

Mathematics Towards Foundation B

Chapter 4 — Measurement: ‘big’ and ‘little’, and the shape of the day

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‘Big’ and ‘little’: comparing two familiar objects directly

Chapter 4 — Measurement: ‘big’ and ‘little’, and the shape of the day

This section is for the teacher and support staff. The student reads nothing here. Every word is spoken, signed or given on the student’s communication system by the adult. The student’s mathematics happens with real objects — at Level B the object is the page — and through the student’s own communication. Nothing here needs speech, reading or writing. Every response the student can make is welcome.

Section 4A · Chapter 4 — Measurement · Strand: Measurement · Level B

Level	B — one step on the Towards Foundation continuum. Not a year level. No age is implied. Every item in this section carries the tag B .
Content description	VC2MFBM01
Elaboration ids (linkage)	VC2MFBM01.E01 – VC2MFBM01.E04
MCQs keyed to this CD	48 — digital question layer only. The assessment in this book is observed, not written.
Vocabulary	‘big’ and ‘little’ only. No other attribute word is taught in this section.

identify whether 2 familiar objects are ‘big’ or ‘little’, using direct comparison

— Victorian Curriculum 2.0 Mathematics, Foundation Level B, content description VC2MFBM01, quoted verbatim from the authority file `maths_AD.json` (VCAA).

Achievement standard — the extract carried against this CD: *“Students identify familiar objects as ‘big’ or ‘little’, using direct comparison in practical situations.”* — quoted verbatim from `maths_AD.json`.

Teacher notes — read before teaching (Level B)

This section is about one idea: 2 familiar objects, side by side, and the words ‘big’ and ‘little’ for them. The student shows which object is ‘big’ and which is ‘little’ when the 2 objects are put together. That is the whole of the content description. There is no number in it, no unit, and no measuring tool. There are only the objects and the 2 words.

How ‘big’ and ‘little’ are used in this section. The Victorian Curriculum uses ‘big’ and ‘little’ at Level B and does not separate the different ways one object can be big. This section therefore treats ‘big’ and ‘little’ as **one undifferentiated word for size as a whole**, and every task is answerable on that word alone. Whichever way a student looks at a pair and finds the big one, the student is working within this CD. The separation of attributes — length, mass, capacity — is the content of Level C (VC2MFCM01: *“identify and compare attributes of 2 familiar objects, including length, capacity and mass, using direct comparison”*, quoted verbatim from `maths_AD.json`). Do not start that separation here.

Choose fair pairs. Because the word is undifferentiated, the pairs you offer must not split the attributes. Use 2 objects of the same kind — 2 cups, 2 balls, 2 spoons, 2 shoes, 2 boxes — where one is clearly big and one is clearly little in every way at once: whichever way the student looks at the pair, the same object is the big one. Save trick pairs, where the 2 objects point in different directions, for Level C, where the student has separate words for the difference.

What direct comparison means here. The 2 objects are put together so the comparison can be seen and felt — side by side, lined up at one end, one in each hand, one held up against the other. Nothing stands between the objects and the student: no ruler used to measure, no string cut to length, no number said. The objects themselves are the comparison.

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

- no units of any kind — not informal units, not metric units (informal units are Level 1, VC2M1M02; metric units are Level 3)
- no estimation — no “about how big?” (estimation begins at Level 3)
- no measuring tools used as tools — rulers, scales and cups are not used to measure anything here
- no attribute words beyond ‘big’ and ‘little’ — no ‘long’, ‘short’, ‘tall’, ‘heavy’, ‘light’, ‘empty’ or ‘full’ (Level C, VC2MFCM01)
- no naming of shapes — shapes may appear as the objects compared, but the student is never asked what shape something is (shape naming is Level C, VC2MFCSP01)
- no clocks and no times of the day — time is the other track of this chapter, and belongs to section 4B
- no counting and no “how many?” — counting belongs to Level C (VC2MFCN01); this section names no quantity at all
- no ‘less’, no ‘fewer’, no zero (Level C and beyond)
- no breaking objects apart to compare the parts — partitioning belongs to section 1D (VC2MFBN04)

Sorting appears here because VCAA’s own elaboration is a sorting activity (VC2MFBM01.E01 — sorting familiar objects by size into 2 collections). In this section the sorting is always the comparison of this CD: big things and little things, by size, with colour held constant so it cannot be the clue. Nothing is sorted by colour or by shape, and no shape name is asked for. The book’s wider matching-and-sorting section is 5A (VC2MFBSP01, Space strand); the sorting here is one face of identifying ‘big’ and ‘little’, and is not a second sorting syllabus.

If a ruler appears, it is an object, not a tool. VCAA’s own elaboration for this CD lines up “*a stapler and a ruler*” (VC2MFBM01.E02). That is legitimate: the ruler is one of the objects being compared. The markings on the ruler are not read, not named and not counted, and nothing is measured with it. A ruler used to measure is Level 1 and beyond, and is out of scope here.

Both words in the CD must be evidenced. The CD asks the student to identify ‘big’ *and* ‘little’. Evidence is gathered for both words — the student identifying which of 2 objects is ‘big’, and which is ‘little’ — and scored as one mark out of 4 (see the observation record sheet). The rubric names both.

Level A is assumed. There is no Level A content description for comparing size; this section is the first step on the measurement comparison track. The general base it builds on is Level A VC2MFASP01 — *respond to shapes and objects in their environment* (quoted verbatim from maths_AD.json). A student arriving here is assumed to attend to objects already. This section does not re-teach that. It asks for the next verb: where Level A responds, Level B identifies.

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

Yes/no questions must state the yes/no method. This section’s elaborations include yes/no questions (VC2MFBM01.E04). Before any yes/no question is asked, the yes and the no are in front of the student: 2 symbols, 2 objects, or 2 switch recordings — one for *yes* and one for *no*. The student answers by touching, looking at, reaching for or activating one of the pair. A head-nod or head-shake is never assumed.

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

Materials — real objects first (Level B)

At Level B the object is the page. Real objects first, then photographs, then line drawings. Gather before the session:

- pairs of familiar objects, 2 of the same kind, one clearly big and one clearly little: big and little cups, balls, spoons, boxes, bags, plates
- the student's own shoe and your shoe — a pair the student knows
- shape pieces — from a shape sorter or cut from card: 2 circles of different sizes, 2 squares of different sizes, all one colour, so colour is not the clue
- a stapler and a ruler — the ruler used as an object, its markings not read
- 2 baskets, trays or hoops — one for big things, one for little things
- the student's communication system, to hand and in reach: symbol board, AAC device, or photograph/object choices
- a yes/no pair for the yes/no questions — 2 symbols, 2 objects, or 2 switch recordings, one for *yes* and one for *no*
- photographs of the object pairs, if real objects cannot be brought to the table — the photograph stands in for the object; the object is always preferred

No measuring tools used as tools. No numbers. No worksheets. No clock.

Teaching sequence — full script (Level B)

One sequence, delivered by you. Everything in quotation marks is said aloud, signed, or given on the student's symbol board — your choice to match the student's communication. Say *big* and *little* clearly, and use the same words every time. Keep your voice warm and unhurried. The student's part is to indicate, in whatever way they indicate. Accept hand-over-hand, co-active movement (you and the student moving together), partial prompts, and eye-gaze as real responses. One session can be five minutes. The judgement about this CD is made across occasions, not in one sitting.

Set up. Sit so the student can see your face and the materials. One pair of objects at a time, placed where the student can see and touch both. Keep everything else out of sight — one idea, and nothing competing with it.

Part 1 — the modelled words: 'big' and 'little'

Step 1 — name the pair (VC2MFBM01.E03)

Say: "Look. 2 cups." Touch each one as you go on: "This cup is *big*. This cup is *little*." Hold them up, side by side, so the difference can be seen.

Do: make the word match the object every time — touch the big cup on *big*, the little cup on *little*. Then hand each cup to the student, one at a time, to hold: "Feel it — *big*." "Feel it — *little*."

Look for: the student attending to the objects and the words — watching your hands, touching a cup, holding one, looking from one to the other. The student is experiencing the language of measurement being modelled on a pair that is big and little. That is the first skill, and attending to it is a response.

Step 2 — the words again, on a new pair

Change the pair: 2 balls, or 2 spoons. Say the same words in the same way: "Look. 2 balls. This ball is *big*. This ball is *little*." The words stay the same while the objects change. That is how the words come to belong to the size, not to one cup.

Part 2 — the student answers: which one is big?

Step 3 — line them up (VC2MFBM01.E02)

Put the stapler and the ruler side by side, lined up at one end, where the student can see and touch both. Say: "Look. A stapler and a ruler." Touch each as you name it. The markings on the ruler are not read; the ruler is one of the objects, nothing more.

Say: “Which one is *big*?”

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

Look for: a point, a reach, a held eye-gaze, a switch selection, a spoken word or a sign towards one object. Any consistent indication is identifying in progress. If the student chooses the stapler, say “*stapler* — good choosing! This one is *big*,” touch the ruler, and go on. Do not correct with a “no”. The choice told you the student chose, which is half the skill.

Step 4 — ask it the other way, on the same pair

Say: “Which one is *little*?” Wait, and take the answer the student gives, in whatever way they give it. Both directions matter: the CD asks for ‘big’ and ‘little’, and neither question on its own covers it. Then move to a new pair — 2 balls, or the student’s shoe next to your shoe — line them up, and ask both questions again.

Part 3 — sorting big and little

Step 5 — 2 baskets (VC2MFBM01.E01)

Put out 2 baskets or hoops. Put one big circle in one and one little circle in the other, and say: “*Big* things here. *Little* things here.” The baskets are labelled by the objects in them, never by written words — the student reads nothing.

Give the student a big circle. Say: “*Big!* Put it here,” and indicate the big basket. Then a little circle: “*Little!* Put it here.” Go on, one shape at a time, big and little mixed up. Hand-over-hand where needed; a shape placed with your hand and the student’s hand together is a sorted shape. Shapes of one colour keep the clue on size alone — the student is sorting by size, not by colour, and the shape names are not asked for and not needed.

Look for: the student placing each object with, or after, the matching word — big things finding the big basket, little things finding the little basket. If a big circle goes to the little basket, say “*big* — this basket is for *big* things,” and guide it across together. The sorting is the practice; the correction is a model, not a “no”.

Part 4 — yes and no about the pair

Step 6 — the yes/no questions (VC2MFBM01.E04)

Put the yes/no pair in front of the student first — the *yes* symbol and the *no* symbol, or the yes-switch and the no-switch. Say: “*Yes* here. *No* here.” Model once on yourself: hold up the little circle, ask “Is this *little*?” and touch *yes* yourself.

Then hold up the little circle and ask the student: “Is this circle the *little* circle?” Wait. Take the answer the student gives — a touch, a look, a reach or a switch press to the *yes* or the *no* in front of them. If there is no answer, touch *yes* and say “*yes* — *little*,” and ask again on another day.

Then ask it the other way, so both answers happen: hold up the little circle and ask “Is this circle the *big* circle?” The answer now is *no* — and model it if needed: touch *no* and say “*no* — this one is *little*.” Then swap which circle you hold, and ask both questions again.

A head-nod or head-shake is never assumed. The method is the pair in front of the student, every time.

Close. End on a success the student made — a look, a reach, a sort, a switch press. Say what you saw: “You found *big*. You found *little*.” Put the objects away together. Note what the student did, the setting, and how they responded — the observation goes on the recording sheet the same day.

The same mathematics in other routines. The same 2-object comparison sits inside any moment of the day: shoes at the door, plates at the table, balls in the gym, bags at pack-away. The words the adult uses stay the same from day to day: *big*, *little*.

What counts as a response. A response is anything the student does that shows they have identified which object is ‘big’ or which is ‘little’: a look that stays on one object, a point, a reach, a touch, a switch press, an AAC selection, a

sign, a word. Assisted and partial responses count — hand-over-hand, a partial physical prompt, co-active movement, eye-gaze. A response done with support is still a response, never a zero. A single observation is not yet evidence: what matters is what the student does across occasions.

Worked examples — modelled with real objects (Level B)

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

Worked example 1 (Level B) — the stapler and the ruler: “Which one is big?”

Materials: a stapler and a ruler — VCAA’s own pair for this CD (VC2MFBM01 . E02). The ruler is an object here; its markings are not read.

What you do and say	What you are showing · what to look for
Put the stapler and the ruler side by side, lined up at one end. Touch each as you name it: “A stapler ... and a ruler.”	2 familiar objects, both named, put together so they can be compared directly.
Say: “Which one is <i>big</i> ?” Then wait.	Waiting gives the student time to indicate. Watch eyes, hands, head and switch, not just fingers.
The student reaches towards the ruler. You say “ <i>big</i> — you found it.”	A reach, point, held look, switch selection or word to one object is identifying, in any modality.
The student reaches towards the stapler instead. You say “ <i>stapler</i> ! This one is <i>big</i> ,” and touch the ruler.	A wrong choice is still an indicated choice. Name what was chosen, model the right word, and go on. Never “no”.
No indication comes. You reach together — hand-over-hand — to the ruler, saying “ <i>big</i> .” Then you ask “Which one is <i>little</i> ?” on the same pair.	A supported response is a response; it is recorded as supported, never as nothing. Both questions on one pair give both words their turn.

Worked example 2 (Level B) — 2 circles: yes and no

Materials: 2 circles of different sizes, one colour — VCAA’s own example for this CD (VC2MFBM01 . E04); the student’s *yes* and *no* symbols, objects or switch recordings, placed in front of the student before the first question.

What you do and say	What you are showing · what to look for
Put the <i>yes</i> and <i>no</i> pair in front of the student. Say: “ <i>Yes</i> here. <i>No</i> here.”	The yes/no method is supplied and in place before any yes/no question is asked. A head-shake is never assumed.
Hold up the little circle. Say: “Is this circle the <i>little</i> circle?” Then wait.	The question is about ‘big’ and ‘little’ — the shape’s name is given, not asked for. Naming shapes belongs to Level C.
The student touches, looks at or switches to <i>yes</i> . You say “ <i>yes</i> — <i>little</i> .”	An answer by the stated method, in any modality, is the response.
The student chooses <i>no</i> . You say “ <i>no</i> ? Look — <i>little</i> ,” and touch the little circle, then go on.	The answer told you something; model the word and keep going. Both answers happen across the session.
You hold up the little circle again and ask the other way: “Is this circle the <i>big</i> circle?”	The pair of questions gives <i>yes</i> and <i>no</i> each a turn, and ‘big’ and ‘little’ each a turn.

Practice opportunities — scaffolded (Level B)

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

Practice 1 (Level B) — touch the big one, hand-over-hand

Prompt: 2 cups on the desk, one big and one little. Say “Touch *big*.”

- **Object or photograph choice:** the student touches or picks up the big cup, with your hand under theirs if needed.
- **Gesture, eye-gaze, switch or AAC:** the student looks and holds at the big cup, points to it, or selects it by switch.
- **Speech or sign:** the student says or signs *big* while indicating, or instead of indicating.

Support: hand-over-hand to the big cup with the word spoken on arrival; fade to a point near it, then to waiting only. Look for: the student’s hand, eyes or switch going to one of the 2 cups across at least two tries — and which one it goes to.

Practice 2 (Level B) — show me the little one

Prompt: a new pair — 2 balls, 2 spoons or 2 shoes. Say “Show me *little*.”

- **Object or photograph choice:** the student pushes, lifts or holds the little object towards you.
- **Gesture, eye-gaze, switch or AAC:** the student eye-gazes at, points to or switch-selects the little object. The switch or AAC device takes switch or touch input and is in place before the question.
- **Speech or sign:** the student says or signs *little*.

Support: wait first; then gesture towards the pair; then hand-over-hand with the word spoken on arrival. Look for: the student identifying ‘little’ on a different pair from the one ‘big’ was taught on — the word is moving from one object to the idea.

Practice 3 (Level B) — sorting: big here, little here (VC2MFBM01.E01)

Prompt: 2 baskets, one labelled with a big circle and one with a little circle; a mixed pile of big and little shapes, one colour. Say “*Big* here. *Little* here,” and hand the student one shape at a time.

- **Object or photograph choice:** the student carries each shape to a basket, placing it with or without a guiding hand.
- **Gesture, eye-gaze, switch or AAC:** the student points to or looks at the basket each shape belongs to, and you or a support person carry it there together.
- **Speech or sign:** the student says or signs *big* or *little* for each shape as it is placed.

Support: hand-over-hand for the first shape; fade to handing the shape near the right basket. Look for: big things finding the big basket and little things finding the little basket across the pile — sorting by size, with colour held constant.

Practice 4 (Level B) — yes or no: is this the big one? (VC2MFBM01.E04)

Prompt: the yes/no pair in front of the student. Hold up one object of a familiar pair and ask: “Is this the *big* one?” Then ask it the other way on another object, so *yes* and *no* each happen.

- **Object or photograph choice:** the student answers by touching or picking up the *yes* object/symbol or the *no* object/symbol.
- **Gesture, eye-gaze, switch or AAC:** the student looks at, points to or presses the *yes* or the *no* switch. The pair is supplied and in place before the question is asked; a head-shake is never assumed.
- **Speech or sign:** the student says or signs *yes* or *no* in their usual way.

Support: model the answer on yourself first; then wait; then touch the answer together. Look for: an answer by the stated method, and whether it changes when the true answer changes — *yes* for the big one, *no* for the little one.

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

Four more opportunities. The mathematics stays the same — 2 familiar objects, direct comparison, ‘big’ and ‘little’ — while the setting and the materials change. Each is tagged **Level B**.

1. **At the door — shoes.** The student’s shoe and your shoe, side by side at the door. “Which one is *big*? Which one is *little*?” The student indicates in their own way. A pair the student sees every day (VC2MFBM01 .E02 — Level B).
2. **At the table — plates and cups.** A big plate and a little plate, a big cup and a little cup, set out at snack or lunch. The words are modelled while the table is set: “*big* plate ... *little* plate.” The student identifies each when asked, or sorts them (VC2MFBM01 .E01, VC2MFBM01 .E03 — Level B).
3. **In the gym or outdoors — balls.** A big ball and a little ball, lined up on the floor. “Which one is *big*?” The student indicates by look, point, reach, switch or word — then both balls are rolled, because the reward for comparing can be playing (VC2MFBM01 .E02 — Level B).
4. **At pack-away — boxes.** A big box for big things and a little box for little things. As the room is packed, each object is named on its way in: “*big* — in the *big* box.” The student carries, points, looks or switch-selects where each thing goes (VC2MFBM01 .E01 — Level B).

Observation record sheet — VC2MFBM01 (Level B)

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

Evidence is gathered for **both words in the CD** — ‘big’ and ‘little’. They are recorded side by side below and scored as one mark out of 4. The rubric names both: a judgement for this CD must evidence ‘big’ and ‘little’ correctly applied.

	Occasion 1	Occasion 2	Occasion 3
Date			
Setting and materials (what pair, what baskets, what shapes)			
Communication modality used			
Prompts needed (none / partial / full support)			
Response to ‘big’ — what the student indicated, and how			
Response to ‘little’ — what the student indicated, and how			
Response to yes/no questions, by the stated yes/no method			
Notes — including consistent choices that were not the named one			

Best sustained mark: ____ / 4

The scale is written from Level B’s own achievement standard verbs — *identify* — with the extract carried against VC2MFBM01: “*Students identify familiar objects as ‘big’ or ‘little’, using direct comparison in practical situations.*” For this CD, the evidence is the identifying of ‘big’ and ‘little’ when 2 familiar objects are directly compared.

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	Identifies which of 2 familiar objects is ‘big’ or which is ‘little’, with partial support, or independently on one occasion only
4	Identifies both — which object is ‘big’ and which is ‘little’ — independently, on more than one occasion, with more than one set of materials or in more than one setting

This record feeds **Checkpoint 4 (Chapter 4 — Measurement)**, where VC2MFBM01 is assessed once and scored on the 0–4 scale above.

Curriculum linkage — join keys, not a teaching order

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

Id	Text — quoted verbatim from maths_AD.json
VC2MFBM01.E01	<i>“sorting everyday familiar objects by size, using direct comparison; for example, sorting square and circle shapes of the same colour into 2 collections based on size”</i>
VC2MFBM01.E02	<i>“using direct comparison to compare the lengths of 2 objects; for example, lining up a stapler and a ruler next to each other and responding to the question ‘Which one is big?’ or ‘Which one is little?’”</i>
VC2MFBM01.E03	<i>“experiencing the modelled language of measurement when comparing objects in a pair that are big and little”</i>
VC2MFBM01.E04	<i>“responding to yes/no questions about measurement attributes when directly comparing the sizes of objects, such as responding to the questions ‘Is this circle the little circle?’ and ‘Is this circle the big circle?’ when the teacher shows 2 different-sized circles”</i>

Scope note on VC2MFBM01.E02. The elaboration is quoted exactly as VCAA wrote it, and it speaks of “the lengths of 2 objects”. In this section the student-facing words stay **‘big’ and ‘little’ only** — the undifferentiated word of the content description. Separating ‘long’ and ‘short’ from ‘big’ is the work of Level C (VC2MFCM01), and is not started here.

Scope note on shapes. VC2MFBM01.E01 and VC2MFBM01.E04 use circles and squares as the familiar objects. Shapes may appear in this section as objects to compare by size; the student is never asked to name a shape. Shape naming is Level C (VC2MFCSP01).

Recognising and taking part in routine and non-routine daily events

Everything on these pages is for the teacher and support staff. The student reads nothing here. The student's mathematics happens in the real day — in its signals, its events and its changes — and through the student's own communication.

Section 4B · Chapter 4 — Measurement: 'big' and 'little', and the shape of the day · Strand: Measurement · Level B

Level	B — one step on the Towards Foundation continuum. Not a year level. No age is implied.
Content description	VC2MFBM02
Elaboration ids (linkage)	VC2MFBM02.E01 – VC2MFBM02.E03
MCQs keyed to this CD	48 — digital question layer only. The assessment in this book is observed, not written.
Range and vocabulary	Routine and non-routine daily events, recognised and joined in. No clock, no times of day, no days of the week.

recognise and participate in routine and non-routine daily events

— Victorian Curriculum 2.0 Mathematics, Foundation Level B, content description VC2MFBM02, quoted verbatim from the authority file `maths_AD.json` (VCAA).

Achievement standard — the extract carried against this CD: *"They show anticipation in response to routine events when transitioning from one experience to another."* — quoted verbatim from `maths_AD.json`.

Teacher notes — read before teaching (Level B)

This section is time as it is lived. There is no clock here, no number, and nothing to read. The material is the day itself: the events that happen, the signals that say an event is starting or finishing, and the changes that sometimes come. The student learns to recognise those events and to take part in them. At this level the day is the page.

The words *routine* and *non-routine*. The Victorian Curriculum uses the terms *routine* and *non-routine* daily events but does not define them. This section therefore treats them as follows, and every task here is answerable on these definitions alone:

- A **routine** event is an event of the day that happens in a predictable place in the day, again and again — arrival, lunch, pack-up, home time — and it has a familiar signal: a bell, a timer, a photograph, a familiar action.
- A **non-routine** event is a change to that pattern — a wet-weather timetable, an incursion, a different room, a different adult. The change is always **told** to the student, through the schedule and your words. The student is never asked to guess what might happen. Guessing and chance have no part in this section, or anywhere in this book.

Anticipation is the evidence. The achievement standard for this CD says students *"show anticipation in response to routine events when transitioning from one experience to another."* In this section, *anticipation* means the student shows they know what is happening, or what comes next, **before or as it happens** — looking towards the door when the bell rings, reaching for their bag when home time is signalled, moving their hands towards the blocks as the timer goes, stilling, smiling or vocalising at a familiar signal, touching the 'then' card without a prompt. Anticipation is observable. Watch for it in the eyes, the hands, the body and the student's own communication, and record exactly what you saw.

Both ideas in the CD must be evidenced. The CD asks for routine *and* non-routine events. The non-routine half is the one most often missed: a section that only rehearses the ordinary day has covered half its CD. Evidence is gathered

for the student's response to routine events and for their response to a change in the day, and the two are scored as one mark out of 4 (see the observation record sheet).

Recognise and participate — both verbs matter. *Recognising* is the student showing they know the event: anticipating it, indicating its symbol, photograph or object, matching the signal to the action. *Participating* is the student taking part in the event and the transition: packing up, moving towards the line, carrying their bag, placing the finished symbol in the finished box, helping to make the schedule with you. Hand-over-hand and co-active movement (you and the student moving together) are participation.

Level A is assumed. The step below is Level A VC2MFAM01 — *respond to routine and non-routine events during the school day* (quoted verbatim from `maths_AD.json`). A student arriving here is assumed to respond to the events of the day already — a change in body language, a look, a vocalisation. This section does not re-teach that. It asks for the next verbs: where Level A responds, Level B **recognises** and **participates**.

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

- no clock and no clock faces; a timer is used only as a signal — it is never read, counted or labelled (reading a clock is Level 2)
- no morning, afternoon or night-time; events are never connected to times of the day (Level C, VC2MFCM02)
- no days of the week, and no ordering the day as a sequencing drill (Level D)
- no measuring time, no units of any kind, and no estimation (Level 1 and beyond)
- no guessing what might happen next; a change is always told, never guessed (there is no chance or probability content anywhere in this book)
- no recording events on a chart as data (there is no Statistics at Level B)

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

This learning has a partner in another learning area. Level B Personal and Social Capability also builds awareness of the objects and actions of a familiar routine (VC2CPFBS04), and Level B Health and Physical Education is where a reliable yes/no is built (VC2HPFBP04). The same lesson can satisfy both mathematics and Personal and Social Capability here; nothing in this section needs to be taught twice. If the student's yes/no is not yet reliable, keep supplying the yes/no pair anyway — this section gives it practice.

Vocabulary. The words spoken to the student in this section are short, familiar words at or below the F band: *listen, look, bell, done, finished, all done, first, then, now, next, go, wait, bag, lunch, home, change, rain*. The words *routine, non-routine, schedule* and *transition* are the curriculum's own words and are used in this teacher-facing text. Do not raise the vocabulary to match an older student. Age-respectful teaching at this level comes from using the student's real day — their bag, their school's bell, their actual next activity — not from harder words. None of VCAA's elaborations for this CD use songs, rhymes or games for very young children, so no alternative referent is needed in this section.

Materials — real objects first (Level B)

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

- the student's communication system, to hand and in reach: symbol board, AAC device, or object and photograph choices

- the student's real daily schedule, in the student's own format — one object, photograph or symbol for each event it stands for
- a first-then board: two clear spots, one for *first* and one for *then*, high contrast, one idea at a time
- a finished box or finished spot — a box, tray or envelope where finished things go
- a timer — visual or sound — used **only as a signal**; it is never read, counted or labelled
- the familiar signals of the student's day: the school bell or its recording, a chime, a light going on and off
- real objects from the day's events: the student's bag, drink bottle, lunchbox, and the container for a working activity such as a tub of blocks
- photographs of the real places and activities of the student's day: the classroom, the lunch area, the gym, the sensory room, the door where home time happens
- if the student uses a switch: the switch, set to choose between two cards
- a yes/no pair for yes/no questions — two symbols, two objects, or two switch recordings, one for *yes* and one for *no*

No clock face anywhere. No worksheets. If a clock appears in a photograph of the room, it is not read and not labelled.

Teaching sequence — full script (Level B)

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

Set up. Choose two real events for this session: one activity the student likes, and one daily event that really happens — lunch, pack-up or home time. Have the schedule, the first-then board and the finished box ready before the session starts. Sit so the student can see your face and the schedule.

Part 1 — recognising the familiar signal

Step 1 — the signal happens.

Use a signal that really happens in the student's day. When the bell rings at the end of lunch, or the timer for the activity goes, say: "Listen. *Bell*." Pause. Then say what the signal means: "*Bell* — line up," or "*Timer* — pack up." Model the action yourself first, then support the student to join in — a hand near the blocks, a move towards the door, together if needed.

Look for: the student attending to the signal itself — stilling, turning, looking towards where the action happens. Any sign the student knows what the signal means **before** you say the action is anticipation, and it is the skill.

Step 2 — wait at the signal.

The next time the same signal happens, say "*Bell*," and then wait. Do not say the action yet. Give the student several seconds. Watch the eyes, the hands and the body. If the student looks towards the door, reaches for their bag, or starts the action, name it: "Line up — yes!" If nothing comes, say the action and model it, as in Step 1.

Look for: an unprompted indication of what comes next — a look, a reach, a move, a touch of the right symbol. A consistent indication, even without the word, is recognition.

Part 2 — first-then, and the finished box

Step 3 — make the board together.

Hold up the symbol, photograph or object for the activity the student chose. Say: "*First* — swing." Help the student place it on the *first* spot — their hand, or yours over theirs. Then hold up the one for what comes next: "*Then* — lunch," and place it on the *then* spot. Say the whole thing once, touching each spot: "*First* swing. *Then* lunch." This is co-creation: the schedule is made **with** the student, not shown to them finished.

Look for: the student watching the two items go on, touching one of them, or looking from one to the other.

Step 4 — do *first*, then finish it.

Do the first activity. When it ends, say: “Swing *all done*.” Take the symbol from the *first* spot and move it to the finished box — with the student’s hand, or hand-over-hand. Then point to the *then* spot: “*Now lunch*.” Move to lunch together.

Look for: the student joining in the move to the finished box, and looking at, touching or indicating the *then* item before you move. That look or touch is anticipation of what comes next.

Part 3 — a change in the day

Step 5 — the change is told, then made together.

Use a real change when one happens — wet weather, an incursion, a different room. If none is coming, plan one and tell the student it is coming. For wet weather: go to the window or the door. Say: “Look. *Rain*.” Then go to the schedule together. Say: “*Change*. No outside.” Take the photograph of the outside place off the schedule — “*Outside finished*” — and put it in the finished box with the student. Place the photograph of the gym on the board together: “*Now gym*.” Then go to the gym.

Look for: the student’s response to the change — watching the swap, accepting the new photograph, moving with you. Any anticipation of the new place, such as reaching for the gym door or the gym equipment when you arrive, tells you the changed schedule did its work.

Step 6 — a choice inside the change.

Where the changed activity has two forms, offer both on the board — two photographs of things that can happen in the gym. Say: “Gym. *This ... or this?*” The student indicates one in their own way. Then do it. The student is not just told about the change; they take part in it.

Look for: an indication to one of the two — a look held, a touch, a switch selection, a word or a sign.

Close. End on a success the student made — a look, a reach, a move, a symbol placed. Say what you saw: “*Bell rang*. You stood up.” One session can be one transition. The judgement about this CD is made across occasions, not in one sitting.

Worked examples — modelled with real objects (Level B)

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

Worked example 1 (Level B) — “The timer goes: pack up”

Materials: a tub of blocks, the real activity in front of the student; a visual timer, used as a signal; the finished box.

What you do and say	What you are showing · what to look for
The blocks are out. The timer is on the desk where the student can see it. You say: “Blocks. <i>Timer</i> — then <i>all done</i> .”	The activity and its signal are named together. The timer is a signal, not a number to watch.
The timer signals. You say: “Listen. <i>Timer</i> . Timer means <i>pack up</i> .”	The signal has one meaning, and the meaning is told.
The student’s hands move towards the blocks, or their eyes go to the finished box, before you prompt.	That is anticipation — the signal has started the action in the student. Record exactly what you saw.
You pack up together, hand-over-hand if needed. Each lot of blocks goes into the finished box. You say: “Blocks <i>all done</i> .”	Participating in the pack-up is the response at whatever support level it happens.
No response comes at the signal. You wait, then point to the blocks and the box, then move together.	A supported response is a response. It is recorded as supported, never as nothing.

Worked example 2 (Level B) — “The day changes: wet weather”

Materials: the student’s schedule with the photograph of the outside place on it; the photograph of the gym; the finished box.

What you do and say	What you are showing · what to look for
The schedule shows the outside place. You go to the window with the student. “Look. <i>Rain</i> .”	The change is real, and it is seen before it is told.
At the schedule you say: “ <i>Change</i> . No outside.” You take the outside photograph off — “Outside <i>finished</i> ” — and put it in the finished box, with the student’s hand if they will.	The old event is finished, visibly. The student takes part in ending it.
You place the gym photograph on the board together: “ <i>Now gym</i> .”	The new event is made with the student — co-creation — not announced at them.
The student looks at the gym photograph, touches it, or moves with you towards the door.	Any of these is recognition of, and participation in, the changed day.
The student resists or does not respond. You leave the new photograph in place, keep your voice warm, and go together — co-actively if needed.	A change can be hard. The schedule stays as the constant; record what the student did, and try the same shape again next time.

Practice opportunities — scaffolded (Level B)

Four scaffolded opportunities — two for routine events and two that reach the non-routine half of the CD. Each is offered in the three response modalities the student may use. Choose the one the student uses; never make speech the only way to answer.

Practice 1 (Level B) — line up on the bell

Prompt: the real bell rings at the end of lunch. Say “*Bell*. *Bell* means line up.”

- **Object or photograph choice:** the student picks up their bag or moves to their line spot, marked with their own photograph or object.
- **Gesture, eye-gaze, switch or AAC:** the student looks at or points to the door, or presses a switch that activates the line-up symbol.
- **Speech or sign:** the student says or signs *line up*, or names the next event while moving.

Support: wait first; then model standing and moving; then go together, co-actively. Look for: the student starting to move on the bell itself, before your prompt.

Practice 2 (Level B) — pack up on the timer

Prompt: the timer signals the end of an activity. Say “*Timer*. Pack up.”

- **Object or photograph choice:** the student puts one item, or several, into the finished box.
- **Gesture, eye-gaze, switch or AAC:** the student points to the finished box, looks and holds at it, or presses a switch that means *all done*.
- **Speech or sign:** the student says or signs *all done* or *finished* while packing up.

Support: hand the item to the box together; fade to placing it near the student’s hand. Look for: hands moving to the items, or eyes going to the box, when the timer goes — anticipation of the pack-up.

Practice 3 (Level B) — first-then: show me *then*

Prompt: the first-then board is made together — *first* a chosen activity, *then* a daily event. When *first* finishes, move it to the finished box and say “*All done*.” Then ask, with the yes/no pair in front of the student: “All done?” — answered on the student’s own *yes* and *no* symbols, objects or switch recordings; a head-shake is never assumed. Then: “What’s *then*?”

- **Object or photograph choice:** the student touches or picks up the *then* card.
- **Gesture, eye-gaze, switch or AAC:** the student looks and holds at the *then* card, points to it, or selects it by switch.
- **Speech or sign:** the student says or signs the name of the next event.

Support: touch near the *then* card without covering it; then move to it together and name it on arrival. Look for: the student indicating *then* before the move — the next event is anticipated, not just arrived at.

Practice 4 (Level B) — a change in the day, made together

Prompt: a real change is coming — wet weather, an incursion, a different room. Tell it: “*Change.*” Go to the schedule together and make the change as in Step 5 of the teaching sequence.

- **Object or photograph choice:** the student helps take the old card off and place the new one; the cards are real things they can hold and move.
- **Gesture, eye-gaze, switch or AAC:** the student points to or looks and holds at the new card, or selects it by switch when two are offered.
- **Speech or sign:** the student says or signs the new event, or asks for it in their own way.

Support: hand-over-hand for the swap; then do it beside them; then watch them do it with a gesture prompt only. Look for: the student joining in making the change, and moving to the changed activity with you afterwards.

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

Further 1 (Level B) — arrival and home time. The two ends of the day are the strongest routine events there are. On arrival: bag off, drink bottle to its spot, and the student indicates *I am here* in their own way — a touch of their name card, a photograph, a switch. At home time: the familiar signal, then bag packed and carried. Both ends are practised every school day.

Further 2 (Level B) — make the day’s schedule together at arrival. The whole schedule is co-created: one object, photograph or symbol placed for each event, with the student placing each one at whatever support level they work at. During the day, each finished event goes to the finished box. The schedule is the map of the day, and the student helps draw it.

Further 3 (Level B) — the real changes as they come. Wet-weather timetables, incursions, a different room, a different adult. Each one is told at the schedule, made together, and then moved to. The same shape every time: *look — change — finished box — new card — go*. Changes are always told, never guessed.

Further 4 (Level B) — between rooms. Moving to another room for part of the day: the signal for leaving, an object or photograph carried as the ticket for the move, and the signal for arriving. The student recognises the leaving and the arriving, and carries their own ticket if they can.

Observation record sheet — VC2MFBM02 (Level B)

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

Evidence is gathered for **both ideas in the CD** — routine events, and non-routine events. They are recorded side by side below and scored as one mark out of 4.

	Occasion 1	Occasion 2	Occasion 3
Date			

Setting and materials

Communication modality
used

Prompts needed (none /
partial / full support)

Response to routine events
— what the student
anticipated or joined in,
and how

Response to non-routine
events — what changed,
and what the student did

Notes — including any
anticipation seen before a
prompt, and any consistent
response that was not the
expected one

Best sustained mark: ____ / 4

The scale is written from Level B's own achievement standard — students *show anticipation* in response to routine events when transitioning — and from this CD's own verbs, *recognise* and *participate*, with the extract carried against VC2MFBM02: "*They show anticipation in response to routine events when transitioning from one experience to another.*"

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

At this CD, performing the CD's own verb means recognising and taking part in routine daily events **and** non-routine daily events; evidence for both ideas is gathered on the sheet above.

This record feeds **Checkpoint 4 (Chapter 4 — Measurement)**, where VC2MFBM02 is assessed once and scored on the 0–4 scale above.

Curriculum linkage — join keys, not a teaching order

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

Id	Text — quoted verbatim from maths_AD.json
VC2MFBM02.E01	<i>“responding to familiar signals for transitions; for example, lining up when the school bell rings indicating the end of lunch or packing up an activity on the signal from a timer”</i>
VC2MFBM02.E02	<i>“responding to regular routines and their representation on a visual schedule; for example, using a ‘first-then’ card to transition from one familiar activity to the next or placing items in a finished box”</i>
VC2MFBM02.E03	<i>“responding to a change in daily schedule through the co-creation of a visual schedule, such as a ‘first-then’ card or an individual visual schedule, and then transitioning to the changed activity”</i>

Checkpoint 4 (CP4) — Chapter 4: Measurement

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Observation checkpoint — one-to-one. Practical comparison of real objects ('big' / 'little'), and response to routine and non-routine events. 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 4 (CP4) — Chapter 4 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 4 — Measurement: 'big' and 'little', and the shape of the day (sections 4A–4B)
Content descriptions assessed	VC2MFBM01 (4A), VC2MFBM02 (4B) — 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 — 'big' and 'little' with real objects (4 marks); Task 2 — routine and non-routine daily events (4 marks)
Format	Observed practical comparison of real objects ('big' / 'little'); response to routine and non-routine events
Timing	Untimed. A guidance duration for planning is 5–10 minutes per task per occasion, and one transition per occasion for Task 2. 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 measuring tools used as tools, no clock — none are needed or used.
Recording	Record every occasion on the CP4 recording sheet: <u>MathsADB_CP4_Rubric</u> .md. The recording space for this checkpoint is that sheet.

Conditions

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

- **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate responses at Level B.
 - **The student's communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet.
 - **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)

CP4 gathers the evidence Chapter 4 has been building: identifying familiar objects as ‘big’ or ‘little’ by direct comparison (4A), and recognising and taking part in routine and non-routine daily events (4B). Two rules specific to this chapter:

- **Task 1 must evidence both ‘big’ and ‘little’ correctly applied.** The CD asks for both words; neither question on its own covers it. The rubric names both, and they are scored as one mark out of 4.
- **Task 2 must evidence response to both routine and non-routine events.** A checkpoint that only rehearses the ordinary day has covered half the CD. The change is always **told** to the student through the schedule and your words — never guessed. There is no chance or probability content anywhere in this book.

What CP4 never asks. No units of any kind, no estimation, no measuring tools used as tools, no attribute words beyond ‘big’ and ‘little’ (no ‘long’, ‘short’, ‘tall’, ‘heavy’, ‘light’, ‘empty’, ‘full’), no naming shapes, no clock and no times of day, no days of the week. A timer, if used in Task 2, is a signal only — never read, counted or labelled.

Support ladder. Wait first. Then gesture towards the materials. Then hand-over-hand or full modelling. Record which step the response came at.

Task 1 — ‘Big’ and ‘little’ (Level B)

Assessed content description: VC2MFBM01 — *identify whether 2 familiar objects are ‘big’ or ‘little’, using direct comparison* (quoted verbatim from `maths_AD.json`). **Section:** 4A. **Marks:** 4.

The whole of this task. Two familiar objects of the same kind, side by side; the student identifies which is ‘big’ and which is ‘little’. ‘Big’ and ‘little’ are one undifferentiated word for size as a whole — whichever way the student looks at the pair, the same object is the big one. Use **fair pairs**: 2 cups, 2 balls, 2 spoons, 2 shoes, 2 boxes, where one is clearly big and one clearly little in every way at once. No trick pairs where the objects point in different directions — those belong to Level C.

Materials

- Pairs of familiar objects, 2 of the same kind, one clearly big and one clearly little — cups, balls, spoons, boxes, bags, plates; the student's own shoe and your shoe
- A stapler and a ruler — the ruler used as an object only; its markings are not read, not named and not counted, and nothing is measured with it
- Shape pieces, one colour, 2 sizes — 2 circles and 2 squares of different sizes, so colour cannot be the clue and shape names are never asked for
- Two baskets, trays or hoops — one for big things, one for little things, labelled by the objects in them, never by written words
- The student's communication system, to hand; if the student uses a switch, set to choose between two cards
- The yes/no pair — two symbols, two objects, or two switch recordings, one for *yes* and one for *no*
- Photographs of the object pairs only if real objects cannot be brought to the table — the object is always preferred

Script

Part A — the modelled words. Hold up the pair, side by side: “Look. 2 cups. This cup is *big*. This cup is *little*.” Touch each as you say its word, and hand each to the student to hold: “Feel it — *big*.” ... “Feel it — *little*.” Then change the pair — 2 balls, 2 spoons — and say the same words the same way. The words stay the same while the objects change.

Part B — which one is big? which one is little? Line up the stapler and the ruler at one end. “Look. A stapler and a ruler.” Then: “Which one is *big*?” Wait — several seconds is not too long. If there is no response, point towards the pair; if still none, reach together hand-over-hand to the ruler, saying “*big*” as you arrive. Then ask it the other way on the same pair: “Which one is *little*?” Then a new pair — the student’s shoe next to your shoe — and both questions again. A wrong choice is still a choice: name what was chosen, model the right word, and go on. Never “no”.

Part C — sorting big and little. Put out the two baskets, one with a big circle in it and one with a little circle: “*Big* things here. *Little* things here.” Hand the student one shape at a time from a mixed pile: “*Big!* Put it here.” ... “*Little!* Put it here.” Hand-over-hand where needed — a shape placed with your hand and the student’s hand together is a sorted shape. Shapes stay one colour, so the clue is size alone.

Part D — yes and no about the pair. Put the yes/no pair in front of the student first: “*Yes* here. *No* here.” Model once on yourself. Then hold up the little circle: “Is this circle the *little* circle?” Wait; take the answer by the stated method. Then ask it the other way so both answers happen: “Is this circle the *big* circle?” — the answer now is *no*; model it if needed. Swap which circle you hold, and ask both questions again.

Response set — how the student can answer

- **Object or photograph choice:** touch, pick up, push or hold the big or little object; carry shapes to a basket; pick up the yes or no symbol or object.
- **Gesture, eye-gaze, switch or AAC:** look and hold at, point to or switch-select the object or basket; look at, point to or press the yes-switch or no-switch; select on the AAC page.
- **Speech or sign:** say or sign *big*, *little*, *yes* or *no*.

Record

On the CP4 recording sheet, for each occasion: the response to ‘big’ and the response to ‘little’ — what the student indicated, and how; the response to the yes/no questions by the stated method; the support given.

Task 2 — Routine and non-routine daily events (Level B)

Assessed content description: VC2MFBM02 — *recognise and participate in routine and non-routine daily events* (quoted verbatim from `maths_AD.json`). **Section:** 4B. **Marks:** 4.

The whole of this task. The material is the day itself. The student recognises the events that happen in a predictable place in the day — arrival, lunch, pack-up, home time — by their familiar signals, and takes part in them; and the student responds to a change in the day — a wet-weather timetable, an incursion, a different room — that is **told** through the schedule and your words. **Anticipation is the evidence:** the student shows they know what is happening, or what comes next, before or as it happens — looking towards the door when the bell rings, reaching for their bag at home time, hands moving towards the blocks as the timer goes, touching the ‘then’ card without a prompt.

Materials

- The student’s real daily schedule, in the student’s own format — one object, photograph or symbol for each event
- A first-then board: two clear spots, one for *first* and one for *then*
- A finished box, tray or envelope where finished things go
- A timer used **only as a signal** — never read, counted or labelled; and the familiar signals of the student’s day — the school bell or its recording, a chime, a light going on and off
- Real objects from the day’s events: the student’s bag, drink bottle, lunchbox, the tub of blocks

- Photographs of the real places and activities of the student's day — the classroom, the lunch area, the gym, the sensory room, the door where home time happens
- The student's communication system; the yes/no pair for yes/no questions

No clock face anywhere. If a clock appears in a photograph of the room, it is not read and not labelled.

Script

Part A — the familiar signal. Use a signal that really happens in the student's day. When it happens — the bell at the end of lunch, the timer for the activity — say: "Listen. *Bell*." Pause. Then say what it means: "*Bell* — line up." Model the action first, then support the student to join in. The next time the same signal happens, say "*Bell*" — and wait, without saying the action. Watch: does the student look towards the door, reach for their bag, or start the action before you prompt? An unprompted indication of what comes next is recognition.

Part B — first-then, and the finished box. Make the board **with** the student: hold up the symbol for the chosen activity — "*First* — swing" — and help the student place it on the *first* spot; then the one for what comes next — "*Then* — lunch." Do the first activity; when it ends: "*Swing all done*." Move the symbol to the finished box — with the student's hand, or hand-over-hand. Then point to the *then* spot: "*Now lunch*." Move together. Watch: does the student look at, touch or indicate the *then* item before you move? That is anticipation of what comes next.

Part C — a change in the day. Use a real change when one happens — wet weather, an incursion, a different room. If none is coming, plan one and tell the student it is coming. For wet weather: go to the window. "Look. *Rain*." At the schedule: "*Change*. No outside." Take the outside photograph off — "*Outside finished*" — and put it in the finished box with the student. Place the gym photograph together: "*Now gym*." Then go to the gym. Watch: does the student watch the swap, accept the new photograph, move with you, or reach for the gym door when you arrive? Where the changed activity has two forms, offer both on the board: "Gym. *This ... or this?*" The student indicates one; then do it.

Response set — how the student can respond

- **Object or photograph choice:** pick up the bag or move to the line spot; put items into the finished box; help take the old card off and place the new one; touch the *then* card.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the door, the box, the *then* card or the new photograph; press a switch that activates the symbol; select between two cards by switch.
- **Speech or sign:** say or sign the next event, *all done*, *line up*, or the new event.

Record

On the CP4 recording sheet, for each occasion: the response to routine events — what the student anticipated or joined in, and how; the response to non-routine events — what changed, and what the student did; any anticipation seen before a prompt; 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: VC2MFBM01 /4, VC2MFBM02 /4 — checkpoint total /8. The rubric and the scale are on MathsADB_CP4_Rubric.md. Both content descriptions appear again in the Level B review, worth 2 marks each, before reporting against the achievement standard.

Checkpoint 4 (CP4) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Chapter 4 — Measurement: 'big' and 'little' with real objects, and routine and non-routine daily events. 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 4 (CP4) — 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	VC2MFBM01 (4A), VC2MFBM02 (4B) — 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, recognise, participate*:

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.

- **Record 1 names both ‘big’ and ‘little’, scored as one mark out of 4.** The CD asks the student to identify whether 2 familiar objects are ‘big’ *or* ‘little’; neither word on its own covers it. Evidence of both words correctly applied is required for the higher marks.
- **Record 2 names both routine and non-routine events, scored as one mark out of 4.** A checkpoint that only ever rehearsed the ordinary day has covered half the CD. The change is always told through the schedule and the teacher’s words — never guessed; there is no chance or probability content in this book.
- No units of any kind, no estimation, no measuring tools used as tools, no attribute words beyond ‘big’ and ‘little’, no naming shapes, no clock and no times of day, no days of the week — those belong to later levels or are outside this checkpoint.

Record 1 — VC2MFBM01 · ‘big’ and ‘little’ · 4 marks

Content description (quoted verbatim from `maths_AD.json`): *“identify whether 2 familiar objects are ‘big’ or ‘little’, using direct comparison.”*

Achievement standard extract carried against this CD (quoted verbatim): *“Students identify familiar objects as ‘big’ or ‘little’, using direct comparison in practical situations.”*

The evidence — both named: (1) the student identifies the ‘big’ object of a fair pair — touches, looks and holds at, reaches for, switch-selects, carries or names it when asked “Which one is *big*?” — and (2) the student identifies the ‘little’ object of a fair pair the same way when asked “Which one is *little*?”. Both words must be correctly applied; the pair is always two of the same kind, side by side, one clearly big and one clearly little in every way at once. Sorting into the big basket and the little basket, and yes/no answers by the stated method, are further evidence of the same identification.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and pairs offered				
Communication modality used				
Response to ‘big’ — what indicated, how				
Response to ‘little’ — what indicated, how				
Sorting — baskets, what went where, how				
Yes/no responses — method supplied, answers				
Support given (none / partial / hand-over-hand or full modelling)				
Notes				

Mark descriptors for VC2MFBM01:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the pairs —

Mark	What you see
	watches, touches, holds — but does not respond to the ‘big’ or ‘little’ prompt
2	Responds to the prompt with full support — identifies the big or the little object of a fair pair hand-over-hand, co-actively or with full modelling — on at least one occasion
3	Identifies which of 2 familiar objects is ‘big’ or ‘little’, with partial support, or independently on one occasion only — one word may be firmer than the other
4	Identifies both ‘big’ and ‘little’ correctly applied to fair pairs of familiar objects, independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, cups and shoes at the table on one occasion and the sorting baskets or a yes/no round in another setting on another

Best sustained mark for VC2MFBM01: ____ / 4

Record 2 — VC2MFBM02 · routine and non-routine daily events · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*recognise and participate in routine and non-routine daily events.*”

Achievement standard extract carried against this CD (quoted verbatim): “*They show anticipation in response to routine events when transitioning from one experience to another.*”

The evidence — both named: (1) the student recognises and participates in **routine** daily events — the events that happen in a predictable place in the day, by their familiar signals — showing anticipation before or as the event happens: looking towards the door at the bell, reaching for the bag at home time, moving into the transition before the prompt; and (2) the student responds to a **non-routine** event — a change in the day that is told through the schedule and the teacher’s words: wet weather, an incursion, a different room or adult — watching the swap, accepting the new photograph or object, moving with the change, or indicating the new event.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and events observed				
Communication modality used				
Routine event — anticipated / joined in, how				
Non-routine event — what changed, what the student did				
Anticipation seen before a prompt? (yes / no / with				

support)

Support given
(none / partial /
hand-over-
hand or co-
active)

Notes

Mark descriptors for VC2MFBM02:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; is present through the signals and transitions but does not respond to the events
2	Responds with full support — participates in a routine or non-routine event hand-over-hand or co-actively, moves through the transition with full modelling — on at least one occasion
3	Recognises and participates in a routine or a non-routine daily event, with partial support, or independently on one occasion only — one kind of event may be firmer than the other
4	Recognises and participates in both routine and non-routine daily events, showing anticipation in response to routine events when transitioning from one experience to another, independently, on more than one occasion, across more than one event or setting — for example, the bell-and-line-up routine on one occasion and a told change to the gym on another

Best sustained mark for VC2MFBM02: ____ / 4

Checkpoint 4 summary

Content description	Section	Best sustained mark
VC2MFBM01 — identify ‘big’ or ‘little’, using direct comparison	4A	___ / 4
VC2MFBM02 — recognise and participate in routine and non-routine daily events	4B	___ / 4
Checkpoint 4 total		___ / 8

Both content descriptions are assessed again, worth 2 marks each, in the Level B review before reporting against the achievement standard.

Recorded by: _____ **Date:** _____