

Mathematics Towards Foundation D

End-of-level review (REV) — cumulative observation review

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End-of-level review (REV) — Foundation Level D: cumulative observation review

Mathematics Towards Foundation D · ClassBasics workbook · Level D

The end-of-level review. Short observed tasks run across several sessions, covering all 12 content descriptions of Foundation Level D. Cumulative, no new content. 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	End-of-level review (REV) — cumulative review across all 6 chapters
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	All chapters — 1 Number: how many?; 2 Number: acting out situations; 3 Algebra; 4 Measurement; 5 Space; 6 Statistics
Content descriptions assessed	All 12 — VC2MFDN01, VC2MFDN02, VC2MFDN03, VC2MFDN04, VC2MFDN05, VC2MFDN06, VC2MFDA01, VC2MFDM01, VC2MFDM02, VC2MFDSP01, VC2MFDSP02, VC2MFDST01 — each worth 2 marks
Marks	24 — 2 marks per content description × 12
Structure	Twelve records (A–L), one per content description; each record holds two separately scored 1-mark observations
Format	Not an exam. A set of short observed tasks with materials, run across several sessions
Timing	Untimed. Guidance for planning: about 10–15 minutes per session, spread across the final weeks of the level. This is never a limit on the student.
Sessions	Run across several sessions . Every content description is observed on at least three separate occasions across the assessment program (checkpoints and review together); 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 these content descriptions belongs to the digital question layer.
Recording	Record every session on the REV recording sheet: <u>_MathsADD_REV_Rubric</u> .md. The recording space for this review 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 card, 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 rubric that scores only independent performance has failed the achievement standard.
 - **The student's communication system is to hand and in reach** on every session. 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 descriptions 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

What the review is for. The review exists so a teacher can report against the Foundation Level D achievement standard, and so the Foundation teacher receiving the student can see where the handoff stands (TOC §2, D2). It is **cumulative and carries no new content**: every task here revisits mathematics already assessed in its chapter checkpoint — Checkpoint 1 to Checkpoint 6. No content description is assessed here that was not already assessed in its chapter checkpoint.

How to run it. Run the tasks across several sessions, in any order that fits the student's week and energy. Vary the materials from the checkpoint occasions — different numerals, different collections, a different routine — so the judgement is about the mathematics, not one familiar set. The checkpoint marks and the review marks are all occasions of the same judgement: the recorded mark is the student's **best sustained** response across the occasions, not an average and not the most recent.

No new demands. Every range stays at its checkpoint value: numbers to at least 10 with zero in scope (VC2MFDN01, VC2MFDN03); subitising to 4 (VC2MFDN02); collections up to 10 (VC2MFDN04, VC2MFDN05, VC2MFDN06); direct comparison only, no units, no clocks (VC2MFDN01); times of the day by light and event, never by clock face (VC2MFDN02); the four shape names (VC2MFDSP01); where-words with no left, right, maps or routes (VC2MFDSP02); questions with only 2 outcomes and counts no more than 10 (VC2MFDST01). Results are recorded with numerals, never number sentences.

Record A — VC2MFDN01 · numbers zero to 10: naming, representing, ordering · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“name, represent and order numbers including zero to at least 10, using physical and virtual materials and numerals.”*

Task 1 — names and numerals (1 mark). Materials: numeral cards 5, 2 and 0. Say: “Show me five”, “Show me two”, “Show me zero”. For a student who says or signs number words, also hold up each card and ask “What is this number?” Award 1 mark when the numerals are matched to their names, in any modality, with any level of assistance. Zero is in scope.

Task 2 — position in the sequence (1 mark). Materials: numeral cards 6, 1 and 8, out of order. Say: “Put the numbers in order.” Then point to 4 on a number line and ask: “One more than 4 is what?” Award 1 mark when the order 1, 6, 8 is shown, in any modality, with any level of assistance; the one-more ask is supporting evidence of position in the sequence.

Record B — VC2MFDN02 · subitising: seeing how many, up to 4 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“recognise and name the number of objects within a collection up to 4 using subitising.”*

Task 1 — a brief show of 3 (1 mark). Materials: a dot card with 3 dots in a line, or 3 counters on a frame. Show for about 2 seconds, then hide. Say: “How many did you see?” Award 1 mark when the student communicates 3 without counting one by one, in any modality, with any level of assistance.

Task 2 — a brief show of 4, different arrangement (1 mark). Materials: a dot card with 4 dots spread out, or a toss of 4 two-coloured counters. Show briefly, then hide. Say: “How many did you see?” Award 1 mark when the student communicates 4, or the number of one colour of the tossed set, without counting one by one, in any modality, with any level of assistance. The ceiling for this record is 4.

Record C — VC2MFDN03 · counting and comparing collections to 10, with reasoning · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“quantify and compare collections to at least 10 using counting, and explain or demonstrate reasoning.”*

Task 1 — quantify and compare (1 mark). Materials: two collections of up to 10 objects each (for example 8 pegs and 6 pegs). Say: “How many here?” for each collection, then “Which has more? Or are they the same?” Award 1 mark when the student counts each collection and says or shows which has more, or that they are the same, in any modality, with any level of assistance. This task carries the sentence *“Students compare the size of collections to at least 10.”*

Task 2 — the reason (1 mark). Say: “How do you know?” Award 1 mark when the student explains or demonstrates how they know — points to leftovers, gives the two counts, or matches the groups one for each — in any modality, with any level of assistance. Reasoning is scored, not just the answer.

Record D — VC2MFDN04 · part–part–whole up to 10 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“partition and combine collections up to 10 and find the changed value using counting strategies.”*

Task 1 — partition in different ways (1 mark). Materials: 7 counters and two plates. Say: “Put some here and some there.” Then: “Do it a different way.” Award 1 mark when the student partitions the collection into two parts, and does it in a different way, in any modality, with any level of assistance.

Task 2 — combine; find the changed value (1 mark). Say: “How many altogether?” Then add one more counter and say: “Now how many?” Award 1 mark when the student combines the parts to find the whole, or counts on, and finds the changed value when one more is added, recording the result with a numeral, in any modality, with any level of assistance.

Record E — VC2MFDN05 · practical situations: adding, taking away, money · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“represent practical situations, including simple financial situations, involving addition, subtraction and quantification up to at least 10 with physical and virtual materials and use matching or counting strategies.”*

Task 1 — add to or take away (1 mark). Materials: 9 counters and a cup or plate. Say: “5 biscuits here. I eat 2. How many are left?” (or the adding-to form with different numbers from Checkpoint 2). Award 1 mark when the student

represents the situation with the materials and gives the result, recorded with a numeral, in any modality, with any level of assistance. No number sentence — recording is with numerals.

Task 2 — a simple financial situation (1 mark). Materials: ten \$1 coins and three items with \$1 price tags. Say: “Everything costs \$1. Buy these three. Pay with the coins.” Whole dollars only — no cents, no change, no rounding. Award 1 mark when the student pays one coin per item and communicates a part of the transaction — the coins spent (3) or left (7) — in any modality, with any level of assistance.

Record F — VC2MFDN06 · equal sharing of a collection between 2 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*represent practical situations that involve equal sharing of a collection of up to 10 physical or virtual objects and use counting strategies.*”

Task 1 — share one at a time and check (1 mark). Materials: 10 objects and two places or people, inside a real routine where you can. Say: “10 here. 2 people. Share.” Award 1 mark when the student shares the collection between 2, one object at a time, until it is all gone, and checks the shares are equal — by counting, pairing or subitising — in any modality, with any level of assistance.

Task 2 — say and record the share (1 mark). Say: “How many for each?” Award 1 mark when the student says or shows how many are in each share and the share is recorded with a numeral, in any modality, with any level of assistance. A student who handles an odd case — 1 left over, and what to do about it — shows the same idea more fully; record it.

Record G — VC2MFDA01 · repeating patterns · 2 marks

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

Task 1 — copy a pattern in a different way (1 mark). Materials: sounds or movements (clap-clap-tap; step, step, clap), or objects of a different kind from Checkpoint 3. Make the pattern twice, then say “Your turn.” Award 1 mark when the student copies the repeating pattern, in any modality, with any level of assistance.

Task 2 — continue the pattern (1 mark). Materials: a row of blocks or cups in a 2-part or 3-part pattern, stopped at the end of a repeat. Say: “Go on. What goes next?” Award 1 mark when the student continues the pattern — at least the next piece, in the right order — in any modality, with any level of assistance. No missing-piece tasks: the student takes the pattern onward from its end only.

Record H — VC2MFDN01 · length, capacity, mass and duration by direct comparison · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparison.*”

Task 1 — an attribute by direct comparison (1 mark). Materials: two objects of different length, capacity or mass, with materials different from Checkpoint 4 (ribbons, two bottles, two bags). Say: “Which is longer?” or “Which holds more?” or “Which is heavier?” Award 1 mark when the student engages with the direct comparison and communicates the difference using the comparative language of that attribute, in any modality, with any level of assistance. No units; no estimation.

Task 2 — duration, on its own (1 mark). Materials: two events started at the same time (two people walking to the door; two towers of blocks built together). Say: “We start at the same time. Ready. Go.” Then: “Which is done first? Which takes longer?” Award 1 mark when the student watches and compares and communicates the difference — takes longer, done first, still going — in any modality, with any level of assistance. Nothing is timed; the comparison is event-against-event only. Duration stays scored on its own: it is the attribute students most often lose.

Record I — VC2MFD02 · sequencing routines and connecting events to times of the day · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“sequence familiar routines and events using simple ordinal language and connect familiar events to times of the day, including morning, afternoon and night-time.”*

Task 1 — order events (1 mark). Materials: 3 picture cards from a familiar routine different from Checkpoint 4’s (for example socks, shoes, out the door; or arrive, eat lunch, go home), mixed up. Say: “Put the pictures in order.” Then: “Which one is first? Which one is next? Which one is last?” Award 1 mark when the student shows the order with the ordinal words, in any modality, with any level of assistance. Following the student’s own visual schedule to say or show what comes first and next is the same evidence.

Task 2 — connect events to times of the day (1 mark). Materials: the 3 time symbols (morning, afternoon, night-time) and 3 pictographs (for example eat breakfast, play, go to bed). Say: “Where does this one go?” for each. Award 1 mark when the student connects the events to morning, afternoon and night-time, in any modality, with any level of assistance. No clock face anywhere in this record.

Record J — VC2MFDSP01 · sorting, naming and recognising familiar shapes · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“sort and name familiar shapes and objects, and recognise and describe familiar shapes within objects in familiar environments.”*

Task 1 — name or create a shape (1 mark). Materials: shape cards, sticks, string or a sensory tray, with shapes different from Checkpoint 5’s set where you can. Say: “What is this shape?” or “Make a square.” Award 1 mark when the student names a familiar shape — circle, square, triangle or rectangle — or makes one and says or shows what they made, in any modality, with any level of assistance.

Task 2 — sort with the reason, or find a shape in the environment (1 mark). Materials: a mixed set of shapes or objects; or the real environment — a different room, the playground, a photo of a familiar place. Say: “Sort these. How did you sort?” or “Find a triangle.” Award 1 mark when the student sorts into like groups and communicates the reason, or identifies a familiar shape in the environment, in any modality, with any level of assistance. Real objects are places to find two-dimensional shapes in.

Record K — VC2MFDSP02 · position and location in a familiar space · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“describe the position and location of objects or people in relation to themselves or known objects within a familiar space.”*

Task 1 — in relation to themselves (1 mark). Materials: the student’s own things — cup, bag, rug. Say: “Where is your cup?” Award 1 mark when the student describes the position of a thing in relation to themselves — in front of me, behind me, underneath me — in any modality, with any level of assistance.

Task 2 — in relation to other items, with a 2-step direction (1 mark). Materials: a pencil, a box, a shelf. Say: “Step 1: pick up the pencil. Step 2: put the pencil inside the box.” Then: “Where is the pencil?” Award 1 mark when the student follows the steps and says or shows where the pencil is — inside the box — using a where-word, in any modality, with any level of assistance. No left or right, no maps, no routes: the steps stay in one place.

Record L — VC2MFDST01 · sorting and comparing data with 2 outcomes · 2 marks

Content description (quoted verbatim from `maths_AD.json`): *“sort and compare data represented by objects and images in response to questions that have only 2 outcomes and relate to familiar situations.”*

Task 1 — collect, sort, display, count (1 mark). Materials: counters or picture cards, two hoops or mats, two answer cards; a 2-outcome question different from Checkpoint 6's (for example *Do you like the rain?* or *Do you prefer red or green?*). Ask the group; the student helps sort the answers into two groups, makes the display, and counts each group. Award 1 mark when the student participates in the collection and sorts the responses into two groups with one item per response, counting one number word per item, in any modality, with any level of assistance.

Task 2 — compare and answer with a reason (1 mark). Say: “Which has more? Or are they the same?” Then: “How do you know?” Award 1 mark when the student compares the two groups — more, less, or the same — and shows or tells how they know: the longer row, the leftovers, or the two counts, in any modality, with any level of assistance. Counts are no more than 10.

Response set — how the student can answer, all records

- **Object action:** place, push, pour, lift, share, sort, peg or arrange the materials; carry out the steps of a direction; watch the two events started together.
 - **Gesture, eye-gaze, switch or AAC:** direct the action by gaze or switch with the adult placing; point to or gaze at cards, numerals, rows, places or picture cards; choose the word, numeral or symbol on the device.
 - **Speech or sign:** say or sign number words, shape names, where-words, time words, comparative words, and reasons.
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After the sessions

Transfer each mark from the recording sheet to the summary there: $12 \text{ records} \times 2 \text{ marks} = 24$. The rubric wording and the session record are on `_MathsADD_REV_Rubric.md`, which also carries the full Foundation Level D achievement standard, quoted verbatim, for reporting. The student's result in each record combines with its chapter checkpoint evidence: the recorded judgement everywhere in this book is the student's best sustained response across the occasions. The review result feeds the report against the Level D achievement standard and the Foundation handoff.

End-of-level review (REV) — Rubric and recording sheet

Mathematics Towards Foundation D · ClassBasics workbook · Level D

The end-of-level review, across all 12 content descriptions of Foundation Level D. 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	End-of-level review (REV) — 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	All 12 — VC2MFDN01, VC2MFDN02, VC2MFDN03, VC2MFDN04, VC2MFDN05, VC2MFDN06, VC2MFDA01, VC2MFDM01, VC2MFDM02, VC2MFDSP01, VC2MFDSP02, VC2MFDST01 — 2 marks each
Marks	24
Conditions	Short observed tasks run across several sessions; cumulative, no new content; untimed; every content description observed on at least three separate occasions across the assessment program (checkpoints and review together); 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

Each content description is worth **2 marks** in the review: two separately scored 1-mark observations (task 1 and task 2 of each record), 24 marks in all. The review is **cumulative and carries no new content** — every task revisits mathematics already assessed in its chapter checkpoint, with varied materials. The checkpoint marks and the review marks are all occasions of the same judgement. Every mark is awarded or not awarded on the student's **best sustained** response across the occasions:

- **1 mark** — the observation described for that task is seen, in any modality, **with any level of assistance**. Assisted and partial responses score: 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. A rubric that scores only independent performance has failed the achievement standard.
- **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. Vary the materials across sessions so the judgement is about the mathematics, not one familiar set.

- All ranges hold at their checkpoint values: numbers to at least 10 with zero in scope; subitising to 4; collections up to 10; direct comparison only, no units, no clocks, no estimation; whole dollars only; times of the day by light and event; the four shape names; where-words with no left, right, maps or routes; 2-outcome questions with counts no more than 10. Results are recorded with numerals, never number sentences.

Record A — VC2MFDN01 · numbers zero to 10: naming, representing, ordering · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “name, represent and order numbers including zero to at least 10, using physical and virtual materials and numerals.”

Achievement standard extract carried on this CD (quoted verbatim): “students make connections between number names, numerals and position in the sequence of numbers from zero to at least 10.”

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — names and numerals	matches numerals to their names — 5, 2 and 0; zero in scope						/1
2 — position in the sequence	puts 1, 6 and 8 in order; position in the sequence shown						/1

Record B — VC2MFDN02 · subitising: seeing how many, up to 4 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “recognise and name the number of objects within a collection up to 4 using subitising.”

Achievement standard extract carried on this CD (quoted verbatim): “They use counting strategies to quantify collections to at least 10 and subitise to quantify collections to 4.” This record scores the subitising clause of that sentence; the counting-to-10 clause is scored under Record C. The ceiling for this record is 4.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — a brief show of 3	communicates 3 from a brief display without counting one by one						/1
2 — a brief show of 4	communicates 4, or the number of one colour of a tossed set, from a						/1

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
	brief display, without counting one by one						

Record C — VC2MFDN03 · counting and comparing collections to 10, with reasoning · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*quantify and compare collections to at least 10 using counting, and explain or demonstrate reasoning.*”

Achievement standard extracts scored here (quoted verbatim): “*They use counting strategies to quantify collections to at least 10*” — extract carried on VC2MFDN03; and “*Students compare the size of collections to at least 10.*” — the Level D achievement standard sentence owned by this subtopic per decision D8 of TOC.md.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — quantify and compare	counts each collection, up to 10, and says or shows which has more, or that they are the same						/1
2 — the reason	explains or demonstrates how they know — leftovers, the two counts, or one-for-each matching; reasoning is scored, not just the answer						/1

Record D — VC2MFDN04 · part–part–whole up to 10 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*partition and combine collections up to 10 and find the changed value using counting strategies.*”

Achievement standard extract carried on this CD (quoted verbatim): “*They partition and combine collections up to 10 in different ways.*”

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — partition in different ways	partitions a collection up to 10 into two parts, and does it in a different way						/1
2 — combine; find the changed value	combines the parts to find the whole, or counts on, and finds the changed value when one more is added; the result is recorded with a numeral						/1

Record E — VC2MFDN05 · practical situations: adding, taking away, money · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*represent practical situations, including simple financial situations, involving addition, subtraction and quantification up to at least 10 with physical and virtual materials and use matching or counting strategies.*”

Achievement standard extract carried on this CD (quoted verbatim): “*Students represent practical situations that involve quantifying, equal sharing between 2, and adding and taking away one from a collection up to 10.*” This sentence is shared, verbatim, with VC2MFDN06. For this record the operative words are *quantifying*, and *adding and taking away ... from a collection up to 10*; the simple financial situation is the CD’s own.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — add to or take away	represents the situation with the materials and gives the result, recorded with a numeral; no number sentence						/1
2 — a simple financial situation	pays one whole-dollar coin per item and						/1

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
	communicates a part of the transaction — coins spent or left						

Record F — VC2MFDN06 · equal sharing of a collection between 2 · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*represent practical situations that involve equal sharing of a collection of up to 10 physical or virtual objects and use counting strategies.*”

Achievement standard extract carried on this CD (quoted verbatim): “*Students represent practical situations that involve quantifying, equal sharing between 2, and adding and taking away one from a collection up to 10.*” This sentence is shared, verbatim, with VC2MFDN05. For this record the operative words are *equal sharing between 2*.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — share one at a time and check	shares the collection between 2, one object at a time, until it is all gone, and checks the shares are equal						/1
2 — say and record the share	says or shows how many are in each share; the share is recorded with a numeral; an odd case handled is the same idea more fully						/1

Record G — VC2MFDA01 · repeating patterns · 2 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	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — copy a pattern in a different way	copies a repeating pattern presented in sounds, movements or different objects						/1
2 — continue the pattern	continues the pattern from its end — at least the next piece, in the right order; no missing-piece tasks						/1

Record H — VC2MFDM01 · length, capacity, mass and duration by direct comparison · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparison.*”

Achievement standard extract carried on this CD (quoted verbatim): “*Students identify the attributes of mass, capacity, length and duration using direct comparison in practical situations.*” Duration stays scored on its own (TOC §7): it is the attribute students most often lose.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — an attribute by direct comparison	engages with the direct comparison of length, capacity or mass and communicates the difference using the comparative language of that attribute; no units						/1
2 — duration, on its own	watches two events started at the same time and communicates						/1

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
	es the difference — takes longer, done first, still going; nothing timed						

Record I — VC2MFDM02 · sequencing routines and connecting events to times of the day · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*sequence familiar routines and events using simple ordinal language and connect familiar events to times of the day, including morning, afternoon and night-time.*”

Achievement standard extract carried on this CD (quoted verbatim): “*They order and connect familiar events to times of the day.*” The CD carries two distinct ideas — ordering events, and connecting events to times of the day — and the two review tasks score them separately.

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — order events	shows the order of a familiar routine with the ordinal words — first, next, last — or follows the visual schedule to say or show what comes first and next						/1
2 — connect events to times of the day	connects familiar events to morning, afternoon and night-time; no clock face anywhere						/1

Record J — VC2MFDS01 · sorting, naming and recognising familiar shapes · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*sort and name familiar shapes and objects, and recognise and describe familiar shapes within objects in familiar environments.*”

Achievement standard extract carried on this CD (quoted verbatim): *“Students name, create and sort familiar shapes and objects into like groups and identify familiar shapes in their environment.”*

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — name or create a shape	names a familiar shape — circle, square, triangle or rectangle — or makes one and says or shows what they made						/1
2 — sort with the reason, or find a shape in the environment	sorts into like groups and communicates the reason, or identifies a familiar shape in the environment						/1

Record K — VC2MF DSP02 · position and location in a familiar space · 2 marks

Content description (quoted verbatim from maths_AD.json): *“describe the position and location of objects or people in relation to themselves or known objects within a familiar space.”*

Achievement standard extract carried on this CD (quoted verbatim): *“They describe the position and the location of objects or people in relation to themselves in a familiar space.”*

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — in relation to themselves	describes the position of a thing in relation to themselves — in front of me, behind me, underneath me						/1
2 — in relation to other items, with a 2-step direction	follows the steps and says or shows where the thing is,						/1

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
	using a where-word; no left or right, no maps, no routes — the steps stay in one place						

Record L — VC2MFDST01 · sorting and comparing data with 2 outcomes · 2 marks

Content description (quoted verbatim from `maths_AD.json`): “*sort and compare data represented by objects and images in response to questions that have only 2 outcomes and relate to familiar situations.*”

Achievement standard extract carried on this CD (quoted verbatim): “*Students sort and compare data collected in response to questions in familiar contexts.*”

Task	Observation	Session 1	Session 2	Session 3	Further	Best sustained	Mark
1 — collect, sort, display, count	participates in the collection and sorts the responses into two groups, one item per response, counting one number word per item; the question has only 2 outcomes						/1
2 — compare and answer with a reason	compares the two groups — more, less, or the same — and shows or tells how they know; counts no more than 10						/1

Session record

For each session, record: the records worked on, the materials used, what the student did, the modality, and the support given.

Session	Date	Records worked	Materials	What the student did	Modality and support
1					
2					
3					
Further					

End-of-level review summary

Record	Content description	Section	Best sustained mark
A	VC2MFDN01 — name, represent and order numbers including zero to at least 10	1A	___ / 2
B	VC2MFDN02 — recognise and name the number of objects within a collection up to 4 using subitising	1B	___ / 2
C	VC2MFDN03 — quantify and compare collections to at least 10 using counting, and explain or demonstrate reasoning	1C	___ / 2
D	VC2MFDN04 — partition and combine collections up to 10 and find the changed value using counting strategies	1D	___ / 2
E	VC2MFDN05 — represent practical situations, including simple financial situations, involving addition, subtraction and quantification up to at least 10	2A	___ / 2
F	VC2MFDN06 — represent practical situations that involve equal sharing of a collection of up to 10 physical or virtual objects	2B	___ / 2
G	VC2MFDA01 — recognise, copy and continue repeating patterns represented in different ways	3A	___ / 2
H	VC2MFDM01 — identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparison	4A	___ / 2
I	VC2MFDM02 — sequence familiar routines and events using simple ordinal language and connect familiar events to times of the day	4B	___ / 2
J	VC2MFDSP01 — sort and name familiar shapes and objects, and recognise and	5A	___ / 2

Record	Content description	Section	Best sustained mark
	describe familiar shapes within objects in familiar environments		
K	VC2MFDSP02 — describe the position and location of objects or people in relation to themselves or known objects within a familiar space	5B	___ / 2
L	VC2MFDST01 — sort and compare data represented by objects and images in response to questions that have only 2 outcomes	6A	___ / 2
	End-of-level review total		___ / 24

Reporting against the Foundation Level D achievement standard

The review exists so the teacher can report against the Level D achievement standard, and so the Foundation teacher receiving the student can see where the handoff stands (TOC §2, D2). The full achievement standard for Mathematics, Foundation Level D, Victorian Curriculum F–10 Version 2.0, is quoted below verbatim for reporting:

“By the end of Foundation Level D, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 10. They use counting strategies to quantify collections to at least 10 and subitise to quantify collections to 4. Students compare the size of collections to at least 10. They partition and combine collections up to 10 in different ways. Students represent practical situations that involve quantifying, equal sharing between 2, and adding and taking away one from a collection up to 10. Students copy and continue simple repeating patterns. Students identify the attributes of mass, capacity, length and duration using direct comparison in practical situations. They order and connect familiar events to times of the day. Students name, create and sort familiar shapes and objects into like groups and identify familiar shapes in their environment. They describe the position and the location of objects or people in relation to themselves in a familiar space. Students sort and compare data collected in response to questions in familiar contexts.”

For each sentence of the standard, the reporting judgement combines the student’s best sustained evidence from the chapter checkpoint and from this review. Write the report in the language of the standard, naming the modality and the support with which the evidence was shown; an assisted response is evidence, not a caveat. The report then states where the handoff to Foundation stands for each content description — what the student shows, what is emerging, and what the Foundation teacher should offer next.

Recorded by: _____ **Date:** _____