



**ALIGNMENT**



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

**WITH**

**Indiana's Early Learning Development Framework**

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

This document aligns *Indiana’s Early Learning Development Framework: The Foundations* [2015] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

### **References**

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

*Indiana’s Early Learning Development Framework: The Foundations*. (2015). Retrieved from:  
<https://www.in.gov/doe/files/foundations-2015-august-12.pdf>

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Created October 2022

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>English/Language Arts Foundations</b>				
<b>English/Language Arts Foundation 1: Communication Process</b>				
<b>ELA1.1: Demonstrate receptive communication</b>				
Infant	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Respond to words or gestures	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Recognize familiar objects, people, and voices	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Orient to sounds in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Respond to simple statements, requests, and/or gestures	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Older Toddler	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Respond to simple sentences, phrases, gestures and/or actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow simple one-step directions	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Younger Preschool	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listen to and follow multi-step directions with adult support	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Older Preschool	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listen to and follow multi-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Kindergarten Standard	K.W.5: With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA1.2: Demonstrate expressive communication</b>				
Infant	Use facial expressions to communicate	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use simple vocalizations to communicate	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Express sounds and patterns of home language	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Young Toddler	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use gestures to clarify communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use single words or simple phrases	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddler	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use gestures and actions to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use simple phrases or simple sentences	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Talk about past, present, and future events	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschool	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use complex gestures and actions to communicate	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use expanded sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Describe activities and experiences with detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use complex gestures and actions to communicate	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use complex sentences	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Describe activities, experiences, and stories with expanded detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Change word tense to indicate time	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	
Kindergarten Standard	K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	K.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA1.3: Demonstrate ability to engage in conversations</b>				
Infant	Jointly attend to an object, event, or person	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Young Toddler	Demonstrate intent of communicating with others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	Take turns in a conversation	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Respond to a request for clarification	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Younger Preschool	Answer questions posed by adults or peers	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Ask questions for understanding and clarity	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Make on topic comments	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Stay on topic in two-way conversation with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Older Preschool	Answer questions posed by adults or peers	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
	Ask questions for understanding and clarity	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Make on topic comments	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Stay on topic in two-way conversation that involves multiple turns	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Communicate actively in group activities	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Standard	K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	K.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	K.SL.3.2: Ask appropriate questions about what a speaker says.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	K.SL.2.5: Continue a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>English/Language Arts Foundation 2: Early Reading</b>				
<b>ELA2.1: Demonstrate awareness of the alphabet</b>				
Young Toddler	Distinguish words from pictures	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Older Toddler	Recognize and identify some frequently occurring letters in context	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognize symbols have meaning	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Younger Preschool	Recognize and identify some uppercase and a few lowercase letters	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
Older Preschool	Recognize and identify most uppercase and some lowercase letters	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Recognize own name in print	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
Kindergarten Standard	K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA2.2: Demonstrate phonological awareness</b>				
Infant	Orient to sounds in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Discriminate sounds in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Begin to engage in word and sound play with adults	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Begin to engage in word and sound play with adults	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Distinguish between words that contain similar-sounding phonemes (pig-jig, cat-mat)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Younger Preschool	Demonstrate basic knowledge of letter-sound correspondence	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Engage in rhyming games and songs; can complete a familiar rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Identify rhyming words in spoken language	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Orally blend and segment familiar compound words, with modeling and support	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
Demonstrate awareness of sounds as separate units	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	
Older Preschool	Demonstrate basic knowledge of letter-sound correspondence	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Engage in rhyming games and songs; can complete a familiar rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Make rhymes to simple words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Identify, blend, and segment syllables in spoken words with modeling and support	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
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
Isolate the initial sound in some words	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	
Kindergarten Standard	K.RF.3.1: Identify and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	K.RF.3.2: Orally pronounce, blend, and segment words into syllables.	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
	K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
Literacy		B. Phonological Awareness	2. Reads simple CVC and sight word text	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA2.3: Demonstrate awareness and understanding of concepts of print</b>				
Infant	Look at books	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Respond to songs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Listen to repetition of familiar words, songs, signs, rhymes, and stories	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Bring a book to adult to read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Look at a book independently	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Pretend to read familiar books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Attend to pictures and text for several minutes	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Toddler	Recognize familiar books by cover	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recite parts of well-known stories, rhymes, and songs	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Hold books with two hands and turns pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Younger Preschool	Begin to understand that books are comprised of written words	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Respond to and interact with read alouds of literary and informational text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Hold books right side up and turn pages left to right	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Older Preschool	Know features of books such as title, author, and illustrator	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Understand that print carries meaning	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Track words in a book from left to right, top to bottom, and page to page with adult support	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Kindergarten Standard	K.RF.2.2: Recognize that written words are made up of sequences of letters.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	K.RF.5: Read emergent reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Literacy	E. Writing	3.4 Writes using "scribble writing"

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA2.4: Demonstrate comprehension</b>				
Infant	Demonstrate interest in hearing a familiar story or book	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attend to caregiver's voice while being held and/or read to	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Show preference for familiar stories	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	With adult support, respond to simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Older Toddler	Show preference for familiar stories and report phrases of the story	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Answer simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Tell a story from pictures in the book	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Younger Preschool	Respond and interact with stories (fictional and nonfictional)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Answer questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With adult support, retell familiar stories	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Older Preschool	Respond and interact with stories (fictional and nonfictional)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Answer questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Retell familiar stories	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Kindergarten Standard	K.RL.1: Actively engage in group reading activities with purpose and understanding.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	K.RL.2.1: With support, ask and answer questions about main topics, and key details in a text heard or read.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	K.RL.2.2: With support retell familiar stories, poems, and nursery rhymes, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>English/Language Arts Foundation 3: Early Writing</b>				
<b>ELA3.1: Demonstrate mechanics of writing</b>				
Infant	Use objects such as a crayon to make marks	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Young Toddler	Explore drawing, painting, and writing as a way of communicating	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Imitate drawing marks or scribbling	Literacy	E. Writing	3.4 Writes using "scribble writing"
Older Toddler	Explore drawing, painting, and writing as a way of communicating	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Make scribbles or shapes to convey meaning	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Imitate simple lines and shapes	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Experiment with a variety of writing tools, materials, and surfaces	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschool	Recognize that drawings, paintings, and writings are meaningful representations	Writing	E. Writing	1.2 Verbally labels representational drawings
	Copy simple lines and shapes	Writing	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Create a simple picture	Literacy	E. Writing	2.1 Makes representational drawings
	Use writing tools with adult support	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Older Preschool	Create letter like shapes, symbols, letters, and words with modeling and support	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Copy more complex lines, shapes, and some letters	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use writing tools	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Kindergarten Standard	K.W.2.1: Write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Literacy	E. Writing	3. Writes words using conventional spelling
	K.W.2.2: Write by moving from left to right and top to bottom.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.	Literacy	E. Writing	1.1 Dictates description of drawing
	K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>ELA3.2: Demonstrate ability to communicate a story</b>				
Infant	<i>See expressive communication skills</i>			
Young Toddler	<i>See expressive communication skills</i>			
Older Toddler	Draw pictures and scribble to generate and express ideas	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Dictate a story for an adult to write	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Younger Preschool	Create writing with the intent of communicating	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Dictate a story for an adult to write	Literacy	E. Writing	1.1 Dictates description of drawing
	Use pictures, letters, and symbols to communicate a story	Literacy	E. Writing	2.1 Makes representational drawings
Older Preschool	Create writing with the intent of communicating	Literacy	E. Writing	3.1 Writes using developmental spelling
	Dictate a story that demonstrates simple details and narrative structure	Literacy	E. Writing	1.1 Dictates description of drawing
	Use letters, symbols, and words to share an idea with someone	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Use writing to label drawings	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten Standard	K.W.1: Write for specific purposes and audiences.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	K.W.4: With support, apply the writing process to revise writing by adding simple details; review (edit) writing for format and conventions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics Foundations</b>				
<b>Mathematics Foundation 1: Numeracy</b>				
<b>M1.1: Demonstrate strong sense of counting</b>				
Infant	Repeat a movement like a clap	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Young Toddler	Imitate verbal counting sequence not necessarily in order	Math	A. Counting	1.2 Recites numbers 1–3
	Line up or organize objects	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
Older Toddler	Count the number sequence 1-5	Math	A. Counting	2.2 Recites numbers 1–10
	Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Younger Preschool	Count the number sequence 1-15	Math	A. Counting	3.2 Recites numbers 1–20
	Count backward from 5 with adult support	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	Recognize that the count remains the same regardless of the order or arrangement of the objects	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Apply one-to-one correspondence with objects and people	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Older Preschool	"Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5"	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Count backward from 10	Math	D. Addition and Subtraction	2.2 Says number before 2–10
	Recognize the last number name said tells the number of objects counted	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	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
	Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
Kindergarten Standard	K. NS.1: Count to at least 100 by ones and tens and count one by one from any number.	Math	A. Counting	4. Skip counts by tens to 100
		Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
	K.NS.4: Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
K.NS.6: Recognize sets of 1 to 10 objects in a pattern arrangement and tell how many without counting.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”	

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<b>M1.2: Demonstrate understanding of written numerals</b>				
Young Toddler	Identify numerals as different from letters or other symbols.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Older Toddler	Begin to recognize that number symbols indicate quantity	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Begin to recognize different number symbols indicate different quantities	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Younger Preschool	Match number symbols with amounts 1-3	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Older Preschool	Match number symbols with amounts 1-10	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
	Name written numerals from 0-10	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Write numerals 1-10	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
Kindergarten Standard	K.NS.3: Find the number that is one more than or one less than any whole number up to 20.	Math	A. Counting	3.2 Recites numbers 1–20
		Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	K.NS.2: Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	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	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>M1.3: Recognition of number relations</b>				
Infant	Explore objects one at a time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Indicate a desire for more	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Give more when asked	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Young Toddler	Identify which is more	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begin to develop the concepts of more and less	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Give all objects when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Separate a whole quantity of something into parts	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddler	Visually identify sets of quantities of large differences (using terms more and/or fewer)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begin to identify first and last	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Give some when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Give the rest when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Communicate that something is split in half	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Understand the basic concept of none	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Younger Preschool	Readily identify first and last	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly use the words for comparing quantities	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Separate sets of 6 or fewer objects into equal groups	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Demonstrate the understanding of the concept of after	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Identify when 2 sets are equal using matching and counting strategies	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Correctly use the words for position	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Compare the values of two numbers from 1 to 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
Demonstrate the understanding of the concept of before	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergarten Standard	K.NS.10: Separate sets of ten or fewer objects into equal groups.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	K.NS.7: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
		Math	B. Quantitative Relations	3.1 Compares items in sets of 11 to 20 by matching
	K.NS.9: Use correctly the words for comparison including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	K.NS.8: Compare the values of two numbers from 1 to 20 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
Math		C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics Foundation 2: Computation and Algebraic Thinking</b>				
<b>M2.1: Exhibit understanding of mathematic structure</b>				
Young Toddler	Take away objects or combine groups when asked	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attend to a new object in a group of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddler	Describe that something was taken away	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Identify that an object has been added to a group	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Begin to make reasonable estimates related to quantity	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Younger Preschool	Begin to understand that numbers can be composed and decomposed to create new numbers	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
Older Preschool	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
Kindergarten Standard	K.CA.3: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5=2+3$ and $5=4+1$ ). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	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

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>M2.2: Demonstrate awareness of patterning</b>				
Infant	Show interest in visual, auditory, and tactile patterns	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize daily routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Follow along and imitate patterns of sounds and movement	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Clap or move to a beat	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Recognize natural patterns in the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show greater recognition of daily routines	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Younger Preschool	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Understand sequence of events when clearly explained	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschool	Begin to create and extend a new simple pattern	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Understand sequence of events when clearly explained	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.CA.5: Create, extend, and give an appropriate rule for simple repeating and growing patterns and shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics Foundation 3: Data Analysis</b>				
<b>M3.1: Demonstrate understanding of classifying</b>				
Young Toddler	Identify attributes of objects with adult support	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Toddler	Identify similarities and differences in objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschool	Sort, classify, and compare objects	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Preschool	Explain simple sorting or classifying strategies	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort a group of objects in multiple ways	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Create and describe simple graphs	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten Standard	K.DA.1: Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
<b>Mathematics Foundation 4: Geometry</b>				
<b>M4.1: Understanding of spatial relationships</b>				
Infant	Explore how things fit and move	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Put object in, out, on, and off of other things	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to combine shapes to make new shapes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Hide behind or between objects for play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Younger Preschool	Complete lined tangram or pattern block puzzles using basic shapes	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use position terms such as in, on, and under	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschool	Complete lined tangram or pattern block puzzles using basic shapes	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use position terms such as above, below, beside, and between	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.G.1: Describe the positions of objects and geometric shapes in space using the terms, inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes</b>				
Young Toddler	Match identical simple shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Toddler	Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Younger Preschool	Match similar shapes when given a variety of three dimensional shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Start to identify the attributes of shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Preschool	Use the attributes of shapes to distinguish between shapes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Kindergarten Standard	K.G.2: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K.G.4: Compose simple geometric shapes to form larger shapes (e.g. create a rectangle composed of two triangles).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Mathematics Foundation 5: Measurement</b>				
<b>M5.1: Understand concept of time</b>				
Infant	Cooperate with a routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Follow a daily schedule	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddler	Follow steps in a simple routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Understand time limit cue	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Understand transition from one activity to the next	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Tell what activity comes before and after	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Know daily concepts of earlier and later, morning and afternoon	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten Standard	K.M.2: Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>M5.2: Understand measurement through description and comparison</b>				
Infant	Explore objects with different shapes and sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to understand that different size containers hold more or less	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Young Toddler	Use any basic measurement word or gesture to express measureable attributes, such as big/little, hot/cold	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Toddler	Sort objects into two categories based on attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explore measurement using non-standard tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Younger Preschool	Directly compare and describe two objects with a measurable attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Measure length and volume (capacity) using non-standard measurement tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Preschool	Directly compare and describe two or more objects with a measurable attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Measure length and volume (capacity) using a standard measurement tool	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Kindergarten Standard	K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Emotional Foundations</b>				
<b>Social Emotional Foundation 1: Sense of Self</b>				
<b>SE1.1: Demonstrate self awareness and confidence</b>				
Infant	Respond to own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Show interest in environmental choices	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Communicate to indicate physical and emotional needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Identify image of self	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Say own name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Show knowledge of own abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Older Toddler	Use gestures and actions to reference self in conversation	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Demonstrate use of personal pronouns	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Show sense of self satisfaction with own abilities and preferences	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Begin to show independence by occasionally resisting adult control	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Younger Preschool	Recognize self as a unique individual	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Describe personal characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show sense of self satisfaction with own abilities, preferences, and accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Older Preschool	Identify self as a unique member of a group that fits into a larger world picture	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Show confidence in a range of abilities and the capacity to take on and accomplish new tasks	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show independence in own choices	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SE1.2: Demonstrate identification and expression of emotions</b>				
Infant	Communicate to express pleasure or displeasure	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Use cues to signal overstimulation	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Respond positively to adults who provide comfort	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Use sounds and body to express feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Communicate feelings and emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Express emotion toward a familiar person	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitate comforting behaviors of caregivers	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use sounds, gestures, and actions to express feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	Express both positive and negative feelings about participating in activities	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Observe a peer's emotion and approach a familiar adult to communicate concern	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrate empathy to another child	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begin to use words to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Younger Preschool	Recognize own emotions and the emotions of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Look to adults for emotional support and guidance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use a combination of words, phrases, and actions to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Identify own emotions and the emotions of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express and accurately respond to emotions of self and others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Predict reactions from others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Effectively use sentences and actions to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Emotional Foundation 2: Self-Regulation</b>				
<b>SE2.1: Demonstrate self control</b>				
Infant	Develop an awareness of transitions, schedules, and routines with adult prompts	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Develop self-soothing when an adult provides comfort techniques	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Express desires and feelings by using gestures and actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Follow simple routines with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Self-soothe with minimal adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Demonstrate the beginnings of impulse control with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddler	Follow simple routines with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Self-soothe independently	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Regulate some impulses with adult support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Younger Preschool	Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Regulate own emotions and behaviors with others with adult support when needed	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Regulate a range of impulses with adult support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Preschool	Manage transitions and adapt to changes in schedules, routines, and situations independently	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Regulate own emotions and behaviors with others with adult support when needed	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Regulate a range of impulses	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Emotional Foundation 3: Conflict Resolution</b>				
<b>SE3.1: Demonstrate conflict resolution</b>				
Infant	Show awareness of possible conflict by demonstrating distress	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Young Toddler	Engage in conflict with peers regarding possession of items	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Imitate how others solve conflicts	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Experiment with trial and error approaches to solve simple problems and conflicts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Toddler	Engage in simple conflict resolution strategies with adult support	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begin to use language skills instead of physical force to resolve conflicts	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Younger Preschool	Negotiate to resolve social conflicts with peers with modeling and support	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Use words during a conflict instead of physical force	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Older Preschool	Independently initiate conflict resolution strategies with peers and seek adult support when necessary	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Emotional Foundation 4: Building Relationships</b>				
<b>SE4.1: Demonstrate relationship skills</b>				
Infant	Engage in simple social interactions with adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Exhibit caution of unfamiliar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use key adults as a secure base when exploring the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Notice other children in their environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Engage in onlooker play	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Engage in social interactions with familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Show feelings of security with familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek adult assistance with challenges, but may refuse help and may say no	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use social referencing when encountering new experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Observe friendship skills in the environments	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Older Toddler	Stay connected with familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Separate from familiar adults in a familiar setting with minimal distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Ask for adult assistance when having difficulty in a social situation	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Imitate and model friendship skills	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Younger Preschool	Request and accept guidance from familiar adults	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept compromises when suggested by a peer or adult	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Gauge response based on the facial expressions of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Exhibit age appropriate friendship skills to engage in effective play and learning experiences	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in associative play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Participate in cooperative play experiences with some adult guidance	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Show affection to familiar adults and peers using more complex words and actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Accept compromises when suggested by a peer or adult	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Gauge response based on the facial expressions of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Maintain consistent friendships	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Engage in cooperative play experiences for sustained periods of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Approaches to Play and Learning Foundations</b>				
<b>Approaches to Play and Learning Foundation 1: Initiative and Exploration</b>				
<b>APL1.1: Demonstrate initiative and self-direction</b>				
Infant	Respond to a stimulating environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show curiosity/interest in surroundings	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show eagerness and delight in self, others, and surroundings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Show interest in what others are doing	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	Select desired object from several options	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to show curiosity/interest in new objects, experiences, and people	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Older Toddler	At times, initiate a new task	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Verbally express a desire to complete task by self	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Independently select and use materials	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Younger Preschool	Initiate new tasks by self	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	With support, use a variety of resources to explore materials and ideas	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Explore and manipulate familiar objects in new and imaginative ways	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschool	Take initiative to learn new concepts and try new experiences	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Seek and gather new information to plan for projects and activities	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>APL1.2: Demonstrate interest and curiosity as a learner</b>				
Infant	Show budding interest in how objects work	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try a variety of approaches to get desired outcomes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Physically explore new ways to use objects and observe results	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Ask questions about familiar objects, people, and experiences	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Begin to show curiosity and interest in new objects, experiences, and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore and manipulate familiar objects in the environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddler	Ask questions about novel objects, people, and experiences	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Demonstrate enthusiasm for new learning (may be within familiar contexts)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use active exploration to solve a problem	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Preschool	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicate a desire to learn new concepts or ideas	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Exhibit willingness to try new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschool	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Communicate a desire to learn new concepts or ideas	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Exhibit willingness to try new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Approaches to Play and Learning Foundation 2: Flexible Thinking</b>				
<b>APL2.1: Demonstrate development of flexible thinking skills during play</b>				
Infant	Manipulate objects	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Imitate actions	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Young Toddler	Use objects for real or imagined purposes	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddler	Substitute one object for another in pretend play or pretend with objects that may or may not be present	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Show creativity, inventiveness, and flexibility in approach to play with adult guidance	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Younger Preschool	Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to demonstrate flexibility in approach to play and learning	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Adjust approach to task to resolve difficulties with adult support	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Older Preschool	Demonstrate inventiveness, imagination, and creativity to solve a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Develop recovery skills from setbacks and differences in opinion in a group setting	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Approaches to Play and Learning Foundation 3: Attentiveness and Persistence</b>				
<b>APL3.1: Demonstrate development of sustained attention and persistence</b>				
Infant	Examine objects for brief periods of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Express discomfort when needs are not met	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Repeat actions to make something happen again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddler	Jointly attend to books for several minutes	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Engage and persist with an activity, toy, or object, but is easily distracted	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Engage for longer periods of time when trying to work through tasks	Social-Emotional	D. Independent and Group Participation	AEPS-3 CODF!B192=
Older Toddler	Attend to a book for longer periods of time (jointly or independently)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Focus on an activity for short periods of time despite distractions)	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Repeat an activity many times in order to master it, even if setbacks occur	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Younger Preschool	Independently attend to a book from beginning to end	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate ability to delay gratification for short periods of time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	See an activity through to completion	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschool	Independently attend to a book from beginning to end	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Focus on an activity with deliberate concentration despite distractions and/or temptations	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Persist in trying to complete a task after previous attempts have failed	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Approaches to Play and Learning Foundation 4: Social Interactions</b>				
<b>APL4.1: Demonstrate development of social interactions during play</b>				
Infant	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in children who are playing nearby	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Show preference for certain peers over time although these preferences may shift	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Older Toddler	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Participate in play activities with a small group of children for short periods of time	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Younger Preschool	Engage in associative play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Participate in cooperative play activities with some adult guidance	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Participate in play activities with a small group of children	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Older Preschool	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate cooperative behavior in interactions with others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Begin to accept and share leadership	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science Foundations</b>				
<b>Science Foundation 1: Physical Science</b>				
<b>SC1.1: Demonstrate ability to explore objects in the physical world</b>				
Infant	Observe and experience the environment using all five senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	React to changes in light	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Focus attention on sounds, movement, and objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Notice and react to cause and effect within the physical environment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use tools to explore the physical environment	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Toddler	Use simple words to describe sensory experiences, objects, and how objects move	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify and solve problems in the environment through active exploration	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Younger Preschool	Use senses to learn about concepts of weight, motion, and force	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask questions about physical properties and changes in the physical world	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Use senses to describe concepts of weight, motion, and force	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask questions and draw conclusions about physical properties and the physical world	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Kindergarten Standard	K.1.1: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SC1.2: Demonstrate awareness of the physical properties of objects</b>				
Infant	Notice cause and effect within the physical environment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Perform actions with objects and observe results	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to identify physical attributes of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Imitate the actions of others as they explore objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Copy patterns and rhythms with objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Older Toddler	Describe physical properties using simple words	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschool	Identify materials that make up objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Investigate and describe observable properties of objects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Match objects by physical attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Preschool	Identify materials that make up objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use evidence from investigations to describe observable properties of objects	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Sort objects into categories based on physical attributes and explain reasoning	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Kindergarten Standard	K.1.2: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science Foundation 2: Earth and Space Science</b>				
<b>SC2.1: Recognize the characteristics of Earth and sky</b>				
Infant	Establish activity patterns based on day and night	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explore and react to different indoor and outdoor surfaces	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Notice and gesture to different objects in the sky	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Explore the natural environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	Notice own shadow	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Name objects in the sky	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Use tools to explore various earth materials	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Younger Preschool	Notice the shadows of others and objects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Describe different objects in the sky	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe various earth materials	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschool	Describe how shadows change through the day	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe typical day and night activities	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Classify various earth materials	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Describe how the Earth's surface is made up of different materials	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergarten Standard	K.2.1: Observe and record during sunny days when the sun shines on different parts of the school building.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.2.2: Describe and compare objects seen in the night and day sky.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
<b>SC2.2: Recognize seasonal and weather related changes</b>				
Infant	Observe and experience the difference in climate/weather	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Observe and investigate environment, nature, and climate/weather	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Toddler	Communicate awareness that the environment, weather, and seasons change	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Name different kinds of weather	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschool	Communicate awareness of seasonal changes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe weather conditions using correct terminology	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschool	Communicate awareness of seasonal changes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe how weather changes	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten Standard	K.2.3: Describe in words and pictures the changes in weather from month to month and season to season.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science Foundation 3: Life Science</b>				
<b>SC3.1: Demonstrate awareness of life</b>				
Infant	Demonstrate interest in and interact with plants, animals, and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Discover body parts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Identify living organisms by name	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Name basic body parts	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddler	Name characteristics of living organisms	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Name more complex body parts	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Younger Preschool	Identify the correct names for adult and baby animals	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Compare attributes of living organisms	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify and describe the function of body parts	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschool	Differentiate animals from plants	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Discriminate between living organisms and non-living objects	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Ask questions and conduct investigations to understand life science	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify and describe the function of body parts	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten Standard	K.3.1: Observe and draw physical features of common plants and animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K.3.2: Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K.3.3: Describe and compare living plants in terms of growth, parts, shape, size, color and texture.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science Foundation 4: Engineering</b>				
<b>SC4.1: Demonstrate engineering design skills</b>				
Infant	Demonstrate an interest in human made objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore and manipulate human made objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Test limits of the environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Begin to construct and deconstruct using readily available materials	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddler	Use tools to serve a purpose or solve a problem	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Notice whether the solution was successful	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use complex motions to play with simple machines	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
Younger Preschool	Identify a problem or need and create a plan to solve	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use classroom objects that function as simple machines to enhance play	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Older Preschool	Select materials and implement a designated plan	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Evaluate and communicate solution outcomes	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Use classroom objects to create simple machines to enhance play	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Science Foundation 5: Scientific Inquiry and Method</b>				
<b>SC5.1: Demonstrate scientific curiosity</b>				
Infant	Observe and show interest in objects, organisms, and events in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Actively explore the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeat actions that causes an interesting effect	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddler	Demonstrate curiosity	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Actively explore the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Solve problems using trial and error	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddler	Demonstrate curiosity and ask for more information	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use tools to explore the environment	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Younger Preschool	Observe with a focus on details	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use simple tools to extend investigations	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify self and/or own actions as scientific	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Discuss ways that people can affect the environment in positive and negative ways	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Independently use simple tools to conduct an investigation to increase understanding	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Engage in a scientific experiment with peers	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Communicate results of an investigation	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies Foundations</b>				
<b>Social Studies Foundation 1: Self</b>				
<b>SS1.1: Demonstrate development of self</b>				
Infant	Respond to celebrations and other cultural events if observed	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to separate self from others	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Show affection and bonds with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Young Toddler	Participate in celebrations and other cultural events if observed	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Begin to demonstrate a sense of belonging to a group by engaging in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to notice differences in others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use simple words to show recognition of family members and familiar adults	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddler	Participate in and imitate celebrations and other cultural events for family, peers, and community if observed	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to demonstrate a sense of belonging to a group by engaging in associative play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschool	Participate in and describe own family, community, and cultural celebrations if observed	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to assimilate family, community, and cultural events in cooperative play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Participate in and describe local, state, and national events and celebrations if observed	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify/honor key people in history	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Assimilate family, community, and cultural cooperative play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten Standard	K.1.2: Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	K.2.4: Give examples of how to be a responsible family member and member of a group.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K.3.6: Identify and compare similarities and differences in families, classmates, neighbors and neighborhood, and ethnic and cultural groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies Foundation 2: History and Events</b>				
<b>SS2.1: Demonstrate awareness of chronological thinking</b>				
Young Toddler	Adapt to changes in routine and/or schedule	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Anticipate events	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Older Toddler	Begin to recognize the sequence of events as part of a daily routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begin to understand how time is measured	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten Standard	K.1.4: Explain that calendars are used to represent the days of the week and months of the year.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
<b>SS2.2: Demonstrate awareness of historical knowledge</b>				
Young Toddler	Respond to stories about time and age	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Older Toddler	Begin to recall information from recent experiences	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Younger Preschool	Begin to communicate concepts of time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Demonstrate the awareness of change over time	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.1.1: Compare children and families of today with those from the past.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SS2.3: Demonstrate awareness of the foundations of government</b>				
Older Toddler	Begin to recognize familiar aspects of community or cultural symbols	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Younger Preschool	Identify leaders and helpers in the home or classroom environment	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Recognize familiar aspects of community or cultural symbols	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Older Preschool	Identify leaders and community helpers at home, school, and in environments	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identify symbolic objects and pictures of local, state, and/or national symbols	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Kindergarten Standard	K.2.1: Give examples of people who are community helpers and leaders and describe how they help us.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	K.2.2: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
<b>SS2.4: Demonstrate awareness of the functions of government</b>				
Infant	Demonstrate comfort in familiar routines, objects, and materials	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Respond to adult guidance about behavior	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Young Toddler	Begin to understand and follow basic guidance	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddler	Begin to demonstrate an understanding of rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Younger Preschool	Begin to demonstrate an understanding of rules in the home, school environment, and the purposes they serve	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Preschool	Demonstrate an understanding of rules in the home, school environment, and the purposes they serve	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Kindergarten Standard	K.2.3: Give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies Foundation 3: Geography</b>				
<b>SS3.1: Demonstrate awareness of the world in spatial terms</b>				
Infant	Begin to discover use of body and objects in the environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to respond to simple location terms	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use a variety of materials to represent familiar objects	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Older Toddler	Begin to use simple location terms	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Experiment with materials to represent objects in play	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschool	Identify location, directionality, and spatial relationships	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Begin to create simple representations of a familiar physical environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Develop concepts and describe location, directionality, and spatial relationships	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Engage in play where one item represents another	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Kindergarten Standard	K.3.1: Use words related to location, direction and distance, including here/there over/under, left/right, above/below, forward/backward and between.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.3.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
<b>SS3.2: Demonstrate awareness of places and regions</b>				
Infant	Explore the immediate environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Recognize parts of surroundings	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Look toward location where familiar objects are stored with the expectation of finding them	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Older Toddler	Describe the characteristics of home and surroundings	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Know the location of objects and places in familiar environments	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Younger Preschool	Identify and describe prominent features of the classroom, school, neighborhood, and community	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to learn knowledge of personal and geographic information	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Older Preschool	Use words to describe natural and man-made features of locations	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Become familiar with information about where they live and understand what an address is	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Kindergarten Standard	K.3.3: Locate and describe places in the school and community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.3.4: Identify and describe the address and location of school; understand the importance of an address.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>SS3.3: Demonstrate awareness of environment and society</b>				
Young Toddler	Show interest in various aspects of the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	Explore characteristics and ask questions about aspects of the environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Younger Preschool	Begin to understand the relationship between humans and the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Older Preschool	Begin to describe the reciprocal relationship between humans and the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergarten Standard	K.3.7: Recommend ways that people can improve their environment at home, in school, and in the neighborhood.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies Foundation 4: Economics</b>				
<b>SS4.1: Demonstrate awareness of economics</b>				
Infant	Demonstrate preference for specific objects and people	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Young Toddler	Communicate desire for objects and/or persons that are in the classroom or home	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Imitate familiar roles and routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddler	Use props related to buying and selling items during play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Communicate wants and needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize various familiar workers in the community	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Begin to role play different jobs	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschool	Begin to understand the purpose of money and concepts of buying and selling through play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Develop an awareness that people work for money in order to provide for basic needs	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Develop an awareness of the roles of various familiar community helpers/workers	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out adult social roles and occupations	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Preschool	Begin to understand the purpose of money and concepts of buying and selling through play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Develop an awareness that people work for money in order to provide for basic needs	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Describe community helpers/workers in terms of tools/equipment they use and services/products they provide	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out adult social roles and occupations	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Standard	K.4.1: Explain that people work to earn money to buy the things they want and need.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	K.4.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K.4.4: Give examples of work activities that people do at home and at jobs.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Social Studies Foundation 5: Citizenship</b>				
<b>SS5.1: Demonstrate awareness of citizenship</b>				
Infant	Interact with the environment to make needs known	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Observe others carrying out routines and responsibilities and begin to imitate	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Make choices known	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	Participate in simple routines with adult support	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Identify preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Preschool	Assist adults with daily routines and responsibilities	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Choose simple daily tasks from a list of classroom jobs	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to initiate helping tasks	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Demonstrate an understanding of how voting works	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Preschool	Demonstrate willingness to work together to accomplish tasks	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Identify simple tasks within the home, early childhood setting, or community	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Provide leadership in completing daily tasks	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Demonstrate an understanding of the outcome of a vote	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Arts Foundations</b>				
<b>Creative Arts Foundation 1: Music</b>				
<b>CA1.1: Demonstrate creative music expression</b>				
Infant	Respond to music by moving own body	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Experiment with vocalizations and sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	React to familiar songs or music	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Participate in diverse musical genres and styles	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Young Toddler	Respond to music by moving own body	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitate sounds using voice or objects	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Sing along to familiar songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Make rhythmic patterns with objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Participate in diverse musical genres and styles	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Older Toddler	Respond to music by moving own body	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Experiment with vocalizations, sounds, and musical instruments	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Initiate singing a song repeatedly	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Produce rhythmic patterns to familiar songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in diverse musical genres and styles	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Younger Preschool	Listen and respond to music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in classroom experiences with musical instruments and singing to express creativity	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Sing songs that use the voice in a variety of ways	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Respond to rhythmic patterns in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Describe feelings and reactions in response to diverse musical genres and styles	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Older Preschool	Respond to changes heard in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use familiar rhymes, songs, chants, and musical instruments to express creativity	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing songs that use the voice in a variety of ways	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Respond to rhythmic patterns in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Describe feelings and reactions in response to diverse musical genres and styles	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergarten Standard	K.6.1: Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.1.4: Sing short memorized songs, maintaining a steady beat.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	K.4.1: Create and play simple, rhythmic patterns with teacher guidance using body percussion or classroom instruments.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	K.9.2: Experience music from various historical eras and cultures through singing, listening, or moving.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Arts Foundation 2: Dance</b>				
<b>CA2.1: Demonstrate creative movement expression</b>				
Infant	Respond to music with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Use whole body to respond to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddler	Use dance for self-expression	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Younger Preschool	Convey ideas and emotions through creative movement expression (with or without music)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Older Preschool	Convey ideas and emotions through creative movement expression (with or without music)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Purposefully select movements that communicate ideas, thoughts, and feelings	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Kindergarten Standard	K.1.1: Isolate various body parts through movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	K.1.2: Explore the element of space through spatial components: shape, personal and shared space, locomotor and nonlocomotor/axial movement.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
<b>Creative Arts Foundation 3: Visual Arts</b>				
<b>CA3.1: Demonstrate creative expression through the visual art process</b>				
Infant	Explore simple art materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Use simple art materials	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Express preferences for certain art materials	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	Enjoy repetition of materials and experiences	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschool	Use colors, lines, and shapes to communicate meaning	Literacy	E. Writing	3.4 Writes using "scribble writing"
Older Preschool	Identify and use colors, lines, and shapes found in the environment and in works of art	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Kindergarten Standard	K.7.1: Begin to recognize and use elements (such as line, shape, texture, and color) and principles (such as repetition) in artwork.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	K.7.2: Discriminate between types of lines (characteristics), shapes (geometric), textures (tactile), and colors (primary/secondary hues) in own work and the work of others.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>CA3.2: Demonstrate creative expression through visual art production</b>				
Infant	Respond to various textures and sensory materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Young Toddler	Explore a variety of media	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Older Toddler	Use a variety of media	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Younger Preschool	Progress in ability to create drawings, models, and other art using a variety of materials	Literacy	E. Writing	2.1 Makes representational drawings
	Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Older Preschool	Progress in ability to create drawings, models, and other art using a variety of materials	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Kindergarten Standard	K.6.1: Use objects or animals from the real world as subject matter for artwork.	Literacy	E. Writing	2.1 Makes representational drawings
	K.6.2: Create art that expresses personal ideas, interests, and feelings.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>CA3.3: Demonstrate creative expression through art appreciation</b>				
Infant	Show preference for particular visual stimuli	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Express likes or dislikes of certain colors or patterns	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Look at pictures, photographs, and illustrations	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Toddler	Communicate preferences while looking at pictures, photographs, and illustrations	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Compare and contrast own creations and those of others	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Younger Preschool	Observe and discuss art forms	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Reflect on differences and preferences when encounters artwork	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Share ideas about personal creative work	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschool	Observe and discuss art forms	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Reflect on differences and preferences when encounters artwork	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Share ideas about personal creative work	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten Standard	K3.2: Construct possible meaning in works of art based on personal response and properties in the works.	Cognitive	C. Conceptual Knowledge	3. Solves problems using multiple strategies
	K.5.1: Demonstrate curiosity and personal insight through observing and discussing works of art.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Creative Arts Foundation 4: Dramatic Play</b>				
<b>CA4.1: Demonstrate creative expression through dramatic play</b>				
Infant	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to imitate the actions and expressions of caregivers	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Begin to recognize that certain actions will draw responses	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Young Toddler	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Use objects as symbols for other things	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Demonstrate simple character/animal sounds with motions	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Spontaneously pretend to take on the characteristics of a person, character, or animal	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Express self through dramatic play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Younger Preschool	Engage in associative and cooperative play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Participate freely in dramatic play experiences that become of increased duration and complexity	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Preschool	Engage in associative and cooperative play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Role-play imaginary events and characters	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participate freely in dramatic play experiences that become of increased duration and complexity	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten Standard	K.3.1: Identify and describe the character, plot, and setting in stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	K.1.1: Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	K.8.2: Imitate or create people, creatures, or things based on observation.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Physical Health and Growth Foundations</b>				
<b>Physical Health and Growth Foundation 1: Health and Well-Being</b>				
<b>PHG1.1: Demonstrate development of healthy practices</b>				
Infant	Passively participate in health and hygiene-related behaviors initiated by an adult	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Participate with adult support in health and hygiene-related behaviors	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Imitate personal health practices	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddler	Practice health and hygiene-related behaviors with reminders	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitate an experience of participating in a doctor or dentist visit	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschool	Demonstrate health and hygiene-related behaviors with reminders	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Identify the difference between sick and well	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Engage in sociodramatic play to demonstrate the roles of medical professionals	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Preschool	Demonstrate health and hygiene-related behaviors with minimal prompting	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Communicate practices that promote healthy living and prevent illness for self and family members	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Engage in sociodramatic play to demonstrate the roles of medical professionals	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Standard	K.1.1: Name healthy behaviors.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K.1.2: Identify that physical health is one dimension of health and wellness.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K.1.3: Tell ways to prevent the spread of germs.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K.2.1: Identify how family influences personal health practices.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>PHG1.2: Demonstrate development of safety practices</b>				
Infant	Use key adults as a secure base when exploring the environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek reassurance from a trusted caregiver when encountering an unfamiliar person or object	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young Toddler	Demonstrate awareness of danger	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Respond to adult direction to change behavior in order to avoid danger or prevent injuries	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Older Toddler	Demonstrate awareness of danger	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Recall behaviors that prevent injuries	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Respond to adult guidance and direction regarding safety	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Younger Preschool	Identify ways to play safely	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follow simple safety rules while participating in activities	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Older Preschool	Demonstrate basic safety knowledge	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Participate, with adult support, to develop safety rules for an activity	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Kindergarten Standard	K.1.4: State behaviors to prevent or reduce childhood injuries.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	K.5.1: Identify and demonstrate an understanding of rules and safety practices for games and other physical activities.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	K.5.2: Exhibit a willingness to follow basic directions for an active class.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	K.7.2: Name behaviors that prevent injuries.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>PHG1.3: Demonstrate development of nutrition awareness</b>				
Infant	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show food preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin following a regular eating routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Demonstrate awareness of different textures of food	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Help with self-feeding	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
Young Toddler	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Try new foods	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Follow a regular eating routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Feed self with some assistance	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
Older Toddler	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make simple food choices depending on personal and cultural preference	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Communicate about various characteristics of food	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Feed self with minimal assistance	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Younger Preschool	Respond to physical cues when hungry, full or thirsty	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Distinguish between nutritious and less nutritious foods	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Independently feeds self	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Older Preschool	Respond to physical cues when hungry, full or thirsty	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Communicate about variety and amount of foods needed to be healthy	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Name food and beverages that help to build healthy bodies	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Independently feeds self using utensils	Adaptive	A. Eating and Drinking	3. Eats with eating utensils

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Physical Health and Growth Foundation 2: Senses</b>				
<b>PHG2.1: Demonstrate how the five senses support processing information</b>				
Infant	Manipulate objects to see what will happen	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Try a new action with a familiar object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddler	Test objects to determine their purpose	Cognitive	D. Reasoning	1. Uses object to obtain another object
Younger Preschool	Take things apart and attempt to put them back together	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschool	Take things apart and invent new structures using the parts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
<b>PHG2.2: Demonstrate development of body awareness</b>				
Infant	Show awareness of own body and start to move intentionally	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Interact with adults in physical activities	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Young Toddler	Identify basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use trial and error to discover how the body and objects move through space	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use simple movement skills to participate in active physical play	Gross Motor	C. Active Play	2.2 Climbs play equipment
Older Toddler	Identify basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Demonstrate awareness of own body in space and in relationship to objects	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in active physical play and structured activities requiring spontaneous and instructed body movements	Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion		
Younger Preschool	Identify and describe function of body parts	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate awareness of own body in relation to other people and objects through play activities	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in structured and unstructured active physical play exhibiting strength and stamina	Gross Motor	C. Active Play	All
	Demonstrate basic understanding that physical activity helps the body grow and be healthy	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Identify and describe function of body parts	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate awareness of own body in relation to other people and objects through play activities	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in structured and unstructured active physical play exhibiting strength and stamina	Gross Motor	C. Active Play	All
	Demonstrate basic understanding that physical activity helps the body grow and be healthy	Cognitive	C. Conceptual Knowledge	2.2 Demonstrates knowledge about natural happenings
Kindergarten Standard	K.2.2: Demonstrate variations in moving with spatial, directional, and temporal awareness.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>Physical Health and Growth Foundation 3: Motor Skills</b>				
<b>PHG3.1: Demonstrate development of fine and gross motor coordination</b>				
Infant	Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Begin to develop coordination and balance, often with support	Gross Motor	A. Body Control and Weight Transfer	4 (All)
	Develop control of head and back, progressing to arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Young Toddler	Gain control of hands and fingers	Fine Motor	A. Reach, Grasp, and Release	2 (All)
	Begin to develop coordination and balance, requiring less support	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>			
Older Toddler	Use hand-eye coordination to manipulate smaller objects with increasing control	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Develop coordination and balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5 (All)
	Develop gross motor control for a range of physical activities	Gross Motor	C. Active Play	2.2 Climbs play equipment
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>				
Younger Preschool	Refine grasp to manipulate tools and objects	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Demonstrate coordination and balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7.1 Gallops
		Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Coordinate movements to perform a task	Gross Motor	C. Active Play	1 (All)
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>				

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Perform fine-motor tasks that require small-muscle strength and control	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Demonstrate coordination and balance in a variety of activities	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Coordinate movements to perform a complex task	Gross Motor	C. Active Play	All
<i>Also see English/Language Arts Foundation 3: Early Writing (ELA3.1)</i>				
Kindergarten Standard	K.1.3: Perform basic manipulative skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
<b>PHG3.2: Demonstrate development of oral motor skills</b>				
Infant	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
Young Toddler	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
Older Toddler	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
Younger Preschool	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
<b>Physical Health and Growth Foundation 4: Personal Care</b>				
<b>PHG4.1: Demonstrate increased independence in personal care routines</b>				
Infant	Participate passively in dressing and undressing self	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Show interest in assisting with personal body care practices	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Show interest in assisting with dressing and undressing self	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Exhibit beginning awareness of toileting needs	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
Older Toddler	Participate with adult support in personal body care practices	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Participate with adult support in dressing and undressing self	Adaptive	C. Dressing and Undressing	All
	Communicate toileting needs	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
Younger Preschool	Attend to personal body care practices with reminders	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Independently dress and undress self	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Independently attend to toileting needs	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
Older Preschool	Attend to personal body care practices with minimal adult support	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Independently dress and undress self	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Independently attend to toileting needs	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions