



## ALIGNMENT

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

WITH

## Oregon's Early Learning Standards Oregon's Early Learning and Kindergarten Guidelines

# **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Oregon's Early Learning Standards and Early Learning and Kindergarten Guidelines**

This document aligns *Oregon's Early Learning Standards* and *Early Learning and Kindergarten Guidelines* [2016] 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.

Oregon Department of Education. *Early Learning Standards*. <https://oregonearlylearning.com/parents-families/kindergarten-ready/early-learning-standards/>

Oregon Department of Education. (2016). *Oregon's Early Learning and Kindergarten Guidelines*. Retrieved from: <https://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>

AEPS-3 products can be purchased online at [www.brookespublishing.com/aeps](http://www.brookespublishing.com/aeps) or by calling 1-800-638-3775.

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

Created March 2022

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
EARLY LEARNING STANDARDS				
Approaches to Learning (ATL)				
Subdomain: Emotional and Behavioral Self-Regulation				
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.				
Birth to 9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
8 to 18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 36 Months	Looks to others for help in coping with strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.				
Birth to 9 Months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8 to 18 Months	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Participates in and follows everyday routines with the support of familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Communicates verbally or non-verbally about basic needs.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Manages short delays in getting physical needs met with the support of familiar adults.	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Subdomain: Cognitive Self-Regulation (Executive Functioning)</b>				
<b>Goal IT-ATL 3. Child maintains focus and sustains attention with support.</b>				
Birth to 9 Months	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Social-Emotional	A. Interactions with Adults	1. Orients to events or stimulation
8 to 18 Months	Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
16 to 36 Months	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		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. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
By 36 Months	Maintains engagement in interactions with familiar adults and children.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Chooses to join in activities or pays attention to tasks and activities that are self-initiated.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus and attention on a simple task or activity for short periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</b>				
Birth to 9 Months	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
8 to 18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Social-Emotional	A. Interactions with Adults	4.3 Expresses desire to continue activity
16 to 36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem Often tries different strategies until successful.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By 36 Months	Persists in learning new skills or solving problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Continues efforts to finish a challenging activity or task with support of an adult.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</b>				
Birth to 9 Months	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
8 to 18 Months	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 36 Months	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 36 Months	Adjusts to changes in routines or usual activities when informed ahead of time by adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Makes common, everyday transitions that are part of a daily schedule.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Shows flexibility in problem solving by trying more than one approach.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Initiative and Curiosity				
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.				
Birth to 9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
8 to 18 Months	Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16 to 36 Months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 Months	Engages others in interactions or shared activities.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Demonstrates initiative by making choices or expressing preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Attempts challenging tasks with or without adult help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.				
Birth to 9 Months	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
16 to 36 Months	Participates in new experiences, ask questions, and experiments with new thing or materials, such as collecting leaves and pinecones in the fall.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
		Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
By 36 Months	Asks questions about what things are, how they are used, or what is happening.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Experiments with different ways of using new objects or materials.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Creativity				
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.				
Birth to 9 Months	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16 to 36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
By 36 Months	Pays attention to new or unusual things.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Shows willingness to participate in new activities or experiences.	Social-Emotional	D. Independent and Group Participation	All
	Uses language in creative ways, sometimes making up words or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Goal IT-ATL 9. Child shows imagination in play and interactions with others.				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16 to 36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
By 36 Months	Uses pretend and imaginary objects or people in play or interaction with others.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses materials such as paper, paint, crayons, or blocks to make novel things.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social and Emotional Development				
Subdomain: Relationships with Adults				
Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.				
Birth to 9 Months	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
8 to 18 Months	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
By 36 Months	Shows emotional connection and attachment to familiar adults.	Social-Emotional	A. Interactions with Adults	All
	Turns to familiar adults for protection comfort, and getting needs met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.				
Birth to 9 Months	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
8 to 18 Months	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By 36 Months	Engages in and may initiate behaviors that build relationships with familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Uses familiar adults for reassurance when engaging with new adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Goal IT-SE 3. Child learns to use adults as a resource to meet needs.				
Birth to 9 Months	Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
8 to 18 Months	Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By 36 Months	Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Shows preference for familiar adults when in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Relationships with Other Children				
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.				
Birth to 9 Months	Looks at attentively, touches or explores another child’s face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
16 to 36 Months	Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
By 36 Months	Shows increasing interest in interacting with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows preference for particular playmates, such as greeting friends by name.	Social-Emotional	C. Interactions with Peers	
Goal IT-SE 5. Child imitates and engages in play with other children.				
Birth to 9 Months	Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
16 to 36 Months	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
By 36 Months	Uses multiple strategies, such as imitating or responding, in order to enter play with other children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Engages in extended play with other children with a common focus.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Engages in simple cooperative play with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Emotional Functioning				
Goal IT-SE 6. Child learns to express a range of emotions.				
Birth to 9 Months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
		Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
8 to 18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16 to 36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Social-Communication	B. Communicative Understanding	2. Uses appropriate strategies to manage emotional states
By 36 Months	Expresses a variety of emotions through facial expressions, sounds, gestures, or words.	Social-Communication	B. Communicative Understanding	1.2 Identifies/labels own emotions
	Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.	Social-Communication	B. Communicative Understanding	1.1 Identifies/labels emotions in others
Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.				
Birth to 9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
8 to 18 Months	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16 to 36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 36 Months	Recognizes feelings and emotions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Responds to feelings and emotions of others with support from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Describes feelings of characters in a book with support from an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Goal IT-SE 8. Child expresses care and concern towards others.				
Birth to 9 Months	May cry when another child cries.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
16 to 36 Months	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
By 36 Months	Shows care and concern for others, including comforting others in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Responds to needs of others and tries to help others with simple tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Goal IT-SE 9. Child manages emotions with the support of familiar adults.				
Birth to 9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
8 to 18 Months	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16 to 36 Months	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 36 Months	Uses different ways to calm or comfort self when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Responds positively to emotional support from adults and other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
Subdomain: Sense of Identity and Belonging				
Goal IT-SE 10. Child shows awareness about self and how to connect with others.				
Birth to 9 Months	Learns about self by exploring hands, feet, body, and movement.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16 to 36 Months	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Shows awareness of self, including own body, abilities, thoughts, and feelings.	Social-Emotional	B. Communicative Understanding	3. Makes positive statements about self or accomplishments
	Shows awareness of others as having thoughts and feelings separate from own.	Social-Emotional	B. Communicative Understanding	1.1 Identifies/labels emotions in others
Goal IT-SE 11. Child understands some characteristics of self and others.				
Birth to 9 Months	Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	Social-Communication	A. Early Social Communication-	1.1 Quiets to familiar voice
8 to 18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
16 to 36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 36 Months	Recognizes own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Identifies some physical characteristics of self, such as hair color, age gender, or size.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Recognizes some similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.</b>				
Birth to 9 Months	Participates in back-and-forth social interactions through facial expressions sounds, gestures, and responding to the actions of others.	Social-Communication	A. Early Social Communication-	2. Maintains social interaction with familiar adult
		Social-Communication	C. Communicative Expression	1. Maintains interaction with peer
8 to 18 Months	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
16 to 36 Months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	Social-Emotional	B. Communicative Understanding	3. Makes positive statements about self or accomplishments
		Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
By 36 Months	Shows confidence in increasing abilities.	Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
	Shows others what they can do.	Social-Emotional	B. Communicative Understanding	3.1 Explains or shows others how to do tasks mastered
<b>Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</b>				
Birth to 9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
8 to 18 Months	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
16 to 36 Months	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	Cognitive	B. Imitation and Memory	3. Relates past events
By 36 Months	Identifies self as a member of a family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Points to or names self and other familiar people, such as in photos or pictures.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Talks about family members, familiar people, or friends who may not be present.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language and Communication				
Subdomain: Attending and Understanding				
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.				
Birth to 9 Months	Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
8 to 18 Months	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16 to 36 Months	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
By 36 Months	Shows understanding of some words and phrases used in conversation, such as by responding to simple questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Goal IT-LC 2. Child learns from communication and language experiences with others.				
Birth to 9 Months	Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Social-Communication	A. Early Social Communication-	1. Turns and looks toward person speaking
8 to 18 Months	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
16 to 36 Months	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 Months	Acts on descriptions provided by others about people, objects, or events.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Demonstrates interest and understanding when participating in language activities or games.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Communicating and Speaking				
Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.				
Birth to 9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Social-Communication	A. Early Social Communication-	3.2 Vocalizes to another person expressing negative affective state
8 to 18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
16 to 36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their two languages or switch between them.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
By 36 Months	Uses combinations of words and simple sentences or signs in a variety of situations.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.				
Birth to 9 Months	Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
		Social-Emotional	A. Interactions with Adults	1. Maintains interaction with peer
16 to 36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
By 36 Months	Initiates and responds in conversations with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 5. Child uses increasingly complex language in conversation with others.</b>				
Birth to 9 Months	Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	Social-Communication	A. Early Social Communication-	2. Produces speech sounds
8 to 18 Months	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
16 to 36 Months	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 36 Months	Uses sentences of three or more words in conversation with others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Asks and answers simple questions in conversations with others.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Refers to past or future events in conversation with others.	Cognitive	B. Imitation and Memory	3. Relates past events
<b>Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</b>				
Birth to 9 Months	Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	Social-Communication	A. Early Social Communication-	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
16 to 36 Months	Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
By 36 Months	Asks questions in a variety of ways.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Repeats or re-phrases questions until a response is received.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Vocabulary				
Goal IT-LC 7. Child understands an increasing number of words used in communication with others.				
Birth to 9 Months	Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
8 to 18 Months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
16 to 36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 36 Months	Shows understanding of the meaning of common words used in daily activities.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Attends to new words used in conversation with others.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understands most positional words, such as on, under, up, or down.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.				
Birth to 9 Months	May use signs or verbalizations for familiar people or objects.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
8 to 18 Months	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	Social-Communication	A. Early Social Communication-	4.1 Makes requests of others
16 to 36 Months	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.	Social-Communication	C. Communicative Expression	All
By 36 Months	Shows rapid growth in number of words or signs used in conversation with others.	Social-Communication	C. Communicative Expression	All
	Demonstrates a vocabulary of at least 300 words in home language.	Social-Communication	C. Communicative Expression	All
	Asks questions about the meaning of new words.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Emergent Literacy				
Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.				
Birth to 9 Months	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Social-Communication	A. Early Social Communication-	3. Engages in vocal exchanges
8 to 18 Months	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
16 to 36 Months	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
By 36 Months	Repeats simple familiar rhymes or sings favorite songs.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Retells familiar stories using props.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Goal IT-LC 10. Child handles books and relates them to their stories or information.				
Birth to 9 Months	Explores a book by touching it, patting it, or putting it in mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	Literacy	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
		Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
By 36 Months	Asks to have several favorite books read over and over.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Holds book, turns pages, and pretends to read.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.				
Birth to 9 Months	Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
8 to 18 Months	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
By 36 Months	Points to and names some letters or characters in their names.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognizes familiar signs on a building or street.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Attributes meaning to some symbols, such as a familiar logo or design.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-LC 12. Child comprehends meaning from pictures and stories.</b>				
Birth to 9 Months	Looks at picture books and listens to an adult talk about pictures in a book.	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
8 to 18 Months	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
16 to 36 Months	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
By 36 Months	Uses pictures as a guide to talk about a story that has been read.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Asks or answers questions about what is happening in a book or story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies the feelings of characters in a book or story.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
<b>Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.</b>				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Makes marks on a paper with a large crayon or marker to explore writing materials.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16 to 36 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
By 36 Months	Draws pictures using scribbles and talks with others about what they have made.	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Draws straight lines or curved lines.	Fine Motor	A. Reach, Grasp, and Release	1.2 Writes or draws using curved lines
		Fine Motor	A. Reach, Grasp, and Release	1.3 Writes or draws using straight lines
	Makes letter-like marks or scribbles on paper.	Literacy	E. Writing	3.4 Writes using "scribble writing"

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

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Memory				
Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.				
Birth to 9 Months	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16 to 36 Months	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
By 36 Months	Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Tells others about what will happen next or about changes in usual routines or schedules.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.				
Birth to 9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
16 to 36 Months	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
By 36 Months	Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Looks in several different places for a toy that was played with a few days before.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</b>				
Birth to 9 Months	Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 36 Months	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	Cognitive	B. Imitation and Memory	3. Relates past events
By 36 Months	Recalls a similar family event when hearing a story read.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Repeats simple rules about expected behavior, such as "We wash our hands before we eat."	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
<b>Subdomain: Reasoning and Problem-Solving</b>				
<b>Goal IT-C 6. Child learns to use a variety of strategies in solving problems.</b>				
Birth to 9 Months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8 to 18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
16 to 36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 36 Months	Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Tries to solve the same problem in several different ways at different times.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.</b>				
Birth to 9 Months	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
8 to 18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16 to 36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 36 Months	Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
<b>Subdomain: Emergent Mathematical Thinking</b>				
<b>Goal IT-C 8. Child develops sense of number and quantity.</b>				
Birth to 9 Months	Attends to quantity in play with objects, such as reaching or looking for more than one object.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
8 to 18 Months	Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
16 to 36 Months	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 36 Months	Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order.	Math	A. Counting	1. Counts out 3 items
	Identifies “more” or “less” with a small number of items without needing to count them.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Uses fingers to show how old they are.	Social-Emotional	E. Meeting Social Expectations	4.2 States age
<b>Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</b>				
Birth to 9 Months	Explores or examines objects and watches objects when they move.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
16 to 36 Months	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
By 36 Months	Does puzzles with interlocking pieces, different colors and shapes.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Understands some effects of size or weight when picking up or moving objects.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.</b>				
Birth to 9 Months	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
8 to 18 Months	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
16 to 36 Months	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
By 36 Months	Sorts toys or other objects by color, shape or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Orders some objects by size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies characteristics of people, such as "Mom has black hair like me."	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
<b>Subdomain: Imitation and Symbolic Representation and Play</b>				
<b>Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.</b>				
Birth to 9 Months	Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
8 to 18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16 to 36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2. Imitates novel words
By 36 Months	Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Imitates someone else's conversation, such as in pretend play or on a toy phone.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-C 12. Child uses objects or symbols to represent something else.</b>				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
16 to 36 Months	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
By 36 Months	Uses familiar objects to represent something else.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Understands that some symbols have meaning, such as a sign or a drawing.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
<b>Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.</b>				
Birth to 9 Months	<i>Emerging</i>			
8 to 18 Months	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
16 to 36 Months	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By 36 Months	Seeks to involve others in pretend or make-believe play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Looks for props to use when telling or making up a story.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Perceptual, Motor, and Physical Development				
Subdomain: Perception				
Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.				
Birth to 9 Months	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
8 to 18 Months	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
16 to 36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
By 36 Months	Combines information gained through the senses to understand objects, experiences, and interactions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.				
Birth to 9 Months	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Gross Motor	A. Body Control and Weight Transfer	2. Puts weight on one hand or arm while reaching with opposite hand
		Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
		Gross Motor	A. Body Control and Weight Transfer	5. Gets out of chair
8 to 18 Months	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
16 to 36 Months	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	Adaptive	All	All
By 36 Months	Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Gross Motor				
Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.				
Birth to 9 Months	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	Gross Motor	A. Body Control and Weight Transfer	All
8 to 18 Months	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
16 to 36 Months	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6. Jumps forward
By 36 Months	Coordinates movements and actions for a purpose.	Gross Motor	C. Active Play	All
	Walks and runs, adjusting speed or direction depending on the situation.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	5.1 Runs
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.				
Birth to 9 Months	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	Gross Motor	A. Body Control and Weight Transfer	All
8 to 18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Gross Motor	B. Movement and Coordination	All
16 to 36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Gross Motor	C. Active Play	All
By 36 Months	Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.	Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Experiments with different ways of moving the body, such as dancing around the room.	Gross Motor	B. Movement and Coordination	All

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</b>				
Birth to 9 Months	Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
8 to 18 Months	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
		Gross Motor	B. Movement and Coordination	3.1 Walks without support
16 to 36 Months	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By 36 Months	Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Adjusts position of body to fit through or into small spaces.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>Subdomain: Fine Motor</b>				
<b>Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.</b>				
Birth to 9 Months	Coordinates hands and eyes when reaching for and holding stable or moving objects.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
8 to 18 Months	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
16 to 36 Months	Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
By 36 Months	Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.	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

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.				
Birth to 9 Months	Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
8 to 18 Months	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
		Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
		Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
16 to 36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
By 36 Months	Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.	Fine Motor	B. Functional Skill Use	3. 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
	Coordinates use of both hands to put things together, such as connecting blocks or linking toys.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Goal IT-PMP 8. Child adjusts reach and grasp to use tools.				
Birth to 9 Months	Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
8 to 18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	Cognitive	D. Reasoning	1. Uses object to obtain another object
16 to 36 Months	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
By 36 Months	Adjusts grasp with ease to new tools and materials.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
		Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.	Fine Motor	B. Functional Skill Use	3. 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

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Health, Safety, and Nutrition				
Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.				
Birth to 9 Months	Emerging			
8 to 18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16 to 36 Months	Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	Adaptive	B. Personal Care Routines	All
By 36 Months	Shows increasing independence in self-care routines with guidance from adults.	Adaptive	All	All
	Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat.	Adaptive	C. Dressing and Undressing	All
Goal IT-PMP 10. Child uses safe behaviors with support from adults.				
Birth to 9 Months	Emerging			
8 to 18 Months	Emerging			
16 to 36 Months	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	Adaptive	D. Personal Safety	All
By 36 Months	Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.				
Birth to 9 Months	Emerging			
8 to 18 Months	Shows interest in new foods that are offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
16 to 36 Months	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
By 36 Months	Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.	Social-Communication	A. Early Social Communication-	4.2 Makes choices to express preferences
	Sometimes makes nutritious choices with support from an adult.	Adaptive	A. Eating and Drinking	4.2 Makes choices to express preferences
	Communicates to adults when hungry, thirsty, or has had enough to eat.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
EARLY LEARNING AND KINDERGARTEN GUIDELINES				
Approaches to Learning				
Emotional and Behavioral Self-Regulation				
Goal 1: Child manages emotions with increasing independence. Social-Emotional Learning Competency: Self-Management				
Age 3	Begins to manage less intense emotions, such as mild frustration, independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	May require a trusted adult's support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Age 4–5/Not Yet in Kindergarten	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By Entry to Kindergarten	Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Often looks for adult assistance when emotions are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By End of Kindergarten	Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Checks in with an adult when emotions are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child follows rules and routines with increasing independence. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Age 4–5/Not Yet in Kindergarten	With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By Entry to Kindergarten	Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Responds to signals when transitioning from one activity to another.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By End of Kindergarten	Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Consistently responds to signals when transitioning from one activity to another.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child appropriately handles and takes care of materials. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	With trusted adult support, handles materials, such as putting them where they belong.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
			D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
Age 4–5/Not Yet in Kindergarten	Usually handles, takes care of, and manages materials, such as using them in appropriate ways.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
			D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
By Entry to Kindergarten	Often handles materials appropriately during activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
			D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	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
		Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
By End of Kindergarten	Consistently handles materials appropriately during activities.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	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
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child manages actions, words, and behavior with increasing independence. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Age 4–5/Not Yet in Kindergarten	Manages own actions, words, and behavior with occasional support from a trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By Entry to Kindergarten	Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Often refrains from aggressive behavior towards others.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Begins understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By End of Kindergarten	Demonstrates control over actions and words in response to a challenging situation with increasing frequency.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Consistently manages behavior according to expectations.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Waits for their turn with increasing frequency.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Consistently refrains from aggressive behavior towards others.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Understands the consequences of behavior with increasing frequency.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Cognitive Self-Regulation (Executive Functioning)</b>				
<b>Goal 1: Child demonstrates an increasing ability to control impulses. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Age 4–5/Not Yet in Kindergarten	Sometimes controls impulses independently and may self-sooth, while at other times needs support from a trusted adult.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
By Entry to Kindergarten	With adult guidance and support, stops an engaging activity to transition to another less desirable activity.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Sometimes delays having desires met, such as agreeing to wait their turn to start an activity.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Without adult reminders, waits to communicate information to a group.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By End of Kindergarten	Frequently able to stop an engaging activity to transition to another less desirable activity.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Frequently delays having desires met.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Waits to communicate information to a group.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Consistently refrains from responding impulsively.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
<b>Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
Age 4–5/Not Yet in Kindergarten	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
By Entry to Kindergarten	Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	Often engages in purposeful play for extended periods of time.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	With minimal support, attends to an adult during large- and small-group activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
By End of Kindergarten	Maintains focus on activities for extended periods of time.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	Engages in purposeful play for extended periods of time.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
	Independently attends to an adult during large- and small-group activities.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child persists in tasks. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Age 4–5/Not Yet in Kindergarten	Frequently persists on preferred tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By Entry to Kindergarten	With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows some understanding that mistakes can provide information to learn from.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Sometimes returns with focus to an activity or project after having been away from it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By End of Kindergarten	Takes on challenges through verbal or nonverbal means.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrates understanding that mistakes can provide information to learn from.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Often returns focus to an activity or project after having been away from it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 4: Child holds information in mind and manipulates it to perform tasks. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Initiates next step of familiar social routine
Age 4–5/Not Yet in Kindergarten	Holds an increasing amount of information in mind in order to successfully complete tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Participates in familiar social routines with caregivers
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Initiates next step of familiar social routine
By Entry to Kindergarten	Often accurately recounts recent experiences in the correct order and includes relevant details.	Cognitive	B. Imitation and Memory	3. Relates past events
	Often successfully follows detailed, multistep directions, sometimes with reminders.	Cognitive	B. Imitation and Memory	3. Relates past events
	Often remembers actions to go with stories or songs shortly after being taught.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
By End of Kindergarten	Consistently and accurately recounts recent experiences in the correct order and includes relevant details.	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Successfully follows detailed, multistep directions, sometimes with few reminders.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Consistently remembers actions to go with stories or songs shortly after being taught.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
<b>Goal 5: Child demonstrates flexibility in thinking and learning. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Age 4–5/Not Yet in Kindergarten	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
By Entry to Kindergarten	Tries different strategies to complete work or solve problems, including problems with other children.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Often transitions between activities without getting upset.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
By End of Kindergarten	Often tries different strategies to complete work or solve problems, including problems with other children.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Engages in cooperative and collaborative tasks, activities, and projects.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Consistently applies different rules in contexts that require different behaviors.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Usually transitions between activities without getting upset.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Initiative and Curiosity				
Goal 1: Child demonstrates initiative and independence. Social-Emotional Learning Competency: Self-Management				
Age 3	Regularly shows initiative, particularly in interactions with trusted adult.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Without adult prompting, works independently for a brief length of time.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Age 4–5/Not Yet in Kindergarten	Frequently shows initiative, particularly when engaged in preferred activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrates a willingness and capability to work independently for increasing amounts of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By Entry to Kindergarten	Often engages in independent activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Makes choices and usually communicates these to adults and other children.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	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	2.1 Enacts roles or identities in imaginary play
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
By End of Kindergarten	Engages in independent activities.	Social-Emotional	D. Independent and Group Participation	3. Maintains cooperative activity
	Makes choices and effectively communicates these to adults and other children.	Social-Communication	C. Communicative Expression	2. Provides and seeks information while conversing using words, phrases, or sentences
	Independently identifies and seeks supplies to complete activities or tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Plans a variety of play scenarios, including establishing roles for peers.	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	2.1 Enacts roles or identities in imaginary play
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child shows interest in and curiosity about the world around them. Social-Emotional Learning Competency: Self-Management</b>				
Age 3	With trusted adult support, seeks out new information and explores new play and tasks.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Age 4–5/Not Yet in Kindergarten	Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By Entry to Kindergarten	Often expresses the belief that they can develop new skills, interests, and talents.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	With prompting from adult, asks questions and seeks new information.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Often is willing to participate in new activities or experiences even if they are perceived as challenging.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
By End of Kindergarten	Expresses the belief that they can develop new skills, interests, and talents.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Asks questions and seeks new information.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Is willing to participate in new activities or experiences even if they are perceived as challenging.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
<b>Creativity</b>				
<b>Goal 1: Child expresses creativity in thinking and communication. Social-Emotional Learning Competency: Relationship Skills</b>				
Age 3	Responds to adults' prompts to express creative ideas in words and/or actions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Age 4–5/Not Yet in Kindergarten	With prompting from a trusted adult, communicates creative ideas and actions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By Entry to Kindergarten	Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
			D. Reasoning	3. Solves problems using multiple strategies
By End of Kindergarten	Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Approaches tasks, activities, and play in ways that show creative thinking and problem solving.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
			D. Reasoning	3. Solves problems using multiple strategies

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child uses imagination in play and interactions with others. Social-Emotional Learning Competency: Relationship Skills</b>				
Age 3	Uses imagination in play and other creative works	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	2.1 Enacts roles or identities in imaginary play
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begins to communicate creative ideas to other children and trusted adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Age 4–5/Not Yet in Kindergarten	Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
By Entry to Kindergarten	Engages in social and pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Often uses imagination with materials to create stories or works of art.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
By End of Kindergarten	Frequently engages in social and pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Uses imagination with materials to create stories or works of art.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses a variety of objects or materials to represent something else during play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social-Emotional Development				
Senses of Identity and Belonging				
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Social and Emotional Learning Competency: Self-Awareness				
Age 3	With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Age 4–5/Not Yet in Kindergarten	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By Entry to Kindergarten	Describes self using several different characteristics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By End of Kindergarten	Describes self using several different characteristics with increased confidence.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child expresses confidence in own skills and positive feelings about self. Social and Emotional Learning Competency: Self-Awareness</b>				
Age 3	Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	When prompted by a trusted adult, may share own ideas or express positive feelings about self.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Age 4–5/Not Yet in Kindergarten	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.	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
By Entry to Kindergarten	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Expresses own ideas or beliefs in group contexts or in interactions with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses descriptive words to define self that are acceptable within the child's culture.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By End of Kindergarten	Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Frequently expresses own ideas or beliefs in group contexts or in interactions with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Readily uses descriptive words to define self that are acceptable within the child's culture.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child has a sense of belonging to family, community, and other groups. Social and Emotional Learning Competency: Self-Awareness</b>				
Age 3	With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Age 4–5/Not Yet in Kindergarten	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By Entry to Kindergarten	Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool.	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
	Sometimes relates personal stories about being a part of different groups.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identifies similarities and differences about self across familiar environments and settings.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
By End of Kindergarten	Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Often relates detailed personal stories about being a member of different groups.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Often identifies similarities and differences about self across familiar and new environments and settings.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Emotional Functioning				
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. Social and Emotional Learning Competency: Self-Awareness and Social Awareness				
Age 3	Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Notifies when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Age 4–5/Not Yet in Kindergarten	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
			B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By Entry to Kindergarten	Recognizes and labels basic emotions in books, photographs, or other media images.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
By End of Kindergarten	Frequently recognizes and labels a variety of emotions across different media.	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
	Frequently uses a variety of expressive words or gestures to describe own feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Often uses words or gestures to describe the feelings of a trusted adult or other children.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Goal 2: Child expresses care and concern toward others. Social and Emotional Learning Competency: Social Awareness				
Age 3	Often pays attention when others are distressed, but attention and response to this distress may be brief.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	May seek out trusted adult support to help another child who is distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Age 4–5/Not Yet in Kindergarten	Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
By Entry to Kindergarten	Sometimes makes empathetic statements or gestures to adults or other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Offers support to adults or other children who are distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
By End of Kindergarten	Often makes empathetic statements or gestures to adults or other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Offers support to adults or other children who are distressed, with increased confidence.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child manages emotions with increasing independence. Social and Emotional Learning Competency: Self-Management</b>				
Age 3	Manages less intense emotions, such as mild frustration, independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	May require trusted adult support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Age 4–5/Not Yet in Kindergarten	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.1 Responds appropriately to soothing by peer
		Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By Entry to Kindergarten	Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Looks for adult assistance when feelings are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By End of Kindergarten	Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Looks for adult assistance when feelings are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Relationships with a Trusted Adult				
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. Social and Emotional Learning Competency: Relationship Skills				
Age 3	Engages in positive interactions with a trusted adult, such as by demonstrating affection.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Separates from trusted adults when in familiar settings.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses trusted adults as a resource to solve problems.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Age 4–5/Not Yet in Kindergarten	Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By Entry to Kindergarten	Interacts with trusted adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Sometimes engages in positive interactions with less familiar adults, such as volunteers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Shows affection and preference for trusted adults who interact with them on a regular basis.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Usually seeks help from adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By End of Kindergarten	Interacts with adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Often engages in positive interactions with less familiar adults, such as volunteers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Often shows affection and preference for adults who interact with them on a regular basis.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Seeks help from adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. Social and Emotional Learning Competency: Relationship Skills</b>				
Age 3	Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Initiates positive social behavior toward familiar adult
	Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying “No” to requests, but these moments are typically resolved with support from the trusted adult.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Age 4–5/Not Yet in Kindergarten	Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
By Entry to Kindergarten	Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Attends to an adult when asked.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Often follows adult guidelines and expectations for behavior.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Often asks or waits for adult permission before doing something when they are unsure.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
By End of Kindergarten	Engages in prosocial behaviors with adults when needed.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Follows adult guidelines and expectations for behavior.	Social-Emotional	A. Interactions with Adults	3. Follows context-specific rules
	Asks or waits for adult permission before doing something when they are unsure.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Relationships with Other Children				
Goal 1: Child engages in and maintains positive relationships and interactions with other children. Social and Emotional Learning Competency: Relationship Skills				
Age 3	Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Age 4–5/Not Yet in Kindergarten	Sustains interactions with other children more often and for increasing periods of time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Likely to show at least some preference for playing with particular children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
		Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
By Entry to Kindergarten	Engages in and maintains positive interactions with other children at times.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Responds to request to begin activity
	Often takes turns in conversations and interactions with other children.	Social-Communication	C. Communicative Expression	3.4 Alternates between speaker and listener roles during conversations with others
	Develops at least one friendship with another child.	Social-Communication	C. Communicative Expression	1. Maintains interaction with peer
		Social-Communication	C. Communicative Expression	1.1 Initiates social behavior toward peer
		Social-Communication	C. Communicative Expression	1.2 Responds appropriately to peer social behavior
By End of Kindergarten	Consistently engages in and maintains positive interactions with other children.	Social-Communication	C. Communicative Expression	1. Maintains interaction with peer
	Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Social-Communication	C. Communicative Expression	1.1 Initiates social behavior toward peer
		Social-Communication	C. Communicative Expression	1.2 Responds appropriately to peer social behavior
	Initiates and responds to conversations and interactions with other children while attending to social cues.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Develops and maintains friendships with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child engages in cooperative play with other children. Social and Emotional Learning Competency: Relationship Skills</b>				
Age 3	With the support of an adult, often plays cooperatively with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
			C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	For at least short periods during this play, works with other children to plan and enact play in a coordinated way.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
			C. Interactions with Peers	3. Maintains cooperative activity
Age 4–5/Not Yet in Kindergarten	Cooperatively plays with other children in an increasingly coordinated way.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Works with other children to make plans for what and how they will play together.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	When given the opportunity, coordinated play periods get longer.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
By Entry to Kindergarten	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
			C. Interactions with Peers	4. Maintains engagement in games with rules
	Shows a willingness to include others' ideas during interactions and play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Engages in reflection and conversation about past play experiences.	Cognitive	B. Imitation and Memory	3. Relates past events
By End of Kindergarten	Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Often shows a willingness to include others' ideas during interactions and play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Engages in reflection and conversation about past play experiences with increasing complexity.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. Social and Emotional Learning Competency: Relationship Skills</b>				
Age 3	Begins to recognize and describe social problems.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With trusted adult guidance and support, suggests solutions to conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Age 4–5/Not Yet in Kindergarten	Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
By Entry to Kindergarten	Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Often expresses feelings, needs, and opinions in conflict situations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Often seeks adult help when needed to resolve conflicts.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
By End of Kindergarten	Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as “How will you share computer time?”	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
			D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Consistently expresses feelings, needs, and opinions in conflict situations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
			D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Seeks adult help when needed to resolve conflicts.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language and Communication				
Attending and Understanding				
Goal 1: Child attends to communication and language from others.				
Age 3	With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
		Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
Age 4–5/Not Yet in Kindergarten	Shows acknowledgment of complex comments or questions.	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
	Is able to attend to longer, multi-turn conversations, either spoken or signed.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
By Entry to Kindergarten	Uses verbal and nonverbal signals to acknowledge the comments or questions of others.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
			B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows ongoing connection to a conversation, group discussion, or presentation.	Social-Communication	D. Social Use of Language	1.2 Responds appropriately to directions during small-group activities
			D. Social Use of Language	2.2 Responds appropriately to directions during large-group activities
By End of Kindergarten	There is no corresponding CCSS for this goal.			

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child understands and responds to increasingly complex communication and language from others.</b>				
Age 3	With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Age 4–5/Not Yet in Kindergarten	Understands and responds(verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas.	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
By Entry to Kindergarten	Shows an ability to recall (in order) multiple step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/ What/When/ Where?” or “How/ Why?”	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
			B. Communicative Understanding	4.1 Answers who, what, and where questions
	Shows understanding of a variety of sentence types, such as multiclaue, cause- effect, sequential order, or if-then.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Shows an understanding of talk related to the past or future.	Cognitive	B. Imitation and Memory	3. Relates past events
	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By End of Kindergarten	Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Asks and answers 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

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Communicating and Speaking				
Goal 1: Child varies the amount of information provided to meet the demands of the situation.				
Age 3	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Age 4–5/Not Yet in Kindergarten	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By Entry to Kindergarten	Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Children who are dual language learners may switch between their languages.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By End of Kindergarten	Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Adds drawings or other visual displays to descriptions as desired to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Goal 2: Child understands, follows, and uses appropriate social and conversational rules.				
Age 3	Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Age 4–5/Not Yet in Kindergarten	Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
		Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	With increasing independence, varies tone and volume of expression to match the social situation.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
By Entry to Kindergarten	Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
		Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
By End of Kindergarten	Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Follows agreed-upon rules for discussions (e.g., listening to others and taking turns 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
	Continues conversations through multiple exchanges.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.</b>				
Age 3	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Typically uses 3–5 word phrases/ sentences when communicating.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	With some prompting, can offer multiple (2–3) pieces of information on a single topic.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Children who are dual language learners may use 2–3 words to communicate an entire idea or thought, such as “Me paint.”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Age 4–5/Not Yet in Kindergarten	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Children who are dual language learners may use the language structure of the home language when speaking English, such as “I have a dog big.”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
By Entry to Kindergarten	Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
		Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
		Social-Communication	C. Communicative Expression	3. Uses helping verbs
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.3 Uses to be verbs
	Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By End of Kindergarten	Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	2.1 Uses irregular plural nouns in multiple-word sentences
			C. Communicative Expression	3. Uses helping verbs
	Forms 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
	Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Produces and expands complete sentences in shared language activities.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Applies audibly and expresses thoughts, feelings, and ideas clearly.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Vocabulary				
Goal 1: Child understands and uses a wide variety of words for a variety of purposes.				
Age 3	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment.	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
	Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Age 4–5/Not Yet in Kindergarten	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By Entry to Kindergarten	Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars or “cylinder” when learning about 3D shapes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With support, forms guesses about the meaning of new words from context clues.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
By End of Kindergarten	Determines or clarifies the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses the most frequently occurring inflections and affixes (e.g., -ed, s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With guidance and support from adults, explores word relationships and nuances in word meanings.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	E. Scientific Discovery	3. Classifies using multiple attributes
	Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Cognitive	E. Scientific Discovery	4. Uses early conceptual comparisons
	Identifies real-life connections between words and their use (e.g., note places at school that are colorful).	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
	Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
	Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child shows understanding of word categories and relationships among words.</b>				
Age 3	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Age 4–5/Not Yet in Kindergarten	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By Entry to Kindergarten	Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
By End of Kindergarten	With guidance and support from adults, explores word relationships and nuances in word meanings.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Literacy				
Phonological Awareness				
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.				
Age 3	Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt 1.2 Participates in repetitive verbal play
	With support, distinguishes when two words rhyme and when two words begin with the same sound.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Age 4–5/Not Yet in Kindergarten	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with “Old McDonald had a charm.”	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Is able to count syllables and understand sounds in spoken words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
By Entry to Kindergarten	Provides one or more words that rhyme with a given word, such as “What rhymes with log?”	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
By End of Kindergarten	Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Recognizes and produces rhyming words.		B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Counts, pronounces, blends, and segments syllables in spoken words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word “CAT”, the onset is “C” and the rime is “AT”.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel- consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds 4.1 Blends separate CVC sounds into simple words

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Print and Alphabet Knowledge				
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).				
Age 3	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult “What does this say?” or “Read this.”	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
Age 4–5/Not Yet in Kindergarten	Begins to demonstrate an understanding of the connection between speech and print.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English.	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
By Entry to Kindergarten	Understands that print is organized differently for different purposes, such as a note, list, or storybook.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Understands that written words are made up of a group of individual letters.	Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	Begins to point to one-syllable words while reading simple, memorized texts.	Literacy	C. Alphabet Knowledge	
	Identifies book parts and features, such as the front, back, title, and author.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
By End of Kindergarten	Demonstrates understanding of the organization and basic features of print.	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
	Follows words from left to right, top to bottom, and page by page.	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 spoken words are represented in written language by specific sequences of letters.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
	Understands that words are separated by spaces in print.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognizes common types of texts (e.g., storybooks, poems).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters.</b>				
Age 3	With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Age 4–5/Not Yet in Kindergarten	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Produces the sound of many recognized letters.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
By Entry to Kindergarten	Names 18 uppercase and 15 lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Knows the sounds associated with several letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
By End of Kindergarten	Demonstrates understanding of the organization and basic features of print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
		Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognizes and name all uppercase and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Know and apply grade-level phonics and word analysis skills in decoding words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
		Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
		Literacy	C. Alphabet Knowledge	2.2 Reads frequently occurring sight words
	Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Comprehension and Text Structure				
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling.				
Age 3	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
		Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Age 4–5/Not Yet in Kindergarten	Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first ... And then.”	Cognitive	B. Imitation and Memory	3. Relates past events
		Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
By Entry to Kindergarten	Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
		Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Tells fictional or personal stories using a sequence of at least 2–3 connected events.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Identifies characters and main events in books and stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
By End of Kindergarten	With prompting and support, retells familiar stories, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	With prompting and support, identifies the main topic and retells key details of a text.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	With prompting and support, identifies characters, settings, and major events in a story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, describes the relationship between illustrations and the story/ text in which they appear.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	With prompting and support, identifies basic similarities in and differences between two texts on the same topic.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child asks and answers questions about a book that was read aloud.</b>				
Age 3	With support, can answer basic questions about likes or dislikes in a book or story.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	With support, asks and answers questions about main characters or events in a familiar story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With modeling and support, makes predictions about events that might happen next.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Age 4–5/Not Yet in Kindergarten	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
By Entry to Kindergarten	Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
By End of Kindergarten	With prompting and support, asks and answers questions about key details in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Asks and answers questions about unknown words in a text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Actively engages in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Writing				
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks.				
Age 3	With support, holds a writing tool and copies single lines and circles.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	With support, engages in writing activities that consist largely of drawing and scribbling.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
			C. Mechanics of Writing	1.3 Writes or draws using straight lines
			C. Mechanics of Writing	1.4 Scribbles
	With support, begins to convey meaning.	Literacy	E. Writing	3.1 Writes using developmental spelling
	With modeling and support, writes some letter-like forms and letters.	Literacy	E. Writing	3.1 Writes using developmental spelling
			E. Writing	3.4 Writes using "scribble writing"
Age 4–5/Not Yet in Kindergarten	With trusted adult prompting, holds a writing tool with a three-finger grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	E. Writing	3.1 Writes using developmental spelling
By Entry to Kindergarten	With minimal adult prompting, holds a writing tool with a three-finger grasp.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Able to copy more sophisticated figures, such as squares, crossed lines, and triangles.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Creates a variety of written products that may or may not	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows an interest in copying simple words posted in the environment.	Literacy	E. Writing	3. Writes words using conventional spelling
	Attempts to independently write some words using invented spelling, such as K for kite.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Writes first name correctly or close to correctly.	Literacy	E. Writing	3.2 Prints first name
	Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
By End of Kindergarten	Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ... ).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
				2. Interacts appropriately with others during large-group activities
	With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Literacy	E. Writing	3. Writes words using conventional spelling
	Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation.	Literacy	E. Writing	3. Writes words using conventional spelling
	Writes a letter or letters for most consonant and short-vowel sounds (phonemes).	Literacy	E. Writing	3. Writes words using conventional spelling
	Spells simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3. Writes words using conventional spelling
		Literacy	E. Writing	3.1 Writes using developmental spelling
	Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking.	Social-Communication	D. Vocabulary and Story Comprehension	1.1 Follows social conventions of language
	Prints many uppercase and lowercase letters.	Literacy	E. Writing	3. Writes words using conventional spelling

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mathematics				
Counting and Cardinality				
Goal 1: Child knows number names and the count sequence.				
Age 3	Says or signs some number words in sequence (up to 10), starting with one.	Math	A. Counting	2.2 Recites numbers 1–10
	With support, understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree.”	Math	A. Counting	1. Counts out 3 items
Age 4–5/Not Yet in Kindergarten	Says or signs more number words in sequence.	Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
By Entry to Kindergarten	Counts verbally or signs to at least 20 by ones.	Math	A. Counting	3. Counts out 20 items
By End of Kindergarten	Counts to 100 by ones and by 10’s.	Math	A. Counting	4. Skip counts by tens to 100
	Counts forward beginning from a given number within the known sequence (instead of having to begin at one).	Math	A. Counting	4. Skip counts by tens to 100
		Math	D. Addition and Subtraction	1.2 Counts forward to 10
Goal 2: Child recognizes the number of objects in a small set.				
Age 3	Develops an understanding of what whole numbers mean.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	With support, begins to recognize the number of small objects in groups without counting (referred to as “subitizing”). For example, there are two cars in a pile. A child looks and quickly says, “Look, two cars!”	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Age 4–5/Not Yet in Kindergarten	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
By Entry to Kindergarten	Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
By End of Kindergarten	No matching CCSS standard.			

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 3: Child understands the relationship between numbers and quantities.</b>				
Age 3	With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence).	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks "How many?" The child points and counts one, two, three and says, "Three!"	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
		Math	A. Counting	2.1 Counts 10 items to determine "How many?"
		Math	A. Counting	3.1 Counts 20 items to determine "How many?"
Age 4–5/Not Yet in Kindergarten	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence).	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	Understands that the last number represents how many objects are in a group (cardinality).	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
		Math	A. Counting	2.1 Counts 10 items to determine "How many?"
		Math	A. Counting	3.1 Counts 20 items to determine "How many?"
By Entry to Kindergarten	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
		Math	A. Counting	2.1 Counts 10 items to determine "How many?"
		Math	A. Counting	3.1 Counts 20 items to determine "How many?"
	Accurately counts as many as five objects in a scattered configuration.	Math	A. Counting	2. Counts out 10 items
	Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Understands that the last number said represents the number of objects in a set.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
		Math	A. Counting	2.1 Counts 10 items to determine "How many?"
		Math	A. Counting	3.1 Counts 20 items to determine "How many?"
By End of Kindergarten	Understands the relationship between numbers and quantities; connect counting to cardinality.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Math	A. Counting	1. Counts out 3 items
		Math	A. Counting	2. Counts out 10 items
		Math	A. Counting	3. Counts out 20 items
	b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	c. Understands that each successive number name refers to a quantity that is one larger.	Math	A. Counting	2.1 Counts 10 items to determine "How many?"
	Counts to answer "How many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.	Math	A. Counting	3.1 Counts 20 items to determine "How many?"

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Goal 4: Child compares numbers.				
Age 3	With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Identifies the first and second objects in a sequence.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching
Age 4–5/Not Yet in Kindergarten	Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers.	Math	B. Quantitative Relations	3.1 Compares items in sets of 11 to 20 by matching
	Uses numbers related to order or position. For example, the child knows that three comes before four.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
		Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
By Entry to Kindergarten	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Identifies and uses numbers related to order or position from 1–10.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
By End of Kindergarten	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects).	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Compares two numbers between 1 and 10 presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Goal 5: Child associates a quantity with written numerals and begins to write numbers.				
Age 3	With support, begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Age 4–5/Not Yet in Kindergarten	Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals.	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Math	C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
	With trusted adult support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
By Entry to Kindergarten	Associates a number of objects with a written numeral 0–5.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Recognizes and, with support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
By End of Kindergarten	Writes numbers from 0–20.	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
		Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20
	Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	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
		Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20



Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Operations and Algebraic Thinking				
Goal 1: Child understands addition as adding to and understands subtraction as taking away from.				
Age 3	Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
Age 4–5/Not Yet in Kindergarten	With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
By Entry to Kindergarten	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Solves addition and subtraction word problems. For example, when told "You have two carrots and your friend gives you two more. How many do you have now?" Adds and subtracts up to five to or from a given number.	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
	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three ..." and then counts on "four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three ... two!" (keeping track with fingers).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
By End of Kindergarten	Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
	Fluently adds and subtracts within five.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
			D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Goal 2: Child understands simple patterns.				
Age 3	With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ____, blue. Duplicates and extends ABABAB patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Age 4–5/Not Yet in Kindergarten	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By Entry to Kindergarten	Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By End of Kindergarten	Not addressed in CCSS.			
Numbers and Operations in Base Ten				
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value.				
Age 3	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
Age 4–5/Not Yet in Kindergarten	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
By Entry to Kindergarten	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
By End of Kindergarten	Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	Math	D. Vocabulary and Story Comprehension	1.5 Demonstrates understanding of concept of addition
		Math	D. Vocabulary and Story Comprehension	2.3 Demonstrates understanding of concept of subtraction

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Measurement and Data				
<b>Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.</b>				
Age 3	With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Age 4–5/Not Yet in Kindergarten	With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By Entry to Kindergarten	Measures using the same unit, such as putting together snap cubes to see how tall a book is.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Compares or orders up to five objects based on their measurable attributes, such as height or weight.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses comparative language, such as shortest, heavier, or biggest.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
By End of Kindergarten	Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10).</b>				
Age 3	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
Age 4–5/Not Yet in Kindergarten	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
By Entry to Kindergarten	Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.			
By End of Kindergarten	Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geometry and Spatial Sense				
Goal 1: Child identifies, describes, compares, and composes shapes.				
Age 3	Recognizes and names a typical circle, square, and (sometimes) triangle.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	With trusted adult support, matches some shapes that are different sizes and orientations.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Age 4–5/Not Yet in Kindergarten	Recognizes and compares a greater number of shapes of different sizes and orientations.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Begins to identify sides and angles as distinct parts of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By Entry to Kindergarten	Names and describes shapes in terms of length of sides, number of sides, and number of angles.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly names basic shapes regardless of size and orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Creates and builds shapes from components.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By End of Kindergarten	Correctly names shapes regardless of their orientations or overall size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Composes simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Goal 2: Child explores the positions of objects in space.</b>				
Age 3	Begins to understand spatial vocabulary.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With trusted adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
		Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Age 4–5/Not Yet in Kindergarten	Increasingly understands spatial vocabulary.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Follows directions involving their own position in space, such as "Move to the front of the line."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By Entry to Kindergarten	Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By End of Kindergarten	Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts