# Mathematics Towards Foundation C

# End-of-level review — cumulative review of all 12 content descriptions



**Aboriginal and Torres Strait Islander content** has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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## Contents

# End-of-level review — all twelve content descriptions (Level C)

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## Review title page

| | |
|---|---|
| **Instrument** | End-of-level review — observed review (Level C) |
| **Book and band** | Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics |
| **Chapter coverage** | Chapters 1–6 — cumulative. All sections: 1A, 1B, 1C, 1D, 2A, 2B, 3A, 4A, 4B, 5A, 5B, 6A |
| **Content-description codes assessed** | `VC2MFCN01`–`VC2MFCN04` (Ch 1), `VC2MFCN05`–`VC2MFCN06` (Ch 2), `VC2MFCA01` (Ch 3), `VC2MFCM01`–`VC2MFCM02` (Ch 4), `VC2MFCSP01`–`VC2MFCSP02` (Ch 5), `VC2MFCST01` (Ch 6) — **all 12** |
| **Marks and structure** | **24 marks** — 12 short observed tasks, one per content description, each scored once out of 2. Run across **several sessions at the end of the student's work at Level C**. The judgement may draw on the checkpoint occasion record. |
| **Timing** | **Untimed.** Guidance for planning only: each task is short — a few minutes when the student is rested — and the twelve tasks are spread across several sessions, never gathered into one sitting. This is never a limit on the student. |
| **Permitted materials** | The materials kits of the six checkpoints (summarised below); the student's own communication system, to hand the whole time. No reading, writing or speech is required of the student. |

**Conditions**

- This review 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** — not an average and not the most recent occasion. The judgement may draw on the occasion record kept for the chapter checkpoints.
- 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 review is spread across several sessions.

**What this review is — and is not.** This is **not an exam**. It is a set of short observed tasks run across several sessions at the end of the student's work at Level C. It is **cumulative**: it covers all twelve content descriptions, there is **no new content**, and no content description is assessed here that was not already assessed in its chapter checkpoint. Every task is a short form of the task in the matching checkpoint — the checkpoint scripts carry the full versions. The review exists so the teacher can **report against the Level C achievement standard** and so **Level D planning starts from evidence** — the handoff to the next book in the series.

**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.

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## How to use this review

Twelve short tasks, one per content description, each scored **once, out of 2**, on the 0–2 scale in the end-of-level review scoring rubric and record (`_MathsADC_REV_Rubric.md`):

| Mark | Meaning |
|---|---|
| **0** | No response observed |
| **1** | Performs the content description's own verb **with support** |
| **2** | Performs the content description's own verb **independently** on at least one occasion |

The same best-sustained principle governs the judgement: the best of what the student kept showing, **not** an average and not the most recent occasion. The judgement for a task may draw on the occasion record already kept for that content description's chapter checkpoint — where the checkpoint record shows the verb sustained, the review mark can be recorded from that evidence without re-running every task from scratch. Where fresh evidence is gathered, it is gathered in the student's preferred modality, with the three-part response set, untimed, and assisted responses score.

**The boundaries of each chapter still bind its task.** The review adds nothing and widens nothing: subitising stays capped at 3; ranges stay at 5 or under; sharing stays between exactly 2; patterns stay copy-only at two parts; direct comparison stays without units or estimation; the day stays morning, afternoon, night-time with no clock and no days of the week; sorts stay one teacher-given rule; instructions stay one-step or two-step related with no maps or left/right; questions stay two-outcome with totals of 5 or under.

### The response set — every task, three ways to answer

1. **Object or photograph choice** — the student touches, pushes, picks up, places, or looks at the object, card, photograph or symbol they mean.
2. **Gesture, eye-gaze, switch or AAC selection** — the student points, looks, presses a switch or selects on their communication device.
3. **Speech or sign** — the student says or signs their answer.

### Yes/no and two-option questions

Where a yes/no question is asked, **set up the yes/no method before the question**: the student's usual yes/no pair, or the book's own pair, a **green card for 'yes'** and a **red card for 'no'**, or two objects the student already knows. Where a two-option question is asked, supply the two options — two objects, photographs or symbols — before asking. Where a location choice is asked ('on or under?'), supply the two choices and keep them in view. **Never assume a head nod or head shake.**

### The materials — the checkpoint kits, gathered

- counters, blocks, cubes; dot cards; numeral cards 0–5; a five-frame; a cup; a tray mixing numerals, letters and shapes (task A)
- a cloth, dot cards, a die showing 1, 2 or 3 (task B)
- two rows of counters or cards; the yes/no pair (task C)
- counters and a five-frame with divider (task D)
- everyday objects for adding and taking away; numeral cards; optionally $1 coins — a coin, never a note, whole dollars only, items priced at $1 (task E)
- identical objects to share — 4 or 6; two places; the yes/no pair (task F)
- pattern objects — red and blue cups or blocks; the shape of a move or sound pattern (task G)
- a rope and a wooden block; an egg cup, a bucket and sand or water on a tray; a toy car and a full drink bottle; symbols for 'long', 'heavy', 'full' (task H)
- three part-of-the-day mats with symbols; routine objects or pictures; the student's own visual schedule (task I)
- shape cards and blocks — circle, square, triangle, rectangle, star; beads or cars in two colours; the door, window and wheel of the room (task J)

- a cup, a book, a bag; a chair, a table; ‘on’ and ‘under’ choice cards (task K)
- two marked rows on a mat; cubes; the yes/no pair; a real apple and banana, or two photographs (task L)

Choose objects that fit the student and respect their age — the objects change with the student; the mathematics does not. Where a screen is used for any task, it accepts **switch or touch input**; record which input the student uses.

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## Review task A — VC2MFCN01 Number names and stable order (1A)

| | |
|---|---|
| Content description | VC2MFCN01 — *name and correctly sequence number names to at least 5* |
| Achievement standard extract | *students recognise and name groups of at least 5.* and *They communicate the number names from zero to at least 5 using stable number order.* |
| Section | 1A |
| Marks | **2** |

**Task.** Count together with five objects, touching one for each number name. Then count the same order again — the student joins in. Then the teacher counts the objects wrongly — zero, one, three, two, four, five — and asks, with the yes/no pair placed ready: **Right or wrong?** Show an empty cup: **How many?** — ‘zero’, with the numeral card 0 among the choices. Finally, pick the numerals 0–5 out of a tray mixed with letters and shapes.

**Ideas named:** number names to at least 5; stable order, including showing an incorrectly sequenced count is wrong; zero. Score once, out of 2.

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## Review task B — VC2MFCN02 Subitising up to 3 (1B)

| | |
|---|---|
| Content description | VC2MFCN02 — *recognise and name the number of objects within a collection up to 3 using subitising* |
| Achievement standard extract | *They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.* |
| Section | 1B |
| Marks | **2** |

**Task.** Quick-look reveals: 1, 2 or 3 objects under a cloth, lifted for a moment. **How many?** Wait; the student names the number with a quick look, in their own way. Repeat with dot cards and a die showing 1, 2 or 3. The range is capped at 3 — never 4 or 5. If the student counts instead, accept warmly and offer another quick look; the recorded response is the quick-look one.

**Ideas named:** ‘one’, ‘two’ or ‘three’ with a quick look, without counting each object. The operative words are *subitise to quantify collections to 3*. Score once, out of 2.

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## Review task C — VC2MFCN03 Comparing collections (1C)

| | |
|---|---|
| Content description | VC2MFCN03 — *compare collections to at least 5 to identify if the collections are the same or which has 'more' and which has 'less'* |
| Achievement standard extract | *They compare collections to identify 'more' and 'less'.* |
| Section | 1C |
| Marks | **2** |

**Task.** Two rows — 5 and 3, then 4 and 4. With the yes/no pair placed ready: **Are they the same?** Then: **Which has more? Which has less?** The student compares by looking, by matching one-for-one, or by counting both groups.

**Ideas named:** 'the same', 'more' and 'less'. Score once, out of 2.

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## Review task D — VC2MFCN04 Partitioning and combining (1D)

| | |
|---|---|
| Content description | VC2MFCN04 — *partition and combine collections up to 5 to make 'more' and 'less'* |
| Achievement standard extract | *They partition and combine collections up to 5 in different ways.* |
| Section | 1D |
| Marks | **2** |

**Task.** Split 5 counters into two parts — 3 and 2, then 1 and 4. **Which part has more? Which has less?** Each part is less than the whole. Then the other direction: put 2 and 1 together. **How many now?** The whole is more than each part. Use the five-frame with divider. Record with materials and numerals only — never number sentences.

**Ideas named:** both directions — partition and combine. Score once, out of 2.

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## Review task E — VC2MFCN05 Adding, taking away and quantifying (2A)

| | |
|---|---|
| Content description | VC2MFCN05 — *represent practical situations involving addition, subtraction and quantification up to at least 5 with physical and virtual materials, and use matching or counting strategies* |
| Achievement standard extract | *Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.* |
| Section | 2A |
| Marks | **2** |

**Task.** Count a collection with one-to-one correspondence, from zero to at least 5. Add objects in full view: **How many now?** Take one away: **How many left?** — down to zero. Check by matching or with numeral cards. Optionally, one or two $1 coin transactions — a coin, never a note, whole dollars only, items priced at $1. Scored separately from task F despite the shared achievement-standard sentence.

**Ideas named:** quantifying, adding, taking away. The equal-sharing words are scored in task F. Score once, out of 2.

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## Review task F — VC2MFCN06 Equal sharing between 2 (2B)

| | |
|---|---|
| Content description | VC2MFCN06 — *represent practical sharing situations involving equal sharing between 2, using physical and virtual materials* |
| Achievement standard extract | *Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection.* |
| Section | 2B |
| Marks | **2** |

**Task.** Share 4 or 6 identical objects between exactly 2 places, one object at a time — 'one for you, one for me'. Check by lining the shares up in direct comparison. With the yes/no pair placed ready: **Are the groups the same?** Scored separately from task E despite the shared achievement-standard sentence.

**Ideas named:** distributing one-by-one; checking equality by direct comparison. Sharing stays between exactly 2. Score once, out of 2.

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## Review task G — VC2MFCA01 Copying repeating patterns (3A)

| | |
|---|---|
| Content description | VC2MFCA01 — *copy repeating patterns represented in different ways* |
| Achievement standard extract | *Students copy simple repeating patterns.* |
| Section | 3A |
| Marks | **2** |

**Task.** Copy a two-element pattern (ABAB) — red, blue, red, blue with cups or blocks, and nose, head, nose, head as moves — and a pattern where one element has two parts (AAB): clap, clap, stomp. The model stays present while the student copies. Show the **first** and the **last** element of a two-part pattern.

**Ideas named:** ABAB; AAB; at least two presentation ways; first and last. Copy only — no continuing, no creating, no naming the repeating part. Score once, out of 2.

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## Review task H — VC2MFCM01 Comparing two objects (4A)

| | |
|---|---|
| Content description | VC2MFCM01 — *identify and compare attributes of 2 familiar objects, including length, capacity and mass, using direct comparison* |
| Achievement standard extract | *Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations.* |
| Section | 4A |
| Marks | **2** |

**Task.** Line up the rope and the wooden block: **Which is long? Which is short?** Fill the egg cup and pour into the bucket: **Which is full? Which is empty?** Heft the toy car and the full drink bottle, one in each hand: **Which is heavy? Which is light?** With the yes/no pair placed ready: **Are they the same?** Then name the attribute from two symbols: **Are we talking about long, or heavy?**

**Ideas named:** all three attributes — length, capacity and mass; the exact words; ‘the same’ or ‘different’. Direct comparison only — no units, no estimation. Score once, out of 2.

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## Review task I — VC2MFCM02 Morning, afternoon and night-time (4B)

| | |
|---|---|
| Content description | VC2MFCM02 — *identify morning, afternoon and night-time, and connect routine and familiar events to these times* |
| Achievement standard extract | *They connect familiar events to times of the day.* |
| Section | 4B |
| Marks | **2** |

**Task.** Three mats out. **Show me morning. Show me night-time.** Match the greeting to the part of the day: **Good morning! When do we say good morning?** Put one routine object on its mat — the cup and spoon, the blanket. On the student's own visual schedule: **What is finished? What is next?**

**Ideas named:** morning, afternoon and night-time identified; events connected to times; the visual schedule used. No clock, no clock face, no days of the week, no duration. Score once, out of 2.

## Review task J — VC2MFCSP01 Sorting and naming shapes (5A)

| | |
|---|---|
| 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 | **2** |

**Task.** Sort beads or cars by colour — the rule is given, one rule at a time. Name the shapes as they come out of the bag: circle, square, triangle, rectangle, star. Match the wheel to the circle card. Touch the door: **What shape does it look like?**

**Ideas named:** sorting by one given rule; naming the five shapes; matching; flat shapes found in real objects. No two-rule sorts, no counting the sorted things, no solid shapes. Score once, out of 2.

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## Review task K — VC2MFCSP02 Location and movement instructions (5B)

| | |
|---|---|
| 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 | **2** |

**Task.** Place the cup. **Where is the cup?** With the ‘on’ and ‘under’ choices supplied and in view: **Is the cup on or under the chair?** One-step: **Stand up.** Two steps that belong together: **Get your bag and put it on the chair.** After a move: **You moved! Where are you?**

**Ideas named:** describing location of objects and people, including themselves; the location choice question; one-step and two-step related instructions. No maps, no grids, no coordinates, no left/right. Score once, out of 2.

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## Review task L — VC2MFCST01 A two-outcome question (6A)

| | |
|---|---|
| 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 | **2** |

**Task.** Name the response set first — the green 'yes' card and the red 'no' card, or the student's own pair. Ask a two-outcome question — **Do you like apples or bananas?** with the real apple and banana, or two photographs, supplied. Each person chooses; one cube for each response, in two rows, the student helping to build the display; totals of 5 or under. Match the rows one by one: **'the same' or 'different'? 'more' or 'less'?** Count each row.

**Ideas named:** answering with the supplied response set; taking part in collecting and displaying; comparing the outcomes. Two outcomes only; no sorting, no picture graphs, no tally marks. Score once, out of 2.

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## Recording the review and handing off to Level D

Record each task on the end-of-level review scoring rubric and record (`_MathsADC_REV_Rubric.md`): the judgement for each of the twelve content descriptions, on the 0–2 scale, and the total out of 24. Where the checkpoint occasion record already shows a verb sustained, say so on the record — the review judgement may draw on it, and the occasions do not need to be re-run.

The completed review is the evidence base for two things:

1. **Reporting against the Level C achievement standard.** The twelve judgements, read together, are the student's record against the achievement standard quoted on the final page of the rubric file.
2. **The handoff to Level D.** The next book in the series starts its planning from this record — what is sustained independently, what is performed with support, and what has not yet been seen. The review tells Level D where the student is, not where the year level says they should be.

# End-of-level review — Scoring rubric and 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** | End-of-level review — scoring rubric and record (Level C) |
| **Book and band** | Mathematics Towards Foundation Level C — ClassBasics VC2 Mathematics |
| **Chapter coverage** | Chapters 1–6 — cumulative, all twelve sections |
| **Content-description codes assessed** | `VC2MFCN01`, `VC2MFCN02`, `VC2MFCN03`, `VC2MFCN04`, `VC2MFCN05`, `VC2MFCN06`, `VC2MFCA01`, `VC2MFCM01`, `VC2MFCM02`, `VC2MFCSP01`, `VC2MFCSP02`, `VC2MFCST01` — **all 12** |
| **Marks** | 24 — one short observed task per content description, each scored once out of 2 |
| **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.

This review is **not an exam**. It is a set of short observed tasks run across several sessions at the end of the student's work at Level C — cumulative, with **no new content**, and no content description assessed here that was not already assessed in its chapter checkpoint. Each judgement **may draw on the checkpoint occasion record**: where that record already shows the verb sustained, the review mark can be recorded from that evidence.

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.

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## The 0–2 scale — the whole of the review mark scheme

Each content description is scored **once, out of 2**. The judgement is the student's **best sustained response** — the best of what the student kept showing, not an average and not the most recent occasion — from the review sessions and, where drawn on, the checkpoint occasion record.

| Mark | Meaning |
|---|---|
| **0** | No response observed |
| **1** | Performs the content description's own verb **with support** — hand-over-hand, co-active movement, partial physical prompt, full modelling, eye-gaze or aided-communication selection |
| **2** | Performs the content description's own verb **independently** on at least one occasion |

Assisted responses score — a verb performed with support is band 1, never zero. **A judgement that scores only independent performance has failed the achievement standard.**

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## Rubric — Review task A, VC2MFCN01 (1A): 2 marks

**Content description (verbatim):** *name and correctly sequence number names to at least 5*

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

> *students recognise and name groups of at least 5.*
>
> *They communicate the number names from zero to at least 5 using stable number order.*

**Ideas named:** number names to at least 5; stable order, including showing an incorrectly sequenced count is wrong; zero.

| Mark | What you see for VC2MFCN01 |
|---|---|
| **0** | No response observed. |
| **1** | Communicates the number names from zero to at least 5 using stable number order, with support. |
| **2** | Communicates the number names from zero to at least 5 using stable number order — number names to at least 5, the stable order, and zero — independently on at least one occasion. |

**Mark recorded for review task A: ____ / 2**

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## Rubric — Review task B, VC2MFCN02 (1B): 2 marks

**Content description (verbatim):** *recognise and name the number of objects within a collection up to 3 using subitising*

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

> *They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3.*

The operative words here are *subitise to quantify collections to 3*. The counting-strategies half of the sentence is scored in review tasks A, C, D and E.

**Ideas named:** ‘one’, ‘two’ or ‘three’ with a quick look, without counting each object. The range is capped at 3.

| Mark | What you see for VC2MFCN02 |
|---|---|
| **0** | No response observed. |
| **1** | Subitises to quantify collections to 3, with support. |
| **2** | Subitises to quantify collections to 3 — names ‘one’, ‘two’ or ‘three’ with a quick look — independently on at least one occasion. |

**Mark recorded for review task B: ____ / 2**

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## Rubric — Review task C, VC2MFCN03 (1C): 2 marks

**Content description (verbatim):** *compare collections to at least 5 to identify if the collections are the same or which has ‘more’ and which has ‘less’*

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

> *They compare collections to identify ‘more’ and ‘less’.*

**Ideas named:** ‘the same’, ‘more’ and ‘less’ — by looking, matching or counting.

| Mark | What you see for VC2MFCN03 |
|---|---|
| **0** | No response observed. |
| **1** | Compares collections to identify ‘the same’, ‘more’ and ‘less’, with support. |
| **2** | Compares collections to identify ‘more’ and ‘less’, and when they are ‘the same’ — by looking, matching or counting — independently on at least one occasion. |

**Mark recorded for review task C: ____ / 2**

## Rubric — Review task D, VC2MFCN04 (1D): 2 marks

**Content description (verbatim):** *partition and combine collections up to 5 to make ‘more’ and ‘less’*

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

> *They partition and combine collections up to 5 in different ways.*

**Ideas named:** both directions — partition (each part less than the whole) and combine (the whole more than each part). Recorded with materials and numerals only — never number sentences.

| Mark | What you see for VC2MFCN04 |
|---|---|
| **0** | No response observed. |
| **1** | Partitions and combines collections up to 5, with support. |
| **2** | Partitions and combines collections up to 5 in different ways — both directions — independently on at least one occasion. |

**Mark recorded for review task D: ____ / 2**

## Rubric — Review task E, VC2MFCN05 (2A): 2 marks

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

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

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

This sentence is shared with VC2MFCN06. For this task the operative words are *quantifying*, *adding* and *taking away one from a collection up to 5*; the equal-sharing words are scored in review task F. **Scored separately from task F.** Where a $1 coin appears, it is a coin, never a note, and whole dollars only. Source: Royal Australian Mint, About our coins factsheet, ramint.gov.au, retrieved 2026-08-17.

**Ideas named:** quantifying; adding; taking away.

| Mark | What you see for VC2MFCN05 |
|---|---|
| **0** | No response observed. |
| **1** | Represents practical situations that involve quantifying, adding or taking away, with support. |
| **2** | Represents practical situations that involve quantifying and adding, and taking away one from a collection up to 5 — matching or counting to find how many — independently on at least one occasion. |

**Mark recorded for review task E: ____ / 2**

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## Rubric — Review task F, VC2MFCN06 (2B): 2 marks

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

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

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

This sentence is shared with VC2MFCN05. For this task the operative words are *equal sharing of a collection*; quantifying, adding and taking away are scored in review task E. **Scored separately from task E.**

**Ideas named:** distributing one-by-one; checking equality by direct comparison. Sharing stays between exactly 2.

| Mark | What you see for VC2MFCN06 |
|---|---|
| **0** | No response observed. |
| **1** | Represents equal sharing of a collection between 2, with support. |
| **2** | Represents equal sharing of a collection between 2 — distributing one-by-one until the collection is all gone, and checking equality by direct comparison — independently on at least one occasion. |

**Mark recorded for review task F: ____ / 2**

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## Rubric — Review task G, VC2MFCA01 (3A): 2 marks

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

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

> *Students copy simple repeating patterns.*

**Ideas named:** ABAB; AAB (one element with two parts); at least two presentation ways; first and last indicated. Copy only — no continuing, no creating, no naming the repeating part.

| Mark | What you see for VC2MFCA01 |
|---|---|
| **0** | No response observed. |
| **1** | Copies simple repeating patterns, with support. |
| **2** | Copies simple repeating patterns — ABAB and AAB two-part patterns, and indicating the first and last element — independently on at least one occasion. |

**Mark recorded for review task G: ____ / 2**

## Rubric — Review task H, VC2MFCM01 (4A): 2 marks

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

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

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

**Ideas named:** all three attributes — length, capacity and mass; the exact words ('long'/'short', 'tall'/'short', 'heavy'/'light', 'full'/'empty'); 'the same' or 'different'. Direct comparison only — no units, no estimation.

| Mark | What you see for VC2MFCM01 |
|---|---|
| **0** | No response observed. |
| **1** | Identifies the attributes of mass, capacity and length using direct comparison, with support. |
| **2** | Identifies the attributes of mass, capacity and length, using direct comparison — lining up, pouring or hefting, with the exact words — independently on at least one occasion. |

**Mark recorded for review task H: ____ / 2**

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## Rubric — Review task I, VC2MFCM02 (4B): 2 marks

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

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

> *They connect familiar events to times of the day.*

**Ideas named:** morning, afternoon and night-time identified; routine and familiar events connected to these times; the visual schedule used. No clock, no clock face, no days of the week, no duration.

| Mark | What you see for VC2MFCM02 |
|---|---|
| **0** | No response observed. |
| **1** | Identifies morning, afternoon and night-time, and connects familiar events to these times, with support. |
| **2** | Connects familiar events to times of the day — identifying morning, afternoon and night-time and matching events to them, with the visual schedule — independently on at least one occasion. |

**Mark recorded for review task I: ____ / 2**

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## Rubric — Review task J, VC2MFCSP01 (5A): 2 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:** sorting by one teacher-given rule; naming circle, square, triangle, rectangle and star; matching; flat shapes found in real objects. No two-rule sorts, no counting the sorted things, no solid shapes.

| Mark | What you see for VC2MFCSP01 |
|---|---|
| **0** | No response observed. |
| **1** | Names, matches and sorts familiar shapes and objects based on a single attribute, with support. |
| **2** | Names, matches and sorts familiar shapes and objects based on a single attribute — sorting by one given rule, naming the five shapes, matching shape to shape and thing to shape — independently on at least one occasion. |

**Mark recorded for review task J: ____ / 2**

## Rubric — Review task K, VC2MFCSP02 (5B): 2 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:** describing location with position words, including where they moved themselves; the location choice question with the two choices supplied; one-step and two-step related instructions. No maps, no grids, no coordinates, no left/right.

| Mark | What you see for VC2MFCSP02 |
|---|---|
| **0** | No response observed. |
| **1** | Describes the location of an object or person, and follows simple movement instructions, with support. |
| **2** | Describes the location of an object or person in a familiar environment, and follows simple movement instructions — one-step and two-step related — independently on at least one occasion. |

**Mark recorded for review task K: ____ / 2**

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## Rubric — Review task L, VC2MFCST01 (6A): 2 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:** answering a two-outcome question with the supplied response set; taking part in collecting and displaying the responses as objects; comparing the outcomes — ‘more’, ‘less’ or ‘the same’ — by direct matching or counting. Two outcomes only; totals of 5 or under; one object per response.

| Mark | What you see for VC2MFCST01 |
|---|---|
| **0** | No response observed. |
| **1** | Compares data collected in response to questions in familiar contexts, with support. |
| **2** | Compares data collected in response to questions in familiar contexts — answering, helping build the display of objects, and comparing the rows — independently on at least one occasion. |

**Mark recorded for review task L: ____ / 2**

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## Review record — one sheet per student

**Student:** _____ **Communication system used:** _____

**Teacher:** _____ **Year of use:** _____

**Sessions:** the twelve tasks are spread across several sessions — record the dates below. One session is not a limit and not a target.

| Session | Date | Tasks run |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| Further | | |

For each content description, record the evidence behind the mark. Where the judgement draws on the checkpoint occasion record, write the checkpoint code and the occasions relied on instead of re-describing them.

**Support codes: I** = independent · **S** = with support (hand-over-hand, co-active movement, partial physical prompt, full modelling, eye-gaze or aided-communication selection) · **CP** = drawn from the checkpoint occasion record · **N** = no response observed. **Every code except N is evidence.**

| Task | CD | Section | Verb performed | Evidence (sessions / checkpoint record) | Modality used | Support (I / S / CP / N) | Mark |
|---|---|---|---|---|---|---|---|
| A | VC2MFCN01 | 1A | number names; stable order; zero | | | | ____ / 2 |
| B | VC2MFCN02 | 1B | subitising to 3 | | | | ____ / 2 |
| C | VC2MFCN03 | 1C | ‘the same’, ‘more’, ‘less’ | | | | ____ / 2 |
| D | VC2MFCN04 | 1D | partition and combine | | | | ____ / 2 |
| E | VC2MFCN05 | 2A | quantifying; adding; taking away | | | | ____ / 2 |
| F | VC2MFCN06 | 2B | distributing one-by-one; checking equality | | | | ____ / 2 |
| G | VC2MFCA01 | 3A | copying ABAB and AAB; first and last | | | | ____ / 2 |
| H | VC2MFCM01 | 4A | length, capacity, mass by direct comparison | | | | ____ / 2 |

| Task | CD | Section | Verb performed | Evidence (sessions / checkpoint record) | Modality used | Support (I / S / CP / N) | Mark |
|---|---|---|---|---|---|---|---|
| I | VC2MFCM02 | 4B | morning, afternoon, night-time; events connected | | | | ____ / 2 |
| J | VC2MFCSP01 | 5A | one-rule sort; naming the five shapes; matching | | | | ____ / 2 |
| K | VC2MFCSP02 | 5B | describing location; following instructions | | | | ____ / 2 |
| L | VC2MFCST01 | 6A | two-outcome question; display; compare | | | | ____ / 2 |

**End-of-level review total** **____ / 24**

The judgement for each task is the student's **best sustained response**, from the review sessions and, where drawn on, the checkpoint occasion record. The number alone is not the evidence — the record above carries it.

## Reporting against the Level C achievement standard

The twelve judgements above are the student's record against the full Level C achievement standard, quoted verbatim (VCAA export retrieved 2026-07-29):

> By the end of Foundation Level C, students recognise and name groups of at least 5. They use counting strategies to quantify collections to at least 5 and subitise to quantify collections to 3. They compare collections to identify 'more' and 'less'. *They communicate the number names from zero to at least 5 using stable number order.* They partition and combine collections up to 5 in different ways. Students represent practical situations that involve quantifying and adding, taking away one from a collection up to 5 and equal sharing of a collection. Students copy simple repeating patterns. Students identify the attributes of mass, capacity and length, using direct comparison, in practical situations. They connect familiar events to times of the day. Students name, match and sort familiar shapes and objects based on a single attribute. They describe the location of an object or person in a familiar environment. They follow simple movement instructions. Students compare data collected in response to questions in familiar contexts.

The italic sentence is carried by `VC2MFCN01` (section 1A) in this book.

**Handoff to Level D.** The next book in the series starts its planning from this record. For each content description, carry forward which holds:

- **sustained independently** (review mark 2) — Level D can build on it directly
- **performed with support** (review mark 1) — Level D keeps offering it with support while new content begins beside it
- **not yet seen** (review mark 0) — the Level A and B experiences for that strand stay in view; the student encounters them again, never as a deficit record

This level is one step on a developmental continuum, not a year level. The record describes where the student is.