

Mathematics Towards Foundation C

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

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Representing addition, subtraction and quantifying up to at least 5

Level C · Mathematics Towards Foundation C · Number strand · owns VC2MFCN05

This section is for the teacher. The teacher reads all the words, holds the objects and leads every activity. The student watches, listens, touches and responds in their own way. The student does not need to read, write or speak. Nothing here requires speech.

represent practical situations involving addition, subtraction and quantification up to at least 5 with physical and virtual materials, and use matching or counting strategies — VC2MFCN05, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is **real situations of adding and taking away, represented with objects**. Objects join a collection. Objects leave a collection. The student **represents** what happened — they put the objects there, move them, match them and count them.

The verb of this section is **represent**, not calculate. The student does not work answers out on paper. They show the situation with materials, then find how many by **matching** or **counting** — the two strategies named in the content description. **Quantifying** means finding *how many*. At Level C it is right to ask “How many?” — the student counts to answer, up to 5.

In this section, **addition** is objects going **into** a collection; **subtraction** is objects coming **out** of it. A *collection* is a group of things together — cups on a tray, coins in a hand, crackers on a plate. *Practical situations* are the real doings of the day: eating, buying, giving out, arriving, leaving.

This is the step up from Level B. At Level B the student added and took away, then matched to see whether the changed group was ‘more’ or ‘different’ (VC2MFCN05). At Level C the student represents the same kind of situations and **quantifies** — counts to find how many, up to 5. Matching stays as a way to check.

Keep every collection at 5 or below. Numbers to 10 belong to Level D and are not anticipated here. There are **no number sentences, no written symbols and no algorithms** in this section — no +, no –, no = and nothing written down as a sum. Recording is with **materials and numerals** only. Counting with one-to-one correspondence is the highest recording demand at this level (VC2MFCN05.E01).

Framework: content description, elaborations and achievement standard

Content description — VC2MFCN05, quoted verbatim:

represent practical situations involving addition, subtraction and quantification up to at least 5 with physical and virtual materials, and use matching or counting strategies

Elaborations — VCAA’s examples of what this learning can look like. They are illustrations, not a checklist, and this section is not a walk through them in order. The content description is the expectation.

- VC2MFCN05.E01 — “counting using one-to-one correspondence from zero to at least 5; for example, stopping their counter after they move it 4 spaces on a snakes and ladders board if they rolled the number 4”
- VC2MFCN05.E02 — “role-playing using 5 one-dollar coins to pay for items that are priced at \$1 and communicating parts of the transaction; for example, requesting 3 bananas and paying with 3 one-dollar coins”
- VC2MFCN05.E03 — “using word problems to solve two-number addition and subtraction problems; for example, having 5 one-dollar coins and saying ‘I went to the shop and bought an ice cream for one dollar. How many coins do I take away?’”
- VC2MFCN05.E04 — “using games and stories to solve simple addition and subtraction problems; for example, using their fingers to show taking one away aligned with the song ‘Five little ducks’, or role-playing ‘The wheels on the bus’ and having a student ‘get on’”
- VC2MFCN05.E05 — “using manipulatives to solve two-number word problems containing addition and subtraction; for example, using teddy counters and a playhouse to model and solve the problem ‘Two bears were playing in a house and another bear friend came over. How many bears are there now?’ or, using a

template, placing 3 pieces of playdough in one circle and 2 pieces of playdough in another circle to represent addition”

Scope note — counting from zero (VC2MFCN05 . E01). The count in this section starts from zero, and zero enters the curriculum at Level C. The student met the number name for zero in section 1A (VC2MFCN01); this section uses it, it does not re-teach it. On a track, the start square is zero. When a tray is empty, the count is zero — none. When objects are taken away one at a time until none are left, the collection now has zero.

Scope note — money (VC2MFCN05 . E02, VC2MFCN05 . E03). Money appears in the elaborations of this content description, not in the content description text itself. Money in this section is **whole dollars only** — items priced at \$1, paid with \$1 coins. No cents and no change appear anywhere in this book. The coin used and depicted is the Australian **\$1 coin** — a coin, never a note: the \$1 coin replaced the \$1 note in Australian circulation in 1984, and no \$1 note is in circulation. The 1-cent and 2-cent coins were withdrawn from circulation in 1992 and never appear. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

Scope note — nursery referents (VC2MFCN05 . E01, VC2MFCN05 . E04). Snakes and ladders, ‘Five little ducks’ and ‘The wheels on the bus’ are VCAA’s own examples. They are legitimate curriculum content and they are kept. A student working at Level C may be any age, so each of these games and songs is offered below **together with an age-neutral or older-student alternative that teaches the identical mathematics**. The teacher chooses; the book supplies both. The alternative is a referent choice, not a content choice — the content description and elaboration ids are the same either way.

Achievement standard. VC2MFCN05 and VC2MFCN06 share one achievement standard sentence. Quoted verbatim:

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

For this section the operative words are *represent practical situations, quantifying, adding and taking away one from a collection up to 5. Equal sharing of a collection* belongs to section 2B (VC2MFCN06), not this one. The judgement at the end of this section uses this sentence, scored for VC2MFCN05 alone — the two CDs that share the sentence are scored separately.

Where the student is coming from (Level B is assumed, not re-taught)

Level C sits above Levels A and B. A student arriving here is assumed to already respond to objects being added to and taken away from a collection (Level A, VC2MFAN04) and to add and take away, then match to see ‘more’ or ‘different’ (Level B, VC2MFCN05). This section does not re-teach any of that. It builds the next step: from **matching to see the change to counting to find how many**.

Within this book, Chapter 1 comes first: number names to at least 5 in stable order, including zero (section 1A, VC2MFCN01); subitising collections up to 3 (section 1B, VC2MFCN02); comparing collections — the same, ‘more’ and ‘less’ (section 1C, VC2MFCN03); partitioning and combining collections up to 5 (section 1D, VC2MFCN04). Section 2A uses what Chapter 1 built: the counting, the number names, the comparison words and the frames are tools here, not the content.

How the student responds

Every content description in this book is evidenced by the student’s response, so the response channel matters. Every activity, worked example, practice task and assessed item here accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for, pushes towards or picks up an object, or chooses between photographs, symbols or numeral cards.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board, book or app that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. Most questions in this section are “How many?” — answered by counting, matching or selecting a numeral. If you ask a yes/no question — for example, “Are there four?” — supply the yes and the no: the student’s yes symbol, photograph or object and the student’s no symbol, photograph or object, placed ready — or the yes and no keys on the student’s switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake.

Materials: real objects first

At this level: real objects first, then photographs, then line drawings. The object is the page. Gather:

- **Collections of the same object, up to 5 in each** — cups, pegs, blocks, bottle tops, crackers, shells. Choose what fits the student.
- **A tray or mat** for each collection, so each group has its own clear place.
- **Numeral cards 0–5.** Recording in this section is with materials and numerals. The student can match a numeral card to a counted collection. No number sentences are written.
- **A five-frame or counting strip** — the student used frames in section 1D. Five spots in a row give each object a place.
- **For games with counting:** a simple track of up to 5 squares and a counter, or a board game such as snakes and ladders. See the age-neutral alternative under Further opportunities.
- **For the money role-play: up to 5 Australian \$1 coins** and real items to ‘buy’, each priced at \$1 — real items from the student’s day. Use and depict the \$1 coin only: it is a coin, never a note, and no other coin appears in this section. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.
- **The student’s communication system** — switch, AAC device, symbol board, photographs or objects of reference — with the number names to 5, ‘more’, ‘less’, yes and no available on it.

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

Virtual materials. VC2MFCN05 names physical **and virtual** materials. Where you use a screen, use a program, app or switch toy that accepts **switch or touch input**, and say which input the student uses. Real objects come first; a screen is one variation, not the main material.

Teaching sequence (Level C)

One sequence, five stages. The words in “quotes” are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Have a collection of the same object ready on a tray — 3 is a good start.
- Have more of the same object ready to add, and space to take away into.
- Have the numeral cards 0–5 and the five-frame or counting strip to hand.
- Have the student’s communication system with you, with the number names to 5, ‘more’, ‘less’, yes and no available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Count what is there (VC2MFCN05.E01)

(Put the tray in front of the student.)

“Look. Cups.”

Pause. Let the student see or touch the cups.

“Let’s count.”

(Touch each cup once, in order, saying one number name for each touch. This is **one-to-one correspondence** — one touch, one number name, in stable order.)

“One. Two. Three.”

Pause.

“Three cups. How many?”

Wait. Watch: does the student touch the cups and count, look at or select the numeral card 3, or say or sign “three”? Accept any channel. If the student indicates three, respond warmly: “Yes — three.” If not, do not say no; model it again by touching and counting: “Watch — one, two, three. Three.”

Stage 2 — Add: how many now (VC2MFCN05.E05)

(Add objects to the collection, in full view, counting as you place each one.)

“More cups. Watch — four. Five.”

Pause. Let the student see the changed collection.

“Count. How many now?”

Wait. The student may count all the cups from one — that is right. One-by-one recounting is how quantifying works at this level.

“Five cups. More than before.”

Keep the total at 5 or below. Add one at a time, or more than one — the content description allows both. The most common change at this level is adding or taking away one.

Stage 3 — Take one away: how many left (VC2MFCN05.E03)

(Start again with a small collection — 4 objects is a good start.)

“Count. One, two, three, four. Four cups.”

Pause.

(Take one cup from the collection, in full view, and put it aside where the student can still see it.)

“Take one away. Count. How many left?”

Wait. Watch the student count what remains — alone, or with you.

“Three cups. Less than before.”

Variant: take one away at a time until the tray is empty. “Zero. None left.” Zero is part of this level — the count can end at none.

Stage 4 — Match to check (matching strategy)

“Match.”

The content description names two strategies: matching **or** counting. Use matching to check the count.

(Place the numeral cards 1 to 5 in a row. Invite the student to match one card to each cup on the tray — one card down against each cup. The last card matched says how many.)

Or use the five-frame: (Place one cup in each spot of the frame, counting as you go.) Every cup has one spot. The filled spots show how many.

Support with hand-over-hand or a partial prompt if needed, and record the support.

Stage 5 — The student represents a spoken problem (VC2MFCN05.E03, VC2MFCN05.E05)

(Tell a short spoken problem about the objects in front of you. You say it — nothing is written.)

“Three cups are on the table. One more cup comes. How many cups now?”

Pause. Invite the student to represent it: place the cups, add one, and count or match to show how many — alone, with hand-over-hand, or with a partial prompt. Record the support you gave.

Then a taking-away problem:

“You have four crackers. You eat one. How many crackers are left?”

Pause. Watch the student take one away and show how many remain.

Accept any showing: counting, matching, selecting or holding up a numeral card, saying or signing the number name. A student who represents with support is still representing.

Keep every collection at 5 or below. No written sums. Stay with the objects and the numerals.

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — Crackers on a plate: adding (*Level C, VC2MFCN05*)

Materials: a plate; 3 crackers; 2 more crackers, ready to add.

1. Put 3 crackers on the plate. Touch each one and count: “One, two, three. Three crackers.” Pause. Let the student see or touch them.
2. Put 2 more crackers on the plate, in full view, counting as you place each one: “More crackers — four, five.”
3. Say: “How many now?” Pause and wait. Watch the student count all the crackers from one, match a numeral card to the plate, or say or sign “five”. Accept any channel; support with hand-over-hand or a partial prompt if needed, and record the support.
4. Say: “Five crackers. More than before.”

Variant: start with 4 crackers and take one away instead. “How many left?” Count what remains: three.

The response can be a look, a gaze, a point, a reach, a touch, a switch press, a numeral card selected, a vocalisation, a sign or a word. Any channel counts.

Worked example 2 — The \$1 fruit stand: taking away (*Level C, VC2MFCN05*)

Materials: 4 Australian \$1 coins; one apple — or a real item from the student’s day — priced at \$1. Every coin in this example is a \$1 coin — a coin, never a note. The \$1 coin replaced the \$1 note in Australian circulation in 1984, and no \$1 note is in circulation. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

1. Line up the 4 \$1 coins. Touch each one and count: “One, two, three, four. Four dollars.” Pause.
2. Hold up the apple. Say: “One dollar, please.” Invite the student to request the apple in their own communication — a reach, a gaze, a symbol, a word.
3. Watch: does the student pick up one coin and hand it over to pay — or do it with you, hand-over-hand? Either way, that is taking away one in a real situation. Record the support you gave.
4. Say: “Count the coins. How many left?” Pause. Count what remains: “One, two, three. Three dollars left.”

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

Practice (Level C)

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level C and keeps every collection at 5 or below.

Practice 1 — Count the collection *(Level C)*

Setup: a tray with up to 5 of the same object; numeral cards 0–5 nearby.

The adult asks: “How many?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch each object in turn while counting; or pick up or push forward the numeral card that says how many.
- Gesture, eye-gaze, switch or AAC: point to or gaze at each object in turn; press the switch once for each object; then look at, point to or select the numeral on their AAC page.
- Speech or sign: count the number names in order, or say or sign how many.

Counting starts from zero: before the first touch, nothing is counted yet. One touch, one number name — one-to-one correspondence.

Practice 2 — Add, then count how many now *(Level C)*

Setup: a tray with 2 or 3 objects; more of the same object ready to add, so the total stays at 5 or below.

The adult adds objects in full view, counting as each one lands, then asks: “How many now?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch and count all the objects; or choose the numeral card or photograph that shows the new total.
- Gesture, eye-gaze, switch or AAC: point to or gaze at the objects while counting; select the total on the AAC page.
- Speech or sign: count all the objects aloud, or say or sign the total.

Practice 3 — Take one away, then count how many left *(Level C)*

Setup: a tray with 3, 4 or 5 objects; a place to put the removed object where the student can still see it.

The adult takes one object away in full view, then asks: “How many left?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch and count what remains; or choose the numeral card or photograph that shows how many are left.
- Gesture, eye-gaze, switch or AAC: point to or gaze at the objects that remain; select the number on the AAC page.
- Speech or sign: count what remains, or say or sign how many are left.

Variant: start with 1 object and take it away. “How many left?” Zero — none. The numeral card for that answer is 0.

Practice 4 — A spoken problem, shown with materials *(Level C)*

Setup: objects the student knows — for example, toy cars and a marked “car park” on the mat.

The adult says one short problem: “Three cars are in the car park. Two more cars come in. How many cars now?” Pause and wait.

How the student can respond:

- Object or photograph choice: move the objects to show the problem — push 2 more cars into the car park, alone or with hand-over-hand or a partial prompt — then touch and count all the cars, or choose the numeral card for the total.
- Gesture, eye-gaze, switch or AAC: gesture or gaze at the cars to show the add; press the switch once for each car counted; select the total on the AAC page.

- Speech or sign: say or sign the count or the total.

The student is representing the situation with materials — that is the content description. The total stays at 5 or below.

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement), modelled gestures and eye-gaze are all legitimate responses. A response with support is still a response, never nothing. Record the support you gave.

No written sums. No +, – or =. Materials and numerals only, and every collection at 5 or below.

Further opportunities (Level C)

Vary the setting and the materials — the mathematics does not change. Keep every collection at 5 or below. Where an elaboration uses a nursery referent, both the referent and an age-neutral alternative are given here; the teacher chooses, and the mathematics is identical either way.

1. **Games with counting** (*Level C, VC2MFCN05.E01*). The elaboration's example is a snakes and ladders board: move the counter along the spaces, counting each space once — one space, one number name — and stop at the number moved. **Age-respectful alternative:** a countdown track to a preferred activity — a strip of up to 5 squares ending at the activity, object or place the student is working towards. Each turn, move a marker one square for each count: "One. Two." Stop at the number. The last square is the preferred activity. Same mathematics: counting spaces with one-to-one correspondence and stopping at the number.
2. **Songs and action games** (*Level C, VC2MFCN05.E04*). The elaboration's examples are counting songs: fingers show one being taken away with 'Five little ducks', or students 'get on' while role-playing 'The wheels on the bus'. **Age-respectful alternative:** a music track with a repeating beat or verse. Each time the beat or verse repeats, one more person — or one more instrument or sound source — joins in. Count the group: "How many now?" Then one at a time drops out: "How many now?" Same mathematics: adding and taking away one, shown by people and sounds, counted to find how many.
3. **Real buying** (*Level C, VC2MFCN05.E02, VC2MFCN05.E03*). The canteen, the school shop or a stall with real items, each one priced at \$1. The student requests an item in their own communication, pays with \$1 coins, and counts the coins that are left. Whole dollars only — no cents and no change. Every coin is a \$1 coin. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.
4. **Mealtime and routines** (*Level C*). Setting the table: count the cups or forks going out, one-to-one. One person joins — add one, count how many now. Finished — collect them, take away, count how many are left. Same mathematics in a real doing of the day.
5. **On a screen (optional)** (*Level C*). Use a program, app or switch toy that accepts **switch or touch input** and shows a collection of up to 5, adds to it or takes away from it, and asks the student to show how many. Say which input the student uses. Real objects come first; the screen is one variation, not the main material.

Observing and judging (Level C)

Assessment in this section is observation. There are no tests, no written questions, no timed tasks and no multiple-choice items. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student's response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.
2. **Record the best sustained response.** The judgement across the occasions is the student's best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *represent practical situations that involve quantifying and adding, taking away one from a collection up to 5*.

Recording sheet (Level C, VC2MFCN05)

Copy this sheet for each student. Record at least three occasions, then record the judgement. This sheet is for the adult to fill in; the student does not read or write it.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Objects used	Change made	What was asked	Response seen	How they responded	Support given
1				add / take away	how many / how many now / how many left		object or photo / gesture, gaze, switch, AAC / speech or sign	no support / partial / hand-over-hand
2								
3								

Tick what you observed across the occasions:

- counts a collection using one-to-one correspondence (one touch, one number name), up to 5, starting from zero
- represents an addition situation with materials (objects join the collection)
- represents a subtraction situation with materials (objects are taken away, usually one at a time)
- uses matching to check how many
- matches or selects a numeral to record how many
- takes part in the \$1 coin role-play (requests an item and hands over a coin to 'pay')
- responds in their own communication

Best sustained response across the occasions: _____

Judgement: represents and quantifies / represents and quantifies with support / participates with support

Judgement against the achievement standard (Level C)

The judgement uses the achievement standard sentence for this content description, shared with VC2MFCN06 and quoted verbatim:

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

For this section the operative words are *represent practical situations, quantifying, adding and taking away one from a collection up to 5*. The equal-sharing words belong to section 2B, and the two CDs are scored separately despite the shared sentence. The evidence is the student representing adding and taking-away situations with materials, and counting or matching to find how many.

Judgement	What you see
Represents and quantifies	The student represents adding and taking-away situations with materials, and counts or matches to find how many, up to 5, across most observed occasions.
Represents and quantifies with support	The student represents, counts or matches with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult.
Participates with support	The student joins in the activities with adult support; clear representing or quantifying is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Equal sharing between 2

Level C · Mathematics Towards Foundation C · Number strand · owns VC2MFCN06

This section is for the teacher. The teacher reads all the words, holds the objects and leads every activity. The student watches, listens, touches and responds in their own way. The student does not need to read, write or speak. Nothing here requires speech.

represent practical sharing situations involving equal sharing between 2, using physical and virtual materials — VC2MFCN06, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the mathematics is **equal sharing between 2**. A collection of objects is given out, one at a time, to **2 places**, until the collection is all gone and both places have the same. The action at the centre of the section is “**one for you, one for me**” — one object to each place, one at a time.

The student **does** the sharing and then **checks** the shares. The verb of this chapter is *represent*, never *calculate*: the student represents the sharing with objects, by matching, by counting and by direct comparison. At Level A the student **responds to** sharing that an adult does around them (VC2MFAN05). At Level B the student **takes part**: they share one object to each person and match the shares (VC2MFBN06). At Level C the student shares a **whole collection** between **2**, one object at a time, checks by direct comparison that both groups are the same, and can count or subitise the shares to say how many each place has.

The words of this section are ‘**one**’, ‘**each**’, ‘**the same**’, ‘**more**’, ‘**different**’ and ‘**equally**’. *Equally* means both groups are the same — one group does not have more, and nothing is different. The comparison words used here are ‘the same’, ‘more’ and ‘different’. (‘Less’ enters this book in Section 1C; ‘fewer’ is not in this book.)

There are **no number sentences and no symbols** — nothing is written as maths here. The shares are made one at a time and checked by **direct comparison** — lining the two groups up and matching them, one object against one object. Counting and subitising come in **after** the sharing: to count each group, or to see how many are in a share. Subitising in this book stops at 3 — a share of up to 3 can be seen without counting; a bigger share is counted.

Framework: content description, elaborations and achievement standard

Content description — VC2MFCN06, quoted verbatim:

represent practical sharing situations involving equal sharing between 2, using physical and virtual materials

Elaborations — VCAA’s examples of what this learning can look like. They are illustrations, not a checklist, and this section is not a walk through them in order. The content description is the expectation.

- VC2MFCN06.E01 — “distributing materials equally in everyday situations; for example, sharing 4 toy ducks between 2 students and checking that each student has the same number by direct comparison, or counting the number of apple slices given to each student to see if these are the same”
- VC2MFCN06.E02 — “using direct comparison to determine whether a collection has been shared equally into 2 groups; for example, lining up 2 groups of counters to see if the collection has been shared equally”
- VC2MFCN06.E03 — “representing situations that involve sharing a collection equally; for example, starting with 8 beads or 6 coins and then sharing them equally between 2 students by distributing them to each student one by one, saying ‘one for you, one for me’, and then counting or subitising to determine the number each student received”

Three terms in use. *Equally* — the content description’s own word — means both groups are the same: one group does not have more, and nothing is different. *Direct comparison* — from VC2MFCN06.E01 and .E02 — means checking by looking and matching, one object against one object, such as lining the two groups up; it does not mean counting first. *Subitising* — from VC2MFCN06.E03 — means seeing how many are in a small group without counting one by one; in this book subitising is capped at 3.

Achievement standard. This content description shares its achievement standard sentence with VC2MFCN05 (Section 2A): VCAA gives the two CDs one sentence, verbatim. Quoted verbatim:

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

The judgement at the end of this section uses this sentence, scored for VC2MFCN06 against *equal sharing of a collection* — how the student represents the sharing of a collection between 2. The checkpoint scores each content description separately, even though the two CDs share the one sentence; quantifying, adding and taking away belong to Section 2A and are scored there.

Where the student is coming from (Levels A and B are assumed, not re-taught)

Level C sits above Levels A and B on the developmental continuum. A student arriving here is assumed to already respond to sharing that an adult does around them (VC2MFAN05, Level A) and to take part in sharing one object to each person and matching the shares (VC2MFBN06, Level B). This section does not re-teach any of that. It builds the next step: the student shares a **whole collection** between **2**, one object at a time, checks by direct comparison that the two groups are the same, and can count or subitise to say how many each place has. Where a student still needs the Level A or Level B experiences, offer them — but record against this section only the sharing between 2 and the checking.

Sharing in this section is always between exactly 2 places. Sharing between more people is not part of this section.

How the student responds

Every content description in this book is evidenced by the student's response, so the response channel matters. Every activity, worked example, practice task and assessed item here accepts responses in at least three ways:

- **Object or photograph choice.** The student touches, reaches for, pushes towards or picks up an object, or chooses between photographs or symbols.
- **Gesture, eye-gaze, switch or AAC.** The student points, gestures, looks at, presses a switch or makes a selection on their AAC. AAC (augmentative and alternative communication) is a device, board, book or app that speaks or shows words for the student.
- **Speech or sign.** The student speaks, vocalises or signs.

No activity here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Yes/no questions. Checking whether the two groups are the same is a yes/no question, so the yes and the no must be supplied: the student's yes symbol, photograph or object and the student's no symbol, photograph or object, placed ready — or the yes and no keys on the student's switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake.

Materials: real objects first

At this level: real objects first, then photographs, then line drawings. The object is the page. Gather:

- **A collection of identical objects to share** — beads, counters, blocks, pegs, spoons, crackers or apple slices (real or pretend). Start with 4 objects; move to 6 or 8 when the student is ready, so the two shares can be the same.
- **Exactly 2 places to share between** — 2 plates, 2 mats or 2 trays, or a photograph of each of the 2 people sharing, placed at the table.
- **A bag, box or packet** to hold the collection before it is shared.
- **The student's communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say 'more', a way to say 'the same', a way to say 'different', and the student's yes and no ready.

Keep the objects identical so the shares are easy to see — the point is *one for you, one for me*, not what is being shared. Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.

Virtual materials. VC2MFCN06 names physical **and virtual** materials; real objects come first, and a screen is one variation, not the main material. Where you use a screen (see Further opportunities), use a program or app that accepts **switch or touch input**, and say which input the student uses.

Teaching sequence (Level C)

One sequence, four stages. The words in “quotes” are the read-aloud script. The actions in (brackets) are what you do. Pause where it says pause — the pause is where the student responds.

Before you start:

- Set up exactly 2 places to share to — plates, mats, or photographs of the 2 people sharing.
- Have a bag or packet of identical objects ready — start with 4, and have 6 or 8 for later stages.
- Have the student’s communication system with you, with ‘more’, ‘the same’, ‘different’, yes and no available on it.
- Pick a time when the student is rested and comfortable.

Stage 1 — Watch a share between 2 (VC2MFCN06.E01)

(Put the 2 places in front of the student. Bring out the bag with 4 objects.)

“Time to share. One for you, one for me.”

(Put one object down at the first place, then one at the second place. Go back and forth, one object at a time, pausing after each one.)

“One for you. One for me. One for you. One for me.”

(When all 4 objects are out — 2 and 2 — touch each group in turn.)

“Look. The same. 2 and 2.”

Pause. Let the student see or touch the two groups. Watch: does the student look between the places, follow the objects as they land one at a time, or reach towards the objects?

Stage 2 — You share: one for you, one for me (VC2MFCN06.E03)

(Put the bag in front of the student. Gesture to the 2 places in turn.)

“Share them all. One for you, one for me.”

Pause after each give. Watch: does the student take one object and place it, or hand it, at one place — then take one for the other place — one at a time, until the objects are all gone?

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

When the objects are all gone:

“All gone. Look — the same.”

Stage 3 — Check the shares: line them up (VC2MFCN06.E02)

(Line the two groups up side by side, one row for each place, matching one object against one object.)

“Line them up. Look — the same.”

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

“Are the groups the same?”

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

Now make the groups different — put one extra object with one group.

“Look. Different.” Pause. “Which has more?”

Watch where the student looks, points, reaches or chooses. Then swap the groups’ positions and ask again, so the choice is by quantity, not by where a group always sits.

Stage 4 — How many in each share? (VC2MFCN06.E03)

(Go back to the equal shares. Touch each object in one group as you count, slowly.)

“One, two. 2.”

(Touch each object in the other group.)

“One, two. 2. The same!”

Pause between number words. Let the student count with you — a voice, a sign, a switch press, a touch on each object, in whatever form they use. A share of up to 3 can also be subitised — seen without counting one by one. Count shares that are bigger than 3; in this book subitising stops at 3.

The sharing itself stays one at a time — “one for you, one for me”. The counting comes after the sharing, to say how many each place has. Keep every count inside one share; the counts here do not go past 5.

Keep every request inside sharing and checking. No number sentences, no symbols.

Worked examples

These worked examples are modelled with real objects. They are for the adult to lead; they are not written out for the student to read.

Worked example 1 — Apple slices for 2 (Level C, VC2MFCN06)

Materials: 4 apple slices (real or pretend); 2 plates.

1. Put out the 2 plates. Say: “One plate for you. One plate for me.” Pause.
2. Bring out the apple slices. Say: “One for you, one for me.”
3. Put one slice on one plate, then one slice on the other, one at a time, pausing after each one: “One for you. One for me.”
4. When all 4 slices are out, touch each group in turn: “Look — 2 and 2. The same.”
5. Count to check — count the slices on each plate with the student, touching one at a time: “One, two” on each plate. Each plate has the same number: the apple slices are shared equally.

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

Worked example 2 — 8 beads between 2 (Level C, VC2MFCN06)

Materials: a bag of 8 beads; 2 mats.

1. Put the 2 mats out. Show the beads. Say: “Share the beads. One for you, one for me.” Pause.
2. The student distributes the beads one by one — one bead to one mat, then one bead to the other — until all 8 beads are gone. Support with hand-over-hand or a partial prompt if needed, and record the support you gave.
3. Line the two rows up to check: “Look — the same.” If one row has more, ask “Which has more?” and wait for the student’s choice.
4. Count each share, touching one bead at a time: “One, two, three, four. 4.” Count the other share: “One, two, three, four. 4.” Say: “4 and 4. The same.”

Variation: start with 6 coins or 6 counters instead of 8 beads — each share is then 3. A share of 3 can be subitised, seen without counting, because subitising in this book stops at 3. Coins here are objects to share, not money — money is a Section 2A elaboration, and it stays there.

Practice (Level C)

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level C and sits inside sharing between 2 and checking only.

Practice 1 — Share the collection between 2 (Level C)

Setup: 2 plates or mats; a bag of 4, 6 or 8 identical objects within the student's reach.

The adult asks: "Share them. One for you, one for me." Pause after each give.

How the student can respond:

- Object or photograph choice: distribute the objects one at a time to the 2 places, with or without support; or choose between two photographs — one showing two groups that are the same, one showing two groups that are different — and pick the same.
- Gesture, eye-gaze, switch or AAC: look at or point to the place for the next object; press the switch each time an object should go down (a partner places it); or select each place in turn on the AAC page.
- Speech or sign: say or sign 'one for you, one for me' — in whole or in part — with each give, or say or sign 'all gone' when the objects are all gone.

Practice 2 — Are the shares the same? (Level C)

Setup: two groups side by side on mats, made with real objects — the same (4 and 4) or different (2 and 3). Keep the amounts small; the point is whether the shares match.

The adult holds up the student's yes and no — the yes and no symbols, photographs, objects or switch keys — before asking: "Are the groups the same?" Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or pick up the yes card or object, or the no card or object. The student can also check first by lining the two groups up, one object against one object.
- Gesture, eye-gaze, switch or AAC: look at or point to yes or no; press the yes or no switch; or select yes or no on the AAC page.
- Speech or sign: say or sign yes or no.

Never assume a head nod or head shake — the yes and the no are supplied, in the student's own form. Vary the groups across trials: sometimes the same, sometimes different. Checking by lining up is direct comparison; checking by counting each group also works at Level C.

Practice 3 — Which share has more? (Level C)

Setup: two groups side by side — one with 2 objects, one with 3, or one with 3, one with 4.

The adult asks: "Which has more?" Pause and wait.

How the student can respond:

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

Swap the groups' positions across trials, so the choice is by quantity, not by where a group always sits.

Practice 4 — How many in each share? (Level C)

Setup: a shared collection with the two groups the same — 2 and 2, 3 and 3, or 4 and 4.

The adult asks: “How many in each?” Count with the student, touching one object at a time, and pause to let the student count too.

How the student can respond:

- Object or photograph choice: touch each object as it is counted; or choose the numeral card that matches the share, from two cards held out.
- Gesture, eye-gaze, switch or AAC: point to or look at each object in turn; press the switch once for each object; or select the number on the AAC page.
- Speech or sign: say or sign the count with you, or say or sign the last number word for how many.

A share of up to 3 can be subitised — seen without counting one by one; a share bigger than 3 is counted. The counts here stay inside one share and do not go past 5.

Support counts. Hand-over-hand, partial physical prompts, moving together (co-active movement), modelled gestures and eye-gaze are all legitimate responses. A response with support is still a response, never nothing. Record the support you gave.

Keep everything inside sharing between 2 and checking the shares. No number sentences, no symbols.

Further opportunities

Vary the setting and the materials — the mathematics does not change. Keep every one inside equal sharing between 2, one object at a time.

1. **Meal or break time.** Share crackers, grapes or pieces of fruit between 2 — “one for you, one for me”. Then check: are the shares the same? Count each share.
2. **Art or workshop time.** Share pegs, glue sticks, paintbrushes or pieces of paper between 2 at the table. The student distributes them one at a time, then lines the two groups up to check.
3. **Cooking.** After cooking, share muffins, biscuits or slices between the 2 people who made them. One at a time, until all are gone — then check that both shares are the same.
4. **Games or equipment.** Share balls, beanbags or blocks between 2 — one at a time into 2 hoops or 2 baskets. Then ask: “Are the groups the same?” Hold up the student’s yes and no first.
5. **On a screen (optional, switch- or touch-accessible).** Use a program or app that accepts switch or touch input and shows objects being shared between 2 people one at a time; the student presses the switch or touches the screen to give the next object, then checks that both groups are the same. The content description names physical and virtual materials — say which input the student uses. Real objects come first; a screen is one variation, not the main material.

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

Observing and judging

Assessment in this section is observation. There are no tests, no written questions, no timed tasks and no multiple-choice items. Three rules:

1. **Observe on at least three separate occasions.** A single session is not evidence. A student’s response varies with fatigue, pain, medication, seizure activity, sensory load, and whether their communication system is to hand.
2. **Record the best sustained response.** The judgement across the occasions is the student’s best sustained response — not an average, and not the most recent session only.
3. **Assisted and partial responses count.** Hand-over-hand, partial physical prompts, co-active movement and eye-gaze are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says students *represent practical situations* that involve equal sharing of a collection.

Recording sheet

Copy this sheet for each student. Record at least three occasions, then record the judgement. This sheet is for the adult to fill in; the student does not read or write it.

Student: _____ Communication system used: _____

Occasion	Date	Setting	Objects used	What was asked or shown	Response seen	How they responded	Support given
1				share between 2 / are the groups the same / which has more / how many in each share		object or photo / gesture, gaze, switch, AAC / speech or sign	no support / partial / hand-over-hand
2							
3							

Tick what you observed across the occasions:

- shares a collection between 2, one object at a time ('one for you, one for me'), until the collection is all gone
- checks that the two groups are the same by direct comparison — lining the groups up, matching one object against one object
- responds to yes/no questions about whether the shares are the same, using the supplied yes/no method
- indicates which share has 'more' when the shares are different
- counts or subitises (up to 3) to say how many are in each share

Best sustained response across the occasions: _____

Judgement: shares and checks / shares and checks with support / participates with support

Judgement against the achievement standard

The judgement uses the achievement standard extract for this content description, quoted verbatim:

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

This sentence is shared, verbatim, with VC2MFCN05 (Section 2A). For this section the operative words are *equal sharing of a collection*: the evidence is the student distributing a collection between 2, one object at a time, checking by direct comparison that the two groups are the same, and counting or subitising to say how many each share has. Quantifying, adding and taking away one from a collection up to 5 are scored in Section 2A — the checkpoint scores each content description separately, despite the shared sentence.

Judgement	What you see
Shares and checks	The student shares a collection between 2, one object at a time, until the collection is all gone, checks by direct comparison that the two groups are the same, and counts or subitises to say how many each share has, across most observed occasions.
Shares and checks with support	The student shares or checks with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult.

Participates with support

The student joins in the sharing experiences with adult support; a clear share or check is not yet observed. Keep offering the experiences and keep recording.

The judgement is made across at least three occasions and records the student's best sustained response.

Checkpoint 2 — Number: practical situations — adding, taking away and sharing (Level C)

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove parts they do not want to issue.

Checkpoint title page

Instrument

Checkpoint 2 — observed checkpoint (Level C)

Book and band

Mathematics Towards Foundation Level C —
ClassBasics VC2 Mathematics

Chapter coverage

Chapter 2 — Number: practical situations — adding,
taking away and sharing (sections 2A, 2B)

Content-description codes assessed

VC2MFCN05 (2A), VC2MFCN06 (2B)

Marks and structure

8 marks — 2 observed tasks, one per content description, each scored once out of 4 (Observation A 4 + Observation B 4). **2A and 2B are scored separately** even though VCAA gives them one shared achievement-standard sentence. Evidence is gathered across **at least three separate occasions** per observation.

Timing

Untimed. Guidance for planning only: each observation usually takes 5–10 minutes when the student is rested, run one-to-one during ordinary classroom routine, spread across the week and repeated on at least three occasions. This is never a limit on the student.

Permitted materials

The real-object kit listed below, including up to 5 Australian \$1 coins for the optional transactions; the student's own communication system, to hand the whole time; an optional switch- or touch-accessible screen. No reading, writing or speech is required of the student.

Conditions

- This checkpoint is **school-designed**. It was written by the school for classroom use. It is not a VCAA assessment task and has not been reviewed or endorsed by VCAA.
- All instructions are read aloud, signed or symbol-supported by the teacher. No task depends on the student reading anything.
- Instructions are delivered in the student's **preferred communication modality**, and every task accepts the three-part response set below. No task requires speech.
- Reading and communication support is **always available**.
- Assisted and partial responses are scored, never zeroed.
- The recorded mark is the student's **best sustained response** across the occasions — not an average and not the most recent occasion.
- Nothing is timed. Fatigue, seizure activity, medication, sensory load, pain and whether the student's communication system is to hand are expected to affect performance; that is why the judgement is made across occasions.

Curriculum basis. Content descriptions and achievement-standard extracts are quoted verbatim from the Victorian Curriculum 2.0 Mathematics, Foundation Level C (VCAA), as carried in the authority file `maths_AD.json`, from the VCAA export retrieved 2026-07-29.

How to use this checkpoint

This is an **observed role-play** checkpoint. The teacher runs two short tasks, one-to-one, with physical materials — and, where the student uses one, a switch- or touch-accessible screen — and repeats them across at least three separate occasions. Each content description is scored once, out of 4, on the scale in the Checkpoint 2 scoring rubric and observation record (`_MathsADC_CP2_Rubric.md`).

Both content descriptions name physical **and virtual** materials. Real objects come first; a screen is one variation, not the main material. Where a screen is used, use a program or app that accepts **switch or touch input**, and record which input the student uses.

The three rules from Checkpoint 1 bind here as well:

1. **At least three separate occasions** per observation. A single observation is not evidence at this level.
2. **Best sustained response** — not an average, not the most recent occasion.
3. **Assisted responses score** — hand-over-hand, partial physical prompt, co-active movement, eye-gaze and aided communication are legitimate observed responses.

The verb is represent, not calculate. The student shows the situation with materials, then finds how many by **matching** or **counting**. There are no number sentences, no symbols and no algorithms — no +, −, = and nothing written down as a sum. Recording is with **materials and numerals** only. Counting with one-to-one correspondence is the highest recording demand at this level.

The response set — every task works in three ways

1. **Object or photograph choice** — the student touches, reaches for, pushes towards or picks up an object, or chooses between photographs, symbols or numeral cards.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, gestures, looks at, presses a switch or selects on their AAC. *AAC* (augmentative and alternative communication) is a board, book, device or app that holds symbols, pictures or words and speaks or shows the student's choice.
3. **Speech or sign** — the student speaks, vocalises or signs.

Yes/no tasks

Checking whether two groups are the same is a yes/no task. **Set up the yes/no method before the first question** — the student's usual yes/no pair, or the book's own neutral pair: a **green card for 'yes'** and a **red card for 'no'**, or two objects the student already knows. Hold the pair up before you ask. **Never assume a head nod or head shake.**

The materials kit

- collections of the same object, up to 5 in each for adding and taking away: cups, blocks, bottle tops, crackers, pegs, spoons
- a tray or mat for each collection
- numeral cards 0–5
- a five-frame or counting strip, with counters
- a simple track of up to 5 squares and a marker, for counting games
- for the optional money role-play: **up to 5 Australian \$1 coins** and real items to 'buy', each priced at \$1. Every coin is a \$1 coin — a coin, never a note. The \$1 coin replaced the \$1 note in Australian circulation in 1984, and no \$1 note is in circulation. The 1-cent and 2-cent coins were withdrawn from circulation in 1992 and never appear. Whole dollars only: no cents and no change. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.
- for sharing: 4, 6 or 8 identical objects — beads, counters, blocks, apple slices (real or pretend) — and exactly 2 places to share between: 2 plates, 2 mats or photographs of the 2 people sharing
- the student's own communication system, with the number names to 5, 'more', 'the same', 'different', 'yes' and 'no' available on it

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

Observation A — Adding, taking away and quantifying up to at least 5

Content description

VC2MFCN05 — *represent practical situations involving addition, subtraction and quantification up to at least 5 with physical and virtual materials, and use matching or counting strategies*

Achievement standard sentence (shared with VC2MFCN06, scored separately)

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection. The operative words here are represent practical situations, quantifying, adding and taking away one from a collection up to 5.

Section

2A

Marks

4

Materials: a tray of up to 5 identical objects; more of the same to add; numeral cards 0–5; the five-frame; the counting track; optionally the \$1 coins and \$1 items.

Quantifying means finding how many. *One-to-one correspondence* means one touch, one number name, in stable order. The count starts from zero: before the first touch, nothing is counted yet; an empty tray is zero.

Script

Do the parts in any order, across the occasions. Pause and wait after every ask.

Part 1 — Count what is there. *Put a tray of up to 5 objects in front of the student. Let's count. Touch each object once, in order, one number name for each touch: One. Two. Three. Three cups. How many? Wait. Watch the student touch and count, look at or select the numeral card, or say or sign the number. Model again if needed.*

Part 2 — Add: how many now. *Add objects in full view, counting as each one lands: More cups — four, five. Count. How many now? The student may count all from one — that is right. Keep the total at 5 or below. Five cups. More than before.*

Part 3 — Take one away: how many left. *Start with 4 objects. Count. One, two, three, four. Take one away in full view, putting it aside where the student can still see it. Take one away. Count. How many left? Three. Less than before. Variant: take one away at a time until the tray is empty. Zero. None left. The numeral card for that answer is 0.*

Part 4 — Match to check. *Place numeral cards 1 to 5 in a row and invite the student to match one card to each object on the tray — the last card matched says how many. Or use the five-frame: one object in each spot, counting as you go.*

Part 5 — A spoken problem, shown with materials. *Say one short spoken problem about the objects in front of you — nothing is written. Three cups are on the table. One more cup comes. How many cups now? Invite the student to represent it: place the cups, add one, and count or match to show how many. Then a taking-away problem: You have four crackers. You eat one. How many crackers are left?*

Part 6 — Optional: \$1 coin transactions. *Line up up to 5 \$1 coins. Hold up a real item priced at \$1. One dollar, please. Invite the student to request the item in their own communication and hand over one \$1 coin to pay — alone or hand-over-hand. Count the coins. How many left? Whole dollars only: the item costs \$1, paid with one \$1 coin. No cents and no change, and no other coin or note. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.*

Counting games and songs — both referents supplied

VCAA's own examples for this content description include a snakes and ladders board and counting songs. Both are kept, and each is offered beside an age-respectful alternative that teaches the identical mathematics. The teacher chooses; the content and the elaboration ids are the same either way.

- **Track game.** Snakes and ladders: move the counter one space for each count and stop at the number moved. **Age-respectful alternative:** a countdown track to a preferred activity — a strip of up to 5 squares ending at the activity, object or place the student is working towards; move a marker one square for each count; the last square is the preferred activity.
- **Song or beat.** A counting song where one is taken away each verse, or a song where people ‘get on’. **Age-respectful alternative:** a music track with a repeating beat or verse — one more person or instrument joins in each repeat, **How many now?** then one at a time drops out, **How many now?**

Response set

- **Object or photograph choice:** touch each object in turn while counting; pick up or push forward the numeral card that says how many; move the objects to show the problem; hand over the \$1 coin.
- **Gesture, eye-gaze, switch or AAC:** point to or gaze at each object in turn; press the switch once for each object; select the numeral or the total on the AAC page; gesture or gaze to show the add or the take-away.
- **Speech or sign:** count the number names in order; say or sign the total, or how many are left.

What to look for

- **quantifying** — counts a collection using one-to-one correspondence, from zero to at least 5, and says how many by counting, matching or selecting a numeral
- **adding** — represents objects joining the collection and finds the new total, up to 5
- **taking away** — represents objects leaving, usually one at a time, and finds how many remain, down to zero

Score once, out of 4, on the Checkpoint 2 rubric.

Observation B — Equal sharing between 2

Content description

VC2MFCN06 — *represent practical sharing situations involving equal sharing between 2, using physical and virtual materials*

Achievement standard sentence (shared with VC2MFCN05, scored separately)

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection. The operative words here are equal sharing of a collection.

Section

2B

Marks

4

Materials: a bag or box of 4, 6 or 8 identical objects; exactly 2 places to share between — 2 plates, 2 mats or photographs of the 2 people sharing; the student's yes/no pair; optionally a switch- or touch-accessible sharing program on a screen.

Equally means both groups are the same — one group does not have more, and nothing is different. *Direct comparison* means checking by looking and matching, one object against one object — lining the two groups up — not counting first. Sharing here is always between exactly 2 places.

Script

Part 1 — Share the collection: one for you, one for me. *Put the 2 places in front of the student and the bag of objects within reach. Share them. One for you, one for me. Watch the student take one object and place it at one place, then one at the other, one at a time, until the objects are all gone. Support with hand-over-hand or a partial prompt if needed, and record the support. If the student pushes two objects over together, model one at a time: One. One for you. When all are out: All gone. Look — the same. Start with 4 objects; use 6 or 8 when the student is ready.*

Part 2 — Check by lining up. *Line the two groups up side by side, matching one object against one object. Line them up. Look — the same. Hold up the student's yes/no pair, then ask: Are the groups the same? Wait for the yes or no in whatever form was supplied.*

Part 3 — Which has more? *Put one extra object with one group. Look. Different. Which has more? Watch where the student looks, points, reaches or chooses. Swap the groups' positions and ask again, so the choice is by quantity, not by where a group always sits.*

Part 4 — How many in each share? *Go back to the equal shares. Touch each object in one group and count slowly: One, two. Two. Then the other group: One, two. Two. The same! Let the student count along in their own way. A share of up to 3 can be subitised — seen without counting one by one; a bigger share is counted. The counts stay inside one share and do not go past 5.*

Screen variation: where a sharing program is used, the student presses the switch or touches the screen to give the next object, then checks that both groups are the same. Record which input the student uses.

Response set

- **Object or photograph choice:** distribute the objects one at a time, with or without support; touch or pick up the yes or no card; touch, reach for or push towards the group with more; touch each object as it is counted.
- **Gesture, eye-gaze, switch or AAC:** look at or point to the place for the next object; press the switch each time an object should go down; look at or point to yes or no; press the yes or no switch; select each place in turn, or 'the same', 'different' or 'more' on the AAC page.
- **Speech or sign:** say or sign 'one for you, one for me', in whole or in part; say or sign 'all gone', 'yes', 'no' or 'more'; say or sign the count.

What to look for

- **distributing one-by-one** — shares the whole collection between 2, one object at a time, until the collection is all gone

- **checking equality by direct comparison** — lines the groups up, matches one object against one object, and responds to ‘Are the groups the same?’ with the supplied yes/no method
- indicates which share has ‘more’ when the shares are different
- counts or subitises (up to 3) to say how many are in each share

Both ideas — distributing one-by-one and checking equality by direct comparison — are named in this observation’s rubric. Score once, out of 4, on the Checkpoint 2 rubric. **This observation is scored separately from Observation A**, even though the two content descriptions share one achievement-standard sentence.

Extension task — optional, record-only, no marks (Level C)

For a student whose recorded marks sit at ceiling (4) across all occasions of a checkpoint observation. This task carries **no marks** and does not change the 8-mark total. It exists so the record can separate “sustained ceiling” from “not yet challenged”.

What to do: run further occasions of the same tasks with the same Level C ranges, varying the setting and the materials — real transactions at the canteen or a stall with items priced at \$1, paid in \$1 coins; counting and adding at mealtime as people join and leave; sharing real materials between 2 at the art table, in cooking, or with equipment at games. Keep every adding and taking-away collection at 5 or below, keep sharing between exactly 2, and keep whole dollars only.

Bound by the same rules: observed, at least three further occasions, the three-modality response set, untimed, assisted responses recorded as such. Record the occasions on a copy of the Checkpoint 2 observation record, clearly marked **Extension — record only, no marks**.

Ceiling evidence is gathered at Level C ranges only. Do not import Level D content to stretch the student: no adding or taking away to 10, no sharing up to 10, no money in content-description form. Those belong to `_buildD`.

Checkpoint 2 — Scoring rubric and observation record (Level C)

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page).

Instrument	Checkpoint 2 — scoring rubric and observation record (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 2 — sections 2A, 2B
Content-description codes assessed	VC2MFCN05, VC2MFCN06
Marks	8 — one observation per content description, each scored once out of 4
Timing	Untimed

Conditions. School-designed assessment task, written by the school for classroom use; not a VCAA assessment task and not reviewed or endorsed by VCAA. Instructions are delivered in the student's preferred communication modality; reading and communication support always available; assisted and partial responses scored, never zeroed; the recorded mark is the student's best sustained response across at least three separate occasions.

This rubric is written in the language of the Foundation Level C achievement standard. Content descriptions and achievement-standard extracts are quoted verbatim from the Victorian Curriculum 2.0 Mathematics, Foundation Level C (VCAA), as carried in the authority file `maths_AD.json`, from the VCAA export retrieved 2026-07-29.

The two content descriptions in this checkpoint share one achievement-standard sentence, verbatim, and are scored separately. Each keeps its own 4 marks and its own observation record. Where a \$1 coin appears, it is a coin, never a note, and whole dollars only: no cents and no change. Source: Royal Australian Mint, About our coins factsheet, [ramint.gov.au](https://www.ramint.gov.au), retrieved 2026-08-17.

The 0–4 scale — the whole of the mark scheme

Each content description is scored **once, out of 4**, from the evidence gathered across **at least three separate occasions**.

Mark	Meaning
0	No response observed on any of the 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 movement, or full modelling) on at least one occasion
3	Performs the content description's own verb with partial support (partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue), or independently on one occasion only
4	Performs the content description's own verb independently, on more than one occasion, with more than one set of materials or in more than one setting

The judgement is the student's **best sustained response** — the best of what the student kept showing. It is **not** an average of the occasions, and it is **not** the most recent occasion only.

Rubric — Observation A, VC2MFCN05 (2A): 4 marks

Content description (verbatim): *represent practical situations involving addition, subtraction and quantification up to at least 5 with physical and virtual materials, and use matching or counting strategies*

Achievement-standard language this rubric scores (verbatim):

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

This sentence is shared with VC2MFCN06. For this observation the operative words are *represent practical situations, quantifying, adding and taking away one from a collection up to 5*. The equal-sharing words are scored in Observation B. **This observation is scored separately from Observation B.**

Ideas named by this rubric — all three are inside the one mark out of 4:

1. **quantifying** — counts a collection using one-to-one correspondence, from zero to at least 5, and says how many by counting, matching or selecting a numeral
2. **adding** — represents objects joining a collection and finds the new total, up to 5
3. **taking away** — represents objects leaving a collection, usually one at a time, and finds how many remain, down to zero

The strategies named in the content description — **matching or counting** — are both legitimate evidence. The optional \$1 coin transactions are one setting for the same mathematics; taking part in them is evidence of representing and quantifying, not a separate mark.

Mark	What you see for VC2MFCN05
0	No response observed on any of the occasions.
1	Encounters the adding, taking-away and counting experience; attends to the objects and the change but does not yet represent or quantify.
2	Represents an adding or taking-away situation, or quantifies a collection, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Represents practical situations involving quantifying, adding or taking away with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Represents practical situations that involve quantifying and adding, and taking away one from a collection up to 5 — counting or matching to find how many, from zero to at least 5 — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation A: ____ / 4

Rubric — Observation B, VC2MFCN06 (2B): 4 marks

Content description (verbatim): *represent practical sharing situations involving equal sharing between 2, using physical and virtual materials*

Achievement-standard language this rubric scores (verbatim):

Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.

This sentence is shared with VC2MFCN05. For this observation the operative words are *equal sharing of a collection*. Quantifying, adding and taking away are scored in Observation A. **This observation is scored separately from Observation A.**

Ideas named by this rubric — both are inside the one mark out of 4:

1. **distributing one-by-one** — shares a whole collection between 2, one object at a time ('one for you, one for me'), until the collection is all gone
2. **checking equality by direct comparison** — lines the two groups up, matches one object against one object, and responds to 'Are the groups the same?' using the supplied yes/no method

Counting or subitising (up to 3) to say how many are in each share is further evidence of the same representation.

Mark	What you see for VC2MFCN06
0	No response observed on any of the occasions.
1	Encounters the sharing experience; attends to the places and the objects as they are given out but does not yet distribute or check.
2	Distributes objects between 2 or checks the shares, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Shares a collection between 2 one object at a time, or checks equality by direct comparison, with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Represents equal sharing of a collection between 2 — distributing one-by-one until the collection is all gone, and checking equality by direct comparison — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation B: ____ / 4

Observation record — one sheet per student

Student: _____ Communication system used: _____

Teacher: _____ Year of use: _____

Record at least three separate occasions for each observation. Response at this level varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand — note what you can.

Support codes: **I** = independent (no prompt) · **P** = partial support (partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue) · **F** = full support (hand-over-hand, co-active movement, full modelling) · **N** = no response observed. **Every code except N is evidence.**

Observation A — vc2MFCN05 adding, taking away and quantifying

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Objects used				
Change made (add / take away / count)				
What was asked (how many / how many now / how many left)				
Materials or screen (name the screen input: touch / switch)				
\$1 coin transaction used (yes / no)				
Response modality used				
Support level (I / P / F / N)				
Response seen				
Notes (fatigue, health, communication system to hand)				

Quantifies with one-to-one correspondence from zero: shown / shown with support / not yet seen Represents adding: shown / shown with support / not yet seen Represents taking away, down to zero: shown / shown with support / not yet seen

Observation B — VC2MFCN06 equal sharing between 2

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Objects shared (how many, into how many each)				
What was asked (share / are they the same / which has more / how many in each)				
Materials or screen (name the screen input: touch / switch)				
Yes/no method used				
Response modality used				
Support level (I / P / F / N)				
Distributes one-by-one				
Checks equality by direct comparison				
Notes (fatigue, health, communication system to hand)				

Best sustained judgement and mark

After at least three occasions per observation, circle one judgement per row and write the mark. The judgement is the student's **best sustained response** — the best of what the student kept showing across the occasions. It is not an average and not the most recent occasion only.

Observation	Content description	Ideas named	Judgement	Mark
A	VC2MFCN05	quantifying; adding; taking away	sustained independently / with partial support / with full support / encountered / no response	____ / 4
B	VC2MFCN06	distributing one-by-one; checking equality by direct comparison	sustained independently / with partial support / with full support / encountered / no response	____ / 4

Checkpoint 2 total _____ / 8

The mark for each observation is the band on the 0–4 scale that matches the best sustained evidence. Record the occasions and the support behind the judgement on the observation record above — the number alone is not the evidence.

Next step for planning: where a mark sits at 4 across all occasions, the optional extension task in `_MathsADC_CP2.md` gathers record-only evidence at the same Level C ranges. It carries no marks and does not change this total.