

Mathematics Towards Foundation C

Chapter 4 — Measurement: comparing attributes, and the shape of the day

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Length, capacity and mass: naming the attribute and comparing two objects

This section is for the teacher. The teacher talks and models with real objects. The student looks, touches, chooses and responds in their own way. The student does not need to read, to speak or to write.

identify and compare attributes of 2 familiar objects, including length, capacity and mass, using direct comparison — VC2MFCM01

Achievement standard (extract): Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations. — VC2MFCM01

The content description and its elaborations

The content description is the expectation. The two elaborations below are VCAA's illustrations of what teaching and evidence might look like. They are ways in, not a syllabus to walk through in order.

comparing and labelling objects using the language of 'long' and 'short', 'tall' and 'short', and 'heavy' and 'light'; for example, using a book to measure a hand, arm or foot and using the language 'This book is shorter than my arm', tracing around students and comparing heights and using the language 'tall' and 'short', or comparing fruits and vegetables during meal preparation and using the language 'Which one is big?' and 'Which one is small?' — VC2MFCM01.E01

directly comparing 2 objects (e.g. comparing the capacity of an egg cup and a bucket using sand, hefting a toy car and a full drink bottle to compare mass, or aligning a wooden block and a piece of rope to compare length), indicating if they are the same or different, and using appropriate comparative language such as 'bigger' and 'smaller', 'empty' and 'full', 'heavier' and 'lighter', or 'shorter' and 'longer' — VC2MFCM01.E02

Words in this section

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

- An **attribute** is a way an object can be compared. This section uses three attributes: length, capacity and mass.
- **Length** is how long something is. Something that stands up can also be called tall. The words for length are 'long' and 'short', and 'tall' and 'short'.
- **Capacity** is how much a container can hold. The words for capacity are 'full' and 'empty'. One container can hold more, or hold less, than another.
- **Mass** is how heavy something is. The words for mass are 'heavy' and 'light'. At this level, students find mass by **hefting** — holding one object in each hand and feeling which one is heavy.
- **Direct comparison** means comparing two objects by putting them together: lining them up, pouring from one into the other, or hefting one in each hand. There are no numbers and no units.
- **Familiar objects** are objects the student knows from everyday life.
- Two objects are **the same** for an attribute when they match as you compare them. When they do not match, they are **different**.
- 'Big' and 'small' (and 'bigger' and 'smaller') can be used for any attribute. That is why the exact words matter: 'big' can mean long, it can mean holds a lot, and it can mean heavy. Learning that the same word can mean different things for different attributes is part of the content of this section. The exact words are: 'long' and 'short', and 'tall' and 'short', for length; 'full' and 'empty' for capacity; 'heavy' and 'light' for mass. This section stays with these words.

Where this subtopic sits

- At Level B, students identified whether two familiar objects were '**big**' or '**little**', using direct comparison (VC2MFBM01: "identify whether 2 familiar objects are 'big' or 'little', using direct comparison"). That is the floor here. This section recalls it in one step and does not teach it again.
- **New at Level C:** the three attribute names — **length**, **capacity** and **mass** — and the exact words for each attribute. The student moves from 'big' and 'little' to words that say which attribute is being compared.
- **Direct comparison only.** Two objects are put together — lined up, poured or hefted. There are no units of any kind and no numbers.

- Every comparison in this section is between **two familiar objects**, as in the content description.
- **Duration is not here.** Level C names three attributes. Duration — how long something goes on for — is the fourth attribute. It enters at Level D (VC2MFD01) and is also named at Foundation Level (VC2MFM01). Do not add it here.

Materials

Everyday objects that the student knows. None is pitched at very young children; all fit a student of any age.

- **Length:** a book, strips of paper or card, a piece of rope or string, wooden blocks, sticks.
- **Capacity:** two containers of different sizes — VCAA’s example is an egg cup and a bucket; a cup and a bowl, or a bottle and a bucket, work too. Sand or water to pour. A tray for spills.
- **Mass:** two familiar objects with a clear difference in how heavy they are — VCAA’s example is a toy car and a full drink bottle; a sponge and a stone, or an empty bag and a full bag, work too.
- The student’s communication system as needed: symbols, photographs, a switch or a device, with the words of this section on it. A ‘yes’ and a ‘no’ card or object.

None of VCAA’s elaborations for this subtopic uses a song, rhyme or game pitched at very young children, so no alternative referent is needed here.

Communication access

Every task in this section works without speech. For every question, offer at least three ways to respond:

1. **Object or photograph choice** — the student pushes, picks up or looks at the object or card they mean.
2. **Gesture, eye-gaze, switch or AAC** — the student points, looks, presses a switch or selects on their communication device.
3. **Speech or sign** — the student says or signs ‘long’, ‘short’, ‘heavy’, ‘light’, ‘full’ or ‘empty’.

Set up the student’s **yes/no method before any yes/no question** — for example a ‘yes’ card and a ‘no’ card, a yes object and a no object, or the student’s switch setting. Never assume a head nod or head shake means yes or no.

Naming the attribute works the same way: offer the two words as two symbols, two photographs or two spoken words, so the student can choose without speaking.

Teaching sequence

One sequence, delivered by the teacher with real objects. Say the attribute word — length, capacity or mass — every time you model. Say the comparison word every time you compare. Wait after each question and give the student time to respond in their own way. Do not ask the student to say which is more before you compare: line up, pour or heft first, then say the word. Repeat the sequence on other days with other objects.

Step 1 — Wake up ‘big’ and ‘little’

Materials: two objects with a clear size difference, for example a big bag and a little bag.

- Do: show the two objects. Say: “Look. This bag is big. This bag is little.”
- Ask: “Which one is big?” Wait for the student’s response in their modality. Model the word back: “Yes. Big.”

‘Big’ and ‘little’ are known from Level B. This step wakes up the old words. Today the words get exact.

Step 2 — Length: ‘long’ and ‘short’, ‘tall’ and ‘short’

Materials: a piece of rope and a wooden block (VCAA’s example), or two strips of paper.

- Do: put the rope and the block side by side. Line up one end. Say: “Watch. They start together here.”
- Do: point along the rope, then along the block.
- Say: “The rope goes on. The rope is **long**. The block stops here. The block is **short**.”
- Say: “We are talking about how long. That is **length**.”

For things that stand up, use ‘tall’ and ‘short’: build two block towers, one tall and one short. Say: “This tower is **tall**. This tower is **short**.”

Step 3 — Capacity: ‘full’ and ‘empty’

Materials: an egg cup, a bucket, sand or water (VCAA’s example), a tray.

- Do: fill the egg cup with sand. Say: “Look. The egg cup is **full**.”
- Do: pour the sand from the egg cup into the bucket. Say: “Now the egg cup is **empty**.”
- Do: look at the bucket with the student. Say: “Is the bucket full? No. The bucket has room for more. The bucket holds **more**. The egg cup holds **less**.”
- Say: “We are talking about how much it holds. That is **capacity**.”

Step 4 — Mass: ‘heavy’ and ‘light’

Materials: a toy car and a full drink bottle (VCAA’s example), or any two familiar objects with a clear difference in how heavy they are.

- Do: hold one object in each hand. Let one hand go down. Say: “One in each hand. This one comes down. This one is **heavy**. This one is **light**.”
- Do: heft the two objects with the student, one in each hand, with co-active movement or a partial physical prompt if needed.
- Say: “We are talking about how heavy. That is **mass**.”

Step 5 — Ask the questions

Ask, and wait for the student’s response. Model the word back for every response: “Yes — heavy. This one is heavy.”

- “Which is long?” “Which is short?” — the student chooses one of the two objects.
- “Which is heavy?” “Which is light?”
- “Which is full?” “Which is empty?”
- “Are they the same?” — set up the yes/no method first.
- Naming the attribute: show a pair, make the comparison, then ask: “Are we talking about **long**, or **heavy**?” Offer the two words as symbols, photographs or spoken words. The student chooses one.

Worked examples

Model these live with real objects. They are for the teacher to do and say; they are not written for the student to read.

Worked example 1 — length: a book and an arm

Materials: a book.

What the teacher does	What the teacher says
Hold the book along your own arm. Start the book at the elbow.	“My arm and the book. Watch. They start together here.”
Point to where the book ends, and where the arm goes on.	“The book stops here. My arm goes on. My arm is long . The book is short .”
Say the attribute word.	“This book is shorter than my arm. We are talking about how long. That is length .”

Worked example 2 — capacity: an egg cup and a bucket

Materials: an egg cup, a bucket, sand or water, a tray.

What the teacher does	What the teacher says
Fill the egg cup with sand.	“Look. The egg cup is full .”
Pour the sand from the egg cup into the bucket.	“Pour, pour, pour. Now the egg cup is empty .”

Look at the bucket with the student.

“Is the bucket full? No. It has room for more. The bucket holds **more**. The egg cup holds **less**.”

Say the attribute word.

“We are talking about how much it holds. That is **capacity**.”

Scaffolded practice

Four opportunities. Each one works in at least three response modalities; no task needs speech.

Practice 1 — Two lengths

Materials: two objects with different lengths, for example a long strip of paper and a short strip, or a piece of rope and a wooden block.

The teacher lines the objects up at one end and says: “Look. Two things.” Then asks: “Which is long?” “Which is short?” And, with the yes/no method set up first: “Are they the same?”

The student responds by:

- pushing or picking up the object they mean (object choice); or
- pointing to, looking at, switching on or selecting on a device the object they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘long’ or ‘short’ (speech or sign).

Practice 2 — Two containers

Materials: two containers, for example a cup and a bowl; sand or water; a tray.

The teacher fills one container and pours it into the other. Then asks: “Which is full?” “Which holds more?” And, with the yes/no method set up first: “Are they the same?”

The student responds by:

- pushing or picking up the container they mean (object choice); or
- pointing to, looking at, switching on or selecting on a device the container they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘full’ or ‘empty’ (speech or sign).

Practice 3 — Hefting two objects

Materials: two familiar objects with a clear difference in how heavy they are, for example a toy car and a full drink bottle.

The teacher hefts the two objects with the student, one in each hand, with co-active movement or a partial physical prompt if needed. Then asks: “Which is heavy?” “Which is light?”

The student responds by:

- lifting, pushing or looking at the object they mean (object choice); or
- pointing to, looking at, switching on or selecting on a device the object they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘heavy’ or ‘light’ (speech or sign).

Practice 4 — Naming the attribute

Materials: two pairs the student has just compared — one length pair and one mass pair — and, if the student uses them, a symbol or photograph for ‘long’ and one for ‘heavy’.

The teacher shows one pair and makes the comparison: lines up the two strips, or hefts the toy car and the bottle. Then asks: “Are we talking about **long**, or **heavy**?” Change the pair so the answer changes: the length pair goes with ‘long’; the mass pair goes with ‘heavy’. Then add the container pair and the word ‘full’.

The student responds by:

- picking up or pushing the matching symbol, photograph or object (object or photograph choice); or
- pointing to, looking at, switching on or selecting on a device the word they mean (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘long’, ‘heavy’ or ‘full’ (speech or sign).

Further opportunities

Vary the setting and the materials. The mathematics stays the same. Name the attribute every time.

- **Meal preparation.** VCAA’s own example: compare fruits and vegetables. “Which one is big? Which one is small?” Then say the attribute: “This one is long. This one is heavy.”
- **Outside.** Sticks on the ground: long and short. Grass or flowers: tall and short. Two stones, hefted one in each hand: heavy and light.
- **Packing up.** The school bag and the pencil case: which is heavy? The drink bottle: “Is it full, or is it empty?”
- **Art and craft.** Strips of paper, pieces of string, long snakes of dough: long and short. Two paint cups: which holds more?

What to observe

This section is assessed by observation only — no test, no timed task, no reading and no writing. Observe the student on **at least three separate occasions** and record the **best sustained** response: not an average, and not the most recent. A response made with co-active movement, a partial physical prompt, eye-gaze, a switch or AAC is a response, and it is scored.

Observe, against the content description:

- does the student identify the attribute being compared — **length**, **capacity** or **mass** — by choosing the matching word, symbol or object
- does the student compare two objects **using direct comparison** — lining up, pouring or hefting
- does the student indicate if the two objects are **the same** or **different**
- does the student respond to the words: ‘long’ and ‘short’, ‘tall’ and ‘short’, ‘heavy’ and ‘light’, ‘full’ and ‘empty’

The student does not need to say the words. Choosing, looking, pointing and hefting all show the mathematics.

Observation record sheet

Record each occasion as you observe. In the response rows, write **I** (independent), **P** (with a prompt), **S** (with physical support) or **N** (not yet seen).

	Occasion 1	Occasion 2	Occasion 3
Date			
Objects used			
Response method			
Yes/no method used			
Length: ‘long’/‘short’, ‘tall’/‘short’			
Capacity: ‘full’/‘empty’,			

holds more/less

Mass:

‘heavy’/‘light’

Names the attribute

(length/capacity/mass)

‘The same’ or

‘different’

Method seen (line

up / pour / heft)

Support given

Notes

Record the judgement when the observations across at least three occasions show the same picture. The judgement is the student’s best sustained response, against the achievement standard: *Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations.*

Morning, afternoon and night-time

The teacher teaches this subtopic. The student does not need to read. The student does not need to write. The student responds in their own way: with objects or pictures, with gestures, with eye-gaze, with a switch, with signs, or with words. No response has to be spoken.

identify morning, afternoon and night-time, and connect routine and familiar events to these times —
VC2MFCM02, Victorian Curriculum 2.0 Mathematics, Foundation Level C

Achievement standard extract — VC2MFCM02:

They connect familiar events to times of the day.

This subtopic is about the shape of one day. The day has three parts — **morning**, **afternoon** and **night-time** — and the student's own day is full of events that belong to each part. 4B teaches two things, and the recording sheet at the end scores both:

1. **identify** the three parts of the day — morning, afternoon, night-time
2. **connect** routine and familiar events to these times — breakfast goes with morning, play goes with afternoon, bed goes with night-time

There is no clock in this subtopic. The parts of the day are known by the sky, by greetings, and by what happens — not by numbers on a clock face.

Where this sits

This is Foundation Level C, one step on the way to Foundation Level. It is not a year level. A student at this level may be any age, so the events used here are events from the student's own day — never events chosen to make the student seem young.

Students who worked at Level A responded to routine events (VC2MFAM01), and at Level B they met routine events again (VC2MFBM02). This subtopic builds on that start. It does not teach it again.

This subtopic stops here. It does not teach:

- clocks or clock faces — reading an analog clock is Level 2 (VC2M2M04); no clock face is read anywhere in this book
- how long things take (duration) — that enters at Foundation Level D (VC2MFDM01)
- days of the week — that is Foundation Level D (VC2MFDM02.E05)
- length, capacity and mass — that is 4A, the other Measurement subtopic

Only three time words are used: **morning**, **afternoon** and **night-time**. Not 'evening', not 'midnight', not 'yesterday' or 'tomorrow'. Three parts, in the same order, every day.

4B joins hands with 3A (copying repeating patterns). The day is a pattern that repeats: morning, afternoon, night-time — then morning again. The routine *is* the pattern. 3A owns the copying of patterns; here, the student meets the pattern by living the day.

Words used here

A few words are used in a fixed way in this subtopic.

Morning. The first part of the day. The sun is up. The student wakes, arrives, eats breakfast. We say *good morning*.

Afternoon. The part of the day after the middle of the day. We eat lunch, we play, we work. We say *good afternoon*.

Night-time. The dark part of the day. The sun is down. The student goes to bed at night-time. We say *good night*.

The Victorian Curriculum uses *morning*, *afternoon* and *night-time* in VC2MFCM02 but does not say exactly where one part ends and the next begins. Every family's day is a little different. In this subtopic the parts are fixed by the student's own routine: morning runs from waking up to the middle of the day, afternoon runs from the middle of the

day to home-time, and night-time is the dark time that ends in sleep. The edges can move from home to home; the three parts do not move, and every question in this subtopic is answerable on the student's own routine alone.

Routine. The things that happen the same way every day: wake up, arrive, eat, play, go home, sleep. VC2MFCM02 uses *routine* in this sense.

Schedule. A row of pictures, symbols or objects that shows what happens in the day, one thing after the next. A schedule may be a strip on the wall, a board, or a screen that works by touch or by switch.

Finished and next. Two schedule words. When an activity ends, it is *finished*. The activity after it is *next*.

Symbol. A picture, photo, object or sign that stands for a thing or an event. A photo of a bowl stands for breakfast; the bowl itself can stand for breakfast too.

Response modality. How the student responds. Every task in this subtopic works in at least three modalities:

1. choosing an object or a picture
2. pointing, gesturing, eye-gaze, switch or AAC selection
3. speech or sign

Eye-gaze means the student looks at what they choose. A *switch* is a button or pad the student presses, taps or touches to choose. *AAC* is a board or device that holds symbols, pictures or words, and speaks or shows the choice. *Co-active* means the teacher and the student move together — the teacher's hand helps the student's hand.

Materials

Everything here is real, familiar, and from the student's own day.

- three mats or three big cards, one for each part of the day, each with a clear symbol — for example, a rising sun for morning, a high sun for afternoon, a moon and stars for night-time
- real objects from the student's routine: a cup and spoon (breakfast), a sun hat or a ball (outside play), a small blanket or pillow (bed) — the teacher picks the ones that match the student's own day
- picture or symbol cards of the student's own routine events: arriving, eating, playing, going home, sleeping
- the student's own visual schedule — the one they use every day
- a 'finished' place: a pouch, a box, or a pocket on the schedule board
- two cards or two objects for yes/no, if the task needs them
- the student's own communication set, if they use one, at hand the whole time

If a schedule is on a screen, use one that accepts switch or touch input. Pictures, objects and a paper strip work just as well; nothing in this subtopic needs a screen.

Choose the pictures and objects to fit the student's age and their own routine. The mathematics stays the same: three parts of the day, and the events that belong to them.

Teaching sequence — teacher script

One sequence, taught by the teacher. Do it in short sessions, at real points in the day — arrival, lunch, home-time. Stop when the student is tired. Come back and do it again on other days — the recording sheet needs at least three occasions.

The words in bold are for the student. Say them slowly. The words in italics are what the teacher does.

Step 1 — **The day has three parts**

Sit with the student near a window, or hold a photo of the sky.

Look. The sun is up. It is light.

Put out the three mats, one at a time.

Every day has three parts. Morning. Afternoon. Night-time.

Touch each mat as you say its name: morning first, then afternoon, then night-time. Say the three names slowly, in the same order, every time.

Step 2 — Morning

Hold up the morning object — the cup and spoon.

We eat breakfast in the morning. We arrive in the morning. Good morning!

Put the object on the morning mat.

Morning. *Touch the mat.*

Give the greeting again, and wait. The student may look, smile, make a sound, sign, or say the greeting back. Any response counts.

Step 3 — Afternoon

Hold up the afternoon object — the sun hat or the ball.

After morning comes afternoon. We eat lunch. We play outside. Good afternoon!

Put the object on the afternoon mat.

Afternoon. *Touch the mat.*

Step 4 — Night-time

Hold up the night-time object — the small blanket.

After afternoon comes night-time. It is dark. The sun is down. We sleep. Good night!

Put the object on the night-time mat.

Night-time. *Touch the mat.*

Step 5 — The day repeats

Touch the mats in order: morning, afternoon, night-time. Then go back to the morning mat.

Morning. Afternoon. Night-time. And then — morning again! Every day is the same: morning, afternoon, night-time.

This is the pattern of the day. It repeats, the same order every day, like the patterns in 3A. Say the three parts many times, always in the same order.

Step 6 — Finished and next

Use the student's own schedule at a real change — when one activity ends.

[Activity] is finished.

Take the picture for that activity off the schedule — together, co-active, if the student wants.

Finished. *Put the picture in the 'finished' place.*

Touch the next picture on the schedule.

Next: [activity].

Wait for the student's response — a look, a reach, a symbol, a word.

Yes. Next, [activity].

Worked examples

Model these with real things, at real points in the day. The student watches, joins in, and touches. Nothing here is written for the student to read.

Worked example 1 — sort the day's things

The teacher has the three mats (morning, afternoon, night-time) and three real objects: a cup and spoon, a sun hat, a small blanket.

Working	Comment
<i>Line up the three mats. Touch each one and name it.</i> Morning. Afternoon. Night-time.	The three parts, in order.
<i>Hold up the cup and spoon. Breakfast. We eat breakfast in the morning.</i>	The event first, then its time.
<i>Put the cup and spoon on the morning mat. Morning.</i>	One object, one part of the day.
<i>Hold up the sun hat. We play outside in the afternoon.</i>	Say the event.
<i>Put the hat on the afternoon mat. Afternoon.</i>	Let the student touch the hat.
<i>Hold up the blanket. We sleep at night-time.</i>	The last event.
<i>Put the blanket on the night-time mat. Night-time.</i> Every thing has its time.	All three events matched.

Every object went to one part of the day: breakfast to morning, play to afternoon, sleep to night-time (VC2MFCM02.E04, *matching visual representations of events by sorting images or symbols according to when they occur during the day*).

Worked example 2 — finished and next

The teacher uses the student's own schedule strip at a real change between activities.

Working	Comment
<i>Point to the picture for the activity that just ended.</i> [Activity]. We did it.	The student's real routine, not a made-up one.
It is finished. <i>Take the picture off the strip.</i>	One picture comes down.
<i>Put the picture in the 'finished' pouch. Finished.</i>	The finished place is the same every time.
<i>Point to the next picture. Next: [activity].</i>	The schedule says what comes next.
<i>Wait. Watch the student. Yes — next, [activity]. Let's go.</i>	Any response counts: a look, a reach, a symbol, a word.

The student sees the day move along the schedule: one thing finishes, the next thing begins (VC2MFCM02.E03, *recognising and responding to daily routines by selecting an image from a schedule to indicate an activity has finished or is about to begin*).

Practice

Four practice tasks. The teacher sets each one up with real things, at real points in the day. Each task works in three response ways, so every student can answer. Write down what the student did on the recording sheet.

Practice 1 — Match the greeting

Put out the morning mat and the afternoon mat. Say the greeting for the part of the day you are in.

Good morning! (*said in the morning, with a wave*)

When do we say good morning?

- **Objects or pictures:** the student puts a hand on, picks up, or gives the teacher the morning mat or its symbol.

- **Gesture, eye-gaze, switch or AAC:** the student points to, looks at, or switch-selects the morning symbol; or chooses the *morning* symbol on their AAC.
- **Speech or sign:** the student says or signs *morning* — or says *good morning* back.

Then swap the time: **Good afternoon!** said after lunch, with the same asks.

What to look for: the greeting goes with the right part of the day (VC2MFCM02.E01, *recognising and labelling times of the day as 'morning', 'afternoon' and 'night-time'*). Greetings are modelled many times before a student uses them alone; joining in is evidence.

Practice 2 — Sort the day

Put out the three mats. Have a small pile of the student's routine pictures or objects: the bowl and spoon, the sun hat or ball, the blanket, the going-home bag. Four to six things is enough.

Where does it go? *Hold up the bowl. Breakfast.*

- **Objects or pictures:** the student places the thing on a mat, or hands it to the teacher to place there.
- **Gesture, eye-gaze, switch or AAC:** the student points to, looks at, or switch-selects the mat the thing goes on.
- **Speech or sign:** the student says or signs *morning, afternoon or night-time*.

What to look for: each event goes to one part of the day, and the same event goes to the same part every time (VC2MFCM02.E04; VC2MFCM02.E05, *identifying the familiar events within the day*). Wait after each ask. Help if the student needs it, and record the help.

Practice 3 — Finished and next

At a real change in the day, go to the student's schedule.

[Activity] is finished. What is next?

- **Objects or pictures:** the student takes the finished picture off the strip and puts it in the 'finished' place; then touches or takes the next picture.
- **Gesture, eye-gaze, switch or AAC:** the student points to or looks at the finished picture, then the next one; or switch-selects the *finished* symbol, then *next*.
- **Speech or sign:** the student says or signs *finished*, and names or signs the next activity if they can.

What to look for: the student selects an image from the schedule to show an activity has finished, or is about to begin (VC2MFCM02.E03). Co-active help — hand over hand on the picture — is evidence, not an error.

Practice 4 — Right or wrong time?

This is a yes/no task, so the yes/no way is set up first. Use the student's usual yes/no set. If the student does not have one yet, use this pair: a green card for *right* and a red card for *wrong*, or two objects the student knows — one for *right*, one for *wrong*. Never assume a head-shake means *no*.

Hold up the blanket, then touch the morning mat. We sleep in the morning. Right or wrong?

Hold up the blanket, then touch the night-time mat. We sleep at night-time. Right or wrong?

- **Objects:** the student gives the teacher the green card or the red card.
- **Gesture, eye-gaze, switch or AAC:** the student looks at, points to, or switch-selects the green or red card; or uses their own yes/no symbol.
- **Speech or sign:** the student says or signs *right / wrong* — or *yes / no*.

What to look for: *wrong* for the mismatched pair and *right* for the matched one (VC2MFCM02.E04). A wrong call is fine — model the right match and try once more.

More opportunities

The same mathematics, in other places and with other things. Change the setting and the materials; keep the three parts the same: morning, afternoon, night-time.

1. **Greetings at every change.** Say the greeting that fits the time at every real change: arriving, eating, going home. Give the student time to give the greeting back in any way they can — a look, a wave, a sign, a word (VC2MFCM02.E01).
2. **Meals mark the day.** Breakfast is in the morning. Lunch is in the middle of the day. Dinner is at night-time. At each meal, touch the right mat or picture and name the part of the day.
3. **The sky tells the time.** Look out the window, or use photos of the sky. Sun up and light: morning or afternoon. Dark with stars: night-time. Sort the photos: the light ones go with morning and afternoon, the dark ones go with night-time.
4. **A shared game — two ways to play.** Both games teach the same mathematics: the parts of the day, in a shared song, story or game (VC2MFCM02.E02, *participating in shared songs, stories and games that reinforce the times of the day*). The teacher picks the one that fits the student; the coverage is the same either way.
 - *The curriculum's game:* 'a modified version of *What's the time, Mr Wolf?* that uses morning, afternoon and night-time, with *lunchtime* as the action word'. The group asks together, *What's the time, Mr Wolf?* The wolf answers with a part of the day — **Morning!** — and everyone does the morning action: stretch, wave, *good morning*. **Afternoon!** — everyone does the afternoon action. **Night-time!** — everyone closes their eyes and mimes sleep. When the wolf calls **Lunchtime!** — the action word — everyone moves to the lunch spot. There are no numbers in this game, only the parts of the day.
 - *The age-neutral game:* a music track with a repeating beat. The group moves to the beat. The music stops; the teacher holds up a part-of-the- day card, and everyone does the matching routine action. The caller can be the student too — holding up the card, or pressing the switch that shows it. A shared story about a day works the same way: read it, then sort its events onto the three mats. Same mathematics, different clothes.
5. **The day is a pattern.** Morning, afternoon, night-time — then morning again. Point it out at real points in the day: **Every day: morning, then afternoon, then night-time. The same every day.** The routine is the pattern, and the pattern repeats — the same idea the student meets in 3A.

Recording sheet — observed on at least three occasions

One observation is not evidence at this level. A student's response changes with tiredness, health, pain, sensory load, and whether their communication set is at hand. Record the same skills on **at least three separate occasions**, and let the judgement be the student's **best sustained** response — the best of what the student kept showing, not the average, and not the last time only.

Assisted and partial responses are scored, not zeroed. A match made with a co-active hand, a partial physical prompt, or an eye-gaze is a real response.

	Occasion 1	Occasion 2	Occasion 3
Date			
Place and setting			
Part of the day in focus			
Response way used			

Mark each line **I** (the student did it on their own), **A** (the student did it with help — a prompt, a model, a co-active move), or **N** (not seen yet). **A is evidence.** Do not score only what the student does alone.

Skill	Occasion 1	Occasion 2	Occasion 3
1. Shows the three parts of the day — selects, looks at, or gives morning, afternoon or night-time when asked			
2. Uses the greetings of the day — matches or gives <i>good morning, good afternoon, good night</i> at the right time			
3. Connects events to a time — matches familiar events, objects or pictures to the right part of the day			
4. Sorts images by the part of the day — sorts pictures or symbols by when they happen in the day			
5. Uses the schedule — selects an image from a schedule to show an activity has finished or is about to begin			

Best sustained judgement — after at least three occasions, in the student's own response way. Circle one judgement per line:

Skill	Judgement
Identifies morning, afternoon and night-time	shown, sustained / shown, with help / not yet seen
Connects familiar events to times of the day	shown, sustained / shown, with help / not yet seen

The second line is the achievement standard for this subtopic: *They connect familiar events to times of the day.*

Curriculum links

Code	VC2MFCM02
Strand	Measurement
Level	Foundation Level C (Towards Foundation)
Content description	<i>identify morning, afternoon and night-time, and connect routine and familiar events to these times</i>
Achievement standard extract	<i>They connect familiar events to times of the day.</i>
Elaboration ids carried	VC2MFCM02.E01–E05
MCQs keyed to this code	48
Link	3A — the day is a repeating pattern; the routine <i>is</i> the pattern

Where each elaboration id is touched:

Id	Touched in
VC2MFCM02.E01 — recognising and labelling times of the day as 'morning', 'afternoon' and 'night-time'	Steps 1–5; Practice 1; More opportunities 1
VC2MFCM02.E02 — participating in shared songs,	More opportunities 4

Id	Touched in
stories and games that reinforce the times of the day	
VC2MFCM02.E03 — recognising and responding to daily routines by selecting an image from a schedule to indicate an activity has finished or is about to begin	Step 6; Worked example 2; Practice 3
VC2MFCM02.E04 — matching visual representations of events by sorting images or symbols according to when they occur during the day	Worked example 1; Practice 2; Practice 4
VC2MFCM02.E05 — identifying the familiar events within the day	Worked example 1; Practice 2; More opportunities 2

All quotation above is verbatim from the Victorian Curriculum 2.0 Mathematics Foundation Level C content description, elaborations and achievement standard, Victorian Curriculum and Assessment Authority (VCAA export retrieved 2026-07-29).

Checkpoint 4 — Measurement: comparing two objects; morning, afternoon and night-time (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 4 — observed checkpoint (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 4 — Measurement: naming the attribute and comparing two objects (section 4A); morning, afternoon and night-time (section 4B)
Content-description codes assessed	VC2MFCM01 (4A), VC2MFCM02 (4B)
Marks and structure	8 marks — 2 observed tasks, one per content description, each scored once out of 4. Evidence for each is gathered across at least three separate occasions .
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, and repeated on at least three occasions. The time-of-day observation is best run at real points in the day — arrival, lunch, home-time. This is never a limit on the student.
Permitted materials	The real-object kits listed below; the student’s own communication system, to hand the whole time; the student’s own visual schedule. 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 <code>maths_AD.json</code> , from the VCAA export retrieved 2026-07-29.

How to use this checkpoint

This is an **observed** checkpoint with two verbs. Observation A is **identify and compare** — two real objects, put together, and the student shows which is long, which is heavy, which is full. Observation B is **identify and connect** — the three parts of the day, and the events of the student's own day that belong to each part. Repeated across at least three separate occasions; each observation scored once, out of 4, on the scale in the Checkpoint 4 scoring rubric and observation record (`_MathsADC_CP4_Rubric.md`).

The exact boundaries of Chapter 4 bind this checkpoint:

- **Direct comparison only.** Two objects are lined up, poured or hefted — held one in each hand to feel which is heavy. There are **no units** of any kind, no numbers, no measuring tools, and **no estimation** — nobody is asked to guess.
- **The exact words.** 'Long' and 'short', and 'tall' and 'short', for length; 'full' and 'empty' for capacity; 'heavy' and 'light' for mass. 'Big' and 'small' are not scored here — they can mean any attribute, and the move to the exact word *is* the new content of 4A.
- **Three parts of the day only** — morning, afternoon and night-time. **No clock and no clock face** anywhere: reading a clock is Level 2. **No days of the week** — that is Level D. **No duration** — how long things take enters at Level D. Not 'evening', not 'midnight', not 'yesterday' or 'tomorrow'.

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 comparison made with support is a comparison.

The response set — every question, three ways to answer

1. **Object or photograph choice** — the student pushes, picks up, places or looks at the object, mat, symbol or card they mean.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, looks, presses a switch or selects on their communication device.
3. **Speech or sign** — the student says or signs 'long', 'short', 'heavy', 'light', 'full', 'empty', 'morning', 'afternoon' or 'night-time'.

Naming an attribute works the same way: offer the two words as two symbols, two photographs or two spoken words, so the student can choose without speaking.

Yes/no tasks

Where a yes/no question is asked — “Are they the same?” “Right or wrong?” — **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 kits

Kit A — comparing two objects (Observation A)

- **Length:** a piece of rope and a wooden block; two strips of paper, one long and one short; two block towers, one tall and one short; sticks.
- **Capacity:** two containers of clearly different size — an egg cup and a bucket, or a cup and a bowl; sand or water to pour; a tray for spills.
- **Mass:** two familiar objects with a clear difference in how heavy they are — a toy car and a full drink bottle; a sponge and a stone; an empty bag and a full bag.
- If the student uses them: a symbol or photograph for 'long', one for 'heavy' and one for 'full'.

Kit B — the parts of the day (Observation B)

- Three mats or three big cards, one for each part of the day, each with a clear symbol — a rising sun for morning, a high sun for afternoon, a moon and stars for night-time.
- Real objects from the student's own routine: a cup and spoon (breakfast), a sun hat or a ball (outside play), a small blanket or pillow (bed). Pick the ones that match the student's own day.
- Picture or symbol cards of the student's own routine events: arriving, eating, playing, going home, sleeping.
- The student's **own visual schedule** — the one they use every day — and a 'finished' place: a pouch, a box, or a pocket on the schedule board.

Words used in a fixed way here: an **attribute** is a way an object can be compared; this checkpoint uses three — **length** (how long; the words are 'long' and 'short', and 'tall' and 'short'), **capacity** (how much a container holds; the words are 'full' and 'empty') and **mass** (how heavy; the words are 'heavy' and 'light'). **Direct comparison** means comparing two objects by putting them together — lining them up, pouring from one into the other, or **hefting**, which means holding one object in each hand and feeling which one is heavy. **Routine** means the things that happen the same way every day. A **schedule** is a row of pictures, symbols or objects that shows what happens in the day, one thing after the next. **Finished** means an activity has ended; **next** is the activity after it.

Choose objects and pictures that fit the student and respect their age — the objects change with the student; the mathematics does not. If a schedule is on a screen, use one that accepts **switch or touch input**; record which input the student uses. Real objects and the student's own schedule come first.

Observation A — Comparing two objects: length, capacity and mass

Content description

VC2MFCM01 — *identify and compare attributes of 2 familiar objects, including length, capacity and mass, using direct comparison*

Achievement standard extract

Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations.

Section

4A

Marks

4

Script

Do the parts in any order, across the occasions. Every comparison is between **two familiar objects**, put together — lined up, poured or hefted. Say the attribute word — length, capacity or mass — every time you model. Wait after each question. Line up, pour or heft **first**, then say the word; never ask the student which is more before the comparison happens.

Part 1 — Length: ‘long’ and ‘short’. *Put the rope and the wooden block side by side. Line up one end. Watch. They start together here. Point along the rope, then along the block. The rope goes on. The rope is long. The block stops here. The block is short. Then ask: Which is long? Wait for the student’s response in their modality — pushing or picking up the object they mean, pointing, looking, switch-selecting, or saying or signing ‘long’. Model the word back: Yes — long. The rope is long. Then: Which is short? For things that stand up, use ‘tall’ and ‘short’: two block towers, one tall and one short. This tower is tall. This tower is short. Which is tall?*

Part 2 — Capacity: ‘full’ and ‘empty’. *Fill the egg cup with sand, on the tray. Look. The egg cup is full. Pour the sand from the egg cup into the bucket. Now the egg cup is empty. Look at the bucket together. The bucket has room for more. The bucket holds more. The egg cup holds less. Then ask: Which is full? Wait. Which is empty? And: Which holds more? Any response in the response set counts; choosing by symbol or photograph counts.*

Part 3 — Mass: ‘heavy’ and ‘light’. *Hold one object in each hand — the toy car and the full drink bottle — and let one hand go down. One in each hand. This one comes down. This one is heavy. This one is light. Heft the two objects with the student, one in each hand, with co-active movement or a partial physical prompt if needed. Then ask: Which is heavy? Wait. Which is light? Lifting, pushing or looking at the object they mean all count.*

Part 4 — ‘The same’ or ‘different’. *With any pair just compared, set up the yes/no method first — hold up the green and red cards, or the student’s own yes/no pair. Are they the same? Wait for the student’s yes or no on their own method. Then show two strips that match: The same. And two that do not: Different.*

Part 5 — Naming the attribute. *Show one pair and make the comparison — line up the two strips, or heft the toy car and the bottle. Offer the two words as two symbols, two photographs or two spoken words. Are we talking about long, or heavy? Wait for the choice. Change the pair so the answer changes: the length pair goes with ‘long’; the mass pair goes with ‘heavy’. Then add the container pair and the word ‘full’.*

Response set

Every part above accepts all three ways to respond:

1. **Object or photograph choice** — push, pick up, place or look at the object, symbol or card meant; hand over the yes/no card.
2. **Gesture, eye-gaze, switch or AAC selection** — point, look, press the switch or select on the device.
3. **Speech or sign** — ‘long’, ‘short’, ‘tall’, ‘heavy’, ‘light’, ‘full’, ‘empty’, ‘the same’, ‘different’, ‘yes’, ‘no’.

A response made with co-active movement, a partial physical prompt, eye-gaze, a switch or AAC is a response, and it is scored.

What to look for

- does the student **identify the attribute** being compared — length, capacity or mass — by choosing the matching word, symbol or object

- does the student **compare two objects using direct comparison** — lining up, pouring or hefting
- does the student indicate if the two objects are **the same** or **different**
- does the student respond to the words: ‘long’ and ‘short’, ‘tall’ and ‘short’, ‘heavy’ and ‘light’, ‘full’ and ‘empty’

The student does not need to say the words. Choosing, looking, pointing and hefting all show the mathematics. No units, no numbers, no estimation.

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

Observation B — Morning, afternoon and night-time: connecting events to the times of the day

Content description

VC2MFCM02 — *identify morning, afternoon and night-time, and connect routine and familiar events to these times*

Achievement standard extract

They connect familiar events to times of the day.

Section

4B

Marks

4

Script

Do the parts in any order, across the occasions, at real points in the day where you can — arrival, lunch, home-time. The three parts are always named in the same order: morning, afternoon, night-time. There is **no clock** in this observation: the parts of the day are known by the sky, by greetings, and by what happens — not by numbers on a clock face. There are **no days of the week**.

Part 1 — The day has three parts. *Sit with the student near a window, or hold a photo of the sky. Look. The sun is up. It is light. Put out the three mats, one at a time, touching each as you name it. Every day has three parts. Morning. Afternoon. Night-time. Then ask: Show me morning. Wait for the student to touch, pick up, look at, point to or switch-select the morning mat or its symbol. Then: Show me night-time. Show me afternoon. Any modality counts.*

Part 2 — Match the greeting. *Say the greeting for the part of the day you are in, with a wave. Good morning! With the mats out: When do we say good morning? Wait. The student places a hand on, picks up or gives the morning mat; points to, looks at or switch-selects the morning symbol; or says or signs 'morning' — or says 'good morning' back. Run the same ask with 'Good afternoon!' after lunch, and 'Good night!' at home-time.*

Part 3 — Sort the day. *Put out the three mats and a small pile of the student's routine pictures or objects — the cup and spoon, the sun hat or ball, the blanket. Three to six things is enough. Where does it go? Hold up the cup and spoon. Breakfast. We eat breakfast in the morning. Wait for the student to place the thing on a mat, hand it to you to place there, point to, look at or switch-select the mat, or say or sign the time word. A match made with a co-active hand or a partial physical prompt is a match. The same event goes to the same part every time.*

Part 4 — Finished and next, on the student's own schedule. *At a real change between activities, go to the student's visual schedule. [Activity] is finished. Take the picture for that activity off the schedule — together, co-active, if the student wants. Finished. Put it in the 'finished' place. Touch the next picture. Next: [activity]. Then ask: What is finished? What is next? Wait for the student to take the finished picture off and put it in the 'finished' place, touch or take the next picture, point to or look at finished-then-next, switch-select 'finished' then 'next', or say or sign the words. Selecting an image from the schedule to show an activity has finished, or is about to begin, is the evidence here.*

Part 5 — Right or wrong? *This is a yes/no task: set up the yes/no method first — the green and red cards, or the student's own yes/no pair. Hold up the blanket, then touch the morning mat. We sleep in the morning. Right or wrong? Wait for the student's answer on their own method. Then hold up the blanket and touch the night-time mat. We sleep at night-time. Right or wrong? A wrong call is fine — model the right match and try once more.*

Response set

Every part above accepts all three ways to respond:

1. **Object or photograph choice** — place the object or picture on a mat; hand over a card; take the finished picture off the schedule and put it in the 'finished' place; touch or take the next picture.
2. **Gesture, eye-gaze, switch or AAC selection** — point to, look at or switch-select the mat, symbol or schedule picture meant.
3. **Speech or sign** — 'morning', 'afternoon', 'night-time', 'finished', 'next', 'right', 'wrong', or the greetings themselves.

A response made with co-active movement, a partial physical prompt, eye-gaze, a switch or AAC is a response, and it is scored.

What to look for

- does the student **identify** morning, afternoon and night-time — selecting, looking at, or giving the right mat or symbol when asked
- does the student **connect** routine and familiar events to these times — matching objects, pictures or symbols to the right part of the day, with the same event going to the same part every time
- does the student **use the visual schedule** — selecting an image to show an activity has finished, or is about to begin

No clock face, no time-telling, no days of the week, no ‘yesterday’ or ‘tomorrow’. Three parts, in the same order, every day.

Score once, out of 4, on the Checkpoint 4 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 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 shape — two objects compared by direct comparison with the exact words; events connected to morning, afternoon and night-time — varying the setting and the materials:

- **Outside.** Sticks on the ground: long and short. Grass or flowers: tall and short. Two stones, hefted one in each hand: heavy and light.
- **Meal preparation.** Compare fruits and vegetables, then say the attribute: “This one is long. This one is heavy.”
- **Packing up.** The school bag and the pencil case: which is heavy? The drink bottle: “Is it full, or is it empty?”
- **Meals mark the day.** Breakfast in the morning; lunch in the middle of the day; dinner at night-time. At each meal, touch the right mat and name the part of the day.
- **The sky tells the time.** Photos of the sky — light ones go with morning and afternoon, dark ones go with night-time.

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 4 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 later-level content to stretch the student: no units of measurement, no standard or non-standard units, no estimation, no duration, no clocks or clock faces, no days of the week, no calendar work.

Checkpoint 4 — 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 4 — scoring rubric and observation record (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 4 — sections 4A, 4B
Content-description codes assessed	VC2MFCM01, VC2MFCM02
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 boundaries of Chapter 4 bind this rubric. Observation A scores direct comparison only — lining up, pouring or hefting two familiar objects — with the exact words 'long' and 'short', 'tall' and 'short', 'heavy' and 'light', 'full' and 'empty'. No units, no numbers, no estimation. Observation B scores the three parts of the day — morning, afternoon and night-time — and the events connected to them, using a visual schedule. No clock and no clock face, no days of the week, no duration.

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, VC2MFCM01 (4A): 4 marks

Content description (verbatim): *identify and compare attributes of 2 familiar objects, including length, capacity and mass, using direct comparison*

Achievement-standard language this rubric scores (verbatim):

Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations.

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

1. **identifies the attribute** — chooses the matching word, symbol or object for length, capacity or mass when two words are offered ('long, or heavy?')
2. **compares using direct comparison** — lines two objects up, pours from one container into the other, or hefts one object in each hand; no units, no numbers, no estimation
3. **indicates 'the same' or 'different'** — using the supplied yes/no method for "Are they the same?"
4. **responds to the exact words** — 'long' and 'short', 'tall' and 'short', 'heavy' and 'light', 'full' and 'empty'

The comparison is always between **two familiar objects**, as in the content description. A heft made with co-active movement or a partial physical prompt is a comparison. Choosing the object, symbol or photograph that means 'long' is identifying the attribute.

Mark	What you see for VC2MFCM01
0	No response observed on any of the occasions.
1	Encounters the comparing experience; attends to the objects as they are lined up, poured or hefted but does not yet respond to the prompt.
2	Compares two objects, or responds to a comparison word, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Identifies and compares attributes of 2 familiar objects with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Identifies the attributes of mass, capacity and length, using direct comparison — lining up, pouring or hefting two familiar objects; indicating 'the same' or 'different'; responding to 'long' and 'short', 'tall' and 'short', 'heavy' and 'light', 'full' and 'empty' — 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, VC2MFCM02 (4B): 4 marks

Content description (verbatim): *identify morning, afternoon and night-time, and connect routine and familiar events to these times*

Achievement-standard language this rubric scores (verbatim):

They connect familiar events to times of the day.

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

1. **identifies morning, afternoon and night-time** — selects, looks at, or gives the right mat, symbol or photograph when asked; matches the greeting of the day ('good morning', 'good afternoon', 'good night') to the right part
2. **connects routine and familiar events to these times** — matches objects, pictures or symbols from the student's own day to the right part of the day, with the same event going to the same part every time
3. **uses the visual schedule** — selects an image from the schedule to show an activity has finished, or is about to begin

All evidence is gathered without a clock: the parts of the day are known by the sky, by greetings, and by what happens. A match made with a co-active hand or a partial physical prompt is a connection. Joining in a greeting is evidence.

Mark	What you see for VC2MFCM02
0	No response observed on any of the occasions.
1	Encounters the parts-of-the-day experience; attends to the mats, the objects and the schedule but does not yet respond to the prompt.
2	Identifies a part of the day, or connects an event to a time, or takes part at the schedule, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Identifies morning, afternoon and night-time, or connects routine and familiar events to these times, with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Identifies morning, afternoon and night-time, and connects routine and familiar events to these times — matching the greeting, sorting events onto the right part of the day, and selecting an image from the visual schedule to show an activity has finished or is about to begin — 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 — ~~vc2MFCM01~~ comparing two objects: length, capacity and mass

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Objects used (name the pair for each attribute)				
Method seen (line up / pour / heft)				
Length: 'long'/'short', 'tall'/'short'				
Capacity: 'full'/'empty', holds more/less				
Mass: 'heavy'/'light'				
Names the attribute (length / capacity / mass)				
'The same' or 'different'				
Yes/no method used				
Response modality used				
Support level (I / P / F / N)				
Notes (fatigue, health, communication system to				

	Occasion 1	Occasion 2	Occasion 3	Further occasions
hand)				
Observation B — vc2MFCM02 morning, afternoon and night-time				
	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
Part of the day in focus				
Objects, pictures or symbols used				
Identifies morning / afternoon / night-time when asked				
Matches the greeting to the right part of the day				
Connects events to a time (same event, same part every time)				
Uses the visual schedule (finished / next)				
Yes/no method used				
Response modality used				
Support level (I / P / F / N)				
Notes (fatigue, health, communication system to hand)				
No clock or clock face was used in any occasion: yes / no No days of the week were used in any occasion: yes / no				

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	VC2MFCM01	identifies the attribute; direct comparison; 'the same' or 'different'; exact words	sustained independently / with partial support / with full support / encountered / no response	____ / 4
B	VC2MFCM02	identifies morning, afternoon, night-time; connects events to times; uses the visual schedule	sustained independently / with partial support / with full support / encountered / no response	____ / 4

Checkpoint 4 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_CP4.md` gathers record-only evidence at the same Level C shape. It carries no marks and does not change this total.