

Mathematics Towards Foundation B

Chapter 5 — Space: sorting by ‘big’ and ‘little’, and where known objects are

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Matching and sorting objects and shapes that are ‘big’ or ‘little’

Everything on these pages is for the teacher and support staff. The student reads nothing here. The student’s mathematics happens with real objects — held, fitted, posted and sorted — and through the student’s own communication.

Section 5A · Chapter 5 — Space: sorting by ‘big’ and ‘little’, and where known objects are · Strand: Space · Level B

Level	B — one step on the Towards Foundation continuum. Not a year level. No age is implied.
Content description	VC2MFBSP01
Elaboration ids (linkage)	VC2MFBSP01.E01 – VC2MFBSP01.E03
MCQs keyed to this CD	48 — digital question layer only. The assessment in this book is observed, not written.
Range and vocabulary	‘big’ and ‘little’ only — by direct comparison. No other attribute words, no measuring.

match and sort objects and shapes that are ‘big’ or ‘little’, using direct comparison

— Victorian Curriculum 2.0 Mathematics, Foundation Level B, content description VC2MFBSP01, quoted verbatim from the authority file `maths_AD.json` (VCAA).

Achievement standard — the extract carried against this CD: “Students investigate the attributes of shapes and objects. They use direct comparison to determine if shapes and objects are ‘big’ or ‘little’.” — quoted verbatim from `maths_AD.json`.

Teacher notes — read before teaching (Level B)

This section is about matching and sorting by size. The student matches a shape to the space it fits, and sorts objects and shapes into a ‘big’ group and a ‘little’ group. The method is always direct comparison: things are held, fitted, posted and placed side by side. Nothing is measured, nothing is counted, nothing is read.

Shape at Level B is tactile. VCAA’s first elaboration for this CD is matching shapes to the correct spaces in inset puzzles (VC2MFBSP01.E01). The student meets shapes through hand and eye — a piece that fits here and not there — not through names, and not as a picture on a page. A picture of a shape is not a substitute for a shape the student can hold, turn and fit. Where this section requires objects, the objects are the teaching.

Shapes are not named in this section. No circle, square, triangle, rectangle or star is named. Shape naming is Level C (VC2MFCSP01). In this section a shape is *this shape*, and *the shape that fits here*. The match is made by fit, never by a name.

‘big’ and ‘little’ are the only size words. At Level B, ‘big’ and ‘little’ are undifferentiated words for size. A student who calls a long thing ‘big’, or a tall thing ‘big’, is right at this level. The separation of size into long and short, tall and short, heavy and light, empty and full is Level C (VC2MFCM01) and is not started here. Do not add those words, and do not correct a student who uses ‘big’ for every kind of size.

Both verbs and both words must be evidenced. The CD asks the student to *match* **and** *sort* objects and shapes that are ‘big’ or ‘little’. Evidence is gathered for matching and for sorting, and for ‘big’ and for ‘little’. It is usual for one verb to be stronger than the other for a long time; teach to the weaker one and record both. Matching and sorting are scored as one mark out of 4 on the observation record sheet.

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 naming shapes (Level C)
- no size words beyond ‘big’ and ‘little’ (Level C)

- no making, comparing or classifying three-dimensional objects as objects (Level 1) — real objects appear in this section only as things to sort by size
- no measuring, no units and no estimation — direct comparison only
- no counting and no “how many?”
- no collecting or displaying data — sorting in this section is Space, not statistics
- no teaching of position or location words — *in, out, on, under* and *next to* as content belong to section 5B

Level A is assumed. The step below 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 respond to shapes and objects already. This section does not re-teach that. The verb shifts: where Level A responds, Level B **matches** and **sorts**.

Section 4A is the sister skill. In 4A the student compares two familiar objects directly and identifies which is ‘big’ and which is ‘little’. Here, that skill is put to work across many objects and shapes at once: a shape is matched to its space, and things are sorted into a ‘big’ group and a ‘little’ group. The method — direct comparison — is the same in both sections.

The words of this section.

- **Direct comparison** means putting things together or side by side so their size can be seen — no measuring and no number.
- **Matching** means putting a thing with the thing it goes with: a shape to its own space, a big thing with a big thing.
- **Sorting** means putting things into groups by what is the same. In this section the sameness is always size: the ‘big’ group and the ‘little’ group.
- **Attribute** is used in the sense the achievement standard uses it — something that can be noticed about a shape or object. In this section exactly one attribute is attended to: size, as ‘big’ or ‘little’.
- **An inset puzzle** is a sturdy puzzle in which each piece is a shape that fits one space only.
- **Posting** means putting things, one at a time, into a container or through a hole.
- **An object cutter** is a cutter pressed into playdough or another soft material to make a shape.

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 — the sorting groups are marked by a sample object or by the student’s own symbols, not by written words to read. 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.

Position words will be heard in this section, and that is fine. Posting happens *in* and *into*; a shape goes *here*. These words are used because the activity needs them, and they are not the content of this section. Teaching position and location words — and asking the student to indicate where a known object is — belongs to section 5B.

Vocabulary. The words spoken to the student in this section are short, familiar words at or below the F band — *look, find, put, give, here, this, that, in, which, yes, no, good, all done* — and the curriculum’s own words: *big, little, shape, match, sort*. Do not raise the vocabulary to match an older student. Age-respectful teaching at this level comes from the settings and the materials, not from harder words.

Materials — real objects first (Level B)

At Level B the object is the page. Real objects first, photographs second, drawings last — and for shape, the object that fits in the hand has no substitute. Gather before the session:

- an inset puzzle — sturdy, with shape pieces that each fit one space only

- a sorter with holes of different sizes, or 2 containers with lids: 1 lid with a big hole cut in it and 1 with a little hole
- everyday objects in 2 clear sizes — for example, big pegs and little pegs, big blocks and little blocks, big spoons and little spoons. Choose sets where the size difference is plain: within a set, each thing is plainly big or plainly little.
- 2 containers, mats or hoops — one for the ‘big’ group, one for the ‘little’ group
- a mark for each group that is matched to, not read: a sample object (a big peg on the big container, a little peg on the little one), or the student’s own symbols for ‘big’ and ‘little’
- playdough or another soft material to shape, and object cutters in 2 sizes
- the student’s communication system, to hand and in reach: symbol board, AAC device, or photograph/object choices — with a way to say ‘big’ and a way to say ‘little’ ready
- if the student uses a switch: the switch, set to choose between two options
- a yes/no pair for yes/no questions — two symbols, two objects, or two switch recordings, one for *yes* and one for *no*
- a cloth to cover materials until their moment, if that helps the student attend

VCAA’s own example for this CD sorts a collection of cars and animals (VC2MFBSP01 . E03). Use cars and animals if they are objects the student engages with; any set with two clear sizes teaches the identical mathematics — pegs, spoons, blocks, stones. The referent is the teacher’s choice; the mathematics does not change. Choose objects that fit the student and respect the student’s age.

No worksheets. No named-shape flashcards. A screen is one optional variation, never the main material.

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* the same way every time, with the same gesture: arms wide or hands held apart for *big*, fingers close together for *little*. Keep your voice warm and unhurried. Accept hand-over-hand, co-active movement (you and the student moving together), partial prompts, and eye-gaze as real responses.

Set up. Sit so the student can see your face and the materials. Have the inset puzzle, one pair of big and little objects, the two marked containers and the playdough ready — covered until their moment if that helps the student attend.

Part 1 — matching shapes to spaces

Step 1 — meet the shape.

Put one puzzle piece in the student’s hand, or on the desk in reach. Trace around its edge with your finger, or with the student’s finger in yours.

Say: “Look. A shape.”

Do: turn the piece. Let the student hold it, feel it, and explore it in whatever way they explore. The shape is met by hand and eye here — it has no name, and it does not need one.

Look for: the student holding the piece, turning it, looking at it, or attending while you trace it. Any of these is the shape being noticed.

Step 2 — the shape has a space.

Hold the piece over the puzzle board. Move it slowly towards its space, and pause above the space.

Say: “This shape goes ... *here*.”

Do: wait. If the student pushes or drops the piece in, the match is made. If not, lower the piece together — hand-over-hand — and say “In. It fits.” as it lands.

Look for: the student's eyes moving between the piece and the board, a reach for the piece, a held touch on a space, a press of the piece down. If the piece heads for a wrong space, do not say "no" — the puzzle itself gives the answer: it does not fit there. Move together to the space it fits and say "Here. It fits."

Repeat with a second piece and a third. One piece at a time. The space is found by fit, never by a name.

Part 2 — 'big' and 'little'

Step 3 — two sizes, one word each.

Put out one pair of the same kind of thing with a plain size difference — a big block and a little block. Touch the big one.

Say: "*Big*." Make the wide gesture.

Touch the little one.

Say: "*Little*." Make the small gesture.

Do: say each word the same way every time, with the same gesture. Then ask: "Show me *big*." Wait. A point, a reach, a held look, a switch selection or a word towards one of the pair is the response. If none comes, reach together — hand-over-hand — to the big one, saying "*big*" as you arrive. Then ask: "Show me *little*."

Look for: the student indicating one of the pair. A consistent choice of the other one is still a choice — record it, model the words again, and go on. Never "no".

Step 4 — swap, and repeat with new things.

Swap the two objects' places and ask again — "Show me *big*" — so the student chooses by size, not by where a thing sits. Then bring out a new pair — a big spoon and a little spoon, or a big peg and a little peg — and repeat. The same words, the same gestures, with new objects: *big* and *little* travel from thing to thing. That is the skill.

Part 3 — sorting into groups

Step 5 — big here, little here.

Put out the two containers, each with its sample — a big peg at one, a little peg at the other — and a mixed pile of big pegs and little pegs between them.

Say: "*Big* things go here." Touch the big sample, then the big container. "*Little* things go here." Touch the little sample, then the little container.

Do: pick up a big peg. Say "*Big*." Place it in the big container — slowly, in view. Pick up a little peg. Say "*Little*." Place it in the little container. Then move a big peg into the student's reach and wait. Guide hand-over-hand where needed, saying the word as the peg lands: "*big*", "*little*".

Look for: the student placing, with or without support; looking between the peg in hand and the containers; reaching towards the container with the matching sample. When the pile is done, touch each group and say the words once more: "*Big*. And *little*. You sorted them."

Part 4 — posting and making shapes

Step 6 — post by size.

Bring out the sorter with the big hole and the little hole, or the two marked containers. Offer the student one object at a time — a big block, then a little block.

Say: "*Big* — in." and "*Little* — in."

Do: let the student post each object, with the support needed. The hole gives its own answer: the big thing goes through the big hole. If an object goes to the wrong hole, do not correct with a word — hold the object up beside the two holes, let the size say it, and move together to the right one.

Step 7 — make a big shape and a little shape.

Bring out the playdough and the two object cutters. Press the big cutter into the playdough with the student — hand-over-hand if needed.

Say: “*Big* shape.”

Press the little cutter. Say: “*Little* shape.” Put the two shapes side by side. Say: “*Big* ... and *little*.”

Do: let the student press, push, roll or choose. A student who presses a cutter with support is making shapes by size, and that is the content. If the student prefers, roll a big ball of playdough and a little ball instead — the same words, the same comparison. The shapes are made to be sorted by size, and that is all they are for here.

Step 8 (optional) — on a screen.

Where you use a screen, use a program or app that accepts switch or touch input, and say which input the student uses. Matching a shape to its space on the screen, or posting big with big, is the same mathematics in one different place. Real objects come first; the screen is one variation, not the main material.

Close. End on a success the student made — a piece fitted, a peg placed, a look, a press. Say what you saw: “You sorted them. *Big* here — *little* here. All done.” One session can be five minutes. The judgement about this CD is made across occasions, not in one sitting.

Worked examples — modelled with real objects (Level B)

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

Worked example 1 (Level B) — “This shape goes here”

Materials: the inset puzzle, with two pieces out, on the desk.

What you do and say	What you are showing · what to look for
Put the puzzle board and one piece within the student’s reach. Trace the edge of the piece and say: “A shape.”	The shape is met by touch and sight, not by a name.
Hold the piece over the board and move it slowly towards its space. Say: “This shape goes ... <i>here</i> .” Then wait.	The pause is where the student responds — a push, a reach, a held look at the space.
The student pushes the piece in. You say: “In. It fits.”	A fit made by the student — with or without support — is a match.
The piece heads for a wrong space. You do not force it and you do not say “no”. You move it together to its space: “Here. It fits.”	The puzzle itself gives the answer. The student is matching by fit, not by being told.
You offer a second piece and repeat.	Same shape of task, a new piece — the skill is the match, not one piece.

Worked example 2 (Level B) — “Big things here, little things here”

Materials: 3 big pegs and 3 little pegs, mixed in a pile; 2 containers, one marked with a big peg and one with a little peg.

What you do and say	What you are showing · what to look for
Touch the big sample, then the big container. Say: “ <i>Big</i> things go here.” Touch the little sample, then the little container. Say: “ <i>Little</i> things go here.”	The groups are marked by something to match to — a sample — not by written words to read.
Pick up a big peg. Say: “ <i>Big</i> .” Place it in the big container, slowly, in view. Pick up a little peg. Say: “ <i>Little</i> .” Place it in the little container.	Sorting is modelled once for each group, with the word said as the thing lands.

What you do and say	What you are showing · what to look for
Move a big peg into the student's reach. Say: " <i>Big</i> . Which one?" and touch near both containers. Then wait.	Waiting gives the student time to indicate. Watch eyes, hands, head and switch, not just fingers.
The student places the peg in the big container, with or without a guiding hand. You say: " <i>Big — in.</i> "	A placement made with support is still a sort. Record the support.
The student places the peg in the little container instead. You hold the peg up beside the two samples, say "This one is <i>big</i> ", and move together to the big container.	No "no". The size is shown by direct comparison, and the sort is finished together.

Practice opportunities — scaffolded (Level B)

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

Practice 1 (Level B) — fit the shape to its space

Prompt: one piece of the inset puzzle in the student's hand or in reach. Hold the board so two spaces can be seen. Say: "This shape goes ..." and wait for the student to show which space.

- **Object or photograph choice:** the student fits the piece into a space, or touches the space it goes to.
- **Gesture, eye-gaze, switch or AAC:** the student looks and holds at a space, points to it, or selects it by switch from two choices on the device.
- **Speech or sign:** the student says or signs a word for *there* or *that one* while fitting or pointing.

Support: wait first; then hold the piece over the space; then hand-over-hand to lower it in, saying "In. It fits." as it lands. Look for: the student attending to the piece and the board together, and a consistent showing of one space.

Practice 2 (Level B) — show me big, show me little

Prompt: two things of one kind with a plain size difference — a big cup and a little cup — placed apart. Say: "Show me *big*." Then: "Show me *little*."

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

Support: wait first; then gesture towards the pair; then hand-over-hand to the named one, saying the word as you arrive. Look for: a consistent indication to one of the pair across at least two tries — and evidence for both words, 'big' and 'little', across the session.

Then ask one yes/no question with each answer: hold up the big cup and ask "Is this *big*?", then hold up the little cup and ask the same. **The yes/no method is supplied before the question is asked** — the yes and no symbols on the board, the yes and no objects, or the two switch recordings, in front of the student. A head-shake is never assumed.

Practice 3 (Level B) — post it in its place

Prompt: the sorter with the big hole and the little hole, and one object offered at a time — big block, little block, big peg, little peg. Say: "*Big — in.*" or "*Little — in.*"

- **Object or photograph choice:** the student takes the object and posts it through a hole, hand-over-hand if needed.
- **Gesture, eye-gaze, switch or AAC:** the student looks at or points to the hole the object goes to, or presses a switch that means *this one* as the object is held over a hole.
- **Speech or sign:** the student says or signs *big* or *little* as they post.

Support: hold the object over the matching hole first; then hold it between the two holes and let the student's push choose. Look for: the student posting to the hole that matches the object's size, with whatever support is needed. Support is recorded, never zeroed.

Practice 4 (Level B) — sort the group

Prompt: a mixed pile of one kind of thing in two sizes — 6 pegs: 3 big, 3 little — and the two marked containers. Say: "Sort them. *Big* here — *little* here."

- **Object or photograph choice:** the student picks up each peg and places it in a container, with or without a guiding hand.
- **Gesture, eye-gaze, switch or AAC:** the student points to, or holds a look at, the container each peg goes to for you to place it; or presses a switch that means *big* or *little* as each peg is held up.
- **Speech or sign:** the student says or signs *big* or *little* for each peg as it is placed.

Support: sort the first peg together with the word said; then hand each peg and wait; then leave the pile and let the student start. Look for: the student sorting into the two marked groups — and whether any placement is initiated, without a prompt. An initiated placement is the Level B verb at work.

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

Further 1 (Level B) — the pack-away sort. At pack-away, sort what was used by size: big blocks and little blocks into two bins, big balls and little balls into two baskets. A sample on each bin marks the group. The student places, points, looks or chooses as each thing goes in (VC2MFBSP01.E03).

Further 2 (Level B) — the outdoor sort. Outside, gather what the ground offers: big leaves and little leaves, big stones and little stones. Two hoops on the grass are the groups, marked by a big leaf and a little leaf. The student sorts by size, in whatever way they indicate (VC2MFBSP01.E03).

Further 3 (Level B) — shapes in playdough. With playdough and object cutters in two sizes, the student presses out shapes — big shapes and little shapes — and puts the big shapes on one mat and the little shapes on the other. The shapes are held, pressed and placed side by side: direct comparison by hand (VC2MFBSP01.E02).

Further 4 (Level B) — on a screen, switch- or touch-accessible. A program or app that accepts switch or touch input — say which input the student uses — shows shapes to match to spaces, or big and little things to sort. The student chooses by touch or by switch as the choices scan. The screen is one variation: real objects come first, and the mathematics is the same (VC2MFBSP01.E02 names digital representations alongside physical ones).

Observation record sheet — VC2MFBSP01 (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. 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 verbs in the CD** — matching and sorting — and for both size words, 'big' and 'little'. 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)

Matching — shape to space, big to big, little to little: what the student matched, and how

Sorting — into the ‘big’ group and the ‘little’ group: what the student sorted, and how

‘big’ and ‘little’ — which the student identified, and how

Notes — including consistent choices that were not the expected one

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

The scale is written from the CD’s own verbs — *match* and *sort*, using direct comparison — with the achievement standard extract carried against VC2MFBSP01: “*Students investigate the attributes of shapes and objects. They use direct comparison to determine if shapes and objects are ‘big’ or ‘little’.*”

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 matching objects and shapes to the spaces and groups they go with, and sorting them into ‘big’ and ‘little’ groups by direct comparison. Evidence for both verbs — and for both ‘big’ and ‘little’ — is gathered on the sheet above.

This record feeds **Checkpoint 5 (Chapter 5 — Space)**, where VC2MFBSP01 is assessed once and scored on the 0–4 scale above. At the checkpoint the sort is observed with real objects. VC2MFBSP02 — indicating where a known object is — is scored separately in the same checkpoint, on section 5B’s record.

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
VC2MFBSP01.E01	<i>“matching shapes to the correct spaces in inset puzzles”</i>
VC2MFBSP01.E02	<i>“comparing physical and digital representations of two-dimensional shapes to identify attributes that are ‘big’ or ‘little’; for example, ‘posting’ items into different containers or holes to sort different-sized familiar shapes, using object cutters to reproduce a shape with playdough or using other malleable materials to make shapes that have different sizes”</i>
VC2MFBSP01.E03	<i>“sorting a large collection of objects into ‘big’ or ‘little’ groups; for example, sorting a collection of cars and animals into a ‘big’ group and a ‘little’ group based on size”</i>

Indicating where a known object is

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

Section 5B · Chapter 5 — Space: sorting by 'big' and 'little', and where known objects are · Strand: Space · Level B

Level	B — one step on the Towards Foundation continuum. Not a year level. No age is implied.
Content description	VC2MFBSP02
Elaboration ids (linkage)	VC2MFBSP02.E01 – VC2MFBSP02.E05
MCQs keyed to this CD	48 — digital question layer only. The assessment in this book is observed, not written.
Range and vocabulary	Spoken, signed or symbol-supported positional language: in / out, up / down, on / under, next to, inside — and one-step directions.

indicate the location of known objects within a familiar environment

— Victorian Curriculum 2.0 Mathematics, Foundation Level B, content description VC2MFBSP02, quoted verbatim from the authority file `maths_AD.json` (VCAA).

Achievement standard — the extract carried against this CD: *“Students locate objects or people in a familiar environment.”* — quoted verbatim from `maths_AD.json`.

Teacher notes — read before teaching (Level B)

This section is about where things are. The student shows they know where a known object is — their bag, their cup, their switch, the class ball — in the places they really move through each day. Positional language here is spoken, signed or symbol-supported by you: *in / out, up / down, on / under, next to, inside*. The student is never asked to read a word, a symbol map or a plan. The room is the page.

Object permanence is this CD's hidden content. Do not skip it. VCAA's second elaboration names it explicitly: *“participating in games and activities to reinforce the concept of object permanence”* (VC2MFBSP02.E02, quoted verbatim from `maths_AD.json`). Object permanence is knowing that a thing is still there when you cannot see it. A student who does not yet hold that idea cannot answer “where is it?” — the honest answer, for them, is *gone*. The hiding-and-finding games in this section are therefore not a warm up to the mathematics. They are the mathematics.

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 maps, no grids, no coordinates, no left/right route instructions, and no two-dimensional representations of a space — giving and following directions to move people and objects is Level 1 (VC2M1SP02), and plans and grids are Level 2 (VC2M2SP02)
- no naming of shapes — that is Level C (VC2MFCSP01); objects in this section are just objects to find
- no sorting by ‘big’ or ‘little’ — that is section 5A, the neighbour section in this chapter
- no two-step directions — VCAA's elaboration says *“one-step directional language”* (VC2MFBSP02.E05); one instruction at a time is the whole demand here

Both ideas in the CD must be evidenced. Assessment for this CD scores one mark out of 4, and the rubric names both ideas: the student **indicating where a known object is**, and the student **responding to one-step directional language** such as *“sit down”, “stand up”* and *“look here”* (VC2MFBSP02.E05). Gather evidence for both, on the observation record sheet below.

Level A is assumed. The step below is Level A VC2MFASP02 — *respond to movement of objects, people or self within a familiar space* (quoted verbatim from maths_AD.json). A student arriving here is assumed to respond to movement already. This section does not re-teach that. It asks for the next verb: where Level A responds to movement, Level B **indicates where**.

What ‘indicate’ means in this section. In this section, a student *indicates* a location when they show it in their own communication modality — the way they reliably communicate. Indication may be a point or a reach towards the place, an eye-gaze held on it, leading your hand to it, a switch selection between two photographed places, picking up the object’s photograph, a spoken word, or a sign. The student does not need to speak, and does not need to point with a finger. A consistent look is as good as a point.

Yes/no questions have a method, and the method is supplied. Two of VCAA’s elaborations for this CD are yes/no items (VC2MFBSP02.E02 and VC2MFBSP02.E04). Before any yes/no question is asked, the student’s yes/no pair is in front of them: two symbols, two objects, or two switch recordings — one for *yes*, one for *no*. A head-shake or a nod is never assumed. A reliable yes/no is built in VC2 Health and Physical Education at this same level — “*communicate consistent yes/no responses*” (VC2HPFBP04); if the student’s yes/no is not yet consistent, keep building the method here and record what you observe, not what you infer.

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. Hand-over-hand is your hand guiding the student’s; co-active movement is you and the student moving together.) If a response works only when the student talks, change the task, not the student.

One lesson can serve two learning areas. This CD overlaps, almost word for word, with VC2 Health and Physical Education at the same level: “*move their body through a variety of positions and locations*” (VC2HPFBM01). A lesson in which the student stands up, sits down, goes outside and comes back in is doing both at once. Plan it once.

Vocabulary. The words spoken to the student in this section are short, familiar words at or below the F band: *where, here, there, up, down, in, out, on, under, next to, inside, outside, sit, stand, look, find, show, put, give, yes, no* — and the names of the student’s own things. Do not raise the vocabulary to match an older student. Age-respectful teaching at this level comes from the settings and the materials, not from harder words.

Materials — real objects first (Level B)

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

- the student’s own familiar belongings — bag, lunchbox, cup or bottle, coat — the known objects of the CD
- one preferred object for hiding games — the student chooses it
- a container with an opening: a box, a basket, or the student’s bag
- a cloth or small towel, for covering the hidden object
- the student’s communication system, to hand and in reach: symbol board, AAC device, or photograph/object choices
- if the student uses a switch: the switch, set to choose between two options
- a yes/no pair for yes/no tasks — two symbols, two objects, or two switch recordings, one for *yes* and one for *no*
- small photographs of real places and hiding spots in the student’s day — the bag hook, the lunch table, the door outside, the cloth spot, the box — one idea per photograph, high contrast, nothing else on the card
- the room itself: a chair, the floor, a table, a shelf or hook, and the door to outside

No worksheets. No maps or drawn plans. No picture of a room to read. A photograph of the student’s own real place may be used as a *choice*; it is never a map.

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 indicate, in whatever way they indicate. Accept hand-over-hand, co-active movement, partial prompts, and eye-gaze as real responses.

Set up. Work in the student's own space, among the student's own things. Sit so the student can see your face and the materials. The student's communication system and yes/no pair are in reach before you begin.

Part 1 — where things go, in the daily routine

Step 1 — 'up' and 'down'.

Take the preferred object — say, a ball. Hold it low. Say: “*Down.*” Move it slowly up, and say: “*Up.*” VCAA's own example for this CD is “*looking upwards for 'up'*” (VC2MFBSP02.E01). Model it: as the ball goes up, lift your own face and eyes to follow it.

Do: guide the student's hand to lift the ball — hand-over-hand if needed — saying “*up*” as it rises and “*down*” as it falls. Or simply watch together.

Look for: the student's eyes or head following the object up or down, a lift of the arm, stilling, or anticipation at the word. Any of these is a response to the language of location.

Step 2 — where things are in our day.

Use the routine you are actually in. Arriving: “Your bag. *On* the hook.” Before lunch: “Your lunchbox. *In* your bag.” Washing hands: hands *under* the water. Say the position word clearly each time, and touch the place as you say it. Then ask: “Where is your bag?” and wait.

Look for: any indication towards the place — a look, a point, a reach, a turn of the body, leading your hand. VCAA's own examples for this CD are daily routines: “*unpacking their bag, washing their hands or getting their lunchbox before lunch*” (VC2MFBSP02.E01). The routine is the teaching.

Part 2 — hidden things are still there: object permanence

Step 3 — hide it, in full view.

Show the student the preferred object. While the student watches, put it under the cloth. Say: “Where is it?”

Do: wait. Give time. If there is no response, lift a corner of the cloth together — hand-over-hand — and say “*under* the cloth. It's still there!”

Look for: the student watching the hiding, then reaching, looking at, or lifting the cloth to find the object. That search *is* object permanence forming — the thing under the cloth still exists, and the student acts as if they know it. If the student watches but does not search, lift the cloth together and celebrate the finding. Repeat several times, sometimes *in* the box, sometimes *under* the cloth, so the position word changes with the hiding place.

Step 4 — moved when not looking.

Once the in-view hiding is familiar, place the object in one spot — say, under the cloth — and briefly turn the student's attention: sing two lines of a favourite song, or watch a switch toy together. While the student is not looking, move the object into the box. Then: “Where is it now?”

Offer two choices if the student waits: the photograph of the cloth spot and the photograph of the box, or the two places themselves, far enough apart that a look or a reach tells you which one. VCAA's own elaboration for this CD is a game “*in which a familiar object is moved while they are not looking*” with the student “*searching for a preferred object that has been hidden and indicating its location when found by gesturing, pointing or vocalising*” (VC2MFBSP02.E02).

Then, with the yes/no pair in front of the student, ask the same-place question — VCAA’s own version is “*Is the teddy in the same place as before?*” (VC2MFBSP02.E04) — with your object named: “Is the ball in the same place as before?” Accept the student’s yes or no however they give it. Do not correct; the student did not see the move, so the answer is a guess either way. The point is the yes/no method being used.

Look for: surprise at the new place — it means the student held the old one in mind. A search that moves from the first hiding place to the second is the concept working.

If hiding distresses the student, stay at Step 3 — hiding in full view — and keep every hiding brief and followed at once by finding. The concept builds without tears, or it does not build.

Part 3 — ‘in’, ‘out’, ‘next to’, ‘inside’

Step 5 — ‘in’ and ‘out’ of a container.

Objects and the open box. Say: “*In*,” and put an object in, letting the student watch the fall. Say: “*Out*,” and tip it out. Then hand the student an object and say: “*In*.” Help if needed — hand-over-hand is a response, not a failure. Then: “*Out*.” VCAA’s own example is “*putting objects ‘in’ and ‘out’ of a container when asked*” (VC2MFBSP02.E03).

Look for: the student acting on the right word — releasing for *in*, pulling for *out* — even with full support at first.

Step 6 — ‘next to’.

Two real things, side by side: the student’s cup *next to* the plate; your pen *next to* the student’s switch. Touch the gap between them and say “next to.” Then hand the student their cup and say: “Put it *next to* the plate.” Any placement roughly beside counts. If the student places it on the plate or in the box instead, name what happened without a “no” — “*on the plate!* Now, *next to*,” and model it once.

Step 7 — ‘inside’ and ‘outside’.

Use the door and the routine that really uses it. Standing inside: “We are *inside*.” Moving out through the door: “*Outside!*” and make the word as big as the moment. Coming back: “*Inside*.” VCAA’s own example is “*moving between inside and outside locations*” (VC2MFBSP02.E03).

At the door, hold up the two place photographs — inside spot and outside spot — and ask: “Where are we going?” Accept a look, a point, a reach or a switch selection. Then go, whichever was chosen. The word arriving together with the movement is the teaching.

Part 4 — one-step directions, and yes/no about where things are

Step 8 — one step at a time.

In an activity the student has chosen — the trampoline, the mat, the swing line-up — give one direction at a time: “*Sit down*.” Wait, and if needed go down together — co-active movement counts. Then “*Stand up*.” Then, holding the preferred object beside your face: “*Look here*.” These are VCAA’s own examples of one-step directional language for this CD: “*sit down*”, “*stand up*” and “*look here*” (VC2MFBSP02.E05).

Look for: the student beginning the movement — with you, with support, or alone; a turn of the head for *look here*; anticipation at the word. Never chain two directions. One step is the whole demand at Level B.

Step 9 — yes/no about where things are.

Place a familiar object — the teddy, the cup — clearly on the floor. With the yes/no pair in front of the student, ask: “Is teddy *on* the floor?” Then place it *on* the chair and ask again, so both *yes* and *no* happen across the session. These questions are VCAA’s own for this CD: “*Is teddy on the floor?*” and “*Is the teddy in the same place as before?*” (VC2MFBSP02.E04).

The method is supplied before the question: the student touches, looks at, or switches on *yes* or *no* — their established method, never an assumed head-shake. If the answer is not yet reliable, record the method and the attempt; the yes/no channel is being built here and in HPE at the same time.

Close. End on a success the student made — a look, a reach, a lift of the cloth, a sit-down. Say what you saw: “You found it — *in* the box!” One session can be five minutes. The judgement about this CD is made across occasions, not in one sitting.

Worked examples — modelled with real objects (Level B)

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

Worked example 1 (Level B) — “Where is it?”

Materials: the student’s cup (or the preferred object), a cloth, the open box, on the table or floor the student knows.

What you do and say	What you are showing · what to look for
Hold up the cup so the student sees it. Say: “Your cup.”	The object is known before it is hidden. A known object is what the CD asks for.
While the student watches, cover the cup with the cloth. Say: “Where is it?” Then wait.	The hiding happens in full view — object permanence is being built, not tested. Watch eyes, hands and head, not just fingers.
The student looks at, reaches for, or lifts the cloth. You say: “ <i>Under</i> the cloth — you found it!”	A look, a reach or a lift to the hiding place is indicating a location. Any of them counts.
The student waits, without indicating. You lift a corner of the cloth together — hand-over-hand — saying “ <i>under</i> .”	A supported search is a response. It is recorded as supported, never as nothing.
The student takes your hand and leads it to the cloth.	Leading an adult’s hand to a place is an indication. Record it the way you would record a point.
You repeat — this time the cup goes <i>in</i> the box, then the cup is <i>on</i> the chair — so the position word changes with the place.	Same shape of game, different hiding word. The skill is holding the object in mind and showing where.

Worked example 2 (Level B) — “Sit down, stand up, look here”

Materials: the student’s chair or floor mat, and the preferred object held beside your face.

What you do and say	What you are showing · what to look for
Say: “ <i>Stand up</i> .” Pause, then go up together if the student waits — co-active movement.	One direction only. The word arrives before the movement, with time between them.
The student stands with your support. You say: “Up! You’re standing.”	A supported response is a response. It is recorded as supported, never as nothing.
Say: “ <i>Sit down</i> .” The student begins to lower — with you, or alone.	Beginning the movement at the word is responding to directional language. Completing it without help is not required.
Hold the preferred object beside your face and say: “ <i>Look here</i> .” The student turns their eyes or head to the object.	A gaze-turn is a response to <i>look here</i> . The object near your face gives the gaze somewhere to go.
The student does not respond to “ <i>stand up</i> .” You model it once — rising yourself, patting the chair — and say the word again. No “no”, no correction.	Model, don’t correct. If there is still no response, go up together and name it: “ <i>stand up</i> .”

Practice opportunities — scaffolded (Level B)

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

Practice 1 (Level B) — where does your bag go?

Prompt: arrival or pack-up, the student's bag in hand. Say: "Where does your bag go?" The bag hook or shelf is where it really goes in this student's day.

- **Object or photograph choice:** the student touches or picks up the photograph of the hook, or leads your hand to it.
- **Gesture, eye-gaze, switch or AAC:** the student points, looks and holds at the hook, or selects the hook photograph by switch.
- **Speech or sign:** the student says or signs the place, or vocalises towards it, while indicating.

Support: wait first; then touch the hook and say its name; then walk there together, the student carrying or co-carrying the bag. Look for: a consistent indication towards the real place across at least two tries. This is VCAA's own shape for this CD — responding to the language of location through a modelled daily routine (VC2MFBSP02.E01).

Practice 2 (Level B) — in, and out

Prompt: the open box and a handful of the student's objects — blocks, pegs, the ball. One instruction at a time: "*In*." Then "*Out*."

- **Object or photograph choice:** the student physically places the object in, or takes it out, with or without a hand guiding.
- **Gesture, eye-gaze, switch or AAC:** where doing is not the day's goal, offer the *in* and *out* symbols or photographs; the student selects which word matches what you just did.
- **Speech or sign:** the student says or signs *in* or *out* as the object moves.

Support: hand-over-hand for the placing, fading to a touch near the box. Look for: the right action on the right word — release for *in*, pull for *out* — even when fully supported. Putting objects 'in' and 'out' of a container when asked is VCAA's own example for this CD (VC2MFBSP02.E03).

Practice 3 (Level B) — one step at a time

Prompt: an activity the student chose — music time, the trampoline, the swing. One direction at a time: "*Sit down*." "*Stand up*." "*Look here*." (VC2MFBSP02.E05.)

- **Object or photograph choice:** the student acts it out — sits, stands — with co-active support if needed; or, between rounds, chooses the next action from two photographs, *sitting* or *standing*, and does it with you.
- **Gesture, eye-gaze, switch or AAC:** the student selects the matching action picture by gaze or switch, or turns their head for *look here*.
- **Speech or sign:** the student says or signs the direction back as they do it, or in place of doing it.

Support: model the action once; then go co-active — your body and the student's moving together. Look for: the student beginning the movement at the word. One step only — never chain two directions into one turn.

Practice 4 (Level B) — yes or no: where is it?

Prompt: the teddy, or the student's cup, placed so both answers happen across the round. Yes/no pair in front of the student before the first question — two symbols, two objects, or two switch recordings. Ask: "Is teddy *on* the floor?" (VC2MFBSP02.E04.)

- **Object or photograph choice:** the student touches or picks up the *yes* object or the *no* object.
- **Gesture, eye-gaze, switch or AAC:** the student looks and holds at *yes* or *no*, points to one, or presses the switch recording that speaks it.
- **Speech or sign:** the student says or signs *yes* or *no*.

Support: model one answered question yourself first — touching *yes* as you say it — then ask the student's question. Look for: the student using the method, either answer. Reliability is not required yet; method and attempt are what get recorded. A head-shake is never assumed.

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

Further 1 (Level B) — the warm-up sequence. Before sport, swimming or the movement program: “*Hands up. Hands down. Sit down. Stand up. Look here.*” — one direction at a time, in the order the warm-up really runs. This is VCAA’s own example for this CD: “*following a warm-up sequence for sport*” (VC2MFBSP02.E01). Every student in the group responds in their own way; the supported student is doing the same mathematics.

Further 2 (Level B) — around the student’s day. Lunchbox before lunch, coat on the peg, bag at pack-up: at each one, “Where is your ___?” and let the student indicate, lead, or go with you. Change the setting deliberately — the classroom, the sensory room, the outdoor area, the library corner — because the CD’s own verb is indicating location *within a familiar environment*, and a place becomes familiar by being used.

Further 3 (Level B) — where are the people? The achievement standard for this CD says “*objects or people*” — people count. In the room: “Where is Sam?” The student indicates the person — by look, point, reach or switch on the person’s photograph. Then ask it about the people the student actually looks for: the staff member at the door, the friend on the mat.

Further 4 (Level B) — two-place hide and seek. The preferred object, hidden under one of two identical cloths, or in one of two identical boxes, in places the student knows. The student chooses where to search — by gaze, reach, switch or leading your hand. Found or not found, the choice is an indication, and it is celebrated; re-hide and go again. This is the object-permanence game (VC2MFBSP02.E02) with the choice made bigger, and it works at any age when the object is one the student chose.

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

VCAA’s first elaboration for this CD includes “*using rhymes and chants that relate to movement*” (VC2MFBSP02.E01, quoted verbatim from `maths_AD.json`). Many movement rhymes are written for very young children. They are legitimate curriculum content, and a student of any age may use them. But a Level B student may also be a secondary student, so this section supplies both:

- **The nursery option:** a familiar action rhyme in which things go up and down, in and out — the student listens, and joins with their body, their eyes, a tap or a vocalisation as the words name the positions. The rhyme is the carrier; the position words are the mathematics.
- **The age-neutral alternative, teaching the same mathematics:** a music track with a clear repeating beat that the student chooses. One position word or action per beat — *up ... down ... in ... out* — with the student moving, looking, tapping a switch or vocalising on each. No rhyme, no baby imagery, no changed mathematics. The warm-up sequence for sport (VC2MFBSP02.E01) is age-neutral on its own terms, and works here too.

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

Observation record sheet — VC2MFBSP02 (Level B)

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

Evidence is gathered for **both ideas in the CD** — indicating where a known object is, and responding to one-step directional language. They are recorded side by side below and scored as one mark out of 4.

Date

Setting and materials

Communication modality used

Yes/no method supplied (where yes/no items were offered)

Prompts needed (none / partial / full support)

Indicating location — where the object was, what the student indicated, and how

Responding to one-step directions — which directions, and how the student responded

Notes — including searches, anticipation, and consistent choices

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

The scale is written from Level B's own achievement standard verbs — *locate* — with the extract carried against VC2MFBSP02: "*Students locate objects or people in a familiar environment.*" For this CD, the evidence is indicating where known objects are, and responding to one-step directional language.

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 indicating the location of known objects *and* responding to one-step directional language; evidence for both ideas is gathered on the sheet above.

This record feeds **Checkpoint 5 (Chapter 5 — Space)**, where VC2MFBSP02 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
VC2MFBSP02.E01	<i>“responding to the language of location and direction through modelled daily routines; for example, looking upwards for ‘up’, using rhymes and chants that relate to movement, following a warm-up sequence for sport, unpacking their bag, washing their hands or getting their lunchbox before lunch”</i>
VC2MFBSP02.E02	<i>“participating in games and activities to reinforce the concept of object permanence; for example, answering yes/no questions when playing a game in which a familiar object is moved while they are not looking, or searching for a preferred object that has been hidden and indicating its location when found by gesturing, pointing or vocalising”</i>
VC2MFBSP02.E03	<i>“participating in activities that develop the concepts of ‘in’ and ‘out’; for example, putting objects ‘in’ and ‘out’ of a container when asked, or following routines and instructions that involve moving between inside and outside locations”</i>
VC2MFBSP02.E04	<i>“responding to yes/no questions about location of self, people or objects, such as ‘Is teddy on the floor?’, ‘Is Tuan next to Amy?’ and ‘Is the teddy in the same place as before?’”</i>
VC2MFBSP02.E05	<i>“responding to one-step directional language and communication used in the daily routine, such as ‘sit down’, ‘stand up’ and ‘look here’ during an activity or program”</i>

Checkpoint 5 (CP5) — Chapter 5: Space

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Observation checkpoint — one-to-one. Sorting by ‘big’ and ‘little’ with real objects, and indicating where known objects are. 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 5 (CP5) — Chapter 5 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 5 — Space: sorting by ‘big’ and ‘little’, and where known objects are (sections 5A–5B)
Content descriptions assessed	VC2MFBSP01 (5A), VC2MFBSP02 (5B) — 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 — matching and sorting by ‘big’ and ‘little’ with real objects (4 marks); Task 2 — indicating the location of known objects (4 marks)
Format	Observed sort by ‘big’ / ‘little’ with real objects; observed indication of location and response to one-step directional language
Timing	Untimed. A guidance duration for planning is 5–10 minutes per task per occasion. 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 maps or drawn plans, no measuring tools — none are needed or used.
Recording	Record every occasion on the CP5 recording sheet: <u>_MathsADB_CP5_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. Sorting groups are marked by a sample object or the student’s own symbols — never by written words to read.
- **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)

CP5 gathers the evidence Chapter 5 has been building: matching and sorting objects and shapes by ‘big’ and ‘little’ (5A), and indicating where known objects are within a familiar environment (5B). Two rules specific to this chapter:

- **Task 1 must evidence both verbs and both words.** The CD asks the student to *match* and *sort* objects and shapes that are ‘big’ or ‘little’. Gather evidence for matching and for sorting, and for ‘big’ and for ‘little’. It is usual for one verb to be stronger than the other for a long time; record both. They are scored as one mark out of 4.
- **Task 2 must evidence both ideas.** The rubric names both the student's indication of where a known object is, and the student's response to one-step directional language. Gather evidence for both; they are scored as one mark out of 4.

What CP5 never asks. No naming shapes — a shape is *this shape*, and *the shape that fits here*; the match is made by fit, never by a name (shape naming is Level C). No size words beyond ‘big’ and ‘little’. No counting and no “how many?” — sorting here is Space, not statistics. No maps, no grids, no coordinates, no left/right route instructions, no two-step directions — one instruction at a time is the whole demand in Task 2. No measuring and no estimation — direct comparison only.

Support ladder. Wait first. Then gesture towards the materials or the place. Then hand-over-hand or co-active movement. Record which step the response came at.

Task 1 — Matching and sorting by ‘big’ and ‘little’ (Level B)

Assessed content description: VC2MFBSP01 — *match and sort objects and shapes that are ‘big’ or ‘little’, using direct comparison* (quoted verbatim from `maths_AD.json`). **Section:** 5A. **Marks:** 4.

The whole of this task. The student matches a shape to the space it fits, and sorts objects and shapes into a ‘big’ group and a ‘little’ group. The method is always direct comparison: things are held, fitted, posted and placed side by side. Nothing is measured, nothing is counted, nothing is read.

Materials

- An inset puzzle — sturdy, with shape pieces that each fit one space only. No shape names are needed
- Everyday objects in 2 clear sizes — big pegs and little pegs, big blocks and little blocks, big spoons and little spoons; within a set, each thing is plainly big or plainly little
- 2 containers, mats or hoops — one for the ‘big’ group, one for the ‘little’ group — each marked by a sample object (a big peg on the big container, a little peg on the little one) or by the student's own symbols; never by written words
- A sorter with holes of different sizes, or 2 containers with lids — one lid with a big hole cut in it and one with a little hole

- Playdough or another soft material, and object cutters in 2 sizes
- The student's communication system, to hand and in reach, with a way to say 'big' and a way to say 'little' ready; if the student uses a switch, set to choose between two options
- The yes/no pair for the yes/no round
- A cloth to cover materials until their moment, if that helps the student attend

Script

Part A — the shape has a space. Put one puzzle piece in the student's hand, or on the desk in reach. Trace around its edge with your finger, or with the student's finger in yours: "Look. A shape." Hold the piece over the board, move it slowly towards its space, and pause above it: "This shape goes ... *here*." Wait. If the student pushes or drops the piece in, the match is made: "In. It fits." If the piece heads for a wrong space, do not say "no" — the puzzle itself gives the answer: it does not fit there. Move together to the space it fits: "Here. It fits." Repeat with a second piece and a third. One piece at a time. The space is found by fit, never by a name.

Part B — show me big, show me little. Put out one pair with a plain size difference — a big block and a little block. Touch the big one: "*Big*." Touch the little one: "*Little*." Then: "Show me *big*." Wait — a point, a reach, a held look, a switch selection or a word towards one of the pair is the response. If none comes, reach together hand-over-hand to the big one, saying "*big*" as you arrive. Then: "Show me *little*." Swap the two objects' places and ask again, so the student chooses by size, not by where a thing sits. Then bring out a new pair and repeat: the same words travel from thing to thing.

Part C — sort the group. Put out the two marked containers and a mixed pile: "*Big* things go here." Touch the big sample, then the big container. "*Little* things go here." Sort one of each yourself, slowly, in view, saying the word as each thing lands. Then move a big peg into the student's reach and wait: "Sort them." Guide hand-over-hand where needed, saying the word as the peg lands. A placement made with support is still a sort. When the pile is done: "*Big*. And *little*. You sorted them."

Part D — post it, and make it. Offer objects one at a time at the sorter: "*Big* — in." ... "*Little* — in." The hole gives its own answer; if an object goes to the wrong hole, hold it up beside the two holes, let the size say it, and move together to the right one. Then, with the playdough and the two cutters, press out a big shape and a little shape with the student — hand-over-hand if needed — and put them side by side: "*Big* ... and *little*."

Part E (optional) — yes and no about the size. With the yes/no pair in front of the student first, hold up the big cup: "Is this *big*?" Wait; take the answer by the stated method. Then hold up the little cup and ask again, so both answers happen. Model one answered question on yourself first.

Response set — how the student can answer

- **Object or photograph choice:** fit the piece into a space; touch, pick up or push the big or little object; place each thing in a container; post through a hole; press a cutter; 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 space, the object or the container; press the switch that means *big* or *little* as each thing is held up; press the yes-switch or no-switch; select on the AAC page.
- **Speech or sign:** say or sign *big*, *little*, *yes* or *no*, or a word for *there*.

Record

On the CP5 recording sheet, for each occasion: what the student matched, and how; what the student sorted, and how; which of 'big' and 'little' the student identified, and how; the support given.

Task 2 — Where known objects are (Level B)

Assessed content description: VC2MFBSP02 — *indicate the location of known objects within a familiar environment* (quoted verbatim from `maths_AD.json`). **Section:** 5B. **Marks:** 4.

The whole of this task. The student shows they know where a known object is — their bag, their cup, their switch, the class ball — in the places they really move through each day, and responds to one-step directional language. The

room is the page. Positional language is spoken, signed or symbol-supported by you: *in / out, up / down, on / under, next to, inside*. The student is never asked to read a word, a symbol map or a plan. Hiding-and- finding is not a warm-up here — object permanence, knowing a thing is still there when you cannot see it, is part of the mathematics.

Materials

- The student's own familiar belongings — bag, lunchbox, cup or bottle, coat — the known objects of this task
- One preferred object for hiding games — the student chooses it
- A container with an opening — a box, a basket, or the student's bag — and a cloth or small towel for covering the hidden object
- Small photographs of real places in the student's day — the bag hook, the lunch table, the door outside, the cloth spot, the box — one idea per photograph, high contrast, nothing else on the card; a photograph of the student's own real place may be used as a *choice*; it is never a map
- The room itself: a chair, the floor, a table, a shelf or hook, and the door to outside
- The student's communication system; the yes/no pair for the yes/no questions

Script

Part A — where things are in the day. Use the routine you are actually in. Arriving: “Your bag. *On* the hook.” Before lunch: “Your lunchbox. *In* your bag.” Say the position word clearly each time, and touch the place as you say it. Then ask: “Where is your bag?” and wait. Any indication towards the place — a look, a point, a reach, a turn of the body, leading your hand, a switch selection of the hook photograph — is an indication of location.

Part B — hidden things are still there. Show the student the preferred object; while the student watches, put it under the cloth: “Where is it?” Wait. If there is no response, lift a corner of the cloth together — hand-over-hand — saying “*under* the cloth. It's still there!” Repeat several times, sometimes *in* the box, sometimes *under* the cloth, so the position word changes with the hiding place. Once in-view hiding is familiar, move the object while the student's attention is briefly elsewhere, then: “Where is it now?” — offering the two places, or their photographs, as a choice. If hiding distresses the student, stay at in-view hiding, brief and always followed at once by finding.

Part C — in, out, next to, inside. Objects and the open box: “*In*.” ... “*Out*.” Hand the student an object and say the word; help where needed — hand-over-hand is a response, not a failure. Two real things side by side: “Put it *next to* the plate.” Any placement roughly beside counts. At the door on the way out: “*Outside!*” Coming back: “*Inside*.”

Part D — one step at a time. In an activity the student has chosen, give **one** direction at a time: “*Sit down*.” Wait; go down together if needed — co-active movement counts. Then “*Stand up*.” Then, holding the preferred object beside your face: “*Look here*.” Never chain two directions: one step is the whole demand at Level B.

Part E — yes and no about where things are. With the yes/no pair in front of the student, place the object clearly on the floor: “Is teddy *on* the floor?” Then place it *on* the chair and ask again, so both *yes* and *no* happen. Accept the student's yes or no however they give it, by the stated method. If the answer is not yet reliable, record the method and the attempt.

Response set — how the student can answer

- **Object or photograph choice:** lead your hand to the place; touch or pick up the photograph of the place; lift the cloth; place objects in or out; act out *sit down* or *stand up* with co-active support; pick up the yes or no object.
- **Gesture, eye-gaze, switch or AAC:** point to, look and hold at, or switch-select the place or its photograph; turn the head for *look here*; press the yes-switch or no-switch; select on the AAC page.
- **Speech or sign:** say or sign the place or position word; say or sign *yes* or *no*; vocalise towards the place when found.

Record

On the CP5 recording sheet, for each occasion: where the object was, what the student indicated, and how; which one-step directions were given, and how the student responded; the yes/no method supplied and the answers; 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: VC2MFBSP01 /4, VC2MFBSP02 /4 — checkpoint total /8. The rubric and the scale are on `_MathsADB_CP5_Rubric.md`. Both content descriptions appear again in the Level B review, worth 2 marks each, before reporting against the achievement standard.

Checkpoint 5 (CP5) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Chapter 5 — Space: matching and sorting by 'big' and 'little' with real objects, and indicating where known objects are. 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 5 (CP5) — 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	VC2MFBSP01 (5A), VC2MFBSP02 (5B) — 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 — *match, sort, locate*:

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 verbs and both words, scored as one mark out of 4:** matching **and** sorting, with ‘big’ **and** ‘little’. It is usual for one verb to be stronger than the other for a long time; record both, and teach to the weaker one.
- **Record 2 names both ideas, scored as one mark out of 4:** indicating where a known object is, **and** responding to one-step directional language. Neither idea on its own covers the CD.
- No naming shapes, no size words beyond ‘big’ and ‘little’, no counting, no maps or grids or coordinates, no left/right route instructions, no two-step directions, no measuring and no estimation — those belong to other levels or other sections.

Record 1 — VC2MFBSP01 · matching and sorting by ‘big’ and ‘little’ · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*match and sort objects and shapes that are ‘big’ or ‘little’, using direct comparison.*”

Achievement standard extract carried against this CD (quoted verbatim): “*Students investigate the attributes of shapes and objects. They use direct comparison to determine if shapes and objects are ‘big’ or ‘little’.*”

The evidence — both verbs and both words named: (1) the student **matches** — a shape to the space it fits in the inset puzzle, a big thing with the big group, a little thing with the little group, by fit and direct comparison, never by a name; and (2) the student **sorts** objects and shapes into the ‘big’ group and the ‘little’ group — placing, posting, pointing, looking, switch-selecting or saying where each thing goes. Both ‘big’ and ‘little’ must be evidenced. A placement made with support is still a sort; record the support.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and materials offered				
Communication modality used				
Matching — shape to space, big to big, little to little: what matched, how				
Sorting — into ‘big’ and ‘little’ groups: what sorted, how				
‘big’ and ‘little’ — which identified, and how				
Support given (none / partial / hand-over-hand or full modelling)				
Notes — including consistent choices that were not the expected one				

Mark descriptors for VC2MFBSP01:

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

Mark	What you see
	objects — holds, looks, explores — but does not respond to the matching or sorting prompt
2	Responds to the prompt with full support — matches a shape to its space or sorts an object into the ‘big’ or ‘little’ group hand-over-hand, co-actively or with full modelling — on at least one occasion
3	Matches or sorts objects and shapes that are ‘big’ or ‘little’, with partial support, or independently on one occasion only — one verb or one word may be firmer than the other
4	Matches and sorts objects and shapes into ‘big’ and ‘little’ groups by direct comparison, independently, on more than one occasion, with more than one set of materials or in more than one setting — for example, the inset puzzle and peg containers at the table on one occasion, and the posting sorter, playdough shapes or an outdoor sort on another

Best sustained mark for VC2MFBSP01: ____ / 4

Record 2 — VC2MFBSP02 · indicating where known objects are · 4 marks

Content description (quoted verbatim from `maths_AD.json`): “*indicate the location of known objects within a familiar environment.*”

Achievement standard extract carried against this CD (quoted verbatim): “*Students locate objects or people in a familiar environment.*”

The evidence — both ideas named: (1) the student **indicates the location of known objects** within a familiar environment — where the bag, the cup, the switch, the ball or a person is — by look, point, reach, leading an adult’s hand, switch selection of a place photograph, word, sign or vocalisation when found; hiding-and-finding games are evidence of this idea, since a search that goes to the hiding place shows the object held in mind; and (2) the student **responds to one-step directional language** — *sit down, stand up, look here, in, out* — beginning the movement at the word, alone, with support, or co-actively.

	Occasion 1	Occasion 2	Occasion 3	Further
Date				
Setting and known objects used				
Communication modality used				
Indicating location — where the object was, what the student indicated, how				
One-step directions — which given, how the student responded				
Yes/no method supplied, where				

	Occasion 1	Occasion 2	Occasion 3	Further
offered, and answers				
Support given (none / partial / hand-over-hand or co-active)				
Notes — including searches, anticipation, and consistent choices				

Mark descriptors for VC2MFBSP02:

Mark	What you see
0	No response observed on any of the three occasions
1	Encounters the experience; attends to the objects, the hiding and the room but does not respond to the location or direction prompt
2	Responds to the prompt with full support — indicates a location hand-over-hand, or begins a movement to a one-step direction co-actively or with full modelling — on at least one occasion
3	Indicates the location of a known object, or responds to a one-step direction, with partial support, or independently on one occasion only — one idea may be firmer than the other
4	Indicates the location of known objects and responds to one-step directional language, independently, on more than one occasion, across more than one setting or object — for example, the bag hook and the hiding game in the classroom on one occasion, and the lunchbox, the door or a person in another setting on another

Best sustained mark for VC2MFBSP02: ____ / 4

Checkpoint 5 summary

Content description	Section	Best sustained mark
VC2MFBSP01 — match and sort ‘big’ or ‘little’, using direct comparison	5A	___ / 4
VC2MFBSP02 — indicate the location of known objects within a familiar environment	5B	___ / 4
Checkpoint 5 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:** _____