

*Alignment of*

# COLORADO'S

Early Learning & Development Guidelines, Ages 3–5

*with*

## Assessment, Evaluation, and Programming System

for Infants and Children

(AEPS®)

AEPS™

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Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
<b>Physical Development &amp; Health</b>			
<b>1. Physical Health Status : The maintenance of healthy and age-appropriate physical well-being.</b>			
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.	3–6	Social	C1, 1.1, 1.2, 1.3
2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.	3–6	Social	C1, 1.1, 1.2, 1.3
3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight and height by age.	3–6	Social	C1, 1.1, 1.2, 1.3
4. Get sufficient rest and exercise to support healthy development.	3–6	Social	C1, 1.1, 1.2, 1.3
<b>2. Health Knowledge &amp; Practice : The understanding of healthy and safe habits and practicing healthy habits.</b>			
1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	3–6	Adaptive	B1, 1.1, 1.2, 1.3 B2, 2.1, 2.2, 2.3, 2.4, 2.5 C1, 1.1, 1.2, 1.3 C2, 2.1, 2.2, 2.3, 2.4, 2.5 C3, 3.1, 3.2, 3.3
2. Communicate an understanding of the importance of health and safety routines and rules.	3–6	Social	B2, 2.1, 2.2
3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.	3–6	Social	B2, 2.1, 2.2
4. Distinguish food on a continuum from most healthy to less healthy.	3–6	Adaptive	A1, 1.1, 1.2, 1.3, 1.4, 1.5 A2, 2.1, 2.2, 2.3, 2.4
		Cognitive	E2, 2.1

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5. Eat a variety of nutritious foods.	3–6	Adaptive	A1, 1.1, 1.2, 1.3, 1.4, 1.5
6. Participate in structured and unstructured physical activities.	3–6	Social	B2, 2.1, 2.2
7. Recognize the importance of doctor and dentist visits.	3–6	Cognitive	E2, 2.1
8. Cooperate during doctor and dentist visits and health and developmental screening.	3–6	Social	B2, 2.1
3. Gross Motor Skills : The control of large muscles for movement, navigation, and balance.			
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.	3–6	Gross Motor	A1, 1.1 A2, 2.1 B1, 1.1, 1.2, 1.3 B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1 B4, 4.1
2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	3–6	Gross Motor	A1, 1.1 A2, 2.1 B1, 1.1, 1.2, 1.3 B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1 B4, 4.1
3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.	3–6	Gross Motor	A1, 1.1 A2, 2.1 B1, 1.1, 1.2, 1.3 B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1 B4, 4.1
4. Fine Motor Skills : The control of small muscles for such purposes as using utensils, self-care, building, and exploring.			
1. Develop hand strength and dexterity.	3–6	Fine Motor	A1, 1.1 A2, 2.1, 2.2

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			B1, 1.1 B2, 2.1, 2.2, 2.3 B3, 3.1, 3.2, 3.3
2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	3–6	Adaptive	A2, 2.1, 2.2, 2.3, 2.4 B2, 2.1, 2.2, 2.3, 2.4, 2.5 Strand C (all)
		Fine Motor	A1, 1.1 A2, 2.1, 2.2 B1, 1.1 B2, 2.1, 2.2, 2.3 B3, 3.1, 3.2, 3.3
3. Manipulate a range of objects, such as blocks or books.	3–6	Cognitive	C2, 2.1
		Fine Motor	A1, 1.1 A2, 2.1, 2.2 B1, 1.1 B2, 2.1, 2.2, 2.3 B3, 3.1, 3.2, 3.3
4. Manipulate writing, drawing, and art tools.	3–6	Cognitive	H2.1
		Fine Motor	A1, 1.1 A2, 2.1, 2.2 B1, 1.1 B2, 2.1, 2.2, 2.3 B3, 3.1, 3.2, 3.3
<b>Social &amp; Emotional Development</b>			
1. Social Relationships : The healthy relationships and interactions with adults and peers.			
1. Communicate with familiar adults and accept or request guidance.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 B2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
2. Cooperate with others.	3–6	Social	A2, 2.1, 2.2, 2.3
3. Develop friendships with peers.	3–6	Social	A1, 1.1, 1.2, 1.3, 1.4, 1.5

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Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
4. Establish secure relationships with adults.	3–6	Social	C1, 1.1, 1.2 C2.1
5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	3–6	Social	A1 A2 B1 C2, 2.2
6. Resolve conflict with peers alone and/or with adult intervention as appropriate.	3–6	Social	A3, 3.1, 3.2, 3.3
7. Recognize and label others’ emotions.	3–6	Social	D2, 2.1, 2.2
		Social-Communication	A1.3
8. Express empathy and sympathy to peers.	3–6	Social	A1.1, 1.5 D2, 2.1, 2.2
9. Recognize how actions affect others and accept consequences of one’s actions.	3–6	Social	D2, 2.1, 2.2
2. Self-Concept and Self-Efficacy : The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.			
1. Identify personal characteristics, preferences, thoughts, and feelings.	3–6	Social	D1, 1.1, 1.2
2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.	3–6	Social	B1, 1.1, 1.2 B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4
3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.	3–6	Social	B1 D1.1, 1.2
4. Demonstrate age-appropriate independence in decision making regarding activities and materials.	3–6	Social	B1 D1.1, 1.2
3. Self-Regulation : The ability to recognize and regulate emotions, attention, impulses, and behavior.			
1. Recognize and label emotions.	3–6	Social	D2, 2.1, 2.2
2. Handle impulses and behavior with minimal direction from adults.	3–6	Social	C1

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3. Follow simple rules, routines, and directions.	3–6	Cognitive	C1, 1.1 C2, 2.1, 2.2
		Social	B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4
4. Shift attention between tasks and move through transitions with minimal direction from adults.	3–6	Social	B1, B1.1, 1.2 B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4
4. Emotional and Behavioral Health : A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.			
1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.	3–6	Social	D2, 2.1, 2.2
2. Refrain from disruptive, aggressive, angry, or defiant behaviors.	3–6	Social	C1 D2, 2.1, 2.2
3. Adapt to new environments with appropriate emotions and behaviors.	3–6	Social	B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4
<b>English Language Development</b>			
1. Receptive English Language Skills : The ability to comprehend or understand the English language.			
1. Participate with movement and gestures while other children and the teachers dance and sing in English.	3–6	Social	B2, 2.2, 2.3, 2.4 B3, 3.2, 3.3, 3.4
		Social-Communication	A1 A3.2
2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” and “bathroom,” when accompanied by adult gestures.	3–6	Social	A1.4
		Social-Communication	A1 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 A3, 3.1, 3.2
3. Point to body parts when asked, “Where is your nose, hand, leg...?”	3–6	Social-Communication	A1, 1.7 A2.4
4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” and “Why do you think the caterpillar is hungry?”	3–6	Social-Communication	A1, 1.7 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

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5. Follow multi-step directions in English with minimal cues or assistance.	3–6	Social-Communication	A2.4, 2.6
		Cognitive	C1, 1.1
2. Expressive English Language Skills : The ability to speak or use English.			
1. Repeat word or phrase to self, such as “bus” while the group sings the song “Wheels on the Bus” or “brush teeth” after lunch.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
2. Request items in English, such as “car,” “milk,” “book,” or “ball.”	3–6	Social-Communication	A1, 1.5 A2.5
3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 B2, 2.1, 2.2, 2.3
4. Use increasingly complex and varied English vocabulary.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 B1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 B2, 2.1, 2.2, 2.3 B4, 4.1, 4.2, 4.3, 4.4, 4.5 B5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
5. Construct sentences, such as “The apple is round.” or “I see a fire truck with lights on.”	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
3. Engagement in English Literacy Activities : Understanding and responding to books, storytelling, and songs presented in English.			
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.	3–6	Social-Communication	A1
		Social	B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4 D1.1
2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
3. Learn part of a song or poem in English and repeat it.	3–6	Social-Communication	A1
		Cognitive	D1, 1.1, 1.2
4. Talk with peers or adults about a story read in English.	3–6	Social-Communication	A1
		Cognitive	F2.1

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Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
		Social	A2.2
5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	3–6	Social-Communication	A1
		Cognitive	F1.2
<b>Language Development</b>			
<b>1. Receptive English Language Skills : The ability to comprehend or understand the English language.</b>			
1. Attend to language during conversations, songs, stories, or other learning experiences.	3–6	Social-Communication	A1
		Social	B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4 D1.1
2. Comprehend increasingly complex and varied vocabulary.	3–6	Social-Communication	A1.6 A2.4, 2.6
		Cognitive	C1, 1.1
3. Comprehend different forms of language, such as questions or exclamations.	3–6	Social-Communication	A1.6 A2.4, 2.6
		Cognitive	C1, 1.1
4. Comprehend different grammatical structures or rules for using language.	3–6	Social-Communication	A1.6 A2.4, 2.6
<b>2. Expressive Language : The ability to use language.</b>			
1. Engage in communication and conversation with others.	3–6	Social	A2.1, 2.2
		Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 A3, 3.1, 3.2
2. Use language to express ideas and needs.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 A2.3
3. Use increasingly complex and varied vocabulary.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 B1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 B2, 2.1, 2.2, 2.3 B4, 4.1, 4.2, 4.3, 4.4, 4.5 B5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
4. Use different forms of language.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6



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			A3, 3.1, 3.2 B1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 B2, 2.1, 2.2, 2.3 B4, 4.1, 4.2, 4.2, 4.4, 4.5 B5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
5. Use different grammatical structures for a variety of purposes.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 B1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 B2, 2.1, 2.2, 2.3 B3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 B4, 4.1, 4.2, 4.2, 4.4, 4.5 B5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
6. Engage in storytelling.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
		Cognitive	F1, 1.1, 1.2, 1.3
7. Engage in conversations with peers and adults.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 A3, 3.1, 3.2
		Cognitive	F2.1
		Social	A1.3, 1.4, 2.2
<b>Literacy Knowledge &amp; Skills</b>			
1. Book Appreciation and Knowledge : The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.			
1. Show interest in shared reading experiences and looking at books independently.	3–6	Social	B2, 2.1, 2.2, 2.3, 2.4 B3, 3.1, 3.2, 3.3, 3.4
		Cognitive	F2.1
2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.	3–6	Cognitive	E1.2
		Social	B1
3. Ask and answer questions and make comments about print materials.	3–6	Social-Communication	A2.3, 2.4, 2.5, 2.6 B3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		Cognitive	E2, 2.1, 2.2, 2.3

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4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.	3–6	Cognitive	E2
		Social	B1
5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.	3–6	Cognitive	C3, 3.1
		Social-Communication	A1.2
6. Make predictions based on illustrations or portions of story or text.	3–6	Social-Communication	A1.2
		Cognitive	E2.2
2. Phonological Awareness : An awareness that language can be broken into words, syllables, and smaller pieces of sound.			
1. Identify and discriminate between words in language.	3–6	Cognitive	H1, 1.2
2. Identify and discriminate between separate syllables in words.	3–6	Cognitive	H1, 1.3
3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.	3–6	Cognitive	H1, 1.4
4. Recognize patterns of sounds in songs, storytelling, and poetry.	3–6	Cognitive	H1, 1.1
3. Alphabet Knowledge : The names and sounds associated with letters.			
1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	3–6	Cognitive	H3.1
2. Recognize that letters of the alphabet have distinct sound(s) associated with them.	3–6	Cognitive	H1.4
3. Attend to the beginning letters and sounds in familiar words.	3–6	Cognitive	H1.4
4. Identify letters and associate correct sounds with letters.	3–6	Cognitive	H2.3 H3.1

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4. Print Concepts and Conventions : The concepts about print and early decoding (identifying letter-sound relationships).			
1. Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.	3–6	Cognitive	E1.2
2. Understand that print conveys meaning.	3–6	Cognitive	E1.2 H3
3. Understand conventions, such as print moves from left to right and top to bottom of a page.	3–6	Cognitive	E1.2 H2, 2.1, 2.2, 2.3 H3
4. Recognize words as a unit of print and understand that letters are grouped to form words.	3–6	Cognitive	E1.2 H2, 2.1, 2.2, 2.3 H3
5. Recognize the association between spoken or signed and written words.	3–6	Cognitive	H2, 2.1, 2.2, 2.3
5. Early Writing : The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.			
1. Experiment with writing tools and materials.	3–6	Cognitive	H2, 2.1
		Fine Motor	A1, 1.1 B1, 1.1
2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion	3–6	Cognitive	H2, 2.1
3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.	3–6	Cognitive	E1.2
		Fine Motor	B2, 2.1, 2.2, 2.3
4. Copy, trace, or independently write letters or words.	3–6	Cognitive	H2, 2.1
		Fine Motor	B3, 3.1, 3.2, 3.3
5. Dictate ideas to an adult.	3–6	Cognitive	E2
		Social	A2

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6. Identify information that is relevant.	3–6	Cognitive	E1.2
		Social	E3
<b>Logic &amp; Reasoning</b>			
1. Reasoning and Problem-Solving : The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.			
1. Seek multiple solutions to a question, task, or problem.	3–6	Cognitive	E1, 1.1, 1.2
2. Recognize cause-and-effect relationships.	3–6	Cognitive	E2.3
3. Classify, compare, and contrast objects, events, and experiences.	3–6	Cognitive	B1, 1.1, 1.2, 1.3 C2, 2.1 E2, 2.1
4. Use past knowledge to build new knowledge.	3–6	Cognitive	D1, 1.1, 1.2
5. Know that problems can be identified and possible solutions can be created.	3–6	Cognitive	E1, 1.1, 1.2
2. Symbolic Representation : The use of symbols or objects to represent something else.			
1. Represent people, places, or things through drawings, movement, and three-dimensional objects.	3–6	Cognitive	A1,1.1, 1.2, 1.3 A2, 2.1, 2.2 A3, 3.1, 3.2 F1.1, 1.2
		Fine Motor	B2, 2.1, 2.2, 2.3
2. Engage in pretend play and act out roles.	3–6	Cognitive	F1, 1.1, 1.2, 1.3
3. Recognize the difference between pretend or fantasy situations and reality.	3–6	Cognitive	E2
<b>Mathematics Knowledge &amp; Skills</b>			
1. Number Concepts and Quantities : The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).			
1. Recognize numbers and quantities in the everyday environment.	3–6	Cognitive	A2, 2.1, 2.2 G2, 2.1, 2.2

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2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.	3–6	Cognitive	B1 B2.2 C3
3. Associate quantities and the names of numbers with written numerals.	3–6	Cognitive	A2, 2.1, 2.2 E1 G2, 2.1, 2.2
4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity	3–6	Cognitive	E1, 1.1, 1.2
5. Use the number name of the last object counted to represent the number of objects in the set.	3–6	Cognitive	A2.2 B1, 1.1, 1.2, 1.3 E1, 1.1, 1.2
2. Number Relationships and Operations : The use of numbers to describe relationships and solve problems.			
1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.	3–6	Cognitive	A2.2 B1, 1.1, 1.2, 1.3 E1, 1.1, 1.2
		Social-Communication	A1.7
2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.	3–6	Cognitive	B1, 1.1, 1.2, 1.3 E1, 1.1, 1.2
3. Identify the new number created when numbers are combined or separated.	3–6	Cognitive	E1, 1.1, 1.2
3. Geometry and Spatial Sense : The understanding of shapes, their properties, and how objects are related to one another. 4.			
1. Recognize and name common shapes, their parts, and attributes.	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2 C2, 2.1
2. Combine and separates shapes to make other shapes.	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2

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			B1, 1.1, 1.2, 1.3 C2, 2.1
3. Compare objects in size and shape.	3–6	Cognitive	B1, 1.1, 1.2, 1.3 C2, 2.1
4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.	3–6	Cognitive	A3, 3.1 C2, 2.1
4. Patterns : The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.			
1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2 C2, 2.1
2. Recognize, duplicate, and extend simple patterns.	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2 B1, 1.1, 1.2, 1.3
3. Create patterns through the repetition of a unit.	3–6	Cognitive	B1, 1.1, 1.2, 1.3 C2, 2.1
5. Measurement and Comparison : The understanding of attributes and relative properties of objects as related to size, capacity, and area.			
1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2 B1, 1.1, 1.2, 1.3 C2, 2.1
2. Order objects by size or length.	3–6	Cognitive	B1, 1.1, 1.2, 1.3 C2, 2.1
3. Use nonstandard and standard techniques and tools to measure and compare.	3–6	Cognitive	A1, 1.1, 1.2, 1.3 A2, 2.1, 2.2 B1, 1.1, 1.2, 1.3 C2, 2.1 E1, 1.1, 1.2
4. Describe the order of common events.	3–6	Cognitive	C3, 3.1
5. Sequence a simple set of activities or events.	3–6	Cognitive	C3, 3.1

Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
			D1, 1.1, 1.2
<b>Science Knowledge &amp; Skills</b>			
1. Scientific Skills and Method : The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.			
1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.	3–6	Cognitive	E1, 1.1, 1.2
2. Observe and discuss common properties, differences, and comparisons among objects.	3–6	Cognitive	E1, 1.1, 1.2 E2, 2.1, 2.2, 2.3
3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.	3–6	Cognitive	E1, 1.1, 1.2 E2, 2.1, 2.2, 2.3
4. Collect, describe, and record information through discussions, drawings, maps, and charts.	3–6	Cognitive	E1, 1.1, 1.2
5. Describe and discuss predictions, explanations, and generalizations based on past experience.	3–6	Cognitive	E2, 2.1, 2.2, 2.3
		Social-Communication	A1, 1.6, 1.7
2. Conceptual Knowledge of the Natural and Physical World : The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.			
1. Observe, describe, and discuss living things and natural processes.	3–6	Cognitive	E1, 1.1, 1.2
		Social-Communication	A1, 1.6, 1.7
2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.	3–6	Cognitive	E2, 2.1, 2.2, 2.3
		Social-Communication	A1, 1.6, 1.7
3. Observe, describe, and discuss properties of materials and transformation of substances.	3–6	Cognitive	E1, 1.1, 1.2
		Social-Communication	A1, 1.6, 1.7
4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.	3–6	Cognitive	E1, 1.1, 1.2 E2, 2.1, 2.2, 2.3
5. Observe and describe patterns observed over the course of a number of days and nights,	3–6	Cognitive	A3.2 E1, 1.1, 1.2

Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
possibly including differences in the activities or appearance of plants and animals.		Social-Communication	A1, 1.6, 1.7
6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.	3–6	Cognitive	E1, 1.1, 1.2 E2, 2.1, 2.2, 2.3
<b>Social Studies Knowledge &amp; Skills</b>			
1. Self, Family, and Community : The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.			
1. Identify personal and family structure.	3–6	Social	D3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
2. Understand similarities and respect differences among people.	3–6	Social	D2 D3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		Cognitive	E2
3. Recognize a variety of jobs and the work associated with them.	3–6	Cognitive	E2
4. Understand the reasons for rules in the home and classroom and for laws in the community	3–6	Social	C2, 2.1, 2.2
5. Describe or draw aspects of the geography of the classroom, home, and community.	3–6	Social	D3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		Cognitive	A3, 3.1
6. Recognize money and identify its purpose	3–6	Cognitive	E1.2 E2, 2.1, 2.2, 2.3
2. People and the Environment : The understanding of the relationship between people and the environment in which they live.			
1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	3–6	Cognitive	A2, 2.1, 2.2 A3, 3.1 B1, 1.1, 1.2, 1.3 E2
2. Recognize that people share the environment with other people, animals, and plants.	3–6	Cognitive	A2, 2.1, 2.2 A3, 3.1 B1, 1.1, 1.2, 1.3 E2



Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
3. Understand that people can take care of the environment through activities, such as recycling.	3–6	Cognitive	A2, 2.1, 2.2 A3, 3.1 B1, 1.1, 1.2, 1.3 E2
3. History and Events : The understanding that events happened in the past and how these events relate to one’s self, family, and community.			
1. Differentiate between past, present, and future.	3–6	Cognitive	A3.2 C3, 3.1 D1, 1.1, 1.2
		Social-Communication	A1, 1.1, 1.4
2. Recognize events that happened in the past, such as family or personal history.	3–6	Cognitive	A3.2 C3, 3.1 D1, 1.1, 1.2
3. Understand that how people live and what they do changes over time.	3–6	Cognitive	A3.2 E1 E2
<b>Creative Arts Expression</b>			
1. Music : The use of voice and instruments to create sounds.			
1. Participate in music activities, such as listening, singing, or performing.	3–6	Cognitive	F2.1
2. Experiment with musical instruments.	3–6	Cognitive	F1.1
3. Respond to rhythmic patterns and elements of music using expressive movement.	3–6	Cognitive	F1.1
4. Improvise movement and sound responses to music.	3–6	Cognitive	F1.1
5. Describe and respond to musical elements.	3–6	Social-Communication	A1
6. Recognize a wide variety of sounds and sound sources.	3–6	Cognitive	H1, 1.1, 1.3,1.4
7. Express feeling responses to music.	3–6	Cognitive	F1.1
8. Recognize music in daily life.	3–6	Cognitive	H1,1.1
2. Creative Movement and Dance : The use of the			

Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
body to move to music and express oneself.			
1. Express what is felt and heard in various musical tempos and styles.	3–6	Cognitive	F2.1
		Social-Communication	A1
2. Move to different patterns of beat and rhythm in music.	3–6	Cognitive	E1.2
3. Use creative movement to express concepts, ideas, or feelings.	3–6	Cognitive	E1.2
4. Demonstrate simple phrases of movement in time and space.	3–6	Cognitive	A3, 3.1, 3.2
5. Attentively observe a dance performance.	3–6	Cognitive	F1.1
6. Recognize dances from around the world.	3–6	Cognitive	A2.1
3. Art : The use of a range of media and materials to create drawings, pictures, or other objects.			
1. Use different materials and techniques to make art creations.	3–6	Cognitive	E1.2
2. Discuss one’s own artistic creations and those of others.	3–6	Cognitive	F1.1
		Social-Communication	A1, 1.7
		Social	D1 D3
3. Know that works of art can represent people, places, and things.	3–6	Cognitive	A2.1 B1, 1.1, 1.2, 1.3
4. Identify art in daily life.	3–6	Cognitive	A2.1 B1, 1.1, 1.2, 1.3
5. Understand that artists have an important role in communities.	3–6	Social	D1 D2 D3
4. Drama & Theatre Arts : The portrayal of events, characters, or stories through acting and using props and language.			
1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.	3–6	Cognitive	E1.2
		Social-Communication	A1
2. Use creativity and imagination to manipulate	3–6	Social-Communication	A1, 1.2

Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
materials and assume roles in dramatic play situations.		Cognitive	E1.2 F1, 1.1, 1.2, 1.3
3. Respond to stories and plays.	3–6	Cognitive	F1, 1.1, 1.2, 1.3
		Social-Communication	A1, 1.2
<b>Approaches to Learning</b>			
1. Initiative and Curiosity : An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.			
1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	3–6	Social	B1
2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.	3–6	Social-Communication	A1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 A2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
		Social	D1, 1.1, 1.2
3. Ask questions and seek new information.	3–6	Social-Communication	A1.6, 2.3 B3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
		Social	D1.1
2. Persistence and Attentiveness : The ability to begin and finish activities with persistence and attention.			
1. Maintain interest in a project or activity until completed.	3–6	Social	B1, 1.1, 1.2
		Cognitive	F2.1
2. Set goals and develop and follow through on plans.	3–6	Social	B1, 1.1, 1.2
		Cognitive	E1.2
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.	3–6	Cognitive	F2.1
		Social	A2.2 B1, 1.1, 1.2 B2.4 B3.4
3. Cooperation : An interest and engagement in group experiences.			
1. Plan, initiate, and complete learning activities with peers.	3–6	Social	A1, 1.3 A2, 2.1, 2.2, 2.3 B1, 1.1, 1.2

Matrix showing the alignment between the AEPS® Items and Colorado’s Early Learning & Development Guidelines, Ages 3–5

Colorado Indicators	AEPS® Level	AEPS® Area	AEPS® Strand/Goal/Objective
			B2.4 B3.4
2. Join in cooperative play with others and invite others to play.	3–6	Social	A1, 1.1, 1.2, 1.3, 1.4, 1.5 A2, 2.1, 2.2, 2.3
3. Model or teach peers.	3–6	Social	A1, 1.1, 1.2, 1.3, 1.4, 1.5 A2, 2.1, 2.2, 2.3
		Social-Communication	A1.7
4. Help, share, and cooperate in a group.	3–6	Social	A2.2 B1, 1.1, 1.2 B2.4 B3.4