

Mathematics Towards Foundation B

Chapter 2 — Number: practical situations — adding, taking away and sharing

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Adding and taking away objects, then matching to see what changed

Level B · Mathematics Towards Foundation B · Number strand · owns VC2MFBN05

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.

add or take away objects, using physical and virtual materials and matching to determine whether the changed total is more or different — VC2MFBN05, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is **change, seen through matching**. Two groups start the same. The student adds to one group, or takes away from it. Then the two groups are matched again to see what changed. The matching shows the answer: the groups are now **different**, or one group has **more**.

The two words of this section are ‘**more**’ and ‘**different**’. They are the only comparison words used here. ‘Less’ and ‘fewer’ do not appear at this level and are not used in this section.

The verb of this section is **match**. The student does and matches — never calculates. There is **no counting, no number sentences, no written symbols and no algorithms** here. Matching is how the student knows. Nobody asks “how many?”

This is the step up from Level A. At Level A the student **responds to** objects being added and taken away around them (VC2MFAN04). At Level B the student **adds and takes away**, then **matches to see** whether the changed group is more or different.

Framework: content description, elaborations and achievement standard

Content description — VC2MFBN05, quoted verbatim:

add or take away objects, using physical and virtual materials and matching to determine whether the changed total is 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.

- VC2MFBN05.E01 — “starting with 2 collections with the same quantity, then adding or taking away objects from one collection to make the collections different; for example, matching elements in 2 equal collections of strawberries and taking one away from, or adding one to, one of the collections, and matching to determine if the totals are different or which collection has more”
- VC2MFBN05.E02 — “responding to questions about group composition after 1 of 2 collections with the same starting quantity has changed, such as responding to ‘Which has more?’ and ‘Are they different?’”
- VC2MFBN05.E03 — “participating in modelled counting with demonstrated one-to-one correspondence; for example, assisting in counting the starting number of a collection of objects, and adding one or taking away one object from the collection and re-counting to find the changed total”
- VC2MFBN05.E04 — “role-playing situations that involve simple money transactions using a group of one-dollar coins to ‘pay’ for physical items”

Scope note on VC2MFBN05.E03. The elaboration is quoted exactly as VCAA wrote it, but this section teaches to the content description, whose way of knowing is **matching** — “matching to determine whether the changed total is more or different”. At Level B, comparison is by direct comparison and matching; **no counting is required** to determine ‘more’ or ‘different’. Counting in a stable order is Level C (VC2MFCN01) and is not taught here. The modelled counting experience in VC2MFBN05.E03 may be offered as a supported participation experience — the student assisting while the adult models counting with one-to-one correspondence — but the judgement for this section is made on matching. A 2A that counts has taught Level C.

Scope note on VC2MFBN05 . E04. Money in this section is **whole dollars only** — a group of \$1 coins to ‘pay’ for physical items. No cents and no change appear anywhere in this book. The coin used and depicted is the Australian **\$1 coin** — a coin, never a note: the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No other coin and no note appears in this section. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

Achievement standard. VC2MFBN05 and VC2MFBN06 share one achievement standard sentence. 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, use direct comparison, ‘more’ and ‘different’*, in practical situations of *adding to and taking away from collections*. The judgement at the end of this section uses this sentence, scored for VC2MFBN05.

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 practical situations involving addition and subtraction of collections (VC2MFAN04) and to changing collections of objects (VC2MFAN02). This section does not re-teach any of that. It builds the next step: the student moves from **responding to** objects being added and taken away to **adding and taking away themselves**, and then **matching to see** whether the result is more or different. Where a student still needs the Level A experiences, offer them — but record against this section only the adding, taking away and matching.

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. “Are they different?” is a yes/no question. If you ask it, 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 groups of the same object, matched to be the same** — 2 or 3 objects in each group. For example: cups and cups; spoons and spoons; pegs and pegs. Make the second group by matching — one object down against each object in the first group. Keep the groups small so the change is clear without counting.
- **A tray or mat for each group**, so each group has its own clear place, with room to line each object up against its partner when matching.
- **One or two extra objects** of the same kind, for adding.
- **A cloth** to cover a group 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 ‘more’, a way to say ‘different’, and the student’s yes and no ready.

- **For the money role-play: a small group of Australian \$1 coins** and physical items to ‘buy’ — real items from the student’s day. Use and depict the \$1 coin only: it is a coin, never a note, and no other coin appears in this section. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

Virtual materials. VC2MFBN05 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 two groups of the same object ready, each on its own tray, matched to be the same. Build the second group by matching — one object down against each object in the first group. That is how the student will check, so that is how you build.
- Have one or two extra objects ready to add.
- Have the student’s communication system with you, with ‘more’, ‘different’, yes and no available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Two groups, the same (VC2MFBN05 .E01)

(Put the first tray in front of the student.)

“Look. Cups.”

Pause. Let the student see or touch the cups.

(Build the second group by matching, one at a time, in full view: place each cup on its tray against a cup on the first tray.)

“A cup — and a cup. A cup — and a cup. A cup — and a cup.”

Pause. Let the student see the pairs.

“The same.”

Run your finger along the pairs if it helps. Watch the student: do their eyes, hands or attention move along the matched pairs?

Stage 2 — Change one group (VC2MFBN05 .E01)

(Add one object to one of the groups, in full view.)

“Now — one more cup.”

Pause. Let the student see the changed group.

Or take away: (Take one object from one of the groups, in full view, and put it aside where the student can still see it. Keep at least one object in each group.)

“Take one away.”

Pause.

Make one change at a time. Add **or** take away — not both.

Stage 3 — Match to see (VC2MFBN05 .E01, VC2MFBN05 .E02)

“Match.”

(Invite the student to match the two groups again — one object against one object. Support with hand-over-hand or a partial prompt if needed, and record the support.)

Pause. One object has no partner.

“Look. Different.”

Then ask, one question at a time:

“Which has more?” Pause. Watch where the student looks, points, reaches or gazes.

“Are they different?” Pause. Hold up the yes and no before you ask — the student’s yes and no, in whatever form they use.

Accept any channel. If the student indicates the group that has more, respond warmly: “Yes — this one has more.” If not, do not say no; model it again by matching with your hands: “Look — different. This one has more.”

Stage 4 — The student makes the change (VC2MFBN05.E02, VC2MFBN05.E03)

(Invite the student to add or take away.)

“Your turn. Add one.”

Pause. Watch: does the student pick up an object and place it with a group? Support with hand-over-hand or a partial prompt if needed, and record the support.

“Now — match.”

Pause. Watch the student match, then respond to “Which has more?” or “Are they different?”

A student who assists in the add or take away — touching the object to be taken away, moving with you, pressing a switch to make the change happen on a screen — is taking part in the mathematics of this section. Record what they did and the support you gave.

Keep every step 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 — Strawberries, the same, then different (Level B, VC2MFBN05)

Materials: 2 trays; 3 strawberries on each tray (real strawberries, plastic fruit, photographs or objects of the student’s choice), matched one-to-one; 1 extra strawberry.

1. Put the strawberries on the two trays, matched — one against each one. Say: “The same.” Pause. Let the student see or touch the pairs.
2. Take one strawberry from one tray, in full view, and put it aside where the student can still see it. Say: “Take one away.” Pause.
3. Say: “Match.” Match the trays one against one again. One strawberry has no partner.
4. Say: “Different. Are they different?” Hold up the yes and no. Watch the student respond. Then ask: “Which has more?” Watch the student indicate the tray that still holds all its strawberries.

Variant: start the same again, and add one strawberry to one tray instead of taking one away. Match to see: different — and which has more.

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 — The \$1 shop (Level B, VC2MFBN05)

Materials: Australian \$1 coins — 4 of them; a real item to ‘buy’ (for example, a drink bottle or a snack from the student’s day); 2 trays. Every coin in this example is a \$1 coin — a coin, never a note. The \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

1. Line up 2 \$1 coins on one tray. Beside them, line up 2 more \$1 coins on the other tray, matched one against one. Say: “The same.” Pause.
2. Hold up the item. Say: “One dollar, please.”
3. Watch: does the student pick up one coin from one tray and hand it over to pay — or do it with you, hand-over-hand? Either way, that is taking away in a real situation. Record the support you gave.
4. Say: “Match.” Match the two trays of coins one against one again. One coin has no partner. Say: “Different.”

Whole dollars only: the item costs \$1, paid with \$1 coins. No cents and no change appear, and no other coin or note is used.

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 ‘more’ and ‘different’ only.

Practice 1 — Add one, then match (*Level B*)

Setup: 2 trays with the same objects (2 or 3 each), matched; 1 extra object.

The adult adds one object to one tray in full view, then asks: “Match. Which has more?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or pick up the group that has more; or choose the photograph of that group.
- Gesture, eye-gaze, switch or AAC: look at or point to the group that has more; press the switch when looking at it; or select ‘more’ on the AAC page.
- Speech or sign: say or sign ‘more’, or name the object: “more cups.”

Practice 2 — Take one away, then match (*Level B*)

Setup: 2 trays with the same objects (3 each, so each tray still holds objects after one is taken away); a place to put the removed object where the student can still see it.

The adult takes one object from one tray in full view, then asks: “Match. Are they different?” Hold up the student’s yes and no before asking. Pause and wait.

How the student can respond:

- Object or photograph choice: touch or pick up the yes or no symbol, photograph or object.
- Gesture, eye-gaze, switch or AAC: gaze at or point to yes or no; press the yes or no switch; or select yes or no on the AAC page.
- Speech or sign: say or sign yes or no.

Practice 3 — The student makes the change (*Level B*)

Setup: 2 trays with the same objects, matched; extra objects to add.

The adult asks: “Your turn. Add one.” Pause. Then: “Match.” Pause. Then: “Which has more?” Pause and wait.

How the student can respond:

- Object or photograph choice: pick up an object and place it with a group — alone, or with hand-over-hand or a partial prompt; then touch or reach for the group that has more.
- Gesture, eye-gaze, switch or AAC: gesture or reach to place the object; press a switch to make the change happen on a switch-accessible program; then look at, point to or select the group that has more.

- Speech or sign: say or sign ‘more’ when indicating the changed group.

A student who adds or takes away with support is still adding or taking away. Record the support you gave.

Practice 4 — Answer the questions (Level B)

Setup: any change the adult has made to one of two matched groups.

The adult asks one question at a time: “Which has more?” Pause. Then: “Are they different?” Hold up the yes and no. Pause.

How the student can respond:

- Object or photograph choice: touch or reach for the group that has more; pick up the yes or no symbol for the second question.
- Gesture, eye-gaze, switch or AAC: look at or point to the group that has more; gaze at, point to or press the switch for yes or no; or select the answer on the AAC page.
- Speech or sign: say or sign the answer.

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 (Level B)

Vary the setting and the materials — the mathematics does not change. Keep every one inside ‘more’ and ‘different’. None of this section’s elaborations uses a nursery referent; still, choose objects and settings that respect the student’s age — the objects change with the student; the mathematics does not.

1. **Lunch or break time (Level B).** Spoons, cups or crackers on the table: two matched sets, add one or take one away, then match to see. Ask “Which has more?” and “Are they different?” as you go.
2. **The \$1 shop, again (Level B).** Keep the role-play going with real items from the student’s day, each one ‘bought’ with \$1 coins. Whole dollars only — no cents and no change. Every coin is a \$1 coin. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.
3. **Out and about (Level B).** Stones, leaves or shells on a mat; pegs on a frame. Two matched sets, change one, match to see.
4. **On a screen (optional) (Level B).** Use a program or app that accepts switch or touch input and shows two matched groups, adds to or takes away from one group, and asks the student to choose ‘more’ or ‘different’. 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 *demonstrate an awareness of quantity* and *use direct comparison* to determine ‘more’ and ‘different’.

Recording sheet (Level B, VC2MFBN05)

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	Change made	What was asked	Response seen	How they responded	Support given
1				add one / take one away	which has more / are they different		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:

- adds to a group, or takes away from a group (alone or with support)
- matches the two groups one against one after the change
- determines 'more' (indicates the group that has more)
- determines 'different' (shows the groups are not the same)
- responds to "Which has more?" and "Are they different?" in their own communication
- takes part in the \$1 coin role-play (hands over a coin to 'pay')

Best sustained response across the occasions: _____

Judgement: determines 'more' and 'different' / determines 'more' and 'different' with support / participates with support

Judgement against the achievement standard (Level B)

The judgement uses the achievement standard sentence for this content description, shared with VC2MFBN06 and 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, use direct comparison, 'more' and 'different'*, in practical situations of *adding to and taking away from collections*. The evidence is the student adding or taking away, matching the two groups, and showing whether the changed total is more or different.

Judgement	What you see
Determines 'more' and 'different'	The student adds or takes away, matches the two groups one against one, and indicates 'more' or 'different' after the change, across most observed occasions.
Determines 'more' and 'different' with support	The student adds, takes away, matches or indicates '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 determination 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.

Sharing objects and collections equally

Level B · Mathematics Towards Foundation B · Number strand · owns VC2MFBN06

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.

share physical objects and collections equally in practical situations — VC2MFBN06, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is **sharing equally**. A collection of objects is given out so that each person gets one and everyone has the same. The action at the centre of the section is “**one for you, one for me**” — one object to each person, one at a time.

The student **does** the sharing and then **matches** the shares to check them. The verbs of this chapter are *do* and *match* — never *calculate*. At Level A the student **responds to** sharing that an adult does around them. At Level B the student takes part: they hand out the objects themselves, one to each person, and they respond to whether the shares are the same or not.

The words of this section are ‘**one**’ (one each), ‘**more**’, ‘**different**’ and ‘**equally**’. *Equally* means everyone has the same — nobody has more, and nothing is different. The comparison words are ‘more’ and ‘different’ only. ‘**Less**’ and ‘**fewer**’ are not used anywhere in this book.

This is **not counting**. Nobody asks “how many?” and no number order is recited. There are **no number sentences and no symbols** — nothing is written as maths here. The shares are checked by **matching and direct comparison** — looking, touching and matching one share against another — not by counting.

Framework: content description, elaborations and achievement standard

Content description — VC2MFBN06, quoted verbatim:

share physical objects and collections equally in practical situations

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.

- VC2MFBN06.E01 — “sharing objects equally among a group; for example, giving each group member a biscuit from a packet of biscuits or a book from the library shelf”
- VC2MFBN06.E02 — “distributing objects to others in everyday situations by demonstrating one-to-one correspondence; for example, handing out one paintbrush to each student from a collection of paintbrushes”
- VC2MFBN06.E03 — “participating in sharing a collection of objects; for example, giving each student a sticker until all the stickers are gone”
- VC2MFBN06.E04 — “responding to yes/no questions about the equal and unequal sharing of objects or collections using direct comparison, such as ‘Does anyone have a different amount?’ and ‘Who has more?’”

Two terms in use. *One-to-one correspondence* — from VC2MFBN06.E02 — means one object to each person, matched one at a time: one for you, one for me. *Equally* — the content description’s own word — means each person has the same: nobody has more, and nothing is different.

Achievement standard. This content description shares its achievement standard sentence with VC2MFBN05 (Section 2A): VCAA gives the two CDs one sentence, verbatim. 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 VC2MFBN06 against *sharing collections* — the student’s awareness of quantity and their use of direct comparison to determine ‘more’ and ‘different’ in sharing.

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 sharing — the adult shares objects around them and the student responds to the experience (VC2MFAN05). This section does not re-teach any of that. It builds the next step: the student moves from **responding to** sharing happening around them to **taking part in** sharing — handing out objects themselves, one to each person — and to responding to whether the shares are ‘more’ or ‘different’. Where a student still needs the Level A experiences, offer them — but record against this section only the sharing and the comparing.

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. VC2MFBN06.E04 is built on yes/no questions, so the yes and the no must be supplied: 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:

- **A collection of identical objects to share** — biscuits (real or play), cups, spoons, paintbrushes, stickers, blocks, pegs or books. Enough for everyone to have one, and more besides for sharing until all are gone.
- **A place for each person to receive their share** — a plate, mat or tray for each person, or a photograph of each person in the group, placed at the table.
- **A bag, box or packet** to hold the collection before it is shared.
- **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 student’s yes and no ready.

Keep the group small: the student and one or two others, or 2 or 3 places to share to. Keep the objects identical so the shares are easy to see — the point is *one each*, not what is being shared. Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

Virtual materials. VC2MFBN06 names physical objects and collections; real objects are the material of this section. Where you use a screen as a variation (see Further opportunities), use a program or app 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:

- Set up 2 or 3 places to share to — plates, mats, or photographs of the people in the group.
- Have a bag or packet of identical objects ready, enough for everyone to have one, and more besides for Stage 3.

- Have the student’s communication system with you, with ‘more’, ‘different’, yes and no available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Watch a share happen (VC2MFBN06.E01)

(Put the places in front of the student. Bring out the bag or packet.)

“Time to share. One each.”

(Put one object down at each place, one place at a time. Pause after each one.)

“One for you. One for me. One each.”

(When every place has one object, touch each share in turn.)

“Look. Everyone has one. The same. Nobody has more.”

Pause. Let the student see or touch the shares. Watch: does the student look between the places, reach towards the objects, or attend when each object is placed?

Stage 2 — You share: one each (VC2MFBN06.E02)

(Put the bag or packet in front of the student. Gesture to each place in turn.)

“Give everyone one.”

Pause. Watch: does the student take one object and place it, or hand it, at one place — then take another for the next?

Support with hand-over-hand or a partial prompt if needed, and record the support. If the student pushes two objects over together, model one at a time: take one object, place it, and say “One. One each.”

This is one-to-one correspondence — one object to each person, matched one at a time.

Stage 3 — Share until all are gone (VC2MFBN06.E03)

(Put a bigger collection in front of the student — for example, a handful of stickers. Keep the same 2 or 3 places.)

“Share the stickers. One each.”

Pause after each give. Watch: does the student keep going, around the places again — one, then one, then one — until all the stickers are gone?

Prompt the next place with a look, a point or a gesture if needed. Support if needed, and record the support. When the objects are all gone:

“All gone. Everyone has stickers.”

(Touch each share in turn.) “Everyone has stickers. The same.”

Stage 4 — Check the shares: more or different? (VC2MFBN06.E04)

(Make two shares side by side on mats: one mat with one object, the other mat with more. Keep the amounts small; the point is the difference, not how many.)

“Look. Here — one. Here — more.”

Pause. Let the student see or touch both shares. Then ask, holding up the student’s yes and no before you ask:

“Does anyone have a different amount?”

Pause. Wait for the student’s yes or no, in whatever form you supplied.

“Who has more?”

Pause. Watch where the student looks, points, reaches or chooses. Then swap the mats' positions and ask again, so the choice is by quantity, not by where a mat always sits.

The comparison words stay 'more' and 'different'. Do not use 'less' or 'fewer' — they are not in this book.

Keep every request inside sharing and matching. 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 biscuit each (*Level B, VC2MFBN06*)

Materials: a small packet or bag of biscuits — as many as there are plates; 3 plates, or photographs of 3 people.

1. Put out the 3 plates. Say: "One plate each." Pause.
2. Bring out the packet of biscuits. Say: "One biscuit each."
3. Put one biscuit on each plate, one plate at a time, pausing after each one: "One. One. One."
4. Match to check — touch each plate in turn: "Everyone has one. Nobody has more. The same."

The student can take part by placing a biscuit (with or without support), by watching the share happen, or by responding to the check in any channel.

Worked example 2 — One paintbrush each (*Level B, VC2MFBN06*)

Materials: a cup of paintbrushes; one mat, or a photograph of each person, for everyone at the table.

1. Put the cup of paintbrushes in front of the student. Say: "Give everyone one paintbrush." Pause.
2. Watch: does the student take one paintbrush and give it to one person or place — then take another for the next? Support with hand-over-hand or a partial prompt if needed, and record the support you gave.
3. Match to check when each mat has a brush: "Everyone has one paintbrush. The same."
4. Hold up the student's yes and no. Ask: "Does anyone have a different amount?" Pause and wait for the student's yes or no, in whatever form you supplied.

Handing out one paintbrush to each person is one-to-one correspondence — sharing equally in an everyday situation.

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 sharing and matching only.

Practice 1 — Give everyone one (*Level B*)

Setup: 2 or 3 mats or plates; a bag of identical objects within the student's reach.

The adult asks: "Give everyone one." Pause and wait.

How the student can respond:

- Object or photograph choice: take objects and place one on each mat, with or without support; or choose between two photographs — one showing a finished share with one on every mat, one showing a mat with none — and pick the finished share.
- Gesture, eye-gaze, switch or AAC: look at or point to each mat in turn to direct the share; press the switch each time an object should go down (a partner places it); or select each person in turn on the AAC page.
- Speech or sign: say or sign 'one' or the person's name as each object is given.

One object to each person is one-to-one correspondence — the heart of sharing equally.

Practice 2 — Share until all are gone (*Level B*)

Setup: a small collection of objects (for example, stickers or blocks) in a bag or box; 2 or 3 people or mats to share to.

The adult asks: “Share them all. One each.” Pause after each give.

How the student can respond:

- Object or photograph choice: hand out the objects one at a time until they are all gone; or place a photograph of the object at each person’s mat, one at a time.
- Gesture, eye-gaze, switch or AAC: look at or point to who gets the next one; press the switch for the next give; or select the next person on the AAC page.
- Speech or sign: say or sign the person’s name or ‘one’ with each give; say or sign ‘all gone’ when the objects are all gone.

Practice 3 — Does anyone have a different amount? (Level B)

Setup: two shares side by side on mats, made with real objects — the same (one and one) or different (one and more).

The adult holds up the student’s yes and no — the yes and no symbols, photographs, objects or switch keys — before asking: “Does anyone have a different amount?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or pick up the yes card or object, or the no card or object.
- Gesture, eye-gaze, switch or AAC: look at or point to yes or no; press the yes or no switch; or select yes or no on the AAC page.
- Speech or sign: say or sign yes or no.

Never assume a head nod or head shake — the yes and the no are supplied, in the student’s own form. Vary the shares across trials: sometimes the same, sometimes different.

Practice 4 — Who has more? (Level B)

Setup: two shares side by side — one with one object, one with more.

The adult asks: “Who has more?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or push towards the mat or person with more; or choose the photograph of the person with more.
- Gesture, eye-gaze, switch or AAC: look at or point to the share with more; press the switch while looking at it; or select that person on the AAC page.
- Speech or sign: say or sign the person’s name, or ‘more’ while looking at the share.

Swap the mats’ positions across trials, so the choice is by quantity, not by where a mat always sits.

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 sharing — one each — and checking by matching.

Further opportunities

Vary the setting and the materials — the mathematics does not change. Keep every one inside sharing equally, one at a time.

1. **Meal or break time.** One cup or one spoon to each person at the table. “One cup each.” Then match to check: does everyone have one?
2. **Art or workshop time.** One glue stick, one piece of paper or one tool to each person at the table. The student hands them out, one at a time.
3. **Music or movement.** One instrument — a shaker or a drum — to each person in the group. Then ask: “Does anyone have a different amount?” Hold up the student’s yes and no first.

4. **Library or reading time.** One book from the shelf to each person. The student takes part in handing them out, one to each person.
5. **On a screen (optional, switch- or touch-accessible).** Use a program or app that accepts switch or touch input and shows objects being shared to people one at a time; the student presses the switch or touches the screen to give the next object. Say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

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 of quantity* and *use direct comparison* to determine 'more' and 'different' in practical situations, including sharing collections.

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 asked or shown	Response seen	How they responded	Support given
1				share one each / share until all are gone / does anyone have a different amount / who 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:

- shares objects equally among a group (gives one to each person)
- distributes objects one at a time — one-to-one correspondence
- participates in sharing a collection until all are gone
- responds to yes/no questions about the shares using the supplied yes/no method
- indicates which share has 'more', or that the shares are 'different', by matching or direct comparison

Best sustained response across the occasions: _____

Judgement: shares and compares / shares 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.

This sentence is shared, verbatim, with VC2MFBN05 (Section 2A). For this section the operative words are *demonstrate an awareness of quantity* and *use direct comparison*, applied to **sharing collections**: the evidence is the student distributing objects one at a time so that each person has one, participating in sharing until all are gone, and responding to whether the shares are 'more' or 'different' by matching and direct comparison.

Judgement	What you see
Shares and compares	The student distributes objects one at a time so each person has one, participates in sharing until all are gone, and responds to whether the shares are 'more' or 'different' by matching or direct comparison, across most observed occasions.
Shares and compares with support	The student shares or compares with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult.
Participates with support	The student joins in the sharing experiences with adult support; a clear share or comparison 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 2 (CP2) — Chapter 2: Number — practical situations

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Observation checkpoint — one-to-one, observed role-play with materials and \$1 coins, and matching to determine 'more' or 'different'. 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 2 (CP2) — Chapter 2 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 2 — Number: practical situations — adding, taking away and sharing (sections 2A–2B)
Content descriptions assessed	VC2MFBN05 (2A), VC2MFBN06 (2B) — each scored once, out of 4
Marks	8 — 4 marks per owned content description, on the Level B 0–4 scale
Structure	2 observed tasks: Task 1 — adding and taking away, then matching (4 marks), including the \$1 coin role-play; Task 2 — sharing equally (4 marks)
Format	Observed role-play with materials and \$1 coins; matching to determine 'more' or 'different'
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 CP2 recording sheet: <u>_MathsADB_CP2_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. VCAA's own elaborations for this chapter

are built on assisting — assisting in counting, one-to-one distribution — and a supported response is a response.

- **The student’s communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet.
 - **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)

CP2 gathers the evidence Chapter 2 has been building: the student adding to and taking away from collections, then matching to see what changed (2A), and sharing objects and collections equally, one at a time (2B). The verb across this chapter is **do and match** — never *calculate*. No counting from the student, no “how many?”, no number sentences, no symbols, no algorithms. ‘Less’ and ‘fewer’ do not appear.

Money in this checkpoint is whole dollars only. The only money used and depicted is the Australian **\$1 coin** — a coin, never a note: the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No cents, no change, no other coin or note appears anywhere in this checkpoint. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

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. A student who adds, takes away, pays or shares with support is still adding, taking away, paying or sharing — record the support, never score it down.

Task 1 — Adding and taking away, then matching (Level B)

Assessed content description: VC2MFBN05 — *add or take away objects, using physical and virtual materials and matching to determine whether the changed total is more or different* (quoted verbatim from `maths_AD.json`).

Section: 2A. **Marks:** 4.

The whole of this task. Two groups start the same. One group is changed — one object added, or one object taken away. Then the two groups are matched again, one against one, to see what changed: the groups are now ‘different’, or one group has ‘more’. The matching shows the answer.

Materials

- Two groups of the same object, matched to be the same — 2 or 3 objects in each group (cups, spoons, pegs or objects of the student’s choice), each on its own tray
- One or two extra objects of the same kind, for adding; a place to put a removed object where the student can still see it
- A small group of Australian **\$1 coins** (4 is enough) and a real item to ‘buy’ — a real item from the student’s day. Every coin is a \$1 coin — a coin, never a note; the \$1 coin was first introduced on 14 May 1984 and replaced the paper \$1 note. No other coin and no note appears. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.
- The student’s communication system, with a way to say ‘more’, a way to say ‘different’, and the student’s yes and no ready
- Optional: a program, app or switch toy that accepts **switch or touch input**, shows two matched groups, and adds to or takes away from one group — name the input the student uses; real objects come first, the screen is one variation

Script

Part A — two groups, the same. Put the first tray in front of the student. “Look. Cups.” Pause. Build the second group by matching, one at a time, in full view — each cup placed against a cup on the first tray: “A cup — and a cup.” Pause. “The same.” Let the student see or touch the pairs.

Part B — change one group. In full view, add one object to one group: “One more cup.” Pause. Or take one away and put it aside where the student can still see it: “Take one away.” Pause. Make one change at a time — add **or** take away, not both. Keep at least one object in each group.

Part C — match to see. “Match.” Invite the student to match the two groups again, one against one; support with hand-over-hand or a partial prompt if needed, and record the support. One object has no partner. “Look. Different.” Then ask, one question at a time: “Which has more?” Pause. “Are they different?” Pause — hold up the student’s yes and no before you ask. If the student indicates the group with more, respond warmly; if not, model it by matching with your hands: “Look — different. This one has more.”

Part D — the student makes the change. “Your turn. Add one.” Pause — does the student pick up an object and place it with a group, alone or with support? Record the support. “Now — match.” Pause. Then ask again: “Which has more?” ... “Are they different?” A student who assists in the change — touching the object, moving with you, pressing a switch to make the change happen on a switch-accessible program — is taking part in this mathematics.

Part E — the \$1 shop. Line up 2 \$1 coins on one tray; line up 2 more \$1 coins on the other tray, matched one against one. “The same.” Hold up the item: “One dollar, please.” Watch: does the student pick up one coin and hand it over to pay — or do it with you, hand-over-hand? Either way, that is taking away in a real situation. Record the support. Then: “Match.” Match the two trays of coins one against one. One coin has no partner. “Different.” Whole dollars only: the item costs \$1, paid with \$1 coins. No cents, no change.

Response set — how the student can answer

- **Object or photograph choice:** touch, reach for or pick up the group that has more; place objects to add, take away or pay; pick up the yes or no symbol.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the group with more; press a switch to make the change happen on a switch-accessible program; press the yes-switch or no-switch; select ‘more’, ‘different’, yes or no on the AAC page.
- **Speech or sign:** say or sign ‘more’ or ‘different’; give the yes/no answer in the student’s usual yes and no.

Record

On the CP2 recording sheet, for each occasion: the change made (add one / take one away / pay with a \$1 coin), whether the student matched after the change, whether the student determined ‘more’ and ‘different’, how each response was given, and the support given.

Task 2 — Sharing equally (Level B)

Assessed content description: VC2MFBN06 — *share physical objects and collections equally in practical situations* (quoted verbatim from `maths_AD.json`). **Section:** 2B. **Marks:** 4.

The whole of this task. A collection is given out so that each person gets one and everyone has the same — “one for you, one for me”. The student does the sharing, one at a time, and then responds to whether the shares are the same or not, by matching and direct comparison. This is the seed of proportional reasoning — and the most functionally important content in the book.

Materials

- A collection of identical objects to share — biscuits (real or play), cups, spoons, paintbrushes, stickers, blocks or books; enough for everyone to have one, and more besides for sharing until all are gone
- A place for each person to receive their share — 2 or 3 plates, mats or trays, or a photograph of each person in the group

- A bag, box or packet to hold the collection before it is shared
- The student's communication system, with a way to say 'more', a way to say 'different', and the student's yes and no ready

Keep the group small — the student and one or two others, or 2 or 3 places to share to. Keep the objects identical so the shares are easy to see.

Script

Part A — give everyone one. Put the places in front of the student and the bag of objects within reach. "Give everyone one." Pause. Watch: does the student take one object and place or hand it at one place — then take another for the next? Support with hand-over-hand or a partial prompt if needed, and record the support. If the student pushes two objects over together, model one at a time: take one object, place it, "One. One each." When every place has one, touch each share in turn: "Everyone has one. The same. Nobody has more."

Part B — share until all are gone. Put a bigger collection in front of the student — a handful of stickers, or blocks. "Share them all. One each." Pause after each give; prompt the next place with a look, a point or a gesture if needed. Watch: does the student keep going, around the places again — one, then one, then one — until all are gone? Record the support. When they are gone: "All gone. Everyone has stickers. The same."

Part C — does anyone have a different amount? Make two shares side by side on mats — sometimes the same (one and one), sometimes different (one and more); keep the amounts small. Hold up the student's yes and no before you ask: "Does anyone have a different amount?" Pause; take the answer in whatever form it is given. Vary the shares across the occasions so both answers happen.

Part D — who has more? With one share of one object and one share of more: "Who has more?" Pause; watch where the student looks, points, reaches or chooses. Then swap the mats' positions and ask again, so the choice is by quantity, not by where a mat always sits.

Response set — how the student can answer

- **Object or photograph choice:** take objects and place one on each mat or hand one to each person; touch or reach for the share with more; pick up the yes or no symbol or object.
- **Gesture, eye-gaze, switch or AAC:** look at or point to who gets the next object and to the share with more; press the switch for each give; select yes or no, or the person with more, on the AAC page.
- **Speech or sign:** say or sign the person's name or 'one' with each give; say or sign 'more', yes or no.

Record

On the CP2 recording sheet, for each occasion: whether the student distributed objects one at a time so each person had one; whether the student shared until all were gone; the yes/no method supplied and the answers to "Does anyone have a different amount?" and "Who has more?"; how each response was given; the support given.

After the third occasion

Transfer the best sustained mark for each content description from the recording sheet to the summary on that sheet: VC2MFBN05 /4, VC2MFBN06 /4 — checkpoint total /8. The rubric and the scale are on MathsADB_CP2_Rubric.md. Both content descriptions appear again in the Level B review, worth 2 marks each, before reporting against the achievement standard.

Checkpoint 2 (CP2) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Chapter 2 — Number: practical situations — adding, taking away and sharing. 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 2 (CP2) — 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	VC2MFBN05, VC2MFBN06 — each scored once, out of 4
Marks	8
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.** VCAA's own elaborations for this chapter are built on assisting — VC2MFBN05.E03 is modelled counting with the student assisting, VC2MFBN06.E02 is one-to-one distribution. Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate observed responses. A response given with full support on at least one occasion scores at least 2.

- The verb across this chapter is **do and match** — never *calculate*. No counting from the student, no number sentences, no symbols. The comparison words are ‘more’ and ‘different’ only.
- Money is whole dollars only: the Australian **\$1 coin** — a coin, never a note; no cents, no change, no other coin or note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

Record 1 — VC2MFBN05 · adding and taking away, then matching · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*add or take away objects, using physical and virtual materials and matching to determine whether the changed total is 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 *adding to and taking away from collections* part of the sentence. Partitioning and combining are scored in Checkpoint 1; sharing is scored under Record 2 below.

The evidence: two groups start the same; one is changed (one object added, one taken away, or one \$1 coin handed over to pay); the student matches the two groups again and shows whether the changed total is ‘more’ or ‘different’.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Change made — add one / take one away / pay with a \$1 coin				
Matches after the change; determines ‘more’ / ‘different’ — what was shown, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBN05:

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 — adds, takes away, matches, pays or indicates ‘more’ or ‘different’ hand-over-hand, co-actively or with full modelling — on at least one occasion
3	Adds or takes away, matches, and determines ‘more’ or ‘different’ with partial support, or independently on one occasion only
4	Adds or takes away, matches, and determines ‘more’ or

‘different’ independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, cups on trays on one occasion and the \$1 coin role-play on another

Best sustained mark for VC2MFBN05: ____ / 4

Record 2 — VC2MFBN06 · sharing equally · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*share physical objects and collections equally in practical situations.*”

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 *sharing collections* part of the sentence.

The evidence: the student distributes objects one at a time so each person has one (one-to-one correspondence), participates in sharing until all are gone, and responds — by the stated yes/no method and by indicating which share has ‘more’ — to whether the shares are ‘different’.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials				
Communication modality used				
Distributes one to each person / shares until all are gone — what was shown, and how				
Responds to ‘different’ / ‘more’ about the shares — yes/no method used, and answer				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBN06:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the sharing but does not respond to the prompt
2	Responds to the prompt with full support — distributes, shares, or indicates ‘different’ or ‘more’ hand-over-hand, co-actively or with full modelling — on at least

Mark	What you see
	one occasion
3	Shares and compares with partial support, or independently on one occasion only
4	Distributes objects one at a time so each person has one, shares until all are gone, and responds to whether the shares are 'different' or which has 'more', independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, biscuits at the table on one occasion and paintbrushes in art on another

Best sustained mark for VC2MFBN06: ____ / 4

Checkpoint 2 summary

Content description	Section	Best sustained mark
VC2MFBN05 — add or take away objects, using physical and virtual materials and matching to determine whether the changed total is more or different	2A	___ / 4
VC2MFBN06 — share physical objects and collections equally in practical situations	2B	___ / 4
Checkpoint 2 total		___ / 8

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:** _____