

Mathematics Towards Foundation D

Chapter 3 — Algebra: repeating patterns

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Recognising, copying and continuing repeating patterns

The teacher does the talking, signing and showing. The student looks, listens, moves, touches and responds in their own way. Nothing in this section asks the student to read.

recognise, copy and continue repeating patterns represented in different ways — VC2MFDA01, Victorian Curriculum F–10 Version 2.0, Mathematics, Foundation Level D, quoted verbatim from S :
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Achievement standard (extract, quoted verbatim): “*Students copy and continue simple repeating patterns.*” — VC2MFDA01, same authority file.

What VCAA suggests this can look like. The three elaborations below are VCAA’s examples of the content description, quoted verbatim from the authority file. They are illustrations, not a teaching order, and this subtopic is not a walk through them one by one.

- **VC2MFDA01.E01** — “*copying and continuing a repeating pattern comprising 2 or more elements; for example, performing clap-clap-tap, clap-clap-tap, making a bead necklace using red, blue, red, blue, red, blue, or copying repeating patterns of drumbeats or dance moves during music activities*”
- **VC2MFDA01.E02** — “*examining and continuing a simple repeating two-element pattern with given objects, movements or sounds; for example, copying and continuing a yellow, blue, blue, yellow, blue, blue pattern when setting the table with drinking cups, repeating and continuing a step, step, clap pattern using their body, or copying and continuing a square, circle, circle pattern using pattern blocks*”
- **VC2MFDA01.E03** — “*identifying the first and last element in a pattern sequence; for example, stating or indicating the colour in response to questions such as ‘What is the first colour in the pattern?’ and ‘What is the last colour in the pattern?’*”

What this subtopic is

The Victorian Curriculum uses the term *repeating pattern* but does not define it. This subtopic therefore treats it as: **a run of sounds, movements, objects or shapes where the same things happen again, in the same order**, and every task here is answerable on that meaning alone.

The content description carries three verbs. They are the whole of the subtopic:

- **Recognise** — the student shows they can see, hear or feel that the run goes again in the same order. The student may show this by looking, joining in, matching, choosing, or by saying, signing or choosing a symbol for *same* or *again*.
- **Copy** — the student makes the pattern the teacher made, the same way, with their own materials, movements or sounds.
- **Continue** — the pattern stops; the student puts what goes next.

The content description says patterns are “*represented in different ways*”. This section uses four ways, all of them from VCAA’s own elaborations:

Way	What it looks like here
sounds	clap-clap-tap; drumbeats
movements	step, step, clap; dance moves
objects	beads, drinking cups, blocks
shapes	pattern blocks: square, circle, circle

Patterns here have 2 parts (red, blue, red, blue) or 3 parts (clap-clap-tap; yellow, blue, blue). The student experiences the repeat by doing it, hearing it and making it. The student is never asked to name or point to “the part that repeats” as a thing in itself — that comes later (see below).

What is not in this subtopic

These things are deliberately absent. They belong to other levels, and a task that includes them has left this subtopic's scope:

- **no naming or identifying the repeating unit** — Foundation and Level 1 (VC2M1A02)
- **no missing-piece tasks** — nothing like red, blue, ____, blue, where the student fills a gap in the middle; the student only takes the pattern onward from its end
- **no skip counting, no number sequences, no coins in patterns** — Level 1 (VC2M1A01)
- **no pronumerals, no symbols for unknowns**
- **no creating new patterns and no following a sequence of instructions** — Foundation (VC2MFA01)
- **no reading and no writing anywhere** — no task depends on the student decoding any words

Communication and materials

Every instruction reaches the student in the student's own communication modality — spoken language, sign, AAC device, picture exchange, eye-gaze, or a combination. The teacher says the words, signs them, and shows them with the materials at the same time. The response can come back any way the student communicates: a word, a sign, a symbol on the student's own device, a look, a reach, a placed object, a movement of the body. All of these are real answers here.

Materials — have these out before the session starts:

- beads in 2 colours (red and blue), on strings, in a large size and a small size
- drinking cups in 2 or 3 colours (yellow and blue; green if you have it)
- blocks or pattern blocks in several colours, in more than one size — a mix of sizes and textures (smooth beads, wooden blocks) gives every student a way in
- a drum, or the table top for tapping
- 2-choice cards and the student's own communication system, within reach — a student whose system is not at hand cannot answer, so the system is part of the materials

Sensory and motor design, built in:

- A student who does not hear the rhythm well can watch the movement or feel the tap through the table.
- A student who finds small beads hard to hold uses big blocks or cups for the same pattern — the pattern stays the same; the pieces get bigger.
- Every pointing response has an eye-gaze version: the student looks at their choice, and the teacher waits, then confirms what they saw.
- Hand-over-hand and co-active movement are ways of doing, not ways of failing. They are offered, never forced.

Timing is for the teacher's planning only. A teaching session here runs about 15 minutes, and each checkpoint task about 5 minutes. That is guidance for planning the week. Nothing is timed, and no limit applies to the student.

Teaching sequence — teacher script

One sequence, delivered by the teacher, with the full script. Each step gives the materials, the words to say (in quotes — say them, sign them, and show them together), and what to look for. Pause after every question. Wait for the student's answer, in whatever way it comes.

Step 1 — hear it and do it: clap-clap-tap

Materials: hands; a drum or the table if you want sound the student can feel.

“Watch me.” Clap, clap, tap. “Again.” Clap, clap, tap. “Your turn.”

Look for: the student joining in at any point; moving with the rhythm; watching the hands; doing the tap after the claps. Join in with the student at first. Any part of the pattern done with you counts.

Step 2 — see it and touch it: red, blue, red, blue

Materials: beads or blocks, red and blue.

Make the row as the student watches: red, blue, red, blue.

“Look. Red, blue, red, blue.” “Touch them with me.” Touch each piece together: red, blue, red, blue. “It goes again. Red, blue, red, blue.”

Look for: the student looking along the row; touching the pieces; saying or signing a colour.

Step 3 — copy it: make it the same

Materials: a second set of beads or blocks for the student.

“Make it the same.” “Red ... blue ... red ... blue.”

Say one colour as the student places each piece. Offer hand-over-hand or a co-active start if needed. Then touch both rows together and check:

“Same! Red, blue, red, blue.”

Look for: the student placing the pieces in the same order, with as much or as little support as they need.

Step 4 — continue it: go on

Materials: coloured drinking cups.

Make the row: yellow, blue, blue, yellow, blue, blue.

“Yellow, blue, blue.” “Again: yellow, blue, blue.” “Go on. What goes next?”

Wait. If the student does not respond, hold up a yellow cup and a blue cup:

“This one, or this one?”

The student answers by looking, pointing, reaching, saying, signing or choosing a symbol. Place the chosen cup at the end of the row.

“Yellow! The pattern goes again.”

Look for: any communication of the next piece (yellow). A student who keeps going adds blue, blue after it.

Step 5 — first and last

Materials: a row of 4 blocks in different colours — yellow, blue, green, red.

“Touch the first one.” “The first one is yellow.” “Touch the last one.” “The last one is red.”

Look for: the student touching, pointing to, looking at, or naming the first block and the last block. Guide the hand, or accept the look, and say the colour the student has chosen.

Pictures of actions in order: clap, clap, tap, clap, clap, tap.

Pictures of actions in order: clap, clap, tap, clap, clap, tap.

Beads on a string: red, blue, red, blue, red, blue.

Beads on a string: red, blue, red, blue, red, blue.

Drinking cups in a row: yellow, blue, blue, yellow, blue, blue.

Drinking cups in a row: yellow, blue, blue, yellow, blue, blue.

Four blocks in a row: yellow, blue, green, red. The word first is under the yellow block
and the word last is under the red block.

Four blocks in a row: yellow, blue, green, red. The word first is under the yellow block and the word last is under the red block.

Worked examples

Two examples, modelled by the teacher with real objects on the desk. The student watches, joins in and responds — the student never reads these. Read the Say column aloud, in the student's modality, as you do the Do column.

Worked example 1 — copy a bead pattern

The teacher makes a row of beads: red, blue, red, blue. Then the teacher makes it the same, out loud.

Do	Say
Make the row: red, blue, red, blue. Touch each bead.	“Look. Red, blue, red, blue.”
Get a second string and a pot of red and blue beads.	“I make it the same.”
Put one bead down. Wait. Put the next.	“Red ... blue ... red ... blue.”
Put the two rows side by side. Touch both rows together.	“Same! Red, blue, red, blue.”

Look for: the student watching the one-by-one placing; the student copying the pattern with their own beads, blocks or cups, with any level of support. A student who directs — choosing each colour by look, sign or symbol while the teacher or an aide places it — is copying.

Worked example 2 — continue a cup pattern

The teacher sets the table with drinking cups: yellow, blue, blue, yellow, blue, blue. Then the pattern stops, and the teacher goes on.

Do	Say
Place the cups one by one.	“Yellow, blue, blue. Yellow, blue, blue.”
Touch the whole row from the start.	“It goes again.”
Stop. Hold up a yellow cup and a blue cup.	“Go on. This one, or this one?”
Wait for the answer. Place the yellow cup at the end.	“Yellow! Go on again: blue, blue.”

Look for: the student choosing yellow as the next cup — by look, point, reach, word, sign or symbol. Continuing past the first piece adds blue, blue.

Practice — with support

The teacher gives every task in the student's own way — with words, signs, symbols, objects and showing. Each task offers three ways to answer. Use the ones that fit the student; they are all full answers.

P1. Same or different?

Make a row of blocks: red, blue, red, blue. Then show two more rows. Row 1 is red, blue, red, blue. Row 2 is red, red, blue, red.

“Look at my row. Red, blue, red, blue.” “Which one goes the same way?”

The student can answer by:

- looking at Row 1, or pointing to it;
- placing a counter on Row 1;
- saying, signing or choosing the symbol for *same*, then showing which row.

Look for: the student choosing Row 1 — the row that repeats the same way.

A model row of blocks, red, blue, red, blue, with two rows below it: Row 1 is red, blue, red, blue and Row 2 is red, red, blue, red.

A model row of blocks, red, blue, red, blue, with two rows below it: Row 1 is red, blue, red, blue and Row 2 is red, red, blue, red.

P2. Copy the beads



Make a bead row: red, blue, red, blue.

“Make it the same.”

The student can answer by:

- threading or placing beads in the same order;
- using big blocks or cups instead of beads for the same pattern, if small pieces are hard to hold;
- choosing each colour by look, sign or symbol, and placing it with a hand in their hand.

Look for: the student making red, blue, red, blue, in order, with any level of support.

P3. Go on — the cups

Set cups in a row: yellow, blue, blue, yellow, blue, blue. Stop.

“Go on. What goes next?”

The student can answer by:

- placing the next cup at the end of the row;
- choosing from two cups held up — the answer is seen in the look, the point or the reach;
- saying, signing or choosing the colour symbol: *yellow*.

Look for: the student adding yellow. A student who keeps going adds blue, blue.

P4. First and last

Make a row of 4 blocks: yellow, blue, green, red.

“Show me the first one.” “Show me the last one.”

The student can answer by:

- touching or pointing to the block;
- looking at the block — say back what the student has chosen: “The first one is yellow”;
- saying, signing or choosing the colour symbol: *yellow*, then *red*.

Look for: the student showing the first block (yellow) and the last block (red), in any modality.

Practice — other times, other places

The same mathematics, in other settings with other materials. These keep the pattern work going across the week, and they are where the teacher sees whether the response sustains.

V1. Music — drumbeats

Tap the drum: tap, tap, boom. Tap it again. The student copies the beat on their own drum or the table. Then the teacher stops — the student keeps the beat going. A student who hears little can feel the tap on the table and join with the movement.

V2. Movement and dance

Do the pattern with the body: step, step, clap. The student copies it, then keeps it going. With a ball, it becomes bounce, bounce, clap. In dance, pick two simple moves and repeat them: the moves are the pattern.

V3. The kitchen and the table

Set the table for a meal or a break: plate, cup, plate, cup. The student copies the setting, then goes on — what goes next? Real cups and plates, a real job, the same mathematics.

V4. Shapes with pattern blocks

Make a row of pattern blocks: square, circle, circle. The student copies it with their own blocks, then continues it — the next one is a square. Here the pattern is made of shapes, not colours: the same idea, a different way of representing it.

Checkpoint CP3 — observed assessment (6 marks)

Checkpoint CP3 assesses VC2MFDA01. It is observed, one-to-one or in a small group, with the materials on the desk. It is **two tasks, scored separately**: one pattern-recognition task and one pattern-continuation task, worth 3 marks each.

Administration, per the assessment plan for this book:

- **Observe on at least three separate occasions.** A single observation is not evidence at this level. Record each occasion on the sheet below; the judgement is the student's **best sustained** response — not an average, and not necessarily the most recent.
- **Nothing is timed, and nothing is written.** The student reads nothing and writes nothing.
- **The student answers in their own modality**, and the student's communication system is at hand before the task starts.
- **Assisted and partial responses are scored, not zeroed.** Hand-over-hand, co-active movement, partial physical prompts, eye-gaze, sign, AAC and picture exchange are all legitimate observed responses. A correct response given with support is a correct response.
- The 48 MCQs keyed to VC2MFDA01 live in the digital question layer. They are not this checkpoint.

Task 1 — recognise the pattern (3 marks)

Materials: the model row and two choice rows, made with blocks. Model: red, blue, red, blue. Row 1: red, blue, red, blue. Row 2: red, red, blue, red.

Script:

“Look at my row. Red, blue, red, blue.” “Which one goes the same way?”

Wait. Accept the answer as a look, a point, a reach, a placed counter, a word, a sign or a symbol.

Alternative form, where it fits the student's communication better: use one row only and ask, “Show me the first one” and “Show me the last one” (VC2MFDA01.E03). Both forms evidence recognition; use the one the student can answer, and record which form you used.

Expected response: the student chooses Row 1 (or shows the first and last element of the row).

Task 2 — copy and continue the pattern (3 marks)

Materials: beads or blocks in 2 colours. The teacher makes a row: red, blue, red, blue.

Script:

“Make it the same.”

Then, when the copy is made:

“Go on.”

Accept placing, pointing to the next colour from a pair, an eye-gaze choice from two pieces held up, a word, a sign or a symbol. Where the student directs and the adult places, record it as the student's response.

Expected response: the student copies red, blue, red, blue, then adds red, blue — at least the next 2 pieces, in the right order.

Blocks in a row: red, blue, red, blue, then space for 2 more.

Blocks in a row: red, blue, red, blue, then space for 2 more.

Rubric. The bands are written in the language of the content description and its achievement-standard extract — “Students copy and continue simple repeating patterns.” Support given does not lower a mark.

Mark	Task 1 — recognise	Task 2 — copy and continue
3	The student recognises the repeating pattern: they choose the row that goes the same way, or they show the first and last element. The response is sustained — it happens across most of the recorded occasions, with or without support.	The student copies the pattern and continues it: the next pieces go in the right order. The response is sustained — it happens across most of the recorded occasions, with or without support.
2	The student shows recognition with support, but the response is partial or not consistent across occasions — right on some occasions, or right only with full physical support.	The student copies or continues the pattern with support, but the response is partial or not consistent across occasions — for example, the copy is complete but the continuation stops after 1 piece.
1	The student takes part in the task with support: attends to the row, touches or looks at the materials, joins in the activity. Recognition is not yet observable.	The student takes part in the task with support: attends to the materials, places pieces with hand-over-hand or co-active movement. Copying and continuing are not yet observable.
0	No observable response on any occasion. Record what was offered, teach again, and observe again.	No observable response on any occasion. Record what was offered, teach again, and observe again.

Recording sheet — at least three occasions.

Occasion	Date	Setting and materials	Communication system used	Task 1 (0–3): what the student did	Task 2 (0–3): what the student did
1					
2					
3					

Best sustained judgement: Task 1 ____ / 3 · Task 2 ____ / 3 · **Total** ____ / 6

Reporting. Record the judgement in the words of the achievement standard: the student copies and continues simple repeating patterns — with the level of support and the modality in which the response was observed. This subtopic hands forward to Foundation’s VC2MFA01, where copying and continuing grow into creating patterns and following a sequence of instructions.

Checkpoint 3 (CP3) — Chapter 3: Algebra — repeating patterns

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Observation checkpoint — recognising, copying and continuing repeating patterns with blocks, beads, cups, sounds and movements. The teacher reads, signs or presents everything on these pages in the student's own communication way. The student reads nothing and is never required to speak or write.

Instrument information

Instrument	Checkpoint 3 (CP3) — Chapter 3 assessment
Book and band	ClassBasics <i>Mathematics Towards Foundation D</i> (book code BK_MathsADD) — Foundation Level D, the exit level of the Towards Foundation continuum. Level D is a progression level, not a year level; no age is implied anywhere in this instrument.
Chapter coverage	Chapter 3 — Algebra: recognising, copying and continuing repeating patterns (section 3A)
Content descriptions assessed	VC2MFDA01 (3A) — one owned content description, scored as two separately scored tasks: one pattern-recognition task and one pattern-continuation task (TOC §7)
Marks	6 — Task 1 (recognise) worth 3 marks, Task 2 (copy and continue) worth 3 marks. Chapter 3 holds one content description; the 6-mark chapter floor (TOC §7) gives the single CD enough separately scored observation to be readable.
Structure	Two observed tasks, scored separately, each on a 0–3 band rubric written in the language of the achievement standard extract
Format	Observed, one-to-one or in a small group, with materials on the desk
Timing	Untimed. A guidance duration for planning is about 5 minutes per task per occasion, spread across the week. This is never a limit on the student.
Occasions	Evidence is gathered across at least three separate occasions . The recorded mark is the student's best sustained response — not an average and not the most recent occasion.
Permitted materials	The materials lists below, and the student's own communication system. No worksheets, no written responses, no calculator. There are no multiple-choice items in this instrument; the MCQ bank keyed to this content description belongs to the digital question layer.
Recording	Record every occasion on the CP3 recording sheet: <code>_MathsADD_CP3_Rubric.md</code> . The recording space for this checkpoint is that sheet.

Conditions

- **All instructions are delivered in the student's own communication modality** — spoken language, sign, AAC device, picture exchange, eye-gaze, or a combination. No task depends on the student reading anything.

- **No task requires speech.** Every response channel is accepted: a look, a gaze, a reach, a point, a placed object or counter, a movement of the body, a vocalisation, a sign, a picture, or a word on the device. Where the student directs and the adult places, record it as the student's response.
 - **Assisted and partial responses are scored, never zeroed.** Hand-over-hand, partial physical prompt, co-active movement, eye-gaze and aided communication are legitimate observed responses at Level D. A correct response given with support is a correct response; support given does not lower a mark.
 - **The student's communication system is to hand and in reach** on every occasion. If it is not, note that on the recording sheet — it is part of the evidence, not a detail.
 - **This is a school-designed assessment instrument.** It is written by the school for its own students against the Victorian Curriculum F–10 Mathematics Version 2.0 content description named above. It is not a VCAA instrument and has not been reviewed or endorsed by VCAA.
 - Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.
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Teacher guidance — before you begin

CP3 gathers the evidence Chapter 3 has been building: recognising, copying and continuing repeating patterns represented in different ways (3A, VC2MFDA01). The content description carries three verbs — **recognise, copy, continue** — and TOC §7 requires the checkpoint to score pattern-recognition and pattern-continuation as **separate items**, because this one CD carries both ideas. That is why this checkpoint is two tasks of 3 marks each, not one task of 6.

What CP3 never asks. No naming or identifying the repeating unit as a thing in itself (Foundation and Level 1, VC2M1A02). No missing-piece tasks — the student only takes the pattern onward from its end, never fills a gap in the middle. No skip counting, no number sequences, no coins in patterns. No creating new patterns and no following a sequence of instructions (Foundation, VC2MFA01). No reading and no writing anywhere.

Patterns here have 2 parts (red, blue, red, blue) **or 3 parts** (clap-clap-tap; yellow, blue, blue), all of them drawn from VCAA's own elaborations for this CD (VC2MFDA01.E01–E03). Patterns are represented in different ways across occasions — objects (beads, blocks, cups), sounds (clap-clap-tap, drumbeats), movements (step, step, clap) and shapes (square, circle, circle with pattern blocks) — so the judgement is about the mathematics, not one familiar set of materials.

What counts as a response. Looking along a row, touching the pieces, placing pieces, joining in a movement or sound, choosing between two pieces held up, pointing, gazing, saying, signing, or choosing a symbol on the student's own device. Assisted and partial responses count. Record the support you gave.

Task 1 — recognise the pattern (3 marks)

Materials: the model row and two choice rows, made with blocks. Model: red, blue, red, blue. Row 1: red, blue, red, blue. Row 2: red, red, blue, red.

Script: Say: "Look at my row. Red, blue, red, blue." Then: "Which one goes the same way?" Wait. Accept the answer as a look, a point, a reach, a placed counter, a word, a sign or a symbol.

Alternative form, where it fits the student's communication better: use one row only and ask "Show me the first one" and "Show me the last one" (VC2MFDA01.E03). Both forms evidence recognition; use the one the student can answer, and record on the recording sheet which form you used.

Expected response: the student chooses Row 1 — the row that goes the same way — or, on the alternative form, shows the first element (red) and the last element (blue) of the row.

Task 1 is scored on the 0–3 band on the recording sheet. In brief:

- **3 marks** — the student recognises the repeating pattern: they choose the row that goes the same way, or they show the first and last element. The response is sustained — it happens across most of the recorded occasions, with or without support.
 - **2 marks** — the student shows recognition with support, but the response is partial or not consistent across occasions — right on some occasions, or right only with full physical support.
 - **1 mark** — the student takes part in the task with support: attends to the row, touches or looks at the materials, joins in the activity. Recognition is not yet observable.
 - **0 marks** — no observable response on any occasion. Record what was offered, teach again, and observe again.
-

Task 2 — copy and continue the pattern (3 marks)

Materials: beads or blocks in 2 colours. The teacher makes a row: red, blue, red, blue.

Script: Say: “Make it the same.” Then, when the copy is made, say: “Go on.”

Accept placing the next piece, pointing to the next colour from a pair, an eye-gaze choice from two pieces held up, a word, a sign or a symbol. Where the student directs and the adult places, record it as the student’s response. A student who finds small beads hard to hold uses big blocks or cups for the same pattern — the pattern stays the same; the pieces get bigger.

Expected response: the student copies red, blue, red, blue, then adds red, blue — at least the next 2 pieces, in the right order.

Task 2 is scored on the 0–3 band on the recording sheet. In brief:

- **3 marks** — the student copies the pattern and continues it: the next pieces go in the right order. The response is sustained — it happens across most of the recorded occasions, with or without support.
 - **2 marks** — the student copies or continues the pattern with support, but the response is partial or not consistent across occasions — for example, the copy is complete but the continuation stops after 1 piece.
 - **1 mark** — the student takes part in the task with support: attends to the materials, places pieces with hand-over-hand or co-active movement. Copying and continuing are not yet observable.
 - **0 marks** — no observable response on any occasion. Record what was offered, teach again, and observe again.
-

Response set — how the student can answer

- **Object action:** touch or place pieces to choose a row; copy the row piece by piece; add the next pieces at the end; place a counter on the row that goes the same way; touch the first and the last piece.
 - **Gesture, eye-gaze, switch or AAC:** look and hold at a row or a piece held up; switch-select; choose the colour symbol or *same* on the device; direct the placing by gaze or switch with the adult placing.
 - **Speech or sign:** say or sign the colour, or *same*; join in a sound or movement pattern (clap-clap-tap, step-step-clap) where the body is the material.
-

After the third occasion

Transfer each band score from the recording sheet to the summary there: Task 1 (recognise) /3, Task 2 (copy and continue) /3 — checkpoint total /6. The rubric wording and the occasion record are on [_MathsADD_CP3_Rubric.md](#). VC2MFDA01 appears again in the end-of-level review (REV), worth 2 marks, before reporting against the Level D achievement standard. This subtopic hands forward to Foundation’s VC2MFA01, where copying and continuing grow into creating patterns and following a sequence of instructions.

Checkpoint 3 (CP3) — Rubric and recording sheet

Mathematics Towards Foundation D · ClassBasics workbook · Level D

Chapter 3 — Algebra: repeating patterns. This sheet is for the teacher to fill in. The student reads nothing and writes nothing here. Whole pages may be removed from the printed booklet for distribution, provided only whole pages are removed.

Instrument	Checkpoint 3 (CP3) — scoring rubric and observation record
Book and band	ClassBasics <i>Mathematics Towards Foundation D</i> (BK_MathsADD) — Foundation Level D, Towards Foundation. A progression level, not a year level; no age implied.
Content descriptions assessed	VC2MFDA01 — scored as two separately scored tasks: Task 1 (pattern-recognition) and Task 2 (pattern-continuation), 3 marks each (TOC §7)
Marks	6
Conditions	Observed, one-to-one or small group, untimed; evidence across at least three separate occasions; the recorded marks are the student's best sustained response. School-designed assessment instrument, not a VCAA instrument; not reviewed or endorsed by VCAA.

Student: _____ Communication system used: _____

The scoring model — the whole of the mark scheme

VC2MFDA01 carries two distinct ideas — recognising a repeating pattern, and copying and continuing one — and TOC §7 scores them as **separate tasks**, each on a **0–3 band**, 6 marks in all for Chapter 3 (the single-CD chapter floor). Each band score is awarded on the student's **best sustained** response across **at least three separate occasions**:

- **Support given does not lower a mark.** Hand-over-hand, partial physical prompt, co-active movement, eye-gaze and aided communication (AAC device, picture exchange, sign) are legitimate observed responses at Level D. What separates the bands is whether the mathematical response is observable and whether it sustains across occasions — not how much support was given.
- **0 marks** — no observable response yet, across the occasions. This is not a failure. Record what was offered, keep teaching, then observe again.

Rules that bind the judgement:

- A single observation is not evidence at Level D. Response varies with fatigue, seizure activity, medication, sensory load, pain, and whether the student's communication system is to hand.
 - The recorded judgement is the student's **best sustained** response — not an average, and not the most recent occasion.
 - Nothing is timed. Nothing is written. The student reads nothing on this sheet or on the instrument pages.
 - Vary the representation across occasions — objects (beads, blocks, cups), sounds (clap-clap-tap, drumbeats), movements (step, step, clap) and shapes (pattern blocks) — so the judgement is about the pattern, not one familiar set of materials.
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Record A — VC2MFDA01 · recognising, copying and continuing repeating patterns · 6 marks

Content description (quoted verbatim from `maths_AD.json`): “*recognise, copy and continue repeating patterns represented in different ways.*”

Achievement standard extract carried on this CD (quoted verbatim): “*Students copy and continue simple repeating patterns.*”

Task 1 — recognise the pattern · 0–3 marks

Script: show the model row (red, blue, red, blue) and two choice rows (Row 1: red, blue, red, blue; Row 2: red, red, blue, red); say “Which one goes the same way?” Alternative form (VC2MFDA01.E03): one row only — “Show me the first one” and “Show me the last one.” Record which form was used.

Band	Look for
3	The student recognises the repeating pattern: they choose the row that goes the same way, or they show the first and last element. The response is sustained — it happens across most of the recorded occasions, with or without support.
2	The student shows recognition with support, but the response is partial or not consistent across occasions — right on some occasions, or right only with full physical support.
1	The student takes part in the task with support: attends to the row, touches or looks at the materials, joins in the activity. Recognition is not yet observable.
0	No observable response on any occasion. Record what was offered, teach again, and observe again.

Task 2 — copy and continue the pattern · 0–3 marks

Script: make the row red, blue, red, blue; say “Make it the same.” When the copy is made, say “Go on.” Expected: the copy is made, then at least the next 2 pieces (red, blue) are added in the right order.

Band	Look for
3	The student copies the pattern and continues it: the next pieces go in the right order. The response is sustained — it happens across most of the recorded occasions, with or without support.
2	The student copies or continues the pattern with support, but the response is partial or not consistent across occasions — for example, the copy is complete but the continuation stops after 1 piece.
1	The student takes part in the task with support: attends to the materials, places pieces with hand-over-hand or co-active movement. Copying and continuing are not yet observable.
0	No observable response on any occasion. Record what was offered, teach again, and observe again.

Occasion record — at least three occasions

Occasion	Date	Setting, materials and form used	Communication system used	Task 1 — what the student did	Task 2 — what the student did
1				/3	/3
2				/3	/3
3				/3	/3
Further				/3	/3

For each occasion, record: the materials and the representation used (objects, sounds, movements or shapes), which form of Task 1 was used, what the student did, in which modality, and the support given.

Checkpoint 3 summary

Task	Idea scored	Best sustained mark
Task 1 — recognise the pattern	recognition of a simple repeating pattern	___ / 3
Task 2 — copy and continue the pattern	copying and continuing a simple repeating pattern	___ / 3
Checkpoint 3 total		___ / 6

VC2MFDA01 is assessed again, worth 2 marks, in the end-of-level review (REV) before reporting against the Level D achievement standard. Record the judgement in the words of the achievement standard: the student copies and continues simple repeating patterns — with the level of support and the modality in which the response was observed.

Recorded by: _____ **Date:** _____