

## GROWTH CHECKLIST - Ages 4 to 7

<b>Child's Name:</b>	<b>Date of Birth:</b>
<b>Age During Assessment:</b>	<b>Date of Assessment:</b>

*"And Jesus grew in wisdom, stature, in favor with God and men." Luke 2:52*

<b>Directions: For each item, assess the performance of your child based on the criteria provided by checking the appropriate box.</b> 1 = Beginning 2 = Developing 3 = Accomplished 4 = Exemplary	1	2	3	4
<b>GROWING IN WISDOM</b> – <i>"Wisdom is the ability to devise perfect ends and to achieve these ends by the most perfect means."</i> A.W. Tozer's description of God's wisdom in his book, <i>Knowledge of the Holy</i> .				
<b>MATH</b>				
<b>Number and Number Sense</b>				
<ul style="list-style-type: none"> <li>■ Can identify <i>same as, fewer or less than, more than or greater than</i> between two sets of 10 or less concrete items, using the concept of one-to-one correspondence.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can tell how many are in a set of 10 or fewer concrete items by counting the number of items <i>orally</i>, select the corresponding number from a given set; and write the number to tell how many are in the set.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can indicate ordinal position of each item in a set of objects and/or pictures (1<sup>st</sup> through 5<sup>th</sup>)</li> </ul>				
<ul style="list-style-type: none"> <li>■ Understands the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can count by 2's, 5's, 10's to at least 30 orally, in writing, and by using concrete objects.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can count forward to 100 and backward from 10</li> </ul>				
<b>Computation and Estimation</b>				
<ul style="list-style-type: none"> <li>■ Can add and subtract whole numbers, using up to 10 concrete items.</li> </ul>				
<b>Measurement</b>				
<ul style="list-style-type: none"> <li>■ Can recognize a 1 centavo, 5 centavo, 10 centavo, 25 centavo, and determine their value up to 1 peso. Can recognize a 1 peso, 5 peso, and 10 peso coin and begin to understand their value.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can tell time to the hour, using an analog or digital clock.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block, etc.</li> </ul>				
<b>Geometry</b>				
<ul style="list-style-type: none"> <li>■ Can identify, describe and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can describe the location of one object relative to another (above, below, next to, behind, in front of, under, etc.) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.:</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).</li> </ul>				
<b>Probability and Statistics</b>				
<ul style="list-style-type: none"> <li>■ Can gather data relating to familiar experiences by counting and tallying.</li> </ul>				
<ul style="list-style-type: none"> <li>■ Can display objects and information, using objects graphs, pictorial graphs, and tables</li> </ul>				

<b>Patterns, Functions, and Algebra</b>					
■ Can sort and classify objects according to similar attributes (size, shape, and color)					
■ Can identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.					
<b>LANGUAGE ARTS</b>					
<b>Language Development</b>					
■ Follows agreed upon rules for discussion, including raising one's hand (if applicable), listening politely to idea of others, waiting one's turn, and speaking one at a time.					
■ Follows directions that involve one or two step related sequences of action.					
■ Shares information, opinions, and questions in complete and coherent sentences.					
■ Describes people, places, things, location, size, color, shape, and action.					
■ Uses appropriate tone and inflection to express ideas, feelings, and needs.					
■ Can listen and speak in informal conversations with peers and adults.					
■ Can participate in discussions about books and specific topics.					
■ Can listen to a variety of literary forms, including stories and poems (even without pictures)					
■ Can recite Bible memory verses, short poems, rhymes, songs, and stories in the right sequence.					
■ Can participate in creative dramatics (acting out a gesture or scene in a story)					
<b>Vocabulary and Concept Development</b>					
■ Determines what words mean from how they are used in a sentence, either heard or read.					
■ Can sort common objects into basic categories (e.g. colors, shapes, foods).					
■ Can describe spatial (up, down) and temporal (before, after relationships)					
<b>BEGINNING READING</b>					
<b>Print</b>					
■ Recognize that print resources represent spoken language and provides information and entertaining stories.					
■ Can read by holding print materials in the correct position and turn the pages in the correct direction and order.					
■ Start at the top left of the printed page; track words from left to right; move from top to the bottom of the page.					
■ Identify parts of a book (e.g. front cover, back cover, title page) and the information they provide.					
■ Recognize that words are separated by spaces.					
■ Recognize that sentences in print are made up of separated words.					
■ Is familiar with specific signs or logos (e.g. traffic, safety, warning signs).					
■ Can use pictures to make predictions about content.					
<b>Phonemic Awareness</b>					
■ Can recognize rhyming words.					
■ Can orally produce up with rhyming words.					
■ Can identify words orally according to shared beginning or ending sounds.					
■ Can blend sounds orally to make words or syllables and can divide one-syllable words into sounds (phonemes or small units of sound)					
■ Can manipulate phonemes to make a new word.					
■ Can divide words into syllables.					

<b>Phonics</b>					
■ Knows there is a link between letters and sounds and that written words are composed of letters that represent sounds.					
■ Recognizes that sound of each letter by naming the letter and saying the corresponding sound.					
■ Uses letter sound matches to decode words					
■ Recognizes that a new word can be created when a specific letter is changed.					
<b>Writing</b>					
■ Can print the uppercase and lowercase letters of the alphabet independently.					
■ Can print his or her first and last names.					
■ Can write left to right and top to bottom.					
■ Can draw pictures and/or use letters and phonetically spell words to write about experiences, stories, people, objects or events.					
■ Can explore the uses of available technology for reading and writing.					
■ Can dictate sentences for a story or friendly letter.					
<b>SCIENCE</b>					
<b>Scientific Investigation, Reasoning, and Logic</b>					
■ Practices basic science skills such as looking at things closely, making observations and describing objects, and collecting things.					
■ Has been exposed to all kinds of specimens (leaves, rocks, bugs, fossils)					
■ Uses the five senses and are encouraged to ask lots of “why” and “how” questions. (taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).					
<i>Topics should be taught in a more informal manner, using the outdoors, nature, exploration and discovery. Children should understand that God created all things and because of Him all things are sustained. They should understand the order in which all things were created.</i>					
<b>They may also explore such topics as (but are not limited to):</b>					
<b>Plants and Plant Growth</b>					
■ What plants need to grow (e.g. sun light, water, air)					
■ Basic parts of the plant (seed, root, stem, leaf, flower)					
■ Plants make their own food					
■ Where foods that we eat come from					
<b>Animals and Their Needs</b>					
■ What animals need to survive and live (e.g. food, water, space)					
■ How animals get their food (e.g. eating plants or other living things)					
■ Offspring are very much (but not exactly) like their parents					
■ Special needs of animal babies					
■ Taking care of pets					
<b>The Human Body</b>					
■ The Five senses					
■ Taking care of the body (also under Health)					
<b>Introduction to Magnetism</b>					

■ Understands that magnets have push and pull				
■ Everyday use of magnets (e.g. cabinet locks, refrigerator magnets, magnet toys)				
■ Classifying materials as attracted to or not attracted to magnets				
<b>Seasons and Weather</b>				
■ Other countries and regions of the world may have four seasons but the Philippines only has two.				
■ Daily weather changes (e.g. temperature, clouds, rain)				
■ The sun is our source of warmth and light				
<b>Matter</b>				
■ Knows that the position, motion, and physical properties of an object can be described. Key concepts include				
a) colors (red, orange, yellow, green, blue, purple), white, and black;				
b) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);				
c) textures (rough/smooth) and feel (hard/soft);				
d) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short); and				
e) position (over/under, in/out, above/below, left/right) and speed (fast/slow).				
■ Knows that water flows and has properties that can be observed and tested. Key concepts include				
a) water occurs in different states (solid, liquid, gas);				
b) the natural flow of water is downhill; and				
c) some materials float in water, while others sink.				
<b>Taking care of the Earth</b>				
■ Conserving natural resources				
■ Recycling and saving energy (e.g. turning off unnecessary lights)				
■ Examples of pollution				
<b>HISTORY</b>				
■ Recognizes that the Bible is the primary historical textbook for understanding the story of mankind.				
■ Knows that Jesus Christ is the central figure of all history.				
■ Connects popular holidays to people and events in history.				
■ Can describe everyday life in the present and in the past and begin to recognize that things change over time.				
■ Has had the opportunity to explore old things such as photographs, letters, clothes, tools, magazines, toys, antiques, etc. to learn how people used to live and how things have changed.				
■ Recognizes family's heritage by getting to know other relatives, ethnic backgrounds, making a family tree				
■ Is learning about heroes in history				
■ Is learning about current events				
<b>GEOGRAPHY</b>				
■ Knows what rivers, lakes and mountains are, and how they are represented on maps				
■ Knows the locations of the major oceans and poles, as well as the seven continents and some significant landmarks.				
■ Knows how to locate places and people on a map and globe				

<b>ECONOMICS</b>					
■ Matches simple descriptions of work that people do with the names of those jobs.					
■ Identifies the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).					
■ Recognizes that people use money to purchase goods.					
<b>CIVICS</b>					
■ Demonstrates that being a good citizen involves practicing and applying godly character and submitting to authority because God commands us to and he blesses those who submit to authority					
■ Recognizes that a government is ordained by God and has a purpose					
■ Knows the Philippine Flag, the National Anthem, and the President of the Philippines (and what he or she does), and <i>some</i> famous landmarks and traditions of the Philippines					
<b>GROWING IN STATURE – <i>physical maturity</i></b>					
<b>PHYSICAL FITNESS AND HEALTH</b>					
■ Can do at least two of the following locomotor skills - walking, running, hopping, jumping and landing, galloping, sliding, and skipping.					
■ Can do at least two of the following non-manipulative movements - bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.					
■ Can do at least two of the following stationary manipulative skills such as toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand.					
■ Can move to rhythm using basic rhythmic patterns.					
■ Can participate for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.					
■ Participates in regular physical activity.					
■ Understands why physical activity is good for health.					
■ Know that we are made in God’s image, that He made our bodies special and we need to take care of our bodies by					
a) Making healthy food choices					
b) Not doing things to harm our bodies or let others harm us					
c) Understanding the function of the five senses and major body parts					
d) Making sure we exercise regularly					
■ Recognizes the impact of positive and negative emotions;					
■ Develops personal hygiene practices such as brushing teeth, washing hands, washing face, blowing own nose, bathing or showering self, combing or brushing hair.					
■ Is able to dress self					
■ Is aware that their body needs food, water, and rest.					
■ Is aware that germs (e.g., bacteria, viruses) can lead to common diseases (e.g., cold, flu).					
■ Recognizes that being safe means following rules; that there is a difference between emergency and non-emergency situations; that the right choices prevent injuries.					
<b>MUSIC APPRECIATION AND EXPRESSION</b>					
■ Can sing songs and play (no mastery expected) simple instruments (such as drums, xylophone, piano, etc.)					
■ Can participate individually and in groups when asked to accompany songs with body percussion and/or instruments.					

■ Can follow and perform rhythmic patterns that include sounds and silences.				
■ Can sing, play, or move at the appropriate time following a vocal/instrumental introduction.				
■ Can respond to music with movement.				
a) Matches movement to rhythmic patterns.				
b) Employs large body movement.				
c) Employs locomotor and non-locomotor movements.				
d) Uses movement to enhance music, stories, and poems.				
e) Uses the body to illustrate moods and contrasts in music.				
■ Can demonstrate the difference between a singing voice and a speaking voice.				
■ Can demonstrate steady beat by using body percussion, instruments, movement, chanting or singing.				
■ Can create music through a variety of experiences using instruments, body percussion, movement, voice, dramatization of songs, stories or poems.				
■ Can recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.				
■ Can identify instruments by sight and sound.				
■ Can distinguish between tone colors (voices and instruments; men's, women's and children's voices)				
■ Can recognize the relationships between music and other disciplines.				
<b>ART APPRECIATION AND EXPRESSION</b>				
■ Can express ideas and feelings through the creation of works of art.				
■ Can identify and use:				
1. colors—red, blue, yellow, green, orange, violet, brown, black, and white;				
2. textures—sight and touch;				
3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;				
4. shape—circle, square, triangle, rectangle, and oval; and				
5. patterns—natural and man-made.				
■ Can create a work of art that commemorates a personal or historical event; depicts a specific animal or plant.				
■ Can create a self-portrait.				
■ Can identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.				
■ Can describe the sequence of steps in the making of a work of art.				
■ Can use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.				
■ Can identify what artists are and what they do (painters, sculptors, printmakers, architects, graphic designers).				
■ Can identify purpose of creating works of art.				
■ Can understand that art around the world depicts culture.				
■ Can describe and respond to works of art.				
■ Can classify objects in the environment by using art vocabulary (e.g., color, texture, line, shape, pattern).				

■ Can discuss and explain ideas and expressions in personal works of art.				
■ Can select a preferred work of art from among others and explain why it was chosen.				
■ Can discuss thoughts, experiences, and feelings expressed in works of art.				
<b>THE CHECKLIST FOR GROWING IN FAVOR WITH GOD AND MAN IS THE SAME FOR AGES 0 TO 3 AND 2 TO 4 BECAUSE CHILDREN NEED TO KEEP BEING TRAINED AND TAUGHT THESE THINGS. THIS LIST IS NOT EXHAUSTIVE. IT CAN BE ADDED TO ACCORDING TO THE NEED OF EACH CHILD.</b>				
<b>GROWING IN FAVOR WITH GOD</b>				
Desires to know God (Jeremiah 9:24)				
Shows reverence for God				
Demonstrates love for God in words, actions, attitudes, and motives				
Has been introduced to the following spiritual truths:				
■ God made everything (Genesis 1:1). He made a beautiful world for us to enjoy in fellowship with him. However, man chose to go against God by disobeying him. Because of this, sin entered the world.				
■ Sin brought pain, suffering, hardship, and evil. But worst of all, sin caused us to be separated from God. The Bible says that “all have sinned and fall short of the glory of God.” No matter what we do, we cannot remove sin on our own. (Romans 3:23) We must pay for our sin by dying for it (Romans 6:23) and suffering forever in the lake of fire. (Revelation 20:15; 21:8)				
■ But God loves us so much, he gave us a solution. He gave us the gift of his son, Jesus Christ, who died in our place to pay for our sins. (John 3:16; Romans 5:8) He knew we can’t save ourselves by doing enough good things. Instead, we need to believe in Jesus as our Savior and Lord. (Ephesians 2:8-9)				
■ God promises that if we repent from sin, and make Jesus our Savior and Lord, he gives us eternal life and we become his children. (1 John 5:12-13)				
■ When we become children of God, our old life passes away. We are given new life (1 Corinthians 5:17) and the Holy Spirit so we can do what pleases God. (Titus 3:4-6). And, the good news is we are no longer separated from God. When our life on earth ends, we will be with God forever.				
■ A true child of God will want to love God with all his heart, soul, mind, and strength (Mark 12:30) and obey him. He will also love others (Mark 12:31).				
■ We learn to love God more by reading his word (the Bible), praying, fellowshiping with other children of God, and worshipping him. The Bible is God’s word given to us. (2 Timothy 3:16) It teaches us how to grow in Christ-like character. It teaches us that if we follow God we will be blessed and if we don’t, there will be consequences.				
Suggested Scripture Memorization:				
■ Children, obey your parents in the Lord – Ephesians 6:1				
■ God’s love – John 3:16				
■ Love God – Matthew 22:37				
■ Love Your Neighbor as Yourself – Matthew 22:39				
■ Treat others the way you want to be treated - Luke 6:31				
Suggested Character Traits:				
■ Obedience				
■ Attentiveness				
■ Truthfulness				
■ Reverence or Respect				
■ Faith				
■ Patience				
■ Unselfishness				

■ Courtesy				
■ Responsibility				
■ Contentment and Thankfulness				
■ Kindness and Serving others				
<b>GROWING IN FAVOR WITH MAN</b>				
Loves others (Matthew 22:39)				
Serves and shares with:				
■ family members				
■ Friends				
■ Strangers				
■ Needy				
Chooses to forgive offenses				
Prays for others				
Says "please" appropriately				
Says "Thank you" appropriately				
Waits turn				
Properly disposes of trash				
Maintains eye contact with speaker				
Listens attentively to others				
Answers appropriately when addressed				
Sits without disturbing others in the car, at the table, at church, in waiting areas or other public areas				
Is respectful of other people's property				
Shows sympathy when other people are hurting				
Is considerate of other people's needs				
Works well with others				
Resolves conflict appropriately				
Recognizes and respects authority				
Does not seek attention inappropriately				
Does seek attention appropriately				
Excuses self when interrupted for an important reason				
Excuses self when stepping between two or more people				
Excuses self when sneezing or making other body noises				
Can take "no" for an answer with a good attitude				
Can introduce a friend to another				
Uses voice appropriately for situation: a whisper, quiet voice, loud and clear voice, exuberant shout				
Appropriately uses people's names by including a title when necessary				
Interacts well with small children				
Interacts well with peers				
Interacts well with adults				
Participates in conversations				
Has appropriate ways of expressing anger by expressing feelings appropriately				
Copes appropriately with frustration, disappointment, success, failure, anxiety, disciplinary actions				



Independently notices needs of others and offers help to open door, carry something, pick up something that was dropped, soothe a person who is upset, share resources, share a toy				
Is ready with appropriate answers to questions like "where are you from, who are your parents, who are your friends, what are you studying, etc."				
Limits speaking to allow others to participate				
Knows how to take a stand about what they believe in without offending others				
Knows how to respectfully appeal to authority				
Cooperates, participates in group activities				
Apologizes for mistakes				
Is independent but will seek help as needed from adults				
Follows schedules and rules				
Can be depended upon to stay where told				