

Mathematics Towards Foundation B

Chapter 3 — Algebra: initiating and repeating actions that have an effect

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Initiating and repeating actions that have an effect

Level B · Mathematics Towards Foundation B · Algebra strand · owns VC2MFBA01

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.

initiate and repeat actions that have an effect — VC2MFBA01, Victorian Curriculum F–10 Mathematics
Version 2.0 (VCAA)

In this section the mathematics is this: **what I do makes something happen — and I can make it happen again.** That is the whole of it. The student learns that their own action has an effect — a sound, a movement, a light, a block falling — and that doing the action again makes the effect happen again.

This is the Algebra strand. At Level B, Algebra is **cause and effect**, not pattern in any later sense. The repeated actions in this section are where pattern begins, but this section is not about pattern yet: nobody here is asked to copy a pattern someone else made, the repeating unit is never named or identified, and there is no skip counting, no number sequences, no coins laid in patterns and no symbols for unknowns. Copying a repeating pattern belongs to a later level (VC2MFCA01).

Two verbs do the work, and they are the step up from Level A. At Level A the student **responds to** an effect an adult makes. At Level B the student **initiates** — starts the action themselves — and **repeats** it:

- **Initiate** — start the action yourself: tap, shake, press, push, place, move.
- **Repeat** — do it again: the same action, another time, to make the effect happen again.
- **Effect** — what happens because of the action: a sound, a light, a movement, a block falling, a toy starting.

The effect must come from the student's own action. An adult making the effect while the student watches is the Level A experience, not this one. The step between the two levels is the single word *initiate*.

Framework: content description, elaborations and achievement standard

Content description — VC2MFBA01, quoted verbatim:

initiate and repeat actions that have an effect

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.

- VC2MFBA01.E01 — “creating patterns through songs and music; for example, moving a shaker to start a pattern”
- VC2MFBA01.E02 — “repeating actions or sounds in familiar songs, stories or games, such as ‘A sailor went to sea’, We’re going on a bear hunt and pat-a-cake”
- VC2MFBA01.E03 — “identifying the first element of a repeating pattern comprising at least 2 elements; for example, touching a shape on a device to continue a pattern”
- VC2MFBA01.E04 — “using repeated actions in play or to generate an effect; for example, sorting shape blocks in a shape sorter, placing puzzle pieces into a puzzle tray, stacking blocks, moving a bell or an egg shaker to generate a noise or tapping a drum”

Scope note on VC2MFBA01.E03. The elaboration is quoted exactly as VCAA wrote it, and this section teaches to the content description. At Level B, *identifying the first element* is shown **in the student's action** — the student touches a shape on the device to make the pattern go on. This section never asks the student to name the pattern, to say what comes next or to identify the repeating unit. The repeating unit is never named or identified at this level, and copying a pattern someone else made is a later level (VC2MFCA01).

Scope note on VC2MFBA01.E02. The songs, stories and games named in the elaboration are legitimate curriculum content and are not removed. A student at Level B may be any age, so this section pairs them with age-respectful alternatives that teach the identical mathematics — repeating an action or sound in

something familiar. See *Familiar songs, stories and games* below. Choosing an alternative is not a change of content: the CD and elaboration ids are unchanged either way. This is a referent choice, not a content choice.

Achievement standard. The authority file carries this extract against VC2MFBA01. Quoted verbatim:

Students initiate cause-and-effect experiences.

The judgement at the end of this section uses this sentence, scored for VC2MFBA01 against *initiate* as it applies to cause-and-effect experiences.

Familiar songs, stories and games — both options, teacher's choice

VC2MFBA01.E02 names three familiar referents: 'A sailor went to sea', 'We're going on a bear hunt' and 'pat-a-cake'. They are quoted above exactly as VCAA wrote them. They work for this content description because each one carries a repeated action or sound: the repeated *sea, sea / see, see* of the singing game, the repeated chant and actions of the bear hunt story, and the repeated patting of the clapping rhyme. They stay in the section, available for any student where they fit.

For a student where a nursery referent does not fit — including an older student — the identical mathematics sits inside an age-neutral referent: the student repeats an action or sound in something familiar. Choose, for example:

- **a favourite music track with a repeating beat** — the student claps, taps, rocks, sways or hits a drum to the beat, or joins the action each time the chorus comes, instead of the repeated clapping of pat-a-cake;
- **a favourite song the student chooses, with a repeated action in the chorus** — the student joins the repeated action or sound each time it comes around;
- **a familiar game with a repeated action and effect** — pushing a car down a ramp again and again, rolling a ball back and forth, or swinging with a repeated action and sound;
- **a 'ready, steady, go' moment before a preferred activity** — the repeated waiting words, then the action. No number names are needed.

The teacher chooses; the book supplies both. The mathematics is the same either way: the student repeats an action or sound in something familiar.

Source: Wikipedia, "A Sailor Went to Sea" (traditional English children's singing game), retrieved 2026-08-17.

Source: Walker Books, *We're Going on a Bear Hunt* by Michael Rosen, illustrated by Helen Oxenbury, first published 1989, retrieved 2026-08-17. Source: Wikipedia, "Pat-a-cake, pat-a-cake, baker's man" (traditional nursery rhyme and clapping game; Roud Folk Song Index No. 2150), retrieved 2026-08-17.

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 actions that have an effect (VC2MFAA01) — they respond when an adult makes an effect happen: they still, smile, watch, turn or vocalise when a sound, a light or a movement happens around them. This section does not re-teach any of that. It builds the next step: the student moves from **responding to** an effect an adult makes to **initiating** the action themselves and **repeating** it. Where a student still needs the Level A experiences, offer them — but record against this section only what the student initiates and repeats.

A note for planning. The same act is also described in Critical and Creative Thinking at this same level — VC2CCFBR01, "associating actions with outcomes" (VCAA, as recorded in this book's series plan §5). One lesson can serve both learning areas at once.

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:

- **Sound makers** — an egg shaker, a bell, a drum (or a pot and a spoon): things the student can make a sound by moving.
- **A cause-and-effect toy** — a switch toy or big-button toy that moves, lights up, plays music or vibrates when pressed. Say which input the toy accepts: switch, touch or both.
- **Posting, placing and stacking things** — a shape sorter with shape blocks, an inset puzzle with its tray, and blocks or cups to stack. Shape names are not needed here: the mathematics is the repeated action, and naming shapes belongs to a later level.
- **A device (optional)** — a tablet or switch toy running a cause-and-effect or pattern program that accepts **switch or touch input**. Say which input the student uses. Real objects come first; a device is one variation, not the main material.
- **The student's communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say 'again' and a way to say 'stop' or 'finished' ready.

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

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. **Leave the extra pause after an effect: the space just after the effect is where the initiation happens.**

Before you start:

- Have one sound maker, one cause-and-effect toy and one posting or stacking set ready.
- Have the student's communication system with you, with 'again' and 'stop' available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Look: this action makes this happen (VC2MFBA01.E04)

(Put the drum where the student can see it. Tap it.)

"Look. Tap, tap — sound!"

Pause. Watch the student's face, eyes and body: do they still, smile, watch or move when the sound happens?

(Do it one more time.)

"Again — tap, tap. Sound."

You are showing the pair: the action, and the effect it makes.

Stage 2 — Your turn (VC2MFBA01.E04)

(Move the drum or shaker within the student's reach, or into or near their hand.)

"Your turn."

Pause. Watch: does the student tap, shake, press or move to make the effect happen?

If the student does not initiate yet, support with hand-over-hand or co-active movement — move together for one tap, and let the sound happen. Record the support.

"You did it — sound!"

A response with support is still a response.

Stage 3 — Again (VC2MFBA01.E04)

After the effect, wait. Do not move in straight away.

Watch: does the student do the action again to make the effect happen again — tap again, shake again, press again — or ask for 'again' in their own communication?

"Yes — again! Tap, tap — sound."

A student who repeats the action, or who asks for it to happen again, is repeating an action that has an effect. Keep the loop going while the student stays with it. If the student looks away, stills, or asks for 'stop', stop — a clear 'stop' is also a response.

Stage 4 — Repeated actions make patterns go (VC2MFBA01.E01, VC2MFBA01.E02, VC2MFBA01.E03)

Use one, two or all three of these, in any order.

Option A — music and sound. (Put on a music track with a clear repeating beat. Move a shaker to the beat.)

"Shake, shake, shake — listen, it comes again."

Pause. Watch: does the student move or shake to join the repeating sound? The student's repeated movement starts the pattern.

Option B — a familiar song, story or game. (Do the repeated action from something the student knows: the clapping of pat-a-cake, the actions of the bear hunt story, the refrain of 'A sailor went to sea' — or the beat and chorus action of the age-respectful alternative you chose above.) Pause mid-way through a repeated part. Watch: does the student join in with the repeated action or sound?

Option C — a device. (Open a cause-and-effect or pattern program that accepts switch or touch input, and say which input the student uses. Touch a shape to make the pattern go on, then wait.) Watch: does the student touch or press a shape to make the pattern go on?

Nobody asks the student to name the pattern, to say what comes next or to copy a pattern someone else made. The student is inside the pattern, making it go.

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 — The egg shaker makes a sound (Level B, VC2MFBA01)

Materials: an egg shaker.

1. Hold the shaker where the student can see it. Shake it once. "Listen — the shaker goes shake, shake. Sound." Pause.
2. Move the shaker within the student's reach, or into or near their hand. "Your turn." Pause. Watch: does the student move or shake the shaker to make the sound? If needed, support with hand-over-hand for one shake, and record the support you gave.

3. When the sound stops, wait. Watch: does the student shake again to make the sound come again?
4. Respond to any initiation: “You did it — sound!”

The student’s own movement that makes the sound is initiating. Shaking again to make the sound come again is repeating.

Worked example 2 — Press the switch, watch it go (*Level B, VC2MFBA01*)

Materials: a switch toy or big-button toy that moves, lights up or plays music when pressed (say which input it accepts — switch, touch or both).

1. Press the switch yourself and let the toy go. “Look — press, and it goes.” Pause.
2. Wait, then move the student’s hand near the switch. Pause. Watch: does the student press to make the toy go? If needed, support with hand-over-hand or a partial prompt, and record the support you gave.
3. When the toy stops, wait. Watch: does the student press again to start it again?

Pressing that starts the toy is initiating. Pressing again when it stops is repeating.

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 initiating and repeating actions that have an effect.

Practice 1 — Make the sound, make it again (*Level B*)

Setup: a drum or bell within the student’s reach.

The adult waits. After each sound, pause and leave the space for the student to act again.

How the student can respond:

- Object or photograph choice: tap the drum or ring the bell; tap again to make the sound come again. Or choose the photograph or symbol of the drum to ask for the sound.
- Gesture, eye-gaze, switch or AAC: look at the drum and reach for it; press the switch that plays the drum sound; or select ‘again’ on the AAC page to ask for the sound again.
- Speech or sign: vocalise to ask for the sound; say or sign ‘again’ to ask for the sound to be repeated.

Practice 2 — Turn it on, turn it on again (*Level B*)

Setup: a switch toy or big-button music player that accepts switch or touch input (say which input the student uses).

The adult waits each time the toy or the music stops.

How the student can respond:

- Object or photograph choice: press the switch or button to start the toy; press again when it stops. Or choose the photograph or symbol of the toy to ask for it to go.
- Gesture, eye-gaze, switch or AAC: gaze at the switch, then press it; or select ‘go’ or ‘again’ on the AAC page when the toy stops.
- Speech or sign: vocalise to ask for the toy to go; say or sign ‘again’ when it stops.

Practice 3 — Start a pattern with music (*Level B*)

Setup: a music track with a clear repeating beat; a shaker or bell within reach.

The adult moves a shaker to the beat, then pauses, inviting the student to join.

How the student can respond:

- Object or photograph choice: shake or tap along with the beat; keep shaking each time the beat comes around.
- Gesture, eye-gaze, switch or AAC: rock, sway, nod or tap to the beat; press the switch that plays the next beat of the music; or select ‘again’ on the AAC page when the music stops.

- Speech or sign: vocalise in time with the beat; say or sign ‘again’ to ask for the music to continue.

The student’s repeated movement is where the pattern starts. Nobody asks the student to name the pattern.

Practice 4 — Keep the pattern going on a device (*Level B*)

Setup: a tablet or switch toy running a cause-and-effect or pattern program that accepts switch or touch input (say which input the student uses), with a pattern of at least 2 shapes, colours or sounds repeating.

The adult touches one shape to continue the pattern, then waits.

How the student can respond:

- Object or photograph choice: touch a shape on the screen to keep the pattern going; or choose the photograph or symbol of the shape to indicate it.
- Gesture, eye-gaze, switch or AAC: gaze at a shape on the screen, then press the switch; or make a selection on the AAC page to ask for the pattern to go on.
- Speech or sign: vocalise to ask for a turn; say or sign ‘again’ to keep the pattern going.

The student touches or presses to continue the pattern. Nobody asks the student to name the pattern, to identify the repeating unit or to say what comes next.

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.

Stay inside initiating and repeating actions that have an effect. No copying a pattern someone else made, no naming the repeating unit, no counting and no number names.

Further opportunities (*Level B*)

Vary the setting and the materials — the mathematics does not change. Keep every one inside initiating and repeating actions that have an effect.

1. **Songs, stories and games — both options (*Level B*).** Repeat an action or sound in something familiar: the songs, stories and games named in VC2MFBA01 .E02 where they fit the student, or the age-respectful alternatives above — a favourite track with a repeating beat, a favourite song with a repeated chorus action, a familiar game with a repeated action, or a ‘ready, steady, go’ moment before a preferred activity. The teacher chooses; the mathematics is the same.
2. **Posting and puzzle play (*Level B*).** Shape blocks into a shape sorter; puzzle pieces into a puzzle tray. The effect is the block falling in, the piece landing. The student posts or places, again and again. No shape names are needed.
3. **Build up, knock down (*Level B*).** Stack blocks or cups, one at a time — the tower grows. Or push the tower — it falls. The student initiates the action and repeats it.
4. **Around the room (*Level B*).** A light switch — the light comes on. A tap — the water runs. A ball on a ramp — it rolls. Use what is already there; the student initiates and repeats.

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 *initiate* cause-and-effect experiences.

This section feeds Chapter checkpoint 3 (CP3). CP3 assesses VC2MFBA01 and scores it once, out of 4. Its rubric must name both things: **the effect happening, and the student's initiation of it.** An effect an adult makes while the student watches is not evidence for this content description — and neither is an action with no effect.

Recording sheet (Level B, VC2MFBA01)

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	Materials used	What was offered	Effect seen	Initiated?	Repeated?	Support given
1				sound maker / switch toy / song or music / device pattern / posting or stacking		yes / with support / not yet	yes / with support / not yet	no support / partial / hand-over-hand
2								
3								

Tick what you observed across the occasions:

- initiates an action that has an effect (taps, shakes, presses, pushes, places or moves — and something happens)
- repeats the action to make the effect happen again
- joins in a repeated action or sound in a familiar song, story or game
- touches or presses to continue a pattern on a device
- asks for 'again' or 'stop' in their own communication

Best sustained response across the occasions: _____

Judgement: initiates and repeats / initiates and repeats 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 initiate cause-and-effect experiences.

For this section the operative word is *initiate*, applied to cause-and-effect experiences. The evidence is the student starting an action themselves, the effect that follows, and the student repeating the action to make the effect happen again.

Judgement

What you see

Initiates and repeats

The student starts an action that has an effect — and repeats the action to make the effect happen again — across most observed occasions. Both the effect and the student's initiation of it are observed.

Initiates and repeats with support

The student initiates or repeats with hand-over-hand, a partial physical prompt, co-active movement or

Participates with support

modelling from an adult.

The student joins in the activities with adult support; a clear initiation 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 3 (CP3) — Chapter 3: Algebra — cause and effect

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Observation checkpoint — one-to-one. The student initiates an action and repeats it to produce an effect. 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 3 (CP3) — Chapter 3 assessment

Book and band

ClassBasics *Mathematics Towards Foundation B* (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 3 — Algebra: initiating and repeating actions that have an effect (section 3A)

Content description assessed

VC2MFBA01 (3A) — scored once, out of 4

Marks

4

Structure

One observed task in four parts: sound makers; a switch or big-button toy; a repeated action in something familiar; posting, placing and stacking. One mark out of 4; the rubric names **both** the effect happening and the student's initiation of it.

Format

Observed: the student initiates an action and repeats it to produce an effect

Timing

Untimed. A guidance duration for planning is 5–10 minutes 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 list 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 CP3 recording sheet: _MathsADB_CP3_Rubric.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.** The 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.
- **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, with a way to say 'again' and a way to say 'stop' or 'finished' ready. 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 description 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)

CP3 gathers the evidence Chapter 3 has been building: **what I do makes something happen — and I can make it happen again.** At Level B the Algebra strand is cause and effect, not pattern in any later sense. The step up from Level A is the single word *initiate*: an effect the adult makes while the student watches is the Level A experience and is **not** evidence for this checkpoint. The effect must come from the student’s own action.

What CP3 never asks. No copying a pattern someone else made (Level C), no naming the pattern, no saying what comes next, no naming the repeating unit, no skip counting, no number sequences. The student is inside the pattern, making it go — not describing it.

The pause is the instrument. Leave the extra pause after an effect: the space just after the effect is where the initiation happens. Do not move in straight away.

Both ideas are named in the rubric and scored as one mark out of 4: the effect happening, and the student’s initiation of it. An effect an adult makes while the student watches is not evidence — and neither is an action with no effect.

Familiar songs, stories and games. Where this checkpoint draws on the referents VCAA names in VC2MFBA01.E02 — ‘A sailor went to sea’, We’re going on a bear hunt and pat-a-cake — they are legitimate curriculum content, and an age-respectful alternative that teaches the identical mathematics is always offered alongside: a favourite music track with a repeating beat, a favourite song with a repeated chorus action, a familiar game with a repeated action and effect, or a ‘ready, steady, go’ moment before a preferred activity. The teacher chooses; the mathematics is the same either way. The songs, stories and games named are traditional or published works. Use your own copy or performance of any of these — no reproduced text or illustrations. Source: Wikipedia, “A Sailor Went to Sea” (traditional English children’s singing game), retrieved 2026-08-17. Source: Walker Books, *We’re Going on a Bear Hunt* by Michael Rosen, illustrated by Helen Oxenbury, first published 1989, retrieved 2026-08-17. Source: Wikipedia, “Pat-a-cake, pat-a-cake, baker’s man” (traditional nursery rhyme and clapping game; Roud Folk Song Index No. 2150), retrieved 2026-08-17.

Support ladder. Wait first. Then move the material within reach, or into or near the student’s hand. Then hand-over-hand or co-active movement for one action, and let the effect happen. Record which step the response came at.

Task 1 — Initiate and repeat an action that has an effect (Level B)

Assessed content description: VC2MFBA01 — *initiate and repeat actions that have an effect* (quoted verbatim from `maths_AD.json`). **Section:** 3A. **Marks:** 4.

The whole of this task. The student starts an action themselves — tap, shake, press, push, place, move — something happens because of it, and the student does the action again to make the effect happen again, or asks for ‘again’ in their own communication.

Materials

- **Sound makers** — an egg shaker, a bell, a drum (or a pot and a spoon): things the student can make a sound by moving
- **A cause-and-effect toy** — a switch toy or big-button toy that moves, lights up, plays music or vibrates when pressed; say which input it accepts — switch, touch or both
- **Posting, placing and stacking things** — a shape sorter with shape blocks, an inset puzzle with its tray, and blocks or cups to stack. No shape names are needed here

- **Something familiar with a repeated action or sound** — a music track with a clear repeating beat chosen by the student, a familiar song with a repeated chorus action, or one of VCAA’s named referents where it fits the student (see the note above)
- **A device (optional)** — a tablet or switch toy running a cause-and-effect or pattern program that accepts **switch or touch input**, with a pattern of at least 2 shapes, colours or sounds repeating; say which input the student uses. Real objects come first; a device is one variation
- **The student’s communication system** — with a way to say ‘again’ and a way to say ‘stop’ or ‘finished’ ready

Script

Part A — look, then your turn. Show the pair once: tap the drum. “Look. Tap, tap — sound!” Pause. Do it once more. Then move the drum or shaker within the student’s reach, or into or near their hand. “Your turn.” Pause. Wait. Watch: does the student tap, shake, press or move to make the effect happen? If the student does not initiate yet, move together for one action — hand-over-hand or co-active — and let the effect happen. Record the support. “You did it — sound!”

Part B — again. After the effect, wait. Do not move in straight away. Watch: does the student do the action again to make the effect happen again — tap again, shake again, press again — or ask for ‘again’ in their own communication? “Yes — again!” Keep the loop going while the student stays with it. If the student looks away, stills, or asks for ‘stop’, stop — a clear ‘stop’ is also a response.

Part C — a repeated action in something familiar. Put on the music track with the repeating beat, or do the repeated action from something the student knows. Move or clap to it, then pause mid-way through a repeated part. Watch: does the student join in with the repeated action or sound — clapping, tapping, rocking, swaying, vocalising? The student’s repeated movement is where the pattern starts. Nobody asks the student to name the pattern.

Part D — keep it going. With the switch toy or big-button toy: press it once yourself. “Look — press, and it goes.” Wait, then pause. Watch: does the student press to start it, and press again when it stops? With the device program: touch one shape to make the pattern go on, then wait. Watch: does the student touch or press a shape to make the pattern go on? With posting or stacking: the effect is the block falling in, the piece landing, the tower growing or falling. Watch: does the student post, place or stack — again and again? Record the support for each.

Response set — how the student can respond

- **Object or photograph choice:** tap, shake, press, push, place or move the materials to make the effect; choose the photograph or symbol of the toy or drum to ask for it; choose ‘again’ or ‘stop’ as a symbol or object of reference.
- **Gesture, eye-gaze, switch or AAC:** reach for or gaze at the material, then act; press the switch that starts the toy or the next beat; select ‘again’, ‘go’ or ‘stop’ on the AAC page.
- **Speech or sign:** vocalise to ask for the effect; say or sign ‘again’ or ‘stop’.

Record

On the CP3 recording sheet, for each occasion: what was offered; the effect seen; whether the student initiated (yes / with support / not yet); whether the student repeated (yes / with support / not yet); whether the student asked for ‘again’ or ‘stop’; the support given.

After the third occasion

Transfer the best sustained mark for VC2MFBA01 from the recording sheet to the summary on that sheet — checkpoint total /4. The rubric and the scale are on `_MathsADB_CP3_Rubric.md`. The content description appears again in the Level B review, worth 2 marks, before reporting against the achievement standard.

Checkpoint 3 (CP3) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Chapter 3 — Algebra: initiating and repeating actions that have an effect. 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 3 (CP3) — 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 description assessed	VC2MFBA01 — scored once, out of 4
Marks	4
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)

The 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.

- The rubric names both ideas, scored as one mark out of 4: the effect happening, and the student's initiation of it. An effect an adult makes while the student watches is the Level A experience and is not evidence for this content description. Neither is an action with no effect.
- No copying a pattern someone else made, no naming the pattern, no saying what comes next, no naming the repeating unit — those belong to later levels.

Record 1 — VC2MFBA01 · initiate and repeat actions that have an effect · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “initiate and repeat actions that have an effect.”

Achievement standard extract carried against this CD (quoted verbatim): “Students initiate cause-and-effect experiences.”

The evidence — both named: (1) the effect happening — a sound, a light, a movement, a block falling, a toy starting, a pattern going on — and (2) the student's initiation of it: the student starts the action themselves, and repeats it, or asks for ‘again’ in their own communication, to make the effect happen again.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials offered				
Communication modality used				
Effect seen — what happened				
Initiated? (yes / with support / not yet)				
Repeated? (yes / with support / not yet)				
Asked for ‘again’ or ‘stop’?				
Support given (none / partial / hand-over-hand or co-active)				
Notes				

Mark descriptors for VC2MFBA01:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the materials — watches, stills, smiles at the effect — but does not initiate an action towards it
2	Responds to the prompt with full support — initiates or repeats the action hand-over-hand or co-actively, so the

Mark	What you see
	effect happens — on at least one occasion
3	Initiates an action that has an effect, or repeats it, with partial support, or independently on one occasion only
4	Initiates actions that have an effect and repeats them to make the effect happen again, independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, the drum on one occasion and the switch toy, posting or a device pattern on another

Best sustained mark for VC2MFBA01: ____ / 4

Checkpoint 3 summary

Content description	Section	Best sustained mark
VC2MFBA01 — initiate and repeat actions that have an effect	3A	___ / 4
Checkpoint 3 total		___ / 4

This content description is assessed again, worth 2 marks, in the Level B review before reporting against the achievement standard.

Recorded by: _____ **Date:** _____