



ALIGNMENT

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

WITH

Maine's Early Learning & Development Standards

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

This document aligns *Maine’s Early Learning and Development Standards* [2015] 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.

Maine Department of Education and Maine Department of Health & Human Services. (2015). *Maine’s Early Learning and Development Standards*. Retrieved from: https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/MELDS_Re-Print_1.pdf

AEPS-3 products can be purchased online at www.brookespublishing.com/aeps or by calling 1-800-638-3775.

Created March 2022

AEPS® is a registered trademark of and the AEPS logo is owned by Paul H. Brookes Publishing, Co., Inc.

Standards for Social and Emotional Development

Emotional Development

Self-Concept

Mid-Preschool "Benchmarks"	Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Chooses individual activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expresses self in different roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Compares self with others.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Expresses own ideas and opinions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
End of Preschool Standards	Has an awareness of self as having certain abilities, characteristics, preferences and rights.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrates self-direction by making choices among peers, activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Takes on new tasks and improves skills with practice.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Initiates actions or activities with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Expresses delight over a successful project and want others to like it too.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrates confidence in own abilities and delights in the mastery of a skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-Regulation				
Mid-Preschool "Benchmarks"	Begins to tell and follow basic safety guidelines and requirements.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Demonstrates increasing competency in recognizing and describing own and others' emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Develops increased capacity to share materials or caregiver/teacher's attention.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Shows increased ability to wait for his/her turn in a simple game or for use of equipment.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Will use private or inner speech to help remember the rules and standards of behavior.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses materials and equipment purposefully, safely and respectfully.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Begins to accept consequences of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Listens with interest and understanding to directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Listens with interest and understanding during conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Expresses self in safe and appropriate ways through words and actions.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Seeks peaceful resolutions to conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Stops and listens to instructions before jumping into activity, with guidance.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Follows rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Respects the rights and property of others.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Uses materials appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Is able to share materials or caregiver's/teacher's attention.	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
	Can wait for turn in simple game or use of equipment.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Accepts consequences of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Regulates own emotions and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Refrains from disruptive, aggressive, angry or defiant behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Asks what and why questions to understand effects of behavior.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sympathy and Empathy				
Mid-Preschool "Benchmarks"	Realizes and expresses how another child might feel.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Demonstrates awareness of feeling during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognizes other children's kind behaviors.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
End of Preschool Standards	Expresses empathy for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Comforts physically hurt or emotionally upset child through appropriate words or actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Labels own emotions and, increasingly, the emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Demonstrates understanding of the consequences of own actions on others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Understands the reasons for rules and routines within the group and accepts them.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Asks "what" and "why" questions to understand effects of behavior.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments	
Adapting to Diverse Settings				
Mid-Preschool "Benchmarks"	Explores objects and materials, and interacts with others in a variety of new settings.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
End of Preschool Standards	Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Anticipates with assistance what will be needed in diverse settings.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Follows rules in diverse settings.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Social Development

Building Relationships with Adults

Mid-Preschool "Benchmarks"	Separates with assistance from significant adults, without undue anxiety, in familiar settings.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Approaches adults for assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Offers to assist adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Expresses affection for significant adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Follows caregivers'/teachers' guidance for appropriate behavior in different environments.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Interacts appropriately with familiar adult(s) and peers.	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
Identifies known safety roles and distinguishes between trusted and unknown adults.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety	
End of Preschool Standards	Asks questions and checks with an adult before deviating from rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Seeks adult help when needed for emotional support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Confides in at least one adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Works independently and asks for help only when necessary.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Works cooperatively with an adult to plan and organize activities and solve problems.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Building Relationships with Children				
Mid-Preschool "Benchmarks"	Separates willingly from adults to play with friends.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Plays beside and interacts with Peers.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Shows enjoyment in playing with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Participates in group glee.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Has at least one other friend and begins to show preference for particular playmate.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Leads or participates in planning cooperative play with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Understands the concept of "mine" and "his/hers".	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
Joins a group of other playing children with adult prompts, as needed.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Participates cooperatively in large and small group activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Participates in classroom and group routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Uses different turn-taking strategies.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Develops consideration for the needs or interests of peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Develops friendships with peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Notices and comments on who is absent from routine group settings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Shows concern for personal fairness within a peer group.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Defends own rights and the rights of others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Gives social support to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses play to explore, practice and understand social roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Joins in the middle of an on-going group activity with friends independently.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Invents and sets up activities that include more than one child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Gives social support to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Respecting Similarities and Differences				
Mid-Preschool "Benchmarks"	Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs.	Social-Emotional	C. Interactions with Peers	1 (All)
	Carries on sustained interaction with adults in their world.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Begins to demonstrate an understanding of inclusion or fairness through words and actions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
End of Preschool Standards	Names and accepts differences and similarities in preferences.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Notices that other children might communicate differently or use different words for the same object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begins to examine a situation from others' perspective.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Shows concern about personal fairness within a peer group.	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

Standards for Approaches to Learning

Initiative & Curiosity

Mid-Preschool "Benchmarks"	Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Shows interest in how and why others do things.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Develops increased ability to make independent choices.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Explores materials and actively uses them to follow through on an idea.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
End of Preschool Standards	Initiates participation in a widening range of topics, ideas, and tasks.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Invents projects and works on them with little assistance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Wonders and asks questions about change in his/her world.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Uses "wh" questions to get information a variety of topics (why, who, what, where and when).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Approaches tasks and activities with increasing flexibility, imagination, and inventiveness.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Invents games and new activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Engagement & Persistence				
Mid-Preschool "Benchmarks"	Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	Participates in an increasing variety of tasks and activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	Begins to sets goals, develops plans, and completes tasks.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Demonstrates an increasing capacity to maintain concentration for a meaningful period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
End of Preschool Standards	Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Chooses to leave a project and returns to it later for completion or elaboration.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Sets goals, develops plans, and completes tasks with increasing independence.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Maintains concentration despite distractions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Social-Emotional		D. Independent and Group Participation	3. Initiates and completes independent activities	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reflection & Problem-Solving				
Mid-Preschool "Benchmarks"	Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Explains part, or all, of the problem when asking for help.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses self-talk to guide when solving a problem.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
End of Preschool Standards	Predicts when something might be a problem or challenge.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Makes predictions about what will happen next.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Looks for more than one solution to a question, task, or problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Applies prior experiences, senses, and knowledge to new learning situations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Considers and implements different approaches to carrying out a task.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Independently alters approach to tasks when initial approach does not work.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Discusses or documents important aspects of an experience and identifies what was learned.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Solves increasingly complex problems and an increased number of problems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Standards for Creative Arts

Visual Arts

Mid-Preschool "Benchmarks"	Uses a variety of art-making tools.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Shares art materials and begins to work with peers on a group artwork.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Chooses artwork to display and keep based on personal preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Begins to use art materials safely and appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Observes and discusses artwork created by both adults and children.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange	
End of Preschool Standards	Shows interest in different art media and materials in a variety of ways for creative expression and representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Works collaboratively to create group art displays.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism.	Literacy	E. Writing	2.1 Makes representational drawings
	Uses art materials safely and appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Selects and describes the elements of personal artwork with teachers, other children and parents.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Movement and Dance				
Mid-Preschool "Benchmarks"	Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Engages in various types of music and rhythm activities through movement.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Demonstrates awareness of body in space and moves with developing control.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects	
End of Preschool Standards	Moves in response to tempo changes and different styles of music.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Uses creative movement, planned or improvised, that expresses an idea or feeling.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Listens and cooperates in group creative movement/dances.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Music				
Mid-Preschool "Benchmarks"	Recognizes different patterns of tempo, rhythm and pitch.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develops ability to sing expressively.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Listens to and explores various kinds of music and instruments, and natural sounds.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
End of Preschool Standards	Shows increasing ability to recognize tempo changes and different styles of music.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Sings songs with more complex and varied lyrics, patterns and notations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses music and instruments to imitate and improvise songs, melodies, and patterns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Dramatic Play/Performance				
Dramatic Expression				
Mid-Preschool "Benchmarks"	Begins to use objects for other than their intended purpose during play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Begins to identify real and make-believe.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Explores new and familiar situations through dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
End of Preschool Standards	Uses objects for other than their intended purpose to create representations of real life objects or activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Represents fantasy and real life experiences through pretend play and use of props and costumes.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses pretend play to represent known or anticipated situations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Performance				
End of Preschool Standards	Creates characters through physical movement, gesture, sound, speech and facial expressions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recreates dramatic play experiences, stories or poems for an audience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Standards for Early Language and Literacy

Speaking and Listening

Comprehension & Collaboration

Mid-Preschool "Benchmarks"	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:			
	Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Begins to engage in conversations with multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to ask questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
End of Preschool Standards	Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups:			
	Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Engages in conversations with multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Asks questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Presentation of Knowledge & Ideas

Mid-Preschool "Benchmarks"	Begins to describe familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
End of Preschool Standards	Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to add drawing or other visual displays to descriptions to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Speaks audibly most of the time and expresses thoughts, feelings, and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Language Standards

Conventions of Standard English

Mid-Preschool "Benchmarks"	Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:			
	Prints some letter and/or letter-like symbols.	Literacy	E. Writing	3.1 Writes using developmental spelling
		Literacy	E. Writing	3.4 Writes using "scribble writing"
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to form some regular plural nouns orally by adding /s/ or /es/? (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Begins to understand question words (e.g. who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to understand the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Begins to speak in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate	
End of Preschool Standards	Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:			
	Prints some upper-and lowercase letters, and can write own name.	Literacy	E. Writing	3.2 Prints first name
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how).	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
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrates the ability to speak in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to use standard English capitalization, punctuation, and spelling when writing:			
	Capitalizes the first letter in own name.	Literacy	E. Writing	3.2 Prints first name
	Begins to recognize punctuation (e.g., , ? , !).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Begins to write letters to represent sounds.	Literacy	E. Writing	3.1 Writes using developmental spelling
Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Vocabulary Acquisition & Use				
Mid-Preschool "Benchmarks"	Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play:			
	Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to explore word relationships and meanings:			
	Begins to sort common objects into categories (e.g. big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
End of Preschool Standards	Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:			
	With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Explores word relationships and meanings:			
	Sorts common objects into categories (e.g. big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences	

Reading Standards for Literature

Key Ideas & Details

Mid-Preschool "Benchmarks"	With prompting and support:			
	Engages and interacts during story reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Retells information from a story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Demonstrates understanding of whom or what a story is about.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
End of Preschool Standards	With prompting and support:			
	Asks and answers questions about simple stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Retells at least one major event from a simple story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Identifies main characters in simple stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Craft & Structure

Mid-Preschool "Benchmarks"	Makes observations about words and pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Begins to understand that a book has a title, author & illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
End of Preschool Standards	Asks questions about unknown words and phrases in stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to recognize that there are different text structures, such as stories, poems, and songs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to describe the roles of authors & illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Integration of Knowledge & Ideas				
Mid-Preschool "Benchmarks"	Makes observations about the use of words and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Begins to make connections between a story or poem and one's own experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
End of Preschool Standards	Retells stories using both storybook language and pictures.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Begins to make connections between characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Reading & Level of Text Complexity				
Mid-Preschool "Benchmarks"	Seeks out experiences (individually and in groups) with pictures, books, and other print materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
End of Preschool Standards	Participates in (individually and in groups) a variety of age-appropriate print materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Reading Standards for Informational Text

Details-Informational Text

Mid-Preschool "Benchmarks"	With prompting and support:			
	Engages and interacts during reading of an informational text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Recognizes that books provide information about the world.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recalls some information from an informational text read aloud or shared visually.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
End of Preschool Standards	With prompting and support:			
	Asks and answers questions about an informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Structure-Informational Text

Mid-Preschool "Benchmarks"	Makes observations about words and pictures in an informational text.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Begins to display appropriate book-handling behaviors-oriens book as if to be read, points to title, turns pages in a single direction.	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
	Begins to understand that books have titles, authors, and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
End of Preschool Standards	Asks questions about unknown words and phrases in informational texts read aloud or shared visually.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies front cover and back cover of a book and title.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Begins to describe the role of authors and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Integration of Knowledge Ideas				
Mid-Preschool "Benchmarks"	Describes important details from a photograph or illustration.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to recognize that information on a topic can be found in more than one text.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
End of Preschool Standards	Describes important information from text and pictures/photos/graphics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes that information on a topic can be found in more than one text.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Range of Reading Level of Text Complexity				
Mid-Preschool "Benchmarks"	Seeks out experiences with informational text materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
End of Preschool Standards	Participates individually and in groups in a variety of age-appropriate informational text materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Reading Standards for Foundation Skills				
Print Concepts				
Mid-Preschool "Benchmarks"	Begins to display appropriate book-handling behaviors and begin to recognize print conventions:			
	Holds a book as if to read, point to title, and opens book and turns pages in single direction.	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
	Recognizes print as something that can be read.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognizes and names the letters of his/her first name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
Literacy		C. Alphabet Knowledge	1.4 Names letters in own first name	
End of Preschool Standards	Displays appropriate book-handling skills and knowledge of print conventions:			
	Begins to track print from left to right and top to bottom.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Recognizes that print is something that is read and has specific meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Begins to demonstrate that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
Recognizes and names at least 15-20 upper and 15-20 lower case letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Phonological Awareness				
Mid-Preschool "Benchmarks"	<i>With prompting and support:</i>			
	Demonstrates an understanding of spoken words and syllables:			
	Begins to recognize rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Begins to count, pronounce, blend, and segment syllables in their own names.	Literacy	B. Phonological Awareness	3 (all)
	Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
End of Preschool Standards	<i>With prompting and support:</i>			
	Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):			
	Recognizes and produces rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Counts, pronounces, blends, and segments syllables in spoken words.	Literacy	B. Phonological Awareness	3 (All)
	Blends and segments onsets and rimes of single-syllable words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound	
Phonics & Word Recognition				
Mid-Preschool "Benchmarks"	<i>With prompting and support:</i>			
	Begins to recognize that letters represent sounds.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begins to recognize own name and the names of other children in the classroom and common print around the classroom.	Literacy	A. Awareness of Print Concepts	3 (All)
End of Preschool Standards	<i>With prompting and support, applies beginning phonics and word analysis skills:</i>			
	Links a sound to a picture of an object that begins with that sound.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begins to link a sound to the corresponding printed letter.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognizes names of other children in the classroom and common print around the classroom.	Literacy	A. Awareness of Print Concepts	3 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fluency				
Mid-Preschool "Benchmarks"	Attends to fluent models of reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Imitates fluent models of reading.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Writing Standards				
Text Types and Purposes of Writing				
Mid-Preschool "Benchmarks"	With prompting and support, uses a combination of drawing, dictating and emergent writing to:			
	Communicate ideas.	Literacy	E. Writing	1.1 Dictates description of drawing
		Literacy	E. Writing	3.1 Writes using developmental spelling
End of Preschool Standards	With prompting and support, uses a combination of drawing, dictating and writing to:			
	Communicate opinions on topics of interest (e.g., My favorite food is...).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Communicate information about a topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Tell a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Production & Distribution of Writing				
Mid-Preschool "Benchmarks"	With prompting and support: Shares drawing and writing with others.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
End of Preschool Standards	With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Research to Build & Present Knowledge-Writing				
Mid-Preschool "Benchmarks"	Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).	Social-Emotional	D. Independent and Group Participation	1 (All)
	With guidance & support from adults, begins to recall some information from experiences or gather information from resources.	Cognitive	B. Imitation and Memory	3. Relates past events
End of Preschool Standards	Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals).	Social-Emotional	D. Independent and Group Participation	1 (All)
	With guidance and support, begins to recall information from experiences or gather information from different sources.	Cognitive	B. Imitation and Memory	3. Relates past events

Standards for Physical Development and Health

Nutrition

Mid-Preschool "Benchmarks"	Makes known health-related needs and/or interests and considers possible options (i.e., when thirsty, asks for water).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Helps to set and clear the table for meals, recognizing the appropriate materials needed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Child serves self, taking food from one container to another, using utensils.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Engages, as possible, in food preparation.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
End of Preschool Standards	Recognizes, chooses and eats a variety of healthy foods from various cultures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating.	Adaptive	A. Eating and Drinking	5 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Safety				
Mid-Preschool "Benchmarks"	Recognizes and names people who keep them safe in dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Has an awareness of strangers.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Develops awareness of and the ability to follow basic safety rules and practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Avoids hazardous chemicals and unsafe materials.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Seeks adult approval before approaching unknown pets.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
End of Preschool Standards	Identifies how people help keep them safe in dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Can identify a stranger.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follows basic safety rules and practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Demonstrates safety awareness and responsibility when using materials.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Uses caution and keeps a distance from wildlife and unknown pets.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Follows emergency routines after adult instruction.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fine Motor				
Mid-Preschool "Benchmarks"	Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end.	Fine Motor	C. Mechanics of Writing	1 (All)
	Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Cuts paper in straight line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Completes interlocking puzzles.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Uses increased skill in self serving with little spilling during meals, including using tongs.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
End of Preschool Standards	Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features.	Fine Motor	C. Mechanics of Writing	1 (All)
	Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Practices manual self-help skills, including dressing self and attempting to tie shoes.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses small, precise finger and hand movements.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand	

Gross Motor

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mid-Preschool "Benchmarks"	Moves purposefully from place to place with control.	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Moves with an awareness of personal space in relationship to others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hops on one foot one time without losing balance or falling.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Jumps down from a step and forward ten inches.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Walks forward and backward along a line or a beam using normal stride.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks up and down stairs, alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	Gross Motor	C. Active Play	1 (All)
	Combines large motor movements with the use of equipment.	Gross Motor	C. Active Play	2 (All)
Gross Motor		C. Active Play	3 (All)	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Coordinates complex movements in play and games.	Gross Motor	C. Active Play	All
	Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects .	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	C. Active Play	All
	Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Demonstrates cooperative skills while participating in physical activities.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Sustains balance during complex movements.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Manipulates balls or similar objects with a full range of motion.	Gross Motor	C. Active Play	1 (all)
	Develops coordination and balance with a variety of playground equipment.	Gross Motor	C. Active Play	2 (all)
	Enjoys challenging him/herself to try new and increasingly difficult activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows enthusiasm for mastery of gross motor movements through repetitive practice.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)

Physical Health Status

Physical Health Status				
Mid-Preschool "Benchmarks"	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age.			
	Demonstrates body spatial awareness in relationship to stationary objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Engages in adaptive physical activities, as appropriate.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game	
End of Preschool Standards	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Develops an awareness of personal health and fitness.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All

Health Knowledge and Practices

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mid-Preschool "Benchmarks"	Completes personal care tasks with increasing independence.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Takes off coat and puts it where it belongs.	Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Participates in structured and unstructured physical activities.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Gross Motor	C. Active Play	All
	Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
	Transitions from high-energy to low-energy activities,	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follows routines independently.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Cooperates during doctor and dentist visits and health and developmental screenings.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Regulates own emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Begins to take responsibility for meeting own needs.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Identifies specific practices that support body development and function.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Combines and uses different senses depending on the activity.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Recognizes the importance of doctor and dentist visits.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies medicine and knows that is it used to stay healthy.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identifies which school and community health helpers are needed in a given situation.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Regulates own emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Moves with an awareness of others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
		Adaptive	B. Personal Care Routines	All
		Adaptive	C. Dressing and Undressing	All
	Participates easily and knows what to do in routine activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Covers mouth when coughing.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Helps with routine care of the environment.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognizes there are multiple components of health.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies physical changes that accompany moderate to vigorous physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Participates in sleep routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers	

Standards for Math

Mathematical Practices

Mid-Preschool "Benchmarks"	Develops positive attitudes about math.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Participates in whole group and small group math-focused activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Recognizes the idea of a "problem" and "problem solving" in the physical and social world.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicates math ideas verbally and non-verbally.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Cognitive		D. Reasoning	3. Solves problems using multiple strategies	
End of Preschool Standards	Approaches math with enthusiasm.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Associates math with engaging classroom materials and activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Recognizes the usefulness of math in everyday tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses math to solve problems in the context of classroom and home experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Represents mathematical concepts using manipulatives.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
		Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.	Math	A. Counting	All
		Math	B. Quantitative Relations	All
Uses math terms in the course of everyday conversations.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Counting and Cardinality Cluster				
Mid-Preschool "Benchmarks"	Rote Counts to 10 and beyond by ones with increasing accuracy.	Math	A. Counting	3.2 Recites numbers 1–20
	Recognizes and names written numerals 0-5.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Begins to subitize to determine how many (recognizes small quantities immediately).	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).	Math	A. Counting	2. Counts out 10 items
	Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
End of Preschool Standards	Rote counts to 20 and beyond by ones with increasing accuracy.	Math	A. Counting	4.2 Recites numbers 1–30
	Recognizes and names written numerals 0 -10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Subitizes to determine how many (recognizes small quantities immediately).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10).	Math	A. Counting	2. Counts out 10 items
	Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Begins to write number symbols 0-10.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.	Math	B. Quantitative Relations	1 (All)
Math		B. Quantitative Relations	2 (All)	

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Operations and Algebraic Thinking				
Mid-Preschool "Benchmarks"	Responds with number words and/or counting strategy, when asked the question, How many?	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Transitions from rote counting to 1:1 correspondence.	Math	A. Counting	1. Counts out 3 items
End of Preschool Standards	Associates quantity with a number name or written numeral.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Counts using 1:1 correspondence with increasing accuracy.	Math	A. Counting	2. Counts out 10 items
	Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Acts out and solves story problems using sets of up to ten objects.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geometry				
Mid-Preschool "Benchmarks"	Recognizes and names/describes simple shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Matches similar shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explores three-dimensional and two-dimensional shapes in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses physical movement to gain understanding of orientation and directionality.	Gross Motor	B. Movement and Coordination	All
	Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
End of Preschool Standards	Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Discovers connections between formal geometric shapes and the surrounding environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Combines materials to make three-dimensional and two-dimensional shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Breaks down shapes into parts and wholes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Initiates activities that indicate understanding of directionality.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates or describes relative positions of objects, using words such as up, down, beside, over.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Measurement and Data				
Mid-Preschool "Benchmarks"	Matches and groups similar objects,	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Uses seriation as a strategy for organizing materials.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Recognizes and duplicates simple patterns in the environment, including sound and movement patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Demonstrates an understanding of time periods (a short time /a longtime, "five more minutes", morning, afternoon, night).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Relates concepts of past, present and future to daily activities.	Cognitive	B. Imitation and Memory	3 (All)
	Participates in data collection activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Explores and begins to use measurement tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Describes, sorts and classifies groups of objects using one or more attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to identify such words as “first”, “next”, and “last”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses discrete attributes to order and seriate materials.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognizes, duplicates, creates, and extends simple patterns using objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Uses past and future tenses and time words appropriately.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to understand concepts such as yesterday, today, and tomorrow.	Cognitive	B. Imitation and Memory	3 (All)
	Responds to questions that can be answered through data analysis.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Represents data using simple charts and graphs (2-D or 3-D).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses non-standard units of measurement to measure objects; notices similarities and differences.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Connects measurement terms and concepts in everyday life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Standards for Science

Physical Science

Mid-Preschool "Benchmarks"	Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
End of Preschool Standards	Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object.	Cognitive	E. Scientific Discovery	4 (All)
	Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).	Cognitive	E. Scientific Discovery	3 (All)
	Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Earth Science				
Mid-Preschool "Benchmarks"	Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Organizes weather related items (real objects or symbols) used in different weather conditions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Makes simple observations about the sky and connects observations to what we do outside.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to understand the relationship between litter and cleaning up the earth.	Cognitive	E. Scientific Discovery	2.3 Makes observations
End of Preschool Standards	Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology.	Cognitive	E. Scientific Discovery	3 (All)
	Asks questions and investigates the ways that weather can affect things that can be done outside.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Develops a sense of dangerous/severe weather in Maine.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Life Science				
Mid-Preschool "Benchmarks"	Uses senses to observe and describe properties of familiar plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. "bug") to names of specific creatures (e.g. "ant", "beetle") and use symbols or icons to identify where they see such creatures.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compares properties and needs of similar and different life forms using increasingly advanced vocabulary.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses and names a variety of tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Uses senses to observe and describe properties of familiar plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observes and describes animals in his/her immediate environment to learn what they need to live.	Cognitive	E. Scientific Discovery	3 (All)
	Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	With teacher support, creates drawings or models for possible solutions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Compares tools or solutions and reflects on what works well.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Standards for Social Studies

Civics and Government

Mid-Preschool "Benchmarks"	Displays awareness of role as a member of a group.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Knows that rules and laws are established by people.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Understands that people can take care of the environment through activities such as recycling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
End of Preschool Standards	Understands the reasons for rules in the home and classroom and for laws in the community.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Understands and discusses why responsibilities are important.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Displays awareness that rules and laws change.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Participates in developing classroom rules and decisions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Economics

Mid-Preschool "Benchmarks"	Understands that an individual earns money through work.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes a variety of jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services.	Social-Emotional	C. Interactions with Peers	2 (All)
End of Preschool Standards	Explores and discusses differences between needs and wants.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Understands individuals may have to wait before buying a good or service they want.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geography				
Mid-Preschool "Benchmarks"	Recognizes that people share the environment with other people, animals, and plants.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognizes various ways people communicate, travel, live, and work.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
End of Preschool Standards	Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Describes some physical features of the community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes that environmental changes can impact people, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Displays awareness that geographic features influence how people live and work in their community and in other geographic regions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
History				
Mid-Preschool "Benchmarks"	Uses words to describe time (i.e. yesterday, names of seasons, before).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Displays awareness of change in community.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Develops awareness of diversity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
End of Preschool Standards	Differentiates between past, present, and future.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrates a basic understanding of how things, people, and places change over time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recalls events that happened in the past, such as a family or personal history.	Cognitive	B. Imitation and Memory	3. Relates past events
	Displays awareness of similarities and differences among individuals and families.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Cognitive		C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes	