



ALIGNMENT

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

WITH

Virginia's Early Learning & Development Standards: Birth-Five Learning Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Virginia's Early Learning and Development Standards

This document aligns Virginia's Early Learning & Development Standards (ELDS): Birth-Five Learning Guidelines [2021] 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.

Commonwealth of Virginia Department of Education. (2021). Virginia's Early Learning & Development Standards (ELDS): Birth-Five Learning Guidelines. Retrieved from: <https://www.doe.virginia.gov/early-childhood/curriculum/va-elds-birth-5.pdf>

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Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Area One: Approaches to Play and Learning (APL)				
APL1. Curiosity and Initiative				
APL1.1. Being curious learners				
Early Infancy 0–8 months	Shows awareness of what is going on around them by turning their head and looking around (APL1.1a)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows excitement with facial expressions, vocalizations, or physical movements (APL1.1b)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Later Infancy 6–14 months	Shows interest in new experiences such as reaching out to touch rain, hearing a new song, or examining new items (APL1.1c)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Early Toddler 12–24 months	Participates in new experiences, begins to ask questions, and experiments with new materials (APL1.1d)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Later Toddler 22–36 months	Asks questions about materials and how they are used (APL1.1e)	Cognitive	C. Conceptual Knowledge	4.1 Asks wh- questions
	Shows interest and awareness in changes in the environment (APL1.1f)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Early Preschool 34–48 months	Seeks out new information, asks “Why?” (APL1.1g)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Later Preschool 44–60 months	Shows curiosity by saying things like, “I wonder what will happen next.” (APL1.1h)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Seeks out new information by asking, “How does that work?” (APL1.1i)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Shows eagerness to learn about a variety of topics (APL1.1j)	Cognitive	B. Imitation and Memory	2. Combines simple actions to examine people, animals, and objects
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL1.2. Taking initiative				
Early Infancy 0–8 months	Explores their own body by mouthing and clapping hands and by kicking and touching feet (APL1.2a)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reaches, stretches, or works to crawl towards a desired object or person (APL1.2b)	Gross Motor	A. Body Control and Weight Transfer	All
	Repeats actions to get same reaction from an adult (e.g., smiling, laughing, verbalizing) (APL1.2c)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Repeats actions on objects to get same reaction from the object (e.g., kicking items on mobile, moving arms to sound rattle or bell noise on wrist) (APL1.2d)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Later Infancy 6–14 months	Explores objects using their senses and by manipulating them in a variety of ways (e.g., bangs, shakes, throws) (APL1.2e)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Moves toward interesting people, sounds, objects, and activities (APL1.2f)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Seeks out objects that an adult hides (APL1.2g)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Plays with one object for a few minutes before focusing on a different object (APL1.2h)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Initiates turn-taking with familiar adults (e.g., gives parent a toy and parent offers a new toy) (APL1.2i)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Early Toddler 12–24 months	Initiates activities of interest and tries to get others involved (APL1.2j)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Uses toys to make things happen (e.g., pushes a button on a toy to create a sound) (APL1.2k)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Later Toddler 22–36 months	Tries out different ways of using new materials (APL1.2l)	Cognitive	A. Sensory Exploration	2. Anticipates outcome of investigation
Early Preschool 34–48 months	Purposely tries different ways of doing things to see what happens (e.g., builds ramps with different blocks to make their cars go faster and farther) (APL1.2m)	Cognitive	D. Independent and Group Participation	3. Solves problems using multiple strategies
	Makes attempts at new and challenging activities (e.g., climbs a new, higher slide) (APL1.2n)	Cognitive	D. Independent and Group Participation	2. Coordinates actions with objects to achieve new outcomes
Later Preschool 44–60 months	Chooses different ways to explore the environment based on prior experiences with tools or actions (APL1.2o)	Cognitive	D. Independent and Group Participation	3. Solves problems using multiple strategies
	Suggests new ideas for play activities and follows through with self-direction and independence (APL1.2p)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Seeks new challenges with familiar materials and activities independently (e.g., climbs up the slide) (APL1.2q)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL2. Creativity and Imagination				
APL2.1. Showing creativity and imagination				
Early Infancy 0–8 months	Explores toys and safe objects with hands and mouth (APL2.1a)	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
Later Infancy 6–14 months	Observes other people’s use of objects (APL2.1b)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Imitates simple actions (e.g., claps hands together, covers eyes with hands) (APL2.1c)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Uses everyday objects for a variety of purposes (APL2.1d)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Early Toddler 12–24 months	Uses realistic objects in pretend play (e.g., pretends to fit toy keys into a door lock) (APL2.1e)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Plays with stuffed animals as though they were real (APL2.1f)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Shows imagination by using objects to stand-in for other objects (e.g., uses a block to represent a phone or a car) (APL2.1g)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Reenacts familiar events using props (e.g., pats a doll on the back, says, “night, night” and puts it in the toy bed) (APL2.1h)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Later Toddler 22–36 months	Build dimensional structures using blocks and found materials (e.g., stones or sticks) (APL2.1i)	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Incorporates props while talking about actions (e.g., takes play dough to the housekeeping area to fill muffin tins before putting them in the play oven) (APL2.1j)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Creates new words or rhymes (APL2.1k)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Early Preschool 34–48 months	Transitions between reality and imagination in cooperative play, dramatic play, or during guided drama experience (APL2.1l)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Begins to sequence actions in dramatic play (e.g., gathers pots, spoons, and plastic vegetables to “make soup”) (APL2.1m)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Connects dramatic play to story (e.g., acts as a familiar character) (APL2.1n)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Later Preschool 44–60 months	Represents reality through the arts and with art materials (e.g., by creating stories, drawing, or enacting experiences in dramatic play) (APL2.1o)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Utilizes realistic and open-ended materials in cooperative play (APL2.1p)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Shows purpose and inventiveness in play (e.g., collects different shapes of blocks to build a castle) (APL2.1q)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL3. Executive Functions and Cognitive Self-Regulation				
APL3.1. Focusing and paying attention				
Early Infancy 0–8 months	With adult support, starts to filter distractions to focus on people or objects in environment (APL3.1a)	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Limits sensory input by breaking gaze and shifting attention (APL3.1b)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Later Infancy 6–14 months	Demonstrates increasing ability to attend to people, objects, and activities (e.g., quiets motor movements and shows intense concentration) (APL3.1c)	Cognitive	B. Imitation and Memory	1.2 Looks toward object
	Notifies when something expected does not happen (APL3.1d)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Kicks a toy repeatedly and notices the movement of the toy (APL3.1e)	Cognitive	D. Independent and Group Participation	2.1 Tries different simple actions to achieve goal
Early Toddler 12–24 months	Participates in activities with people and materials that require attention like listening to simple stories as they are read (APL3.1f)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Responds appropriately to directions during large-group activities
Later Toddler 22–36 months	Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) (APL3.1g)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes) (APL3.1h)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Early Preschool 34–48 months	With adult prompts and support, focuses attention on activities like listening to stories read to a group for short periods of time in spite of interruptions or distraction (APL3.1i)	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes) (APL3.1j)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Later Preschool 44–60 months	Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence (APL3.1k)	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	Sustains engagement with a task that interests them for long periods of time (e.g., works in the art center creating watercolor paintings for 30 minutes) (APL3.1l)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small or large group) (APL3.1m)	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
		Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL3.2. Building working memory				
Early Infancy 0–8 months	Shows recognition of familiar faces and voices by attending to that person (APL3.2a)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Develops expectations of what will happen based on prior experiences (e.g., caregiver will come when baby cries) (APL3.2b)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Later Infancy 6–14 months	Shows recognition and memory of familiar faces and objects over longer periods of time since last seen (APL3.2c)	Cognitive	B. Imitation and Memory	3. Relates past events
	Correctly looks and reaches toward a toy's hiding place when the place has been changed from one location to another (APL3.2d)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Early Toddler 12–24 months	Points to and names parents, siblings, body parts, and familiar objects (APL3.2e)	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Sings some of the words to a favorite song (APL3.2f)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Follows simple 1-step verbal directions like “put your spare clothes in your cubby” (APL3.2g)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Later Toddler 22–36 months	Practices remembering by recounting a story or verbally describing a picture no longer in view (APL3.2h)	Cognitive	D. Reasoning	2. Retells simple story
	Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from cubby) (APL3.2i)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Early Preschool 34–48 months	Repeats a list of items needed for self-care or play (APL3.2j)	Cognitive	B. Imitation and Memory	3. Relates past events
	Plays simple memory and matching games (APL3.2k)	Cognitive	B. Imitation and Memory	3. Relates past events
	Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”) (APL3.2l)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Later Preschool 44–60 months	Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group at the rug) (APL3.2m)	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Remembers actions that go with stories or songs (APL3.2n)	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) (APL3.2o)	Cognitive	B. Imitation and Memory	3. Relates past events
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL3.3. Thinking flexibly and adapting				
Early Infancy 0–8 months	Explores objects by putting in the mouth and then rattling or shaking (APL3.3a)	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object 1.3 Uses fingers to explore object
	Modifies expressions and actions based on others’ responses (e.g., begins to smile in response to caregiver’s smiling face) (APL3.3b)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later Infancy 6–14 months	Shows ability to shift focus to attend to something else (APL3.3c)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Participates in a new activity or tries new ways to solve a problem with little protest (APL3.3d)	Cognitive	D. Independent and Group Participation	3.1 Evaluates common solutions to solve problems or reach goals
	Allows caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance (e.g., child playing with toy allows caregiver to wipe face) (APL3.3e)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Early Toddler 12–24 months	Tries a variety of approaches to get what is wanted (APL3.3f)	Cognitive	D. Independent and Group Participation	3. Solves problems using multiple strategies
	Modifies actions or behavior in social situations, daily routines, to problem solve (APL3.3g)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later Toddler 22–36 months	Adjusts to changes in routines when informed in advance (APL3.3h)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Identifies signals for changes between activities (APL3.3i)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Makes transitions that are part of a daily schedule (APL3.3j)	Social-Emotional	A. Interactions with Adults	3.2 Follows established social rules in familiar environments
Early Preschool 34–48 months	Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) (APL3.3k)	Social-Emotional	D. Independent and Group Participation	3. Solves problems using multiple strategies
	Shows ability to shift attention from one task or activity to another when necessary (APL3.3l)	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
Later Preschool 44–60 months	Adapts to new rules in game or activity (e.g., sorting cards by color and then by shape) (APL3.3m)	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Considers ideas from adults and other children in finding a solution or strategy (APL3.3n)	Social-Emotional	D. Independent and Group Participation	3. Solves problems using multiple strategies
	Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) (APL3.3o)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Responds consistently to adult suggestions to try out different activities (APL3.3p)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL3.3. Inhibiting responses				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Early Toddler 12–24 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Toddler 22–36 months	Begins to take turns and waits in line for short periods of time with adult support (APL3.4a)	Social-Emotional	D. Independent and Group Participation	2.1 Meets behavioral expectations in familiar environments
Early Preschool 34–48 months	Seeks adult help when distressed with behavior of or interaction with a peer (APL3.4b)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	With adult support, begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) (APL3.4c)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Begins to inhibit impulsive behaviors with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder) (APL3.4d)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Later Preschool 44–60 months	Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) (APL3.4e)	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity (APL3.4f)	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
APL3.5. Persisting and problem-solving				
Early Infancy 0–8 months	Cries persistently until needs are met (APL3.5a)	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Repeats attempts to reach a desired object by looking at or moving toward the object (APL3.5b)	Cognitive	A. Sensory Exploration	1.2 Makes directed movements with arms
	Uses more than one strategy to get what they want (e.g., vocalizing as well as reaching or moving toward) (APL3.5c)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Later Infancy 6–14 months	Repeats attempts to communicate or repeats actions to get desired action or object (APL3.5d)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Persists in looking to find things that are hidden (APL3.5e)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Uses trial and error to solve problems (e.g., pressing a lever to make a particular toy pop up) (APL3.5f)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Early Toddler 12–24 months	Shows increasing ability to stay engaged and complete task (e.g., putting all shapes in a shape sorter) (APL3.5g)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Repeats preferred activities and gestures, signs, or asks for “more” (APL3.5h)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Turns puzzle pieces different ways to complete a puzzle (APL3.5i)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begins to use different strategies to solve a problem when one approach does not work (APL3.5j)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses language to request help (APL3.5k)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Later Toddler 22–36 months	Practices a skill or activity many times, even with difficulty (e.g., building a taller block tower or balancing on a log or balance beam) (APL3.5l)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Alters approach to tasks when initial approach does not work (e.g., tries different techniques when assembling a shape puzzle) (APL3.5m)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Responds to adult’s verbal encouragement to try a new object or experience or try again after an unsuccessful attempt at an activity (APL3.5n)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Early Preschool 34–48 months	Persists in preferred tasks that may be challenging, with or without adult support (APL3.5o)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Remembers solutions discovered before and uses them (e.g., uses a spoon to mix flour and water for playdough when fingers get sticky from using hands) (APL3.5p)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Responds to adult’s positive feedback for effort to continue trying or practicing a new skill (APL3.5q)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
Later Preschool 44–60 months	Sometimes persists in less preferred activities with or without adult support (APL3.5r)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Figures out more than one solution to a problem (e.g., using packing tape with strings to hold cardboard pieces together when masking tape doesn’t work) (APL3.5s)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

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APL4.1. Managing actions and behaviors				
Early Infancy 0–8 months	Responds to caregivers’ attempts at regulation (e.g., by rocking, talking to child) (APL4.1a)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Later Infancy 6–14 months	Looks to adult for guidance before acting in novel situations (e.g., looks at adults’ facial cues) (APL4.1b)	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
Early Toddler 12–24 months	Follows simple routines established by adults (e.g., eating, napping, playing) (APL4.1c)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows simple instructions from adult (e.g., puts toy in a specified location) (APL4.1d)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Follows one-step direction without contextual cues
Later Toddler 22–36 months	Participates in simple routines with adult support (e.g., hand washing before eating, clean up after eating) (APL4.1e)	Adaptive	A. Eating and Drinking	3. Participates in familiar social routines with caregivers
	Becomes familiar with basic safety rules (e.g., hold an adult’s hand when crossing the street) (APL4.1f)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Early Preschool 34–48 months	Follows classroom rules and routines with prompting and reminders from adults (e.g., uses visual aids to meet behavioral expectations) (APL4.1g)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Uses classroom materials with adult support (e.g., how to handle appropriately, how to properly store) (APL4.1h)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Later Preschool 44–60 months	Follows classroom rules and routines more independently (e.g., morning arrival) (APL4.1i)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Uses classroom materials appropriately (APL4.1j)	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Area Two: Social and Emotional Development (SED)				
SED1. Positive Self-Concept				
SED1.1. Developing self-awareness				
Early Infancy 0–8 months	Learns about self by exploring hands, feet, body, and movement (SED1.1a)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turns to familiar voice (SED1.1b)	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Displays personal preferences and individual temperament (SED1.1c)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Later Infancy 6–14 months	Recognizes own name (e.g., looks up, smiles, or turns head toward a person who is saying their name) (SED1.1d)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Discovers how movement and gestures can be used to relate to others (e.g., reaches hand out to grab a snack from dad) (SED1.1e)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Toddler 12–24 months	Shows awareness of one's own thoughts, feelings, and preferences (e.g., child hits peer, then says, "I'm mad") (SED1.1f)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Uses own first name (SED1.1g)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Later Toddler 22–36 months	Shows awareness of being part of a family and a larger community (e.g., identifies siblings in family photo) (SED1.1h)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Describes own physical characteristics and behaviors (SED1.1i)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Indicates likes and dislikes when asked (SED1.1j)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Early Preschool 34–48 months	Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or boots) (SED1.1k)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Uses own first and family (last) name (SED1.1l)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Describes their physical characteristics, behavior, and abilities positively (e.g., tells a peer, "My hair is curly and beautiful.") (SED1.1m)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Later Preschool 44–60 months	Describes themselves (e.g., talks about self in terms of looks, gender, family, and interests) (SED1.1n)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Positively identifies self as a member of a specific culture or group that fits into a larger world picture (SED1.1o)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Shares other identifying information (e.g., parent's name) (SED1.1p)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people (SED1.1q)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED1.2. Developing self-confidence				
Early Infancy 0–8 months	Smiles or is comforted when a trusted caregiver speaks to them (SED1.2a)	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
Later Infancy 6–14 months	Shows likes and dislikes consistent with the family’s cultural expectations (e.g., happily eats the curry mashed vegetables and signs “more”) (SED1.2b)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Early Toddler 12–24 months	Shows awareness of being seen by others such as repeating an action when someone is watching (SED1.2c)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begins to recognize own abilities; is aware of self and own preferences (SED1.2d)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Later Toddler 22–36 months	Performs the tasks requested of them and may initiate tasks on their own (SED1.2e)	Social-Communication	D. Social Use of Language	3. Initiates and completes independent activities
	Expresses likes and dislikes, including favorite foods, colors, or activities (SED1.2f)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Demonstrates new skills and abilities to others (SED1.2g)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Early Preschool 34–48 months	Begins to experiment with their own potential (e.g., sees how high they can climb on the playground equipment or sees how fast they can complete a task) (SED1.2h)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Shows positive self-identity (e.g., “I am a smart girl”) (SED1.2i)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Exhibits confidence in performance (e.g., “Look how high I jumped.”) (SED1.2j)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Later Preschool 44–60 months	Displays pride in their accomplishments (SED1.2k)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED1.3. Becoming autonomous and independent				
Early Infancy 0–8 months	Uses facial expressions and body movements to express comfort or discomfort (e.g., turns head away when no longer hungry) (SED1.3a)	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Relies on familiar adults to meet all basic needs (SED1.3b)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Later Infancy 6–14 months	Becomes calm when needs are met (SED1.3c)	Social-Communication	B. Communicative Understanding	2.3 Responds appropriately to soothing by adult
	Relies on familiar adults for help or assistance (SED1.3d)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Early Toddler 12–24 months	Shows anxiety upon separation from primary caregiver and/or familiar adults (SED1.3e)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Asks for help from familiar adults but may attempt to complete parts of tasks independently (SED1.3f)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Later Toddler 22–36 months	Shows signs of security and trust when separated from familiar adults (SED1.3g)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Asks for help from familiar adults, but may push away and refuse help (SED1.3h)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Knows and states independent thoughts (e.g., “I do it myself.”) (SED1.3i)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
Early Preschool 34–48 months	Transitions into unfamiliar settings with assistance of familiar adults (SED1.3j)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Asks for help from adults when needed, but may prefer to complete tasks independently (SED1.3k)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Later Preschool 44–60 months	Acts independently in unfamiliar settings with unfamiliar adults (SED1.3l)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Attempts to complete tasks independently (SED1.3m)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Asks for support from adults only when needed (SED1.3n)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED2.1. Seeing and naming emotions in self and others				
Early Infancy 0–8 months	Watches, observes, and listens to adults and other children (SED2.1a)	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Responds to interactions from familiar caregiver (e.g., smiles when caregiver smiles, turns head when hears familiar voice) (SED2.1b)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Later Infancy 6–14 months	Shows a range of emotions (e.g., shares in wonders, amazement, delight, and disappointment) (SED2.1c)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begins to have a greater awareness of own emotions (e.g., says or gestures "no" to refuse, babbles or laughs when happy) (SED2.1d)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Early Toddler 12–24 months	Imitates emotions of others (e.g., pats a child or adult when upset) (SED2.1e)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognizes and labels own feelings with adult support (SED2.1f)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Later Toddler 22–36 months	Recognizes emotions of others (e.g., "mama sad," "papa happy") (SED2.1g)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Early Preschool 34–48 months	Identifies complex emotions in a book, picture, or on a person's face (e.g., frustrated, confused, excited) (SED2.1h)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Later Preschool 44–60 months	Begins to recognize their own emotions before reacting (e.g., pauses and takes deep breath when mad) (SED2.1i)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicates how other children or adults may be feeling and why (e.g., states that a peer is sad because their toy was taken away) (SED2.1j)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED2.2. Expressing emotions				
Early Infancy 0–8 months	Expresses feelings through facial expressions, body movements, crying and vocalizing, often depending on adults for emotional comfort (SED2.2a)	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
Later Infancy 6–14 months	Begins to spontaneously make emotional gestures and facial expressions that match the situation (e.g., happiness, sadness, anger, fear) (SED2.2b)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Recognizes and expresses emotion toward a familiar person (e.g., shows emotion by hugging a sibling) (SED2.2c)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Early Toddler 12–24 months	Uses gestures and symbolic actions to demonstrate feelings and needs (e.g., lays head on caregiver's lap when tired) (SED2.2d)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Names some emotions, (e.g., "me sad") (SED2.2e)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses movement or facial expressions to show an emotion (e.g., jumps up and down or shows wider smiles when excited, stomps feet when upset, shows bigger eyes when surprised) (SED2.2f)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Later Toddler 22–36 months	Demonstrates an emotional response to a situation (e.g., throws toy because told to clean up; smiles and cheers when it is time to go outside) (SED2.2g)	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Begins to express complex emotions such as pride, gratitude, embarrassment, shame, and guilt (SED2.2h)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Early Preschool 34–48 months	Expresses feelings that are appropriate to the situation (SED2.2i)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begins to recognize and express own emotions using words or visuals rather than actions (e.g., uses a communication board to point to picture of sad face) (SED2.2j)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Later Preschool 44–60 months	Recognizes appropriate reaction to situations (SED2.2k)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Uses words and respectful language to express thoughts and emotions (e.g., "I'm frustrated because Jay won't let me play" or "I'm excited to play with my cousin Santiago tomorrow.") (SED2.2l)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED2.3. Communicating feelings, wants, and needs				
Early Infancy 0–8 months	Signals for needs (e.g., cries when hungry, arches back in discomfort) (SED2.3a)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Later Infancy 6–14 months	Communicates with a wide range of signals as crying diminishes (e.g., smiles, gestures, uses words) (SED2.3b)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Toddler 12–24 months	Uses verbal and nonverbal communication to signal the need for their caregiver (e.g., calls by name, crawls into a familiar adult's lap) (SED2.3c)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Later Toddler 22–36 months	Communicates wants and needs verbally or through alternative communication (e.g., "pick me up" or raises up arms) (SED2.3d)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Preschool 34–48 months	Uses appropriate communication skills when expressing needs, wants, and feelings (e.g., uses an appropriate method of communication to tell adults when they are hungry) (SED2.3e)	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Later Preschool 44–60 months	Demonstrates confidence in meeting own needs (SED2.3f)	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Seeks and accepts help when needed (SED2.3g)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED2.4. Regulating emotions				
Early Infancy 0–8 months	Uses preferred adult to help soothe (SED2.4a)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Disengages when over-stimulated (e.g., turns head, pushes hand away from body, falls asleep) (SED2.4b)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Later Infancy 6–14 months	Self-soothes more effectively (e.g., sucks thumb, holds favorite toy) (SED2.4c)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Early Toddler 12–24 months	Uses caregiver’s facial cues, voice tones, or other body language to assist in novel and uncertain situations (e.g., hides behind parent until encouraged to interact with an unfamiliar person) (SED2.4d)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Expresses strong feelings without regulation (SED2.4e)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Later Toddler 22–36 months	Engages in pretend play to manage uncertainty and fear (e.g., comforts stuffed animal and puts on Band-Aid after a “fall” or “cut”) (SED2.4f)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses some self-comfort strategies (SED2.4g)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Accepts adult suggestions for managing feelings by themselves (SED2.4h)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seeks caregiver support when feeling overwhelmed by emotion; may reject support (SED2.4i)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Early Preschool 34–48 months	Begins to respond to an adult’s cues about regulating their emotions (e.g., “The slide looks scary, but I think you can do it.”) (SED2.4j)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begins to demonstrate acceptable reaction to situations (e.g., does not shout when upset) (SED2.4k)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Begins to understand the impact of their emotional behavior (e.g., asks to join in peer play rather than angrily grabbing toy) (SED2.4l)	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Later Preschool 44–60 months	Increasingly uses a variety of strategies to self-soothe or solve problems (e.g., goes to a quiet area or uses a fidget toy when upset) (SED2.4m)	Cognitive	E. Scientific Discovery	1.1 Meets internal physical needs of hunger and thirst
	Exhibits emotional control with or without adult support (e.g., follows group activities although upset) (SED2.4n)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED2.5. Showing care and concern for others				
Early Infancy 0–8 months	Looks attentively when others show they are happy, sad, or fearful by their facial expressions, voices, or actions (SED2.5a)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Later Infancy 6–14 months	Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., looks sad when another child is crying) (SED2.5b)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Early Toddler 12–24 months	Tries to comfort another child or an adult who is upset (e.g., brings a comfort object, pats the person on the back) (SED2.5c)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Later Toddler 22–36 months	Expresses empathy toward other children who are crying by showing concerned attention; tries to comfort them with words or actions (SED2.5d)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Expresses empathy toward adults who are sad by comforting them with words or actions (SED2.5e)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Early Preschool 34–48 months	Recognizes the needs of others and responds appropriately, with support from adults (e.g., asks Abraham to play after the teacher points out he is by himself) (SED2.5f)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Relates complex emotions to self and others (e.g., sees a friend is sad and offers a toy to share) (SED2.5g)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Later Preschool 44–60 months	Shows care and concern for others, including comforting others in distress (SED2.5h)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begins to recognize the emotions of peers and responds with empathy and compassion (SED2.5i)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begins to understand the reasons for others' emotions and responds appropriately (e.g., a child comforts a peer who is upset that they have to clean up their toys) (SED2.5j)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED3. Interacting with Others				
SED3.1. Developing relationships with adults				
Early Infancy 0–8 months	Responds differently to familiar and unfamiliar adults (SED3.1a)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Develops trust and attachment toward significant adults (e.g., stops crying when familiar caregiver picks child up) (SED3.1b)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Needs additional comforting (e.g., swaddling in a blanket when being held by an adult) (SED3.1c)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Later Infancy 6–14 months	Looks to familiar adults for emotional support and encouragement (SED3.1d)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reacts or may become distressed when separated from familiar adults (SED3.1e)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Expresses joy and mutual enjoyment in interactions with familiar adults (e.g., giggles during peek-a-boo) (SED3.1f)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
Early Toddler 12–24 months	Continues to need the security of a trusted adult; asks for help, if needed, in verbal and non-verbal ways (e.g., returns to familiar adult when at the playground) (SED3.1g)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses different words or signs to refer to self and others (e.g., joyously shouts “titi!” when sees aunt) (SED3.1h)	Social-Emotional	D. Independent and Group Participation	4.3 Provides given name or nickname of self and others
Later Toddler 22–36 months	Imitates and attempts to please familiar adults (e.g., puts plates on table before lunch) (SED3.1i)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Engages in positive interactions in a wide variety of situations with familiar adults (SED3.1j)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Looks to or seeks familiar adults for comfort when distressed or tired (SED3.1k)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Early Preschool 34–48 months	Develops positive relationships and interacts comfortably with familiar adults (SED3.1l)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Begins to interact with less familiar adults (e.g., substitute educator or neighbor) (SED3.1m)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Later Preschool 44–60 months	Shows enjoyment in interactions with trusted adults while also demonstrating skills in separating from these adults (SED3.1n)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Comfortable with being with less familiar adults in a safe setting (e.g., engages with visitor to home or classroom) (SED3.1o)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED3.2. Developing relationships with other children				
Early Infancy 0–8 months	Notifies peers by looking, touching, or making sounds directed toward the child (e.g., while lying on a blanket close to them) (SED3.2a)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Recognizes familiar others by making sounds, facial expressions, or behavior (e.g., reaches up arms, or touches others' face) (SED3.2b)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Later Infancy 6–14 months	Shows interest in peers who are playing nearby and interacts with them briefly (SED3.2c)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Interacts with a familiar child in simple back-and-forth exchanges (e.g., makes similar sounds) (SED3.2d)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Early Toddler 12–24 months	Participates in simple back-and-forth interactions with another child (SED3.2e)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Interacts with a few children on a regular basis, knows some of their names, knows their likes or dislikes (SED3.2f)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Interacts with a few children on similar activities (e.g., runs after a child or plays next to other children) (SED3.2g)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Enjoys playful interactions and social exchange games (SED3.2h)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Later Toddler 22–36 months	Plays alongside peers and engages in simple turn-taking (e.g., takes turns on the slide at the playground) (SED3.2i)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Interacts with a few children on shared activities and understands simple social interaction rules (e.g., “your turn” or “my turn”) (SED3.2j)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Responds to others' questions in social interactions with words or actions (SED 3.2k)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Begins to initiate interactions with other children in shared play activities (SED3.2l)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Early Preschool 34–48 months	Builds social relationships and becomes more connected to other children (e.g., has a favorite friend at library story time) (SED3.2m)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows preference for particular playmates, such as greeting friends by name (SED3.2n)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Makes friends and is able to name friends when asked by an adult or others (SED3.2o)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Expresses interest in participating in a group activity by initiating or responding (SED3.2p)	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
				2.3 Remains with group during large-group activities
	Engages in shared activities or play with shared toy or material (SED3.2q)	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Demonstrates strategies for participating in social play with peers (e.g., asks to join in game or brings new item to add to existing play) (SED3.2r)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Plays with peers in a coordinated manner including assigning roles, materials, and actions (e.g., sets up and assigns roles in restaurant in dramatic play area) (SED3.2s)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Maintains friendships over time (SED3.2t)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Responds to the needs of others and tries to help others with simple tasks (SED3.2u)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
SED3.3. Engaging in cooperative play				
Early Infancy 0–8 months	Engages in unoccupied play, practicing movements of their arms, hands, legs, feet, and head (e.g., when safely situated on the floor or in a crib) (SED3.3a)	Gross Motor	A. Body Control and Weight Transfer	All
	Engages in solitary play when exploring toys and safe objects in indoor and outdoor settings (SED3.3b)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Plays social games like peek-a-boo with a familiar adult (SED3.3c)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Later Infancy 6–14 months	Begins to engage in solitary play with materials, and observes other people's use of objects (SED3.3d)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Imitates simple actions (e.g., claps hands together, covers eyes with hands) (SED3.3e)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Observes playful actions of familiar adults and imitates them (SED3.3f)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Early Toddler 12–24 months	Engages in solitary play, watching other children nearby while continuing to play alone (e.g., putting a puzzle together or stacking blocks) (SED3.3g)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Pretends to talk on toy phone with familiar adult (SED3.3h)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Later Toddler 22–36 months	Engages in parallel play, playing near or beside other children using similar materials (e.g. playing in the sand box using shared objects) (SED3.3i)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Plays simple games (e.g., Simon Says/Follow the Leader, Hide and Seek or the Hokey Pokey) led by familiar adults (SED3.3j)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Early Preschool 34–48 months	Engages in associative play (e.g., playing in housekeeping with each child assuming individual roles) (SED3.3k)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Begins to engage in cooperative play, playing with a few other children to carry out familiar roles (SED3.3l)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Includes familiar adults in dramatic play (SED3.3m)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Later Preschool 44–60 months	Builds on cooperative play, communication, and working memory skills by engaging in dramatic play with several other children, each taking on a particular role in a shared theme (SED3.3n)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SED3.4. Solving social interaction problems				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Early Toddler 12–24 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Toddler 22–36 months	Begins to solve social problems when facilitated by an adult (SED3.4a)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Early Preschool 34–48 months	Identifies and describes common social problems and may suggest some solutions (SED3.4b)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Uses problem-solving strategies with adult assistance (e.g., waits turn after adult reminds them how many children can be in art area) (SED3.4c)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Later Preschool 44–60 months	Engages in prosocial behavior such as cooperating, compromising, turn-taking, and resolving social conflict (SED3.4d)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Expresses feelings and needs in conflict situations (e.g., “I’m feeling upset because you have the truck I need for my racetrack.”) (SED3.4e)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses problem-solving strategies independently or with adult prompting when feeling angry or frustrated (e.g., asks peer to trade toys because they want the one-of-a-kind toy) (SED3.4f)	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Area Three: Communication, Language and Literacy Development (CCLD)				
CLLD 1. Communication				
CCLD1.1. Understanding verbal and nonverbal cues				
Early Infancy 0–8 months	Responds to speaker by turning head or shifting eye gaze (CLLD1.1a)	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Responds to tone or voice changes (CLLD1.1b)	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Directs attention to sounds or object pointed at/to (CLLD1.1c)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Later Infancy 6–14 months	Follows simple requests paired with gestures (CLLD1.1e)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Begins to respond through sounds or gestures to others' questions (CLLD1.1f)	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Makes different sounds to get attention (CLLD1.1g)	Social-Emotional	A. Interactions with Adults	4. Uses intentional gestures, vocalizations, and objects to communicate
	Understands and responds to simple commands and gestures (e.g., shared eye gaze/contact; may be influenced by cultural expectations) (CLLD1.1h)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Recognizes common objects when named (e.g., cup) (CLLD1.1i)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Begins to show understanding of approximately 50 words (CLLD1.1j)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Early Toddler 12–24 months	Uses sounds or nonverbal cues to respond to oral reading (CLLD1.1k)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Responds to simple requests (CLLD1.1l)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Identifies familiar people, animals, and objects (CLLD1.1m)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to understand nouns (CLLD1.1n)	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Begins to understand action words (e.g., hop, jump, press, go, stop) (CLLD1.1o)	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Completes a task in response to a request (e.g., pick up your cup, go find your coat) (CLLD1.1p)	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
		Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Identifies familiar people, animals, and objects (using gestures, words, or sounds) (CLLD1.1q)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to recognize some body parts (CLLD1.1r)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Understands and responds to some pronouns (mine, you, me) (CLLD1.1s)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Toddler 22–36 months	Listens to and attends to spoken language and read-aloud texts (CLLD1.1t)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Follows simple and short directions for routine practices (CLLD1.1u)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Understands and responds to several hundred words or more (CLLD1.1v)	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Understands and responds to basic attribute word differences such as personal (I/me/you/it) and possessive (my and mine) pronouns (CLLD1.1w)	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
Early Preschool 34–48 months	Demonstrates understanding by answering questions (CLLD1.1x)	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Follows two-step unrelated directions (CLLD1.1y)	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understands and responds to spatial concepts (e.g., in/out, under, front, behind) (CLLD1.1z)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later Preschool 44–60 months	Answers questions and adds comments relevant to the topic (CLLD1.1aa)	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
	Begins to demonstrate understanding of implied messages based on speaker's tone and/or gestures (e.g., finger on lip and saying "shhhh" means be quiet) (CLLD1.1ab)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Understands and responds to words for descriptive concepts (e.g., hard, square) (CLLD1.1ac)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Follows 2-3 step related directions and some new directions related to familiar and daily routines (CLLD1.1ad)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Demonstrates understanding of communication that includes a variety of complex sentences related to familiar stories, learning activities, and events (e.g., After Clifford the dog came home, he played with Emily Elizabeth.) (CLLD1.1ae)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD1.2. Using vocabulary and nonverbal cues to communicate				
Early Infancy 0–8 months	Uses sound, inflection, and gestures to communicate needs, desires, or emotions (CLLD1.2a)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Cries, coos, babbles and makes other sounds (CLLD1.2b)	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Reaches and points to communicate (CLLD1.2c)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Later Infancy 6–14 months	Imitates actions of others as nonverbal communication (CLLD1.2d)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Makes vocal or non-vocal protests/demands (CLLD1.2e)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Vocalizes or gestures (e.g., pointing or using sign language) to communicate or to direct adult attention (CLLD1.2f)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Participates and initiates communication with family members or familiar others by using consistent sounds, gestures, and some words (CLLD1.2g)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Early Toddler 12–24 months	Repeats words heard in conversations (CLLD1.2h)	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Makes simple one-word requests such as saying or signing “milk” or “leche” when asking for a drink) (CLLD1.2i)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Uses vocabulary for familiar items and events (e.g., hat, ball) (CLLD1.2j)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Begins to combine words, verbally or through signing (e.g., making requests through two- and multi-word use/utterances such as “eat- or comer-’nana’/banana” CLLD1.2k)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Later Toddler 22–36 months	Asks short questions and requests clarifications (CLLD1.2l)	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Speaks in or signs short sentences and some expanded sentences and is understood by familiar peers or adults most of the time (CLLD1.2m)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to use more diverse types of words, such as color and quantity words (all, some, more, and including numbers) (CLLD1.2n)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Early Preschool 34–48 months	Begins to use complex sentences and ask simple questions (e.g., “After the gingerbread man ran, he swam on the fox’s back.”; “What happened to the gingerbread man?”) (CLLD1.2o)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Answers questions from unfamiliar people including some open-ended questions (CLLD1.2p)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Uses adjectives to describe people, objects, or environments (CLLD1.2q)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to use prepositions (e.g., in, on) (CLLD1.2r)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Later Preschool 44–60 months	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences (e.g., uses irregular past tense verbs such as came, ran, fell, broke, went, told, did) (CLLD1.2s)	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Answers open-ended questions comfortably (CLLD1.2t)	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Retells stories and events in sequence with multiple details (e.g., retells The Three Bears noting three chairs, three beds, etc.) (CLLD1.2u)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD1.3. Learning and engaging in conversational interactions				
Early Infancy 0–8 months	Responds and engages with an adult or older peer (CLLD1.3a)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
		Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Reacts to facial cues and eye contact (CLLD1.3b)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Engages in vocal exchanges by babbling (CLLD1.3c)	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Later Infancy 6–14 months	Takes turn in “conversation” or vocal play with adults (CLLD1.3d)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Turns, smiles, and begins to speak when name is spoken (CLLD1.3e)	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Begins to follow adult pointing or gaze to establish joint attention (e.g., looks across the room when adult points or gazes) (CLLD1.3f)	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
		Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Early Toddler 12–24 months	Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others (CLLD1.3g)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Later Toddler 22–36 months	Uses simple verbal responses and nonverbal gestures (CLLD1.3h)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses words, gestures, signs, and phrases to converse with others (CLLD1.3i)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begins to ask and respond to questions (CLLD1.3j)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Early Preschool 34–48 months	Continues a conversation through several exchanges with or without adult help (CLLD1.3k)	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Alternates between speaker/listener roles (CLLD1.3l)	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Asks and responds to questions (CLLD1.3m)	Social-Emotional	D. Independent and Group Participation	2.1 Asks questions to obtain information
		Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
Later Preschool 44–60 months	Begins to match language to contexts (e.g., voice volume, inflection/rise and fall of voice in speaking, and parting/greeting rituals) (CLLD1.3n)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Engages in multiple back-and-forth conversations with adults in ways that can be goal directed (such as solving problems) (CLLD1.3o)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Asks and responds to questions with accurate information (CLLD1.4p)	Social-Emotional	D. Independent and Group Participation	2.1 Asks questions to obtain information
		Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD2. Foundations of Reading				
CLLD2.1 Paying attention to print as meaningful				
Early Infancy 0–8 months	Explores a book by touching it, patting it, or putting it in mouth (CLLD2.1a)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Later Infancy 6–14 months	Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book or other written material (CLLD2.1b)	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Early Toddler 12–24 months	Recognizes and engages with print and pictures, or braille in their environment (e.g., points to words and images; touches with fingers) (CLLD2.1c)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Demonstrates interest in written forms of language, such as print in books or signs on building (CLLD2.1d)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Distinguishes print from pictures (CLLD2.1e)	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Later Toddler 22–36 months	Attributes meaning to some symbols, such as a familiar logo or design (CLLD2.1f)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Identifies common words in the environment (e.g., name, exit, stop) (CLLD2.1g)	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Points to and names some letters or characters in their names when seen in other words (CLLD2.1h)	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
Early Preschool 34–48 months	Begins to select books for reading enjoyment and reading related activities, including pretending to read to self or others (CLLD2.1i)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Demonstrates an understanding of the conventions of print (e.g., directionality of print and texts) (CLLD2.1j)	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Understands that the print communicates the message in stories or other texts (CLLD2.1k)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Later Preschool 44–60 months	Distinguishes among a variety of texts and their purposes (e.g., books, shopping lists, etc.) (CLLD2.1l)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begins to track individual words in text or braille by pointing or touching (CLLD2.1m)	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts				
Early Infancy 0–8 months	Looks at picture books and listens to an adult talk about pictures in a book (CLLD2.2a)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Later Infancy 6–14 months	Touches or points to pictures in response to adult's prompt (CLLD2.2b)	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
Early Toddler 12–24 months	Begins to show specific interest in being read to (e.g., brings a book to an adult or points to pictures in the environment or a book) (CLLD2.2c)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Engages in familiar stories verbally (e.g., fills in a word when the reader pauses) or with motions (e.g., imitates actions with an adult) (CLLD2.2d)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Listens to explanations of words or repeats words adults explain or emphasize (CLLD2.2e)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Later Toddler 22–36 months	Identifies the feelings of characters in a book or story (CLLD2.2f)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Asks to be read to or asks the meaning of written text (CLLD2.2g)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Makes connections to the story through talking about characters and events (CLLD2.2h)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Expresses empathy for characters and problems in text and stories with adult guidance and support (CLLD2.2i)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Repeats words heard during story reading (CLLD2.2j)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Early Preschool 34–48 months	Asks or answers questions about what is happening in a book or story (CLLD2.2k)	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Retells 1-2 key events from a story (CLLD2.2l)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Narrates a story using pictures as a guide (CLLD2.2m)	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Recites from memory words, phrases, and parts of favorite stories (CLLD2.2n)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Recognizes nouns as the person, place, or thing in a sentence (CLLD2.2o)	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
Later Preschool 44–60 months	Listens and responds to a variety of texts and media (e.g., audio book, music and movement) (CLLD2.2p)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Tells fictional or personal stories sequentially and with 3 or more details (CLLD2.2q)	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Begins to understand cause and effect relationships in fiction and nonfiction texts (CLLD2.2r)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Predicts what will happen next in an unfamiliar story (CLLD2.2s)	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Uses new words learned through listening to stories (CLLD2.2t)	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD2.3. Learning spoken language is composed of smaller segments of sound				
Early Infancy 0–8 months	Listens and attends to culturally and linguistically familiar words or signs (including rhymes and songs) (CLLD2.3a)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begins to create speech and non-speech like sounds (e.g., babbling) (CLLD2.3b)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Later Infancy 6–14 months	Begins to imitate sounds they hear in their everyday environment (CLLD2.3c)	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
Early Toddler 12–24 months	Orally repeats a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs or directions/requests from adults or peers (CLLD2.3d)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Later Toddler 22–36 months	Orally produces or reproduces simple culturally and linguistically familiar rhymes or sings favorite songs (CLLD2.3e)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Imitates most sounds of language using familiar words (CLLD2.3f)	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Early Preschool 34–48 months	Imitates and enjoys rhyme and alliteration (e.g., Jalisa jumped) (CLLD2.3g)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	With instructional support, distinguishes when two words rhyme and when two words begin with the same sound (e.g., boy/toy, dog/dad) (CLLD2.3h)	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Later Preschool 44–60 months	Begins to rhyme and produce rhymes of simple words (CLLD2.3i)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Begins to orally segment and combine compound words (e.g., lunchbox segmented is lunch-box; when combined it is lunchbox) (CLLD2.3j)	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Begins to segment and combine syllables (e.g., purple segmented is pur-ple; when combined it is purple) (CLLD2.3k)	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Begins to identify the initial and final sound in words (e.g., /b/ in bat) (CLLD2.3l)	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD2.4 Learning how letters and print work to create words and meaning				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Early Toddler 12–24 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Toddler 22–36 months	Begins to recognize a few upper or lower case letters (if taught) (CLLD2.4a)	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Early Preschool 34–48 months	Begins to recognize more upper, and lower case letters if taught (CLLD2.4b)	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Identifies sounds and recognizes letters associated with beginning of first name and last name (CLLD2.4c)	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Begins to connect alphabet letters and corresponding sounds (e.g., connecting letters and sounds of common letters/words) (CLLD2.4d)	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Can often write first name from memory (CLLD2.4e)	Literacy	C. Alphabet Knowledge	3.2 Prints first name
Later Preschool 44–60 months	For many, with instructional support, matches the sound with the corresponding letter (CLLD2.4f)	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	For many, with instructional support, matches the letter with the corresponding sound (CLLD2.4g)	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Recognizes many upper and lower case letters (CLLD2.4h)	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Will use a combination of letters and symbols to represent words (CLLD2.4i)	Literacy	E. Writing	3.4 Writes using “scribble writing”

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD3. Foundations of Writing				
CLLD3.1. Drawing, scribbling, and writing to communicate				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Makes scribbles or marks on writing materials (CLLD3.1a)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Understands that marks on a page can communicate meaning (CLLD3.1b)	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Uses writing instruments to make distinct marks (CLLD3.1c)	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
Early Toddler 12–24 months	Begins to use controlled marks like swoops, circles, and waves to represent their ideas (CLLD3.1d)	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Writes in a linear fashion and connects marks with repetitive up/down or looping motions (CLLD3.1e)	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Begins to use scribbles or intentional marks to represent objects (CLLD3.1f)	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Attempts to “read” their writing or drawing to others, including their name (CLLD3.1g)	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
Later Toddler 22–36 months	Begins to use distinct letter-like symbols and letter formations with curves, lines, circles, and dots to represent words, ideas, phrases, sentences, and stories or events with or without drawing (CLLD3.1h)	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Begins to draw/write for a variety of audiences (e.g., family members and teachers) (CLLD3.1i)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to draw/write for a variety of purposes (e.g., grocery lists, invitations, birthday cards) (CLLD3.1j)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Early Preschool 34–48 months	Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events (CLLD3.1k)	Literacy	E. Writing	3.1 Writes using developmental spelling
	Begins to use print in the environment as part of their writing (e.g., attempts to copy a sign or poster in room) (CLLD3.1l)	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Begins to copy or write letters or numbers (CLLD3.1m)	Literacy	E. Writing	3.3 Copies entire first name
	Begins to represent all letters in their name (CLLD3.1n)	Literacy	E. Writing	3.3 Copies entire first name
	Begins to recognize name as separate from other pictures or writing produced (CLLD3.1o)	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Begins to distinguish print from images or illustrations (CLLD3.1p)	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish) (CLLD3.1q)	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Begins to represent the initial and final sounds to represent a word (e.g., 'dg' for dog) (CLLD3.1r)	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Retells or reads their writing to others (CLLD3.1s)	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Represents all letters in their own name, with sequencing, positioning, and reversals still evidenced (CLLD3.1t)	Literacy	E. Writing	3.2 Prints first name
	Begins to produce a correct representation of their name using capital letters, lowercase letters, or a combination of both moving from left to right (CLLD3.1u)	Literacy	E. Writing	3.2 Prints first name
	Begins to copy names of familiar people and objects (CLLD3.1v)	Literacy	E. Writing	3.3 Copies entire first name
CLLD3.2. Developing writing habits and skills				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Shows interest in exploring writing by watching others write and experimenting with writing tools (e.g., tries using crayons, markers, etc. to make marks) (CLLD3.2a)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Early Toddler 12–24 months	Begins to share drawings/writing and explains the meaning of the illustrations/text (e.g., says circle is a ball) (CLLD3.2b)	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Later Toddler 22–36 months	Shares writing with others as a way to represent their understandings and ideas (CLLD3.2c)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Early Preschool 34–48 months	Begins to revise writing in the moment based on interactions with peers and adults (CLLD3.2d)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to modify and expand their drawings/ writing to meet personal ideas and include others' ideas (e.g., several children begin drawing rainbows and unicorns after one child narrates their work) (CLLD3.2e)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Later Preschool 44–60 months	Continues to revise writing in the moment based on interactions with peers and adults (CLLD3.2f)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to revise by adding details to drawings/writings to express their ideas (CLLD3.2g)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to make a plan for the writing they will produce (e.g., creates picture to tell story and then writes) (CLLD3.2h)	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CLLD3.3. Handing writing tools				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Begins to grasp writing tools to make random marks on a paper with limited control over results (CLLD3.3a)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Begins to use a whole hand grip to manipulate the writing tool (CLLD3.3b)	Fine Motor	B. Functional Skill Use	2.4 Grasps hand-size object using whole hand
Early Toddler 12–24 months	Uses the whole arm to control and direct the scribbles, marks, drawing, and writing intentions (CLLD3.3c)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Later Toddler 22–36 months	Attempts to use their fingertips to grip writing tools, finger grip may be loose or too tight and finger positioning may be too high or too close to the tip (CLLD3.3d)	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Early Preschool 34–48 months	Begins to show increased fine motor strength in writing (CLLD3.3e)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk) (CLLD3.3f)	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
Later Preschool 44–60 months	Begins to use a comfortable and efficient three-finger grip to control a variety of writing tools (CLLD3.3g)	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Uses a variety of digital tools to write or draw (CLLD3.3h)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Area Four: Health and Physical Development (HPD)				
HPD1. Using Senses				
HPD1.1. Learning through all senses				
Early Infancy 0–8 months	Uses their senses to explore objects and people in the environment (HPD1.1a)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Turns head or body in the direction of a sound to learn more about the environment (e.g., a young infant turns toward an adult and repositions their body to be picked up) (HPD1.1b)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Adjusts balance and movement with the changing size and proportion of their body (e.g., rolls over and moves from sitting to crawling or scooting) (HPD1.1c)	Gross Motor	B. Movement and Coordination	All
	Uses oral sensory exploration to learn about the environment and for soothing (HPD1.1d)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Later Infancy 6–14 months	Understands properties of objects in matching and associates them with each other through play and interaction (e.g., uses a bottle to feed a baby) (HPD1.1e)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs (HPD1.1f)	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Uses depth perception, scans for obstacles, and plans movement while learning to scoot, crawl, walk or move in another way (HPD1.1g)	Gross Motor	B. Functional Skill Use	3. Walks avoiding people, furniture, or objects
	Uses touch to learn about different textures in the environment (e.g., touches grass with hands when outside, sticky foods) (HPD1.1h)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Early Toddler 12–24 months	Demonstrates sensory preferences (e.g., chooses clothes of a particular color or enjoys putting their feet in sand or grass) (HPD1.1i)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Combines information from the senses to inform the way they interact with the environment and acquire information (e.g., touches a variety of objects during walk) (HPD1.1j)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Later Toddler 22–36 months	Uses the information received from their senses to guide interactions with the environment (e.g., notices that adults put on coats before going outside and then goes to get their own coat) (HPD1.1k)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Shows understanding of body size, such as doll clothes will not fit on a child's body or a child's body will not fit on doll furniture (HPD1.1l)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Shows increased balance and coordination in play activities and daily routines, such as playing a game or singing a song with hand motions (HPD1.1m)	Gross Motor	B. Movement and Coordination	All

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Early Preschool 34–48 months	Develops the ability to use one sense to predict what they would perceive with another (e.g., realizes food is hot or cold) (HPD1.1n)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Shows some awareness of one's own body, space, and relationship to other objects (e.g., jumps three times and then turns around without bumping into a peer or other object) (HPD1.1o)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Learns about ways to protect sensory body parts (e.g., wears helmets to protect heads, gloves to protect hands, and headphones for listening to protect ears) (HPD1.1p)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Later Preschool 44–60 months	Uses sensory information to guide motions and interactions with objects and other people (e.g., plays games like tag with other children) (HPD1.1q)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Shows increasing awareness of body, space, and relationship to other objects to allow more coordinated movements, actions, and interactions with others (e.g., shows the ability to get in line with other children and walk in line) (HPD1.1r)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
HPD2. Gross Motor				
HPD2.1. Developing large muscle control				
Early Infancy 0–8 months	Explores new body positions and movements, such as rolling over, sitting, scooting, crawling, hitting, or kicking at objects while lying on back (HPD2.1a)	Gross Motor	A. Body Control and Weight Transfer	All
Later Infancy 6–14 months	Moves from crawling to standing to cruising to walking, learning new muscle coordination for each new skill (HPD2.1b)	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Manages moving around on different types of surfaces, like carpet and grass (HPD2.1c)	Gross Motor	B. Movement and Coordination	All
	Moves around in their environment by pulling to stand, cruising, and standing alone (HPD2.1d)	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
Early Toddler 12–24 months	Moves through the world with more independence (HPD2.1e)	Gross Motor	B. Movement and Coordination	All
	Develops strength, balance, and coordination by repeating movements (e.g., walks up and down stairs while holding on, climbs onto furniture, and begins to run) (HPD2.1f)	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
			B. Movement and Coordination	5.1 Runs
Later Toddler 22–36 months	Gains control of a variety of movements including running and jumping with increasing independence (HPD2.1g)	Gross Motor	B. Movement and Coordination	All
	Uses familiar objects that encourage large motor movements (e.g., riding toys, crawl tubes, slides) (HPD2.1h)	Gross Motor	C. Active Play	3. Rides and steers bicycle
	Performs actions smoothly with balance, strength, and coordination (e.g., dances, bends over to pick up a toy, reaches up high on a shelf, walks up and down steps) (HPD2.1i)	Gross Motor	B. Movement and Coordination	All
Early Preschool 34–48 months	Identifies parts of the body that help us move and understands how movement leads to a rise in heart and breathing rates (HPD2.1j)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Understands that physical fitness is important and identifies activities they enjoy doing with their family (HPD2.1k)	Gross Motor	C. Active Play	All
	Moves body in space with good coordination (e.g., running, hopping in place, galloping) (HPD2.1l)	Gross Motor	B. Movement and Coordination	All
	Demonstrates strength and balance by managing uneven surfaces such as hills, ramps, and steps (HPD2.1m)	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Uses a variety of toys and equipment that enhance gross motor skills and coordination (e.g., throws and catches balls, climbs up steps to a slide) (HPD2.1n)	Gross Motor	C. Active Play	All

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Demonstrates more coordinated movement when jumping for height and distance, hopping, and running (HPD2.1o)	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Carries out activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music, or balancing on one leg for longer periods of time (HPD2.1p)	Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	Shows awareness of one's own body in relation to other people and objects while moving or dancing through space and at varying speeds and levels (HPD2.1q)	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
HPD2.2. Exploring the environment				
Early Infancy 0–8 months	Uses each new position (raising head, rolling onto back, sitting) to learn new ways to explore the environment, (e.g., sits up to be able to reach for an object) (HPD2.2a)	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Later Infancy 6–14 months	Uses body position, balance, and movement to explore and examine materials, activities, and to move in environments (e.g., pulling up to stand holding on to couch, cruising around tables) (HPD2.2b)	Gross Motor	A. Body Control and Weight Transfer	All
Early Toddler 12–24 months	Shows enjoyment of active play and engages in regular and sustained movement (e.g., pushes toys around, goes up and down slide over and over, dumps items out of containers) (HPD2.2c)	Gross Motor	B. Movement and Coordination	All
Later Toddler 22–36 months	Uses a variety of increasingly complex movements and body positions to participate in active and quiet indoor and outdoor play (HPD2.2d)	Gross Motor	C. Active Play	All
Early Preschool 34–48 months	Chooses to participate in simple games and other structured motor activities (indoor and outdoor) that enhance physical fitness, such as songs with movement, throwing and catching balls (HPD2.2e)	Gross Motor	C. Active Play	All
Later Preschool 44–60 months	Develops strength and stamina by spending extended periods of time playing and participating in activities that build strength, speed, flexibility, and coordination (e.g., tag, red light - green light) (HPD2.2f)	Gross Motor	C. Active Play	All

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
HPD3. Fine Motor				
HPD3.1. Using eyes and hands together				
Early Infancy 0–8 months	Coordinates hands and eyes when reaching for and holding items (HPD3.1a)	Fine Motor	A. Reach, Grasp, and Release	All
	Uses both hands to swipe at, reach for, grasp, hold, shake, release objects, and begins to transfer objects from hand to hand (HPD3.1b)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Later Infancy 6–14 months	Performs more complex actions such as transferring objects from one hand to the other and dropping them into a container (HPD3.1c)	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
Early Toddler 12–24 months	Plays with objects such as putting together and taking apart toys (HPD3.1d)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Uses simple tools (e.g., spoon, play hammer, crayon) (HPD3.1e)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Later Toddler 22–36 months	Uses tools that require finger and hand control (e.g., painting with a large paintbrush, holding eating utensils, buttoning clothes) (HPD3.1f)	Fine Motor	B. Functional Skill Use	All
Early Preschool 34–48 months	Plays with smaller objects with increasing control (HPD3.1g)	Fine Motor	B. Functional Skill Use	All
	Draws simple shapes and figures (square, circle) and copies straight lines and circles (HPD3.1h)	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Uses tools that require strength, control, and skills of small muscles such as a fork and scissors (HPD3.1i)	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Later Preschool 44–60 months	Uses objects with ease (e.g., fork, spoon, and sometimes a table knife) (HPD3.1j)	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Draws smaller figures and includes more detail (e.g., faces with features) (HPD3.1k)	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
HPD4. Physical Health and Self-Care				
HPD4.1. Taking care of daily health needs				
Early Infancy 0–8 months	Cooperates in care routines (e.g., diapering, hand-washing, dressing, and brushing gums) (HPD4.1a)	Adaptive	B. Personal Care Routines	All
	Communicates needs for comfort and care (HPD4.1b)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Later Infancy 6–14 months	Cooperates in daily routines, such as opens mouth for spoon or toothbrush, or raises arms for dressing (HPD4.1c)	Adaptive	All	All
	Uses gestures, sounds, or sign language to communicate need for food, drink, or diaper change (HPD4.1d)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Shows trust in familiar caregivers (e.g., calms down with adult help) (HPD4.1e)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Early Toddler 12–24 months	Cooperates and helps with care routines (e.g., dental care, hand-washing) (HPD4.1f)	Adaptive	B. Personal Care Routines	All
	Uses gestures, words, or sign language to communicate what they need (HPD4.1g)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Soothes themselves when needed (e.g., looks at book before nap) (HPD4.1h)	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Later Toddler 22–36 months	Takes care of personal self-care needs like hand-washing with some adult assistance (HPD4.1i)	Adaptive	B. Personal Care Routines	All
	Uses words or sign language to ask for what they need (e.g., food when hungry, drink when thirsty) (HPD4.1j)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begins to use different strategies to calm themselves when needed (e.g., seeks out a quiet space) (HPD4.1k)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Early Preschool 34–48 months	Identifies places at home, in the neighborhood, and in the community where children can play safely and be physically active (HPD4.1l)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Describes ways to participate in physical activity and provides alternatives to screen time (HPD4.1m)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to take care of personal health needs and self-care needs independently by washing hands after using the toilet (HPD4.1n)	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Uses language to ask adults or peers for help needed to start a zipper or turn on water to wash hands (HPD4.1o)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Uses a variety of strategies to calm themselves (e.g., changing activities, getting a comfort object) (HPD4.1p)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Understands need for good dental hygiene, including brushing teeth (HPD4.1q)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Takes more responsibility for personal hygiene and self-care skills (e.g., washing hands independently) (HPD4.1r)	Adaptive	B. Personal Care Routines	All
	Uses language to ask adults or peers for the help needed in a particular situation, including acting out stories or in play scenes (HPD4.1s)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Consistently uses strategies to calm themselves when needed (HPD4.1t)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
HPD4.2. Adopting safe behaviors				
Early Infancy 0–8 months	Cries to indicate stress and to seek help (HPD4.2a)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Responds to verbal or physical signals of danger with a cry or reach towards primary caregiver (HPD4.2b)	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Later Infancy 6–14 months	Seeks physical contact with primary caregivers when faced with new or unfamiliar people or environments (HPD4.2c)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reacts to simple directions that support safety (e.g., washing hands after diaper changes) (HPD4.2d)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Early Toddler 12–24 months	Cooperates with safety instructions and warnings (e.g., holding a caregiver's hand) (HPD4.2e)	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Watches for adult reactions to unfamiliar people or situations (HPD4.2f)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Later Toddler 22–36 months	Accepts adult guidance, support, and protection when encountering unsafe situations (HPD4.2g)	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Learns some differences between safe and unsafe play behaviors (e.g., not standing on chairs or tables) (HPD4.2h)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Pays attention to simple safety instructions (HPD4.2i)	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
Early Preschool 34–48 months	Shows awareness of a growing number of personal safety practices and routines; looks to adults for support in enacting these; participates in safety drills (HPD4.2j)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Tells peers and adults when dangerous situations are observed (HPD4.2k)	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Tells a trusted adult when someone gets hurt (HPD4.2l)	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Demonstrates safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted (HPD4.2m)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Identifies medicines and other household substances that can be harmful (HPD4.2n)	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
Later Preschool 44–60 months	Follows basic safety rules, signs, and labels consistently and anticipates consequences of not following rules (HPD4.2o)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Participates in safety practices by helping to use car seat restraints and helmets (HPD4.2p)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identifies people in the community who can help them (e.g., firefighter, nurse) (HPD4.2q)	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identifies emergency and non-emergency situations (HPD4.2r)	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
HPD4.3. Eating with healthy habits				
Early Infancy 0–8 months	Sucks and swallows liquids from breast or bottle (HPD4.3a)	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
	Begins to eat solid foods (HPD4.3b)	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Later Infancy 6–14 months	May begin to eat food with fingers, like small pieces of papaya and mango (HPD4.3c)	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Shows preference for some foods (HPD4.3d)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Early Toddler 12–24 months	Shows interest in new foods that are offered (HPD4.3e)	Adaptive	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
	Begins to distinguish between food and non-food items (HPD4.3f)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Later Toddler 22–36 months	Eats a variety of nutritious foods and recognizes healthy foods (HPD4.3g)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Prepares nutritious snacks with adult assistance by stirring and using measuring cups (HPD4.3h)	Adaptive	A. Eating and Drinking	6. Prepares food for eating
Early Preschool 34–48 months	Explains that food provides energy for movement (HPD4.3i)	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Identifies at least 1 fruit and 1 vegetable; explains that fruits and vegetables help our bodies move (HPD4.3j)	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Helps prepare nutritious snacks, serving self and others (HPD4.3k)	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
	Identifies a variety of healthy and unhealthy foods, sorting pictures of food by color or as “always” and “sometimes” foods (HPD4.3l)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Later Preschool 44–60 months	Makes healthy eating choices both independently and with support (HPD4.3m)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Follows picture recipes to prepare a simple snack (HPD4.3n)	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Demonstrates an increasing understanding of the ways in which healthy food helps the body grow, like saying, “Milk makes my bones strong.” (HPD4.3o)	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
HPD4.4. Developing healthy habits for rest and sleep				
Early Infancy 0–8 months	Begins to sleep well and shows alertness when awake (HPD4.4a)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Sleeps for longer periods at a time and starts to have longer night-time sleep periods (HPD4.4b)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
Later Infancy 6–14 months	Settles down and falls asleep after a familiar sleep routine (e.g., story and song before napping) (HPD4.4c)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Responds to verbal cues like “it’s time to take a nap” by snuggling favorite sleep toy; takes several naps during the day (HPD4.4d)	Social-Emotional	A. Interactions with Adults	3.2 Follows established social rules in familiar environments
Early Toddler 12–24 months	Sleeps more consistently and shows alertness when awake (HPD4.4e)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Cooperates with sleep routines (HPD4.4f)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Later Toddler 22–36 months	Sleeps well, wakes up rested and ready for daily activities (HPD4.4g)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Participates in sleep routines with guidance (HPD4.4h)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Indicates they are tired by saying, “I’m sleepy.” (HPD4.4i)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Preschool 34–48 months	With increasing independence, starts and participates in sleep routines to calm the body and prepare for sleeping (HPD4.4j)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognizes when they are tired and tells an adult (HPD4.4k)	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Gradually ends naps (HPD4.4l)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Later Preschool 44–60 months	Independently starts and participates in sleep routines (HPD4.4m)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Can describe why sleep keeps us healthy (HPD4.4n)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Area Five: Cognitive Development (CD)				
CD1. Science: The Natural and Physical World				
CD1.1. Paying attention to the natural world				
Early Infancy 0–8 months	Reacts with interest to nearby sights and sounds (CD1.1a)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reaches for and moves toward objects (CD1.1b)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Later Infancy 6–14 months	Explores objects and events with all senses briefly (e.g., watch, listen, touch, smell, taste) (CD1.1c)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Early Toddler 12–24 months	Shows more focus and spends more time when observing or exploring (CD1.1d)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Handles toys and materials in different ways (e.g., filling, dumping, etc.) (CD1.1e)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Later Toddler 22–36 months	Observes and describes items and events in the natural world using words, signs, or gestures (CD1.1f)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observes and describes natural phenomena using the tools of the arts (e.g., expressions, sounds, movements, drawing) (CD1.1g)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Early Preschool 34–48 months	Notifies and talks with adults about similarities and differences among objects and living things (CD1.1h)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Notifies and talks with adults about changes in nature and in substances (e.g., water to ice) (CD1.1i)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Later Preschool 44–60 months	Compares and categorizes observable phenomena (e.g., by collecting, organizing, and describing materials according to their physical characteristics) (CD1.1j)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Imitates and uses adults' words and ideas when talking about the physical and natural worlds (CD1.1k)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Shows detail in drawings, constructions, demonstrations to show thinking (CD1.1l)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD1.2. Testing questions and ideas				
Early Infancy 0–8 months	Repeats actions (e.g., making a noise or expression) to get repeated adult reaction (CD1.2a)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Later Infancy 6–14 months	Looks for verbal, facial and gestural cues from adults about whether to continue or stop an activity (CD1.2b)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Enjoys searching for objects within reach but hidden from view (e.g., under a blanket) (CD1.2c)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Uses adult help to explore toys and materials to discover how they work (CD1.2d)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Early Toddler 12–24 months	Continues to play or explore in spite of distracting sounds or objects (CD1.2e)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Shows more independence and uses “trial and error” when exploring toys and materials (CD1.2f)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Later Toddler 22–36 months	Notifies differences among materials such as sand and water (CD1.2g)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Follows adult’s model to use simple tools to manipulate and explore objects (CD1.2h)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Reacts to and comments on changes when mixing or manipulating materials (CD1.2i)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Early Preschool 34–48 months	Answers questions (e.g., “What will happen if...”) to make predictions (CD1.2j)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	With adult support, asks a question, gathers information, and makes a prediction (CD1.2k)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Uses mathematical ideas such as counting, weighing, and measuring to understand objects and categories of objects (CD1.2l)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses drawing, building, and demonstrating to show thinking about an object or idea (CD1.2m)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Later Preschool 44–60 months	Uses many sources (e.g., pictures, books) to gather information (CD1.2n)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	With adult guidance, plans and conducts investigations (CD1.2o)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Analyzes results, draws conclusions, and communicates results (CD1.2p)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Collaborates with others to conduct investigations (CD1.2q)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD2. Social Science: People, Community, and Culture				
CD2.1. Learning about ways that people interact				
Early Infancy 0–8 months	Reacts to, and carefully observes, the actions of adults and peers (CD2.1a)	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Later Infancy 6–14 months	Uses expressions, movements, and vocalizations to get attention from adults and older children for play or basic needs (CD2.1b)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Toddler 12–24 months	Imitates sounds, gestures, and actions observed in daily interactions and routines (CD2.1c)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire 2.1 Imitates novel vocalizations
	Shows preference for a familiar adult over others (CD2.1d)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Later Toddler 22–36 months	Uses props and dramatic play to play out roles (e.g., mother, teacher, baby) and play out relationships and routines such as feeding, shopping, or story time (CD2.1e)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Makes comments, signs, or gestures about family members and friends, including where they are and what they do (CD2.1f)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Helps with daily routines at home or in the classroom (CD2.1g)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Early Preschool 34–48 months	Communicates about family members in terms of relationships (e.g., “Riley is my sister.”) (CD2.1h)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Communicates about family members in terms of roles (e.g., “Grandma picks me up from school.”) (CD2.1i)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Communicates about past events and changes over time (CD2.1j)	Cognitive	B. Imitation and Memory	3. Relates past events
	Communicates about the roles of people encountered in the community (e.g., bus driver, mail carrier) (CD2.1k)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses props and dramatic play to dramatize stories from culturally responsive books, movies and shows (CD2.1l)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses visual arts such as drawing, sculpting, and building to show thinking (CD2.1m)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Later Preschool 44–60 months	Communicates about the roles of people in the community encountered directly (caregiver or educator) and roles introduced through pictures, books and other media (artists, cooks, cashiers, construction workers) (CD2.1n)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses props and dramatic play to show growing awareness of things and events in the larger world (using a computer, driving a bus) (CD2.1o)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Shows more detail in drawings, buildings, models, and performances, reflecting their thinking and understanding about social connections (CD2.1p)	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD2.2. Understanding relationships and connections				
Early Infancy 0–8 months	Shows preference for familiar people with smiles and an open facial expression (CD2.2a)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Later Infancy 6–14 months	Shows awareness of strangers and of separation from parents with hesitation and/or distress (CD2.2b)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Early Toddler 12–24 months	Pays attention to children nearby by watching and possibly imitating their play (CD2.2c)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Later Toddler 22–36 months	Communicates about self and others in terms of physical characteristics (e.g., big/little, curly hair/straight hair) (CD2.2d)	Social-Emotional	D. Independent and Group Participation	2.2 Describes objects, people, and events as part of social exchange
Early Preschool 34–48 months	Communicates about self as member of specific groups (e.g., neighborhood, faith community, team) (CD2.2e)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Participates as a member of the group to work cooperatively, make plans and solves problems (CD2.2f)	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Later Preschool 44–60 months	Communicates about self as member of many different groups, such as within a family, classroom, faith community, or sport team (CD2.2g)	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Uses positive social behaviors (taking turns, sharing, helping with jobs) to help meet needs of the group (CD2.2h)	Social-Emotional	D. Independent and Group Participation	2.1 Meets behavioral expectations in familiar environments
	With adult help, participates with peers in solving problems, settling conflicts, and negotiating plans and decisions (CD2.2i)	Social-Emotional	C. Interactions with Peers	4. Resolves conflicts using negotiation
		Social-Emotional	C. Interactions with Peers	4.1 Uses strategies to resolve conflicts
CD2.3. Learning about differences				
Early Infancy 0–8 months	Notices an unfamiliar person whose face is near and briefly gazes at that new face (CD2.3a)	Cognitive	C. Conceptual Knowledge	1. Orients to events or stimulation
Later Infancy 6–14 months	Shows awareness of strangers or less familiar people by showing hesitation or distress (CD2.3b)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Early Toddler 12–24 months	Imitates other children’s behavior (CD2.3c)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Later Toddler 22–36 months	Uses words to describe their own physical features (e.g., size, gender, assistive devices, etc.) and those of peers and adults (CD2.3d)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Early Preschool 34–48 months	Follows adult’s lead to notice and talk about differences presented in books and other media (CD2.3e)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Follows caregiver or educator’s model to talk accurately and respectfully about similarities and differences present in the group (CD2.3f)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Later Preschool 44–60 months	Learns simple vocabulary of other languages spoken in home, classroom, or school community (CD2.3g)	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Represents self and others in drawing with increasing detail and accuracy, including distinguishing features related to physical, racial, and cultural differences (CD2.3h)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With adult help, notices and communicates about different family structures represented in the group (CD2.3i)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Communicates about own family’s culture and traditions and accepts that children and families are different (CD2.3j)	Social-Emotional	E. Writing	4. Relates identifying information about self

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD3. Mathematics				
CD3.1. Comparing numbers, counting, and recognizing quantities				
Early Infancy 0–8 months	After observing a picture or display with one item, pays longer attention to a picture or display with two or three items (CD3.1a)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Later Infancy 6–14 months	Says, signs, or gestures for “more” to request additional food or items (CD3.1b)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Early Toddler 12–24 months	Sings number words in chants or songs (CD3.1c)	Math	A. Counting	1.2 Recites numbers 1–3
	Can name and sing/chant some numbers with no sequence (CD3.1d)	Math	A. Counting	1.2 Recites numbers 1–3
		Math	A. Counting	2.2 Recites numbers 1–10
		Math	A. Counting	3.2 Recites numbers 1–20
Later Toddler 22–36 months	Notifies or points to the presence of numbers (as distinct from letters) in the environment such as in books or on buildings or signs (CD3.1e)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Compares quantities of items and indicates “same” or “more” (CD3.1f)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begins to match numerals to the correct quantity (amount) (CD3.1g)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Uses number words for counting, though not necessarily in order (CD3.1h)	Math	A. Counting	All
	Imitates an adult who is counting along with actions such as clapping (CD3.1i)	Math	A. Counting	All
Early Preschool 34–48 months	Names some numbers when they appear in print (CD3.1j)	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Continues counting from a running start, as in “What comes after 1, 2, 3, 4...?” (CD3.1k)	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Uses own fingers to show a number (CD3.1l)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Instantly recognizes a collection of up to 4 objects (i.e. subitizes) (CD3.1m)	Math	A. Counting	2. Counts out 10 items
	Begins to explore one-to-one correspondence (e.g., setting places at a table), counting up to 10 (CD3.1n)	Math	A. Counting	2. Counts out 10 items
	Counts up to 5 objects in a line (CD3.1o)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Compares sets of objects that range in size from 1-5, as having “more” or “fewer” (CD3.1p)	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Counts forward to 20 by memory (CD3.1q)	Math	A. Counting	3.2 Recites numbers 1–20
	Counts backwards from 5 (CD3.1r)	Math	A. Counting	2. Counts out 10 items
	Shows accuracy in demonstrating one-to-one correspondence for up to 10 objects (CD3.1s)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Counts up to 10 objects in a line (CD3.1t)	Math	A. Counting	2. Counts out 10 items
	Answers the question “How many?” for up to 10 objects (CD3.1u)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Counts out 10–20 objects in a line from a larger group (CD3.1v)	Math	A. Counting	3. Counts out 20 items
	Instantly recognizes a collection of up to 10 objects (i.e. subitizes) (CD3.1w)	Math	A. Counting	2. Counts out 10 items
	Uses words that mean zero such as “nothing” or “none” (CD3.1x)	Math	B. Quantitative Relations	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Shows a quantity to match a numeral by making marks, drawing items, or placing actual objects (CD3.1y)	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Compares sets of objects that range in size from 1–10, as having “more”, “fewer” or “same” (CD3.1z)	Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching
	Arranges images with 3 or more different quantities of objects in correct order (CD3.1aa)	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD3.2. Understanding number relationships and solving problems using operations				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Early Toddler 12–24 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Toddler 22–36 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Early Preschool 34–48 months	With adult help, adds (joins) two small sets of objects (e.g., “I have two books and you have two books. How many books do we have all together?”) (CD3.2a)	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	With adult help, subtracts (separates) small sets of objects (e.g., “You have four ribbons. If you share three with your friends, how many will you have left?”) (CD3.2b)	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
Later Preschool 44–60 months	Solves addition (joining) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2c)	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Solves subtraction (separating) problems using manipulatives (e.g., fingers, objects, tally marks) (CD3.2d)	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	With adult help, uses “counting on” as a strategy to solve addition (joining) problems (e.g., “I have 3 and 2 more gives me 4, 5”) (CD3.2e)	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	With adult help, uses “counting back from” as a strategy to solve subtraction (separating) problems (e.g., To take away 3 from 5, “5,4,3...leaves 2”) (CD3.2f)	Math	D. Addition and Subtraction	2.2 Says number before 2–10

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD3.3. Geometric thinking and spatial reasoning				
Early Infancy 0–8 months	Note: The developmental progression of this focus area is more explicitly evidenced later in infancy.			
Later Infancy 6–14 months	Shows interest in space and location by looking in mirrors, noticing what is reflected, and looking for it (CD3.3a)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Explores relationships of things in space by combining objects of different sizes and shapes with containers of different sizes and shapes (CD3.3b)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Early Toddler 12–24 months	Matches simple shapes in a sorting box or puzzle (CD3.3c)	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Places one block or an alternative item on another and says or signs “on” (CD3.3d)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Plays with blocks, found materials (e.g., stones or sticks), or other items by placing them side by side (CD3.3e)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses blocks or found materials to represent a simple construction such as a road or a room (CD3.3f)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Later Toddler 22–36 months	Imitates adult in calling simple shapes (e.g., circle, square, triangle) by name (CD3.3g)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Sorts items or pictures by shape (CD3.3h)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognizes certain shapes (circle or square) in the classroom, home, or neighborhood (CD3.3i)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Responds to and uses words describing a place in space such as “next to”, “inside of”, “under” (CD3.3j)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Stacks 4 or more blocks or items vertically (CD3.3k)	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
Early Preschool 34–48 months	Uses words that describe and compare shapes in the environment (e.g., “the cracker is a circle”, “the green square is smaller than the purple square”) (CD3.3l)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Recognizes and names a typical circle, square, and sometimes triangle (CD3.3m)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Matches some shapes that are different sizes or orientations with adult support (CD3.3n)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describes the spatial features of objects in the classroom, home, or neighborhood (e.g., Pointing to a picture of the sun, child says “It’s a circle.”) (CD3.3o)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses words about position – “first”, “last”, “middle” – to describe the placement of a person or thing (CD3.3p)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses words about direction and distance (e.g., “run toward the tree”, “my car went farther than your car”) (CD3.3q)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	In outside play, uses and responds to direction (e.g., up, down) or position (e.g., on top of, beside) words (CD3.3r)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Later Preschool 44–60 months	Uses smaller shapes to compose larger and different shapes (e.g., two triangles make one square) (CD3.3s)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly names squares, rectangles and triangles regardless of size or orientation (CD3.3t)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describes attributes of two and three dimensional shapes (e.g., “A square has four corners/angles”, “a triangle has three straight sides”) (CD3.3u)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Draws and describes pictures that show relative locations and uses terms like “near to” or “closer to” (CD3.3v)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
CD3.4. Sorting, classifying, and patterning				
Early Infancy 0–8 months	Shows a beginning alertness to something “different” by holding attention to briefly study the new item or face (CD3.4a)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Anticipates the next move in a game of peek-a-boo (CD3.4b)	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Later Infancy 6–14 months	Anticipates the next action in a pattern of clapping or bouncing on a caregiver’s knee (CD3.4c)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Early Toddler 12–24 months	Sorts and classifies objects according to one attribute or feature (e.g., sorts socks by color, sorts twigs from leaves) (CD3.4d)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Imitates patterns in movement (e.g., clapping patterns) (CD3.4e)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Imitates adult’s words in naming a pattern (e.g., blue - red - blue - red) (CD3.4f)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Later Toddler 22–36 months	Imitates an adult in naming the elements of a pattern and then predicts the next item in the chain (CD3.4g)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Predicts the next word or phrase in a familiar story (CD3.4h)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recognizes and follows simple patterns in stories or books such as I Know an Old Lady Who Swallowed a Fly or The Very Hungry Caterpillar (CD3.4i)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Early Preschool 34–48 months	Shows understanding of simple patterns by recognizing and extending simple, repeating, “ABAB” patterns (e.g., of movements such as “tap head, tap knees, tap head...”; or of objects such as “red car, yellow car, red car...”) (CD3.4j)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With adult help, fills in the missing element of a pattern (e.g., red, blue, red, ____, red) (CD3.4k)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later Preschool 44–60 months	Identifies, duplicates, extends, and creates simple repeating patterns (CD3.4l)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Fills in missing elements of simple, repeating patterns (CD3.4m)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Recognizes, names, and extends simple repeating patterns (CD3.4n)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Describes quantitative changes (e.g., “I am two years older than when I started school.”) (CD3.4o)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD3.5. Describing, comparing and measuring				
Early Infancy 0–8 months	Explores familiar and unfamiliar people or objects through touching (handling) or mouthing (oral exploration) (CD3.5a)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Later Infancy 6–14 months	Examines differences between familiar or unfamiliar people or objects with greater focus (e.g., shaking or squeaking different sound producing toys, such as keys, rattles, and noisemakers) (CD3.5b)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Early Toddler 12–24 months	With adult support, begins to match objects by similar or related attributes/ characteristics (e.g. explores matching shapes using a shape sorting box) (CD3.5c)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Later Toddler 22–36 months	With adult support, sorts objects into two groups based on a single attribute/ characteristic (e.g. grouping blocks separately from toy animals or putting red blocks and blue blocks in different piles) (CD3.5d)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Early Preschool 34–48 months	With adult support, makes direct comparisons of objects' volume or length (e.g., standing two students back to back to see which one is taller) (CD3.4e)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	With adult support, indirectly compares the length of two objects using a third object (e.g., using a piece of string to measure two objects on the playground and determining which is taller) (CD3.4f)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Later Preschool 44–60 months	Directly compares the length or volume of two objects (CD3.5g)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses comparative language to describe and compare objects using attributes (e.g., longer, shorter, lighter, heavier, etc.) (CD3.5h)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	With adult support, measures using the same non-standard unit, such as putting together snap cubes to see how tall a book is (CD3.5i)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	With adult support, compares or orders up to 5 objects based on their measurable attributes, such as height or weight (CD3.5j)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	With adult support, recognizes that different attributes such as weight, height, and volume require different tools to measure (CD3.5k)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	With adult support, demonstrates “size seriation” by comparing and ordering objects according to measured attribute/characteristic (e.g., places books on shelf according to measured size) (CD3.5l)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	With adult support, explores tools of measurement such as rulers, scales, and measuring cup, using the appropriate tool for the attribute/characteristic being measured (CD3.5m)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	With instruction, shows an awareness of time by talking about events with words such as before, after, and later (CD3.5n)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD4. Fine Arts				
CD4.1. Exploring and expressing ideas through movement and dance				
Early Infancy 0–8 months	With feet on a flat surface, and with adult support, pushes down with legs (CD4.1a)	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
Later Infancy 6–14 months	Stands alone very briefly with adult supporting nearby (CD4.1b)	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
	Takes a step or more while holding on to adult or other supports (CD4.1c)	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Responds to music by bouncing (CD4.1d)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Early Toddler 12–24 months	Keeps a steady beat by tapping on legs or shaking or tapping a simple instrument while seated on the floor (CD4.1e)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With adult help, practices moving through space and exploring different movements such as jumping, walking, bouncing, and turning (CD4.1f)	Gross Motor	A. Body Control and Weight Transfer	All
Later Toddler 22–36 months	Follows adult’s guidance for recognizing personal space (CD4.1g)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Adjusts movements to match the music or beat when adult introduces varied types of music to invite kinds and rates of movement (CD4.1h)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Repeats short rhythm patterns (CD4.1i)	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Early Preschool 34–48 months	Imitates adult’s model of moving body parts in isolation or coordination (CD4.1j)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Uses words that describe movement (e.g., roll, gallop, etc.) (CD4.1k)	Social-Communication	B. Communicative Understanding	1.2 Uses 50 single words, signs, or symbols
	Follows adult’s guidance to recognize other children’s personal space, as suggested by the cultures of the children in the group (CD4.1l)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Repeats longer rhythm patterns (CD4.1m)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Imitates dance movements or patterns of movement (CD4.1n)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Contributes ideas to create dance movements (CD4.1o)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Later Preschool 44–60 months	Imitates adult model of walking in a circle or circular fashion, walking on tiptoe and balancing on one foot during guided movement experiences (CD4.1p)	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Follows directions or demonstrations of moving forward, backwards, sideways, or in a turning motion (CD4.1q)	Gross Motor	B. Movement and Coordination	All
	Changes tempo of movements in response to changes in tempo or beat of music (CD4.1r)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Follows directions or example to stop moving on cue (CD4.1s)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Reproduces dance steps or movements several times (CD4.1t)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Uses dance to communicate ideas or feelings (CD4.1u)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD4.2. Learning about and through music				
Early Infancy 0–8 months	Responds to adult by copying sounds (CD4.2a)	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Engages in a “conversation” with adult by taking turns making sounds (CD4.2b)	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Responds to music by either quieting or becoming more active (CD4.2c)	Social-Communication	A. Early Social Communication	1.1 Reacts to events or stimulation
Later Infancy 6–14 months	Imitates adults sounds including multiple syllables (e.g., “mamama”, “dadada”) (CD4.2d)	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Responds to music by changing expression, moving head or limbs, swaying, nodding, bouncing or clapping (CD4.2e)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Early Toddler 12–24 months	Directs attention to the source of sound and shows interest or pleasure when provided music (CD4.2f)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitates a steady beat with body parts or simple “instruments” (e.g., hitting a metal bowl with a spoon, drumming on a table top) (CD4.2g)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Later Toddler 22–36 months	Asks with words, signs, or gestures to hear music again (CD4.2h)	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Participates in group musical experiences (CD4.2i)	Social-Emotional	C. Interactions with Peers	1. Interacts appropriately with others during small-group activities
	Echoes short phrases as sung by an adult (CD4.2j)	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Changes the tempo of a beat between fast and slow (CD4.2k)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Repeats short rhythm patterns (CD4.2l)	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Responds to and follows changes in tempo (CD4.2m)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Early Preschool 34–48 months	Shows preferences for music by requesting songs (CD4.2n)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participates in conversations about music dynamics, including sound qualities and pitch (high or low) (CD4.2o)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Repeats longer rhythm patterns (CD4.2p)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Creates beats, patterns or simple melodies using the voice or simple materials in the environment (CD4.2q)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Sings alone and with others (CD4.2r)	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Later Preschool 44–60 months	Creates original lyrics and songs (CD4.2s)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Keeps a steady beat for 8-16 counts by patting body parts or using small instruments (CD4.2t)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Draws to represent patterns in sound (e.g., “clap, clap, stomp, stomp” drawn as “dot, dot, dash, dash”) (CD4.2u)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Uses songs, simple instruments and found materials to create music that expresses mood, story, or relationships (CD4.2v)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD4.3. Building understanding, empathy, and relationship skills through drama and theatre arts				
Early Infancy 0–8 months	Responds to people whose faces are nearby by smiling and copying basic facial expressions (CD4.3a)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Protests with expression or vocalization when playful interactions stop (CD4.3b)	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Later Infancy 6–14 months	Explores materials by using them in different ways such as shaking, banging, throwing (CD4.3c)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Copies simple gestures such as waving goodbye (CD4.3d)	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Early Toddler 12–24 months	Recognizes and demonstrates actual uses of objects (e.g., combing hair with comb) (CD4.3e)	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Interacts with an adult in role play (e.g., acting out the characters and story in a familiar book) (CD4.3f)	Social-Emotional	E. Meeting Social Expectations	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Later Toddler 22–36 months	Shows imagination by substituting items to represent actual items (e.g., using a block as a cell phone) (CD4.3g)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Uses figures (e.g., dolls, action figures) to role play interactions and relationships, including differences related to culture, gender, race, age, and ability (CD4.3h)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Transitions between imagination and reality in dramatic play or in a guided drama experience (CD4.3i)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses props and dramatic play to explore roles in their circle of family and friends (e.g., holding and patting a baby doll on the back to demonstrate care) (CD4.3j)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Early Preschool 34–48 months	Uses props and dramatic play to act out emotions related to fear, excitement, happiness, sadness and anger (CD4.3k)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	When engaged in role play, contributes dialogue, gesture, and facial expressions to convey meaning, ideas and feelings (CD4.3l)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	With adult guiding dramatic play, explores character, plot and setting (CD4.3m)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Later Preschool 44–60 months	Uses props and dramatic play to explore roles and events in the larger community and world (CD4.3n)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Negotiates roles and dialogue with peers and adapts to the needs of the group in dramatic play (CD4.3o)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Age Range	Developmental Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD4.4. Using visual arts media to express thoughts and feelings				
Early Infancy 0–8 months	Responds to visual elements in the environment by gazing at light, color, and patterns (CD4.4a)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Later Infancy 6–14 months	Watches faces and responds to presence of familiar figures (CD4.4b)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Pays attention to and studies own face in a mirror (CD4.4c)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Participates in a variety of tactile/sensory experiences such as feeling different fabrics and textures or playing with water under close adult supervision (CD4.4d)	Cognitive	E. Meeting Social Expectations	1.2 Uses senses to explore
	Shows interest in certain images or objects by vocalizing or reaching (CD4.4e)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Early Toddler 12–24 months	Begins to use materials (e.g., crayons, chalk) to leave marks on paper (CD4.4f)	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Begins to make controlled marks and drawings on paper (CD4.4g)	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
Later Toddler 22–36 months	Explores a variety of media including paper, tape, glue, clay, watercolor, etc. (CD4.4h)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Early Preschool 34–48 months	Begins to transition drawings from spontaneous loops and lines to intentional shapes, including ovals, circles, and rectangles (CD4.4i)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows control and coordination with scissors (CD4.4j)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Later Preschool 44–60 months	Begins to draw with planning and purpose to show or tell a story about something in their experience (CD4.4k)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Draws the human form with more accuracy and detail (CD4.4l)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to describe art and the story it tells (CD4.4m)	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	With adult help, chooses media to match the intention of the art (e.g., clay vs. paint vs. 3-D vs. collage) (CD4.4n)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies