

Mathematics Towards Foundation C

Chapter 6 — Statistics: questions with two outcomes

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Comparing data represented by objects (two outcomes)

Level C · Mathematics Towards Foundation C · Statistics strand · owns VC2MFCST01

This section is for the teacher. The teacher asks the questions, holds the objects and builds the display with the student. The student answers in their own way, helps make the display, compares the two rows and counts the responses. The student does not need to read, to write or to speak. Nothing here requires speech.

compare data represented by objects in response to questions that have only 2 outcomes and relate to familiar situations — VC2MFCST01, Victorian Curriculum F–10 Mathematics Version 2.0 (VCAA), Foundation Level C

Achievement standard extract — VC2MFCST01:

Students compare data collected in response to questions in familiar contexts.

The content description and its elaborations

The content description is the expectation. The four 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.

participating in displaying collected information and data; for example, assisting in creating a visual display of 'yes' and 'no' responses to questions such as 'Do you have a dog?', 'Do you like ice cream?' and 'Do you like broccoli?' or choices between 2 options, such as 'Do you prefer noodles or rice?' — VC2MFCST01.E01

using direct comparison to compare the responses to yes/no questions and questions with 2 outcomes to identify if the results are 'the same' or 'different', or 'more', 'the same' or 'less'; for example, comparing the number of images in a picture graph to determine which response was 'more' and which was 'less' — VC2MFCST01.E02

assisting in organising responses to questions into a simple display, such as a picture graph or a collection of representative materials; for example, asking students to choose their favourite ice-cream flavour and displaying responses — VC2MFCST01.E03

using counting strategies to determine the totals of collections that represent responses to questions; for example, counting the responses collated from students' favourite ice-cream flavours — VC2MFCST01.E04

Where this subtopic sits

- **This is the first Statistics subtopic in this book.** There is no Statistics content description at Level A or Level B, so nothing comes before it. It does not repeat earlier work.
- The student brings tools from earlier subtopics and does not learn them again here: the comparison words '**the same**', '**different**', '**more**' and '**less**' (Level B compares with 'more' and 'different', VC2MFBN03; 1C adds 'the same' and 'less'), counting to at least 5 (1A), and the student's own yes/no response set.
- **The rule of this subtopic is exact: every question has only 2 outcomes.** A yes/no question — 'Do you like ice cream?' — or a choice between two named options — 'Do you prefer noodles or rice?', 'Do you like apples or bananas?'. A question with three or more answers is not part of this subtopic. If a favourite-flavour question is used, offer two flavours only.
- The student **compares** data represented by **objects**, and takes part in collecting and displaying it — participating and assisting (VC2MFCST01.E01, VC2MFCST01.E03). **Sorting** the responses, and data represented by objects **and images**, belong to Foundation Level D (VC2MFDST01), in another book. Do not widen to sorting here.
- Keep the numbers small. Responses are counted with the counting of 1A, so keep every total at **5 or under**: ask the student and a small group of up to 4 other people.
- VCAA's elaborations also point to simple picture displays — one picture for each response, in two rows (VC2MFCST01.E02, VC2MFCST01.E03). Objects come first at this level; pictures can stand in for objects, one for each response. No numbers down the side.

- Not here: tally marks, column graphs with a numbered axis, and frequency tables — those displays belong to Level 1 (VC2M1ST01, VC2M1ST02). No words about what might happen, and no talk of fair or not fair — there is no Probability anywhere in Levels A, B, C or D.

Words used here

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

- A **question** is an ask. In this section every question has only 2 outcomes.
- An **outcome** is a way to answer. The 2 outcomes are ‘yes’ and ‘no’, or 2 named options such as apples and bananas.
- A **response** is someone’s answer. Each person gives one response.
- **Data** is the responses put together so we can look at them. The Victorian Curriculum uses *data* in VC2MFCST01; in this section the data is the objects in the display, one object for each response.
- To **represent** means to stand for. Each response is represented by one object: one cube for each ‘yes’.
- A **display** is the responses put where everyone can see them: the objects in two rows, one row for each outcome.
- To **compare** the two rows is to find how they match up: are they the same, or does one have more? The words are ‘the same’ and ‘different’, ‘more’ and ‘less’ — the comparison words from 1C.
- **Direct comparison** is matching one object against one object, one by one, to see if any are left over.
- A **counting strategy** is counting one by one, one number name for each object, to find how many in all (1A).
- A **familiar situation** is something from the student’s own day: food, pets, music, activities, the people around them.

Materials

Everything here is real and can be held.

- small objects for the display: cubes, blocks, counters, pegs or spoons — one object for each response
- two marked rows on a mat, or two long strips of card: one row for each outcome
- the student’s yes/no set: a ‘yes’ card and a ‘no’ card, or two objects the student knows, or the yes/no page on the student’s AAC, or the student’s switch pair
- for 2-option questions: the two real things (an apple and a banana), or two photographs or two symbols, one for each option
- the student’s own communication set, if they use one, to hand the whole time

If a screen is ever used to hold the display, use one that accepts switch or touch input. Nothing in this subtopic needs a screen.

None of VCAA’s elaborations for this subtopic uses a song, rhyme or game pitched at very young children. The questions are about everyday things and suit a student at any age, 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, reaches for or looks at the card, object or photograph they mean.
2. **Gesture, eye-gaze, switch or AAC** — the student points, looks, presses a switch or selects on their communication device. *Eye-gaze* means the student looks at what they choose. A switch is a button or pad the student presses, taps or touches. AAC is a board, book 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.
3. **Speech or sign** — the student says or signs their answer.

The response set for a 2-outcome question is the same yes/no set the student uses everywhere else in this book. Set it up before the first question and name it out loud: the ‘yes’ card and the ‘no’ card, the two objects, the two symbols on the AAC page, or the two switches. Never assume a head nod means yes or a head shake means no.

For a question with two named options, use the same idea with the two options: put out one object, photograph or symbol for each option, and let the student choose in any of the three ways.

Teaching sequence — teacher script

One sequence, delivered by the teacher with real objects. The words in bold are for the student — say them slowly. The words in italics are what the teacher does. Wait after each question and give the student time to respond in their own way. Repeat the sequence on other days with other questions and other objects — the observation sheet needs at least three occasions.

Step 1 — Name the response set

Put out the student’s yes/no set — for example a green ‘yes’ card and a red ‘no’ card — within the student’s reach.

This is yes. *Touch the yes card.* **This is no.** *Touch the no card.*

*Model it. Ask yourself a question and answer it. **Do I like ice cream? Yes!** Hold up the yes card, then put one cube in the yes row on the mat.*

Step 2 — Ask a yes/no question and collect the responses

Choose a question from the student’s day with 2 outcomes only. For the first run, use: **Do you like ice cream?**

Ask the student first. Hold up the yes/no set. Wait for the student’s answer in their own way.

*When the student answers, put one cube in the yes row or the no row. **You said yes. One cube for yes.***

Ask each person in the small group the same question — up to 4 people, so the rows stay at 5 or under. Each response gets one cube. The student helps: placing a cube, helping to place one with a co-active hand, or showing where it goes.

The student takes part in making the display — that is the participating and assisting of VC2MFCST01.E01 and VC2MFCST01.E03.

Step 3 — Compare by matching

Line the cubes up in two rows, one cube under one cube.

One here... one here... *Pair them one by one.*

If every cube has a partner: **Each one has a partner. Nothing left over. They are the same!**

If cubes are left over: **Look — no partner. This row has more. This row has less.**

Step 4 — Count the responses

*Touch each cube in one row and count: **One, two, three. Three.** Count the other row: **One. One. Three is more than one.***

Say the number names slowly, one for each cube — the counting from 1A.

Step 5 — Ask a question with 2 options

Do you like apples or bananas? *Hold up a real apple and a real banana — or two photographs, one for each option.*

Ask the student, then the group. Each person chooses one option. Put one cube in the apple row or the banana row for each response. Then match the rows one by one, say ‘the same’ or ‘different’, ‘more’ or ‘less’, and count each row.

Use the other 2-option questions the same way: ‘Do you prefer noodles or rice?’, and any question from the student’s own day.

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 — a yes/no question: ‘Do you have a dog?’

Materials: the student’s yes/no set, cubes, the mat with two rows. Four people answer: the student and three others.

What the teacher does	What the teacher says
Put out the yes/no set. Ask each person: “Do you have a dog?” One cube goes in the yes row or the no row for each answer. The student helps place the cubes. Three responses are yes; one is no.	“One cube for each answer. You said yes — one cube here.”
Line the rows up, one cube under one cube. Pair them one by one.	“One here... one here... Look — two left over. This row has more . This row has less .”
Count each row, touching every cube. Yes: one, two, three. No: one.	“Three yes. One no. Three is more than one. More people said yes.”

Worked example 2 — a question with 2 options: apples or bananas

Materials: a real apple and a real banana (or two photographs), cubes, the mat with two rows. Five people answer: the student and four others.

What the teacher does	What the teacher says
Hold up the apple and the banana. Ask each person: “Do you like apples or bananas?” One cube goes in the apple row or the banana row for each answer. Two responses are apples; three are bananas.	“One for each answer. Two here. Three here.”
Pair the rows one by one. One cube is left over in the banana row.	“One here... one here... One left over. Bananas have more . Apples have less .”
Count each row. Apples: one, two. Bananas: one, two, three.	“Two apples. Three bananas. Three is more than two.”

Scaffolded practice

Four opportunities. Each one works in at least three response modalities; no task needs speech. Record what the student does on the observation sheet.

Practice 1 — Give your answer and build the display

Materials: the yes/no set, cubes, the mat. Question: “Do you like broccoli?”

The teacher asks the student, then the group, and builds the display with one cube for each response, up to 5 responses in all. Then the teacher asks: “Which row has more?”

The student responds by:

- answering with the yes/no card or object, then pushing or placing a cube into the right row, with a co-active hand if needed (object choice); or
- answering on the switch or AAC page, then looking at or pointing to the row the cube belongs in while the teacher places it (gesture, eye-gaze, switch or AAC); or
- saying or signing ‘yes’ or ‘no’, then saying or signing which row has more (speech or sign).

Practice 2 — Choose one of two

Materials: two photographs or two symbols — chocolate and vanilla — cubes, the mat. Question: “Do you like chocolate or vanilla?”

Each person chooses one flavour. The student chooses first, then helps build the two rows. The teacher pairs the rows one by one and asks: “Are they the same?” Set up the yes/no method before the question — the student’s usual pair, named out loud.

The student responds by:

- pushing or picking up the photograph they choose, then handing the teacher the ‘yes’ or ‘no’ card for the same/different question (object or photograph choice); or
- selecting the flavour on the switch or AAC page, then pressing the yes/no switch (gesture, eye-gaze, switch or AAC); or
- saying or signing the flavour, then saying or signing ‘yes’ or ‘no’ (speech or sign).

Practice 3 — Count the responses

Materials: a display already built, with up to 5 responses in all across the two rows (for example the display from Practice 1).

The teacher asks: “How many said yes?” and counts with the student, touching one cube for each number name. Then: “How many said no?”

The student responds by:

- touching one cube for each number name, or putting the cubes into a cup one by one as the count goes (object choice); or
- looking at each cube as its number name is said, then pressing the switch when the count is done (gesture, eye-gaze, switch or AAC); or
- saying or signing the number names along with the teacher — all of them, or just the last one (speech or sign).
Joining in counts, even with help.

Practice 4 — Which has more? Which has less?

Materials: a display of two rows, built together (for example the display from Practice 2).

The teacher asks, one at a time: “Which has more?” “Which has less?” “Are they the same?”

The student responds by:

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

Further opportunities

Vary the setting and the materials. The mathematics stays the same: a question with 2 outcomes, one object for each response, then match, compare and count. Keep every total at 5 or under.

- **Snack time.** Before eating: “Do you want a cracker or a piece of fruit?” Each person chooses; build the two rows with cubes, then compare and count.
- **Music time.** Play a short piece of music, then ask: “Do you like this one?” Build the yes row and the no row, then compare and count.
- **The pet question.** “Do you have a cat?” Ask the people around the student. Use photographs of pets if the student likes — one cube for each answer, then match and count.
- **The student asks.** The student asks the question of someone else — with their AAC page, their switch, a photograph held out, or with the teacher’s help. The responses still build the same two rows.

What to observe

This subtopic is evidenced by observed task, not by a page of questions. The student takes part in a real collection, so watch what the student does across the whole task: answering, building the display, comparing and counting.

There is 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 — the student *participates* and *assists* (VC2MFCST01.E01, VC2MFCST01.E03), and participating counts.

Observe, against the content description:

- does the student give a response to a question with 2 outcomes, using their response set
- does the student take part in making the display — placing, helping to place, or showing where a response goes
- does the student compare the two rows: ‘the same’ or ‘different’, ‘more’ or ‘less’
- does the student count the responses in each row, with or without help

Observation record sheet

Record each occasion as you observe. In the response rows, write **I** (independent), **A** (with help — a prompt, a model, or physical support) or **N** (not yet seen). **A is evidence**. Do not score only what the student does alone.

	Occasion 1	Occasion 2	Occasion 3
Date			
Question asked			
Setting and people			
Response method			
Yes/no method used			
Gives a response with the response set			
Takes part in making the display			
Compares: ‘the same’ / ‘different’			
Compares: ‘more’ / ‘less’			
Counts the responses in a row			
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 compare data collected in response to questions in familiar contexts*.

Curriculum links

Code	VC2MFCST01
Strand	Statistics
Level	Foundation Level C (Towards Foundation)
Content description	<i>compare data represented by objects in response to questions that have only 2 outcomes and relate to familiar situations</i>
Achievement standard extract	<i>Students compare data collected in response to questions in familiar contexts.</i>

Elaboration ids carried	VC2MFCST01.E01–E04
MCQs keyed to this code	48

Where each elaboration id is touched:

Id	Touched in
VC2MFCST01.E01 — participating in displaying collected information and data	Steps 1–2 and 5; Worked examples 1–2; Practice 1; Further opportunities 4
VC2MFCST01.E02 — using direct comparison to compare the responses to yes/no questions and questions with 2 outcomes	Step 3; Worked examples 1–2; Practices 2 and 4
VC2MFCST01.E03 — assisting in organising responses to questions into a simple display	Steps 2 and 5; Worked examples 1–2; Practice 2; Further opportunities 1 and 2
VC2MFCST01.E04 — using counting strategies to determine the totals of collections that represent responses to questions	Step 4; Worked examples 1–2; Practice 3

Assumed from earlier subtopics and from Foundation Level B, recalled here but not taught: the comparison words ‘more’ and ‘different’ (VC2MFBN03), ‘the same’ and ‘less’ (1C), counting to at least 5 (1A), and the student’s yes/no response set.

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 6 — Statistics: comparing data represented by objects (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 6 — observed checkpoint (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 6 — Statistics: comparing data represented by objects, two outcomes (section 6A)
Content-description code assessed	VC2MFCST01 (6A)
Marks and structure	4 marks — 1 observed task, scored once out of 4. Evidence is gathered across at least three separate occasions .
Timing	Untimed. Guidance for planning only: the observation usually takes 5–10 minutes when the student is rested, run one-to-one or with a small group of up to 4 other people during ordinary classroom routine, and repeated on at least three occasions. This is never a limit on the student.
Permitted materials	The real-object kit listed below, including the book’s yes/no and two-option response apparatus; 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 one verb: **compare** — inside a real, shared task. The student takes part in a two-outcome question, helps collect and display the responses as objects, and compares the two rows. Repeated across at least three separate occasions; scored once, out of 4, on the scale in the Checkpoint 6 scoring rubric and observation record ([_MathsADC_CP6_Rubric.md](#)).

The exact boundaries of Chapter 6 bind this checkpoint:

- **Every question has only 2 outcomes.** A yes/no question — ‘Do you like ice cream?’ — or a choice between two named options — ‘Do you like apples or bananas?’ A question with three or more answers is not part of this level. If a favourite-flavour question is used, offer two flavours only.
- **Keep every total at 5 or under.** Ask the student and a small group of up to 4 other people. The counting is the counting of Checkpoint 1.
- **Objects represent the data** — one object for each response. Pictures can stand in for objects, one for each response. **No numbers down the side, no tally marks, no column graphs with a numbered axis, no frequency tables** — those belong to Level 1. **No sorting of the responses** — sorting is Level D. No words about what might happen, and no talk of fair or not fair: there is no Probability anywhere in Levels A, B, C or D.

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. The student *participates* and *assists*, and participating counts.

The response apparatus — supplied and named (D14)

The book supplies the response apparatus for every two-outcome question, and the teacher script names it out loud before the first question:

- **For yes/no questions:** the student’s usual yes/no pair, or the book’s own pair — a **green ‘yes’ card** and a **red ‘no’ card**, or two objects the student already knows, or the yes/no page on the student’s AAC, or the student’s switch pair. **Never assume a head nod means yes or a head shake means no.**
- **For two-option questions:** one object, photograph or symbol for each option — a real apple and a real banana, or two photographs, one for each option — placed within the student’s reach before the question is asked.

The response set — every question, three ways to answer

1. **Object or photograph choice** — the student pushes, picks up, reaches for or looks at the card, object or photograph they mean; then pushes or places a cube into the right row, with a co-active hand if needed.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, looks, presses a switch or selects on their communication device; or looks at or points to the row a cube belongs in while the teacher places it.
3. **Speech or sign** — the student says or signs their answer, the row with more, or the number names along with the teacher.

The materials kit

- small objects for the display: cubes, blocks, counters, pegs or spoons — **one object for each response**
- two marked rows on a mat, or two long strips of card: one row for each outcome
- the yes/no pair: green ‘yes’ card and red ‘no’ card, two objects, the yes/no page on the student’s AAC, or the student’s switch pair
- for two-option questions: the two real things (an apple and a banana), or two photographs or two symbols, one for each option
- the student’s own communication set, if they use one, to hand the whole time

Nothing in this checkpoint needs a screen. If one is ever used to hold the display, use one that accepts **switch or touch input**, and record which input the student uses.

Words used in a fixed way here: a **question** is an ask; in this checkpoint every question has only 2 outcomes. An **outcome** is a way to answer. A **response** is someone's answer; each person gives one response. **Data** is the responses put together so we can look at them — here, the objects in the display, one object for each response. To **represent** means to stand for: one cube for each 'yes'. A **display** is the responses put where everyone can see them — the objects in two rows, one row for each outcome. To **compare** the two rows is to find how they match up: 'the same' or 'different', 'more' or 'less'. **Direct comparison** is matching one object against one object, one by one, to see if any are left over. A **counting strategy** is counting one by one, one number name for each object, to find how many in all. A **familiar situation** is something from the student's own day: food, pets, music, activities, the people around them.

Observation A — A two-outcome question: collect, display, compare and count

Content description

VC2MFCST01 — *compare data represented by objects in response to questions that have only 2 outcomes and relate to familiar situations*

Achievement standard extract

Students compare data collected in response to questions in familiar contexts.

Section

6A

Marks

4

Script

Do the parts across the occasions, varying the question each time but keeping the shape the same: two outcomes only, one object for each response, totals of 5 or under. Wait after each question and give the student time to respond in their own way.

Part 1 — Name the response set. *Put out the yes/no pair within the student's reach — for example the green 'yes' card and the red 'no' card. This is yes. Touch the yes card. This is no. Touch the no card. Model it. Ask yourself a question and answer it. Do I like ice cream? Yes! Hold up the yes card, then put one cube in the yes row on the mat.*

Part 2 — Ask a yes/no question and build the display. *Choose a question from the student's day with 2 outcomes only: Do you like ice cream? Ask the student first. Hold up the yes/no pair. Wait for the student's answer in their own way — pushing the card, pressing the switch, selecting on the AAC page, saying or signing. Then: You said yes. One cube for yes. Put one cube in the yes row — the student places it, helps place it with a co-active hand, or shows where it goes. Ask each person in the small group the same question — up to 4 people, so the rows stay at 5 or under. Each response gets one cube, and the student helps make the display every time.*

Part 3 — Compare by matching. *Line the cubes up in two rows, one cube under one cube. One here... one here... Pair them one by one. If every cube has a partner: Each one has a partner. Nothing left over. They are the same! If cubes are left over: Look — no partner. This row has more. This row has less. Then ask: Which row has more? Which row has less? Wait for the student's answer in any modality — pushing or picking up the row they mean, pointing to, looking at or switch-selecting it, or saying or signing 'more' or 'less'. Then, with the yes/no pair placed ready: Are they the same? Wait for the student's yes or no on their own method.*

Part 4 — Count the responses. *Touch each cube in one row and count: One, two, three. Three. Count the other row: One. One. Three is more than one. The student joins in by touching one cube for each number name, putting the cubes into a cup one by one as the count goes, looking at each cube as its number name is said, pressing the switch when the count is done, or saying or signing the number names — all of them, or just the last one. Joining in counts, even with help. Then ask: How many said yes?*

Part 5 — A question with two options. Do you like apples or bananas? *Hold up a real apple and a real banana — or two photographs, one for each option — within the student's reach. Ask the student, then the group. Each person chooses one option; the student chooses first, then helps build the two rows — one cube in the apple row or the banana row for each response. Then match the rows one by one, say 'the same' or 'different', 'more' or 'less', and count each row. 'Do you prefer noodles or rice?' works the same way, and any question from the student's own day.*

Response set

Every part above accepts all three ways to respond:

1. **Object or photograph choice** — push or pick up the yes/no card or option card; push or place a cube into the right row; push or pick up the row meant; hand over the yes/no card.
2. **Gesture, eye-gaze, switch or AAC selection** — answer on the switch or AAC page; look at or point to the row a cube belongs in while the teacher places it; point to, look at, switch-select or select on a device the row meant.
3. **Speech or sign** — 'yes' or 'no'; the option name; 'the same', 'different', 'more', 'less'; the number names.

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 **give a response** to a question with 2 outcomes, using the supplied response set
- does the student **take part in making the display** — placing, helping to place, or showing where a response goes
- does the student **compare the two rows**: ‘the same’ or ‘different’, ‘more’ or ‘less’ — by direct matching or by counting
- does the student **count the responses** in each row, with or without help

Watch what the student does across the whole task — answering, building, comparing, counting. Every question has two outcomes; every total is 5 or under; one object stands for one response.

Score once, out of 4, on the Checkpoint 6 rubric.

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

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

What to do: run further occasions of the same tasks with the same Level C shape — a two-outcome question, one object for each response, then match, compare and count — varying the setting and the materials:

- **Snack time.** Before eating: “Do you want a cracker or a piece of fruit?” Each person chooses; build the two rows with cubes, then compare and count.
- **Music time.** Play a short piece of music, then ask: “Do you like this one?” Build the yes row and the no row, then compare and count.
- **The pet question.** “Do you have a cat?” Ask the people around the student. Use photographs of pets if the student likes — one cube for each answer, then match and count.
- **The student asks.** The student asks the question of someone else — with their AAC page, their switch, a photograph held out, or with the teacher’s help. The responses still build the same two rows.

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

Ceiling evidence is gathered at Level C ranges only. Do not import Level D, Level 1 or later-level content to stretch the student: no questions with three or more outcomes, no sorting of responses, no picture graphs with images, no tally marks, no column graphs with a numbered axis, no frequency tables, no totals above 5, no probability language.

Checkpoint 6 — Scoring rubric and observation record (Level C)

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Instrument	Checkpoint 6 — scoring rubric and observation record (Level C)
Book and band	Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics
Chapter coverage	Chapter 6 — section 6A
Content-description code assessed	VC2MFCST01
Marks	4 — one observation, 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 6 bind this rubric. Every question has only two outcomes — yes/no, or a choice between two named options. Every total is kept at 5 or under. The data is represented by objects, one object for each response. No sorting of responses, no picture graphs with images, no tally marks, no numbered axes, no frequency tables, no probability language. The response apparatus — the yes/no pair, and the two options for choice questions — is supplied by the book and named in the teacher script before each question.

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

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

Mark	Meaning
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, VC2MFCST01 (6A): 4 marks

Content description (verbatim): *compare data represented by objects in response to questions that have only 2 outcomes and relate to familiar situations*

Achievement-standard language this rubric scores (verbatim):

Students compare data collected in response to questions in familiar contexts.

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

1. **gives a response to a two-outcome question** — using the supplied response set: the yes/no pair for yes/no questions, the two objects, photographs or symbols for choice questions ('Do you like apples or bananas?')
2. **takes part in making the display** — placing, helping to place, or showing where a response goes; one object for each response, in two rows
3. **compares the two rows** — 'the same' or 'different', 'more' or 'less' — by direct matching (one object under one object) or by counting
4. **counts the responses** — one number name for each object, totals of 5 or under, with or without help; joining in counts, even with help

The student *participates* and *assists* — participating and assisting are the verbs of the curriculum's own elaborations, and participating counts. A cube placed with a co-active hand is a response in the display.

Mark	What you see for VC2MFCST01
0	No response observed on any of the occasions.
1	Encounters the question-and-display experience; attends to the objects, the rows and the people answering but does not yet respond to the mathematical prompt.
2	Gives a response, takes part in the display, compares or counts, with full support — hand-over-hand, co-active movement, or full modelling — on at least one occasion.
3	Compares data represented by objects in response to two-outcome questions with partial support — partial physical prompt, eye-gaze or aided-communication selection, gestural or verbal cue — or independently on one occasion only.
4	Compares data collected in response to questions in familiar contexts — answering two-outcome questions with the supplied response set, taking part in making the display of objects, comparing the two rows by direct matching or counting as 'the same' or 'different', 'more' or 'less', and counting the responses — independently, on more than one occasion, with more than one set of materials or in more than one setting.

Mark recorded for Observation A: ____ / 4

Observation record — one sheet per student

Student: _____ Communication system used: _____

Teacher: _____ Year of use: _____

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

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

Observation A — vc2MFCST01 comparing data represented by objects

	Occasion 1	Occasion 2	Occasion 3	Further occasions
Date				
Setting and people (how many answered)				
Question asked (name the 2 outcomes)				
Response apparatus used (book's yes/no pair / student's own / two option cards)				
Gives a response with the response set				
Takes part in making the display (places / helps place / shows where)				
Compares: 'the same' / 'different'				
Compares: 'more' / 'less'				
Comparison method seen (direct matching / counting)				
Counts the responses in a row				
Response modality used				
Support level (I / P / F / N)				
Notes (fatigue, health, communication system to hand)				

Every question had exactly two outcomes: yes / no Every total was 5 or under: yes / no

Best sustained judgement and mark

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

Observation	Content description	Ideas named	Judgement	Mark
A	VC2MFCST01	answers two-outcome questions; takes part in the display; compares 'same'/'different', 'more'/'less'; counts the responses	sustained independently / with partial support / with full support / encountered / no response	____ / 4

Checkpoint 6 total _____ / 4

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

Next step for planning: where the mark sits at 4 across all occasions, the optional extension task in `_MathsADC_CP6.md` gathers record-only evidence at the same Level C shape. It carries no marks and does not change this total.