which collection has ‘more’ and whether the collections are ‘different’, using direct comparison, across occasions, with the support noted.
- ☐ The student identifies which has ‘more’ or whether they are ‘different’ on some occasions; responses vary (note what changed: setting, fatigue, communication system to hand or not).
- ☐ The student is beginning to compare; observed responses are not yet sustained across occasions. Keep teaching; observe again.

Recorded by: _____ Date: _____

Partitioning and combining collections to make ‘more’ or ‘different’

Level B · Mathematics Towards Foundation B · Number strand · owns VC2MFBN04

This section is for the teacher. The teacher reads all the words, holds the objects and leads every activity. The student watches, listens, touches and responds in their own way. The student does not need to read, write or speak. Nothing here requires speech.

partition and combine collections to make ‘more’ or ‘different’ — VC2MFBN04, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is the change itself. The student splits a collection or an object into parts — **partitioning** — or puts parts together — **combining** — and then attends to the result: is it **‘more’** or is it **‘different’**?

That is the whole of it. This is not an arithmetic operation. Nobody adds up, nobody counts, and no number sentence appears anywhere. The student acts on the materials — breaks, splits, joins, pushes together — and the question is only ever about what the change made: **‘more’** or **‘different’**.

The two words of this section are **‘more’** and **‘different’**. They are the only comparison words taught here. ‘More’ does not mean a particular amount — it means the joined result is bigger than before, or one group has more than the other. ‘Different’ means the two parts or two groups do not match.

The verbs do the work, and they are the step up from Level A. At Level A the student **responds to** collections changing around them. At Level B the student **partitions and combines** — the student makes the change happen — and **demonstrates an awareness** of what the change made:

- **Partition** — split a group of objects into two groups, or break one object into two parts, themselves or with support.
- **Combine** — put two groups together, or join two parts to make one, themselves or with support.
- **Demonstrate an awareness** — look at, reach for, point to, choose or otherwise show which part or group has ‘more’, or that the two are ‘different’.

This is **not counting**. Nobody asks “how many?” and no number order is recited. The comparison is made by **matching and direct comparison** — looking, lining up, putting one next to one — never by counting.

Framework: content description, elaborations and achievement standard

Content description — VC2MFBN04, quoted verbatim:

partition and combine collections to make ‘more’ or ‘different’

Elaborations — VCAA’s examples of what this learning can look like. They are illustrations, not a checklist, and this section is not a walk through them in order. The content description is the expectation.

- VC2MFBN04.E01 — “partitioning a collection of objects into 2 groups and using matching and direct comparison to determine if the number of objects in each group is ‘different’; for example, partitioning a group of 5 pencils by placing one pencil in a container and 4 pencils in another container and identifying which group has more”
- VC2MFBN04.E02 — “joining 2 collections of objects together; for example, connecting 2 towers of blocks together to make one tower”
- VC2MFBN04.E03 — “splitting an object into 2 parts and determining if they have different sizes; for example, breaking playdough into 2 unequal sections and comparing their sizes to determine which section has ‘more’”
- VC2MFBN04.E04 — “joining 2 parts together to make a whole; for example, squashing 2 balls of playdough together to make one big ball or pushing together 2 horseshoe magnets to make one circle”

Scope note on the numbers in VC2MFBN04.E01. The elaboration is quoted exactly as VCAA wrote it, including its example numbers — 5 pencils split into 1 and 4. Those numbers are VCAA’s illustration, not a requirement of this section. This section teaches to the content description: partition and compare by

matching and direct comparison. The teacher does not count the objects aloud, does not name “how many”, and never asks “how many?” The comparison words stay ‘more’ and ‘different’ only.

Achievement standard. This content description shares the Number achievement standard sentence for this level. Quoted verbatim:

Students demonstrate an awareness of quantity and use direct comparison to determine ‘more’ and ‘different’ in practical situations, including partitioning and combining collections, sharing collections, and adding to and taking away from collections.

The judgement at the end of this section uses this sentence, scored for VC2MFBN04 alone — the partitioning and combining part. Sharing collections, and adding to and taking away from collections, belong to other sections in this book and are judged there, each under its own content description.

Where the student is coming from (Level A is assumed, not re-taught)

Level B sits above Level A. A student arriving here is assumed to already respond to number experiences — including responding to changing collections (VC2MFAN02). This section does not re-teach any of that. It builds the next step: the student moves from **responding to** a collection that changes around them to **making the change themselves** — splitting it or joining it — and showing an awareness of the result: ‘more’ or ‘different’. Where a student still needs the Level A experiences, offer them — but record against this section only the partitioning, the combining and the awareness of the result.

The comparison words ‘more’ and ‘different’ sit alongside this section in this chapter; here the student also acts on the materials, not just looks at them.

How the student responds

Every content description in this book is evidenced by the student’s response, so the response channel matters. Every activity, worked example, practice task and assessed item here accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for, pushes towards or picks up an object, or chooses between photographs or symbols.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board, book or app that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. This section asks yes/no questions: “Are they different?” If you ask a yes/no question, supply the yes and the no: the student’s yes symbol, photograph or object and the student’s no symbol, photograph or object, placed ready — or the yes and no keys on the student’s switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake.

Materials: real objects first

At this level: real objects first, then photographs, then line drawings. The object is the page. Gather:

- **Small collections of the same kind of object** — enough to split into two groups. For example: pencils, pegs, spoons, blocks or counters.
- **Two containers or two trays**, so the two groups each have their own clear place.
- **Blocks that connect** — to build two small towers that can be joined into one.
- **Playdough** — a ball that can be broken into two parts, and two small balls that can be squashed into one.
- **Two horseshoe magnets** — they can be pushed together to make one big shape. Use them only with objects the student is safe to handle; if magnets are not safe for this student, use playdough instead.
- **The student’s communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say ‘more’, a way to say ‘different’, and the yes and no pair ready.

Physical materials only. VC2MFBN04 does not name virtual materials, so this section uses no screens. Everything here is done with real objects the student can touch, split and join.

Keep the groups small and the difference clear. The point is what the split or the join made — ‘more’ or ‘different’ — not how many objects there are. Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

Teaching sequence

One sequence, four stages. The words in “quotes” are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Have a small collection of objects on a tray, two containers, two small block towers, some playdough and the horseshoe magnets ready.
- Have the student’s communication system with you, with ‘more’, ‘different’ and the yes and no pair available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Split the group (VC2MFBN04 .E01)

(Put the tray with a small group of pencils in front of the student.)

“Look. Pencils.”

Pause. Let the student see or touch them.

“Now — split.”

(Push the pencils into the two containers — some in one, the rest in the other. Move them one by one, without counting aloud. The comparison comes from looking and matching, never from counting.)

“Two groups.”

Pause. Let the student see both groups.

(Hold up the yes and no pair.)

“Are they different?”

Pause. Watch the student’s response in any channel. Respond warmly to any clear response.

“Which has more?”

Pause. Watch where the student looks, points, reaches or gazes. If the student indicates a group, respond warmly: “Yes — more.” If not, do not say no; model by touching the group with more: “This group — more.”

If the two groups match, say so: “They match — not different.”

Stage 2 — Break it into two (VC2MFBN04 .E03)

(Hold up a ball of playdough.)

“Look. Playdough.”

Pause. Let the student touch it.

“Now — split.”

(Break the playdough into two parts, clearly different sizes. Hold one part in each hand.)

Pause.

“Different.”

(Hold the two parts side by side, or place them on the tray next to each other.)

“Which has more?”

Pause. Watch the student indicate a part. Model if needed, holding up the part with more: “This one — more.”

Invite the student to break the playdough themselves: “Split.” Support with hand-over-hand or a partial prompt if needed, and record the support.

Stage 3 — Put two groups together (VC2MFBN04.E02)

(Put the two small block towers in front of the student.)

“Look. Two towers.”

Pause. Let the student see or touch them.

“Now — together.”

(Connect the two towers to make one tower.)

Pause.

“More! One big tower.”

Watch: do the student’s eyes, hands or attention move to the joined tower? Let the student touch it.

Invite the student to join the next two towers themselves: “Together.” Support with hand-over-hand or a partial prompt if needed, and record the support.

Stage 4 — Join two parts to make one (VC2MFBN04.E04)

(Hold up two small balls of playdough.)

“Two balls.”

Pause.

“Now — together.”

(Squash the two balls into one big ball.)

Pause.

“More! One big ball.”

Watch the student’s response. Let them touch the joined ball.

With the magnets: hold up the two horseshoe magnets, then push them together.

“Together — more. One big shape.”

Pause. Watch the student’s response. Let them touch the joined shape.

Keep every question inside ‘more’ and ‘different’. Do not count. Do not ask “how many?”

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — Pencils into two containers (*Level B, VC2MFBN04*)

Materials: a small group of pencils; two containers; the student’s yes and no pair.

1. Put the pencils on a tray. Say: “Look. Pencils.” Pause. Let the student touch them.
2. Split the pencils into the two containers — some in one, the rest in the other. Move them one by one, without counting aloud. Make the two groups clearly different sizes.
3. Hold up the yes and no pair. Ask: “Are they different?” Pause. Watch the student respond in any channel. Model if needed: touch each group in turn and say “Different.”
4. Ask: “Which has more?” Pause. Watch the student look, point or reach to a container. Model if needed: touch the group with more and say “More.”
5. Split the pencils again, this time so the groups match. Put one pencil from each group side by side until all are matched. Say: “They match — not different.”

The response can be a look, a gaze, a point, a reach, a touch, a switch press, a symbol selected, a vocalisation, a sign or a word. Any channel counts.

Worked example 2 — Two towers become one (*Level B, VC2MFBN04*)

Materials: two small towers of connecting blocks, ready-made.

1. Put the two towers in front of the student. Say: “Look. Two towers.” Pause.
2. Say: “Together.” Connect the two towers into one tower. Pause.
3. Say: “More! One big tower.” Watch the student attend to the joined tower. Let them touch it.
4. Hold the joined tower next to where one tower stood before. Say: “More.”
5. Give the student two more small towers. Say: “Together.” Pause. Watch: does the student connect them? Support with hand-over-hand or a partial prompt if needed, and record the support you gave.

Joining the two towers is combining. Attending to the joined tower — bigger than before — is demonstrating an awareness of ‘more’.

Practice

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level B and sits inside ‘more’ and ‘different’ only.

Practice 1 — Split and see (*Level B*)

Setup: a small group of objects on a tray; two containers.

The adult asks the student to split the objects into the two containers, with support as needed. Then the adult asks: “Are they different?” Pause. Then: “Which has more?” Pause.

How the student can respond:

- Object or photograph choice: push objects into the containers to split them; touch or reach for the group with more; or choose the matching photograph.
- Gesture, eye-gaze, switch or AAC: look at or point to the group with more; press the switch when looking at it; select ‘more’, ‘different’, yes or no on the AAC page.
- Speech or sign: say or sign ‘more’ or ‘different’, or give the yes or no response.

Practice 2 — Break the playdough (*Level B*)

Setup: a ball of playdough within the student’s reach.

The adult asks the student to break the playdough into two parts, with support as needed. Then the adult asks: “Are they different?” Pause. Then: “Which has more?” Pause.

How the student can respond:

- Object or photograph choice: pull the playdough apart; touch or reach for the part with more; or choose the matching photograph.
- Gesture, eye-gaze, switch or AAC: look at or point to the part with more; press the switch when looking at it; select ‘more’, ‘different’, yes or no on the AAC page.

- Speech or sign: say or sign ‘more’ or ‘different’, or give the yes or no response.

Practice 3 — Put the two groups together (*Level B*)

Setup: two small groups of objects, or two small block towers, on the tray.

The adult asks the student to join the two groups into one, with support as needed: “Together.” Pause. Then the adult says: “More!” and watches the student attend to the joined group.

How the student can respond:

- Object or photograph choice: push the two groups together, or connect the towers; touch or reach for the joined group.
- Gesture, eye-gaze, switch or AAC: look at or point to the joined group; press the switch when looking at it; select ‘more’ on the AAC page.
- Speech or sign: say or sign ‘more’; vocalise at the change.

Practice 4 — Make one big one (*Level B*)

Setup: two small balls of playdough — or, where the student can handle them safely, two horseshoe magnets.

The adult asks the student to join the two parts into one, with support as needed: “Together.” Pause. Then the adult says: “More! One big one.” and watches the student respond.

How the student can respond:

- Object or photograph choice: squash the two balls together, or push the two magnets together; touch or reach for the joined shape.
- Gesture, eye-gaze, switch or AAC: look at or point to the joined shape; press the switch when looking at it; select ‘more’ on the AAC page.
- Speech or sign: say or sign ‘more’; vocalise at the change.

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement), modelled gestures and eye-gaze are all legitimate responses. A response with support is still a response, never nothing. Record the support you gave.

Do not count. Do not ask “how many?” Stay inside ‘more’ and ‘different’.

Further opportunities

Vary the setting and the materials — the mathematics does not change. Keep every one inside ‘more’ and ‘different’.

1. **Lunch or break time.** Split crackers or pieces of fruit onto two plates — “Are they different? Which has more?” Then tip the two plates together into one bowl — “More.”
2. **Around the room.** Split a stack of books into two piles, or a handful of pegs into two groups; compare with ‘more’ or ‘different’. Then put two piles together into one — “More.”
3. **Art or craft.** Break a roll of modelling clay into two parts and compare them. Join two pieces of paper or card together with glue or tape to make one — “More.”
4. **Outside.** Split a handful of leaves or pebbles into two piles and compare them. Press two balls of mud or snow together into one — “More.”

In every setting the question is the same: what did the split or the join make — ‘more’ or ‘different’?

Observing and judging

Assessment in this section is observation. There are no tests, no written questions, no timed tasks and no multiple-choice items. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student’s response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.

2. **Record the best sustained response.** The judgement across the occasions is the student's best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *demonstrate an awareness* and *use direct comparison*.

Recording sheet

Copy this sheet for each student. Record at least three occasions, then record the judgement. This sheet is for the adult to fill in; the student does not read or write it.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Objects used	What was done	What was asked	Response seen	How they responded	Support given
1				split a group / broke an object / joined groups / joined parts	are they different / which has more		object or photo / gesture, gaze, switch, AAC / speech or sign	no support / partial / hand-over-hand
2								
3								

Tick what you observed across the occasions:

- partitions a collection into two groups and compares them ('different'? which has 'more'?)
- breaks an object into two parts and compares the parts
- joins two collections together and attends to the joined result ('more')
- joins two parts to make one and attends to the result ('more')
- responds to 'more' and 'different' in their own communication

Best sustained response across the occasions: _____

Judgement: demonstrates awareness and compares / demonstrates awareness and compares with support / participates with support

Judgement against the achievement standard

The judgement uses the achievement standard extract for this content description, quoted verbatim:

Students demonstrate an awareness of quantity and use direct comparison to determine 'more' and 'different' in practical situations, including partitioning and combining collections, sharing collections, and adding to and taking away from collections.

For this section the operative words are *demonstrate an awareness of quantity* and *use direct comparison to determine 'more' and 'different'*, applied to partitioning and combining collections. The evidence is the student splitting collections and objects, joining collections and parts, and showing — in any channel — whether the result is 'more' or 'different'. Sharing, and adding to and taking away from collections, are judged in their own sections.

Judgement	What you see
Demonstrates awareness and compares	The student partitions or combines collections and objects, and shows by look, gaze, point, reach, touch, switch, symbol, vocalisation, sign or word that the result

Demonstrates awareness and compares with support

is 'more' or 'different', across most observed occasions.

The student partitions or combines, or shows 'more' or 'different', with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult.

Participates with support

The student joins in the activities with adult support; a clear awareness of 'more' or 'different' is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Checkpoint 1 (CP1) — Chapter 1: Number — quantity

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Observation checkpoint — one-to-one, with real objects. The teacher reads, signs or symbol-supports everything on these pages. The student reads nothing, writes nothing and is never required to speak.

Instrument information

Instrument	Checkpoint 1 (CP1) — Chapter 1 assessment
Book and band	ClassBasics <i>Mathematics Towards Foundation B</i> (book code BK_MathsADB) — one level of the Towards Foundation continuum. Level B is not a year level and implies no age.
Chapter coverage	Chapter 1 — Number: number names, ‘one’ and ‘more’, comparing and partitioning (sections 1A–1D)
Content descriptions assessed	VC2MFBN01 (1A), VC2MFBN02 (1B), VC2MFBN03 (1C), VC2MFBN04 (1D) — each scored once, out of 4
Marks	16 — 4 marks per owned content description, on the Level B 0–4 scale
Structure	4 observed tasks: Task 1 — number names and numerals (4 marks); Task 2 — ‘one’ and ‘more’ (4 marks); Task 3 — comparing two collections (4 marks); Task 4 — partitioning and combining (4 marks)
Format	Observed, one-to-one, with real objects, inset puzzles, counters and numeral cards, in ordinary classroom routine
Timing	Untimed. A guidance duration for planning is 5–10 minutes per task per occasion, split across the week. This is never a limit on the student.
Occasions	Evidence is gathered across at least three separate occasions . The recorded mark is the student’s best sustained response — not an average and not the most recent occasion.
Permitted materials	The materials lists below, and the student’s own communication system. No worksheets, no written responses, no calculator — none are needed or used.
Recording	Record every occasion on the CP1 recording sheet: <u>MathsADB_CP1_Rubric</u> .md. The recording space for this checkpoint is that sheet.

Conditions

- **All instructions are read aloud, signed or symbol-supported by the teacher.** No task depends on the student reading anything.
- **No task requires speech.** Every task offers the three-modality response set: object or photograph choice; gesture, eye-gaze, switch or AAC selection; speech or sign. A response in any channel is a response. AAC (augmentative and alternative communication) is any tool the student uses to communicate — a symbol board, a speech-generating device, a book or an app.
- **Yes/no questions name the yes/no method.** The YES symbol and NO symbol, the yes object and no object, or the yes-switch and no-switch are placed in front of the student before the question is asked. A head-shake or head-nod is never assumed.

- **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate responses at Level B.
 - **The student’s communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet — it is part of the evidence, not a detail.
 - **This is a school-designed assessment instrument.** It is written by the school for its own students against the Victorian Curriculum F–10 Mathematics Version 2.0 content descriptions named above. It is not a VCAA instrument and has not been reviewed or endorsed by VCAA.
 - Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.
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Teacher guidance — before you begin (Level B)

CP1 gathers the evidence Chapter 1 has been building: the student identifying number names and numerals (1A), identifying, naming and representing ‘one’ and ‘more’ (1B), comparing two collections with ‘more’ and ‘different’ (1C), and partitioning and combining to make ‘more’ or ‘different’ (1D).

The tasks below are the same shape as the section teaching sequences. Run them inside ordinary moments of the day, one-to-one, when the student is rested. Run them on at least three separate occasions, varying the materials and the setting where you can. What the student does on one day is noted, not judged; the judgement is the best sustained response across the occasions.

What CP1 never asks. No counting from the student, no “how many?”, no subitising, no putting numbers in order, no ‘less’, no ‘fewer’, no zero, no number sentences, no written response. If a student counts along with you, that is recognition joining in — welcome, and not the evidence being scored.

What counts as a response. A look that stays, a point, a reach, a touch, a switch press, an AAC selection, a sign, a vocalisation, a word. Assisted and partial responses count: hand-over-hand, co-active movement, a partial physical prompt, eye-gaze. Record the support you gave; the rubric scores it.

Support ladder. For every prompt: wait first — several seconds is not too long. Then gesture towards the materials. Then hand-over-hand or full modelling. Record which step the response came at.

Task 1 — Number names and numerals (Level B)

Assessed content description: VC2MFBN01 — *identify number names and representations of number* (quoted verbatim from `maths_AD.json`). **Section:** 1A. **Marks:** 4.

The two ideas in this task. The CD asks for number names *and* representations of number. Number names are the words we say, sign or symbol for numbers: *one, two, three*. Representations here are the written numerals: 1, 2, 3. Gather evidence for both ideas; they are scored as one mark out of 4.

Materials

- Large numeral cards, 1 to 9 — one numeral per card, high contrast, nothing else on the card
- A numeral inset puzzle — numeral pieces that fit into matching numeral spaces (real, tactile; the numeral is a shape the student can touch)
- Tactile numerals if the student has them — raised or sandpaper numerals
- The student’s communication system, to hand; if the student uses a switch, set to select between two cards
- Something the student likes, for the countdown: a ball to release, music to start, a swing, a bounce

No zero card. No quantities to count.

Script

Part A — number names by ear. Say one number name for each slow tap on the table: “*One ... two ... three.*” Wait for the student to tap, clap, step, vocalise or press a switch once for each number name. Any of these is a response.

Then do the countdown: “Ready — *three, two, one ... go!*” Hold up numeral cards 3, 2, 1 as each name is said, and do the liked thing on *go*. Repeat the countdown several times. Look for: the student responding on the names, and waiting, watching or anticipating as the countdown nears *go*.

Part B — numerals by eye and touch. Put two numeral cards on the desk, far enough apart that a look or a reach tells you which was chosen — 2 and 7 is a good first pair. Touch each as you name it: “*Two ... seven.*” Say: “Show me *two.*” Wait. If there is no response, gesture towards the cards. If there is still none, reach together — hand-over-hand — to 2, saying “*two*” as you arrive. A wrong choice is still a choice: name what was chosen, model the right name, and go on. Never “no”. Repeat with the pair swapped, then with a new pair (3 and 8). With the numeral inset puzzle: name a piece — “*five*” — and let the student place or indicate where it goes; support as needed. With a tactile numeral: trace it and say its name, then put two down and say “Find *three.*”

Part C — name to numeral, numeral to name. Put out cards 3 and 8. Say one name only: “*Three.*” Watch the student indicate the card that goes with the name. Then hold up card 3 and ask the other way — on the symbol board or device with two choices, or spoken: “Which one is it: *three* or *eight*?” Both directions matter; record each.

Response set — how the student can answer

- **Object or photograph choice:** touch, pick up or push towards the named numeral card or puzzle piece.
- **Gesture, eye-gaze, switch or AAC:** point to, look and hold at, or switch-select the card; select the numeral on the device.
- **Speech or sign:** say or sign the number name while indicating, or instead of indicating.

Record

On the CP1 recording sheet, for each occasion: evidence for number names, and evidence for numerals — what the student indicated, how, and what support was given. Note consistent choices that were not the named one; VCAA’s own elaboration allows identifying numerals “even if they are not always correct in naming the numerals” (VC2MFBN01.E04).

Task 2 — ‘One’ and ‘more’ (Level B)

Assessed content description: VC2MFBN02 — *identify, name and represent ‘one’ and ‘more’ using physical and virtual materials* (quoted verbatim from `maths_AD.json`). **Section:** 1B. **Marks:** 4.

The whole of this task. One single thing against a group. The student identifies which is ‘one’ and which is ‘more’, attaches the word to each, and makes or shows each themselves. ‘More’ here means *not one; a group; more than one* — no amount is named. This is not counting and not “which has more between two groups” — that is Task 3.

Materials

- Two trays or mats
- One single object and a small group of the same kind of object — for example: one cup and a stack of 3 or 4 cups; one spoon and a handful of spoons; one block and a small pile of blocks
- The student’s communication system, with a way to say ‘one’ and a way to say ‘more’ ready — symbols, photographs, device keys or objects of reference
- Optional: a program, app or switch toy that accepts **switch or touch input** and shows one item or a group of items — name the input the student uses; real objects come first, the screen is one variation

Script

Part A — here is one; here is more. Put the tray with the single object in front of the student. “Look. One cup.” Pause; let the student see or touch it. Put the group next to it. “And here — more cups.” Pause. Say the words clearly each time: “one” for the single object, “more” for the group.

Part B — which is one? which is more? With both trays in front: “Where is one?” Pause; watch where the student looks, points, reaches or gazes. If the student indicates the single object: “Yes — one.” If the group, do not say no;

touch the single object and model: “This is one.” Then: “Where is more?” Pause. Swap the trays’ positions and ask again, so the choice is by quantity, not by where a tray always sits.

Part C — name it. Show one set at a time and pause, inviting the student to attach the word in whatever channel they use — a spoken word, a sign, a symbol selected, a key pressed, a vocalisation with a clear look or reach. Model the word if the student does not yet attach it: “One.” ... “More.” Record whether the naming was independent, modelled or supported.

Part D — make it. Hold out your hand. “Give me one.” Pause — does the student hand over, push or place a single object? Support with hand-over-hand or a partial prompt if needed; record the support. Then: “More.” Pause — does the student add objects, gesture, reach or vocalise to show they want more? A student who initiates an action, gesture or vocalisation to show they want more is representing ‘more’.

Response set — how the student can answer

- **Object or photograph choice:** touch, reach for or pick up the single object or the group; hand over one object; choose the photograph of ‘one’ or of ‘more’.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the tray; press the switch when looking at it; select ‘one’ or ‘more’ on the AAC page.
- **Speech or sign:** say or sign ‘one’ or ‘more’.

Record

On the CP1 recording sheet, for each occasion: whether the student identified ‘one’, identified ‘more’, named each, represented ‘one’ (handed over, placed or showed a single object) and represented ‘more’ (added objects, or gestured or vocalised for more). Record the support given for each.

Task 3 — Comparing two collections: ‘more’ and ‘different’ (Level B)

Assessed content description: VC2MFBN03 — *compare the quantity of collections using direct comparison to identify which has more or if they are different* (quoted verbatim from maths_AD.json). **Section:** 1C. **Marks:** 4.

The whole of this task. Two collections are matched one for one or lined up, and the student identifies which collection has ‘more’, or whether the collections are ‘different’. The comparison is by matching and lining up — never by counting. The only comparison words are ‘more’ and ‘different’.

Materials

- Real things that come in two groups that can be matched — cups and spoons, pegs and blocks, paintbrushes and pots; 2 to 4 things in each group
- Two mats, trays or hoops — one for each collection
- The student’s communication system, in reach
- The YES symbol and NO symbol, or the yes-switch and no-switch, for the *Are they different?* question

Script

Part A — match them. Put 3 cups on one mat and 2 spoons on the other, where the student can see and touch them. “Cups here. Spoons here.” Put one spoon beside one cup and line the pairs up, saying the same words each time: “A spoon for a cup.” Stop at the end and point to the unmatched cup: “This cup has no partner. The cups have more.” If the student is happy to, match hand-over-hand — your hand and the student’s hand place each spoon together.

Part B — which one has more? “Which one has more?” Point to each group in turn, then wait. Watch the student’s eyes, hands, switch or device. Take whatever way the student answers as their answer. If there is no answer, touch the cups and model: “The cups have more” — and ask again on another occasion.

Part C — are they different? Make the groups match: 2 cups and 2 spoons, paired one for one so every thing has a partner. Place the YES and NO symbols in front of the student — or ready the yes-switch and no-switch — and ask: “Are they different?” Pause. Take the answer the student gives, in whatever way they give it. Then model it: touch the

pairs and say “They are the same. Not different.” Run the question both ways across the occasions — once when the groups are different, once when they match.

Part D — the adult counts; the student still answers. Line up the two groups and count each out loud yourself, touching one thing per number word: “One, two — spoons.” ... “One, two, three — cups.” Then ask again: “Which one has more?” and “Are they different?” The counting is yours; the student’s mathematics is still identifying ‘more’ and ‘different’. The student is never asked to count.

Response set — how the student can answer

- **Object or photograph choice:** touch, place a hand on, or pick up an object from the group that has more; choose between photographs of the two groups.
- **Gesture, eye-gaze, switch or AAC:** look at, point to, reach for or switch-select the group with more; answer *Are they different?* by the stated yes/no method.
- **Speech or sign:** say or sign which group has more; give the yes/no answer in the student’s usual yes and no.

Record

On the CP1 recording sheet, for each occasion: whether the student identified which collection has ‘more’; whether the student identified when the collections are ‘different’ and when they match; how each answer was given; the support given.

Task 4 — Partitioning and combining: ‘more’ or ‘different’ (Level B)

Assessed content description: VC2MFBN04 — *partition and combine collections to make ‘more’ or ‘different’* (quoted verbatim from `maths_AD.json`). **Section:** 1D. **Marks:** 4.

The whole of this task. The student acts on the materials — splits a group or an object (partitioning), or puts groups or parts together (combining) — and shows an awareness of what the change made: ‘more’ or ‘different’. This is not an arithmetic operation. Nobody adds up, nobody counts, and no number sentence appears.

Materials

- A small collection of the same kind of object to split — counters, pencils, pegs or spoons
- Two containers or two trays, so the two groups each have their own place
- Connecting blocks — two small towers that can be joined into one
- Playdough — one ball that can be broken into two parts, and two small balls that can be squashed into one
- The student’s communication system, with a way to say ‘more’, a way to say ‘different’, and the yes and no pair ready

Physical materials only — VC2MFBN04 does not name virtual materials, so no screens in this task.

Script

Part A — split the group. Put the counters on a tray. “Look. Counters.” Pause. “Now — split.” Push the counters into the two containers — some in one, the rest in the other — one by one, without counting aloud, making the two groups clearly different. “Two groups.” Pause. Hold up the yes and no pair: “Are they different?” Pause. Then: “Which has more?” Pause. If the student indicates a group, respond warmly; if not, model by touching the group with more: “This group — more.” Invite the student to split the next set: “Split.” Support with hand-over-hand or a partial prompt if needed; record the support.

Part B — break it into two. Hold up a ball of playdough. “Playdough.” Pause. “Split.” Break it into two parts, clearly different sizes, and hold one in each hand. “Different.” Hold the parts side by side. “Which has more?” Pause; model if needed: “This one — more.” Invite the student to break the playdough themselves; support and record as needed.

Part C — put two groups together. Put the two small block towers in front of the student. “Two towers.” Pause. “Together.” Connect them into one tower. “More! One big tower.” Watch the student’s eyes, hands and attention

move to the joined tower; let the student touch it. Give the student two more towers: “Together.” Watch: does the student connect them, with or without support? Record what you gave.

Part D — join two parts to make one. Hold up two small balls of playdough. “Two balls.” Pause. “Together.” Squash them into one big ball. “More! One big ball.” Watch the student’s response; let them touch it. Invite the student to join the next two parts themselves.

Response set — how the student can answer

- **Object or photograph choice:** push objects into containers to split; pull playdough apart; push groups or parts together; touch or reach for the part or group with more.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the part or group with more; select ‘more’, ‘different’, yes or no on the AAC page; switch-select the answer.
- **Speech or sign:** say or sign ‘more’ or ‘different’; give the yes/no response in the student’s usual yes and no; vocalise at the change.

Record

On the CP1 recording sheet, for each occasion: what the student did — split a group, broke an object, joined groups, joined parts — and what the student showed about the result (‘more’ or ‘different’); how each response was given; the support given for the acting and for the identifying.

After the third occasion

Transfer the best sustained mark for each content description from the recording sheet to the summary on that sheet: VC2MFBN01 /4, VC2MFBN02 /4, VC2MFBN03 /4, VC2MFBN04 /4 — checkpoint total /16. The rubric and the scale are on `_MathsADB_CP1_Rubric.md`. Each content description then appears again in the Level B review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 1 (CP1) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Chapter 1 — Number: quantity. This sheet is for the teacher to fill in. The student reads nothing and writes nothing here. Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.

Instrument	Checkpoint 1 (CP1) — scoring rubric and observation record
Book and band	ClassBasics <i>Mathematics Towards Foundation B</i> (BK_MathsADB) — Level B, Towards Foundation. Not a year level; no age implied.
Content descriptions assessed	VC2MFBN01, VC2MFBN02, VC2MFBN03, VC2MFBN04 — each scored once, out of 4
Marks	16
Conditions	Observed, one-to-one, untimed; evidence across at least three separate occasions; the recorded mark is the student's best sustained response. School-designed assessment instrument, not a VCAA instrument; not reviewed or endorsed by VCAA.

Student: _____ Communication system used: _____

The scale — the whole of the mark scheme (Level B)

Each content description is scored **once, out of 4**. The scale is defined from Level B's own achievement standard verbs — *identify, initiate, demonstrate an awareness*:

Mark	Meaning
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the materials but does not respond to the mathematical prompt
2	Responds to the prompt with full support (hand-over-hand, co-active, or full modelling) on at least one occasion
3	Performs the CD's own verb with partial support, or independently on one occasion only
4	Performs the CD's own verb independently, on more than one occasion, with more than one set of materials or in more than one setting

Rules that bind the judgement:

- Evidence is gathered across **at least three separate occasions**. A single sitting is not evidence at Level B: response varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand.
- The recorded mark is the student's **best sustained** response across the occasions — not an average, and not the most recent occasion.
- **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate observed responses at Level B. A response given with full support on at least one occasion scores at least 2.
- Nothing is timed. Fatigue and sensory load are reasons to observe again, never reasons to mark down.

Record 1 — VC2MFBN01 · number names and numerals · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*identify number names and representations of number.*”

Achievement standard extract carried against this CD (quoted verbatim): “*students identify ‘one’ object and ‘more’ objects, and recognise one or more number names.*”

Both ideas must be evidenced and are scored as one mark out of 4: identifying number names (the words we say, sign or symbol for numbers), and identifying numerals (the written representations, including numerals found in the room, “even if they are not always correct in naming the numerals”, VC2MFBN01.E04).

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Response to number names — what the student indicated, and how				
Response to numerals — what the student indicated, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes — including consistent choices that were not the named one				

Mark descriptors for VC2MFBN01:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the number names and numeral cards but does not respond to the prompt
2	Responds to the prompt with full support — reaches hand-over-hand to a numeral, or joins a number-name routine only with full modelling — on at least one occasion
3	Identifies number names or numerals with partial support, or independently on one occasion only
4	Identifies number names and numerals independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, numeral cards on one occasion and numerals found around the room on another

Best sustained mark for VC2MFBN01: ____ / 4

Record 2 — VC2MFBN02 · ‘one’ and ‘more’ · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*identify, name and represent ‘one’ and ‘more’ using physical and virtual materials.*”

Achievement standard extract carried against this CD (quoted verbatim): “*students identify ‘one’ object and ‘more’ objects, and recognise one or more number names.*”

The evidence: the student identifies the single object and the group (‘one’ and ‘more’), attaches the right word to each in their own communication, and represents each — handing over one object, adding objects, or gesturing or vocalising for more.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Identifies ‘one’ / identifies ‘more’ — what was shown, and how				
Names ‘one’ and ‘more’ / represents ‘one’ and ‘more’ — what was shown, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBN02:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the trays but does not respond to the prompt
2	Responds to the prompt with full support — identifies, names or represents ‘one’ or ‘more’ hand-over-hand, co-actively or with full modelling — on at least one occasion
3	Identifies, names or represents ‘one’ and ‘more’ with partial support, or independently on one occasion only
4	Identifies, names or represents ‘one’ and ‘more’ independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, cups on one occasion, blocks on another, or a switch- or touch-accessible screen as one variation

Best sustained mark for VC2MFBN02: ____ / 4

Record 3 — VC2MFBN03 · comparing two collections · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “compare the quantity of collections using direct comparison to identify which has more or if they are different.”

Achievement standard extract carried against this CD (quoted verbatim): “Students demonstrate an awareness of quantity and use direct comparison to determine ‘more’ and ‘different’ in practical situations, including partitioning and combining collections, sharing collections, and adding to and taking away from collections.”

This record scores the direct-comparison part of the sentence. Partitioning and combining are scored under Record 4; sharing, and adding to and taking away, are scored in Checkpoint 2.

The evidence: two collections matched one for one or lined up; the student identifies which collection has ‘more’, and whether the collections are ‘different’ (by the stated yes/no method) — never by counting.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Identifies which collection has ‘more’ — what was shown, and how				
Identifies ‘different’ / ‘the same’ — yes/no method used, and answer				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBN03:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the two collections but does not respond to the prompt
2	Responds to the prompt with full support — matches hand-over-hand, or identifies ‘more’ or ‘different’ only with full modelling — on at least one occasion
3	Identifies which collection has ‘more’ or whether they are ‘different’ with partial support, or independently on one occasion only
4	Identifies which collection has ‘more’ or whether they are ‘different’ independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, cups and spoons at the table on one occasion and pegs and blocks at pack-away on another

Record 4 — VC2MFBN04 · partitioning and combining · 4 marks

Content description (quoted verbatim from maths_AD.json): “*partition and combine collections to make ‘more’ or ‘different’.*”

Achievement standard extract carried against this CD (quoted verbatim): “*Students demonstrate an awareness of quantity and use direct comparison to determine ‘more’ and ‘different’ in practical situations, including partitioning and combining collections, sharing collections, and adding to and taking away from collections.*”

This record scores the partitioning and combining part of the sentence.

The evidence: the student splits a collection or an object, or joins groups or parts — themselves or with support — and shows, in any channel, whether the result is ‘more’ or ‘different’.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
What the student did — split a group / broke an object / joined groups / joined parts				
Awareness of the result — ‘more’ or ‘different’; what was shown, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBN04:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the materials but does not respond to the prompt
2	Responds to the prompt with full support — partitions or combines hand-over-hand or co-actively, or shows ‘more’ or ‘different’ only with full modelling — on at least one occasion
3	Partitions or combines, and demonstrates an awareness of ‘more’ or ‘different’, with partial support, or independently on one occasion only
4	Partitions or combines, and demonstrates an awareness of ‘more’ or ‘different’, independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, counters into

Mark

What you see

containers on one occasion and playdough or block
towers on another

Best sustained mark for VC2MFBN04: ____ / 4

Checkpoint 1 summary

Content description	Section	Best sustained mark
VC2MFBN01 — identify number names and representations of number	1A	___ / 4
VC2MFBN02 — identify, name and represent ‘one’ and ‘more’ using physical and virtual materials	1B	___ / 4
VC2MFBN03 — compare the quantity of collections using direct comparison to identify which has more or if they are different	1C	___ / 4
VC2MFBN04 — partition and combine collections to make ‘more’ or ‘different’	1D	___ / 4
Checkpoint 1 total		___ / 16

Each of these content descriptions is assessed again, worth 2 marks, in the Level B review before reporting against the achievement standard.

Recorded by: _____ **Date:** _____