

Mathematics Towards Foundation B

Level B review — cumulative review of all 11 content descriptions

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
Level B review (LR) — cumulative review of all 11 content descriptions	3
Level B review (LR) — Rubric and recording sheet	11
Level B review summary	23

Level B review (LR) — cumulative review of all 11 content descriptions

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Not an exam. A set of short observed tasks run across several sessions at the end of the student's work at Level B. Every task re-uses material already taught in Chapters 1–5 — no new content. 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	Level B review (LR) — cumulative review across the whole book
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.
Coverage	The whole book: Chapters 1–5, sections 1A–5B — cumulative, no new content, and no content description assessed here that was not already assessed in its chapter checkpoint
Content descriptions assessed	All 11 Level B CDs: VC2MFBN01, VC2MFBN02, VC2MFBN03, VC2MFBN04 (Ch 1); VC2MFBN05, VC2MFBN06 (Ch 2); VC2MFBA01 (Ch 3); VC2MFBM01, VC2MFBM02 (Ch 4); VC2MFBSP01, VC2MFBSP02 (Ch 5) — each scored once, out of 2
Marks	22 — 2 marks per content description × 11
Structure	11 short review tasks, one per content description, each a compact re-run of its checkpoint task with already-taught materials
Timing	Untimed. A guidance duration for planning is 3–5 minutes per task per occasion. This is never a limit on the student.
Occasions	The review runs across several sessions — at least three . Each content description is re-observed at least once during the review period. The review is cumulative: the judgement may draw on evidence observed anywhere in the student's work at Level B, including the checkpoints, provided the CD is freshly observed during the review period. The recorded mark is the student's best sustained response.
Permitted materials	The same real objects, inset puzzles, counters, numeral cards and \$1 coins already used at each chapter checkpoint, and the student's own communication system. No worksheets, no written responses — none are needed or used.
Recording	Record every occasion on the LR recording sheet: <u>MathsADB_LR_Rubric</u> .md. The recording space for this review 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. An item that could only be answered with speech is void and its marks do not count. 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.

Teacher guidance — before you begin (Level B)

What the review is for. The level review exists so the teacher can report against the Level B achievement standard, and so the Level C planning starts from evidence. Together, the five chapter checkpoints (4 marks per owned CD) and this review (2 marks per CD) give **6 marks per CD in total, everywhere, with no exceptions** — 66 marks across the book.

The 2-mark scale, stated — not silently devised. Section 7 of the TOC defines the Level B 0–4 scale for the checkpoints and allots 2 marks per CD in the review. The review scale is derived from that scale by stated bands:

Review mark	Checkpoint-scale band	Meaning
0	= 0 or 1	No response observed on any review occasion; or the student encounters the experience and attends to the materials but does not respond to the mathematical prompt
1	= 2 or 3	Responds to the prompt with support — full support (hand-over-hand, co-active, or full modelling) or partial support — on at least one review occasion, or performs the CD's own verb independently on one occasion only
2	= 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

A supported response is scored, never zeroed — so a response given with full support earns 1 here, exactly as it earns 2 on the checkpoint scale. Because the review is cumulative, the occasions supporting a mark of 2 may include evidence observed anywhere in the student's work at Level B, provided the CD is freshly observed during the review period.

No new content. Every review task is a compact re-run of its checkpoint task, with the materials and words the student already knows from the chapter. If the student meets something for the first time in the review, the task has drifted — bring it back to the taught material.

The dual-idea CDs keep both ideas named. Exactly as at their checkpoints: VC2MFBA01 evidences the effect **and** the student’s initiation of it; VC2MFBM01 evidences both ‘big’ **and** ‘little’ correctly applied; VC2MFBM02 evidences response to both routine **and** non-routine events; VC2MFBSP02 evidences indicating location **and** responding to directional language. VC2MFBSP01 keeps both verbs — matching **and** sorting. Each pair is still scored as one mark — here, out of 2.

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

Chapter 1 — Number: quantity

Review task 1 — Number names and numerals · VC2MFBN01 · 2 marks

Re-run from: Checkpoint 1, Task 1 (section 1A). No new content.

Say a number name with a beat, or start a countdown — “three, two, one ... go” — and watch for the response. Show two numeral cards and say “Show me two.” Match a number name to a numeral, and a numeral to its name, both ways. Find numerals around the room. Evidence is required for both number names and numerals.

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

Record on Record 1 of the LR sheet: response to number names, response to numerals, support given.

Review task 2 — ‘One’ and ‘more’ · VC2MFBN02 · 2 marks

Re-run from: Checkpoint 1, Task 2 (section 1B). No new content.

One single object on a tray, a small group of the same kind on another. “Where is one?” “Where is more?” — swap the tray positions. Invite the student to name each set. “Give me one.” Then: “*More.*”

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

Record on Record 2: identifies / names / represents ‘one’ and ‘more’, support given. No counting; no quantity named.

Review task 3 — Comparing two collections · VC2MFBN03 · 2 marks

Re-run from: Checkpoint 1, Task 3 (section 1C). No new content.

Match two collections one for one — cups and spoons, “a spoon for a cup.” “Which one has more?” Then make the groups match: “Are they different?” — with the yes/no pair supplied before the question. Ask both questions across the sessions: once when the groups are different, and once when they match.

- **Object or photograph choice:** touch or place a hand on the group with more; choose between photographs of the two groups.
- **Gesture, eye-gaze, switch or AAC:** look at, point to or switch-select the group with more; answer yes/no by the supplied symbols or switches.
- **Speech or sign:** say or sign which group has more; give the yes/no answer in the student’s usual yes and no.

Record on Record 3: ‘more’ identified; ‘different’ / ‘the same’ by the stated yes/no method; support given. Comparison by matching and lining up, never by counting.

Review task 4 — Partitioning and combining · VC2MFBN04 · 2 marks

Re-run from: Checkpoint 1, Task 4 (section 1D). No new content.

Split counters into two unequal containers; break playdough into two unequal parts; join two block towers into one; squash two playdough balls into one. Invite the student to do the splitting and joining, supporting as needed, and watch for awareness of what the change made: ‘more’ or ‘different’ in any channel.

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

Record on Record 4: what the student split or joined, awareness of the result, support given. Not an arithmetic operation; no counting, no number sentences.

Chapter 2 — Number: practical situations

Review task 5 — Adding and taking away, then matching · VC2MFBN05 · 2 marks

Re-run from: Checkpoint 2, Task 1 (section 2A). No new content.

Build two matched groups — “the same.” Add one object, or take one away, in full view; the student matches again and shows whether the changed total is ‘more’ or ‘different’; then the student makes the change. Role-play the \$1 shop: pay for a real item with one Australian \$1 coin — whole dollars only, no cents, no change. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17. The \$1 coin is a coin, never a note (introduced 14 May 1984, replacing the \$1 note).

- **Object or photograph choice:** touch or reach for the group with more; place objects to add, take away or pay; pick up the yes or no symbol.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the group with more; press the yes-switch or no-switch.
- **Speech or sign:** say or sign ‘more’ or ‘different’.

Record on Record 5: the change made, the matching, ‘more’ / ‘different’, support given.

Review task 6 — Sharing equally · VC2MFBN06 · 2 marks

Re-run from: Checkpoint 2, Task 2 (section 2B). No new content.

“Give everyone one.” The student distributes identical objects one at a time to 2 or 3 places — “one for you, one for me” — and shares until all are gone. Then, with the yes/no pair supplied: “Does anyone have a different amount?” And: “Who has more?” — swap the mats’ positions. Vary the shares across the sessions so both same and different happen.

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

Record on Record 6: distributing one-to-one, sharing until all are gone, responses to ‘different’ / ‘more’, support given.

Chapter 3 — Algebra

Review task 7 — Initiate and repeat an action that has an effect · VC2MFBA01 · 2 marks

Re-run from: Checkpoint 3, Task 1 (section 3A). No new content.

Model once — “tap, tap — sound!” Move the material within reach — “Your turn” — then leave the pause after the effect. Watch: does the student initiate, repeat, or ask for ‘again’ in their own communication? Offer a sound maker, a switch or big-button toy, a repeated action in something familiar — a music track with a clear repeating beat chosen by the student, or a familiar song or game with a repeated action — and posting or stacking. **Both ideas are named and scored as one mark out of 2:** the effect happening, and the student’s initiation of it. An effect an adult makes while the student watches is not evidence for this CD.

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

Record on Record 7: the effect seen, initiated (yes / with support / not yet), repeated, asked for ‘again’ / ‘stop’, support given.

Chapter 4 — Measurement

Review task 8 — ‘Big’ and ‘little’ · VC2MFBM01 · 2 marks

Re-run from: Checkpoint 4, Task 1 (section 4A). No new content.

Fair pairs — two familiar objects of the same kind, side by side, one clearly big and one clearly little. Model the words on the pair, then: “Which one is *big*?” and “Which one is *little*?” — both questions, on more than one pair, with positions swapped. Sort one-colour shapes into the big basket and the little basket; ask one yes/no round — “Is this circle the little circle?” — with the yes/no method supplied first. **Both words must be correctly applied, scored as one mark out of 2.** No units, no estimation, no measuring tools used as tools, no attribute words beyond ‘big’ and ‘little’, no shape naming.

- **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; press the yes-switch or no-switch.
- **Speech or sign:** say or sign ‘big’, ‘little’, ‘yes’ or ‘no’.

Record on Record 8: response to ‘big’, response to ‘little’, sorting, yes/no by the stated method, support given.

Review task 9 — Routine and non-routine daily events · VC2MFBM02 · 2 marks

Re-run from: Checkpoint 4, Task 2 (section 4B). No new content.

The material is the day itself. Observe a familiar signal and its transition — the bell means line up; the timer means the activity ends — and watch for unprompted anticipation. Run the first-then board with the finished box. And respond to a **told** change in the day — wet weather, an incursion, a different room — swapped on the schedule: “*Change*. No outside. *Now* gym.” Then move through it. **Both routine and non-routine events must be evidenced, scored as one mark out of 2.** The change is always told, never guessed; there is no chance or probability content in this book. A timer is a signal only — never read, counted or labelled; no clock face anywhere.

- **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.

- **Speech or sign:** say or sign the next event, ‘all done’, ‘line up’, or the new event.

Record on Record 9: routine event — anticipated / joined in; non-routine event — what changed, what the student did; anticipation before a prompt; support given.

Chapter 5 — Space

Review task 10 — Matching and sorting by ‘big’ and ‘little’ · VC2MFBSP01 · 2 marks

Re-run from: Checkpoint 5, Task 1 (section 5A). No new content.

Fit inset-puzzle shapes to their spaces — by fit, never by a name: “This shape goes ... *here*.” “Show me *big*” / “Show me *little*” on pairs with swapped positions. Sort a mixed pile of one kind of thing in two sizes into the two containers marked by sample objects. Post big and little through the matching holes. **Both verbs — matching and sorting — and both words — ‘big’ and ‘little’ — are evidenced, scored as one mark out of 2.** No shape naming, no counting, no measuring.

- **Object or photograph choice:** fit the piece into a space; place each thing in a container; post through a hole.
- **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’.
- **Speech or sign:** say or sign ‘big’ or ‘little’, or a word for ‘there’.

Record on Record 10: what was matched, what was sorted, which of ‘big’ and ‘little’ was identified, support given.

Review task 11 — Where known objects are · VC2MFBSP02 · 2 marks

Re-run from: Checkpoint 5, Task 2 (section 5B). No new content.

In the student’s own day: “Where is your bag?” — *on* the hook. “Where is your lunchbox?” — *in* the bag. Hide the student’s chosen object in full view — under the cloth, in the box — “Where is it?” — then move it while attention is briefly elsewhere: “Where is it now?” with two photographed places as a choice. “*In*” and “*out*” of the open box. One-step directions, one at a time: “*Sit down*.” “*Stand up*.” “*Look here*.” Yes/no about location — “Is teddy *on* the floor?” — with the yes/no method supplied first. **Both ideas are named and scored as one mark out of 2:** indicating where a known object is, and responding to one-step directional language. No maps, grids, coordinates, left/right route instructions or two-step directions.

- **Object or photograph choice:** lead the adult’s hand to the place; touch or pick up the photograph of the place; lift the cloth; place objects in or out; act out the direction 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.
- **Speech or sign:** say or sign the place or position word; say or sign ‘yes’ or ‘no’.

Record on Record 11: indicating location — where the object was, what the student indicated, how; one-step directions — which given, how responded; yes/no method and answers; support given.

After the review

Transfer each best sustained mark from the recording sheet to the summary on that sheet — 11 rows at /2, review total /22. The review marks join the checkpoint marks: **44 + 22 = 66 marks across the book, 6 per CD × 11 — the derived rule, checked.** Report against the Level B achievement standard from the combined evidence, and let the Level C planning start from the same sheet. The scale and the records are on MathsADB_LR_Rubric.md.

Level B review (LR) — Rubric and recording sheet

Mathematics Towards Foundation B · ClassBasics workbook · Level B

Cumulative review of all 11 Level B content descriptions — 2 marks each, 22 marks in total. 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	Level B review (LR) — 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	All 11 Level B CDs — VC2MFBN01–VC2MFBN04 (Ch 1), VC2MFBN05–VC2MFBN06 (Ch 2), VC2MFBA01 (Ch 3), VC2MFBM01–VC2MFBM02 (Ch 4), VC2MFBSP01–VC2MFBSP02 (Ch 5) — each scored once, out of 2
Marks	22
Conditions	Observed, one-to-one, untimed; short tasks run across several sessions — at least three; cumulative, no new content. School-designed assessment instrument, not a VCAA instrument; not reviewed or endorsed by VCAA.

Student: _____ Communication system used: _____

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

Each content description is scored **once, out of 2**. Section 7 of the TOC defines the Level B 0–4 scale for the checkpoints and allots 2 marks per CD in the review; the review scale is **derived from that scale by stated bands**, so a later job cannot drift:

Review mark	Checkpoint-scale band	Meaning
0	= 0 or 1	No response observed on any review occasion; or the student encounters the experience and attends to the materials but does not respond to the mathematical prompt
1	= 2 or 3	Responds to the prompt with support — full support (hand-over-hand, co-active, or full modelling) or partial support — on at least one review occasion, or performs the CD's own verb independently on one occasion only
2	= 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:

- The review runs across **several sessions — at least three**. Each content description is re-observed at least once during the review period. The recorded mark is the student's **best sustained** response — not an average, and not the most recent occasion.
- The review is **cumulative**: the occasions supporting a mark of 2 may include evidence observed anywhere in the student's work at Level B, including the checkpoints, provided the CD is freshly observed during the review period.
- **Assisted and partial responses are scored, never zeroed**. A response given with full support earns 1 here, exactly as it earns 2 on the checkpoint scale. Hand-over-hand, co-active movement, partial physical prompts and eye-gaze are legitimate observed responses at Level B.
- **No new content**. Every review task re-uses material already taught in Chapters 1–5. No CD is assessed here that was not already assessed in its chapter checkpoint.
- **The dual-idea CDs keep both ideas named, scored as one mark out of 2**: VC2MFBA01 — the effect *and* the student's initiation of it; VC2MFBM01 — both 'big' *and* 'little' correctly applied; VC2MFBM02 — response to both routine *and* non-routine events; VC2MFBSP02 — indicating location *and* responding to directional language. VC2MFBSP01 keeps both verbs — matching *and* sorting.
- Fatigue, seizure activity, medication and sensory load are expected to affect performance; that is precisely why the judgement is made across occasions. Nothing is timed.

Record 1 — VC2MFBN01 · number names and numerals · 2 marks

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

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

Evidence — both ideas: number names (the countdown, the named number) and numerals (the numeral cards, numerals found in the room).

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Response to number names — what indicated, how				
Response to numerals — what indicated, how				
Support given (none / partial / full support)				
Notes				
Mark				
0				No response observed on any review occasion; or

Mark	What you see
	attends to the number names and numeral cards but does not respond
1	Identifies number names or numerals with support on at least one occasion, or independently on one occasion only
2	Identifies number names and numerals independently, on more than one occasion, with more than one set of materials or in more than one setting

Best sustained review mark for VC2MFBN01: ____ / 2

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

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

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

Evidence: identifying, naming and representing ‘one’ and ‘more’ — the single object, the group, and the student’s own word or action for each.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Identifies / names / represents ‘one’ and ‘more’ — what was shown, how				
Support given (none / partial / full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or attends to the trays but does not respond
1	Identifies, names or represents ‘one’ or ‘more’ with support on at least one occasion, or independently on one occasion only
2	Identifies, names and represents ‘one’ and ‘more’ independently, on more than one occasion, with more than one set of materials or in more than one setting

Best sustained review mark for VC2MFBN02: ____ / 2

Record 3 — VC2MFBN03 · comparing two collections · 2 marks

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

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

This record scores the direct-comparison part of the sentence.

Evidence: which collection has ‘more’, and whether the collections are ‘different’ by the stated yes/no method — never by counting.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Identifies ‘more’ — what was shown, how				
Identifies ‘different’ / ‘the same’ — yes/no method, answer				
Support given (none / partial / full support)				
Notes				
Mark	What you see			
0	No response observed on any review occasion; or attends to the two collections but does not respond			
1	Identifies which collection has ‘more’ or whether they are ‘different’ with support on at least one occasion, or independently on one occasion only			
2	Identifies which collection has ‘more’ and whether they are ‘different’ independently, on more than one occasion, with more than one set of materials or in more than one setting			

Best sustained review mark for VC2MFBN03: ____ / 2

Record 4 — VC2MFBN04 · partitioning and combining · 2 marks

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

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

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

Evidence: splitting or joining — alone or with support — and awareness of the result: ‘more’ or ‘different’ in any channel.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Split / joined — what the student did				
Awareness of the result — ‘more’ or ‘different’; what was shown, how				
Support given (none / partial / full support)				
Notes				
Mark	What you see			
0	No response observed on any review occasion; or attends to the materials but does not respond			
1	Partitions or combines, or shows ‘more’ or ‘different’, with support on at least one occasion, or independently on one occasion only			
2	Partitions or combines and demonstrates an awareness of ‘more’ or ‘different’ independently, on more than one occasion, with more than one set of materials or in more than one setting			
Best sustained review mark for VC2MFBN04: ____ / 2				

Record 5 — VC2MFBN05 · adding and taking away, then matching · 2 marks

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

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

This record scores the *adding to and taking away from collections* part of the sentence.

Evidence: the change made, matching again after the change, and ‘more’ or ‘different’. Money is whole dollars only: the Australian \$1 coin — a coin, never a note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

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

Mark	What you see
0	No response observed on any review occasion; or attends to the materials but does not respond
1	Adds, takes away, matches, or determines ‘more’ or ‘different’ with support on at least one occasion, or independently on one occasion only
2	Adds or takes away, matches again, and determines ‘more’ or ‘different’ independently, on more than one occasion, with more than one set of materials or in more than one setting

Best sustained review mark for VC2MFBN05: ____ / 2

Record 6 — VC2MFBN06 · sharing equally · 2 marks

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

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

This record scores the *sharing collections* part of the sentence.

Evidence: distributing one at a time so each person has one, sharing until all are gone, and responding to whether the shares are ‘different’ or which has ‘more’.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication				

modality used

Distributes one to each / shares until all are gone — what was shown, how

Responds to 'different' / 'more' about the shares — yes/no method, answer

Support given (none / partial / full support)

Notes

Mark

What you see

0

No response observed on any review occasion; or attends to the sharing but does not respond

1

Distributes, shares, or responds to 'different' or 'more' with support on at least one occasion, or independently on one occasion only

2

Distributes objects one at a time so each person has one, shares until all are gone, and responds to whether the shares are 'different' or which has 'more', independently, on more than one occasion, with more than one set of materials or in more than one setting

Best sustained review mark for VC2MFBN06: ____ / 2

Record 7 — VC2MFBA01 · initiate and repeat actions that have an effect · 2 marks

Content description (quoted verbatim from maths_AD.json): *"initiate and repeat actions that have an effect."*

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

Evidence — both named: (1) the effect happening, and (2) the student's initiation of it — the student starts the action and repeats it, or asks for 'again'. An effect an adult makes while the student watches is not evidence for this CD.

Review session

1

Review session

2

Review session

3

Review session

Further

Date

Setting and materials

Communication modality used

Effect seen — what happened

Initiated?

	Review session 1	Review session 2	Review session 3	Further
Repeated?				
Asked 'again' / 'stop'?				
Support given (none / partial / full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or watches the effect but does not initiate an action towards it
1	Initiates or repeats an action that has an effect with support on at least one occasion, or independently on one occasion only
2	Initiates actions that have an effect and repeats them, or asks for 'again', independently, on more than one occasion, with more than one set of materials or in more than one setting

Best sustained review mark for VC2MFBA01: ____ / 2

Record 8 — VC2MFBM01 · 'big' and 'little' · 2 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."*

Evidence — both named: the 'big' object of a fair pair **and** the 'little' object of a fair pair, both words correctly applied.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and pairs offered				
Communication modality used				
Response to 'big' — what indicated, how				
Response to 'little' — what indicated, how				
Support given (none / partial /				

	Review session 1	Review session 2	Review session 3	Further
full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or attends to the pairs but does not respond
1	Identifies the big or the little object of a fair pair with support on at least one occasion, or independently on one occasion only — one word may be firmer than the other
2	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

Best sustained review mark for VC2MFBM01: ____ / 2

Record 9 — VC2MFBM02 · routine and non-routine daily events · 2 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.*”

Evidence — both named: (1) recognising and participating in **routine** daily events, with anticipation before or as the event happens; and (2) responding to a **non-routine** event that is told, never guessed.

	Review session 1	Review session 2	Review session 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				
Support given (none / partial / full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or is present through the signals and transitions but does not respond
1	Recognises and participates in a routine or a non-routine daily event with support on at least one occasion, or independently on one occasion only — one kind of event may be firmer than the other
2	Recognises and participates in both routine and non-routine daily events, showing anticipation when transitioning, independently, on more than one occasion, across more than one event or setting

Best sustained review mark for VC2MFBM02: ____ / 2

Record 10 — VC2MFBSP01 · matching and sorting by ‘big’ and ‘little’ · 2 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’.*”

Evidence — both verbs and both words named: matching (shape to space, big to big, little to little) **and** sorting into the ‘big’ group and the ‘little’ group, with ‘big’ **and** ‘little’ evidenced.

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and materials				
Communication modality used				
Matching — what matched, how				
Sorting — what sorted, how; ‘big’ / ‘little’ identified				
Support given (none / partial / full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or attends to the shapes and objects but does not respond
1	Matches or sorts objects and shapes that are ‘big’ or

Mark	What you see
2	‘little’ with support on at least one occasion, or independently on one occasion only — one verb or one word may be firmer than the other 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
Best sustained review mark for VC2MFBS01: ____ / 2	

Record 11 — VC2MFBS02 · indicating where known objects are · 2 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.*”

Evidence — both ideas named: (1) indicating the location of known objects within a familiar environment — including the hiding-and-finding games; and (2) responding to one-step directional language — *sit down, stand up, look here, in, out.*

	Review session 1	Review session 2	Review session 3	Further
Date				
Setting and known objects used				
Communication modality used				
Indicating location — where the object was, what indicated, how				
One-step directions — which given, how responded; yes/no method where offered				
Support given (none / partial / full support)				
Notes				

Mark	What you see
0	No response observed on any review occasion; or attends to the hiding and the room but does not respond
1	Indicates the location of a known object, or responds to a one-step direction, with support on at least one occasion, or independently on one occasion only — one idea may be firmer than the other
2	Indicates the location of known objects and responds to

Mark

What you see

one-step directional language independently, on more than one occasion, across more than one setting or object

Best sustained review mark for VC2MFBSP02: ____ / 2

Level B review summary

Content description	Section	Best sustained mark
VC2MFBN01 — identify number names and representations of number	1A	___ / 2
VC2MFBN02 — identify, name and represent ‘one’ and ‘more’	1B	___ / 2
VC2MFBN03 — compare the quantity of collections using direct comparison	1C	___ / 2
VC2MFBN04 — partition and combine collections to make ‘more’ or ‘different’	1D	___ / 2
VC2MFBN05 — add or take away objects, and match to determine more or different	2A	___ / 2
VC2MFBN06 — share physical objects and collections equally	2B	___ / 2
VC2MFBA01 — initiate and repeat actions that have an effect	3A	___ / 2
VC2MFBM01 — identify ‘big’ or ‘little’, using direct comparison	4A	___ / 2
VC2MFBM02 — recognise and participate in routine and non-routine daily events	4B	___ / 2
VC2MFBSP01 — match and sort ‘big’ or ‘little’, using direct comparison	5A	___ / 2
VC2MFBSP02 — indicate the location of known objects within a familiar environment	5B	___ / 2
Level B review total		___ / 22
Book total — checkpoints 44 + review 22		___ / 66

Report against the Level B achievement standard from the combined evidence of the five checkpoints and this review — 6 marks per CD, everywhere, with no exceptions. Let the Level C planning start from this sheet.

Recorded by: _____ **Date:** _____