



## ALIGNMENT

# **Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)**

## **WITH North Dakota Early Learning Standards Birth to Kindergarten [2018]**

## **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with North Dakota Early Learning Standards**

This document aligns the content from the *North Dakota Early Learning Standards, Birth to Kindergarten* [2018] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

*North Dakota Early Learning Standards, Birth to Kindergarten* (2018). Retrieved from:  
<https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf>

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	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Domain I: Approaches to Play and Learning</b>				
<b>Sub-Domain: Emotional and Behavioral Self-Regulation</b>				
<b>Goal IT-APL 1. Child manages feelings and emotions with support of familiar adults. (0-36 months)</b>				
Birth–9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
8–18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16–36 Months	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 36 Months	Looks to others for help in coping with strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
<b>Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)</b>				
36–48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
48–60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 60 Months	Expresses emotions in ways that are appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Looks for adult assistance when emotions are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort closeness, or physical contact from familiar adult
	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-APL 2. Child manages actions and behavior with support of familiar adults. (0-36 months)</b>				
Birth–9 Months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8–18 Months	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks, comfort, closeness, or physical contact from familiar adult
16–36 Months	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Let's the adult know when they are hungry or tired.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Participates in and follows everyday routines with the support of familiar adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Communicates verbally or non-verbally about basic needs.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Manages short delays in getting physical needs met with the support of familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
<b>Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)</b>				
36–48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
48–60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 60 Months	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Responds to signals when transitioning from one activity to another.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)</b>				
36–48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
48–60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
By 60 Months	Appropriately handles materials during activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)</b>				
36–48 Months	Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
48–60 Months	Manages own actions, words, and behavior with occasional support from adults.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
By 60 Months	Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Waits for turn, such as waits in line to wash hands or waits for turn on swings.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Refrains from aggressive behavior towards others.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Cognitive Self-Regulation				
Goal IT-APL 3. Child maintains focus and sustains attention with support. (0-36 months)				
Birth–9 Months	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–18 Months	Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
16–36 Months	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
By 36 Months	Maintains engagement in interactions with familiar adults and children.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Chooses to join in activities or pays attention to tasks and activities that are self-initiated.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Maintains focus and attention on a simple task or activity for short periods of time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)				
36–48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
48–60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 Months	Maintains focus on activities for extended periods of time, such as 15 minutes or more.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engages in purposeful play for extended periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Attends to adult during large and small group activities with minimal support.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-APL 4. Child develops the ability to show persistence in actions and behavior. (0-36 months)</b>				
Birth–9 Months	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
8–18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By 36 Months	Persists in learning new skills or solving problems.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Continues efforts to finish a challenging activity or task with support of an adult.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Goal P-APL 7. Child persists in tasks. (36-60 months)</b>				
36–48 Months	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48–60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 Months	Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Returns with focus to an activity or project after having been away from it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Goal IT-APL 5. Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)</b>				
Birth–9 Months	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
8–18 Months	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16–36 Months	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Adjusts to changes in routines or usual activities when informed ahead of time by adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Makes common, everyday transitions that are part of a daily schedule.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Shows flexibility in problem solving by trying more than one approach.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)</b>				
36–48 Months	Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
48–60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 60 Months	Tries different strategies to complete work or solve problems, including with other children.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Transitions between activities without getting upset.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
<b>Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)</b>				
36–48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
48–60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
By 60 Months	Accurately recounts recent experiences in the correct order and includes relevant details.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Successfully follows detailed, multi-step directions, sometimes with reminders.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Remembers actions to go with stories or songs shortly after being taught.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
<b>Goal P-APL 9. Child demonstrates flexibility in thinking and behavior. (36-60 months)</b>				
36–48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
48–60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
By 60 Months	Tries different strategies to complete work or solve problems, including with other children.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Transitions between activities without getting upset.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Initiative and Curiosity				
Goal IT-APL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)				
Birth–9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
8–18 Months	Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
By 36 Months	Engages others in interactions or shared activities.	Social-Emotional	B. Interactions with Peers	1.1 Initiates social behavior toward peer
	Demonstrates initiative by making choices or expressing preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Attempts challenging tasks with or without adult help.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Shows eagerness to try new things.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
Goal P-APL 10. Child demonstrates initiative and independence. (36-60 months)				
36–48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
48–60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 Months	Engages in independent activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Makes choices and communicates these to adults and other children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-APL 7. Child shows interest in and curiosity about objects, materials, or events. (0-36 months)</b>				
Birth–9 Months	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–18 Months	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16–36 Months	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 36 Months	Asks questions about what things are, how they are used, or what is happening.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Experiments with different ways of using new objects or materials.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations
<b>Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)</b>				
36–48 Months	Seeks out new information and explores new play and tasks with adult support.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
48–60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
By 60 Months	Asks questions and seeks new information.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Is willing to participate in new activities or experiences even if they are perceived as challenging.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
<b>Sub-Domain: Creativity</b>				
<b>Goal IT-APL 8. Child uses creativity to increase understanding and learning. (0-36 months)</b>				
Birth–9 Months	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
8–18 Months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16–36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
By 36 Months	Pays attention to new or unusual things.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Shows willingness to participate in new activities or experiences.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Uses language in creative ways, sometimes making up words or rhymes.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)</b>				
36–48 Months	Responds to adults' prompts to express creative ideas in words and/or actions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
48–60 Months	Communicates creative ideas and actions both with and without prompting from adults.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 Months	Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Approaches tasks, activities, and play in ways that show creative problem solving.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Goal IT-APL 9. Child shows imagination in play and interactions with others. (0-36 months)</b>				
Birth–9 Months	Emerging Skills			
8–18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16–36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
By 36 Months	Uses pretend and imaginary objects or people in play or interaction with others.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses materials such as paper, paint, crayons, or blocks to make novel things.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)</b>				
36–48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
48–60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
By 60 Months	Engages in social and pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses imagination with materials to create stories or works of art.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Domain II: Social and Emotional Development				
Sub-Domain: Relationships with Adults				
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)				
Birth–9 Months	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
8–18 Months	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
16–36 Months	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
By 36 Months	Shows emotional connection and attachment to familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Turns to familiar adults for protection, comfort, and getting needs met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)				
36–48 Months	Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
48–60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
By 60 Months	Interacts readily with trusted adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Engages in some positive interactions with less familiar adults, such as parent volunteers.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Shows affection and preference for adults who interact with them on a regular basis.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seeks help from adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)</b>				
Birth–9 Months	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
8–18 Months	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16–36 Months	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
By 36 Months	Engages in and may initiate behaviors that build relationships with familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Uses familiar adults for reassurance when engaging with new adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
<b>Child engages in prosocial and cooperative behavior with adults. (36-60 months)</b>				
36–48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
48–60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
By 60 Months	Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Attends to an adult when asked.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Follows adult guidelines and expectations for appropriate behavior.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Asks or waits for adult permission before doing something when they are unsure.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-SE 3. Child learns to use adults as a resource to meet needs. (0-36 months)</b>				
Birth–9 Months	Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8–18 Months	Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
16–36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Shows preference for familiar adults when in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
<b>Sub-Domain: Relationships with Other Children</b>				
<b>Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)</b>				
Birth–9 Months	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
16–36 Months	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
By 36 Months	Shows increasing interest in interacting with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows preference for particular playmates, such as greeting friends by name.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)</b>				
36–48 Months	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
48–60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
By 60 Months	Engages in and maintains positive interactions with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Takes turns in conversations and interactions with other children.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Develops friendships with one or two preferred other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
<b>Goal IT-SE 5. Child imitates and engages in play with other children. (0-36 months)</b>				
Birth–9 Months	Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16–36 Months	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
By 36 Months	Uses multiple strategies, such as imitating or responding, in order to enter play with other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Engages in extended play with other children with a common focus.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engages in simple cooperative play with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)</b>				
36–48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
48–60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
By 60 Months	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Demonstrates willingness to include others' ideas during interactions and play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Engages in reflection and conversation about past play experiences.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)</b>				
36–48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
48–60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
By 60 Months	Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Expresses feelings, needs, and opinions in conflict situations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Seeks adult help when needed to resolve conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Emotional Functioning				
Goal IT-SE 6. Child learns to express a range of emotions. (0-36 months)				
Birth–9 Months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
8–18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16–36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Expresses a variety of emotions through facial expressions, sounds, gestures, or words.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)				
36–48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
48–60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
By 60 Months	Recognizes and labels basic emotions in books or photographs.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Uses words to describe own feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses words to describe the feelings of adults or other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)</b>				
Birth–9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–18 Months	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited.	Social-Communication	A. Early Social-Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
16–36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 36 Months	Recognizes feelings and emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Responds to feelings and emotions of others with support from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Describes feelings of characters in a book with support from an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
<b>Goal IT-SE 8. Child expresses care and concern toward others. (0-36 months)</b>				
Birth–9 Months	May cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–18 Months	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16–36 Months	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 36 Months	Shows care and concern for others, including comforting others in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Responds to needs of others and tries to help others with simple tasks.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
<b>Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)</b>				
36–48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
48–60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 60 Months	Makes empathetic statements to adults or other children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Offers support to adults or other children who are distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-SE 9. Child manages emotions with the support of familiar adults. (0-36 months)</b>				
Birth–9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8–18 Months	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
16–36 Months	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By 36 Months	Uses different ways to calm or comfort self when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Responds positively to emotional support from adults and other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
<b>Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)</b>				
36–48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
48–60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 60 Months	Expresses feelings in ways that are appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Looks for adult assistance when feelings are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Sense of Identity and Belonging				
Goal IT-SE 10. Child shows awareness about self and how to connect with others. (0-36 months)				
Birth–9 Months	Learns about self by exploring hands, feet, body, and movement.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16–36 Months	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Shows awareness of self, including own body, abilities, thoughts, and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Shows awareness of others as having thoughts and feelings separate from own.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. (36–60 months)				
36–48 Months	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 60 Months	Describes self by using several different characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
		Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Goal IT-SE 11. Child understands some characteristics of self and others. (0-36 months)				
Birth–9 Months	Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
8–18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
16–36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By 36 Months	Recognizes own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Identifies some physical characteristics of self.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes some similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)</b>				
36–48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
48–60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
By 60 Months	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Expresses own ideas or beliefs in group contexts or in interactions with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses positive words to describe self, such as kind or hard-worker.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
<b>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others. (0-36 months)</b>				
Birth–9 Months	Participates in back-and- forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
8–18 Months	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
By 36 Months	Show confidence in increasing abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show others what they can do.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-SE 13. Child develops a sense of belonging through relationships with others. (0-36 months)</b>				
Birth–9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–18 Months	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16–36 Months	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
By 36 Months	Identifies self as a member of a family.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Points to or names self and other familiar people, such as in photos or pictures.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Talks about family members, familiar people, or friends who may not be present.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)</b>				
36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 Months	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Relates personal stories about being a part of different groups.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identifies similarities and differences about self across familiar environments and settings.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Domain III: Language, Communication, and Literacy</b>				
<b>Sub-Domain: Language – Attending and Understanding</b>				
<b>Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. (0-36 months)</b>				
Birth–9 Months	Attends to verbal and non- verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
8–18 Months	Shows understanding of the meaning of familiar caregivers' verbal and non- verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
16–36 Months	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 Months	Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
<b>Goal P-LC 1. Child attends to communication and language from others. (36-60 months)</b>				
36–48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48–60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
By 60 Months	Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows ongoing connection to a conversation, group discussion, or presentation.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 2. Child learns from communication and language experiences with others. (0-36 months)</b>				
Birth–9 Months	Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8–18 Months	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
16–36 Months	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 Months	Acts on descriptions provided by others about people, objects, or events.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Demonstrates interest and understanding when participating in language activities or games.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
<b>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)</b>				
36–48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
48–60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
By 60 Months	Shows an ability to recall (in order) multiple step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows an understanding of talk related to the past or future.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Language – Communicating and Speaking				
<b>Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. (0-36 months)</b>				
Birth–9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8–18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their languages or switch between them.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
By 36 Months	Uses combinations of words and simple sentences or signs in a variety of situations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
<b>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)</b>				
36–48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 60 Months	Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Children who are DLLs may switch between their languages.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (0-36 months)</b>				
Birth–9 Months	Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
8–18 Months	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
16–36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 36 Months	Initiates and responds in conversations with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participates in simple conversations with others that are maintained by back-and- forth exchanges of ideas or information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
<b>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)</b>				
36–48 Months	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48–60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 60 Months	Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 5. Child uses increasingly complex language in conversation with others. (0-36 months)</b>				
Birth–9 Months	Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	Social-Communication	A. Early Social Communication	2. Produces speech sounds
8–18 Months	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 36 Months	Uses sentences of three or more words in conversation with others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Asks and answers simple questions in conversations with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Refers to past or future events in conversation with others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)</b>				
36–48 Months	Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
48–60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
By 60 Months	Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (0-36 months)</b>				
Birth–9 Months	Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
8–18 Months	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16–36 Months	Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
By 36 Months	Asks questions in a variety of ways.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Repeats or re-phrases questions until a response is received.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
<b>Sub-Domain: Language – Vocabulary</b>				
<b>Goal IT-LC 7. Child understands an increasing number of words used in communication with others. (0-36 months)</b>				
Birth–9 Months	Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
8–18 Months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
16–36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 36 Months	Shows understanding of the meaning of common words used in daily activities.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Attends to new words used in conversation with others.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Understands most positional words, such as on, under, up, or down.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)</b>				
36–48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 60 Months	Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With support, forms guesses about the meaning of new words from context clues.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
<b>Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (0-36 months)</b>				
Birth–9 Months	May use signs or verbalizations for familiar people or objects.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
8–18 Months	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
16–36 Months	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in their languages that is similar in number to other children's vocabulary in one language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
By 36 Months	Shows understanding of the meaning of common words used in daily activities.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Attends to new words used in conversation with others.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Understands most positional words, such as on, under, up, or down.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)</b>				
36–48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
By 60 Months	Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With support, forms guesses about the meaning of new words from context clues.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
<b>Sub-Domain: Language – Emergent Literacy</b>				
<b>Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)</b>				
Birth–9 Months	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8–18 Months	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
16–36 Months	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 Months	Repeats simple familiar rhymes or sings favorite songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Retells familiar stories using props.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
<b>Goal IT-LC 10. Child handles books and relates them to their stories or information. (0-36 months)</b>				
Birth–9 Months	Explores a book by touching it, patting it, or putting it in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
16–36 Months	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
By 36 Months	Asks to have several favorite books read over and over.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Holds book, turns pages, and pretends to read.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. (0-36 months)</b>				
Birth–9 Months	Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
8–18 Months	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16–36 Months	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
By 36 Months	Points to and names some letters or characters in their names.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognizes familiar signs on a building or street.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Attributes meaning to some symbols, such as a familiar logo or design.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
<b>Goal IT-LC 12. Child comprehends meaning from pictures and stories. (0-36 months)</b>				
Birth–9 Months	Looks at picture books and listens to an adult talk about pictures in a book.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
16–36 Months	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
By 36 Months	Uses pictures as a guide to talk about a story that has been read.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Asks or answers questions about what is happening in a book or story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies the feelings of characters in a book or story.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
<b>Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. (0-36 months)</b>				
Birth–9 Months	Emerging Skills			
8–18 Months	Makes marks on a paper with a large crayon or marker to explore writing materials.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16–36 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
By 36 Months	Draws pictures using scribbles and talks with others about what they have made.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Draws straight lines or curved lines.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Makes letter-like marks or scribbles on paper.	Literacy	E. Writing	3.4 Writes using “scribble writing”

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Literacy - Phonological Awareness				
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)				
36–48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
48–60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
By 60 Months	Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Sub-Domain: Literacy – Print and Alphabet Knowledge				
Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)				
36–48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
48–60 Months	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
By 60 Months	Understands that print is organized differently for different purposes, such as a note, list, or storybook.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Understands that written words are made up of a group of individual letters.	Literacy	A. Awareness of Print Concepts	2.1 Sounds out CVC words
	Begins to point to single-syllable words while reading simple, memorized texts.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Identifies book parts and features, such as the front, back, title, and author.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)</b>				
36–48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
48–60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
By 60 Months	Names most upper and lower-case letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Knows the sounds associated with several letters.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
<b>Sub-Domain: Literacy – Comprehension and Text Structure</b>				
36–48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
48–60 Months	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
By 60 Months	Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Tells fictional or personal stories using a sequence of at least two or three connected events.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Identifies characters and main events in books and stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)</b>				
36–48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
48–60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
By 60 Months	Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
<b>Sub-Domain: Literacy – Writing</b>				
<b>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)</b>				
36–48 Months	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Literacy	E. Writing	3.4 Writes using "scribble writing"
48–60 Months	Progressively uses drawing, scribbling, letter- like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	Literacy	E. Writing	3.1 Writes using developmental spelling
By 60 Months	Creates a variety of written products that may or may not phonetically relate to intended messages.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows an interest in copying simple words posted in the classroom.	Literacy	E. Writing	3. Writes words using conventional spelling
	Attempts to independently write some words using invented spelling, such as K for kite.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Writes first name correctly or close to correctly.	Literacy	E. Writing	3.2 Prints first name
	Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Domain IV: Cognition				
Sub-Domain: Cognition – Exploration and Discovery				
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. (0-36 months)				
Birth–9 Months	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16–36 Months	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 36 Months	Learns about characteristics of people and properties and uses of objects through the senses and active exploration.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)				
Birth–9 Months	Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8–18 Months	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16–36 Months	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
By 36 Months	Makes simple predictions about what will happen next, such as in a story or in everyday routines.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Cognition – Memory				
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)				
Birth–9 Months	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8–18 Months	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16–36 Months	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
By 36 Months	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Tells others about what will happen next or about changes in usual routines or schedules.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal IT-C 4. Child recognizes the stability of people and objects in the environment. (0-36 months)				
Birth–9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8–18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
16–36 Months	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
By 36 Months	Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Looks in several different places for a toy that was played with a few days before.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)</b>				
Birth–9 Months	Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
8–18 Months	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16–36 Months	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
By 36 Months	Recalls a similar family event when hearing a story read.	Cognitive	B. Imitation and Memory	3. Relates past events
	Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Repeats simple rules about expected behavior, such as "We wash our hands before we eat."	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Sub-Domain: Cognition – Reasoning and Problem Solving</b>				
<b>Goal IT-C 6. Child learns to use a variety of strategies in solving problems. (0-36 months)</b>				
Birth–9 Months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16–36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 Months	Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Tries to solve the same problem in several different ways at different times.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Goal IT-C 7. Child uses reasoning and plans ahead to solve problems. (0-36 months)</b>				
Birth–9 Months	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8–18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16–36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
By 36 Months	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Cognition – Emergent Mathematical Thinking				
Goal IT-C 8. Child develops sense of number and quantity. (0-36 months)				
Birth–9 Months	Attends to quantity in play with objects, such as reaching or looking for more than one object.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
16–36 Months	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 36 Months	Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.	Math	A. Counting	1. Counts out 3 items
	Identifies "more" or "less" with a small number of items without needing to count them.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Uses fingers to show how old they are.	Social-Emotional	E. Meeting Social Expectations	4.2 States age
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (0-36 months)				
Birth–9 Months	Explores or examines objects and watches objects when they move.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16–36 Months	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
By 36 Months	Does puzzles with interlocking pieces, different colors, and shapes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Understands some effects of size or weight when picking up or moving objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)				
Birth–9 Months	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape- sorting box or by putting a toy bottle with a baby doll.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
16–36 Months	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 36 Months	Sorts toys or other objects by color, shape, or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Orders some objects by size.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identifies characteristics of people, such as "Mom has black hair like me."	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Cognition - Imitation and Symbolic Representation and Play				
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)				
Birth–9 Months	Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
8–18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
16–36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
By 36 Months	Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitates someone else's conversation, such as in pretend play or on a toy phone.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Goal IT-C 12. Child uses objects or symbols to represent something else. (0-36 months)				
Birth–9 Months	Emerging Skills			
8–18 Months	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
16–36 Months	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
By 36 Months	Uses familiar objects to represent something else.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Understand that some symbols have meaning, such as a sign or a drawing.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)				
Birth–9 Months	Emerging Skills			
8–18 Months	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
16–36 Months	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
By 36 Months	Seeks to involve others in pretend or make-believe play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Looks for props to use when telling or making up a story.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Mathematics Development – Counting and Cardinality				
<b>Goal P-MATH 1. Child knows number names and the count sequence. (36-60 months)</b>				
36–48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".	Math	A. Counting	2.2 Recites numbers 1–10
48–60 Months	Says or signs more number words in sequence.	Math	A. Counting	4.2 Recites numbers 1–30
By 60 Months	Counts verbally or signs to at least 20 by ones.	Math	A. Counting	3.2 Recites numbers 1–20
<b>Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months) Developmental Progressions</b>				
<b>Birth–9 Months 8–18 Months 16–36 Months</b>				
36–48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
48–60 Months	Quickly recognizes the number of objects in a small set (referred to as "subitizing").	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
By 60 Months	Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
<b>Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)</b>				
36–48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
48–60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	Math	A. Counting	3.1 Counts 20 items to determine "How many?"
By 60 Months	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	Math	A. Counting	2. Counts out 10 items
	Counts and answers "How many?" questions for approximately 10 objects.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Accurately counts as many as five objects in a scattered configuration.	Math	A. Counting	2. Counts out 10 items
	Understands that each successive number name refers to a quantity that is one larger.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Understands that the last number said represents the number of objects in a set.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Goal P-MATH 4. Child compares numbers. (36-60 months)				
36–48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
48–60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
By 60 Months	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Identifies and uses numbers related to order or position from first to tenth.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)				
36–48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
48–60 Months	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
By 60 Months	Associates a number of objects with a written numeral 0–5.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Recognizes and, with support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Mathematics Development – Operations and Algebraic Thinking				
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)				
36–48 Months	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
48–60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
By 60 Months	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)
	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers).	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers).	Math	D. Addition and Subtraction	2.2 Says number before 2–10
Goal P-MATH 7. Child understands simple patterns. (36-60 months)				
36–48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, __, girl. Duplicates and extends ABABAB patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
48–60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 60 Months	Fills in missing elements of simple patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Mathematics Development – Measurement				
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)				
36–48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
48–60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 60 Months	Measures using the same unit, such as putting together snap cubes to see how tall a book is.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Compares or orders up to five objects based on their measurable attributes, such as height or weight.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses comparative language, such as shortest, heavier, or biggest.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Sub-Domain: Mathematics Development – Geometry and Spatial Sense				
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)				
36–48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
48–60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By 60 Months	Names and describes shapes in terms of length of sides, number of sides, and number of angles.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly names basic shapes regardless of size and orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Creates and builds shapes from components.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)				
36–48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
48–60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 60 Months	Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Scientific Reasoning - Scientific Inquiry				
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)				
36–48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
48–60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 60 Months	Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Represents observable phenomena with pictures, diagrams, and 3-D models.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Goal P-SCI 2. Child engages in scientific talk. (36-60 months)				
36–48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	Cognitive	E. Scientific Discovery	2.3 Makes observations
48–60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By 60 Months	Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.3 Makes observations
Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)				
36–48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
48–60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 60 Months	Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Scientific Reasoning - Reasoning and Problem Solving				
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)				
36–48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
48–60 Months	Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
By 60 Months	Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Gathers information about a question by looking at books or discussing prior knowledge and observations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown."	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)				
36–48 Months	With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
48–60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By 60 Months	Articulates steps to be taken and lists materials needed for an investigation or experiment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (36-60 months)</b>				
36–48 Months	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
48–60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By 60 Months	Analyzes and interprets data and summarizes results of investigation.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Domain VI: Social Studies				
Sub-Domain: Concepts of Time				
Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)				
36–48 Months	Children may describe how they have grown over time. Demonstrate a simple sequence in time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
48–60 Months	Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 60 Months	Uses "ed" on verbs to include past tense (e.g., walked, cooked).	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Anticipates recurring activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Sub-Domain: Citizenship				
Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)				
36–48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
48–60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 60 Months	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Responds to signals when transitioning from one activity to another.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)				
36–48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
48–60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
By 60 Months	Appropriately handles materials during activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)</b>				
36–48 Months	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
48–60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
By 60 Months	Engages in and maintains positive interactions with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Takes turns in conversations and interactions with other	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Develops friendships with one or two preferred other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
<b>Sub-Domain: Identity and Culture</b>				
<b>Goal P-SS 6. Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)</b>				
36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	Cognitive	B. Imitation and Memory	3. Relates past events
By 60 Months	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Relates personal stories about being a part of different groups.	Cognitive	B. Imitation and Memory	3. Relates past events
	Identifies similarities and differences about self across familiar environments and settings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)</b>				
36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	Cognitive	B. Imitation and Memory	3. Relates past events
By 60 Months	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Relates personal stories about being a part of different groups.	Cognitive	B. Imitation and Memory	3. Relates past events
	Identifies similarities and differences about self across familiar environments and settings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Domain VII: Creative Arts				
Sub-Domain: Music				
Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)				
36–48 Months	Repeats sound and rhythm patterns. Sings simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
48–60 Months	Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/ songs.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 Months	Experiments with musical instruments.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Responds to rhythmic patterns and elements of music using expressive movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Improvises movement and sound responses to music.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explores using a singing voice.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Demonstrates beat awareness.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Goal P-CA 2. Child listens to music with attention. (36-60 months)				
36–48 Months	Repeats song patterns and rhythmic movements to music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
48–60 Months	Participates in more complex songs and involves physical movement - finger plays, chants, etc.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 60 Months	Participates in music activities, such as listening, singing, or performing.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Describes and responds to musical elements.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes a wide variety of sounds and sound sources.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Expresses feeling responses to music.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Recognizes music in daily life.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explores musical opposites (long/slow, fast/slow, loud/soft).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Dance and Movement				
Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)				
36–48 Months	Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects. Follows and tracks various types of music through movement, facial expressions, and voice. Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48–60 Months	Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve. Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By 60 Months	Expresses what is felt and heard in various musical tempos and styles.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Moves to different patterns of beat and rhythm in music.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses creative movement to express concepts, ideas, or feelings.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrates simple phrases of movement in time and space.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Attentively observes a dance performance.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Recognizes dances from around the world.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Visual Arts				
<b>Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)</b>				
36–48 Months	Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
48–60 Months	Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2- dimensional and 3- dimensional processes to create art creations to make art that represents various objects like people, places and things. Begins to share about their own creations.	Literacy	E. Writing	2.1 Makes representational drawings
By 60 Months	Uses different materials and techniques to make art creations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Discusses one’s own artistic creations and those of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Knows that works of art can represent people, places, and things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identifies art in daily life.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Understands that artists have an important role in communities.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Sub-Domain: Dramatic Play				
<b>Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)</b>				
36–48 Months	Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
48–60 Months	Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 60 Months	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Responds to stories and plays.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Identifies/describes characters.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Domain VIII: Perceptual, Motor, and Physical Development				
Sub-Domain: Perception				
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)				
Birth–9 Months	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16–36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Combines information gained through the senses to understand objects, experiences, and interactions.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)				
Birth–9 Months	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
8–18 Months	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
16–36 Months	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
By 36 Months	Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Gross Motor				
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)				
Birth–9 Months	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
8–18 Months	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
16–36 Months	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
By 36 Months	Coordinates movements and actions for a purpose.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
	Walks and runs, adjusting speed or direction depending on the situation.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)				
36–48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
48–60 Months	Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	3 (all)
By 60 Months	Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)</b>				
Birth–9 Months	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
8–18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Gross Motor	B. Movement and Coordination	1 (All)
		Gross Motor	B. Movement and Coordination	2 (All)
		Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
16–36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
By 36 Months	Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	C. Active Play	1 (All)
	Experiments with different ways of moving the body, such as dancing around the room.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)</b>				
Birth–9 Months	Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
16–36 Months	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By 36 Months	Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.	Gross Motor	A. Body Control and Weight Transfer	5.2 Maintains sitting position in chair
	Adjusts position of body to fit through or into small spaces.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Fine Motor				
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. (0-36 months)				
Birth–9 Months	Coordinates hands and eyes when reaching for and holding stable or moving objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
		Fine Motor	A. Reach, Grasp, and Release	3 (All)
16–36 Months	Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	Fine Motor	B. Functional Skill Use	All
By 36 Months	Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.	Fine Motor	B. Functional Skill Use	3 (All)
	Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)				
36–48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
48–60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
By 60 Months	Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	Fine Motor	B. Functional Skill Use	3 (All)
	Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action



	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. (0-36 months)</b>				
Birth–9 Months	Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8–18 Months	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16–36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
By 36 Months	Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	Fine Motor	B. Functional Skill Use	3 (All)
	Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
<b>Goal IT-PMP 8. Child adjusts reach and grasp to use tools. (0-36 months)</b>				
Birth–9 Months	Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
8–18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	Cognitive	D. Reasoning	1. Uses object to obtain another object
16–36 Months	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
By 36 Months	Adjusts grasp with ease to new tools and materials.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sub-Domain: Health, Safety, and Nutrition				
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)				
Birth–9 Months	Emerging Skills			
8–18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16–36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
By 36 Months	Shows increasing independence in self-care routines with guidance from adults.	Adaptive	B. Personal Care Routines	All
	Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.	Adaptive	C. Dressing and Undressing	1 (All)
		Adaptive	C. Dressing and Undressing	2 (All)
Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)				
36–48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
48–60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
By 60 Months	Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	Adaptive	B. Personal Care Routines	All
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
Goal IT-PMP 10. Child uses safe behaviors with support from adults. (0-36 months)				
Birth–9 Months	Emerging Skills			
8–18 Months	Emerging Skills			
16–36 Months	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
By 36 Months	Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

	ND Indicators/Examples	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)</b>				
36–48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
48–60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
By 60 Months	Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
<b>Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)</b>				
Birth–9 Months	Emerging Skills			
8–18 Months	Shows interest in new foods that are offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
16–36 Months	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
By 36 Months	Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Sometimes makes nutritious choices with support from an adult.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Communicates to adults when hungry, thirsty, or has had enough to eat.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
<b>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)</b>				
36–48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
48–60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By 60 Months	Identifies a variety of healthy and unhealthy foods.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Moderates food consumption based on awareness of own hunger and fullness.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst