



ALIGNMENT

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

WITH

Arkansas Child Development and Early Learning Standards: Birth through 60 Months

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Arkansas Child Development and Early Learning Standards: Birth through 60 Months

This document aligns the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* [2016] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Arkansas Child Development and Early Learning Standards: Birth Through 60 Months. (2016). Retrieved from: [https://www.arheadstart.org/Ark_Early_Learning_Standards%20\(19\)%20\(1\).pdf](https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf)

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Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social and Emotional Development				
SE1. RELATIONSHIPS WITH OTHERS				
SE1.1 Forms trusting relationships with nurturing adults				
Interactions				
BIRTH–8m 9–18m	Engages in back-and-forth interactions with familiar adults (e.g., peek-a-boo, makes vocalizations in response to adult interaction, imitates facial expressions or sounds)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
19–36m 37–48m	Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
37–48m 49–60m	Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Attachment Relationships				
BIRTH–8m 9–18m	Forms strong emotional bonds (attachment) with one or more caregivers (e.g., shows preference for familiar adults, demonstrates pleasure during caregiver interactions, is soothed by caregiver)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
9–18m 19–36m	Looks to particular people for security, comfort, and protection and shows distress or uneasiness when separated from a special person (separation anxiety) or when encountering strangers (stranger anxiety)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Explores the environment while regularly checking in (visually or physically) with trusted adults and seeks these adults when experiencing stress or uncertainty	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
37–48m 49–60m	Separates from primary caregivers with minimal distress when with other familiar and trusted adults*	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SE1.2 Interacts with peers				
Develops Friendships				
BIRTH–8m 9–18m	Shows interest in peers (e.g., watches other children, reaches out to touch them, imitates sounds or actions) with increasing participation in simple, brief back-and-forth interactions with peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
19–36m 37–48m 49–60m	Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Stages of Play				
9–18m 19–36m	Begins to engage in parallel play (playing next to but not directly involved in another child's play)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
19–36m 37–48m	Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
37–48m 49–60m	Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Social Skills				
37–48m 49–60m	Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING				
SE2.1 Experiences, expresses, and regulates a range of emotions				
Emotion Expression				
BIRTH–8m 9–18m	Expresses a range of basic emotions (e.g., joy, sadness, contentment, distress, interest, disgust, surprise, anger, fear) through facial expressions, gestures, and sounds	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
19–36m 37–48m 49–60m	Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
37–48m 49–60m	Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Emotion Regulation				
BIRTH–8m 9–18m	Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
9–18m 19–36m	Comforts self by seeking a special toy, object, or caregiver when upset	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
37–48m 49–60m	Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SE2.2 Interprets and responds to the feelings of others				
Empathy				
9–18m 19–36m	Demonstrates interest or concern when others are hurt or in distress and may try to comfort or assist; at times actions may not always match needs of person (e.g., may bring stuffed animal to adult who has headache)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
37–48m 49–60m	Responds sympathetically to others’ distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer’s blanket from their cubby when child notices peer is sad)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Empathy/Emotion Understanding				
BIRTH–8m 9–18m	Reacts to and takes cues from others’ emotional expressions (e.g., cries when hears other children crying, smiles when someone laughs, stops an action when sees a worried or alarmed expression on caregiver’s or peer’s face)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
		Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
Emotion Understanding				
19–36m 37–48m 49–60m	Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
37–48m 49–60m	Makes predictions and identifies causes and consequences of others’ emotional reactions with increasing accuracy (e.g., says, “I think the bears will feel scared when they find Goldilocks in their house”; “When I get home from school my little sister is so excited to see me she jumps up and down”)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

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SE3. SELF-AWARENESS AND SELF-CONCEPT				
SE3.1 Shows awareness of self as unique individual				
Sense of Identity				
BIRTH–8m	Develops beginning self-awareness (e.g., explores own hands and feet, responds to name)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
19–36m 37–48m	Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of “mine” and “not mine”	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Characteristics of Self and Others				
9–18m 19–36m	Shows growing awareness of own physical characteristics (e.g., recognizes self in mirror and in photos; points to eyes, ears, or nose when asked)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
19–36m 37–48m	Recognizes similarities and differences in their own and others’ personal characteristics (e.g., communicates that a peers’ hair color is different than their own, labels self as boy or girl)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
37–48m 49–60m	Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., “I’m a fast runner,” “No one else in my family likes fish, but I do”)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Preferences				
9–18m 19–36m	Shows preferences for specific people, books, toys, food, and activities and indicates dislike or unwillingness by communicating “no” (verbally, signing, shaking head)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
19–36m 37–48m 49–60m	Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., “I don’t like bananas” and later, “I like carrots because they’re crunchy.”)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SE3.2 Demonstrates competence and confidence				
Sense of Autonomy				
BIRTH–8m 9–18m	Experiments with ability to influence surroundings and behavior of others (e.g., shows pleasure and curiosity in making toys produce noise; repeats actions or sounds that receive attention)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
9–18m 19–36m	Alternates between doing things independently and wanting help or comfort	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Self-Confidence				
19–36m 37–48m 49–60m	Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
37–48m 49–60m	Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Cognitive Development				
CD1. APPROACHES TO LEARNING				
CD1.1 Shows curiosity and a willingness to try new things				
Exploration and Investigation				
BIRTH–8m 9–18m	Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Explores different ways to use objects or materials, investigates ways to make something happen, experiments with different behaviors to see how others will react (e.g., repeatedly knocks pieces of cereal off high chair tray, tries to use basket as hat, turns faucets or switches on and off)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
19–36m 37–48m 49–60m	Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
37–48m 49–60m	Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

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Interest in New Experiences				
BIRTH–8m 9–18m	Shows pleasure or engagement when interesting or new things happen (e.g., laughs after shaking a toy that rattles, listens intently to a new song)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
19–36m 37–48m 49–60m	Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
CD1.2 Shows persistence in approaching tasks				
Determination				
BIRTH–8m 9–18m	Repeats actions to produce similar results (e.g., repeatedly shakes toy to produce noise; puts objects in a container and dumps them out over and over again)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
19–36m 37–48m 49–60m	Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Task Completion				
BIRTH–8m 9–18m	Demonstrates increasing ability to continue interactions with others (e.g., attends to game of peek-a-boo for longer period of time, makes back-and-forth vocalizations with adult) and stays engaged with toys for more than just a brief time	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
19–36m 37–48m 49–60m	Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Acceptance of Challenges				
9–18m 19–36m	Shows increasing willingness to repeat attempts at communication if not understood or repeat actions when encountering difficulties, with increasing ability to try different strategies until successful (e.g., repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
37–48m 49–60m	Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

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CD2. EXECUTIVE FUNCTION				
CD2.1 Focuses and sustains attention				
Attention & Engagement				
BIRTH–8m 9–18m	Orients to and focuses on sounds, activities, people, and objects in the environment (e.g., attends to sounds, lights, etc.; turns head to follow caregiver with his or her gaze)	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows increasing ability to attend to people and objects and join others in a common focus (e.g., attends to a short, familiar storybook, though may not want to follow book page by page)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
19–36m 37–48m 49–60m	Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Selective Attention				
19–36m 37–48m 49–60m	Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
37–48m 49–60m	Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts				
Flexible Thinking				
BIRTH–8m 9–18m 19–36m	Uses familiar objects in new or unanticipated ways (e.g., drops or throws a rattle, uses an overturned pail as a drum, and later in this age range pretends a block is a phone)	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
37–48m 49–60m	Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver’s hat)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Adjusting Behavior to Match Context				
19–36m 37–48m 49–60m	Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
37–48m 49–60m	Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses “outside voice” when on playground, but uses “walking feet” and “inside voice” in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
49–60m	Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during “Simon Says”; sorts objects by color and then by shape when prompted)	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules

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CD2.3 Regulates impulses and behaviors				
Impulse Control				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: SE2.1 Experiences, expresses, and regulates a range of emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
9–18m 19–36m	Responds to redirection and limit-setting with increasing consistency (e.g., pauses when an adult says “stop” or asks them not to do something)	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
19–36m 37–48m 49–60m	Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Delay of Gratification				
19–36m 37–48m	Shows increasing understanding of phrases like “later” and “after lunch” and ability to comply with requests that involve waiting (e.g., “Eat your snack and then we’ll play with cars.”)	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
37–48m 49–60m	Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CD2.4 Holds and manipulates information in memory				
Short-Term and Working Memory				
BIRTH–8m 9–18m	Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence; e.g., reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches; when older, watches at the window after a family member leaves)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
19–36m	Searches for hidden or missing objects and notices when people are missing from a familiar group (e.g., when a peer is absent)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
19–36m 37–48m	Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	Cognitive	B. Imitation and Memory	3. Relates past events
	Remembers and follows two-step directions (e.g., “Put all the crayons in the basket, then put the basket on the shelf”; “Touch your nose, then touch your ear”) with decreasing need for adult support	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
37–48m 49–60m	Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like “What’s Missing”; plays simple memory matching card games)	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Remembers and follows multi-step directions (e.g., “Push in your chair, throw away your trash, and then join us for circle time”; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher’s question long enough to respond after waiting for peers to share their comments)	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
Long-Term Memory				
BIRTH–8m 9–18m	Anticipates familiar actions or routines (e.g., raises legs when diaper is changed; later in this age range, goes to table when it is time to eat)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Responds to familiar people and objects (e.g., shows excitement about a toy that was played with days earlier; later in this age range looks for or points to familiar people or objects when they are named)	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
19–36m 37–48m	Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Tells some details about stories or personal experiences with adult support and modeling	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
37–48m 49–60m	Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)	Cognitive	B. Imitation and Memory	3. Relates past events
	Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues

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CD3. LOGIC AND REASONING				
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals				
Problem Solving				
BIRTH–8m 9–18m	Uses own movements and actions to solve simple problems or reach goals (e.g., rolls to the side to reach an interesting object; pulls on an adult’s leg when wants to be picked up)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
9–18m 19–36m 37–48m 49–60m	Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
37–48m 49–60m	Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Planning				
37–48m 49–60m	Talks out loud to self (self-talk) during play (e.g., says “I need all the red pieces. Here’s another one...doesn’t fit...turn it this way” while putting together a puzzle; “I’m the mommy, so I’m going to feed the baby then go to work” while playing alone in the dramatic play area)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says “Tell me when you’re finished at the computer so I can have a turn.”)	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

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CD3.2 Engages in symbolic and abstract thinking				
Pretend Play				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: LD1.1 Understands and responds to language (in child’s home language) LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
9–18m	Uses realistic props in ways similar to the real objects they represent (e.g., talks on a toy phone) and imitates everyday actions of others	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
19–36m 37–48m	Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
37–48m 49–60m	Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says “Let’s pretend I gave you a ticket for the bus”) and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Symbolic Representation				
9–18m 19–36m	Recognizes that illustrations and photographs are representations of real things (e.g., points to pictures in book rather than trying to grasp objects on page; identifies people in photographs; learns names of animals from book and extends knowledge to real animals they see)	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
19–36m 37–48m	Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
37–48m 49–60m	Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings	Literacy	E. Writing	2.1 Makes representational drawings
Abstract Thinking				
49–60m	With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Development and Health				
PH1. GROSS MOTOR				
PH1.1 Demonstrates locomotor skills				
Body Movement				
BIRTH–8m	Lifts head and chest off firm surface such as floor when on tummy; rolls over	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
9–18m	Shifts between lying down, sitting, and balancing on hands and knees	Gross Motor	A. Body Control and Weight Transfer	4.1 Assumes hands-and-knees position from sitting
Traveling				
9–18m	Moves from crawling to cruising* to walking** showing increasing coordination for each skill	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
19–36m	Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
19–36m 37–48m	Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet	Gross Motor	B. Movement and Coordination	5.2 Walks fast
37–48m 49–60m	Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet	Gross Motor	B. Movement and Coordination	5.1 Runs
Climbing				
9–18m	Crawls up stairs on hands or knees, later in this age range walks up and down stairs holding an adult's hand, stepping with both feet on each step	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
19–36m	Walks up and down stairs or climbing equipment by stepping with both feet on each step, with increasing ability to move without support from adult or handrail	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
37–48m 49–60m	Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinating movements	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
Complex Movement				
19–36m	Experiments with different ways of moving (e.g., walks on tiptoes, walks backwards, marches, uses walker, pushes or pedals riding toy with feet)	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
37–48m 49–60m	Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping smoothly and with ease)	Gross Motor	B. Movement and Coordination	7.1 Gallops

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH1.2 Shows stability and balance				
Core Stability				
BIRTH–8m 9–18m	Sits independently with increasing stability and ability to change positions (e.g., get into sitting position from lying down or crawling, reach for a toy without falling, pull to a standing position from sitting)	Gross Motor	A. Body Control and Weight Transfer	5.1 Sits down in chair
9–18m 19–36m 37–48m	Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
19–36m 37–48m 49–60m	Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)	Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
	Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
Jumping, Hopping, & Leaping				
19–36m 37–48m 49–60m	Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing	Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
37–48m 49–60m	Hops and leaps with increasing skill and control [e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes taking off with one foot and landing on the other]	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH1.3 Demonstrates gross-motor manipulative skills				
Catching				
19--36m 37--48m	Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space	Gross Motor	C. Active Play	1.3 Catches ball
49--60m	Catches balls or other objects of any size with both hands, with arms bent	Gross Motor	C. Active Play	1.3 Catches ball
Throwing				
BIRTH--8m 9--18m	Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
19--36m 37--48m	Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
49--60m	Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
Striking				
19--36m	Strikes a stationary ball or other object with hand or arm (e.g., strikes a ball off of a table with hand), may not follow through or have accurate aim	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
37--48m 49--60m	Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
Kicking				
19--36m 37--48m	Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it	Gross Motor	C. Active Play	1.4 Kicks ball
49--60m	Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs	Gross Motor	C. Active Play	1.4 Kicks ball

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH2. FINE MOTOR				
PH2.1 Demonstrates fine-motor strength, control, and coordination				
Hand-Eye Coordination				
BIRTH–8m 9–18m	Uses hand-eye coordination to reach for, touch, and explore properties of objects	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
19--36m	Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids) though may lack precision in some actions (e.g., spills water when pouring)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
37–48m 49–60m	Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Grasp and Manipulation				
BIRTH–8m 9–18m	Grasps objects with increasing skill, adjusting grasp to match task (e.g., uses index finger and thumb [pincer grasp] to pick up pieces of cereal, uses whole hands to bang two blocks together)	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
19--36m	Handles medium-size blocks, puzzle pieces, and manipulatives (e.g., works on three- to four-piece puzzles, puts together large connecting blocks or linking toys, strings large beads)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
19--36m 37--48m	Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
37–48m 49–60m	Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
49–60m	Manipulates more complex fasteners [e.g., threads belt through loops on pants, attempts to tie shoes]	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH2.2 Adjusts grasp and coordinates movements to use tools				
Utensils				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: PH2.1 Demonstrates fine motor strength, control, and coordination	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
9–18m 19–36m	Scoops food with spoon with increasing control *	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
19–36m 37–48m 49–60m	Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Writing & Drawing Tools				
9–18m 19–36m	Holds large writing and drawing tools (e.g., crayons, sidewalk chalk) to make spontaneous dots and scribbles, progressing from whole hand grip to approximate thumb-and-finger grip (may still move whole arm to make marks)	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
37–48m 49–60m	Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Scissors				
19–36m 37–48m	Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
49–60m	Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Variety of Tools				
19–36m 37–48m 49–60m	Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH3. HEALTH AND WELL-BEING				
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices				
Communicating Needs				
BIRTH–8m 9–18m 19–36m	Communicates to adults when hungry, thirsty, or has had enough to eat through actions (e.g., infant turns away from breast or bottle when full, crying when hungry) and later in this age range by using words or signs	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
Exploration of Food Experiences				
9–18m 19–36m 37–48m	Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
19–36m 37–48m 49–60m	Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)	Adaptive	A. Eating and Drinking	6. Prepares food for eating
Food Knowledge				
19–36m 37–48m 49–60m	Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear “fruit”; after working in the garden, notices that carrots and potatoes both grow in the ground)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
37–48m 49–60m	Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH3.2 Shows awareness of safe behavior				
Awareness of Safe Behavior and Signals of Danger				
BIRTH–8m 9–18m	Uses sensory information and cues from caregivers to assess safety of environment (e.g., startles at a loud noise, looks to caregiver when approached by an unfamiliar adult, shows awareness of steep drop-offs when crawling or walking)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
9–18m 19–36m	Stops unsafe behavior when prompted by an adult, though often needs additional support and redirection (e.g., when distracted or caught up in emotion)	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
37–48m 49–60m	Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Understanding of Safety Rules and Practices				
19–36m 37–48m	Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
49–60m	Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH3.3 Engages in a variety of developmentally appropriate physical activities				
Participation in Physical Activity				
BIRTH–8m	Participates in simple physical play with an adult (e.g., flexes legs while lying down as adult gently pushes feet back and forth, plays patty cake)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
9–18m 19–36m	Shows interest and enjoyment in physical activity, movement games, and dances*			
19–36m 37–48m 49–60m	Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*			
37–48m 49–60m	Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
Knowledge of Benefits of Physical Activity				
37–48m 49–60m	Shows increasing understanding of the physical benefits of exercise (e.g., “Running is good for my body,” “Mom said helping her carry in groceries made my arm muscles stronger”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
PH3.4 Takes appropriate actions to meet basic needs*				
Communicating Needs				
BIRTH–8m 9–18m	Indicates needs and wants using gestures, body language, vocalizations, and later words (e.g., cries when tired; signs or points to food when wanting more; reaches for adult to be held or hugged)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
19–36m 37–48m 49–60m	Communicates with increasing specificity and detail to get needs met (e.g., says “My tummy hurts,” “I need help reaching my toothbrush”) and later may communicate about specific health needs (e.g., “I can’t have peanuts because they make me sick”)	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Personal Care Routines				
BIRTH–8m 9–18m	Anticipates and cooperates during daily care routines (e.g., opens mouth when food is offered, raises legs when diaper is changed)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
9–18m 19–36m	Participates in personal hygiene and self-care routines with adult assistance (e.g., holds hands under faucet and waits for adult to turn it on, holds toothbrush with adult while brushing, sits on toilet with help, pulls off own socks)	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
19–36m 37–48m 49–60m	Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults)	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
37–48m 49–60m	Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says “I need my hat so I don’t get sunburned.”)	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Health Habits				
19–36m 37–48m 49–60m	Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language Development				
LD1. RECEPTIVE LANGUAGE				
LD1.1 Understands and responds to language (in child's home language)*				
Vocabulary & Language Comprehension				
BIRTH–8m	Responds to noises and voices in the environment (e.g., startles or cries at unexpected sounds; smiles or coos when “parentese*” is used)	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Shows excitement at familiar words such as “mommy,” “bottle,” or “bebé” (baby in Spanish)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
9–18m 19–36m	Attends to familiar objects or people that have been named and understands the meaning of an increasing number of simple words, especially objects encountered in everyday life	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
19–36m	Identifies (e.g., points to) people, animals, and objects when prompted (e.g., points to a cow in a book when adult asks “Where’s the cow?”)	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
37–48m 49–60m	Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing “doctor” brings another child a stethoscope when he or she asks for it)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Responds to increasingly complex “Who,” “What,” “Why,” and “Where” questions	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
Follows Directions				
BIRTH–8m	Engages in reciprocal face-to-face interactions and responds to adults through gestures, looking in a specific direction, or vocalizations	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
9–18m	Follows simple one- or two-word requests like “Wave bye-bye” with decreasing need for adult gestures	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
19–36m 37–48m	Follows one- or two-step directions that involve familiar experiences or objects (e.g., “Pick up the ball and roll it to me,” or “Dame la mano” [“Give me your hand” in Spanish for dual language learners])	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
37–48m 49–60m	Follows increasingly more detailed, multi-step directions [e.g., “Please put away your markers, put your picture in your cubby, and join us on the carpet”]	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
LD2. EXPRESSIVE LANGUAGE				
LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)*				
Expressive Vocabulary				
BIRTH–8m	Experiments with making sounds (e.g., babbling), often repeating consonant sounds (e.g., da da and ba ba)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
9--18m	Begins to say a number of simple words (e.g., “nana,” “go,” “hi,” and “leche” [milk in Spanish for dual language learners])	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
19--36m	Begins to use two- and three-syllable words and names specific people, animals, and toys	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
37–48m 49–60m	Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
		Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
Grammar & Sentence Structure				
9--18m	May combine two words to express a want or interest (e.g. says “go side” when wanting to go outside)	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
19--36m	Begins to use plurals, past tense, subject-verb agreement, and the possessive form* although often incorrectly (e.g., “Mommy goed work”)	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Increasingly combines simple words into sentence-like structures (e.g., “Me milk please”) and when older, sentences (e.g., “Let’s go to Grammy’s house!” or “Léeme un cuento” [“Read me a story” in Spanish for dual language learners])	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
37–48m 49–60m	Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Clarity of Communication				
BIRTH–8m	Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
9–18m	Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
19–36m	Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says “buhsggetti” for spaghetti)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
37–48m 49–60m	Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
LD3. COMMUNICATION SKILLS				
LD3.1 Communicates using social and conversational rules				
Conversations				
9–18m	Initiates interaction or “conversation” with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
19–36m	Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
37–48m 49–60m	Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Conversations/Social Rules of Language				
BIRTH–8m	Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking “conversations” with adults	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Social Rules of Language				
9--18m	Shows joint attention* by shifting gaze to where an adult is looking or gesturing (e.g., looks at an object an adult is pointing to and looking at) and when older, initiates bids for joint attention (e.g., holds up a toy and looks at it, looks at adult for eye contact, then returns gaze to toy)	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
19--36m	Begins to use polite forms of communication by saying “please,” “thank you,” and “excuse me” with modeling	Social-Communication	D. Social Use of Language	1. Follows social conventions of language
37–48m 49–60m	With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
LD4. ENGLISH LANGUAGE DEVELOPMENT				
LD4.1 Demonstrates progress in attending to, understanding, and responding to English				
English Language Development				
Early-Stage	Pays attention to and observes other children and adults as English is spoken	Social-Communication	C. Communicative Expression	1. Follows gaze to establish joint attention
	Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Imitates behaviors of other children to get the same result (e.g. sees child make the sign for “me too” in sign language and makes the same sign)	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Early-Stage Mid-Stage	Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Mid-Stage	Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Responds appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
Mid-Stage Late-Stage	Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Late-Stage	Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Follows directions that involve a one- or two-step sequence, relying less on contextual cues	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Home Language Development				
Early-Stage Mid-Stage Late-Stage	Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
LD4.2 Demonstrates progress in speaking and expressing self in English				
English Language Development				
Early-Stage	Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Repeats sounds and words in English	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Mid-Stage	Combines nonverbal with some verbal communication to be understood by others	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Engages in codeswitching* during conversations	NA		
	Uses telegraphic speech**	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Uses formulaic speech (expressions that are learned whole, e.g., “I don’t know”)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Converses with others in English using two or three words at a time but switches back and forth between English and their home language			
	Uses some English grammatical markers (e.g., “-ing” or the plural-forming “-s”) and applies at times the rules of grammar of the home language to English			
	Uses “what” and “why” questions in English, sometimes with errors	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Late-Stage	Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Uses “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with mistakes	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Home Language Development				
Early-Stage Mid-Stage Late-Stage	Uses age-appropriate vocabulary and grammar in the home language	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listens to and converses in age appropriate way in home language	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Emergent Literacy				
EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS				
EL1.1 Shows interest in literacy experiences				
Engagement in Literacy Experiences				
BIRTH–8m 9–18m	Demonstrates listening by becoming quiet or shows pleasure when listening to a familiar story, rhyme, or song	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
19–36m 37–48m 49–60m	Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Variety of Interests				
37–48m 49–60m	Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
EL1.2 Engages in read-alouds and conversations about books and stories				
Engagement with Books and Stories				
BIRTH–8m	Attends to caregiver's voice when being held and read to	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
9–18m 19–36m	Actively participates in book reading experiences by pointing to pictures, turning pages, and making sounds or simple comments	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Story Comprehension				
19–36m 37–48m	Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
49–60m	With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Story Structure				
19–36m 37–48m 49–60m	Pretends to read, describing what is happening and using some language from the book with pictures as cues	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Informational Texts				
37–48m 49–60m	Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences [e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day."]	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
EL2. PHONOLOGICAL AWARENESS				
EL2.1 Notices and manipulates the sounds of language				
Exploration of Sounds of Language				
BIRTH–8m 9–18m	Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Experiments with the sounds of language	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Rhyme				
9–18m 19–36m	Joins in and repeats songs, fingerplays, and poems with rhyming or alliterative phrases (words with same initial sound)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
19–36m 37–48m	Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
49–60m	Decides whether two words rhyme	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Alliteration				
37–48m 49–60m	Shows awareness that some words begin with the same sound (e.g., “Sam and Selena start with the same sound!”)	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Manipulating Units of Language				
37–48m	Shows awareness of separate words in sentences	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
49–60m	Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS				
EL3.1 Responds to features of books and print				
Book Knowledge				
BIRTH–8m 9–18m	Explores books with all senses (e.g., sight, touch, even taste)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
19–36m	Shows beginning book handling skills (e.g., holds books right-side-up, turns pages one at a time from front-to-back) with adult support	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
37–48m 49–60m	Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Knows some features of a book (e.g., title, author, illustrator)	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Print Knowledge				
37–48m 49–60m	Shows understanding that print carries a message and can represent spoken language	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
EL3.2 Shows knowledge of the shapes, names, and sounds of letters				
Alphabet Knowledge				
BIRTH–8m 9–18m	Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences EL2.1 Notices and manipulates the sounds of language EL3.1 Responds to features of books and print	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
19–36m 37–48m	Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
37–48m 49–60m	Recognizes and names an increasing number of letters correctly, especially those in own name	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Letter-Sound Connections				
37–48m 49–60m	Produces the correct sounds for an increasing number of letters	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
49–60m	Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”)	Literacy	E. Writing	3.1 Writes using developmental spelling
EL3.3 Demonstrates emergent writing skills				
Pre-Writing Exploration				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: EL1.1 Shows interest in literacy experiences EL2.1 Notices and manipulates the sounds of language EL3.1 Responds to features of books and print) PH2.1 Demonstrates fine motor strength, control, and coordination	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
9–18m 19–36m	Explores writing tools and movements, making scribble marks with increasing control	Literacy	E. Writing	3.4 Writes using “scribble writing”
Letter and Print Writing Concepts				
19–36m 37–48m 49–60m	Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas	Literacy	E. Writing	3.4 Writes using “scribble writing”
37–48m 49–60m	Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces	Literacy	E. Writing	3. Writes words using conventional spelling
	Writes an increasing number of letters correctly, especially those in own name	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Early Word Writing				
49–60m	Writes first name with or without mistakes*	Literacy	E. Writing	3.2 Prints first name
	Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*	Literacy	E. Writing	3.1 Writes using developmental spelling

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Mathematical Thinking				
MT1. NUMBER CONCEPTS AND OPERATIONS				
MT1.1 Demonstrates number sense and an understanding of quantity				
Number Names and Count Sequence				
BIRTH–8m	Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Knows some number names (e.g., joins in counting songs, says or gestures “two” when asked age), and later in this age range says or signs more number words in sequence with occasional errors (e.g., says “one, two, three, five”)	Math	A. Counting	2.2 Recites numbers 1–10
37–48m 49–60m	Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range	Math	A. Counting	3.2 Recites numbers 1–20
49–60m	Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)	Math	D. Addition and Subtraction	1.4 Says number after 1–10
Comparison of Quantity				
9–18m	Places objects in one-to-one correspondence; later in this age period, begins to use the words more,” “less,” or “the same	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
19–36m	Visually determines (without counting) which group of objects has more or less for groups of five or fewer objects (e.g., chooses a group that has more of a preferred item; indicates which group of crackers has more when prompted)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
37–48m	Identifies place in a series using terms like first, second, last, etc. (ordinality)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
37–48m 49–60m	Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Connection of Number, Numeral, & Quantity				
9–18m	Shows early one-to-one correspondence* when supported by context (e.g., places one plastic egg in each indentation in a muffin tin)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
19–36m	Instantly recognizes without counting (subitizes) the number of objects in sets of one to three objects	Math	A. Counting	1. Counts out 3 items
19–36m 37–48m 49–60m	Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)	Math	A. Counting	2. Counts out 10 items
37–48m 49–60m	Begins to use numerals to represent and communicate quantity (e.g. puts three counting bears on a card with the numeral “3” in a game)	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)			
	Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)	Math	A. Counting	3. Counts out 20 items
MT1.2 Explores combining and separating groups (numerical operations)				
Changes in Quantity				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: MT1.1 Demonstrates number sense and an understanding of quantity	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
9–18m 19–36m	Shows increasing understanding of changes in quantity by using and responding to phrases like “more,” “less,” and “all gone” and later in this age range “one fewer” and “one more” (e.g., when prompted, child hands peer one more block)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
37–48m 49–60m	Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Addition & Subtraction				
9–18m 19–36m	With increasing independence creates larger and smaller groups of objects (e.g., placing and removing rings on a vertical peg) and later in this age range adds and subtracts with sets of objects smaller than three with adult support (e.g., “subtracts” from a group of three toys by offering one to an adult, then pointing to the remaining toys and communicating “Two”)	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
37–48m 49–60m	Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
Early Division and Fractions				
37–48m 49–60m	Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)			

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
MT2. ALGEBRAIC THINKING				
MT2.1 Uses classification and patterning skills				
Classification				
BIRTH–8m 9–18m	Explores the characteristics of objects through various means (e.g., banging, mouthing, dropping) and shows different responses to familiar and unfamiliar people and situations	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
9–18m 19–36m	Forms groups of like objects based on broad categories (e.g., puts toy cars in one pile and toy animals in another) and later in this age range, child can name the attribute used in sorting	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
19–36m 37–48m 49–60m	Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
49–60m	Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Patterning				
BIRTH–8m 9–18m	Enjoys and anticipates repetition in activities and daily routines (e.g., smiles in anticipation of adult revealing face during peek-a-boo; makes vocalizations upon hearing a familiar song that is sung each time they are diapered)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
9–18m 19–36m	Repeats certain action sequences intuitively (e.g., fills up and dumps out container repeatedly) and joins in or copies simple patterns (e.g., does stomp-clap-stomp-clap movements during a song with modeling and support) Later in this age range, shows recognition of simple ABAB patterns (e.g., points to stripes on a shirt and communicates, “Black, white, black, white.”)	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
37–48m 49–60m	Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
49–60m	Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, ____, green)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
MT3. MEASUREMENT AND COMPARISON				
MT3.1 Participates in exploratory measurement activities and compares objects				
Measurement				
BIRTH–8m	Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating “I’m tall”)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
37–48m 49–60m	Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Comparison				
9–18m 19–36m	Uses descriptive words or signs of increasing complexity including “big,” “little,” “hot,” “cold,” and makes simple comparisons (e.g., indicates which ball is bigger, correctly compares collections that are quite different in size)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
37–48m 49–60m	Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare	Cognitive	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Seriation				
37–48m 49–60m	Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
MT4. GEOMETRY AND SPATIAL SENSE				
MT4.1 Explores and describes shapes and spatial relationships*				
Shape Knowledge				
BIRTH–8m	Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Matches and sorts familiar shapes with increasing ability to do so with shapes of different sizes or orientations (e.g., puts small square and large square together; picks up triangle block to put in shape sorter even if block is rotated at a different orientation, e.g., s and t)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
37–48m 49–60m	Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Spatial Sense				
BIRTH–8m 9–18m	Explores how objects move (e.g., tracking objects with eyes and head, pushing cars down a ramp) and their own spatial sense (e.g., rolling over, bumping into things, trying to sit on chair that is too small)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Responds to and uses basic spatial directions (e.g., “reach up,” “slide down”) and simple prepositions (e.g., on, in, under, up), especially when accompanied by gestures	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
37–48m 49–60m	Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Shape Manipulation				
37–48m 49–60m	Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Combines, rotates, flips, and separates shapes to create designs (e.g., using parquet blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [+]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Science and Technology				
ST1. SCIENTIFIC PRACTICES				
ST1.1 Engages in the scientific process to collect, analyze, and communicate information				
Observations, Questions, and Predictions				
BIRTH–8m 9–18m	Explores and manipulates objects using multiple senses (e.g. touch, taste, sight, smell, sound)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
19--36m 37--48m	Asks questions, makes observations, and predictions about the world around them with adult support (e.g., “Where snow go?”; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
49–60m	Asks questions about the world (e.g., “What do plants need to grow?”) and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Makes predictions about what might happen based on past experience (e.g., “I think that adding yellow paint to blue paint will make green”, “I think the ping pong ball will float”)	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Investigation & Hypothesis Testing				
BIRTH–8m 9–18m	Recognizes ability to make things happen (e.g., hits or kicks an object and it moves) and intentionally repeats actions to observe the reaction (e.g., bangs block on floor repeatedly to hear the sound it makes; flips switches on and off; splashes hands in water to see toys move)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
19--36m 37--48m	Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
37–48m 49–60m	Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Data Analysis & Communication				
37–48m 49–60m	With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
ST2. KNOWLEDGE OF SCIENCE CONCEPTS				
ST2.1 Demonstrates knowledge of core science ideas and concepts				
System Parts & Wholes				
BIRTH–8m 9–18m	Shows beginning awareness of parts of own body and how to use them to interact with the world in specific ways (e.g., using hands to pick up things; later in this age range leans ear closer to window when adult says, "Listen! Can you hear that outside?")	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
19–36m 37–48m	Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions	Cognitive	E. Scientific Discovery	2.3 Makes observations
37–48m 49–60m	With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function [e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Structure & Function				
BIRTH–8m 9–18m	Explores characteristics of different animals, materials, and objects (e.g., explores different textures in touch-and-feel books; touches mouth of caregiver who is singing to see where sound is coming from)	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
19–36m 37–48m	Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
49–60m	Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Stability and Change				
BIRTH–8m 9–18m	Anticipates familiar routines and activities (e.g., mealtimes) and notices changes in the environment (e.g., later in this age range points to a piece of furniture that has been removed)	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
19--36m 37--48m	Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)	Cognitive	E. Scientific Discovery	2.3 Makes observations
37–48m 49–60m	Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
ST3. KNOWLEDGE OF SCIENCE CONTENT				
ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials				
Living Things				
BIRTH–8m 9–18m 19--36m	Responds to and explores characteristics of living things (e.g., Observes with interest fish swimming in a bowl or aquarium; points and squeals when sees a dog; runs hand over bark of a tree; later in this age range, chases or follows a butterfly, ladybug, or bird)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
37–48m 49–60m	With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	With adult support describes characteristics that define living things (e.g., breathes, moves, grows)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Nature & the Environment				
BIRTH–8m 9–18m 19–36m	Shows interest in the natural world (e.g., closes eyes and tilts head up to feel breeze on face; touches flowers and plants; investigates natural materials such as water, dirt, and leaves)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
9–18m 19–36m	Helps care for the environment (e.g., throws away a used paper towel; participates in some way in clean-up time)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
37–48m 49–60m	Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, “They’re moving around like they’re scared”; draws different kinds of leaves in the science center and communicates “This one has round edges, this one has pointy edges.”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, “Animals might get sick if they eat this”)	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
Physical Objects & Materials				
BIRTH–8m 9–18m 19–36m	Actively explores and experiments with the physical properties of objects and materials (e.g., combines different substances such as water and dirt; stacks and knocks down towers; bounces balls; explores fabrics with different textures)	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
37–48m 49–60m	Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
ST3.2 Uses tools and engineering practices to explore and solve problems				
Knowledge & Use of Tools				
BIRTH–8m	Uses body parts as tools to obtain a result (e.g., reaches out and grasps a rattle)	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
9–18m 19–36m	Uses own body, other people, or objects to make something happen (e.g., pulls an adult’s hand and guides it to push a button on a toy; later in this age range uses an object to reach something under a chair)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
19–36m 37–48m 49–60m	Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
37–48m 49–60m	Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Engineering Practices & Thinking				
19–36m 37–48m	Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
37–48m 49–60m	Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
49–60m	With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play				
Technology Handling				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: CD1.1 Shows curiosity and a willingness to try new things	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
9–18m 19–36m	Explores and uses simple tools (e.g., spoons, hairbrushes, crayons) and later in this age range common devices such as sinks and toilets	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
19–36m 37–48m 49–60m	Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
37–48m 49–60m	Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**	Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device
Digital Literacy				
37–48m 49–60m	Identifies technology tools for multiple purposes, including creating, problem solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Digital Citizenship				
37–48m 49–60m	Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social Studies				
SS1. FAMILY, COMMUNITY, AND CULTURE				
SS1.1 Demonstrates positive connection to family and community				
Learning Community				
19–36m	Begins to identify as a member of a classroom or group (e.g., “I’m a Ladybug [class name]”) and follows simple rules with adult support	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
37–48m 49–60m	Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Family & Cultural Identity				
BIRTH–8m 9–18m	Typical development of these skills tends to emerge after 18 months. However, foundations of this learning goal are built through: SE1.1 Forms trusting relationships with nurturing adults SE1.2 Interacts with peers SE3.1 Shows awareness of self as unique individual CD 3.2 Engages in symbolic and abstract thinking	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
19–36m 37–48m	Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says “Everyone in my family has brown hair”)	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
37–48m 49–60m	Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., “Gato means cat in Spanish. We speak Spanish at home!”])	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
49–60m	Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Awareness of Roles in Society				
19–36m 37–48m 49–60m	Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a “daddy” sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
37–48m 49–60m	Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SS2. HISTORY AND GEOGRAPHY				
SS2.1 Shows awareness of sequence and change over time				
Awareness of Past & Future				
BIRTH–8m 9–18m 19–36m	Shows anticipation for regularly scheduled daily activities (e.g., when bottle is seen, kicks feet and smiles in anticipation of being fed; later in this age range, moves to the table after handwashing without the caregiver’s instruction)	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
37–48m 49–60m	Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates “After lunch, we get to read books”) and communicates about events that are increasingly distant from the present (e.g., talks about “When I was a baby...” and makes predictions about future events with adult support)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Time Concepts				
19–36m 37–48m 49–60m	Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., “now/later,” “day/night,” “last time/next time”)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
SS2.2 Demonstrates simple geographic knowledge				
Awareness of Location and Place				
BIRTH–8m	Typical development of these skills tends to emerge after 8 months. However, foundations of this learning goal are built through: MT4.1 Explores and describes shapes and spatial relationships	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
9–18m 19–36m	Knows where some favorite toys or foods are stored in familiar places (e.g., home, classroom)	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
19–36m 37–48m 49–60m	Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Understands and uses words indicating relative distances (e.g., near, far, close)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
37–48m 49–60m	Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Geographic Concepts				
37–48m	Shows interest in exploring geography tools (e.g., map, compass)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
37–48m 49–60m	Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
49–60m	Creates drawings or simple maps of home and other familiar places with adult support	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Creativity and Aesthetics				
CA1. MUSIC AND MOVEMENT				
CA1.1 Explores through listening, singing, creating, and moving to music				
Exploration of Music & Movement				
BIRTH–8m	Responds to music by turning head and reacting with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Uses objects and tools to make sounds (e.g., shakes rattle)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
9–18m 19–36m	Enjoys producing music and other sounds with voice and simple instruments (e.g., explores making noises with tambourine, attempts to blow into a whistle or harmonica)	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Moves body in response to rhythms and music (e.g., sways to the sound of music, claps along with song, though may not be on the beat)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
37–48m 49–60m	Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Music & Movement Concepts				
9–18m 19–36m 37–48m	Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
49–60m	With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch* (e.g. by singing higher and lower notes)	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Musical Expression & Appreciation				
9–18m 19–36m	Develops preferences for favorite songs and fingerplays (e.g., claps and smiles or communicates “Again! Again!” when a song is finished; requests certain songs or fingerplays be played or sung)	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
37–48m 49–60m	Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
49–60m	Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CA2. VISUAL ARTS				
CA2.1 Explores, manipulates, creates, and responds to a variety of art media				
Exploration of Art				
BIRTH–8m	Explores textures and other sensory experiences	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
9–18m 19–36m	Participates in child-initiated visual art activities* and with adult support experiments with a variety of media and materials (e.g. crayons, markers, colored pencils, chalk, paints, collage materials, play dough, clay)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
37–48m 49–60m	Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, “Can I use the easel when you’re done?”; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, “I’m going to draw daddy,” before starting a project)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Art Concepts				
19–36m 37–48m	Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
49–60m	With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Art Appreciation & Expression				
19–36m 37–48m 49–60m	Tells about their artistic creations with increasing detail	Literacy	E. Writing	1.1 Dictates description of drawing
	Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
37–48m 49–60m	Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
49–60m	Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	AR Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
CA3. DRAMA				
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play				
Exploration of Drama				
BIRTH–8m	Engages in social play (e.g., peek-a-boo) with adults)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
9–18m 19–36m	Tries out roles and relationships through imitation and pretend play using real objects (e.g. uses cup to pretend to drink) and later in this age range uses objects to represent other things (e.g. pretends a block is a telephone)	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
37–48m 49–60m	Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
Drama Concepts				
37–48m 49–60m	Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through plays	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
49–60m	With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Drama Appreciation & Expression				
49–60m	Discusses and expresses appreciation after viewing a performance by older children or a professional group.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction