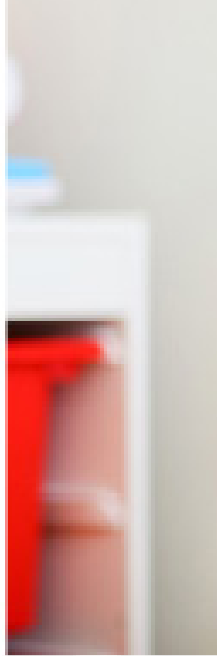




IPC[®] Assessment Indicators



International
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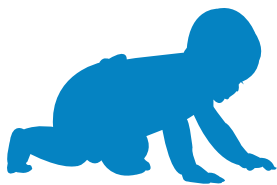


IPC[®] Infant and Toddler Assessment Indicators



Assessment Indicators for Infants and Toddlers

A note about IPC assessment levels for Infant and Toddlers.



The IPC takes the prevailing view that early childhood education is most effective in a developmentally appropriate versus age appropriate manner. By recognizing that children develop at varying paces, the IPC has determined minimum requirements which can be crosschecked by IPC indicators contained in the curriculum's thematic units.



Teachers, supervisors and parents play an imperative role in determining whether a student's competency of meeting minimum standards are in itself sufficient to elevate that student to a higher level. Likewise, a school transitioning the IPC for the first time should familiarize themselves with the IPC's minimum core standards to determine which levels of assessments are most appropriate on an individual basis.



The IPC editorial team recognizes that while many students demonstrate a high level of competency in one developmental domain, the student may lack critical skills in others. In such circumstances, the student may be exposed to higher level materials for some activities, while

participating in activities for lower levels in other domains until such time learning objectives have been satisfactorily completed.

Many schools prepare class groups based on age and this should not affect the way IPC materials are used within the developmental appropriate setting.

Teachers are encouraged to maintain daily records and structured portfolios of work for periodic assessment purposes.

Developmental Delays and Disorders

The IPC recognizes that many of its learning objectives are set to a high standard. Teachers should not be alarmed if students are unable to satisfy all level standards. Teachers should notice gradual improvements, particularly over the course of the academic year. The IPC's thematic units have been designed to revise and repeat many of the core learning objectives. Should teachers determine that a student has not made any improvement in achieving learning objectives over a period of several months, there may be a developmental disorder. All IPC teachers should ensure that they have completed IPC Teacher Training Course Module: Child Growth and Development and make a suggestion to parents for a referral to a special needs specialist.

Some signs of developmental disorders include:

- Extreme aggressiveness or shyness
- Separation Anxiety (such as separation from parent for more than an hour or so)
- Fine motor difficulty such as an inability to color inside lines or correctly hold a crayon
- Inability to correctly use a toilet, unable to brush teeth or understand typical hygiene practices for L2 or L3.

Note: Since children develop at varying paces, many teachers incorrectly assume that a developmental disorder exists. The above indicators are non--exhaustive and a formal diagnosis from a special needs specialist such as a psychiatrist or doctor are the only means of determining whether a disorder actually exists.

How to prepare reports

The IPC understands that schools have developed unique reporting methods that are specific to local and cultural influences. The organization therefore does place any assessment requirements on teachers or schools, but makes the following recommendations:

Based on IPC indicators and the expected content learning area minimum requirements tabled below, teachers will have an adequate framework to structure short to medium term reports. This is best achieved by maintaining assessment portfolios for each child and conducting scheduled observation activities where progress can be reported and reviewed. Teachers are encouraged to repeat activities for core indicators at intervals of 3--6 months as a means of validating progress or potential special needs.

The International Preschool Curriculum 2013 Edition has accompanying assessment books for each child. Teachers may retain copies and provide the assessment workbooks to parents as a method of academic reporting, but this form of reporting should not be treated as a replacement to other assessment methods discussed above.

The IPC does not encourage, nor does it prohibit schools from conducting student examinations.

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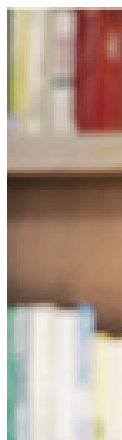
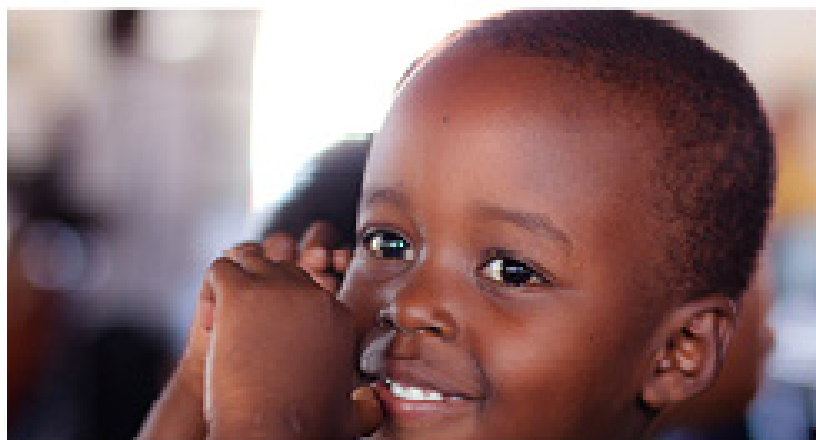
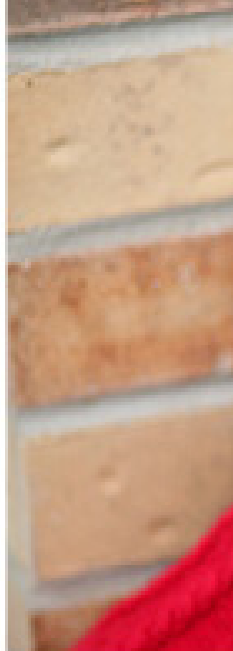
Further Information

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Area	Core Assessment Indicators for Infants up to 6 Months
Numeracy	<i>Numbers:</i> Students will explore the number of items.
	<i>Time:</i> Students will explore the concept of time and begin to understand intervals such as meal times, sleeping times etc.
Language Arts and Music	<i>Sound Awareness:</i> Students will explore and differentiate new sounds such as mechanical, musical, vocal, and natural sounds.
	<i>Listening to Music:</i> Students will listen and appreciate developmentally appropriate music as well as varying forms of music such as symphonic or instrumental.
	<i>Sound Response:</i> Students will respond to sounds by making sounds.
	<i>Music Response:</i> Students will respond to music with facial expressions or sounds.
	<i>Name Response:</i> Students will respond to their name.
	<i>Vowel Sounds:</i> Students will begin to combine vowel sounds such as “ah” or “oh”
	<i>Consonant Sounds:</i> Students will begin to say consonant sounds such as “m” or “s”.
	<i>Communication:</i> Students will use sounds to communicate feelings or thoughts. Some students will attempt two-way communication by babbling or muttering to other students, parents, or caregivers.
Social and Emotional	<i>Self-Awareness:</i> Students will enjoy looking at themselves in the mirror and can distinguish the concept of self and others, including the ability to identify a stranger.
	<i>Attachment:</i> Students will form a strong attachment to caregivers.
	<i>Interaction:</i> Students will play with peers.
	<i>Emotional Expression:</i> Students will be capable of expressing their emotions vocally, physically, or by facial expression.
	<i>Emotional Empathy:</i> Students will respond to their peer’s emotions and demonstrate an understanding of the emotional needs of others.
Creative Arts	<i>Artistic Awareness:</i> Students will be introduced to various art forms.
	<i>Art Media:</i> Students will be introduced to various art media such as paper, paint, crayons, etc.
Science	<i>Science:</i> Students will be introduced to basic concepts of science.
Motor Skills and Physical Development	<i>Muscle Development:</i> Students will have developed the ability to move their head, move limbs, and sit up without support.
	<i>Movement:</i> Students will be able to roll from back to front and vice versa. Students will be able to rock back and forth or crawl.
	<i>Standing:</i> Students may be able to stand for short periods of time.

Area	Core Assessment Indicators for 12 to 18 months
Numeracy	<p><i>Numbers:</i> Students will begin to explore numbers in their representative numerical form and understand numbers in terms of objects.</p> <p><i>Speed:</i> Students will begin to understand speed such as fast or slow.</p>
Language Arts and Music	<p><i>Sound/Word Replication:</i> Students will often attempt to replicate the spoken words of caregivers or parents.</p> <p><i>Physical Communication:</i> Students will make gestures to communicate feelings or thoughts such as the nod of the head or the waving of a hand.</p> <p><i>Communication:</i> Students will be able to respond to basic requests by caregivers or teachers.</p> <p><i>Vocabulary:</i> Students will begin to build a very basic vocabulary with words such as "mama" or "dada". Advanced students closer to 18 months in age will have developed a vocabulary of several words.</p> <p><i>Language Arts:</i> Students will begin to appreciate rhyme in poetry, stories or music.</p>
Social and Emotional	<p><i>Social Interaction:</i> Students will be able to express their emotions in social situations, including a fear of strangers, an attachment to primary caregivers or parents.</p> <p><i>Emotional Expression:</i> Students will show a lack of control in expression of feelings and may have temper tantrums.</p> <p><i>Hygiene and Self Care:</i> Students will be able to complete basic self-care tasks such as hair brushing, or drink from a cup. More advanced students closer to 18 months of age will be able to eat with a spoon, identify their body parts, understand basic hygiene.</p>
Creative Arts	<p><i>Imitation:</i> Students will begin to imitate physical and verbal actions.</p> <p><i>Visual Identification:</i> Students will begin to identify objects in art or photography.</p>
Science	XXXX
Motor Skills and Physical Development	<p><i>Movement:</i> Students will be able to stand and walk with support or in a baby walker. Some students will be able to walk for short periods of time without support.</p> <p><i>Standing:</i> Students will be able to stand for short periods of time. Advanced students closer to 18 months in age will be able to stand independently for prolonged periods, walk, climb stairs and run. Students in this category will also be able to conduct pull and push activities.</p>

Area	Core Assessment Indicators for 18 to 36 months
Numeracy	<p><i>Numbers:</i> Students will begin to understand number sequences and basic counting. Advanced students will be able to count to 5, and some may be able to count to 10 or beyond.</p> <p><i>Sorting:</i> Students will be able to sort objects such as shapes and colors. Students will explore shapes and colors in preparation for Level 1.</p>
Language Arts and Music	<p><i>Sound/Word Replication:</i> Students will regularly repeat the words of others.</p> <p><i>Literacy:</i> Students will demonstrate an interest in a story by pointing to pictures or turning pages of a book without assistance.</p> <p><i>Vocabulary:</i> Students will have expanded their vocabulary to include body part names, names of peers and other familiar people.</p>
Social and Emotional	<p><i>Social Interaction:</i> Students will demonstrate an ability to involve peers during play. Students will also demonstrate the ability to conduct tasks independently.</p> <p><i>Hygiene and Self Care:</i> Students understand the importance of clothing and shoes. Students will be able to assist caregivers and parents when getting dressed, for example: sticking their leg towards a caregiver who is tying his/her shoelaces</p>
Creative Arts	<p><i>Imitation:</i> Students will imitate actions of adults and peers during play or when asked.</p> <p><i>Visual Identification:</i> Students will begin to understand the concept of color used in art.</p>
Science	XXXX
Motor Skills and Physical Development	<p><i>Movement:</i> Students will be able to walk unassisted. Students may be able to walk up and down stairs and run for prolonged periods. Students will be able to mount themselves on size appropriate chairs and other furniture.</p> <p><i>Fine Motor:</i> Students will be able to trace and draw straight lines and the outlines of basic shapes.</p> <p><i>Hand Eye Coordination:</i> Students will be able to throw a ball and attempt to catch a ball. Students will be able to kick</p>





IPC[®] L1 to L3 Assessment Indicators



Assessment Indicators for L1 to L3 Students

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L1

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L2

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L3

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Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.5 Air Travel 2.2, 5.1, 6.0 Around The World 1.2 Five Senses IPC Colors Workbook</p>	<p>Colors</p> <p>All primary colors should be understood and identified. The student should be able to name primary colors with ease.</p>
<p>1.1 Air Travel 1.2,1.3,1.5 Environment 1.0 - 1.1 Five Sense 1.6 Money Shops and Jobs 1.0 - 1.3 My Family 1.3 Olympics 5.2 Summer Time 1.2 Under the Sea</p>	<p>Counting</p> <p>The student can count with one-on-one correspondence counting up to 10. The student can recognize individual numbers 1-10 and distinguish between empty and full. Some advanced L1 students can count to 15.</p>
<p>2.6 Air Travel 1.2 Around The World 1.4 Fairy Tales 2.1 Five Senses 2.1 Food and Nutrition 2.2 Olympics</p>	<p>Listening</p> <p>The student should be able to listen and take interest in stories. There should be a comprehension of instructions and a following of teacher or parent orders. The student should achieve an understanding of various sounds in daily life and be able to distinguish them. Repetition exercises to demonstrate a student's listening skills should be undertaken.</p>
<p>1.4 Around The World 8.0 Environment 6.0 Five Senses 4.4, 6.0 - 6.2 Food and Nutrition 6.0 - 6.4 Money, Shops and Jobs 5.0 My Family 6.0 Olympics</p>	<p>Motor Development</p> <p>The student should be able to identify different sensations by touching including texture and temperature. There should be active play or sports that include walking, running, hopping, skipping, jumping and basic team sports. The student should be able to concentrate on motor skills such as standing on one leg for more than 5 seconds or being able to conduct a specific movement when prompted. Students should be able to color without crossing the outer lines and use scissors, glue paste, pencils and other stationery appropriately.</p> <p>Other motor development learning outcomes include:</p> <ul style="list-style-type: none"> • Being able to build basic structures with building blocks; • Being able to draw simple pictures; • Being able to appreciate shapes, sizes and patterns used in puzzles; • Being able to match items in activities; • Being able to trace pictures well.

Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements: LEVEL 1
<p>2.0 - 3.0 Air Travel</p> <p>2.0 - 2.1 Environment</p> <p>2.1 - 2.3 Five Senses</p> <p>2.0 Food and Nutrition</p> <p>2.5 Money Shapes and Jobs</p> <p>3.0 Olympics</p> <p>Robin Phonics™ workbooks</p>	<p>Phonics</p> <p><i>Students should be able to identify sounds associated with the letters of the alphabet and begin to appreciate an understanding of how words are formed. Students should be prepared by the end of L1 to form three letter words and be able to write their name.</i></p>
<p>2.6, 2.7 Air Travel</p> <p>1.5, 2.0, 2.2 - 2.5 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.6, 2.7 Money Shapes and Jobs</p> <p>2.1 Olympics</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation</p> <p><i>Students should identify each letter of the alphabet and be ready to read three letter words by the end of L1. Students should acknowledge their family members, school colleagues and teachers by name and understand the sounds associated with letters of the alphabet (see Phonics, above). The student should be able to expand his or her vocabulary in English on a daily basis and should be read to daily to ensure this is achievable. The student will understand and be able to convey the meaning of words in his or her vocabulary. The IPC also recommends that a second language is introduced in activity and tuition to ensure bilingual readiness for elementary/primary years.</i></p> <p><i>The student will be able to express him or herself verbally and develop skills to communicate thoughts and emotions with words.</i></p> <p><i>The student will acknowledge left to right reading and writing skills by completing suitable activities. Creative thinking should be sufficiently developed to be able to tell a story based on pictures.</i></p>

Level 1 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements: LEVEL 1
<p>1.0 - 2.0 Around the World 3.0,4.0 Environment 3.0 - 3.1 Five Senses 3.0 - 3.3 Food and Nutrition 6.1 My Family 3.0 - 3.2 Olympics</p>	<p>Social Development</p> <p>The curriculum should achieve an outcome that ensures the student's safety and social wellbeing. In order for a student to develop socially, he or she should be able to feel comfortable being apart from his or her parents or primary guardian for a few hours everyday. It is intended that the student be able to converse with others and understand the importance of discussing issues that directly affect him or her with teachers or an adult in an emergency situation. The student should know his or hers address. Some other important social development skills to be achieved by the end of Preschool Stage 1 include:</p> <ul style="list-style-type: none"> • Be fully potty trained and be able to comfortably use a toilet; • Be able to brush his or her own teeth; • Be able to understand basic hygiene including bathing and using handkerchiefs properly; • Be able to work as a team or individually; • Learns self-confidence; • Conducts him or herself in an appropriate and self-managed manner; • Understands pedestrian safety and how to cross a road; • Respects adults and authority.
<p>1.2 - 1.9 Air Travel 1.3 Around The World 1.4 Environment 1.4 Food and Nutrition 1.6 Olympics 1.2 - 1.4 Shapes and Patterns 1.4 Under The Sea</p>	<p>Size and Measurement</p> <p>The student is able to distinguish sizes of notable difference with ease. There should be an understanding of small as opposed to big and long as opposed to short. Understanding sizes by use of shapes, objects and printed materials</p>

Level 2 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.5 Air Travel</p> <p>2.2, 5.1, 6.0 Around the World</p> <p>1.2 Five Senses</p>	<p>Colors</p> <p>Primary colors will be revised and an introduction to secondary colors as well as the process of blending colors will be explored and understood.</p>
<p>1.1 Air Travel</p> <p>1.2, 1.3, 1.5 Environment</p> <p>1.0 - 1.1 Five Senses</p> <p>1.6 Money Shops and Jobs</p> <p>1.0 - 1.3 My Family</p> <p>1.3 Olympics</p> <p>5.2 Summer Time</p> <p>1.2 Under the Sea</p>	<p>Counting</p> <p>The student can count to 20 with ease. Advanced L2 students will count beyond 20. Students will understand tens and units and advanced students will be able to count in sets of tens. The concept of more or less will be explored in detail and students will be able to distinguish which double digit number is more or less or the same.</p>
<p>2.6 Air Travel</p> <p>1.2 Around The World</p> <p>1.4 Fairy Tales</p> <p>2.1 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.2 Olympics</p>	<p>Listening</p> <p>The student should be able to take an interest in fiction and non-fiction stories on a variety of topics. The student will listen and take action on simple teacher commands.</p>
<p>1.4 Around The World</p> <p>8.0 Environment</p> <p>6.0 Five Senses</p> <p>4.4, 6.0 - 6.2 Food and Nutrition</p> <p>6.0 - 6.4 Money, Shops and Jobs</p> <p>5.0 My Family</p> <p>6.0 Olympics</p>	<p>Motor Development</p> <p>There should be active play or sports that include walking, running, hopping, skipping, jumping, swinging and climbing with ease. The student will understand the rules of team sports and participate. Students should be able to participate in activities utilizing tools and utensils correctly and refine other fine motor skills used on a daily basis such as the use of a fork and spoon.</p> <p>Other motor development learning outcomes include:</p> <ul style="list-style-type: none"> • Stack 10 or more blocks • Stand on one leg for more than 9 seconds • Walk forwards and backwards with ease
<p>2.0 - 3.0 Air Travel</p> <p>2.0, 2.1 Environment</p> <p>2.1 - 2.3 Five Senses</p> <p>2.0 Food and Nutrition</p> <p>2.5 Money Shapes and Jobs</p> <p>3.0 Olympics</p> <p>Robin Phonics™ workbooks</p>	<p>Phonics</p> <p>Students will revise letters of the alphabet and recognize letter sounds. Students will be able to identify more difficult letter sounds such as "l". Advanced students may be able recognize word ending sounds such as "ch".</p> <p>Most basic 3 letter words should be easily segmented and basic blending for many of the same words should be possible. Some 4 and 5 letter words can be segmented and blended.</p>

Level 2 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>2.6, 2.7 Air Travel</p> <p>1.5, 2.0, 2.2 - 2.5 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.6, 2.7 Money Shops and Jobs</p> <p>2.1 Olympics</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation and Language (including second language)</p> <p>The student will be able to pronounce each letter of the alphabet properly and recognize letters in their written form. The student will begin to be able to write short words based on their understanding of phonics and segmentation/interpretation.</p> <p>The student is exposed to short stories and songs in a second language and has a basic second language vocabulary. The student appreciates poetry, storytelling and basic forms of literature. There is evidence of strong communication skills including verbal expression of emotions. Students are able to paraphrase and memorize short sentences with ease and can make sentences of their own using correct language, tense and structure. Students are capable of being easily corrected of speech mistakes and memorizing correct language use. There will be creative image perception and a visual understanding of what is being said.</p> <p>Students will be able to count to 10 in a second language.*</p> <p>*This is a minimum requirement only and by no means reflects or replaces more effective language immersion models practiced in many bilingual preschools.</p>
<p>1.2 - 1.9 Air Travel</p> <p>1.3 Around The World</p> <p>1.4 Environment</p> <p>1.4 Food and Nutrition</p> <p>1.6 Olympics</p> <p>1.2, 1.3, 1.4 Shapes and Patterns</p> <p>1.4 Under The Sea</p>	<p>Size, Measurement, Problem Solving, Sequential Patterning</p> <p>Students will be able to make basic estimates. There will be an understanding of denominations of money. The student will be able to solve basic sums of addition and subtraction. Patterns and sequences will be easily identifiable.</p>
<p>1.0 - 2.0 Around the World</p> <p>3.0, 4.0 Environment</p> <p>3.0, 3.1 Five Senses</p> <p>3.0 - 3.3 Food and Nutrition</p> <p>6.1 My Family</p> <p>3.0 - 3.2 Olympics</p>	<p>Social Development</p> <p>The student recognizes the importance of self-respect, confidence and interpersonal skills. The student respects others and recognizes authority figures such as adults, teachers and parents. There will be an understanding of cultural and religious diversity and evidence that the student is capable of being a team member or conduct tasks in an individual capacity when promoted. The student will be aware of responsibilities in the school, home, local community and the world. An understanding of basic commerce, money and jobs will be achieved. The student will help at school and the home in clearing up toys, books and similar items after use. There will be an understanding of holidays, traditions and customs of the student's native culture and of other cultures.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.6 Air Travel 1.3 Five Senses 1.3 Food and Nutrition 1.3, 1.7 Money Shops and Jobs 1.0 Under The Sea IPC Math Workbook</p>	<p>Algebraic Processes</p> <p>An understanding that addition is adding to and subtraction is taking away from. Students are expected to explain and continue patterns such as “●●▶▶●●”</p>
<p>1.5 Air Travel 2.2, 5.1, 6 Around The World 1.2 Five Senses</p>	<p>Colors</p> <p>Primary colors will be revised and an introduction to secondary colors as well as the process of blending colors will be explored and understood.</p>
<p>1.9 Air Travel 1.3, 2.2, 3.2, 6.2, 7.2 Around The World 1.2,1.3,1.5 Environment 1.0 - 1.1 Five Senses 1.6 Money Shops and Jobs 1-1.3 My Family 1.3 Olympics 2.0 Our Universe 5.2 Summer Time 1.2 Under the Sea</p>	<p>Counting</p> <p>L3 students will reinforce place value for numbers 11-20. Numbers up to 100 will be introduced. Knowledge of number placement will be understood for easy comparison. (e.g., 20 is less than 30)</p>
<p>1.4 Money, Shops and Jobs</p>	<p>Economics</p> <p>Reinforcement of L2 social development indicators that focus on economics. By the end of L3 students will be able to understand and recognize the uses of money. Students will be familiar with the concept of employment such as common jobs, community helpers etc.</p>
<p>IPC® Thematic Unit: Around The World IPC® Thematic Unit: Air Travel IPC® Thematic Unit: Olympics 4. Who Am I?</p>	<p>Geography</p> <p>L3 students will have an awareness of their own country’s traditions, culture and foods. L3 students will also have an exposure and understanding of how people live in other countries such as their language, food, clothing and traditions. At least three countries should be identified on a map.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>1.7 Air Travel 7.2 Around The World 1.4 Five Senses 1.0 - 1.2 Olympics 2.1 Our Universe 1.0 - 1.3, 1.6 Shapes and Patterns IPC Shapes and Patterns Workbook</p>	<p>Geometry</p> <p>A review of L1 and L2 shape study. L3 students will be able to identify and describe shapes as well as compare and create them.</p>
<p>2.1,2.4 Senses 2.6 Air Travel 1.2 Around The World 1.4 Fairy Tales 2.1 Food and Nutrition 2.2 Olympics 3.0 - 3.3 Under The Sea</p>	<p>Listening</p> <p>The L3 student will be able to listen and recollect sounds and storyline in sequence. Proof of sequential listening includes being able to repeat words, letters or sounds in the correct sequence.</p>
<p>1.4, 2.2, 6.3, 7.3 Around The World 8.0 Environment 6.0 Five Senses 4.4, 6.0 - 6.2 Food and Nutrition 6.0 - 6.4 Money, Shops and Jobs 5 My Family 6 Olympics</p>	<p>Motor Development</p> <p>The student will be able to demonstrate locomotor (walking, running, hopping, skipping) movements as well as non-locomotor (pulling, pushing, stretching, twisting) movements with ease. The student will be able to participate in team sports and kick a moving ball. The student will be able to walk and balance on a balancing beam. The student will balance on one foot for approximately 10 seconds.</p>
<p>1.2, 1.3, 1.6 Air Travel 1.3 Around The World 1.4 Environment 1.1, 1.3 Five Sense 1.4 Food and Nutrition 1.0 Money Shops and Jobs 1.6 Olympics 1.3 Who Am I? 1.2 - 1.4 Shapes and Patterns 1.4 Under The Sea IPC Numbers Workbook</p>	<p>Numbers and Quantitative Problem Solving</p> <p>In L3 numbers are a primary focus over other numeracy and math areas. The representation, operation and relation numbers have will be understood. Quantitative problems will be solved with written numbers such that represent objects but eventually by equation (e.g. $2 + 3 = 5$ and $5 - 3 = 2$). L3 students will be exposed to simple equations and more advanced students will be able to solve simple equations by writing them.</p>

Level 3 Assessment Indicators

IPC Indicators	Minimum Core Content Requirements
<p>2.0 - 3.0 Air Travel</p> <p>2.0, 2.1 Environment</p> <p>2.0 - 2.3 Five Senses</p> <p>1 Food and Nutrition</p> <p>2.5 Money Shapes and Jobs</p> <p>2.0 Olympics</p> <p>Robin Phonics™ workbooks</p>	<p>Phonics</p> <p>Understand and grasp phonemes and spoken words and syllables. Students will be able to identify spoken words separately and count the number of words in a short spoken sentence. Students will identify and segregate initial, medial and ending phonemes in some consonant-vowel-consonant words (CVC), not including CVC words ending in i, r, or x. High frequency words will be easily recollected from sight. Simple sight words that are expected to be learned by the end of level 3 include: she, he, I, it, of. L3 students will be able to replace the beginning phonemes of simple words to form new words. E.g. cat, hat, bat, sat etc.</p>
<p>2.6, 2.7 Money Shapes and Jobs</p> <p>2.3 Five Senses</p> <p>2.1 Food and Nutrition</p> <p>2.1 Olympics</p> <p>1.5, 2.2, 2.3 5 Senses</p> <p>2.2, 2.4, 2.5 5 Senses</p> <p>2.6, 2.7 Air Travel</p> <p>3.1, 4.1, 5.1, 6.1, 7.1 Language Arts</p>	<p>Reading Preparation and Language</p> <p>L3 students will identify the core aspects of a book such as its covers, author, title, and page numbers. Students will be able recognize that sentences are made up of distinct words and follow words in sentences from left to right. Some students will understand that capital letters are used to start new sentences and recognize basic punctuation such as periods and question marks.</p>
<p>1.0 - 2.0, 5.3 Around the World</p> <p>3.0 - 3.1 Five Senses</p> <p>3 - 3.3 Food and Nutrition</p> <p>6.1 My Family</p> <p>3 - 3.2 Olympics</p> <p>3.0, 4.0 Environment</p>	<p>Self Development</p> <p>L3 students will refine L2 skills and participate in activities that promote the development of interaction skills. The importance and practice of caring for oneself will be developed further with an understanding of hygiene, an ability to identify hazards and know who to contact in an emergency. Students will know their address, phone number, name and name of parents and/or guardians.</p>
<p>1.4, 1.8 Air Travel</p> <p>1.4 Environment</p> <p>1.2 Five Senses</p> <p>1.4 Food and Nutrition</p> <p>1.4, 1.5 Money, Shops and Jobs</p> <p>1.5, 1.6 Olympics</p> <p>1.1 Who Am I?</p>	<p>Size and Measurement, Time and Money</p> <p>L3 students will be able compare measurable attributes and categorize objects in accordance with size. Students will be able to compare atypical units of measurement such as fingers, crayons, blocks etc. By the end of L3 students will have identified days of the week and months of the year. A revision and understanding of units of money.</p>



Students at Kidz Link International Preschool, Abu Dhabi, explore a grocery store following learning the IPC Thematic Unit Food and Nutrition