

Mathematics Towards Foundation C

Chapter 5 — Space: shapes and objects, and where things are

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Sorting and naming familiar shapes and objects

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.

sort and name familiar shapes and objects — VC2MFCSP01, Victorian Curriculum 2.0 Mathematics, Foundation Level C

Achievement standard extract — VC2MFCSP01:

Students name, match and sort familiar shapes and objects based on a single attribute.

This subtopic teaches two things, and the recording sheet at the end scores both:

1. **sorting** — putting shapes and objects into groups, with one rule at a time
2. **naming** — giving the names of familiar shapes: circle, square, triangle, rectangle, star

The achievement standard adds a third action, **matching**, which is scored too: putting a shape with the shape it is the same as, and putting a thing with the shape it looks like.

Every sort in this subtopic uses **one** attribute, and the teacher gives the rule. The achievement standard says “based on a single attribute”, so a sort by two rules at once is not part of this level.

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 things we sort are things from the student’s own day — never things chosen to make the student seem young.

Students who worked at Level A have already responded to shapes and objects (VC2MFASP01). Students who worked at Level B have already matched and sorted by ‘big’ and ‘little’ (VC2MFBSP01). This subtopic builds on both starts. It does not teach them again. What is new at Level C: the sort rule is given — and it can be colour, size, texture or shape — and the shapes have names.

The shapes in this subtopic are flat — like a drawing, or like the flat part of a door. Real objects come in two ways only: as things to sort, and as things to find flat shapes in.

This subtopic stops here. It does not teach:

- where things are, or instructions to move — that is 5B
- making, comparing or classifying objects as solid things — that is Level 1
- a sort by two rules at once — the achievement standard says “based on a single attribute”
- telling *why* things go together, or describing the sort — that is Foundation Level D
- counting or “how many” — the sort is done by looking, holding and matching, not by counting
- questions and data — sorting here is about how things look and feel; collections that answer a question are Chapter 6

Position words like *here* and *there* will be heard in this subtopic, because a sort needs them. They are not the content here. Teaching where things are belongs to 5B.

Words used here

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

Sort. Put things into groups so the things that are the same in one way go together. This subtopic uses *sort* in the sense of VC2MFCSP01: the student makes the groups with the things in front of them.

Match. Put a thing with the thing it is the same as, or the thing it looks like. A circle goes with a circle. A wheel goes with the circle card. *Match* is used in the sense of the Foundation Level C achievement standard.

Attribute. Something you can notice about a thing. This subtopic uses *attribute* in the sense of the Foundation Level C achievement standard: one thing noticed about each object, and one only in each sort. The attributes in this subtopic are the four VC2MFCSP01.E01 names: **colour**, **size**, **texture** and **shape**.

Texture. How a thing feels when you touch it: soft, rough, smooth, hard. Texture is one of the attributes VC2MFCSP01.E01 names.

Direct comparison. Looking at things together, side by side. The sort is done by looking and holding — not by counting, and not by measuring. This is the sense of *direct comparison* in VC2MFCSP01.E01.

Shape. In this subtopic a shape is flat: the look of something like a drawing, or the flat part of a box or a door. The shapes named in the elaborations are these five:

- **circle** — a round shape; a wheel looks like a circle
- **square** — a shape with four straight sides, all the same; a tile or the flat part of some boxes looks like a square
- **triangle** — a shape with three straight sides
- **rectangle** — a shape with four straight sides, two long and two short; a door looks like a rectangle
- **star** — a shape with points

The words *circle*, *square*, *triangle*, *rectangle* and *star* are the curriculum's own words in VC2MFCSP01.E02 and VC2MFCSP01.E03.

Response modality. How the student responds. In this book, every task 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, and the student can hold it.

- shape cards or shape blocks: circles, squares, triangles, rectangles, stars — big, clear, good to touch; pattern blocks work well
- things to sort by colour: beads, cars, bottle tops, blocks — two or three clear colours
- things to sort by texture: something soft, something rough, something smooth, something hard
- two or three mats, plates or hoops, one for each group
- a sample in front of each group: a shape card, a colour card, or one of the objects
- things in the room with flat shapes to find: a door, a window, a box, a book, a tile, a wheel
- a bag or box to hold the shapes for the games
- the student's own communication set, if they use one, to hand the whole time

Choose things that fit the student and their day. The maths stays the same. Nothing in this subtopic needs a screen.

Teaching sequence — teacher script

One sequence, taught by the teacher. Do it in short sessions. Stop when the student is tired. Come back and sort again on another day — 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 — Meet three shapes

Sit with the student. Put out three shapes they can hold: a circle, a square, a triangle.

This is a circle. *Touch the edge of the circle. Trace it slowly with one finger. Round. Circle.*

This is a square. *Trace the four sides. Four sides. All the same. Square.*

This is a triangle. *Trace the three sides. Three sides. Triangle.*

Let the student hold each shape. Trace it together if the student wants — co-active, the teacher's hand with the student's hand. Tracing is always a choice. Nothing in this book has to be written.

Say the names again as the student touches: **circle ... square ... triangle.**

Step 2 — Meet two more shapes

Put out a rectangle and a star.

This is a rectangle. *Trace the four sides. Two long sides. Two short sides. Rectangle. The door looks like a rectangle.*

This is a star. *Touch the points. Star. It has points.*

Let the student hold, turn and touch. Name each shape again as the student holds it.

Five shapes now have names: circle, square, triangle, rectangle, star.

Step 3 — Put the same shapes together

Put two mats down. Put the circle card on one mat and the square card on the other. Mix some circle blocks and square blocks in a pile.

The rule is shape. *Hold up the circle card. Circles go here. Hold up the square card. Squares go there.*

Model the sort. Pick up a circle. Circle. Here. Put it on the circle mat. Pick up a square. Square. There. Put it on the square mat. Go slowly, one at a time, naming each shape as it goes.

Then ask the student to sort — see Practice 2 for the response set. When the sort is done, look at the two groups:

All the circles are here. All the squares are there. We sorted by shape.

Use two shapes at a time at first. More shapes can come later, when the student is ready. One rule at a time, always.

Step 4 — Shapes in the things around us

Look around the room together. Point to, touch or show each thing.

Touch the door. The door. It looks like a rectangle. Trace the flat part of the door in the air.

Point to the window. The window. It looks like a square. Or a rectangle — the window in your room sets the shape.

Show a wheel, or point to one. The wheel. Round. It looks like a circle.

Touch the flat part of a box. The box. This flat part looks like a square.

We are not sorting the things as solid things. We are finding the flat shapes in them (VC2MFCSP01.E02, *recognising and naming shapes that are similar to squares, triangles and circles in parts of the everyday environment, such as doors, windows, wheels and boxes*).

Step 5 — Sort by a different rule

Put out beads or cars in two clear colours, and two mats with a colour sample in front of each.

The rule is colour. *Hold up the red sample. Red things go here. Hold up the blue sample. Blue things go there.*

Model the sort, naming the colour as each thing goes. Red. Here. Blue. There.

Then let the student sort — see Practice 1.

On another day, use texture. **The rule is feel. Soft things go here. Rough things go there.** Let the student touch each thing before it goes.

The rule changes; the sort stays the same — one given rule, one group for each way (VC2MFCSP01.E01, using direct comparison to sort objects using a single given attribute, such as size, colour, texture or shape).

Step 6 — A hands-on shape game

Put the shape blocks in the bag. Put the shape cards in a line — one card for each shape family.

Let's play the shape game.

Take turns. The student takes a shape out of the bag. They hold it up, and they name it in their own way — see Practice 4. Then it goes with its family, on its card.

Circle! It goes with the circles.

The game is the practice: sorting and naming, again and again, in play (VC2MFCSP01.E03, sorting and naming familiar shapes, such as squares, rectangles, circles, stars and triangles, through hands-on games).

Worked examples

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

Worked example 1 — sort the beads by colour

The teacher has red beads and blue beads, and two mats.

Working	Comment
<i>Put a red sample on one mat and a blue sample on the other.</i>	Each group has its sample in front.
The rule is colour. Red here. Blue there.	The teacher gives the rule. One rule only.
<i>Pick up a red bead. Red. Put it on the red mat.</i>	Name the colour as it goes.
<i>Pick up a blue bead. Blue. Put it on the blue mat.</i>	One bead at a time, slowly.
<i>Pick up a red bead and move it toward the blue mat, then stop. Wait — red. Red goes here.</i>	A wrong move, fixed by the rule.
<i>Finish the sort. All the red beads are here. All the blue beads are there.</i>	Look at the two groups together.

The beads are sorted by colour — one given attribute (VC2MFCSP01.E01, sorting a collection of cars or beads by colour).

Worked example 2 — sort the pattern blocks by shape

The teacher has circle blocks and square blocks mixed in a pile.

Working	Comment
<i>Put the circle card on one mat and the square card on the other.</i>	The samples are shapes this time.
The rule is shape. Circles here. Squares there.	The teacher gives the rule.
<i>Pick up a circle block. Touch the edge. Circle. Round. Put it on the circle mat.</i>	Name the shape as it goes.
<i>Pick up a square block. Trace the sides. Square. Put it on the square mat.</i>	Touch and name, one at a time.
<i>Let the student place the next block. Where does this one go?</i>	Any response way works; help if help is needed.

Finish the sort. We sorted by shape.

The groups show the rule.

The blocks are sorted by shape — one given attribute (VC2MFCSP01.E01, *sorting a collection of pattern blocks by shape*).

Practice

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

Practice 1 — Sort by colour

Put out things in two clear colours: beads, cars or bottle tops. Two mats, each with its colour sample.

The rule is colour. Red here. Blue there.

The student sorts in any of these ways:

- **Objects:** pick up each thing and put it on the right mat.
- **Gesture, eye-gaze, switch or AAC:** the teacher holds one thing up — the student points to, looks at, or switch-selects the mat or the colour card it goes with.
- **Speech or sign:** say or sign the colour as each thing is placed — *red, blue* — or say *here / there*.

What to look for: the things go into the right colour groups, and the rule stays colour the whole way (VC2MFCSP01.E01).

Practice 2 — Sort by shape, and name it

Put out pattern blocks or shape cards: circles and squares mixed up. Two mats, each with its shape sample.

The rule is shape. Circles here. Squares there.

- **Objects:** pick up each shape and put it on its sample card.
- **Gesture, eye-gaze, switch or AAC:** the teacher holds one shape up — the student points to, looks at, or switch-selects the matching shape card.
- **Speech or sign:** say or sign *circle* or *square* as each shape is placed.

What to look for: the shapes are sorted by shape, and the student names each shape in their own way (VC2MFCSP01.E01).

Practice 3 — What shape is that?

Use the things around you: the door, the window, a wheel, a box. Put the five shape cards where the student can reach or see them.

Touch or point to a thing. **The door. What shape does it look like?** Wait for the response. Then: **The window. What shape does it look like?** And: **The wheel?**

Then a yes/no check. **Is the wheel a square?**

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 *yes* and a red card for *no*, or two objects the student knows — one for *yes*, one for *no*. Never assume a head-shake means *no*.

- **Objects or pictures:** give the teacher the shape card that looks like the thing; for yes/no, give the green or the red card.
- **Gesture, eye-gaze, switch or AAC:** look at, point to, or switch-select the shape card; choose the yes or no symbol, card or object.
- **Speech or sign:** say or sign the shape name; say or sign *yes / no*.

What to look for: the student finds and names shapes in the things around them — in the door, the window, the wheel, the box (VC2MFCSP01.E02).

Practice 4 — The shape bag game

The bag holds the shape blocks. The shape cards are in a line, one for each family.

The student takes one shape out of the bag. They show it. They name it in their own way. Then it goes with its family.

- **Objects:** hold the shape up, then place it on its sample card.
- **Gesture, eye-gaze, switch or AAC:** choose the shape card that matches the shape in hand — by look, point or switch.
- **Speech or sign:** say or sign the shape name: *star, triangle, rectangle*.

Take turns: teacher pulls one, student pulls one. The game keeps going as long as the student wants it.

What to look for: the student sorts and names familiar shapes through the hands-on game (VC2MFCSP01.E03).

More opportunities

The same mathematics, in other places and with other things. Change the setting and the materials; keep the rule the same — one given attribute at a time.

1. **Shape hunt.** Go for a walk. Find wheels — circles. Find doors and windows — rectangles and squares. Find tiles, signs, lids. Touch each one. The student names the shape, or chooses its card (VC2MFCSP01.E02).
2. **Sort the real things.** A box of the student's things — bottle tops, cups, beads, buttons. Sort by colour. Then mix them up and sort by texture. One rule at a time; the teacher gives the rule (VC2MFCSP01.E01).
3. **Sort by size — one given rule.** The student already knows 'big' and 'little' from Level B. Here they come back as one rule among the others: **big things here, little things there**. The step at Level C is doing the sort by the given rule (VC2MFCSP01.E01).
4. **Music and shapes.** Pass the shape cards around to a song or a track with a repeating beat. When the music stops, the student names the shape in their hand, in their own way, and puts it with its family. The teacher picks the music that fits the student (VC2MFCSP01.E03).
5. **The student's own sort.** The student picks the things from their own bag or box. The teacher gives one rule — colour, size, texture or shape. The things change; the sort stays the same (VC2MFCSP01.E01).

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 sort done 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			
What was sorted			
Rule given			
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. Names the shapes —			

Skill	Occasion 1	Occasion 2	Occasion 3
gives names, in their own way, to circle, square, triangle, rectangle, star			
2. Names the objects — gives names, in their own way, to familiar things: door, window, wheel, box			
3. Matches — puts a shape with the shape it is the same as; puts a thing with the shape card it looks like			
4. Sorts by a given rule — makes groups when the teacher gives one rule: colour, size, texture or shape			
5. Finds shapes around them — shows shapes that look like squares, triangles and circles in parts of doors, windows, wheels and boxes			

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

Skill	Judgement
Names familiar shapes and objects	shown, sustained / shown, with help / not yet seen
Matches shapes and objects	shown, sustained / shown, with help / not yet seen
Sorts by a single given attribute	shown, sustained / shown, with help / not yet seen
Finds shapes in the things around them	shown, sustained / shown, with help / not yet seen

These lines answer the achievement standard for this subtopic: *Students name, match and sort familiar shapes and objects based on a single attribute.*

Curriculum links

Code	VC2MFCSP01
Strand	Space
Level	Foundation Level C (Towards Foundation)
Content description	<i>sort and name familiar shapes and objects</i>
Achievement standard extract	<i>Students name, match and sort familiar shapes and objects based on a single attribute.</i>
Elaboration ids carried	VC2MFCSP01.E01–E03
MCQs keyed to this code	48

Where each elaboration id is touched:

Id	Touched in
VC2MFCSP01.E01 — using direct comparison to sort objects using a single given attribute, such as size, colour, texture or shape; for example, sorting a	Step 3; Step 5; Worked examples 1 and 2; Practices 1 and 2; More opportunities 2, 3 and 5

Id	Touched in
collection of cars or beads by colour or sorting a collection of pattern blocks by shape	
VC2MFCSP01.E02 — recognising and naming shapes that are similar to squares, triangles and circles in parts of the everyday environment, such as doors, windows, wheels and boxes	Step 4; Practice 3; More opportunity 1
VC2MFCSP01.E03 — sorting and naming familiar shapes, such as squares, rectangles, circles, stars and triangles, through hands-on games	Step 6; Practice 4; More opportunity 4

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).

Describing location, and following simple movement instructions

Level C · Mathematics Towards Foundation C · Space strand · owns VC2MFCSP02

This section is for the teacher. The teacher talks, moves and models in real places with real objects. The student looks, moves, chooses and responds in their own way. The student does not need to read, to write or to speak. Nothing here requires speech.

describe the location of objects or people within a familiar space, and follow simple instructions to move themselves or an object within a familiar environment — VC2MFCSP02, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA)

In this section the work has two parts:

1. **Saying where.** The student says, shows or signs where something or someone is — *on* the desk, *under* the chair, *next to* the table.
2. **Moving with the words.** The student follows short instructions to move themselves or an object — ‘Stand up.’ ‘Put the cup on the table.’

The two parts use the same words. Hearing the words, moving with the words, and saying the words all build the one idea: where things are.

Words in this section

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

- A **location** is where something or someone is. To describe a location is to say or show where.
- The Victorian Curriculum uses the terms *familiar space* and *familiar environment* but does not define them. This section therefore treats a familiar space as a place the student knows and moves in — their classroom, therapy room, gym, outdoor area or home — and every task here is answerable in a place like that alone.
- **Position words** are the small words that tell where something is. In this section: *on*, *under* (also *underneath*), *in* (also *inside*), *out*, *off*, *up*, *down*, *next to*, *behind* and *in front of*. Each word tells where one thing is, relative to another thing that is named: the book is *on the desk*; the student is *behind the chair*. ‘Behind’ and ‘in front of’ follow their everyday sense, relative to the named object or person.
- An **instruction** is something someone says for you to do. A **one-step instruction** has one thing to do: ‘Stand up.’ A **two-step related instruction** has two steps that belong together, in order: ‘Stand up and line up at the door.’ At Level C, *simple* instructions are one-step, or two-step and related. That is the range in VCAA’s elaboration VC2MFCSP02 .E03, and it is the whole of the range here.

Framework: content description, elaborations and achievement standard

Content description — VC2MFCSP02, quoted verbatim:

describe the location of objects or people within a familiar space, and follow simple instructions to move themselves or an object within a familiar environment

Two verbs do the work: **describe** (say or show where) and **follow** (do what the words say). Both happen in a familiar space, and both are about real objects, real people and the student’s own body.

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.

- VC2MFCSP02 .E01 — “locating known objects in the classroom and naming their locations using prepositional language, such as ‘The book is on the desk’ or ‘Teddy is under the chair’”
- VC2MFCSP02 .E02 — “copying the teacher demonstrating ‘next to’, ‘behind’ or ‘in front of’ in games and activities”
- VC2MFCSP02 .E03 — “interpreting everyday language of location by following one- and two-step related directions, such as ‘Stand up’, ‘Stand up and line up at the door’, ‘Sit on the floor’, ‘Put your lunchbox in your bag’, ‘Get your chair and take it to the table’ or ‘Line up behind ...’, with explicit modelling from the teacher”

- VC2MFCSP02.E04 — “responding with location to a question from the teacher, such as ‘Is the dog on or under the couch?’”
- VC2MFCSP02.E05 — “describing where they have moved themselves or items in relation to familiar environmental locations and objects using ‘in’, ‘out’, ‘off’, ‘on’, ‘up’, ‘down’, ‘next to’, ‘in front of’ or ‘under’; for example, communicating ‘I am on the floor’, or ‘It is in the reading nook’, ‘... on the bookcase’ or ‘... behind the chair’”

Scope note — what is not here. No maps, no grids, no coordinates and no left/right route instructions. Giving and following directions that move people and objects from place to place is Level 1 (VC2M1SP02); plans and grids are Level 2 (VC2M2SP02). None of that enters here. The instructions in this section are one-step, or two steps that belong together, in a space the student knows. The questions are about real objects and real people in the space. (The TOC records that the instruction-following here overlaps almost word-for-word with HPE VC2HPFCM04 at the same level; this section covers the Mathematics content description VC2MFCSP02 only.)

Achievement standard. Quoted verbatim:

They describe the location of an object or person in a familiar environment. They follow simple movement instructions.

Both sentences are evidenced in this section: the describing and the following.

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

Level C sits above Levels A and B on the continuum. In this strand the student is assumed to already respond to movement in a familiar space (Level A, VC2MFASPO2) and to indicate where a known object is (Level B, VC2MFBSP02). That Level B step is the floor here. This section recalls it in one move and does not teach it again.

The next steps at Level C: the student **names and describes** location with position words — and **follows** one-step and two-step related instructions to move themselves or an object. Where a student still needs the Level A or B experiences, offer them — but record against this section only the describing and the following.

How the student responds (communication access)

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 task here requires speech. If the student can speak, good; if not, also good — a response in any channel is a response.

Choice questions. ‘Is the dog on or under the couch?’ is a choice between two locations, not a yes/no question. Supply the two choices — two objects, two photographs, two symbols or two keys on the student’s switch or AAC page — placed ready before you ask. If you ask a yes/no question instead (‘Is the cup on the table?’), supply the yes and the no the same way. Never assume a head nod or head shake means yes or no.

Moving is a response. Following an instruction can be shown on the student’s own body, with co-active movement (moving together), with a partial physical prompt, or by pointing, looking, switching or selecting to show the way while the adult moves with them. All of these are following, and all of them are recorded.

Materials: real objects and real places first

At this level: the real place first, then real objects in it, then photographs of the place and the objects. The space itself is the page. Gather:

- **The familiar space** — the room or area the student knows: classroom, therapy room, gym, outdoor area, home. The same words work in every one of these places; the place changes with the student, the mathematics does not.
- **Everyday objects** — a cup, a book, a bag, a spoon, a box; a chair, a table, a desk, a mat, a shelf, a door. Choose objects that fit the student and respect their age.
- **The student's own things** — their bag, their chair, their lunchbox. VCAA's own instruction examples ('Put your lunchbox in your bag', 'Get your chair and take it to the table') are built from things like these.
- **The student's communication system** — switch, AAC device, symbol board, photographs or objects of reference — with the position words (*on, under, in, next to, behind, in front of*) and the names of the places in the room available on it.

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.

Virtual materials. This content description does not name virtual materials. Where you use a screen at all — for example, photographs of the room on a device — use a program, app or switch toy that accepts **switch or touch input**, and say which input the student uses. Real places and real objects come first; a screen is one variation, not the main material.

Teaching sequence (Level C)

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

Before you start:

- Choose a familiar space the student knows well, and two or three everyday objects in it (a cup, a book, a bag; a chair, a table, a mat).
- Have the student's communication system with you, with the position words and the place names available on it.
- If you will ask a choice question, have the two choices ready — objects, photographs, symbols or switch keys. If you will ask a yes/no question, have the yes and the no ready.
- Pick a time when the student is rested and comfortable.

Stage 1 — Where is it? (VC2MFCSP02.E01)

(Take an object the student knows — a book, a cup. Place it somewhere in the room, in view.)

"Look. The book. Where is the book?"

Pause. Then say the location, one word for each move:

"The book is **on** the desk."

Move the object. Say the new location: "The book is **under** the chair." Move it again: "The book is **next to** the bag."

Say the position word every time you place the object. Watch for the student's response in whatever channel they use — a look at the object, a reach, a vocalisation, a word. Model the word back: "Yes — on the desk."

Stage 2 — Copy my position (VC2MFCSP02.E02)

(Use your own body, or the object, with a chair or a table.)

"Watch me. I stand **next to** the table."

(Do it. Then say the next one and do it.)

"I stand **behind** the chair." ... "I stand **in front of** the door."

Pause. Say: "Your turn."

Watch for the copy — the student moves their own body next to, behind or in front of the object, or places an object there with their hands. If the student does not move, do the move together — co-active movement — then pause again. A copy with support is a copy.

The same game works with objects: “The cup goes **behind** the book. Make yours the same.”

Stage 3 — Follow the instruction (VC2MFCSP02.E03)

Start with one step. Say the instruction once, clearly — then model it: do the move yourself, or with the student (co-active movement), as you say it again.

“Stand up.” ... “Sit on the floor.” ... “Stand next to the table.”

Pause after each one. Give the instruction one more time and wait for the student’s move — alone, with you, or with a partial physical prompt.

Then two steps that belong together, in order:

“Stand up and line up at the door.” ... “Get your bag and put it on the chair.”

Model both steps as one instruction. With a new two-step instruction, do it together first. Explicit modelling comes before the student’s turn — that is VCAA’s own words in VC2MFCSP02.E03.

Stage 4 — On or under? (VC2MFCSP02.E04)

(Place an object in one location — the cup under the chair. Have the two choices ready: the ‘on’ symbol and the ‘under’ symbol, or two photographs of the cup in the two places.)

“Look. The cup. Is the cup **on** or **under** the chair?”

Pause. Wait for the student’s choice in their own way — a push, a look, a point, a switch press, a word. Model the location back: “Yes — under the chair.”

Keep the two choices in view the whole time. Change the object and the place, and ask again.

Stage 5 — Say where you moved (VC2MFCSP02.E05)

(After a move — the student stood up, put their bag on the chair, or moved to the mat — say where.)

“You moved! Where are you? You are **on** the floor.”

Or, with the object: “The bag is **on** the chair.”

Pause. Wait for the student to communicate the location in their own way — a look at the place, a point, a symbol on the AAC page, a word or sign. Model the word back for every response: “Yes — I am on the floor.”

The student can tell you about themselves (“I am on the floor”) or about the thing they moved (“It is in the box”). Both are the work here.

Worked examples

These worked examples are modelled with real objects in the real space. They are for the teacher to do and say; they are not written out for the student to read.

Worked example 1 — Where is the cup? (describing location, and the location question; VC2MFCSP02.E01, .E04)

Materials: a cup and a chair (or objects from the student’s own space); the ‘on’ and ‘under’ symbols or photographs, placed ready.

What the teacher does

What the teacher says

Put the cup on the seat of the chair.

“Look. The cup. The cup is **on** the chair.”

Put the cup under the chair.

“Now the cup is **under** the chair.”

What the teacher does	What the teacher says
Put the cup next to the chair.	“Now the cup is next to the chair.”
Put the cup under the chair again. Hold up the two choices — ‘on’ and ‘under’.	“Is the cup on or under the chair?”
Pause and wait. Then model the answer with the cup still in place.	“Under. The cup is under the chair.”

Worked example 2 — Follow the instruction (*moving themselves and moving an object; VC2MFCSP02.E03*)

Materials: the student’s own bag, their chair — or a cup and the table.

What the teacher does	What the teacher says
Say the instruction, then do the move yourself as a model.	“ Stand up. Watch me — stand up.”
Pause. Say the instruction again. Move together (co-active) if needed.	“Stand up.”
Say the next one-step instruction and model it.	“ Sit on the floor. ” ... “ Stand next to the table. ”
Give a two-step instruction, both steps as one. Model the two steps in order.	“ Get your bag and put it on the chair. ”
Pause. Let the student do both steps — alone, with you, or with a partial physical prompt. Then say where the bag is.	“The bag is on the chair.”

Scaffolded practice (Level C)

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

Practice 1 — Where is it? (*Level C*)

Setup: three or four objects the student knows, placed in the room — a book on the desk, a bag under the chair, a cup next to the box.

The teacher asks, one at a time: “Where is the book?” “Where is the bag?”

How the student can respond:

- Object or photograph choice: look at, point to, reach for or touch the object that is named; or choose the photograph of its place.
- Gesture, eye-gaze, switch or AAC: look at or point to the object, press the switch, or select the object or the place on the AAC page.
- Speech or sign: say or sign the location — “on the desk” — or the object’s name with the position word.

Practice 2 — Copy my position (*Level C*)

Setup: a chair, a table or a mat; the student’s body, or a cup and a book.

The teacher models a position and names it: “I stand **behind** the chair.” Then: “Your turn.” Give ‘next to’, ‘behind’ and ‘in front of’, one at a time.

How the student can respond:

- Object or photograph choice: move their own body into the position, with co-active movement or a partial physical prompt if needed; or place the cup behind the book by hand.
- Gesture, eye-gaze, switch or AAC: look at, point to or switch-select the place to go to, and move there with the adult.
- Speech or sign: do the move and say or sign the word — “behind”.

Practice 3 — Follow the instruction (*Level C*)



Setup: the space and the student's own things — bag, chair, lunchbox; a cup and the table.

The teacher gives the instructions one at a time, and models each one first: one-step — 'Stand up.' 'Sit on the floor.' 'Stand next to the table.' 'Put the cup on the chair.' Then two steps that belong together — 'Get your bag and put it on the chair.'

How the student can respond:

- Object or photograph choice: do the move by body — alone, with co-active movement or with a partial physical prompt.
- Gesture, eye-gaze, switch or AAC: show the way by look, point or switch while the adult moves with the student; or select the action on the AAC page.
- Speech or sign: do the move and say or sign what they are doing — "stand up".

Practice 4 — Tell me where (Level C)

Setup: the student has just moved themselves or an object — they are on the floor, the bag is on the chair, the spoon is in the cup. The position words are ready on the communication system.

The teacher says: "You moved. Where are you?" Or: "Where is the bag?" Pause and wait.

How the student can respond:

- Object or photograph choice: choose the photograph or symbol of the place — the floor, the chair, the box.
- Gesture, eye-gaze, switch or AAC: look at or point to the place, press the switch, or select the position word on the AAC page.
- Speech or sign: say or sign the location — "I am on the floor"; "It is in the box".

Support counts. Co-active movement, partial physical prompts, moving together, 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 bring in maps, grids or left/right. Keep the instructions at one step, or two steps that belong together.

Further opportunities (Level C)

Vary the setting and the materials — the mathematics does not change.

1. **Packing away (Level C).** "The blocks go **in** the box. The box goes **under** the shelf." Say where each thing goes, and let the student say or show it too.
2. **Snack or lunch time (Level C).** "The cup is **next to** the plate." Then the real instruction: "Put your lunchbox **in** your bag." VCAA's own example is a routine the student already knows.
3. **Outside or in the gym (Level C).** "Stand **behind** the line." Throw bean bags into a hoop, then ask and say where each one landed — in the hoop, next to the hoop, under the bench.
4. **Getting ready to go (Level C).** "Get your bag and take it to the mat." "Line up behind ..." — the two-step instructions that belong to the day itself.

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.** Co-active movement, partial physical prompts, modelled moves, eye-gaze, switch and AAC are legitimate observed responses at this level. A judgement that scores only independent performance does not match the achievement standard, which says *They describe the location of an object or person in a familiar environment. They follow simple movement instructions.*

Observe, against the content description:

- does the student describe the location of an object with position words
- does the student describe the location of a person — including themselves
- does the student respond to a location question, such as ‘Is the cup on or under the chair?’
- does the student follow one-step movement instructions
- does the student follow two-step related movement instructions
- does the student describe where they moved themselves, or an object

Recording sheet (Level C, VC2MFCSP02)

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 — by look, point, switch or device, while the adult moved or placed) or **N** (not yet seen).

	Occasion 1	Occasion 2	Occasion 3
Date			
Space used			
Objects used			
Position words used			
Describes the location of an object			
Describes the location of a person			
Responds to a location question			
Follows a one-step instruction			
Follows a two-step related instruction			
Describes where they moved themselves or an object			
Response method			
Choice or yes/no method used			
Support given			
Notes			

Tick what you observed across the occasions:

- describes location with position words (*on, under, in, next to, behind, in front of*)
- responds to a location question with the two choices in view
- follows one-step movement instructions (‘Stand up.’ ‘Stand next to the table.’)
- follows two-step related instructions (‘Get your bag and put it on the chair.’)

- describes where they moved themselves or an object
- responds in their own communication — body, objects, photographs, symbols, switch, AAC, vocalisation or sign

Best sustained response across the occasions: _____

Judgement: describes and follows / describes and follows 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:

They describe the location of an object or person in a familiar environment. They follow simple movement instructions.

Judgement	What you see
Describes and follows	The student describes the location of objects and people with position words, and follows one-step and two-step related movement instructions, in their own communication, across most observed occasions.
Describes and follows with support	The student describes and follows with modelling, co-active movement, a partial physical prompt, or the choices placed ready — or shows each location and each step by look, point, switch or device while the adult moves or places.
Participates with support	The student joins in the location and movement activities with adult support; clear describing or following 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 5 — Space: sorting and naming shapes; location and movement instructions (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 5 — observed checkpoint (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 5 — Space: sorting and naming familiar shapes and objects (section 5A); describing location, and following simple movement instructions (section 5B)
Content-description codes assessed	VC2MFCSP01 (5A), VC2MFCSP02 (5B)
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. 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. 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 three verbs. Observation A is **sort and name** — the teacher gives one rule, the student makes the groups, and the shapes have names. Observation B is **describe and follow** — saying or showing where things are, and moving with the words. Repeated across at least three separate occasions; each observation scored once, out of 4, on the scale in the Checkpoint 5 scoring rubric and observation record ([_MathsADC_CP5_Rubric.md](#)).

The exact boundaries of Chapter 5 bind this checkpoint:

- **One rule at a time.** The teacher gives the sort rule — colour, size, texture or shape — and the student sorts by that one rule. A sort by two rules at once is not part of this level. The sort is done by looking and holding, **not by counting** — nobody is asked how many.
- **Five flat shapes only** — circle, square, triangle, rectangle and star. Shapes are flat, like a drawing or the flat part of a door. Real objects enter only as things to sort, and as things to find flat shapes in. No solid shapes, no 3-D names — that is Level 1.
- **Instructions stay simple** — one step, or two steps that belong together, in a space the student knows. **No maps, no grids, no coordinates, no left/right** route instructions — those belong to Levels 1 and 2.

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 sort done with support is a sort; a move made together is following.

The response set — every question, three ways to answer

1. **Object or photograph choice** — the student places each thing on the right mat, hands over a shape card, chooses between photographs or symbols, or moves their own body into the position, with co-active movement or a partial physical prompt if needed.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, looks, presses a switch or selects on their communication device: the mat a thing goes with, the shape card that matches, the place to go to.
3. **Speech or sign** — the student says or signs the colour, the shape name, the position word, or does the move and says or signs what they are doing.

Choice questions and yes/no tasks

‘Is the cup **on** or **under** the chair?’ is a choice between two locations, **not** a yes/no question. Supply the two choices — two objects, two photographs, two symbols or two keys on the student’s switch or AAC page — **placed ready before you ask**, and keep them in view the whole time.

Where a yes/no question is asked — “Is the wheel a square?” — **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 — sorting and naming shapes (Observation A)

- shape cards or shape blocks: circles, squares, triangles, rectangles, stars — big, clear, good to touch; pattern blocks work well
- things to sort by colour: beads, cars, bottle tops, blocks — two or three clear colours
- things to sort by size: big and little versions of the same thing
- things to sort by texture: something soft, something rough, something smooth, something hard
- two or three mats, plates or hoops, one for each group, with a sample in front of each group
- things in the room with flat shapes to find: a door, a window, a box, a book, a tile, a wheel

- a bag or box to hold the shapes for the shape-bag game

Kit B — location and movement (Observation B)

- **The familiar space** — the room or area the student knows: classroom, therapy room, gym, outdoor area. The same words work in every one of these places; the place changes with the student, the mathematics does not.
- **Everyday objects** — a cup, a book, a bag, a spoon, a box; a chair, a table, a desk, a mat, a shelf, a door. Choose objects that fit the student and respect their age.
- **The student's own things** — their bag, their chair, their lunchbox.
- The position words — *on, under, in, out, off, up, down, next to, behind, in front of* — and the names of the places in the room, available on the student's communication system.
- Two choice cards for 'on' and 'under' (or photographs of the cup in the two places), placed ready when the choice question is asked.

Words used in a fixed way here: a **sort** puts things into groups so the things that are the same in one way go together; the rule is always given by the teacher. **Match** puts a thing with the thing it is the same as, or the shape it looks like. An **attribute** is one thing noticed about each object — here: colour, size, texture or shape — and one only in each sort. **Texture** is how a thing feels: soft, rough, smooth, hard. A **location** is where something or someone is. **Position words** tell where: *on, under, in, out, off, up, down, next to, behind, in front of*. An **instruction** is something someone says for you to do: a **one-step instruction** has one thing to do ('Stand up'), and a **two-step related instruction** has two steps that belong together, in order ('Get your bag and put it on the chair'). A **familiar space** is a place the student knows and moves in.

Nothing in this checkpoint needs a screen. Where one is used for photographs of the room, use a program or device that accepts **switch or touch input**, and record which input the student uses. Real objects and real places come first.

Observation A — Sorting by one given rule; naming familiar shapes

Content description

VC2MFCSP01 — *sort and name familiar shapes and objects*

Achievement standard extract

Students name, match and sort familiar shapes and objects based on a single attribute.

Section

5A

Marks

4

Script

Do the parts in any order, across the occasions. Every sort uses **one** attribute, and the teacher gives the rule. Name the shape, colour or texture every time you model. Wait after each question. The sort is done by looking, holding and matching — not by counting, and not by measuring.

Part 1 — Sort by colour. *Put out beads or cars in two clear colours, and two mats with a colour sample in front of each. The rule is colour. Hold up the red sample. Red things go here. Hold up the blue sample. Blue things go there. Model one of each, naming the colour as it goes. Then hand the student a thing and wait: Where does this one go? The student places it on the right mat; points to, looks at or switch-selects the mat or colour card it goes with; or says or signs the colour. A wrong move gets fixed by the rule, not by a mark: Wait — red. Red goes here. The rule stays colour the whole way.*

Part 2 — Sort by shape. *Put two mats down, the circle card on one and the square card on the other, and mix some circle blocks and square blocks in a pile. The rule is shape. Circles go here. Squares go there. Model one of each, touching the edge or tracing the sides and naming the shape as it goes. Then: Where does this one go? On another occasion, change the rule: The rule is feel. Soft things go here. Rough things go there. Let the student touch each thing before it goes. Or size: Big things here. Little things there. The rule changes; the sort stays the same — one given rule.*

Part 3 — Name the shapes. *Put the five shape cards in a line and the shape blocks in the bag. Let's play the shape game. The student takes one shape out of the bag, shows it, and names it in their own way — saying or signing 'circle', 'square', 'triangle', 'rectangle' or 'star'; choosing the matching shape card; or placing it on its family card. Then it goes with its family. Circle! It goes with the circles. Take turns — teacher pulls one, student pulls one. All five names come out across the occasions: circle, square, triangle, rectangle, star.*

Part 4 — Match it. *Put a shape with the shape it is the same as — a circle block on the circle card. Put a thing with the shape it looks like — a wheel with the circle card. Wait for the student to make each match: by placing, by handing you the card, by pointing, looking or switch-selecting, or by saying or signing.*

Part 5 — Shapes in the things around us. *Look around the room together. Touch the door. The door. What shape does it look like? Wait for the student's answer in any modality — handing over the rectangle card, pointing to it, or saying or signing 'rectangle'. The window. What shape does it look like? The wheel? The flat part of the box? Then a yes/no check, with the yes/no method set up first: Is the wheel a square? Wait for the student's yes or no on their own method. We are finding the flat shapes in the things — not sorting the things as solid things.*

Response set

Every part above accepts all three ways to respond:

1. **Object or photograph choice** — place each thing on the right mat; hand over the shape card; place the shape on its family card.
2. **Gesture, eye-gaze, switch or AAC selection** — point to, look at or switch-select the mat, colour card or shape card meant.
3. **Speech or sign** — the colour, the shape name, 'here' or 'there', 'yes' or 'no'.

A sort, match or name 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 **sort by a single given attribute** — colour, size, texture or shape — with the rule kept the whole way
- does the student **name the five shapes** — circle, square, triangle, rectangle, star — in their own way
- does the student **match** — a shape with the shape it is the same as; a thing with the shape card it looks like
- does the student **find flat shapes in real objects** — door, window, wheel, box

One rule at a time, teacher-given. No sort by two rules, no counting the sorted things, no solid shapes, no explaining why things go together.

Score once, out of 4, on the Checkpoint 5 rubric.

Observation B — Saying where, and moving with the words

Content description

VC2MFCSP02 — *describe the location of objects or people within a familiar space, and follow simple instructions to move themselves or an object within a familiar environment*

Achievement standard extract

They describe the location of an object or person in a familiar environment. They follow simple movement instructions.

Section

5B

Marks

4

Script

Do the parts in any order, across the occasions, in a space the student knows. The same words work in every familiar place; the place changes with the student, the mathematics does not. Model every instruction before the student's turn. No maps, no grids, no left/right.

Part 1 — Where is it? *Take an object the student knows — a book, a cup — and place it somewhere in the room, in view. Look. The book. Where is the book? Pause. Then say the location: **The book is on the desk.** Move the object. **The book is under the chair.** Move it again: **The book is next to the bag.** Say the position word every time you place the object. Watch for the student's response in whatever channel they use — a look at the object, a reach, a point, a symbol on the AAC page, a word or sign. Model the word back: **Yes — on the desk.***

Part 2 — On or under? *This is a choice question, not yes/no: have the two choices ready and in view before you ask — the 'on' symbol and the 'under' symbol, or two photographs of the cup in the two places. Put the cup under the chair. Look. The cup. Is the cup on or under the chair? Pause. Wait for the student's choice — a push, a look, a point, a switch press, a word. Model the location back: **Under. The cup is under the chair.** Change the object and the place, and ask again.*

Part 3 — Follow the one-step instruction. *Say the instruction once, clearly — then model it: do the move yourself, or with the student (co-active movement), as you say it again. **Stand up.** Pause. Give it one more time and wait for the student's move — alone, with you, or with a partial physical prompt. **Sit on the floor. Stand next to the table.** Then with an object: **Put the cup on the table.** A move made together is following; record the support.*

Part 4 — Follow the two-step instruction. *Two steps that belong together, in order. Model both steps as one instruction, then do it together first with a new one. **Get your bag and put it on the chair.** Pause. Let the student do both steps — alone, with you, or with a partial physical prompt. **Stand up and line up at the door.** Then say where the bag is: **The bag is on the chair.***

Part 5 — Say where you moved. *After a move — the student stood up, put their bag on the chair, or moved to the mat — say where. **You moved! Where are you?** Pause. Wait for the student to communicate the location in their own way — a look at the place, a point, the photograph or symbol of the place, a word or sign. **Yes — you are on the floor.** Or with the object: **Where is the bag?** The student can tell you about themselves ('I am on the floor') or about the thing they moved ('It is in the box'). Both are the work here.*

Response set

Every part above accepts all three ways to respond:

1. **Object or photograph choice** — look at, reach for or touch the object or place meant; choose the photograph or symbol of the place; do the move by body, with co-active movement or a partial physical prompt if needed.
2. **Gesture, eye-gaze, switch or AAC selection** — look at, point to or switch-select the object, the choice card or the place; show the way while the adult moves with the student.
3. **Speech or sign** — the position word, the location ('on the desk', 'I am on the floor'), or the move named as it happens.

Moving is a response: on the student's own body, with co-active movement, with a partial physical prompt, or shown by look, point, switch or selection while the adult moves with them. All of these are following, and all of them are scored.

What to look for

- does the student **describe the location** of an object with position words
- does the student **describe the location of a person** — including themselves
- does the student **respond to a location question**, such as 'Is the cup on or under the chair?', with the two choices in view
- does the student **follow one-step movement instructions**
- does the student **follow two-step related movement instructions**
- does the student **describe where they moved** themselves, or an object

No maps, no grids, no coordinates, no left/right. One step, or two steps that belong together, in a space the student knows.

Score once, out of 4, on the Checkpoint 5 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 — one given sort rule at a time; the five flat shapes; location words and one- or two-step instructions in familiar spaces — varying the setting and the materials:

- **Shape hunt.** Go for a walk. Find wheels — circles. Find doors and windows — rectangles and squares. Find tiles, signs, lids. Touch each one; the student names the shape or chooses its card.
- **Sort the real things.** A box of the student’s things — bottle tops, cups, beads, buttons. Sort by colour. Then mix them up and sort by texture. One rule at a time; the teacher gives the rule.
- **Music and shapes.** Pass the shape cards around to a track with a repeating beat. When the music stops, the student names the shape in their hand, in their own way, and puts it with its family.
- **Packing away.** “The blocks go in the box. The box goes under the shelf.” Say where each thing goes, and let the student say or show it too.
- **Snack or lunch time.** “The cup is next to the plate.” Then the real instruction: “Put your lunchbox in your bag.”
- **Outside or in the gym.** “Stand behind the line.” Throw bean bags into a hoop, then ask and say where each one landed — in the hoop, next to the hoop, under the bench.
- **Getting ready to go.** “Get your bag and take it to the mat.” “Line up behind ...” — the two-step instructions that belong to the day itself.

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

Ceiling evidence is gathered at Level C ranges only. Do not import Level D, Foundation, Level 1 or Level 2 content to stretch the student: no sort by two rules at once, no describing why things go together, no solid shapes or 3-D names, no counting the sorted things, no maps, grids or coordinates, no left/right route instructions.

Checkpoint 5 — 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 5 — scoring rubric and observation record (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 5 — sections 5A, 5B
Content-description codes assessed	VC2MFCSP01, VC2MFCSP02
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 5 bind this rubric. Observation A scores sorting by a single given attribute — the rule is given by the teacher, one rule at a time — and naming the five flat shapes: circle, square, triangle, rectangle and star, including shapes found in real objects. No sort by two rules, no counting the sorted things, no solid shapes. Observation B scores describing location with position words and following one-step and two-step related movement instructions in a familiar space. No maps, no grids, no coordinates, no left/right.

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, VC2MFCSP01 (5A): 4 marks

Content description (verbatim): *sort and name familiar shapes and objects*

Achievement-standard language this rubric scores (verbatim):

Students name, match and sort familiar shapes and objects based on a single attribute.

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

1. **sorts by a single given attribute** — the teacher gives one rule: colour, size, texture or shape; the student makes the groups, one thing at a time, with the rule kept the whole way; the sort is done by looking and holding, not by counting
2. **names the five familiar shapes** — circle, square, triangle, rectangle and star, in the student's own way: saying or signing the name, choosing the matching shape card, or placing the shape on its family card
3. **matches** — puts a shape with the shape it is the same as, and puts a thing with the shape card it looks like
4. **finds flat shapes in real objects** — the door looks like a rectangle, the window like a square, the wheel like a circle, the flat part of a box like a square

A sort, match or name made with co-active movement, a partial physical prompt, eye-gaze, a switch or AAC is evidence. A wrong sort move fixed by the rule is part of sorting, not an error to record against the student.

Mark	What you see for VC2MFCSP01
0	No response observed on any of the occasions.
1	Encounters the sorting and shapes experience; attends to the things and the mats but does not yet respond to the prompt.
2	Sorts, matches or names a shape with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Sorts by a single given attribute, or names, matches or finds familiar shapes, with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Names, matches and sorts familiar shapes and objects based on a single attribute — sorting by one teacher-given rule (colour, size, texture or shape); naming circle, square, triangle, rectangle and star; matching shape to shape and thing to shape; finding flat shapes in doors, windows, wheels and boxes — 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, VC2MFCSP02 (5B): 4 marks

Content description (verbatim): *describe the location of objects or people within a familiar space, and follow simple instructions to move themselves or an object within a familiar environment*

Achievement-standard language this rubric scores (verbatim):

They describe the location of an object or person in a familiar environment. They follow simple movement instructions.

Both sentences are scored here: the describing and the following.

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

1. **describes the location of an object or person** — with position words: *on, under, in, out, off, up, down, next to, behind, in front of* — including describing where they moved themselves
2. **responds to a location question** — ‘Is the cup on or under the chair?’, answered as a choice between the two locations supplied and kept in view
3. **follows one-step movement instructions** — ‘Stand up.’ ‘Put the cup on the table.’
4. **follows two-step related movement instructions** — two steps that belong together, in order: ‘Get your bag and put it on the chair.’

Moving is a response: on the student’s own body, with co-active movement, with a partial physical prompt, or shown by look, point, switch or selection while the adult moves with them. All of these are following.

Mark	What you see for VC2MFCSP02
0	No response observed on any of the occasions.
1	Encounters the location and movement experience; attends to the objects and the moves but does not yet respond to the prompt.
2	Describes a location, responds to a location question, or follows an instruction, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Describes the location of objects or people, or follows one- or two-step movement instructions, with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Describes the location of an object or person in a familiar environment, and follows simple movement instructions — position words, the location question with the two choices in view, one-step and two-step related instructions — 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 — ~~vc2MFCSP01~~ sorting and naming shapes

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Place and setting				
What was sorted				
Rule given (colour / size / texture / shape)				
Shapes named (circle / square / triangle / rectangle / star)				
Matches — shape to shape, thing to shape card				
Finds flat shapes in real objects (door, window, wheel, box)				
Yes/no method used (if asked)				
Response modality used				
Support level (I / P / F / N)				
Notes (fatigue, health, communication system to hand)				

Every sort used one teacher-given rule only: yes / no No counting of the sorted things: yes / no

Observation B — VC2MFCSP02 location and movement instructions

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Space used				
Objects used				
Position words used				
Describes the location of an object				
Describes the location of a person (including themselves)				
Responds to a location question (two choices in view)				
Follows a one-step instruction				
Follows a two-step related instruction				
Describes where they moved themselves or an object				
Choice or yes/no method used				
Response modality used				
Support level (I / P / F / N)				
Notes (fatigue, health, communication system to hand)				
No maps, grids, coordinates or left/right 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	VC2MFCSP01	sorts by one given rule; names the five shapes; matches; finds flat shapes in real objects	sustained independently / with partial support / with full support / encountered / no response	____ / 4
B	VC2MFCSP02	describes location; answers the location question; follows one-step; follows two-step related	sustained independently / with partial support / with full support / encountered / no response	____ / 4

Checkpoint 5 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_CP5.md` gathers record-only evidence at the same Level C shape. It carries no marks and does not change this total.