



## ALIGNMENT

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

**WITH**

## **Louisiana's Birth to Five Early Learning & Development Standards**

## **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Louisiana's Birth to Five Early Learning & Development Standards**

This document aligns *Louisiana's Birth to Five Early Learning & Development Standards (ELDS)* [2013] 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.

Louisiana Department of Education (2013). Louisiana's Birth to Five Early Learning & Development Standards (ELDS). Retrieved from: <https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf>

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Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Approaches to Learning				
Subdomain: Initiative and Curiosity				
Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.				
Infants (Birth to 11 months)	AL 1 – 0.1: Show interest in body parts (e.g., fingers, toes).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	AL 1 – 0.2: Explore objects, materials, and/or people using all the senses (i.e., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.).	Cognitive	A. Sensory Exploration	All
	AL 1 – 0.3: Select a particular material, toy or place to explore on their own.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9 – 18 months)	AL 1 – 0.4: Use simple behaviors to meet own needs (e.g., feed self with finger food).	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	AL 1 – 1.1: Show curiosity and interest in actively exploring the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	AL 1 – 1.2: Express choices and preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers (16 – 36 months)	AL 1 – 1.3: Try to help with simple tasks and activities.	Social-Emotional	A. Interactions with Adults	3 (All)
	AL 1 – 2.1: Show curiosity and interest in daily experiences and activities.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	AL 1 – 2.2: Demonstrate a willingness to try new activities and experiences.	Cognitive	B. Imitation and Memory	1 (All)
	AL 1 – 2.3: Actively explore the environment.	Cognitive	D. Reasoning	2 (All)
	AL 1 – 2.4: Demonstrate increasing interest and independence in completing simple tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3 (All)
Three-Year-Olds (36 – 48 months)	AL 1 – 2.5: Insistent about preferences and may say “no” to adult.	Social-Communication	A. Early Social Communication	4 (All)
	AL 1 – 3.1: Demonstrate eagerness to learn through play and exploring the environment.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	AL 1 – 3.2: Complete a range of simple tasks on their own.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	AL 1 – 4.1: Show curiosity, interest and a willingness to learn new things and try new experiences.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	AL 1 – 4.2: Choose a multi-step task and complete it on their own.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Subdomain: Attention, Engagement, and Persistence				
Standard AL 2: Demonstrate attention, engagement, and persistence in learning.				
Infants (Birth to 11 months)	AL 2 – 0.1: Focus attention on people around him/her.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	AL 2 – 0.2: Attend briefly to different people, sights and sounds in the environment.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	AL 2 – 0.3: Try to make things happen.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddlers (9–18 months)	AL 2 – 1.1: Interact with people, objects or activities for short periods of time.	Social-Emotional	A. Interactions with Adults	1 (All)
		Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	AL 2 – 1.2: Show interest in activities, people and the environment for a short period of time.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	AL 2 – 1.3: Show pleasure in completing simple tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
		Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Older Toddlers (16 – 36 months)	AL 2 – 2.1: Actively engage with people, objects, or activities in the environment for longer length of time.	Social-Emotional	A. Interactions with Adults	1 (All)
		Social-Emotional	A. Interactions with Adults	2 (All)
		Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	AL 2 – 2.2: Maintain attention to complete a short, simple task with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	AL 2 – 2.3: Complete self-chosen activity and repeats the activity many times to gain mastery.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Three-Year-Olds (36 – 48 months)	AL 2 – 3.1: Maintain focus on objects and activities of interest while other activities are going on in the environment.	Social-Emotional	D. Independent and Group Participation	1 (All)
	AL 2 – 3.2: Maintain focus on a complex activity with adult support.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	AL 2 – 3.3: With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	AL 2 – 4.1: Stay engaged with others, objects, and activities despite interruptions or disruption.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	AL 2 – 4.2: Maintain attention in child-initiated and adult - directed activities despite distractions and interruptions.	Social-Emotional	D. Independent and Group Participation	3 (All)
	AL 2 – 4.3: Plan and complete tasks and activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
<b>Subdomain: Reasoning, Problem Solving, and Creative Thinking</b>				
<b>Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</b>				
Infants (Birth to 11 months)	AL 3 – 0.1: Notice the effect of own actions when playing with a variety of objects and/or interacting with others.	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
		Cognitive	D. Reasoning	2.2 Uses simple actions on objects
		Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	AL 3 – 0.2: Interact with a toy or object in more than one way.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	AL 3 – 0.3: Use simple actions to solve problems (e.g., scooting to reach favorite toy).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	AL 3 – 0.4: Play with a variety of objects and notice similar and different outcomes.	Cognitive	C. Conceptual Knowledge	1 (All)
		Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	AL 3 – 0.5: Look to adult for assistance (e.g., may vocalize to get adult's attention).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
		Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Young Toddlers (9–18 months)	AL 3 – 1.1: Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	AL 3 – 1.2: Observe others' actions with objects and materials to learn strategies for interaction.	Cognitive	B. Imitation and Memory	1 (All)
	AL 3 – 1.3: Solve familiar problems or tasks.	Cognitive	C. Conceptual Knowledge	1 (All)
	AL 3 – 1.4: Use trial and error to solve a new problem or unfamiliar task.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	AL 3 – 1.5: Use gestures and simple language when help is needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	AL 3 – 2.1: Demonstrate an understanding of cause and effect (i.e., purposefully try to make things happen).	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	AL 3 – 2.2: Repeat behaviors to produce desired effect.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	AL 3 – 2.3: Observe and imitate others' when trying to carry out new tasks or actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	AL 3 – 2.4: Apply new action or strategy to solve problem.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	AL 3 – 2.5: Use trial and error to solve more complex tasks or problems.	Cognitive	D. Reasoning	3.1 Draws on prior knowledge to guide investigations
	AL 3 – 2.6: Ask others for help if needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	AL 3 – 2.7: Use language when asking for help from adults or peers.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Three-Year-Olds (36 – 48 months)	AL 3 – 3.1: Experiment to see if the same actions have similar effects on different objects.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	AL 3 – 3.2: Remember and apply previously learned information to a familiar object, task or situation.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
		Cognitive	E. Scientific Discovery	3.1 Evaluates common solutions to solve problems or reach goals
	AL 3 – 3.3: Use a variety of strategies to solve a problem when the first try is unsuccessful.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL 3 – 3.4: Ask adults for help on tasks if needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
		Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Four-Year-Olds (48 – 60 months)	AL 3 – 4.1: Identify and understand cause and effect relationships.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
		Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	AL 3 – 4.2: Apply prior knowledge and experiences to learn new skills during play.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	AL 3 – 4.3: Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL 3 – 4.4: Make specific request for help from both peers and adults as needed.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Reasoning, Problem Solving, and Creative Thinking				
<b>Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.</b>				
Infants (Birth to 11 months)	AL 4 – 0.1: Try a new action with a familiar object when interacting with others.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	AL 4 – 0.2: Manipulate objects in order to explore them.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddlers (9–18 months)	AL 4 – 1.1: Use familiar objects in new and unexpected ways.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	AL 4 – 1.2: Ask questions to obtain adult response.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 – 36 months)	AL 4 – 2.1: Use objects, art materials and toys in new and unexpected ways.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	AL 4 – 2.2: Ask what, how, and why questions to seek information.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Three-Year-Olds (36 – 48 months)	AL 4 – 3.1: Express unique ideas in both language and use of objects in a variety of situations.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	AL 4 – 3.2: Ask more complex questions for clarification and to seek meaningful information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Four-Year-Olds (48 – 60 months)	AL 4 – 4.1: Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	AL 4 – 4.2: Gather information and ask complex questions in order to understand a new or familiar concept.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	2.3 Makes observations

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Cognitive Development and General Knowledge				
Subdomain: Creative Thinking and Expression (CC)				
Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.				
Infants (Birth to 11 months)	CC 1 – 0.1: Show interest and respond to different voices and sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	CC 1 – 0.2: Listen and respond to music by moving their bodies.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers (9–18 months)	CC 1 – 1.1: Imitate sounds and movements to favorite songs or music.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CC 1 – 1.2: Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.).	Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older Toddlers (16 – 36 months)	CC 1 – 1.3: Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CC 1 – 2.1: Move and dance to favorite songs and music.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	CC 1 – 2.2: Participate in familiar songs and finger plays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	CC 1 – 2.3: Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	CC 1 – 2.4: Respond to changes in tone and melody.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CC 1 – 2.5: Move their bodies creatively.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	CC 1 – 2.6: Use objects and/or their voice to produce sounds and/or music that is unique or creative.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
		Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	CC 1 – 3.1: Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CC 1 – 3.2: Participate in songs and finger plays.	Social-Emotional	D. Independent and Group Participation	2 (All)
	CC 1 – 3.3: Use instruments, sounds/words, and/ or their bodies to imitate or produce their own beat and/or rhythm.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	CC 1 – 3.4: Identify changes in tempo when listening to music.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CC 1 – 3.5: Replicate changes in tempo.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	CC 1 – 3.6: Use instruments, props, and body to respond creatively to music.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
Social-Emotional		D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities	
Four-Year-Olds (48 – 60 months)	CC 1 – 4.1: Express thoughts and feelings through movement and musical activities.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	CC 1 – 4.2: Participate in different types of music activities, including songs, finger plays, and playing instruments.	Social-Emotional	D. Independent and Group Participation	2 (All)
	CC 1 – 4.3: Use instruments, other objects and/ or their bodies to imitate and produce more complex beat and rhythm patterns.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	CC 1 – 4.4: Describe changes in tone, melody, rhythm, and tempo.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CC 1 – 4.5: Use instruments, props, and body creatively to express self through music and movement.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
Social-Emotional		D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities	
Standard CC 3: Explore roles and experiences through dramatic art and play.				
Infants (Birth to 11 months)	CC 3 – 0.1: Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby).	Cognitive	B. Imitation and Memory	1 (All)
	CC 3 – 0.2: Explore toys and other objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CC 3 – 0.3: Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddlers (9–18 months)	CC 3 – 1.1: Use one object to represent another object.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	CC 3 – 1.2: Imitate voice inflections and facial expressions from a character in a story.	Cognitive	B. Imitation and Memory	2 (All)
	CC 3 – 1.3: Imitate more than one action seen previously (picks up phone and paces while jabbering).	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	CC 3 – 2.1: Observe and/or engage in short dramatic performances with adult support.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CC 3 – 2.2: Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	CC 3 – 2.3: Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CC 3 – 2.4: Use one object to represent another object.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Three-Year-Olds (36 – 48 months)	CC 3 – 3.1: Observe and/or engage in a variety of dramatic performances (puppetry, story-telling, dance, plays, theater).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CC 3 – 3.2: With prompting and support, role play or use puppets to act out stories.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	CC 3 – 3.3: Recreate real-life experiences (that may reflect their home culture or language) through pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Four-Year-Olds (48 – 60 months)	CC 3 – 3.4: Use one object to represent another object.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	CC 3 – 4.1: Experience, respond to, and engage in a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CC 3 – 4.2: Role play or use puppets to act out stories or play a character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	CC 3 – 4.3: Represent fantasy and real-life experiences through pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	CC 3 – 4.4: Use objects to represent other objects.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
		Cognitive	C. Conceptual Knowledge	2. Recognizes symbols

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Mathematics (CM)				
Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.				
Infants (Birth to 11 months)	CM 1 – 0.1: Attend to an adult counting.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	CM 1 – 0.2: Respond to adult question of whether or not they want more.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddlers (9–18 months)	CM 1 – 1.1: Participate in simple counting activities.	Math	A. Counting	1.2 Recites numbers 1–3
	CM 1 – 1.2: Understand the concepts of “more” and “all.”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Toddlers (16 – 36 months)	CM 1 – 2.1: Recite the number list to count to 6.	Math	A. Counting	2.2 Recites numbers 1–10
	CM 1 – 2.2: With prompting and support, count up to 3 and then backwards from 3.	Math	A. Counting	1.2 Recites numbers 1–3
	CM 1 – 2.3: Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	CM 1 – 2.4: Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”).	Math	A. Counting	1. Counts out 3 items
	CM 1 – 2.5: With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines.	Math	A. Counting	1. Counts out 3 items
	CM 1 – 2.6: Identify one or two written numerals when named.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	CM 1 – 2.7: Can match one or two written numerals with the correct amount of objects.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	CM 1 – 2.8: Understand the concepts of “more,” “all” or “none”.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CM 1 – 2.9: Visually compare two sets of objects and identify which set has more.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	CM 1 – 3.1: Verbally counts by ones to 10.	Math	A. Counting	2.2 Recites numbers 1–10
	CM 1 – 3.2: With prompting and support, count up to 5 and then backwards from 5.	Math	A. Counting	2.2 Recites numbers 1–10
	CM 1 – 3.3: Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	CM 1 – 3.4: Counts one to six objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines.	Math	A. Counting	2. Counts out 10 items
	CM 1 – 3.5: Identify some written numerals but not in sequence.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	CM 1 – 3.6: With prompting and support, match four or five numerals with the correct number of objects.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Four-Year-Olds (48 – 60 months)	CM 1 – 3.7: Count two sets of objects and identify which set has more/less/fewer. Identify an object or person as first.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CM 1 – 4.1: Verbally count by ones to 20.	Math	A. Counting	3.2 Recites numbers 1–20
	CM 1 – 4.2: Count forward from a given number between 1 and 10, and count backward from 5.	Math	D. Addition and Subtraction	1.2 Counts forward to 10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	CM 1 – 4.3: Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	CM 1 – 4.4: Count out a specified number of objects from with a set of 10 or fewer objects when asked.	Math	A. Counting	2. Counts out 10 items
	CM 1 – 4.5: Identify written numerals 0-10 in the everyday environment.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Says number before 2–10
	CM 1 – 4.6: With prompting and support, match a number of objects with the correct written numeral from 0 – 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Standard CM 2: Understand basic patterns, concepts, and operations.	CM 1 – 4.7: Compare sets of objects using same/different and more/less/fewer.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	CM 1 – 4.8: Identify an object’s or person’s position as first or last.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Infants (Birth to 11 months)	CM 2 – 0.1: Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Toddlers (9–18 months)	CM 2 – 1.1: Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	CM 2– 1.2: Imitate simple movement patterns.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	CM 2 – 1.3: Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CM 2 – 1.4: Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CM 2 – 1.5: Participate in activities that combine and separate groups/sets of objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Toddlers (16 – 36 months)	CM 2 – 2.1: Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CM 2 – 2.2: Copy simple movement or rhythmic patterns.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	CM 2 – 2.3: Group/sort 3 to 4 objects by one feature into two or more groups based on observable/ physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CM 2 – 2.4: Participate in activities that combine and separate groups/sets of objects.	Cognitive	C. Conceptual Knowledge	3 (All)
	CM 2 – 2.5: Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CM 2 – 2.6: Participate in simple story problems created with objects and/or manipulatives.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Three-Year-Olds (36 – 48 months)	CM 2 – 3.1: Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CM 2 – 3.2: Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CM 2 – 3.3: Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CM 2 – 3.4: Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny).	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	CM 2 – 3.5: Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	CM 2 – 4.1: Recognize, copy, and extend patterns.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CM 2 – 4.2: Sort objects by more than one attribute (such as, red circles or blue triangles) and explain the criteria used to sort objects.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	CM 2 – 4.3: Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	CM 2 – 4.4: Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.				
Infants (Birth to 11 months)	CM 3 - 0.1: Play with toys and other objects of different sizes and weights.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddlers (9–18 months)	CM 3 - 1.1: With adult support, notice differences in the size of objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CM 3 – 1.2: Participate in activities that compare the size and weight of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Toddlers (16 – 36 months)	CM 3 – 2.1: Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CM 3 – 2.2: Manipulate, handle, and use a variety of measurement tools in play.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	CM 3 – 2.3: Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Three-Year-Olds (36 – 48 months)	CM 3 – 3.1: Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	CM 3 – 3.2: Compare the size or weight of more than two objects and describe which one is longer/taller/ shorter/heavier/lighter.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CM 3 – 3.3: Identify/name simple measurement tools such as a ruler, measuring cup, and scale.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	CM 3 – 3.4: Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, measure one cup of flour during a cooking activity).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	CM 3 – 4.1: Describe measurable attributes (length and weight) of objects and materials, using comparative words.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	CM 3 – 4.2: Put up to six objects in order by length (seriate).	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	CM 3 – 4.3: Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	CM 3 – 4.4: Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
<b>Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.</b>				
Infants (Birth to 11 months)	CM 4 – 0.1: Explore various shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	CM 4 – 0.2: Move their body in space and observe people and objects as they move through space.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddlers (9–18 months)	CM 4 – 1.1: Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
		Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	CM 4 – 1.2: Move their body to follow simple directions related to position in space (on, under, up, down).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Toddlers (16 – 36 months)	CM 4 – 2.1: Recognize at least two basic shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CM 4 – 2.2: Point to a shape that has a specific attribute (e.g., round, straight sides).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CM 4 – 2.3: Solve simple puzzles that require two pieces to fit together.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	CM 4 – 2.4: Participate in creating simple shapes using objects or other materials.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	CM 4 – 2.5: Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Three-Year-Olds (36 – 48 months)	CM 4 – 3.1: Recognize basic shapes in the environment in two- and three-dimension forms.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	CM 4 – 3.2: With prompting and support, name the attributes of two shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language and Literacy Development				
Subdomain: Speaking and Listening				
Standard LL 1: Comprehend or understand and use language.				
Infants (Birth to 11 months)	LL 1 – 0.1: Show interest in adult speech.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
		Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	LL 1 – 0.2: Look in the direction of sound.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	LL 1 – 0.3: Recognize words for familiar items such as “cup” or “bottle”.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	LL 1 – 0.4: Engage in turn-taking.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	LL 1 – 0.5: Coo when spoken to.	A. Early Social Communication	A. Early Social Communication	2.1 Coos and gurgles
	LL 1 – 0.6: Smile in response to social stimulation.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	LL 1 – 0.7: Know own name by responding when name is spoken.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	LL 1 – 0.8: Respond to the sound of language and the steady rhythm of words.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	LL 1 – 0.9: Get attention or express needs through sound, facial expressions, and movements.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	LL 1 – 0.10: Imitate different sounds.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Toddlers (9–18 months)	LL 1 – 1.1: Attend to adult language.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	LL 1 – 1.2: Respond to adult’s facial expressions (stops throwing blocks after a stern look from adult).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	LL 1 – 1.3: Identify familiar people or objects when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	LL 1 – 1.4: Follow simple commands (e.g., “Come here”).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
		Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	LL 1 – 1.5: Use facial expression to show excitement or distress.	Social-Communication	A. Early Social Communication	4 (All)
	LL 1 – 1.6: Use gestures and words to communicate needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	LL 1 – 1.7: Repeat familiar words.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	LL 1 – 1.8: Respond to simple rhymes and fingerplays.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	LL 1 – 1.9: Use hand gestures to show recognition of a song.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	LL 1 – 1.10: Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
		Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	LL 1 – 2.1: Identify some body parts when asked.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	LL 1 – 2.2: Understand simple questions such as, “Where is your blanket?”	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	LL 1 – 2.3: Show understanding of words through response (such as going to get a diaper when told it is time for diaper change).	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	LL 1 – 2.4: Use short phrases combined with gestures and intonation to communicate.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	LL 1 – 2.5: Ask “what’s that?” questions repeatedly.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	LL 1 – 2.6: Engage in short conversations with others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	LL 1 – 2.7: Understand a pause in the conversation is a signal to take a turn. Share experiences using simple 2-3 word combinations.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	LL 1 – 2.8: Repeat phrases or key words to simple rhymes and fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 1 – 2.9: Imitate words and actions to simple rhymes and fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 1 – 2.10: Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?”	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
		Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	LL 1 – 2.11: Is easily understood by family and familiar adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	LL 1 – 3.1: Follow two- step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	LL 1 – 3.2: Demonstrate understanding of simple questions and requests.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	LL 1 – 3.3: Answer some simple “who”, “what” and “where” questions.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	LL 1 – 3.4: Listen and respond attentively to simple conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	LL 1 – 3.5: Use phrases and/or simple sentences and questions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	LL 1– 3.6: Ask “why” questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	LL 1 – 3.7: With prompting and support, act out familiar stories, rhymes and fingerplays.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	LL 1 – 3.8 Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	LL 1 – 3.9: Ask questions that incorporate expanding vocabulary.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Four-Year-Olds (48 – 60 months)	LL 1 – 4.1: Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	LL 1 – 4.2: Listen and respond attentively to conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	LL 1 – 4.3: With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	LL 1 – 4.4: Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 1 – 4.5: Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	LL – 4.6: Ask questions about a specific topic, activity, and/or text read aloud.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Language				
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.				
Infants (Birth to 11 months)	LL 2 – 0.1: Engage in brief moments of joint attention to imitate positional words through language, music and sounds.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	LL 2 – 0.2: Recognize names of familiar people and objects.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	LL 2 – 0.3: Use gestures and sounds to communicate needs.	Social-Communication	A. Early Social Communication	4 (All)
Young Toddlers (9–18 months)	LL 2 – 1.1: Demonstrate positional words with body movement or through gestures.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	LL 2 – 1.2: Use words such as “mama” and “dada”.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	LL 2 – 1.3: Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”).	Cognitive	B. Imitation and Memory	2. Imitates novel words
Older Toddlers (16 – 36 months)	LL 2 – 2.1: With prompting and support, respond to opposite words during games and activities.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	LL 2 – 2.2: Sing and act out motions using a variety of positional words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 2 – 2.3: Talk about the actions of others.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	LL 2 – 2.4: Use pronouns “me”, “you”, and “I”.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	LL 2 – 2.5: Use name of self and of other people.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	LL 2 – 2.6: Name some objects or people in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	LL 2 – 2.7: Use simple sentences and questions that incorporate expanding vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Three-Year-Olds (36 – 48 months)	LL 2 – 3.1: With prompting and support, demonstrate understanding of simple concepts such as opposites and positions.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	LL 2 – 3.2: Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Four-Year-Olds (48 – 60 months)	LL 2 – 4.1: Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	LL 2 – 4.2: Use new vocabulary acquired through conversations, activities, or listening to texts read aloud.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Reading: Literature and Information in Print				
Standard LL 3: Develop an interest in books and their characteristics.				
Infants (Birth to 11 months)	LL 3 – 0.1: Manipulate books by holding, chewing, banging, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	LL 3 – 0.2: Look at picture books with interest, sometimes pointing at objects.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	LL 3 – 0.3: Engage in joint attention to books, language, music and sounds.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Young Toddlers (9–18 months)	LL 3 – 1.1: Look at books independently and with an adult.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	LL 3 – 1.2: Select a book to look at and/or take it to an adult to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	LL 3 – 1.3: Attends to picture books on own and with an adult for sustained periods of time.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	LL 3 – 1.4: Turn pages of a book held by an adult, but not necessarily from front to back or page by page.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Toddlers (16 – 36 months)	LL 3 – 2.1: Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LL 3 – 2.2: Rotate book to get picture right side up.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LL 3 – 2.3: Hold a book and looks at one page at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	LL 3 – 2.4: Pretends to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Three-Year-Olds (36 – 48 months)	LL 3 – 3.1: Find a specific book by looking at the cover.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	LL 3 – 3.2: Identify the front cover of a book.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	LL 3 – 3.3: Hold book properly and look at pages of a book from left to right, pretending to read.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	LL 3 – 3.4: Imitate teacher reading a story.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	LL 3 – 3.5: With prompting and support, demonstrate and understand that people write stories and draw pictures in books.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Four-Year-Olds (48 – 60 months)	LL 3 – 3.6: Shows an interest in illustrations.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	LL 3 – 4.1: Demonstrates how books are read, such as front-to-back and one page at a time.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	LL 3 – 4.2: Demonstrate appropriate “reading behaviors” when handling and looking at books with predictable, repetitive text, and simple illustrations.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	LL 3 – 4.3: With prompting and support, describe the role of the author and illustrator of a text.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Standard LL 4: Comprehend stories and information from books and other print materials.</b>				
Infants (Birth to 11 months)	LL 4 – 0.1: Engage in brief moments of joint attention to books, language and sounds.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	LL 4 – 0.2: Respond and attend to stories that have been read previously.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddlers (9–18 months)	LL 4 – 1.1: Identify pictures of specific characters, scenes, or objects that are part of a book when asked.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	LL 4 – 1.2: Look to an adult for the name of an object or character portrayed in a picture within a book.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	LL 4 – 1.3: Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	LL 4 – 1.4: With prompting and support, point to pictures of favorite characters or familiar objects in a book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	LL 4 – 1.5: Point to a picture or illustration in a story book and look to an adult for the name of the object or character.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 – 36 months)	LL 4 – 2.1: Answer simple questions about pictures that go with print read aloud.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	LL 4 – 2.2: Recognize when an adult misreads or skips a section of a familiar story and offer correction.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	LL 4 – 2.3: Make up stories while turning pages of book.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	LL 4 – 2.4: Recite simple phrases or words from familiar stories (e.g., Chicka Chicka Boom Boom).	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	LL 4 – 2.5: With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	LL 4 – 2.6: Is attentive when an adult explains a new word or introduces a new concept.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	LL 4 – 2.7: Point to the picture on a page and ask, “What’s that?”	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	LL 4 – 2.8: Look at a picture or illustration and describe what is happening (e.g., “Boy running.”).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	LL 4 – 2.9: With prompting and support, demonstrate understanding of what will happen next in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	LL 4 – 3.1: Answer simple questions about print that has been read aloud several times.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	LL 4 – 3.2: Retell a simple story with pictures or other props to use as prompts.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	LL 4 – 3.3: With prompting and support, identify characters from a story and information from an informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 4 – 3.4: With prompting and support, talk about unfamiliar vocabulary words in a text or story read aloud.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 4 – 3.5: Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	LL 4 – 3.6: Use pictures and illustrations of a text to tell a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	LL 4 – 3.7: With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Literacy	E. Writing	2.1 Makes representational drawings
	LL 4 – 3.8: Demonstrate understanding of what will happen next in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Four-Year-Olds (48 – 60 months)	LL 4 – 4.1: With prompting and support, ask and answer questions about print that is read aloud.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	LL 4 – 4.2: With prompting and support, retell parts of a favorite story in sequence (first, next, and last).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	LL 4 – 4.3: With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 4 – 4.4: With prompting and support, ask and answer questions about unfamiliar words in a text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	LL 4 – 4.5: Listen to stories or text read aloud and use new vocabulary words in follow-up conversations.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
		Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	LL 4 – 4.6: Recognize that texts can be stories (make-believe) or real (give information).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 4 – 4.7: With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	LL 4 – 4.8: With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 4 – 4.9: Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Reading: Foundational Skills				
Standard LL 5: Demonstrate understanding of the organization and basic features of print.				
Infants (Birth to 11 months)	LL 5 – 0.1: Engage in brief moments of joint attention to books, language, music, and sounds.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	LL 5 – 0.2: Respond or show excitement when hear own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Young Toddlers (9–18 months)	LL 5 – 1.1: Point to pictures and words in book.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	LL 5 – 1.2: Recognize and respond to own name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Older Toddlers (16 – 36 months)	LL 5 – 2.1: Rotate book to get picture right side up.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	LL 5 – 2.2: Look at one page at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	LL 5 – 2.3: Recognize a word with the first letter of a child’s name in it as being connected to the child’s name, i.e., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	LL 5 – 2.4: Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	LL 5 – 2.5: Associate symbols or pictures with objects or places in the environment.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Three-Year-Olds (36 – 48 months)	LL 5 – 3.1: With prompting and support, track across a page or along printed words from top to bottom and left to right.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	LL 5 – 3.2: Identify name on personal property.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	LL 5 – 3.3: With prompting and support, demonstrate an understanding that letters are combined to make words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
		Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	LL 5 – 3.4: Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters).	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	LL 5 – 3.5: Identify some letters in own name.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	LL 5 – 4.1: With prompting and support, demonstrate that 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
	LL 5 – 4.2: With limited guidance, track across a page or along printed words from top to bottom and left to right.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	LL 5 – 4.3: With prompting and support, identify own first name in print among two to three other names; point to printed name when asked.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	LL 5 – 4.4: With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
		Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	LL 5 – 4.5: Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
<b>Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</b>				
infants (Birth to 11 months)	LL 6 – 0.1: Coo and babble to self and others.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	LL 6 – 0.2: Imitate sounds made by caregiver.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	LL 6 – 0.3: Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	LL 6 – 0.4: Show recognition of familiar voices, names and environmental sounds.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
		Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Young Toddlers (9–18 months)	LL 6 – 1.1: Make vowel-like sounds or a variety of consonant and vowel sounds.	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	LL 6 – 1.2: Imitate inflection.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	LL 6 – 1.3: Communicate using sounds, words and /or gestures.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	LL 6 – 1.4: Copy some motions of adults during fingerplays.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	LL 6 – 1.5: Participate in sound and word play.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 6 – 1.6: Say first word.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	LL 6 – 2.1: Participate in group rhymes and songs using words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 6 – 2.2: Recognize sounds in the environment such as a horn honking, a train whistle blowing, dogs barking, etc.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	LL 6 – 2.3: Participate in word play games and repeat sounds made by adults.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 6 – 2.4: Participate in sound and word play by imitating the movements and sounds of adults.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	LL 6 – 2.5: Repeat familiar words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	LL 6 – 2.6: Use words combined with gestures and intonations to communicate.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Three-Year-Olds (36 – 48 months)	LL 6 – 3.1: With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	LL 6 – 3.2: With prompting and support, segment a spoken sentence into the individual words using actions (e.g., clap or stomp for each word).	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	LL 6 – 3.3: With prompting and support, show an awareness of beginning sounds in words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	LL 6 – 3.4: With prompting and support, attend to activities or word play that emphasizes beginning sounds in words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
		Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	LL 6 – 3.5: Engage in word play activities in songs and rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Four-Year-Olds (48 – 60 months)	LL 6 – 4.1: With prompting and support, recognize and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
		Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	LL 6 – 4.2: With prompting and support count, pronounce, blend, and segment syllables in spoken words using actions.	Literacy	B. Phonological Awareness	3 (All)
	LL 6 – 4.3: With prompting and support, orally blend onset and rime in single syllable spoken words.	Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	LL 6 – 4.4: Repeat alliteration during word play in order to recognize words with a common initial (first) sound.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Writing				
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.				
Infants (Birth to 11 months)	LL 7 – 0.1: Tightly grasp objects when placed in hands.	Fine Motor	A. Reach, Grasp, and Release	2 (all)
	LL 7 – 0.2: Release object purposefully.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	LL 7 – 0.3: Use pincer grasp to pick up small objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	LL 7 – 0.4: Preference for using right or left hand is emerging.	Fine Motor	A. Reach, Grasp, and Release	2 (all)
Young Toddlers (9–18 months)	LL 7 – 0.5: Transfer objects from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	LL 7 – 1.1: Dot or scribble with crayons, may progress to vertical lines.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	LL 7 – 1.2: Holds marker or crayon with the fist.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	LL 7 – 1.3: Scribble or make random marks on paper.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Older Toddlers (16 – 36 months)	LL 7 – 1.4: Scribble as if writing.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	LL 7 – 2.1: Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	LL 7 – 2.2: Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	LL 7 – 2.3: Scribble with intent to represent something observed and/or convey a message.	Literacy	E. Writing	2.1 Makes representational drawings
	LL 7 – 2.4: Show interest in using writing for a purpose.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	LL 7 – 2.5: Make repeated marks on the page using circles, horizontal, and vertical lines.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	LL 7 – 2.6: Recognize difference between picture and print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	LL 7 – 2.7: Explore interactive toys that are models of digital tools such as computers.	Fine Motor	D. Use of Electronic Devices	1 (All)

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	LL 7 – 3.1: Experiment with a variety of writing tools, materials, and surfaces.	Fine Motor	C. Mechanics of Writing	All
	LL 7 – 3.2: Use early stages of writing to form shapes and letter-like symbols to convey ideas.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	LL 7 – 3.3: Engage in tactile experiences creating letters and other forms.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	LL 7 – 3.4: Imitate marks made by adult or older child (approximations).	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	LL 7 – 3.5: Describe picture and/or dictate story to caretaker.	Literacy	E. Writing	1.1 Dictates description of drawing
		Literacy	E. Writing	1.2 Verbally labels representational drawings
		Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Four-Year-Olds (48 – 60 months)	LL 7 – 4.1: Use a variety of writing tools in an appropriate manner showing increasing muscular control.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	LL 7 – 4.2: Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
	LL 7 – 4.3: With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games).	Fine Motor	D. Use of Electronic Devices	1 (All)

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Well-Being and Motor Development				
Subdomain: Motor Skills and Physical Fitness				
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.				
Infants (Birth to 11 months)	PM 1 – 0.1: Develop strength and control of head and back progressing to arms and legs.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
	PM 1 – 0.2: Develop strength and control of head and back progressing to arms and legs when playing with objects.	Gross Motor	A. Body Control and Weight Transfer	2 (All)
Young Toddlers (9–18 months)	M 1 – 1.1: Control and coordinate movement of arms, legs, and neck.	Gross Motor	A. Body Control and Weight Transfer	4 (All)
	PM 1 – 1.2: Control and coordinate movement of arms, legs, and neck when using a variety of objects.	Gross Motor	A. Body Control and Weight Transfer	4 (All)
Older Toddlers (16 – 36 months)	PM 1 – 2.1: Combine and coordinate arm and leg movements when engaged in active play.	Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	5.1 Runs
	PM 1 – 2.2: Combine and coordinate arm and leg movements when engaged in active play with objects and equipment.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
Three-Year-Olds (36 – 48 months)	PM 1 – 3.1: Use arms and legs for balance and motor control when walking, jumping, throwing and climbing.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	PM 1 – 3.2: Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	All

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	PM 1 – 4.1: Use the whole body for balance and motor control when walking, jumping, throwing and climbing.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	2.2 Climbs play equipment
	PM 1 – 4.2: Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	7. Skips
		Gross Motor	C. Active Play	All
Standard PM 2: Develop small muscle control and coordination.				
Infants (Birth to 11 months)	PM 2 – 0.1: Develop small motor control moving from the chest outward to arms, wrist, and hands.	Fine Motor	A. Reach, Grasp, and Release	All
	PM 2 – 0.2: Use hands to accomplish actions with rake grasp and/or palming.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
		Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	PM 2 – 0.3: Coordinate eye and hand movements when eating, grasping, or picking up objects.	Fine Motor	A. Reach, Grasp, and Release	2 (All)
Young Toddlers (9–18 months)	PM 2 – 1.1: Demonstrate control of wrists, hands, and fingers.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	1. Activates object with finger
		Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	PM 2 – 1.2: Use pincer grasp (their thumb and forefinger) to pick up small objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	PM 2 – 1.3: Hold an object in one hand and manipulate it with the other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	PM 2 – 1.4: Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower).	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
		Fine Motor	B. Functional Skill Use	3 (All)
Older Toddlers (16 – 36 months)	PM 2 – 2.1: Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
		Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	PM 2 – 2.2: Coordinate eye and hand movements to carry out simple tasks such as using utensils for eating, putting puzzles together, stringing large beads, etc.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
		Fine Motor	B. Functional Skill Use	3 (All)

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	PM 2 – 3.1: Use hands, fingers, and wrists for a wide variety of tasks and activities.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	PM 2 – 3.2: Coordinate eye and hand movements to accomplish simple tasks such as using utensils for eating, putting puzzles together, stringing large beads, using a crayon etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	C. Mechanics of Writing	All
Four-Year-Olds (48 – 60 months)	PM 2 – 4.1: Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	PM 2 – 4.2: Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools, such as pitchers for pouring or scissors for cutting along a line, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
<b>Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.</b>				
Infants (Birth to 11 months)	PM 3 – 0.1: Move body in a variety of ways, such as kicking feet, waving arms, or rolling over.	Gross Motor	A. Body Control and Weight Transfer	1 (All)
		Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	A. Body Control and Weight Transfer	3 (All)
		Gross Motor	A. Body Control and Weight Transfer	4 (All)
	PM 3 – 0.2: Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing).	Gross Motor	A. Body Control and Weight Transfer	2 (All)
		Gross Motor	B. Movement and Coordination	1 (All)
Young Toddlers (9–18 months)	PM 3 – 1.1: Participate in a variety of indoor and outdoor play activities.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	All
	PM 3 – 1.2: Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment).	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2.1 Moves swing back and forth
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	PM 3 – 2.1: Participate in a variety of indoor and outdoor play activities.	Gross Motor	B. Movement and Coordination	3 (All)
		Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
	PM 3 – 2.2: Engage in regular and sustained play activities that are physically demanding for short periods of time.	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
Three-Year-Olds (36 – 48 months)	PM 3 – 3.1: Seek out a variety of physical activities such as games and indoor/outdoor play.	Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3 (All)
		Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	PM 3 – 3.2: Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
Four-Year-Olds (48 – 60 months)	PM 3 – 4.1: Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness.	Gross Motor	C. Active Play	All
		Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	PM 3 – 4.2: Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Health and Hygiene				
Standard PM 4: Develop appropriate health and hygiene skills.				
Infants (Birth to 11 months)	PM 4 – 0.1: Willing to try healthy foods offered by caregiver.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	PM 4 – 0.2: Cooperate with some personal care routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	PM 4 – 0.3: Respond to consistent bedtime routine.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	PM 4 – 0.4: Soothe self and fall asleep.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Young Toddlers (9–18 months)	PM 4 – 1.1: Accept healthy foods that are offered by caregiver.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	PM 4 – 1.2: Participate in personal care routines with adult caregiver.	Adaptive	B. Personal Care Routines	1 (All)
		Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	PM 4 – 1.3: Cooperate with sleep routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers (16 – 36 months)	PM 4 – 1.4: Comfort self, fall asleep, and return to sleep if awoken.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	PM 4 – 2.1: Identify a variety of healthy foods.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PM 4 – 2.2: Eat a variety of healthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Adaptive	B. Personal Care Routines	1 (All)
	PM 4 – 2.3: Carry out some parts of personal care routines with adult guidance, supervision and assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PM 4 – 2.4: Initiate and participate in sleep routines.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Three-Year-Olds (36 – 48 months)	PM 4 – 2.5: Fall asleep on their own and return to sleep if awoken.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	PM 4 – 3.1: Identify foods (real or pictures) that are healthy and less healthy for the body.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PM 4 – 3.2: Select from a variety of healthy foods that are offered.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Adaptive	B. Personal Care Routines	1 (All)
	PM 4 – 3.3: Carry out most personal care routines with minimal adult guidance and assistance.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	PM 4 – 3.4: Sleep or rest for a sufficient amount of time to support healthy development of their body.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Four-Year-Olds (48 – 60 months)	PM 4 – 4.1: Identify different foods and the corresponding food group according to “My Plate”.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PM 4 – 4.2: Choose to eat a healthy food when given a choice between healthy and unhealthy.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	PM 4 – 4.3: Exhibit good hygiene habits and manage age appropriate personal care routines on own.	Adaptive	B. Personal Care Routines	1 (All)
		Adaptive	B. Personal Care Routines	2 (All)
		Adaptive	B. Personal Care Routines	3 (All)
	PM 4 – 4.4: Get sufficient sleep and rest to support healthy development of their body.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Subdomain: Safety				
Standard PM 5: Demonstrate safe behaviors.				
Infants (Birth to 11 months)	PM 5 – 0.1: Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
		Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	PM 5 – 0.2: May cry upon seeing adult reaction to a potential harmful situation.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
		Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
Young Toddlers (9–18 months)	PM 5 – 1.1: Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
		Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	PM 5 – 1.2: Use cue or signal from adult to guide behavior in harmful or dangerous situations.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	PM 5 – 1.3: Cooperate with some basic safety practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Toddlers (16 – 36 months)	PM 5– 2.1: Recognize some harmful situations.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	PM 5 – 2.2: Follow directions from an adult to avoid potential harmful conditions/ situations.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
		Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	PM 5 – 2.3: Follow safety rules with assistance and guidance from adults.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Three-Year-Olds (36 – 48 months)	PM 5 – 3.1: Identify and avoid potentially harmful objects, substances, or situations or behaviors with supervision.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Adaptive	D. Personal Safety	4 (All)
	PM 5 – 3.2: State safety rules and follow them with guidance from adults.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Four-Year-Olds (48 – 60 months)	PM 5 – 4.1: Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Adaptive	D. Personal Safety	4 (All)
	PM 5 – 4.2: Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
		Adaptive	D. Personal Safety	4 (All)

### Subdomain: Social Relationships

#### Standard SE 1: Develop healthy relationships and interactions with peers and adults.

Infants (Birth to 11 months)	SE 1 – 0.1: Notice and pay attention to others.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	SE 1 – 0.2: Notice how others respond to his/her behaviors.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	SE 1 – 0.3: Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 1 – 0.4: Participate in simple back and forth play and interaction with adults.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	SE 1 – 0.5: Attend and respond to familiar adults.	Social-Emotional	A. Interactions with Adults	1 (All)
	SE 1 – 0.6: Become frightened or distressed when separated from familiar caregiver.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SE 1 – 0.7: Move or cry to seek attention and comfort from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 1 – 0.8: Touch, smile, or babble to other infants.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Toddlers (9–18 months)	SE 1 – 1.1: Recognize and react to feelings in others (e.g., offers toy to crying peer).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	SE 1 – 1.2: Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SE 1 – 1.3: Show interest in a variety of things, people, and objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 1 – 1.4: Play alongside another child (parallel or mirror play) for brief periods.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	SE 1 – 1.5: Become frightened or distressed when separated from familiar caregiver.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	SE 1 – 1.6: Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 1 – 1.7: Use familiar adults as “secure base” by glancing back to caregiver while playing.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 1 – 1.8: Enjoy playing next to or close to other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	SE 1 – 1.9: Interact briefly with other children by gesturing or offering a toy.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Older Toddlers (16 – 36 months)	SE 1 – 2.1: Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	SE 1 – 2.2: Make connection between choice and consequence that follows.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
		Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	SE 1 – 2.3: Notice differences in others, objects, and environment.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	SE 1 – 2.4: Engage in social play alongside other children and, on occasion, with other children.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	SE 1 – 2.5: Follow adult guidance to respond to conflict.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SE 1 – 2.6: Show affection for adults that care for him/her on a regular basis.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 1 – 2.7: Willingness to explore, but will seek help from trusted adults in new situations or when fearful.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 1 – 2.8: Interact more regularly with one or two familiar children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Three-Year-Olds (36 – 48 months)	SE 1 – 3.1: Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (i.e., comforts a friend who gets hurt)	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SE 1 – 3.2: Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SE 1 – 3.3: Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE 1 – 3.4: Work or play cooperatively with other children with some direction from adults.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	SE 1 – 3.5: Resolve conflict with peers by following suggestions from an adult.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SE 1 – 3.6: Show affection for adults that care for him/her on a regular basis.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	SE 1 – 3.7: Demonstrate interactions with a few adults who are less familiar.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SE 1 – 3.8: Occasionally play with the same one or two children for a short time.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	SE 1 – 3.9: Describe one or two children as their friends.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	SE 1 – 3.10: Join in with a small group of children.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Four-Year-Olds (48 – 60 months)	SE 1 – 4.1: Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SE 1 – 4.2: Express empathy and sympathy for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	SE 1 – 4.3: Demonstrate understanding of how one's words and actions affect others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SE 1 – 4.4: Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	SE 1 – 4.5: Play cooperatively with small group of peers for a sustained time.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	SE 1 – 4.6: Demonstrate cooperation with peers by sharing, taking turns, etc.	Social-Emotional	C. Interactions with Peers	3 (All)
	SE 1 – 4.7: Resolve conflict with peers on their own sometimes.	Social-Emotional	D. Independent and Group Participation	4 (All)
	SE 1 – 4.8: Seek help from adults when in conflict with peer, if needed.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	SE 1 – 4.9: Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem solving.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	SE 1 – 4.10: Develop and maintain positive relationships with peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Self-Concept and Self-Efficacy				
Standard SE 2: Develop positive self-identify and sense of belonging.				
Infants (Birth to 11 months)	SE 2 – 0.1: Show awareness of body parts of self and others.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 2 – 0.2: Express preferences for objects, activities and people.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	SE 2 – 0.3: Respond to his/her own name by movements or facial expressions.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
Young Toddlers (9–18 months)	SE 2 – 1.1: Recognize self in mirror.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	SE 2 – 1.2: Develop preferences to food, toys, games, textures, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 2 – 1.3: Express own desires and preferences.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers (16 – 36 months)	SE 2 – 2.1: Express own desires and preferences.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	SE 2 – 2.2: Identify self in photographs.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	SE 2 – 2.3: Express self-awareness using “Me” or “mine.”	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Three-Year-Olds (36 – 48 months)	SE 2 – 3.1: Recognize self in terms of basic preferences, characteristics, and skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	3 (All)
		Social-Emotional	E. Meeting Social Expectations	4 (All)
Four-Year-Olds (48 – 60 months)	SE 2 – 4.1: Describe self, referring to characteristics, preferences, thoughts, and feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	3 (All)
		Social-Emotional	E. Meeting Social Expectations	4 (All)
Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.				
Infants (Birth to 11 months)	SE 3 – 0.1: Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	SE 3 – 0.2: Express pleasure at things she/he has done (wiggle, coo, laugh).	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	SE 3 – 0.3: Actively explore toys, and objects in the environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 3 – 0.4: Express preferences for objects, activities and people.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Toddlers (9–18 months)	SE 3 – 1.1: Try new tasks with encouragement from adults.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	SE 3 – 1.2: Show joy, pleasure, and/or excitement over accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	SE 3 – 1.3: Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	SE 3 – 1.4: May insist on or demand certain preferences.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	E 3 – 1.5: Make simple choices with guidance from adults.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers (16 – 36 months)	SE 3 – 2.1: Demonstrate confidence when completing familiar tasks.	AEPS-3 CODF'IA355=	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	SE 3 – 2.2: Express preferences with strong emotions and/or actions, may say “no” to adult.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	SE 3 – 2.3: Use some language to express feelings of pleasure over accomplishments (says “I did it!” after using potty successfully).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	SE 3 – 2.4: Try new experiences with adult prompting and support.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	SE 3 – 2.5: Make simple choices with guidance from adults.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Three-Year-Olds (36 – 48 months)	SE 3 – 3.1: Demonstrate confidence in completing familiar tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	SE 3 – 3.2: Actively explore the environment and begin to try new experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	SE 3 – 3.3: Make choices between two or three options (i.e., chooses milk or juice).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Four-Year-Olds (48 – 60 months)	SE 3 – 4.1: Demonstrate confidence in range of abilities and express pride in accomplishments.	Social-Emotional	B. Social-Emotional Expression and Regulation	3 (all)
	SE 3 – 4.2: Attempt new experiences with confidence.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	SE 3 – 4.3: Make choices or decisions from a range of options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Subdomain: Self-Regulation				
<b>Standard SE 4: Regulate own emotions and behavior.</b>				
Infants (Birth to 11 months)	SE 4 – 0.1: Respond to adult’s expression of feelings (i.e., their facial and vocal expressions).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	SE 4 – 0.2: Calm when held, rocked, or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	SE 4 – 0.3: Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SE 4 – 0.4: Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
Young Toddlers (9–18 months)	SE 4 – 1.1: Respond to adult’s expression of feelings (i.e., their facial and vocal expressions).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	SE 4 – 1.2: Seek comfort in daily routines, activities, and familiar adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SE 4 – 1.3: Use body to express emotions (e.g., hugging mother, throwing a toy when angry).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers (16 – 36 months)	SE 4 – 2.1: Recognize feelings when named by an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE 4 – 2.2: Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed.	Social-Emotional	A. Interactions with Adults	3 (All)
	SE 4 – 2.3: Express more complex emotions through behaviors, facial expression and some words.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Three-Year-Olds (36 – 48 months)	SE 4 – 3.1: Recognize and name basic emotions (happy, mad, sad) in self.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE 4 – 3.2: Express own ideas, interests, and feelings through words or actions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Four-Year-Olds (48 – 60 months)	SE 4 – 4.1: Recognize and accurately label the feelings of self.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	SE 4 – 4.2: Express basic feelings, needs, and wants in a manner that is age appropriate to the situation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
<b>Standard SE 5: Regulate attention, impulses, and behavior.</b>				
Infants (Birth to 11 months)	SE 5 – 0.1: Respond to having needs met.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	SE 5 – 0.2: Respond to changes in adult’s tone of voice, expression, and visual cues (e.g., shaking head).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone



Age Range	LA Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Young Toddlers (9–18 months)	SE 5 – 1.1: Respond to simple rules and routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	SE 5 – 1.2: Accept some redirection from adults.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	SE 5 – 1.3: Act on impulses (e.g., pull mother’s hair or reach for another child’s bottle).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	SE 5 – 1.4: Develop a capacity to wait for needs to be met when responded to promptly and consistently.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddlers (16 – 36 months)	SE 5 – 2.1: Show some understanding of simple rules and routines with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	SE 5 – 2.2: Accept some redirection from adults.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	SE 5 – 2.3: Respond positively to choices and limits set by an adult to help control their behavior.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Three-Year-Olds (36 – 48 months)	SE 5 – 3.1: With prompting and support, follow rules and routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
		Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	SE 5 – 3.2: With prompting and support, respond appropriately during teacher-guided and child- initiated activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	SE 5 – 3.3: Cooperate and begin to focus attention during teacher-guided and child initiated activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	SE 5 – 3.4: With adult support and guidance, wait for short periods of time to get something she/he wants (waits her turn to play with a toy, etc.).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Four-Year-Olds (48 – 60 months)	SE 5 – 4.1: Follow rules and routines and adapt to changes in rules and routines.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
		Social-Emotional	E. Meeting Social Expectations	3 (All)
	SE 5 – 4.2: Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	SE 5 – 4.3: With adult support and guidance, wait for short periods of time to get something she/he wants (waits her turn to play with a toy, etc.).	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts