



## ALIGNMENT

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

## **WITH The District of Columbia Early Learning Standards**

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

This document aligns the *District of Columbia Early Learning Standards* [2019] 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.

Office of the State Superintendent of Education. (2019). District of Columbia Early Learning Standards. Retrieved from: <https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els>

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## Approaches to Learning/Logic and Reasoning

## 1. Attends and engages with curiosity

Infants	1a. Uses all senses to explore objects and surroundings	Cognitive	E. Scientific Discovery	2.1 Uses sensory means to explore people, animals, and objects
Toddlers	1a. Manipulates objects; observes and explores surroundings by using all senses	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Twos	1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	Cognitive	A. Sensory Exploration	1.2 Uses senses to explore
Preschool	1a. Chooses tasks of interest; responds to adult encouragement	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Pre-K Exit Expectations	1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas and tasks	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## 2. Shows persistence

Infants	2a. Attends to sights and sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	2a. Repeats actions with the goal of achieving a result	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Twos	2a. Continues to work on a self-selected task, especially with adult support	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Preschool	2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Pre-K Exit Expectations	2a. Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

## 3. Approaches tasks flexibly

Infants	3a. Notices how others approach a task	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddlers	3a. Notices how others approach a task and imitates their attempts	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Twos	3a. Uses trial-and-error approaches; asks for help	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Preschool	3a. Finds solutions without having to try every possibility; may change approach	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Pre-K Exit Expectations	3a. Uses multiple strategies to solve problems and complete tasks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	3b. Initiates cooperative activities with peers	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>4. Uses symbols and takes on pretend roles</b>				
Infants	4a. Shows an interest in other people's use of objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	4a. Observes other people's actions and use of objects; uses realistic objects in pretend play	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Twos	4a. Uses props and imitates actions to reenact familiar events	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Preschool	4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Pre-K Exit Expectations	4a. Uses objects, materials, actions and images to represent other objects	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	4b. Plays with a few other children for periods as long as 10 minutes, agreeing on scenarios and roles	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
<b>Communication and Language</b>				
<b>5. Demonstrates understanding of spoken language</b>				
Infants	5a. Appears interested in others' speech	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
Toddlers	5a. Responds to others' speech and gestures	Social-Communication	D. Social Use of Language	3. Engages in vocal exchanges
Twos	5a. Responds to simple statements, questions and simple texts read aloud	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
Preschool	5a. Responds to more complex questions, statements and texts read aloud that present new vocabulary and ideas	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
Pre-K Exit Expectations	5a. Asks and answers questions in order to seek and offer help, get and offer information or clarify something that is not understood	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	5b. Demonstrates understanding of spoken language by responding appropriately	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
K Exit Expectations	SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	SL.K.3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>6. Uses Language to express self</b>				
Infants	6a. Vocalizes and gestures in an effort to communicate	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Toddlers	6a. Uses language to express needs and refer to familiar people and objects	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Twos	6a. Uses language to describe objects and people and to ask for help	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Preschool	6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe and manage social relationships	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Pre-K Exit Expectations	6a. Describes familiar people, places, things and events and with prompting and support, provides additional detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	6b. Expresses thoughts, feelings and ideas verbally, enunciating clearly enough to be understood	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	6d. Applies words learned in classroom activities to real-life situations	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children and other activities	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
K Exit Expectations	SL.K.4. Describe familiar people, places, things and events and with prompting and support, provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	SL.K.6. Speak audibly and express thoughts, feelings and ideas clearly.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	L.K.6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>7. Uses conventional grammar and syntax</b>				
Infant	7a. Babbles and experiments with tone and pitch	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Toddlers	7a. Uses one- and two-word sentences	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
		Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Twos	7a. Uses two- to four-word sentences with some word omissions and errors	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Preschool	7a. Uses longer sentences with plurals, adjectives, adverbs and negatives	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
Pre-K Exit Expectations	7a. Speaks in complete sentences of 4–6 words, using past, present and future tenses appropriately for frequently occurring verbs	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
K Exit Expectations	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	Literacy	E. Writing	3. Writes words using conventional spelling

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
8. Uses conventional conversational and other social communication skills.				
Infant	8a. Vocalizes or gestures in back and forth exchanges with others	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Toddler	8a. Exchanges single words, simple gestures and facial expressions with others	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Twos	8a. Initiates and engages in short back-and- forth exchanges, responding to verbal and nonverbal cues	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Preschool	8a. Initiates and engages in conversations of as many as three exchanges	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Pre-K Exit Expectations	8a. Initiates and engages in conversations of at least three exchanges	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
K Exit Expectations	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Literacy				
9. Demonstrates understanding of print concepts				
Infants	9a. Shows an interest in print materials	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
Toddlers	9a. Notices pictures of familiar objects in print materials	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Twos	9a. Participates actively in book readings by choosing books to read, listening to short books read aloud, turning pages in books and pointing to pictures of interest	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Preschool	9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Pre-K Exit Expectations	9a. With guidance and support, demonstrates a basic understanding of the organization and features of print	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	9b. Recognizes that spoken language can be written and read and that written language can be read and spoken	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	9c. Recognizes and names 10 or more letters of the alphabet	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
K Exit Expectations	RF.K.1. Demonstrate understanding of the organization and basic features of print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page

DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
10. Demonstrates comprehension of printed materials read aloud				
Infants	10a. Begins to look at pictures in books, with adult support	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	10a. Engages actively in short book readings by pointing at pictures or repeating words, with adult support	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Twos	10a. Shows continued engagement/ attention to printed materials in a variety of ways	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Preschool	10a. Uses some words and/or concepts from the text to talk about a story, poem or informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Pre-K Exit Expectations	10a. With prompting and support, asks and answers questions about key details of a story, poem or informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	10c. With prompting and support, identifies the characters and settings of a story read aloud	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem or informational text read aloud	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	10f. Recognizes familiar books by their covers	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	10g. After hearing a story read aloud, looks at the illustrations and with prompting and support, explains the part of the story that each illustration depicts	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures



	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RL.K.2. With prompting and support, retell familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	RL.K.3. With prompting and support, identify characters, settings and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	RL.K.4. Ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.5. Identify the front cover, back cover and title page of a book.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	RL.K.8. (Not applicable to literature)			
	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	RL.K.10., RI.K.10. Actively engage in group reading activities with purpose and understanding	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
<b>11. Hears and discriminates the sounds of English and/or home language(s).</b>				
Infants	11a. Shows awareness of speech sounds and imitates them	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Toddlers	11a. Repeats words; joins in singing random words of simple songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Twos	11a. Joins in songs, rhymes, refrains and word games with repeating language sounds	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Preschool	11a. Plays with language, experimenting with beginning and ending sounds	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
Pre-K Exit Expectations	11a. Shows awareness of separate words in a sentence	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	11b. Decides whether two words rhyme	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	11c. Identifies the initial sound of a spoken word and with guidance and support, thinks of several other words that have the same initial sound	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	11d. Shows awareness of separate syllables in a word	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
K Exit Expectations	RF.K.2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>12. Writes letters and words</b>				
Infants	12a. Emerging			
Toddlers	12a. Makes marks or scribbles	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Twos	12a. Makes controlled linear scribbles and efforts at representation (e.g., markings on paper using chalk pen, etc.), including drawing	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
Preschool	12a. Uses letter-like forms, letter strings, some letter combinations that are words	Literacy	E. Writing	3.4 Writes using “scribble writing”
Pre-K Exit Expectations	12a. Begins to invent spelling while writing to convey a message with prompting and support	Literacy	E. Writing	3.1 Writes using developmental spelling
K Exit Expectations	W.K.4. (Begins in grade 3)			
	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>13. Understands the purpose of writing and drawing</b>				
Infants	13a. Emerging			
Toddlers	13a. Makes marks or scribbles	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Twos	13a. Makes marks and talks about them	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Preschool	13a. Dictates and draws to share or record information and tell stories	Literacy	E. Writing	2.1 Makes representational drawings
Pre-K Exit Expectations	13a. Dictates words or draws to express a preference or opinion about a topic	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	13b. Uses a combination of dictating and drawing to tell some information about a topic	Literacy	E. Writing	1.1 Dictates description of drawing
	13c. Uses a combination of dictation and drawing to tell a real or imagined story	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
K Exit Expectations	W.K.1. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is...").	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.2. Use a combination of drawing, dictating and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	W.K.3. Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

## Mathematics

## 14. Matches, groups and classifies objects

Infants	14a. Interacts differently with familiar and unfamiliar people and objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	14b. Develops awareness of repeating sequences in everyday routines	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	14a. Recognizes similarities and differences, including familiar and unfamiliar people, objects and routines and begins to match one object with a similar object	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	14b. Notices and anticipates simple repeating sequences	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Twos	14a. Matches one object with a group of similar objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	14b. Follows and participates in simple repeating sequences	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Preschool	14a. Groups objects on the basis of a single characteristic (e.g., color, size or shape)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	14b. Copies simple patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Pre-K Exit Expectations	14a. Groups objects according to a common characteristic, regroupes them according to a different K.M characteristic and explains the grouping rules	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	14b. Creates and extends simple repeating patterns	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
K Exit Expectations	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Math	A. Counting	2. Counts out 10 items

DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
15. Demonstrates knowledge of number and counting				
Infants	15a. Begins to develop an awareness of quantity	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
Toddlers	15a. Shows awareness of the concepts of one, two and more; recites numbers in random order	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Twos	15a. Begins to rote count to 10 but may not be accurate consistently	Math	A. Counting	2.2 Recites numbers 1–10
Preschool	15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	Math	A. Counting	2. Counts out 10 items
Pre-K Exit Expectations	15a. Counts to 20 by ones	Math	A. Counting	3.2 Recites numbers 1–20
	15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	15c. Recognizes and names the written numerals 1–10	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	15d. Counts 10–20 objects accurately, using one number name for each object	Math	A. Counting	3. Counts out 20 items
	15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	15f. Counts to answer “How many?” questions about 10–20 objects	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	15g. Correctly associates a numeral with a group of as many as 10 counted objects	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
	15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than or equal to the number of objects in another group (as many as 10 objects)	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	K.CC.1. Count to 100 by ones and by tens.	Math	A. Counting	4. Skip counts by tens to 100
	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Math	D. Addition and Subtraction	1.2 Counts forward to 10
	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20
	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	3. Counts out 20 items
	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Math	A. Counting	3. Counts out 20 items
	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	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 (=)
	K.CC.6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
	K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.	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 (=)
	K.OA.2. Solve addition and subtraction word problems and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	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
	K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	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

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation. K.OA.5. Fluently add and subtract within 5.	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
		Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
16. Demonstrates knowledge of volume, height, weight and length				
Infants	16a. Emerging			
Toddlers	16a. Explores objects of different shapes and sizes and demonstrates awareness of how objects differ by properties (size, weight, height, etc.)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Twos	16a. Makes simple comparisons, noticing similarities and differences between measurable properties of objects (e.g., length, width, height)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Preschool	16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Pre-K Exit Expectations	16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	16b. Knows and correctly uses a few ordinal numbers	Math	A. Counting	2. Counts out 10 items
	16c. Knows the usual sequence of basic daily events	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
K Exit Expectations	K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons



DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
17. Identifies and labels shapes				
Infants	17a. Interacts with objects in the immediate environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddlers	17a. Explores objects of different shapes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Twos	17a. Matches one shape with the same shape	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Preschool	17a. Names a few basic two-dimensional shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Pre-K Exit Expectations	17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	17b. Describes basic two- and three-dimensional shapes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay and so on	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
K Exit Expectations	K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.G.2. Correctly name shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices / “corners”) and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
18. Demonstrates understanding of positional words				
Infants	18a. Notices and responds to how objects, people or own body move through space	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	18a. Follows directions that include gestures to place objects in, on, under, up or down	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Twos	18a. Follows verbal directions to place or find objects in, on, under, up or down	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Preschool	18a. Follows directions to place objects or body beside, between or next to	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Pre-K Exit Expectations	18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
K Exit Expectations	K.G.1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

## Science and Engineering

## 19. Investigates living things

Infants	19a. Explores own body	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	19b. Interacts with people (and other living things) in the immediate environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	19c. Uses perceptual information to learn about the world	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Toddlers	19a. Begins to recognize own body parts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	19b. Observes and explores familiar living things	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	19c. Observes and explores the world around them using the five senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Twos	19a. Observes and begins to identify body parts in humans and other familiar animals	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	19b. Explores and begins to identify basic characteristics of familiar living things	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	19c. Explores and begins to identify how to use their senses to learn about the world around them	Cognitive	E. Scientific Discovery	2.3 Makes observations
Preschool	19a. Identifies and describes the external body parts of familiar animals (including humans) and plants	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19b. Observes and begins to describe how living things grow and change over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19c. Identifies basic needs of familiar plants and animals (including humans)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19d. Begins to identify how animals (including humans) use individual senses to gather information about the world around them	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19e. Recognizes basic needs of familiar plants and animals (including humans)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19f. Observes and begins to describe similarities and differences between familiar plants and animals, including humans	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre-K Exit Expectations	19a. Compares, using descriptions and drawings, the external body parts of animals (including humans) and plants and explains functions of some of the observable body parts	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	19c. Observes familiar plants and animals (including humans) and describes what they need to survive	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19d. Makes observations to construct an evidence-based account of ways animals (including humans) use the five senses to gather information about the world around them	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19e. Gives examples from the local environment of how animals and plants are dependent on one another to meet their basic needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	19f. Uses observations to explain that young plants and animals are like but not exactly like their parents	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	19b. Uses observations and other sources of information to compare how different types of living things change over time	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
K Exit Expectations	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>20. Investigates physical objects</b>				
Infants	20a. Interacts with objects in the immediate environment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Toddlers	20a. Observes and explores objects, including a variety of solids and liquids	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	20b. Engages in purposeful actions to make objects move	Cognitive	E. Scientific Discovery	2.2 Uses simple actions on objects
	20c. Observes and explores objects, including a variety of sounds	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	20d. Observes and explores objects, including sources of light	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Twos	20a. Observes and begins to identify basic characteristics of liquids and solids	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	20b. Experiments with objects to make them move and anticipates outcomes of actions	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	20c. Observes and begins to identify characteristics of sound (e.g., volume, pitch)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	20d. Explores characteristics of light	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Preschool	20a. Explores, describes and compares the properties of liquids and solids found in children's daily environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	20b. Investigates and describes or demonstrates various ways that objects can move	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	20c. Investigates sounds made by different objects and materials and discusses explanations about what is causing the sounds	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	20d. Makes observations of changes in shadows that may happen due to changes in light	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Pre-K Exit Expectations	20a. Asks questions, investigates differences and gathers data about differences between liquids and solids and about what can cause a liquid to become a solid and vice versa	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	20b. Uses tools and materials to design a device that causes an object to change its motion (e.g., move faster, move slower, move farther, change in direction)	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	20c. Through play and investigations, identifies ways to manipulate different objects and materials that make sound to change volume and pitch	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	20d. Makes observations to determine the relationships between the effects of objects creating shadows, the size and shape of shadows and the light source	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>21. Investigates characteristics of Earth and space</b>				
Infants	21a. Interacts with the immediate environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Toddlers	21a. Begins to notice objects in the sky	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	21b. Observes and explores the local environment, including living things	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	21c. Observes and explores local weather phenomena (e.g., rain, sunshine, wind, snow)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	21d. Observes and explores natural materials in the local outdoor environment (e.g., sand, water, snow)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Twos	21a. Observes and begins to identify the objects in the day and night sky, including the sun, clouds, moon and stars	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	21b. Explores and begins to identify basic characteristics of familiar living things	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
		Cognitive	E. Scientific Discovery	2.3 Makes observations
	21c. Explores and begins to identify basic local weather phenomena (e.g., rain, sunshine, wind, snow)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	21d. Observes and begins to identify basic characteristics of natural resources in the local outdoor environment (e.g., trees, plants, bodies of water, animals)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21e. Explores and begins to identify ways to interact with natural materials in the local outdoor environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Preschool	21a. Makes simple observations of the characteristics and apparent motions of the sun, moon, stars and clouds	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21b. Observes and begins to identify the habitats of living things in the local environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
	21c. Discusses changes in the local weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21d. Observes and begins to identify how humans use natural resources (e.g., water, plants, animals) to meet their needs	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21e. Observes and begins to identify how people change the local environment	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre-K Exit Expectations	21a. Makes observations and describes predictable patterns in the apparent motions of the sun, the moon and stars	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21b. Raises questions and engages in discussions about how different types of local environments (including water) provide homes for different kinds of living things	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21c. Analyzes data from observations at different times of the year to describe patterns of local weather conditions that change daily and seasonally	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	21d. Uses observations from the local outdoor environment to construct an evidence-based account of different ways humans use natural resources to meet their needs	Cognitive	E. Scientific Discovery	4. Transfers knowledge
K Exit Expectations	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to, severe weather.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air and/ or other living things in the local environment.	Cognitive	E. Scientific Discovery	4. Transfers knowledge



DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>22. Investigates engineering</b>				
Infants	22a. Explores objects in the immediate environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	22b. Communicates feelings and needs with facial expressions and behavior	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddlers	22a. Demonstrates curiosity and interest when observing and exploring objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	22b. Communicates feelings about problems of interest (e.g., delight when solving a problem of interest or frustration when they cannot solve a problem of interest)	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	22c. Engages in trial and error to manipulate objects and solve problems of interest	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Twos	22a. Demonstrates curiosity and sustained interest in familiar, simple problems	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	22b. Communicates simple solutions related to familiar, simple problems of interest using verbal and nonverbal communication	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	22c. Explores various possibilities for solving familiar, simple problems when interacting with objects	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Preschool	22a. Asks questions, makes observations and gathers information about familiar, simple problems	Cognitive	E. Scientific Discovery	2.3 Makes observations
	22b. Communicates an idea for solving a familiar, simple problem with words or non-verbal communication	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	22c. Tests a solution to a familiar, simple problem and uses the results of the test to determine whether the solution is effective	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Pre-K Exit Expectations	22a. Asks questions, makes observations and gathers information about familiar, simple problems	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	22b. Communicates an idea for solving a familiar, simple problem using words, drawings, demonstrations, models or other nonverbal communication	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	22c. Tests solutions to a familiar, simple problem and compares the results of the tests to determine which solution is most effective, with adult support as needed	Cognitive	E. Scientific Discovery	4. Transfers knowledge

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
K Exit Expectations	K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	K-2-ETS1-2 Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Social Studies				
23. Demonstrates understanding of self, family and a diverse community				
Infants	23a. Begins to recognize self and others	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddlers	23a. Begins to make connections and understands association with other people	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Twos	23a. Identifies some similarities and differences in physical characteristics of self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Preschool	23a. Recognizes members of a group such as the class or family	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Pre-K Exit Expectations	23a. Describes roles as a member of a group	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>24. Demonstrates an understanding of the relationship between people and the environments in which they live</b>				
Infants	24a. Recognizes familiar people in the environments	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	24b. Emerging			
Toddlers	24a. Begins to recognize self as separate from others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	24b. Responds in varied ways to people and objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Twos	24a. Responds to the needs of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	24b. Begins to recognize their own personal space	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Preschool	24a. Recognizes the relationship of personal space to surroundings	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	24b. Identifies own environment and other locations	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Pre-K Exit Expectations	24a. Recognizes relationships between self and other people in the surroundings/environments	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	24b. Recognizes personal space, the relationship between self and the surroundings/environments	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>25. Demonstrates an understanding of time as it relates to self, family and community</b>				
Infants	25a. Begins to respond to routines/sequences of events/ experiences	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	25b. Emerging			
Toddlers	25a. Recognizes and responds to routines/sequences of events/experiences	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	25b. Begins to respond to changes people/places/events	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Twos	25a. Begins to sequence events	Cognitive	B. Imitation and Memory	3. Relates past events
	25b. Responds to changes in people/places/events in daily routines	Cognitive	B. Imitation and Memory	3. Participates in familiar social routines with caregivers
Preschool	25a. Recognizes sequence of events to establish a sense of order and time	Cognitive	B. Imitation and Memory	3. Relates past events
	25b. Explores changes in people/places/events in daily routines/ sequences of events/experiences over time	Cognitive	E. Scientific Discovery	2.3 Makes observations
Pre-K Exit Expectations	25a. Understands daily routines/sequences of events/experiences in the context of time, terms that are related to time (today/ tomorrow, now/later) and the concepts of past/present/ future	Cognitive	B. Imitation and Memory	3. Relates past events
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	25b. Observes and recognizes changes that take place over time in the immediate environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item	
The Arts				
26. Engages in music and movement activities				
Infants	26a. Emerging			
Toddlers	26a. Responds to a variety of music types, including culturally and linguistically diverse music	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Twos	26a. Responds to music and movement, including culturally and linguistically diverse music and movement activities	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Preschool	26a. Responds to and communicates about music and movement, including culturally and linguistically diverse music and movement activities	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Pre-K Exit Expectations	26a. Participates in music and movement activities, responding to different forms of music and movement, including culturally diverse music and dance	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	26b. Uses instruments and voice to accompany or create music	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	26c. Expresses ideas, feelings and experiences through music and movement	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
27. Engages in drama activities				
Infants	27a. Emerging			
Toddlers	27a. Acts out familiar scenarios	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Twos	27a. Explores real or fantasy scenarios through pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Preschool	27a. Explores real or fantasy scenarios through pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	27b. Uses imagination and creativity to express self through pretend play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Pre-K Exit Expectations	27a. Participates in drama activities, responding to different imaginary characters and scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	27b. Uses voice to create drama	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	27c. Expresses ideas, feelings and experiences through dramatic expressions	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>28. Explores the visual arts</b>				
Infants	28a. Emerging			
Toddlers	28a. Combines a variety of materials to engage in the process of art	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Twos	28a. Demonstrates an understanding of the basic elements of visual arts	Literacy	E. Writing	2.1 Makes representational drawings
	28b. Combines a variety of materials to engage in the process of art	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Preschool	28a. Knows and uses basic elements of visual arts	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	28b. Combines a variety of materials to engage in the process of art	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	28c. Uses imagination and creativity to express self through visual arts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Pre-K Exit Expectations	28a. Participates in arts activities, responding to visual art forms	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	28b. Uses a variety of materials to create products	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	28c. Expresses experiences, ideas and feelings through visual arts	Literacy	E. Writing	2. Writes and draws for a variety of purposes

## Social and Emotional Development

**29. Expresses a variety of feelings and learns to manage them**

Infants	29a. Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Toddlers	29a. Expresses a range of feelings; uses other people's expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twos	29a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Preschool	29a. Uses strategies learned from adults to manage feelings; begins to label feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Pre-K Exit Expectations	29a. Uses socially acceptable ways of expressing thoughts and emotions	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	29b. Demonstrates confidence in meeting own needs	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

**30. Recognizes the feelings and rights of others and responds appropriately**

Infants	30a. Reacts to others' expressions of feelings	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddlers	30a. Acts in response to others' demonstration of feelings, often with support of trusted adult	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Twos	30a. Reacts constructively in response to other's demonstration of feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Preschool	30a. Responds positively to others' demonstration of feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Pre-K Exit Expectations	30a. Recognizes and labels the basic feelings of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
31. Manages own behavior				
Infants	31a. Responds to changes in the immediate environment or adults’ voices and actions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Toddlers	31a. Seeks out special person or object to help manage behavior; wants to do things for self	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twos	31a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Preschool	31a. Follows classroom rules and routines (including new ones) with occasional reminders	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Pre-K Exit Expectations	31a. Follows limits and expectations	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
32. Develops positive relationships with adults				
Infants	32a. Recognizes, reacts positively to and seeks to remain with familiar adults	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
Toddlers	32a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Twos	32a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary	Social-Emotional	A. Interactions with Adults	2. Uses appropriate strategies to manage emotional states
Preschool	32a. Engages with trusted adults for information and socializing; manages separations	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Pre-K Exit Expectations	32a. Engages in positive interactions with adults to share ideas and plan activities	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
33. Engages and plays with peers				
Infants	33a. Watches and attempts to engage other children socially	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Toddlers	33a. Plays near another child, briefly engaging socially	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Twos	33a. Interacts with children who are engaged with similar materials and activities	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Preschool	33a. Uses successful strategies to initiate or join an activity with several children	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Pre-K Exit Expectations	33a. Sustains play with a few other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity



DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>34. Resolves conflicts with others</b>				
Infants	34a. Emerging			
Toddlers	34a. Reacts by expressing feelings about situations where there is conflict	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Twos	34a. Seeks adults' help to solve social problems	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Preschool	34a. Asks adults for help and sometimes suggests ways to solve social problems	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Pre-K Exit Expectations	34a. Suggests ways to resolve social conflicts	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

## Physical Development, Health and Safety

## 35. Demonstrates strength and coordination of large muscles

Infants	35a. Uses arms, legs and whole body to move	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Toddlers	35a. Moves in a variety of ways and directions	Gross Motor	A. Body Control and Weight Transfer	All
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
Twos	35a. Attempts new large muscle activities that require coordination and balance	Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
Preschool	35a. Engages in complex large-muscle activities that involve flexibility, control and a full range of motion	Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Pre-K Exit Expectations	35a. Demonstrates locomotor skills by running smoothly	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	35b. Demonstrates balancing skills by hopping and jumping in place	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	35c. Demonstrates ball-handling skills, using a full range of motion	Gross Motor	C. Active Play	1.1 Bounces ball with one hand
		Gross Motor	C. Active Play	1.2 Bounces ball with two hands
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
36. Demonstrates strength and coordination of small muscles				
Infants	36a. Uses whole hand and fingers (all together, raking and then using thumb and index finger) to touch, hold and pick up objects	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
Toddlers	36a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Twos	36a. Engages in activities that require eye-hand coordination; uses wrist and finger movements to manipulate objects	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
Preschool	36a. Uses finger and hand movements to work with small objects and accomplish tasks	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	B. Functional Skill Use	1. Activates object with finger
Pre-K Exit Expectations	36a. Uses precise hand, finger and wrist movements to grasp, release and manipulate small objects	Fine Motor	A. Reach, Grasp, and Release	All
		Fine Motor	B. Functional Skill Use	All
	36b. Uses writing and drawing tools to perform particular tasks	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>37. Demonstrates behaviors that promote health and safety</b>				
Infants	37a. Becomes familiar with routines of health and safety practices, while relying on adults to provide a safe environment	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	37b. Begins to participate in meeting own needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	37c. Emerging			
	37d. Emerging			
Toddlers	37a. Shows increasing awareness of health and safety practices through imitation and participation	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	37b. Attempts basic feeding, dressing and hygiene tasks	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
		Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	37c. Emerging			
	37d. Emerging			
Twos	37a. Shows increasing understanding by beginning to initiate health and safety practices	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	37b. Performs some simple feeding, dressing and hygiene tasks	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
		Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	37c. Engages in developmentally appropriate, safe touching behaviors with adults and other children	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	37d. Identifies adults that are trusted persons and communicates need for help through language or physical articulation	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others

	DC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Preschool	37a. Follows familiar health and safety rules with occasional reminders	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	37b. Performs basic self-help tasks with assistance	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	37c. Recognizes physical boundaries between their own bodies and others' bodies	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
		Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	37d. Identifies trusted adult(s) and is aware of how to ask that person for help or articulates need for safety when a problem arises	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Pre-K Exit Expectations	37a. Describes basic health and safety rules and follows them	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	37b. Performs self-help tasks with minimal assistance	Adaptive	A. Eating and Drinking	All
		Adaptive	B. Personal Care Routines	All
		Adaptive	C. Dressing and Undressing	All
		Adaptive	D. Personal Safety	All
	37c. Practices consent with respect to physical boundaries	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	37d. Identifies situations for which a trusted adult is needed and has awareness of what happens when help is requested or a report is made regarding safety	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

DC Indicator		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>38. Demonstrates competent eating behaviors through the maintenance of positive eating attitudes, optimal food acceptance skills, self-regulation of food intake, mindful food choices and positive body image</b>				
Infants	38a. Displays hunger and fullness signals consistent with responsive feeding practices	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddlers	38b. Participates in basic feeding and mealtimes in order to continue developing their own hunger and fullness signals, gain neutral exposure to a variety of foods and develop personal food preferences	Adaptive	A. Eating and Drinking	1 (All)
		Adaptive	A. Eating and Drinking	2 (All)
		Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
Twos	38c. Continues to develop eating competence where they are learning positive eating behaviors and mastering their ability to self-regulate food intake	Adaptive	A. Eating and Drinking	1 (All)
		Adaptive	A. Eating and Drinking	2 (All)
		Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	38d. Learns food acceptance through familiarization (repeated neutral exposure to unfamiliar foods), observational learning of food choice (imitation of peer and caregiver eating behaviors) and social facilitation during mealtimes	Adaptive	A. Eating and Drinking	1 (All)
		Adaptive	A. Eating and Drinking	2 (All)
		Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
		Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
		Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
Preschool	38e. Begins to independently engage in mindful eating practices	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
		Adaptive	A. Eating and Drinking	6. Prepares food for eating
	38f. Begins to participate in experiential nutrition activities	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Pre-K Exit Strategies	38g. Demonstrates positive eating behaviors	Adaptive	A. Eating and Drinking	All
	38h. Demonstrates basic comprehension of the role food plays in keeping the body strong and healthy	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings