

# Mathematics Towards Foundation C

## Chapter 3 — Algebra: copying repeating patterns

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](mailto:admin@vwx.au) with appropriate document/legal references so errors can be verified and changes be made.

### Contents

| Section                                                        | Page |
|----------------------------------------------------------------|------|
| Copying repeating patterns represented in different ways       | 2    |
| Checkpoint 3 — Algebra: copying repeating patterns (Level C)   | 10   |
| Checkpoint title page                                          | 11   |
| Checkpoint 3 — Scoring rubric and observation record (Level C) | 17   |

# Copying repeating patterns represented in different ways

Level C · Mathematics Towards Foundation C · Algebra strand · owns VC2MFCA01

*This section is for the teacher. The teacher talks, moves and makes the patterns first. The student watches, listens, touches and copies in their own way. The student does not need to read, write or speak. Nothing here requires speech.*

*copy repeating patterns represented in different ways* — VC2MFCA01, Victorian Curriculum F–10  
Mathematics Version 2.0 (VCAA)

In this section the mathematics is **copying a pattern that repeats**. The teacher makes a pattern — with body moves, with objects or with sounds — and the student makes it the same. The model stays there while the student copies.

The one verb is **copy**. The student does not make a new pattern, and the student does not make the pattern longer. Copying is the whole of the work.

The patterns come in **different ways**: moves, objects, sounds and textures. That is the “represented in different ways” of the content description. The same pattern can be done on the body, built on the table, played as a sound or felt as a touch.

## Words in this section

Every word is defined before it is used. In this section:

- A **pattern** is things put together in a way you can notice. The Victorian Curriculum uses the word *pattern* but does not define it. This section therefore treats a pattern as things done, placed or sounded together in a way you can notice, and every activity here is answerable on that definition alone.
- A **repeating pattern** is a pattern where the same parts come again and again.
- To **copy** is to make it the same. The student makes the pattern they see, hear or feel — not a new one, not a longer one.
- The **parts** of a pattern are the things that make it. VCAA calls these *elements*. Patterns in this section have two parts.
- **Simple**: the achievement standard says “simple repeating patterns”. In this section, *simple* means two parts, because every VCAA elaboration for this content description uses a two-element pattern.
- **First** is the part at the start. **Last** is the part at the end.

## Framework: content description, elaborations and achievement standard

**Content description** — VC2MFCA01, quoted verbatim:

copy repeating patterns represented in different ways

One verb does the work: **copy**. The patterns are repeating, they are simple, and they are shown in different ways — moves, objects, sounds and textures.

**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.

- VC2MFCA01.E01 — “replicating a repeating two-element (ABAB) rhythmic pattern; for example, copying touching their noses, then heads, then noses”
- VC2MFCA01.E02 — “copying a simple repeating two-element pattern with given objects, movements or sounds, such as red, blue, red, blue (when setting the table with drinking cups), paper and glue (when setting up equipment for an activity), or knife and fork (when setting a table using 2 types of cutlery)”
- VC2MFCA01.E03 — “copying a repeating two-element pattern where one element has 2 parts (e.g. AAB), such as performing a clap, clap, stomp pattern or creating a necklace with beads in a blue, blue, green pattern”
- VC2MFCA01.E04 — “recognising and indicating the ‘first’ and ‘last’ elements of a two-element pattern”

**Scope note — what copying is not.** Continuing a pattern — saying or placing what comes after the model stops — is Level D (VC2MFA01). Creating a pattern is Foundation Level (VC2MFA01.E03–.E05).

Naming or identifying the repeating part of a pattern is Level 1 (VC2M1A02), and skip counting, number sequences and coins in patterns are Level 1 (VC2M1A01). None of that enters here. VC2MFCA01 .E04 asks the student to show the **first** and **last** of a two-element pattern — the two ends — not to name what repeats. So this section never asks “What comes next?”, never asks the student to make the pattern longer, and never asks “Which part repeats?”.

**Achievement standard.** Quoted verbatim:

*Students copy simple repeating patterns.*

Every judgement in this section is about copying. “Simple” is the two-element sense set out in the words above.

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

Level C sits above Levels A and B. In this strand the student is assumed to already respond to actions that have an effect (Level A, VC2MFAA01) and to initiate actions that have an effect (Level B, VC2MFBA01). This section does not re-teach either. It builds the next step: where Level B initiated an action, Level C copies a pattern that someone else made. Where a student still needs the Level A or B experiences, offer them — but record against this section only the copying.

### 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 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.

**Copying is a doing.** A copy can be shown in more than one way. Some students copy on their own body or with their own hands. Some copy with support — co-active movement, hand-over-hand or a partial physical prompt. Some copy by choosing each next part — looking at, pointing to, switching on or selecting the next piece while the adult places or plays it. All of these are copies, and all of them are recorded.

**Yes/no questions.** If you ask a yes/no question, supply the yes and the no: the student’s yes symbol, photograph or object and the student’s no symbol, photograph or object, placed ready — or the yes and no keys on the student’s switch or AAC page. Hold them up before you ask. Never assume a head nod or head shake. (In this section, yes/no fits the first-and-last work: “Is this first?” with the yes and no ready.)

### Materials: real objects first

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

- **Two kinds of the same object** — the two parts of the pattern. For example: red and blue cups, red and blue blocks, paper and glue, knife and fork, blue and green beads. VCAA’s own examples include drinking cups, paper and glue, cutlery and beads; choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not.
- **Things that make a sound** — a drum, a shaker, a pot and spoon, or a table to tap. A switch or device that plays a sound works too.
- **Two textures** for touch patterns — for example, a rough strip and a smooth strip.
- **A music track with a repeating beat**, and a speaker.
- **String**, if you make the bead pattern.

- **The student's communication system** — switch, AAC device, symbol board, photographs or objects of reference — with a way to say 'first', 'last', 'same' and 'again' ready.

Keep the patterns short: two parts, repeated two or three times. Red, blue, red, blue is enough. Clap, clap, stomp is enough.

**Virtual materials.** This content description does not name virtual materials, but a pattern on a screen is one more way a pattern can be represented. 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, 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:

- Have two kinds of the same object ready (cups or blocks), and the sound things (drum or shaker) to hand.
- Have the student's communication system with you, with 'first', 'last', 'same' and 'again' available on it.
- If you will ask yes/no questions, have the yes and the no ready — objects, photographs, symbols or switch keys.
- Pick a time when the student is rested and comfortable.

### Stage 1 — The body makes the pattern (VC2MFCA01.E01)

(Sit where the student can see you. Touch your nose, then your head, then your nose, then your head.)

“Watch me. Nose. Head. Nose. Head.”

Pause. Let the student see it once more: nose, head, nose, head.

“Your turn.”

Pause. Watch for the student's response in whatever channel they use — the moves on their own body, the moves made with you (co-active movement), the moves with a partial physical prompt, or a look at the photograph of each move. If the student does not move, take their hand gently and do the moves together, then pause again. A copy with support is a copy.

### Stage 2 — The objects make the pattern (VC2MFCA01.E02)

(Build a short line, one object for each word: red cup, blue cup, red cup, blue cup.)

“Watch. Red. Blue. Red. Blue.”

Pause. Put the student's objects in front of them.

“Make it the same.”

Pause. Watch the student place their objects one by one. If they stop, wait, then point to the model. If they place with your hand on theirs, that is still the copy. When both lines are done, look at them together: “The same.”

Any two objects that fit the student work here — cups, blocks, paper and glue, knife and fork. The objects change with the student; the mathematics does not.

### Stage 3 — The sound makes the pattern (VC2MFCA01.E03)

(Clap twice, then stomp once.)

“Watch. Clap. Clap. Stomp.”

Do it once more: clap, clap, stomp.

“Your turn.”

Pause. Watch for the copy — on the student’s body, on a drum (tap, tap, bang), on a shaker, or on a switch that plays each sound. In this pattern one part has two of the same: two claps, then one stomp. That is the new shape, and the model stays there while the student copies it.

#### **Stage 4 — First and last** (VC2MFCA01 . E04)

(Make a short two-part pattern with objects — red cup, blue cup, red cup, blue cup.)

“Look. Red, blue, red, blue.”

Pause.

“Show me first.”

Pause. Watch where the student looks, points, reaches or gazes. Model if needed: touch the first cup — “First.”

“Show me last.”

Pause again. Then, with the yes and the no placed ready: hold up a cup and ask, “Is this first?” Wait for the student’s yes or no on their own yes/no method.

The work here is the two ends — first and last. Do not ask what repeats, and do not ask what comes after. The pattern stays whole.

### **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 — Red cup, blue cup** (*Level C, VC2MFCA01*)

Materials: 4 red cups and 4 blue cups (or blocks); a tray or mat each.

1. Build the line one object at a time, one word for each cup: “Red. Blue. Red. Blue.”
2. Put the student’s cups in front of them. Say: “Make it the same.” Pause.
3. Watch the student place their cups one by one. If they stop, wait, then point to your line. If they need your hand on theirs, give it — record the support.
4. Look at both lines together. Say: “The same.”

The student is copying a two-part repeating pattern with objects.

#### **Worked example 2 — Clap, clap, stomp** (*Level C, VC2MFCA01*)

Materials: bodies — or a drum and a shaker for each person.

1. Clap twice, stomp once. Say: “Clap. Clap. Stomp.” Model it twice.
2. Say: “Your turn.” Pause. Watch for the copy — on the body, on the drum (tap, tap, bang), or with co-active movement.
3. Do it again, slower. If the student copies part of it, copy the rest together and pause at the end.
4. Offer the sound version: tap, tap, bang — the same pattern on a new thing.

The student is copying a repeating pattern where one part has two of the same.

### **Practice (Level C)**

Four scaffolded opportunities. Each one accepts responses in the three ways set out above. Each is tagged Level C.

#### **Practice 1 — Copy the move pattern** (*Level C*)

Setup: a pattern of two body moves — nose, head, nose, head; or clap, stomp, clap, stomp.

The adult does the pattern, says each move, then says: “Your turn.” Pause and wait.

How the student can respond:

- Object or photograph choice: touch or put in order the photographs or symbols of the two moves, the same as the model.
- Gesture, eye-gaze, switch or AAC: do the moves on their own body — alone, with co-active movement or with a partial physical prompt; or look at, point to or switch-select each next move on their symbol page.
- Speech or sign: do the moves and say or sign the words — “nose, head”.

### **Practice 2 — Copy the object pattern** (*Level C*)

Setup: two kinds of the same object — red and blue cups, or paper and glue when setting up for an activity. A model line of up to 4 objects.

The adult builds the model one object at a time, then says: “Make it the same.” Pause and wait.

How the student can respond:

- Object or photograph choice: place the objects one by one to copy the model, with a partial physical prompt if needed.
- Gesture, eye-gaze, switch or AAC: look at, point to or switch-select which object comes next, and the adult places it; or select the object on the AAC page.
- Speech or sign: place the objects and say or sign each one — “red, blue”.

### **Practice 3 — Copy the sound pattern** (*Level C*)

Setup: a sound pattern where one part has two of the same — clap, clap, stomp; or tap, tap, bang on a drum and a shaker; or two sounds on switches.

The adult makes the pattern, says it, then says: “Your turn.” Pause and wait.

How the student can respond:

- Object or photograph choice: play the instruments to make each sound in the same order, with co-active movement or hand-over-hand if needed; or push the sound-makers in the pattern’s order.
- Gesture, eye-gaze, switch or AAC: press the switch that plays each sound, in the pattern’s order; or look at or point to the sound-maker that comes next.
- Speech or sign: copy on the body or the voice alone — claps and stomps, or a vocal beat.

### **Practice 4 — Show first and last** (*Level C*)

Setup: a short two-part pattern the student knows — red cup, blue cup, red cup, blue cup — and the yes and the no placed ready.

The adult asks, one at a time: “Show me first.” Pause. “Show me last.” Pause. Then, holding up one end: “Is this first?” Pause and wait.

How the student can respond:

- Object or photograph choice: touch, reach for or push towards the first object, then the last one.
- Gesture, eye-gaze, switch or AAC: look at, point to or switch-select the first and the last; for “Is this first?”, choose the yes or the no — the supplied objects, photographs, symbols or switch keys.
- Speech or sign: say or sign which is first and which is last — the object’s name is fine: “Red first.”

The two ends only. Do not ask what repeats, and do not ask what comes after.

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

Do not ask the student to make the pattern longer, to say what comes next, or to name what repeats. Keep the patterns at two parts.

## Further opportunities (Level C)

Vary the setting and the materials — the mathematics does not change. Keep every pattern at two parts.

1. **Setting the table** (*Level C*). Knife and fork, knife and fork — copy the pattern at each place setting (VC2MFCA01 . E02).
2. **Music time** (*Level C*). Play a music track with a repeating beat and copy the beat — on a drum, by tapping, by stomping or on a switch. A track with a repeating beat suits a student of any age.
3. **Touch time** (*Level C*). Rough strip, smooth strip, rough strip, smooth strip — the student touches each one in order, or matches the same textures on their own strips.
4. **Beads** (*Level C*). Blue, blue, green, blue, blue, green — thread the necklace pattern (VC2MFCA01 . E03). Beads and string are the objects; the copy is the work.

## 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 copy simple repeating patterns*.

## Recording sheet (Level C, VC2MFCA01)

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:** \_\_\_\_\_

In the response rows, write **I** (independent), **P** (with a prompt), **S** (with physical support), **C** (chose each next part — by look, point, switch or device, while the adult placed or played it) or **N** (not yet seen).

|                                                                        | Occasion 1 | Occasion 2 | Occasion 3 |
|------------------------------------------------------------------------|------------|------------|------------|
| Date                                                                   |            |            |            |
| Setting                                                                |            |            |            |
| Pattern ways used<br>(moves / objects / sounds /<br>textures)          |            |            |            |
| Copies a move pattern<br>(nose, head)                                  |            |            |            |
| Copies an object pattern<br>(red, blue)                                |            |            |            |
| Copies a sound pattern<br>with one part doubled<br>(clap, clap, stomp) |            |            |            |
| Shows 'first' and 'last' of<br>a two-part pattern                      |            |            |            |
| Response method                                                        |            |            |            |

Yes/no method used (if asked)

Support given

Notes

Tick what you observed across the occasions:

- copies a two-part move pattern (nose, head, nose, head)
- copies a two-part object pattern (red, blue, red, blue)
- copies a sound or move pattern where one part has two of the same (clap, clap, stomp)
- shows the first and the last of a two-part pattern
- copies in their own communication — body, objects, sounds, switch, AAC, vocalisation or sign

**Best sustained response across the occasions:** \_\_\_\_\_

**Judgement:** copies / copies with support / participates with support

### Judgement against the achievement standard (Level C)

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

*Students copy simple repeating patterns.*

The evidence is the student copying two-part repeating patterns — on the body, with objects and with sounds — the same as the model, in their own communication.

| Judgement                        | What you see                                                                                                                                                                                                    |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Copies</b>                    | The student copies two-part repeating patterns — moves, objects and sounds — the same as the model, in their own communication, across most observed occasions.                                                 |
| <b>Copies with support</b>       | The student copies with hand-over-hand, a partial physical prompt, co-active movement or modelling from an adult — or shows each next part by look, point, switch or device while the adult places or plays it. |
| <b>Participates with support</b> | The student joins in the pattern activities with adult support; a clear copy is not yet observed. Keep offering the experiences and keep recording.                                                             |

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





## Checkpoint 3 — Algebra: copying repeating patterns (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 3 — observed checkpoint (Level C)                                                                                                                                                                                                         |
| Book and band                     | Mathematics Towards Foundation Level C —<br>ClassBasics VC2 Mathematics                                                                                                                                                                              |
| Chapter coverage                  | Chapter 3 — Algebra: copying repeating patterns<br>represented in different ways (section 3A)                                                                                                                                                        |
| Content-description code assessed | VC2MFCA01 (3A)                                                                                                                                                                                                                                       |
| Marks and structure               | <b>4 marks</b> — 1 observed task, scored once out of 4.<br>Evidence is gathered across <b>at least three separate occasions</b> .                                                                                                                    |
| Timing                            | <b>Untimed.</b> Guidance for planning only: the observation usually takes 5–10 minutes when the student is rested, run one-to-one during ordinary classroom routine, and repeated on at least three occasions. This is never a limit on the student. |
| Permitted materials               | The real-object kit listed below; the student’s own communication system, to hand the whole time; an optional switch- or touch-accessible sound toy or 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** checkpoint with one verb: **copy**. The teacher makes a pattern — with body moves, with objects or with sounds — the model stays there, and the student makes it the same. Repeated across at least three separate occasions; scored once, out of 4, on the scale in the Checkpoint 3 scoring rubric and observation record (`_MathsADC_CP3_Rubric.md`).

**Copy only.** The student is never asked to continue a pattern, to say what comes next, to make a pattern longer, to create a new pattern, or to name what repeats. Continuing is Level D; creating is Foundation Level; naming the repeating part is Level 1. None of that enters here. The patterns stay at two parts, repeated two or three times. Red, blue, red, blue is enough. Clap, clap, stomp is enough.

The three rules from the other checkpoints bind here as well:

1. **At least three separate occasions.** 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. A copy made with support is a copy.

### The response set — copying is a doing

A copy can be shown in more than one way, and every one of them is a copy:

1. **Object or photograph choice** — the student places the objects one by one to make the pattern the same, or touches, orders or chooses between photographs, symbols or cards of the pattern's parts.
2. **Gesture, eye-gaze, switch or AAC selection** — the student does the moves on their own body (alone, co-active, or with a partial physical prompt); looks at, points to or switch-selects each next part while the adult places or plays it; or presses the switch that plays each sound, in the pattern's order.
3. **Speech or sign** — the student copies on the body or the voice and says or signs the parts — “nose, head”, “red, blue”.

### Yes/no tasks

Where a yes/no question is asked — “Is this first?” — **set up the yes/no method before the 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

- two kinds of the same object — the two parts of the pattern: red and blue cups, red and blue blocks, paper and glue, knife and fork, blue and green beads and string
- things that make a sound — a drum, a shaker, a pot and spoon, a table to tap, or switches that each play a sound
- two textures for touch patterns — a rough strip and a smooth strip
- a music track with a repeating beat, and a speaker
- the student's own communication system, with ‘first’, ‘last’, ‘same’ and ‘again’ available on it, plus the yes/no pair

Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not. Where a screen or sound toy is used, it accepts **switch or touch input**; record which input the student uses. Real objects and bodies come first; a screen is one variation, not the main material.

## Observation A — Copying repeating patterns in at least two ways

|                              |                                                                          |
|------------------------------|--------------------------------------------------------------------------|
| Content description          | VC2MFCA01 — <i>copy repeating patterns represented in different ways</i> |
| Achievement standard extract | <i>Students copy simple repeating patterns.</i>                          |
| Section                      | 3A                                                                       |
| Marks                        | 4                                                                        |

*Words used in a fixed way here:* a **pattern** is things done, placed or sounded together in a way you can notice; a **repeating pattern** is a pattern where the same parts come again and again; **simple** means two parts — every pattern in this observation has two parts; **first** is the part at the start and **last** is the part at the end.

### Script

Do the parts in any order, across the occasions. The observation must cover patterns presented in **at least two different ways** — movement or rhythm, sound, and objects or colours — across the three occasions. The model stays there while the student copies.

**Part 1 — Copy the move pattern (movement).** *Sit where the student can see you. Touch your nose, then your head, then your nose, then your head. Watch me. Nose. Head. Nose. Head. Show it once more. Your turn. Watch for the copy — on the student's own body, made with you (co-active movement), made with a partial physical prompt, or shown by looking at or choosing the photograph of each move. If the student does not move, take their hand gently and do the moves together, then pause again.*

**Part 2 — Copy the object pattern (objects or colours).** *Build a short line, one object for each word: Red. Blue. Red. Blue. Put the student's objects in front of them. Make it the same. Watch the student place their objects one by one. If they stop, wait, then point to the model. If they place with your hand on theirs, that is still the copy. Look at both lines together: The same. Any two objects that fit the student work — cups, blocks, paper and glue, knife and fork.*

**Part 3 — Copy the sound pattern with one part doubled.** *Clap twice, then stomp once. Watch. Clap. Clap. Stomp. Do it once more. Your turn. Watch for the copy — on the student's body, on a drum (tap, tap, bang), on a shaker, or on switches that play each sound. In this pattern one part has two of the same: two claps, then one stomp.*

**Part 4 — Show first and last.** *Make a short two-part pattern with objects — red cup, blue cup, red cup, blue cup. Show me first. Wait. Model if needed: touch the first cup — First. Show me last. Then, with the yes/no pair placed ready, hold up one end and ask: Is this first? Wait for the student's yes or no on their own yes/no method. The two ends only — do not ask what repeats, and do not ask what comes after.*

### What to look for

- a copy of a two-element pattern (ABAB) — nose, head, nose, head; red, blue, red, blue
- a copy of a pattern where one element has two parts (AAB) — clap, clap, stomp; blue, blue, green
- the copy shown in at least two different ways across the occasions — movement or rhythm, sound, objects or colours
- the student indicates the **first** and **last** element of a two-element pattern

Score once, out of 4, on the Checkpoint 3 rubric.

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

For a student whose recorded marks sit at ceiling (4) across all occasions of this checkpoint. This task carries **no marks** and does not change the 4-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 shape — two-part repeating patterns, copy only — varying the setting and the materials: copying a beat along to a music track with a repeating beat; knife and fork, knife and fork at each place setting; rough strip, smooth strip touch patterns; blue, blue, green bead patterns. Keep every pattern at two parts and keep the verb at copy.

**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 3 observation record, clearly marked **Extension — record only, no marks**.

**Ceiling evidence is gathered at Level C ranges only.** Do not import Level D, Foundation or Level 1 content to stretch the student: no continuing patterns, no creating patterns, no naming or identifying the repeating part, no skip counting or number sequences, no coins in patterns.







## Checkpoint 3 — 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).

|                                          |                                                                      |
|------------------------------------------|----------------------------------------------------------------------|
| <b>Instrument</b>                        | Checkpoint 3 — scoring rubric and observation record (Level C)       |
| <b>Book and band</b>                     | Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics |
| <b>Chapter coverage</b>                  | Chapter 3 — section 3A                                               |
| <b>Content-description code assessed</b> | VC2MFCA01                                                            |
| <b>Marks</b>                             | 4 — one observation, scored once out of 4                            |
| <b>Timing</b>                            | <b>Untimed</b>                                                       |

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

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

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

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, VC2MFCA01 (3A): 4 marks

**Content description (verbatim):** *copy repeating patterns represented in different ways*

**Achievement-standard language this rubric scores (verbatim):**

*Students copy simple repeating patterns.*

*Simple* is used in the two-part sense fixed in section 3A: every VCAA elaboration for this content description uses a two-element pattern.

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

1. copies a two-element pattern (ABAB) — a move pattern such as nose, head, nose, head; an object or colour pattern such as red, blue, red, blue
2. copies a pattern where one element has two parts (AAB) — clap, clap, stomp; blue, blue, green
3. the patterns are presented in **at least two different ways** across the occasions — movement or rhythm, sound, objects or colours
4. indicates the **first** and **last** element of a two-element pattern

**The verb is copy.** No mark here rewards continuing a pattern, creating a pattern, or naming what repeats — those belong to Level D, Foundation Level and Level 1 respectively, and are not assessed.

| Mark | What you see for VC2MFCA01                                                                                                                                                                                                                                                                                            |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0    | No response observed on any of the occasions.                                                                                                                                                                                                                                                                         |
| 1    | Encounters the pattern experience; watches, listens or attends to the model but does not yet copy.                                                                                                                                                                                                                    |
| 2    | Copies a two-part repeating pattern with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.                                                                                                                                                                             |
| 3    | Copies simple repeating patterns with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue, or selecting each next part by look, point, switch or device while the adult places or plays it — or independently on one occasion only.                          |
| 4    | Copies simple repeating patterns — a two-element pattern (ABAB) and a pattern where one element has two parts (AAB), presented in at least two different ways, and indicating the first and last element — 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

---

## Observation record — one sheet per student

Student: \_\_\_\_\_ Communication system used: \_\_\_\_\_

Teacher: \_\_\_\_\_ Year of use: \_\_\_\_\_

Record at least three separate occasions. 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) · **C** = chose each next part — by look, point, switch or device, while the adult placed or played it · **N** = no response observed. **Every code except N is evidence.**

### Observation A — vc2MFCA01 copying repeating patterns

|                                                                                                                       | Occasion 1 | Occasion 2 | Occasion 3 | Further occasions |
|-----------------------------------------------------------------------------------------------------------------------|------------|------------|------------|-------------------|
| Date                                                                                                                  |            |            |            |                   |
| Place and setting                                                                                                     |            |            |            |                   |
| Pattern ways used<br>(movement / sound /<br>objects or colours /<br>textures)                                         |            |            |            |                   |
| Patterns copied<br>(write them as<br>shown, e.g. nose-<br>head-nose-head; red-<br>blue-red-blue; clap-<br>clap-stomp) |            |            |            |                   |
| Copies a two-<br>element pattern<br>(ABAB)                                                                            |            |            |            |                   |
| Copies a pattern with<br>one element doubled<br>(AAB)                                                                 |            |            |            |                   |
| Shows 'first' and<br>'last' of a two-part<br>pattern                                                                  |            |            |            |                   |
| Response modality<br>used                                                                                             |            |            |            |                   |
| Yes/no method used<br>(if asked)                                                                                      |            |            |            |                   |
| Support level (I / P /<br>F / C / N)                                                                                  |            |            |            |                   |
| Notes (fatigue,<br>health,<br>communication<br>system to hand)                                                        |            |            |            |                   |

At least two different pattern ways appear across the occasions: yes / no

## Best sustained judgement and mark

After at least three occasions, 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           | VC2MFCA01           | copies ABAB;<br>copies AAB; at least<br>two presentation<br>ways; first and last<br>indicated | sustained<br>independently / with<br>partial support / with<br>full support /<br>encountered / no<br>response | ____ / 4 |

**Checkpoint 3 total** \_\_\_\_\_ / 4

The mark 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 the mark sits at 4 across all occasions, the optional extension task in `_MathsADC_CP3.md` gathers record-only evidence at the same Level C shape. It carries no marks and does not change this total.