



ALIGNMENT

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

WITH

South Carolina Early Learning Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the South Carolina Early Learning Standards

This document aligns the South Carolina Early Learning Standards [2017] 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.

South Carolina Early Learning Standards Interagency Stakeholder Group. (2017). South Carolina Early Learning Standards. Columbia: Author Retrieved from: <https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/>

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Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Learning (APL)				
Subdomain: Curiosity, Information-Seeking, and Eagerness				
Goal APL-1: Children show curiosity and express interest in the world around them.				
Infants Birth to 12 months	Show interest in others (smile or gaze at caregiver, make sounds or move body when another person is near). APL-1a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show interest in themselves (watch own hands, play with own feet). APL-1b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddlers 8 to 21 months	Imitate what others are doing. APL-1d	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e	Cognitive	B. Imitation and Memory	2.1 Uses sensory means to explore people, animals, and objects
	Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
		Social-Communication	A. Early Social-Communication	4.3 Expresses desire to continue activity
Older Toddlers 18 to 36 months	Discover things that interest and amaze them and seek to share them with others. APL-1g	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Show pleasure in new skills and in what they have done. APL-1h	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Watch what others are doing and often try to participate. APL-1i	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Younger Preschoolers 36 to 48 months	Discover things that interest and amaze them and seek to share them with others. APL-1j	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1k	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show interest in a growing range of topics, ideas, and tasks. APL-1l	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschoolers 48 to 60+ months	Discover things that interest and amaze them and seek to share them with others. APL-1m	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show interest in a growing range of topics, ideas, and tasks. APL-1o	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dancing, and building skills). APL-1p	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal APL-2: Children actively seek to understand the world around them.				
Infants Birth to 12 months	Explore the indoor and outdoor environment using all available senses —smell, hear, see, feel and taste. APL-2a	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2b	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers 8 to 21 months	Initiate activities that interest them and try to get others involved. APL-2c	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Move toward people and things that are new and/or interesting. APL-2e	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Older Toddlers 18 to 36 months	Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, and become absorbed in figuring out a situation). APL-2f	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Communicate what they want to do or know using gestures, facial expressions, or words (ask “What’s that?”). APL-2h	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers 36 to 48 month	Ask questions about the people and things around them. APL-2i	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float). APL-2j	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther). APL-2k	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Older Preschoolers 48 to 60+ months	Ask questions to find out more about the things that interest them, including questions about future events. APL-2l	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). APL-2m	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Play and Imagination				
Goal APL-3: Children engage in increasingly complex play.				
Infants Birth to 12 months	Show interest in other children playing (watch, turn toward). APL-3a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
		Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Play with simple objects, using them to make sounds and other interesting results. APL-3c	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”). APL-3d	Social-Communication	A. Early Social-Communication	3. Engages in vocal exchanges
Younger Toddlers 8 to 21 months	Play alongside other children, sometimes imitating their actions. APL-3e	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Take turns in simple games (pat-a-cake, peek-a-boo). APL-3g	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Offer toys and objects to others. APL-3h	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Older Toddlers 18 to 36 months	Try to involve other children in play. APL-3i	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Play with others with a common purpose (play a chase game). APL-3k	Social-Communication	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). APL-3l	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Younger Preschoolers 36 to 48 months	Engage in dramatic play themes that include interacting with other children, but often are not coordinated. APL-3m	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Talk to peers and share materials during play. APL-3n	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in make-believe play with imaginary objects. APL-3o	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use language to begin and carry on play with others. APL-3p	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). APL-3q	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use more complex and varied language to share ideas and influence others during play. APL-3s	Social-Communication	D. Social Use of Language	All
	Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what we eat for breakfast.”). APL-3u	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.				
Infants Birth to 12 months	Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention). APL-4b	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	React to unexpected events with laughter and interest. APL-4c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers 8 to 21 months	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). APL-4d	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddlers 18 to 36 months	Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, tries to stack bears). APL-4e	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Pretend to be somebody or something other than themselves. APL-4f	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Pretend one object is really something different (use Legos® as food while stirring a pot). APL-4g	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschoolers 36 to 48 months	Offer new ideas about how to do or make things. APL-4h	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Add new actions, props, or dress-up items to pretend play. APL-4i	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. APL-4j	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Experiment with language, musical sounds, and movement. APL-4k	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Preschoolers 48 to 60+ months	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Make up stories, songs, or dances for fun during play. APL-4o	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Invents new games. APL-4p	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Risk-Taking, Problem-Solving, and Flexibility				
Goal APL-5: Children are willing to try new and challenging experiences.				
Infants Birth to 12 months	Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Look to adult for cues and when reassured, proceed. APL-5c	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Younger Toddlers 8 to 21 months	Try unfamiliar experiences and interact with new people, with a familiar adult nearby. APL-5d	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Move away from a familiar adult to explore, but check in frequently. APL-5e	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show interest in toys that offer a challenge and try to work. APL-5f	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers 18 to 36 months	Explore freely without a familiar adult nearby. APL-5g	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, "I can do it."). APL-5i	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Want to do things their own way (say "Me do it!", push an adult's hand away if the person is trying to help). APL-5j	Social-Emotional	3.1 Explains or shows others how to do tasks mastered	3.1 Explains or shows others how to do tasks mastered
Younger Preschoolers 36 to 48 months	Express a belief that they can do things that are hard. APL-5k	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Choose to participate in an increasing variety of familiar and new experiences. APL-5l	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Accept new challenges when offered. APL-5m	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschoolers 48 to 60+ months	Try things they are not sure they can do, while avoiding dangerous risks APL-5n	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Express a belief that they can do things that are hard. APL-5o	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Approach new experiences independently. APL-5p	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Ask to participate in new experiences that they have observed or heard about. APL-5q	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Independently seek new challenges. APL-5r	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal APL-6: Children use a variety of strategies to solve problems.				
Infants Birth to 12 months	Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Try a familiar action in a new activity (hit a button on a new toy; try to open a visitor's purse). APL-6b	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Use trial and error to get something done, get what they want, or solve simple problems. APL-6c	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Younger Toddlers 8 to 21 months	Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box). APL-6d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	After unsuccessful attempts to solve a problem, ask for help from an adult (point, gesture, and speak). APL-6f	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Vary actions on purpose to solve a problem (when fitting a shape into a sorter bang, then turn the shape to fit; when opening a drawer shake, then pull its handle). APL-6g	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddlers 18 to 36 months	Try a variety of strategies to get what they want or solve a problem. APL-6h	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use language to obtain help to solve a problem (tell adults, "My car broke."). APL-6i	Cognitive	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and drag them across the floor when there are too many to carry). APL-6j	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Younger Preschoolers 36 to 48 months	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6k	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Purposefully use a variety of strategies to solve different types of problems. APL-6l	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Talk to themselves to work through the steps to solve a problem. APL-6m	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Older Preschoolers 48 to 60+ months	Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Describe the steps they will use to solve a problem. APL-6o	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Explain how they solved a problem to another person. APL-6q	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Attentiveness, Effort and Persistence				
Goal APL-7: Children demonstrate initiative.				
Infants Birth to 12 months	Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). APL-7a	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand). APL-7b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers 8 to 21 months	Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older Toddlers 18 to 36 months	Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show increasing interest in performing tasks independently (puts on jacket and tries to zip it up). APL-7f	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Show and/or tell others what they have done. APL-7g	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Younger Preschoolers 36 to 48 months	Show increasing independence and purpose when making choices ("I want to go to blocks."). APL-7h	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Express goals or plans and follow through on them ("I'm going to draw my house."). APL-7i	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Makes decisions about materials needed to carry out a task. APL-7j	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Preschoolers 48 to 60+ months	Show increasing independence and purpose when making choices ("I'm going to the block area to make a track for my race car."). APL-7k	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7l	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Set simple goals that extend over time, make plans and follow through ("Let's make a rocket ship. We need blocks."). APL-7m	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Goal APL-8: Children maintain attentiveness and focus.				
Infants Birth to 12 months	Focus and attend to people and things around them. APL-8a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Repeat interesting actions over and over (push button to make toy pop up). APL-8b	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Notice when the expected does not happen. APL-8c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers 8 to 21 months	Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). APL-8d	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
Older Toddlers 18 to 36 months	Focus on a person or a hands-on activity for a short period of time (participate in singing a song, stay focused long enough to build a block tower). APL-8f	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Keep working on interesting activities with other things going on around them. APL-8g	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

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Younger Preschoolers 36 to 48 months	Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). APL-8h	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Remain engaged in more complex activities that they have chosen. APL-8i	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintain focus and return to an activity after a break. APL-8j	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers 48 to 60+ months	Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). APL-8k	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Consistently remain engaged in self-directed activities. APL-8l	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shift attention back to a task after having been diverted from it. APL-8m	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Goal APL-9: Children maintain attentiveness and focus.				
Infants Birth to 12 months	Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Younger Toddlers 8 to 21 months	Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Older Toddlers 18 to 36 months	Seek help from others to complete a challenging activity. APL-9c	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Preschoolers 36 to 48 months	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9e	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9f	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Keep working to complete tasks, including those that are somewhat difficult. APL-9g	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers 48 to 60+ months	Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Emotional and Social Development (ESD)				
Subdomain: Developing a Sense of Self				
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.				
Infants Birth to 12 months	Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Respond to their name with sounds or movement. ESD-1c	Cognitive	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Express likes and dislikes (smile, cry, and protest). ESD-1d	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Younger Toddlers 8 to 21 months	Show awareness of specific body parts. ESD-1e	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Express choices with gestures, signs, or words (select a toy they want) ESD-1g	Cognitive	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddlers 18 to 36 months	Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, "I help Daddy!"). ESD-1h	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Make choices and have favorite clothes, toys, and activities. ESD-1j	Social-Emotional	A. Early Social Communication	4.2 Makes choices to express preferences
Younger Preschoolers 36 to 48 months	Describe self (characteristics that can be seen, things they can do, things they like, and possessions). ESD-1k	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Express a sense of belonging to a group (say "There's Kirby from my class," move to stand with own group upon request, "I am a girl."). ESD-1l	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use own first and last name. ESD-1m	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Choose activities they like and name their favorite activities. ESD-1n	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschoolers 48 to 60+ months	Describe themselves in concrete ways, with greater detail and accuracy ("My eyes are brown." "I am tall."). ESD-1o	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.				
Infants Birth to 12 months	Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Show pleasure at things they have done (wiggle, coo, laugh). ESD-2b	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Explore the environment with support from a familiar, trusted adult. ESD-2c	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Toddlers 8 to 21 months	Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Bring others things they like or show them things they have done. ESD-2f	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Older Toddlers 18 to 36 months	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Explore the environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, "I'm strong!"). ESD-2i	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Attempt to reach goals without help from others (push adult away, say "Me do it myself!"). ESD-2j	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Younger Preschoolers 36 to 48 months	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2k	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Express the belief that they can do many things. ESD-2l	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Try new activities and attempt new challenges. ESD-2m	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
Older Preschoolers 48 to 60+ months	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Express the belief that they can do many things. ESD-2o	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Stick with tasks even when they are challenging. ESD-2p	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Developing a Sense of Self with Others				
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.				
Infants Birth to 12 months	Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Recognize and reach out to familiar people. ESD-3b	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seek to be near their caregivers; stop crying when they come near. ESD-3c	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Make eye contact with others. ESD-3e	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for "so big"). ESD-3f	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
Younger Toddlers 8 to 21 months	Show preference for and emotional connection with adults who take care of them on a regular basis ("check in" with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). ESD-3g	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Offer toys and objects to familiar adults. ESD-3h	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Looks to adult for affirmation of behavior/guidance. ESD-3i	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddlers 18 to 36 months	Seek out trusted teachers and caregivers as needed (for emotional support physical assistance, social interaction, problem solving, and approval). ESD-3j	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Form close relationships with their primary caregivers and other familiar adults. ESD-3k	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
	Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3l	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Are less likely to get upset when primary caregiver is with them. ESD-3m	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use words to influence caregivers' behavior (ask for help, talk about something they want the adult to do). ESD-3n	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Preschoolers 36 to 48 months	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3o	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Show affection for adults they are close to. ESD-3p	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Initiates positive social behavior toward familiar adult
	Given time, form positive relationships with new teachers or caregivers. ESD-3q	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
	Show ease and comfort in their interactions with familiar adults. ESD-3r	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Ask for assistance from adults. ESD-3s	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Preschoolers 48 to 60+ months	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3t	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Form positive relationships with new teachers or caregivers over time. ESD-3u			
	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3v	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal ESD-4: Children form relationships and interact positively with other children.				
Infants Birth to 12 months	Notice other infants and children (look at them, turn in other's direction, reach for them, and touch them). ESD-4a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers 8 to 21 months	Show pleasure at the arrival of familiar peers. ESD-4b	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Enjoy playing alongside other children. ESD-4c	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Imitate actions of older siblings and playmates. ESD-4d	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Offer toys and objects to other children. ESD-4e	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Older Toddlers 18 to 36 months	Show affection or preference for particular children (spontaneously hug, want to play, call child a friend). ESD-4f	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Remember and use names of familiar playmates. ESD-4g	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Use appropriate words to influence playmates' behavior ("Play with me." "Stop hitting me."). ESD-4h	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participate in play with other children. ESD-4i	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Show positive emotion and turn taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Younger Preschoolers 36 to 48 months	Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4k	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Form and maintain friendships with a few other children. ESD-4l	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Identify another child as a friend. ESD-4m	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Approach other children easily, expecting positive interactions. ESD-4n	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Show ease and comfort in their interactions with familiar children. ESD-4o	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
Older Preschoolers 48 to 60+ months	Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Seek and give support with children they identify as friends. ESD-4r	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s	Social-Emotional	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow simple directions some of the time. ESD-5b	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity). ESD-5c	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept adult help to resolve problems and conflicts, and cooperate when adults redirect them from a situation that poses a problem. ESD-5d	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Older Toddlers 18 to 36 months	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Adjust their behavior to fit different situations (tiptoes near a sleeping baby, use a quiet voice inside, runs outside). ESD-5f	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Evaluate their own and others' actions as right or wrong (pointing out another child is climbing on the table). ESD-5g	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Wait for a short time to get what they want (a turn with a toy, snack), with guidance and support. ESD-5i	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Accept "no" without getting overly upset. ESD-5j	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers 36 to 48 months	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5k	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Often make requests clearly and effectively. ESD-5l	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show awareness that their actions affect others (move carefully around classmate's block structure). ESD-5m	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Wait for a short time to get what they want (a turn with a toy, a snack). ESD-5n	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Work to resolve conflicts effectively, with guidance and support. ESD-5o	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Notice and accept similarities and differences among all people, including people with disabilities. ESD-5p	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognize and honor cultural differences. ESD-5q	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Follow social rules, transitions, and routines that have been explained to them. ESD-5r	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Make requests clearly and effectively most of the time. ESD-5s	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Balance their own needs with those of others in the group. ESD-5t	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5u	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5v	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Express respect and caring for all people, including people with disabilities. ESD-5w	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Recognize and honor cultural differences. ESD-5x	Cognitive	E. Meeting Social Expectations	3.3 Discriminates between objects or people using common attributes

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Learning About Feelings				
Goal ESD-6: Children identify, manage, and express their feelings.				
Infants Birth to 12 months	Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). ESD-6b	Social-Communication	A. Early Social-Communication	3.2 Vocalizes to another person expressing negative affective state
	Soothe themselves (suck thumb or pacifiers, shift attention, snuggle with soft toy). ESD-6c	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Toddlers 8 to 21 months	Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited). ESD-6e	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Separate from parent or main caregiver without being overcome by stress. ESD-6f	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddlers 18 to 36 months	Express a range of emotions (happiness, sadness, fear, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Communicate to make needs known. ESD-6i	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Manage emotions and control impulses with guidance and support (Say "I don't like that!" instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Display emotional outbursts less often. ESD-6k	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers 36 to 48 months	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6l	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Use a variety of words or signs to express and manage feelings more clearly. ESD-6m	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!"). ESD-6n	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Independently manage and express feelings effectively most of the time. ESD-6p	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip."). ESD-6q	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Give reasons for their feelings that may include thoughts and beliefs as well as outside events ("I'm happy because I wanted to win and I did."). ESD-6r	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Use problem-solving strategies when feeling angry or frustrated. ESD-6s	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal ESD 7: Children recognize and respond appropriately to the needs and feelings of others.				
Infants Birth to 12 months	Become upset when another infant is crying. ESD-7a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond differently to positive vs. negative emotional expressions of others. ESD-7b	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
		Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Younger Toddlers 8 to 21 months	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). ESD-7d	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Match their tone and emotions to that of others during interactions. ESD-7e	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Older Toddlers 18 to 36 months	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Offer help to meet the needs of others (pick up item someone dropped help another child who is having trouble building a block tower). ESD-7h	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Recognize facial expressions or actions associated with different emotions. ESD-7i	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Younger Preschoolers 36 to 48 months	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7j	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7k	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7l	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show awareness that other people have different feelings ("I like raisins but he doesn't." "I'm scared on that ride but she isn't."). ESD-7m	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschoolers 48 to 60+ months	Communicate understanding and empathy for others' feelings. ESD-7n	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled."). ESD-7o	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Health and Physical Development (HPD)				
Subdomain: Physical Health and Growth				
Goal HPD-1: Children develop healthy eating habits.				
Infants Birth to 12 months	Show interest in feeding routines. HPD-1a	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Help with feeding themselves (eat finger foods, hold bottle). HPD-1b	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c	Social-Communication	A. Early Social-Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Indicate foods they like and do not like. HPD-1d	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
	Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1f	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
		Adaptive	A. Eating and Drinking	1.1 Swallows semisolid foods
Younger Toddlers 8 to 21 months	Try new foods. HPD-1g	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with some assistance (may use hands, spoons, or cups with or without lids). HPD-1h	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Ask for or accept food when hungry. HPD-1i	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Eat enough to meet nutritional needs, even when the amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Older Toddlers 18 to 36 months	Eat a variety of small pieces of age-appropriate table foods. HPD-1k	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Try new foods. HPD-1l	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feeds self using utensils and hands. HPD-1m	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Allow children to eat foods depending on their appetite and personal preferences (make food choices at a meal, leave unwanted food on plate, and ask for seconds of favorite food). HPD-1n	Social-Communication	A. Early Social-Communication	4.2 Makes choices to express preferences
Younger Preschoolers 36 to 48 months	Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Try new foods. HPD-1p	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with utensils independently. HPD-1q	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Communicate that some foods are good for them (fruits, vegetables, milk) and some are not healthy (potato chips, soda). HPD-1r	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Try new foods. HPD-1s	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Feed themselves with utensils independently. HPD-1t	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Name foods and beverages that help to build healthy bodies. HPD-1w	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Goal HPD-2: Children engage in and sustain various forms of physical play indoors and out.				
Infants Birth to 12 months	Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Move their bodies to explore the indoor and outdoor environment. HPD-2b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Develop strength by continuing movements over short periods of time. HPD-2c	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers 8 to 21 months	Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors). HPD-2e	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Younger Toddlers 8 to 21 months	Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2g	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
Older Toddlers 18 to 36 months	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2h	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	B. Movement and Coordination	5.2 Walks fast
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
		Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.4 Kicks ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
	Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	With guidance and support, transition from active to quiet activities. HPD-2j	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Preschoolers 36 to 48 months	Develop strength and stamina by spending moderate periods of time engaged in active physical play indoors and out. HPD-2k	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Choose a variety of structured and unstructured physical activities indoors and outdoors. HPD-2l	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). HPD-2m	Gross Motor	C. Active Play	All
	Transition from active to quiet activities with limited guidance and support. HPD-2n	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. HPD-2o	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Communicate ways physical activity keeps us healthy and makes us feel good. HPD-2p	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Transition independently from active to quiet activities most of the time. HPD-2r	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Goal HPD-3: Children develop healthy sleeping habits.				
Infants Birth to 12 months	Sleep for longer periods at a time (more at night, and less during the day). HPD-3a			
	Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Develop a personal sleep routine or pattern. HPD-3c	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Younger Toddlers 8 to 21 months	Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Use simple sounds, gestures, or words to show they are tired (say, "Night, night."). HPD-3e	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddlers 18 to 36 months	Use language about sleep (say, "Time for bed," after clearing lunch things; give sign for sleep). HPD-3f	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Learning to fall asleep on their own. HPD-3h	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Younger Preschoolers 36 to 48 months	Recognize and communicate signs of being tired. HPD-3i	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	With increasing independence, start and participate in sleep routines. HPD-3j	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Preschoolers 48 to 60+ months	Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Independently start and participate in sleep routines most of the time. HPD-3l	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Motor Development				
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.				
Infants Birth to 12 months	Gain control of arm and leg movements. HPD-4a	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Develop upright posture when sitting and standing. HPD-4b	Gross Motor	A. Body Control and Weight Transfer	4.5 Sits balanced using hands for support
	Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c	Gross Motor	A. Body Control and Weight Transfer	All
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d	Gross Motor	A. Body Control and Weight Transfer	All
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Younger Toddlers 8 to 21 months	Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e	Gross Motor	A. Body Control and Weight Transfer	All
		Gross Motor	B. Movement and Coordination	All
	Move arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		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	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		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
	Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4g	Gross Motor	B. Movement and Coordination	All

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddlers 18 to 36 months	Move arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
		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
	Move through the world with a variety of movements and with increasing independence (run, jump, and pedal). HPD-4i	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		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
	Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		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
	Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-4k	Gross Motor	B. Movement and Coordination	All
Younger Preschoolers 36 to 48 months	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps. HPD-4l	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
	Refine movements and show generally good coordination (e.g., throwing and catching). HPD-4m	Gross Motor	C. Active Play	All
	Demonstrate large muscle control by throwing balls accurately, sliding down slides, pedaling riding toys, and using assistive technology effectively. HPD-4n	Gross Motor	C. Active Play	All
	Move in space with good coordination (running, hopping in place, galloping). HPD-4o	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
Older Preschoolers 48 to 60+ months	Coordinate movement of upper and lower body. HPD-4p	Gross Motor	B. Movement and Coordination	All
	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q	Gross Motor	B. Movement and Coordination	All
	Move quickly through the environment and stop (run fast, pedal fast). HPD-4r	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Show awareness of own body in relation to other people and objects while moving through space. HPD-4s	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.				
Infants Birth to 12 months	Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a	Fine Motor	A. Reach, Grasp, and Release	All
	Transfer objects from one hand to the other. HPD-5b	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Use a pincer grasp to pick up an object with finger and thumb. HPD-5c	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
Younger Toddlers 8 to 21 months	Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d	Fine Motor	A. Reach, Grasp, and Release	All
		Fine Motor	B. Functional Skill Use	All
	Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e	Fine Motor	A. Reach, Grasp, and Release	All
	Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling), however imperfectly. HPD-5f	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Toddlers 18 to 36 months	Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g	Fine Motor	B. Functional Skill Use	All
	Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h	Fine Motor	B. Functional Skill Use	All
	Use tools that require finger and hand control (large paintbrush, switches, and shovel). HPD-5i	Fine Motor	B. Functional Skill Use	All
Younger Preschoolers 36 to 48 months	Draw simple shapes and figures (square for block, circles). HPD-5j	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces). HPD-5k	Fine Motor	B. Functional Skill Use	All
	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, and adapted tools). HPD-5l	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Older Preschoolers 48 to 60+ months	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). HPD-5o	Cognitive	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Self-Care				
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.				
Infants Birth to 12 months	Use different sounds to let caregivers know they need attention. HPD-6a	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers 8 to 21 months	Use gestures, words, signs, or sign language to communicate what they need. HPD-6c	Social-Emotional	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddlers 18 to 36 months	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Younger Preschoolers 36 to 48 months	Use words, signs, or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6g	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner). HPD-6h	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Older Preschoolers 48 to 60+ months	Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Consistently use strategies to calm themselves when needed. HPD-6j	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal HPD-7: Children develop independence in caring for themselves and their environment.				
Infants Birth to 12 months	Accept care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Younger Toddlers 8 to 21 months	Cooperate and help with care routines and cleanup (mouth care, hand-washing, diapering, dressing, bathing). HPD-7c	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Drink from a cup (with or without a lid) and feed themselves with their fingers or a spoon. HPD-7d	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers
		Adaptive	A. Eating and Drinking	3. Eats with eating utensils
Older Toddlers 18 to 36 months	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, and begin to show an interest in toileting). HPD-7f	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Feed themselves with a spoon. HPD-7g	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Help with meal and snack routines. HPD-7h	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i	Social-Emotional	A. Interactions with Adults	2. Meets accepted social norms in community settings
Younger Preschoolers 36 to 48 months	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7j	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Dress and undress themselves with occasional assistance. HPD-7k	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). HPD-7l	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7m	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Serve food for themselves. HPD-7n	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden). HPD-7o	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Preschoolers 48 to 60+ months	Name people who help children stay healthy. HPD-7p	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7q	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Dress and undress themselves independently. HPD-7r	Adaptive	C. Dressing and Undressing	All
	Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7s	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7t	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Safety Awareness				
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.				
Infants Birth to 12 months	Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Notice and imitate adults' reactions to new people and situations. HPD-8b	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddlers 8 to 21 months	Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Show some caution about unfamiliar and/or unsafe situations. HPD-8d	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!"). HPD-8e	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Older Toddlers 18 to 36 months	Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Increase self-control over their impulses (reminds self not to touch something; wait for adult vs. running ahead). HPD-8g	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	With guidance, recognize and avoid situations that might cause harm. HPD-8h	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Younger Preschoolers 36 to 48 months	Know what their bodies can do, and play within their abilities to avoid injury to self or others. HPD-8i	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Usually recognize and avoid objects and situations that might cause harm. HPD-8j	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Usually follow established safety rules. HPD-8k	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Call a trusted adult when someone gets injured or is in an unsafe situation. HPD-8l	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Older Preschoolers 48 to 60+ months	Avoid potentially dangerous behaviors. HPD-8m	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm. HPD-8n	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Independently follow established safety rules. HPD-8o	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Identify people who can help them in the community (police, firefighter, nurse). HPD-8p	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language Development and Communication (LDC)				
Subdomain: Learning to Communicate				
Goal LDC-1: Children understand communications from others.				
Infants Birth to 12 months	Engage in individual and reciprocal sound exploration and play (make “raspberries” or other sounds with someone. LDC-1a	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Show interest in voices, and focus on speech directed at them. LDC-1b	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Respond to different tones in speech directed at them. LDC-1c	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult’s affective tone
	Respond to simple requests (“Come here.” or “Do you want more?”). LDC-1d	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Younger Toddlers 8 to 21 months	Respond to others by using words or signs. LDC-1e	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Follow simple directions and/or visual cues (“Put your pillow on the mat.” “Please sit by me.”). LDC-1g	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Older Toddlers 18 to 36 months	Respond when others talk to them, using a larger variety of words or signs. LDC-1h	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Respond appropriately to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Younger Preschoolers 36 to 48 months	Show understanding of increasingly complex sentences. LDC-1k	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	With prompting and support, respond to requests for information or action. LDC-1l	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Follow simple multistep directions with visual cues, if needed. LDC-1m	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Older Preschoolers 48 to 60+ months	Show understanding of increasingly complex sentences. LDC-1n	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Respond to requests for information or action. LDC-1o	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Follow more detailed multistep directions. LDC-1p	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-2: Children participate in conversations with peers and adults.				
Infants Birth to 12 months	Respond differently to facial expressions and tones of voice. LDC-2a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Pay brief attention to the same object the caregiver is looking at. LDC-2b	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers 8 to 21 months	Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Respond to and initiate dialogue with another person. LDC-2e	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Use movement or behavior to initiate interaction with another person. LDC-2f	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers 18 to 36 months	Engage in short dialogues of a few turns. LDC-2g	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask questions or use verbal or nonverbal cues to initiate communication with another child or adult. LDC-2h	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers 36 to 48 months	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2i	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Initiate and carry on conversations, and ask questions about things that interest them. LDC-2j	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	With prompting and support, make comments and ask questions related to the topic of discussion. LDC-2k	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschoolers 48 to 60+ months	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Show an appreciation for and can use humor appropriately. LDC-2p	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Older Toddlers 18 to 36 months	Answer simple questions ("What is she doing?" "What happened to the bear in the story?"). LDC-3b	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
Younger Preschoolers 36 to 48 months	Answer longer questions using more detail. LDC-3d	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Use sentences or questions to ask for things (people, actions, objects, pets) or gain information. LDC-3e	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
Older Preschoolers 48 to 60+ months	Answer more complex questions with an explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me.") LDC-3f	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.				
Infants Birth to 12 months	Repeat actions to communicate (lift arms to be picked up, point at desired toys). LDC-4a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	"Babble" and pretend to talk using many sounds or signs from the languages used around them. LDC-4c	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Younger Toddlers 8 to 21 months	Communicate through facial expressions, sounds, and body movements. LDC-4d	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expect others to understand them and show frustration, often through their behavior, if not understood. LDC-4e	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Use non-verbal gestures to express ideas and feelings. LDC-4f	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddlers 18 to 36 months	Communicate messages with expression, tone, and inflection. LDC-4g	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Use speech that is understood most of the time by familiar listeners. LDC-4h	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Younger Preschoolers 36 to 48 months	Communicate messages with expression, tone, and inflection appropriate to the situation. LDC-4i	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Speak clearly enough to be understood by familiar adults and children. LDC-4j	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4k	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4l	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Speak clearly enough to be understood by most people. LDC-4m	Social-Communication	E. Meeting Social Expectations	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	States point of view, likes and dislikes. LDC-4n	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
	Relays messages accurately. LDC-4o	Social-Communication	E. Meeting Social Expectations	2. Provides and seeks information while conversing using words, phrases, or sentences
	Expresses ideas in more than one way. LDC-4p	Social-Communication	E. Meeting Social Expectations	2. Provides and seeks information while conversing using words, phrases, or sentences
Goal LDC-5: Children describe familiar people, places, things, and events.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Act out familiar scenes and events, and imitate familiar people. LDC-5a	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Toddlers 18 to 36 months	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use dramatic play to act out familiar scenes and events, and imitate familiar people. LDC-5c	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschoolers 36 to 48 months	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5d	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Describe experiences and create or retell short narratives. LDC-5e	Cognitive	B. Imitation and Memory	3. Relates past events
Older Preschoolers 48 to 60+ months	Describe experiences and create and/or retell longer narratives. LDC-5f	Cognitive	B. Imitation and Memory	3. Relates past events
Goal LDC-6: Children use most grammatical constructions of their home language well.				
Infants Birth to 12 months	Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	“Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate. LDC-6b	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
Younger Toddlers 8 to 21 months	“Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Use a few words to communicate (make requests and ask questions). LDC-6d	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddlers 18 to 36 months	Communicate in short sentences that follow the word order of their home language. LDC-6e	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Combine two and three words. LDC-6f	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Younger Preschoolers 36 to 48 months	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions). LDC-6g	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Make grammatical errors that follow language rules (say, “mouses” instead of “mice”). LDC-6h	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
Older Preschoolers 48 to 60+ months	Speak in full sentences that are grammatically correct most of the time. LDC-6i	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-7: Children respond to and use a growing vocabulary.				
Infants Birth to 12 months	Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Imitate sounds, words, and gestures. LDC-7b	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Recognize spoken or signed words for common items. LDC-7c	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
Younger Toddlers 8 to 21 months	Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Imitate parts of familiar songs, chants, or rhymes. LDC-7e	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Respond to simple words and phrases that they hear often. LDC-7f	Cognitive	B. Communicative Understanding	2.2 Responds to single-word directive
	Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-7g	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
Older Toddlers 18 to 36 months	Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Participate in or repeat familiar songs, chants, or rhymes. LDC-7i	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use proper nouns for people and things. LDC-7k	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
Younger Preschoolers 36 to 48 months	Repeat familiar songs, chants, or rhymes. LDC-7l	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg). LDC-7m	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Make up names for things using words they know (e.g., dog doctor for veterinarian). LDC-7n	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use many kinds of cues in the environment to figure out what words mean. LDC-7o	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschoolers 48 to 60+ months	Repeat familiar songs, chants, or rhymes. LDC-7p	Social-Communication	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use a growing vocabulary that includes many kinds of words to express ideas clearly. LDC-7q	Social-Communication	C. Communicative Expression	all
	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7r	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Distinguishes between real and made up words. LDC-7s			

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Foundations for Reading				
Goal LDC-8: Children develop interest in books and motivation to read.				
Infants Birth to 12 months	Pat and chew on tactile books. LDC-8a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look at pictures of faces and simple objects. LDC-8b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listen to simple and repetitive books, stories, and songs. LDC-8c	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Younger Toddlers 8 to 21 months	Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). LDC-8d	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
		Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Show interest in books (e.g., tactile and picture books). LDC-8e	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Listen to simple and repetitive books, stories, and songs for a brief time. LDC-8f	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Carry books around, "name" them, and select books for adults to read out loud. LDC-8g	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Toddlers 18 to 36 months	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. LDC-8i	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Younger Preschoolers 36 to 48 months	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8j	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Show an interest in books, other print, and reading related activities. LDC-8k	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Listen to and discuss storybooks, simple information books, and poetry. LDC-8l	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Older Preschoolers 48 to 60+ months	Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Use and share books and print in their play. LDC-8n	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Listen to and discuss increasingly complex storybooks, information books, and poetry. LDC-8o	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-9: Children develop book knowledge and print awareness.				
Infants Birth to 12 months	Explore books and paper by tasting, mouthing, crumpling, banging, and patting. LDC-9a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Look at pictures while cuddling with caregiver. LDC-9b	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Younger Toddlers 8 to 21 months	Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-9c	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-9d	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Older Toddlers 18 to 36 months	Hold a book upright, turn some pages front to back (but not always in the right order), close book, and say, “done” or “the end.” LDC-9e	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-9f	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-9g	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Younger Preschoolers 36 to 48 months	Hold a book upright while turning pages one by one front to back, but not always in order. LDC-9h	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member). LDC-9i	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Demonstrate an understanding that print and symbols can tell people what to do (to organize classroom activities—where to store things, when they will have a turn). LDC-9j	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Older Preschoolers 48 to 60+ months	Hold a book upright while turning pages one by one from front to back. LDC-9k	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognize print in different forms for a variety of functions (writing a message to friend, pointing to print and saying, “Those words tell the story”, or reading familiar signs in the environment). LDC-9l	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-9m	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	With prompting and support, run their finger under or over print as they pretend to read text. LDC-9n	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-9o	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Identify their name and the names of some friends when they see them in print. LDC-9p	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-10 Children comprehend and use information presented in books and other print media.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-10a	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Allow entire short book to be “read” with willingness to look at most pages. LDC-10b	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrrooom” when looking at a car). LDC-10c	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Older Toddlers 18 to 36 months	Chime in on a repeated line in a book while being read to by an adult. LDC-10d	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-10e	Literacy	A. Awareness of Print Concepts	2.3 Tells story associated with series of pictures
	Begin to relate personal experiences to events described in familiar books. LDC-10f	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
		Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Answer simple questions about stories. LDC-10g	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
	Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories. LDC-10h	Cognitive	B. Imitation and Memory	2. Imitates novel words
Younger Preschoolers 36 to 48 months	Imitate the special language in storybooks and story dialogue with some accuracy and detail. LDC-10i	Cognitive	B. Imitation and Memory	2. Imitates novel words
	With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. LDC-10j	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
	Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. LDC-10k	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Relate personal experiences to events described in familiar books, with prompting and support. LDC-10l	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Ask questions about a story or the information in a book. LDC-10m	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10n	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
Older Preschoolers 48 to 60+ months	Imitate the special language in story- books and story dialogue with accuracy and detail. LDC-10o	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-10p	Literacy	A. Awareness of Print Concepts	2.2 Answers and asks questions related to story
	Use knowledge of the world to make sense of more challenging texts. LDC-10q	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-10r	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Ask more focused and detailed questions about a story or the information in a book. LDC-10s	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Discuss storybooks by responding to questions about what is happening and predicting what will happen next. LDC-10t	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Discuss storybooks by responding to questions about the beginning, middle, and end of the story. LDC-10u	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-11: Children develop phonological awareness.				
Infants Birth to 12 months	Imitate and take turns with caregivers making different sounds. LDC-11a	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Younger Toddlers 8 to 21 months	Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Vocalizes familiar words and sounds. LDC-11c	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
Older Toddlers 18 to 36 months	Participate in rhyming games. LDC-11d	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Notice sounds that are the same and different. LDC-11e	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11f	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Younger Preschoolers 36 to 48 months	Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds. LDC-11g	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11h	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). LDC-11i	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Older Preschoolers 48 to 60+ months	Distinguishes between similar sounding words (e.g., tree and three). LDC-11j	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. LDC-11k	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11l	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11m	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11n	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Emerging			
Older Toddlers 18 to 36 months	Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
Younger Preschoolers 36 to 48 months	Demonstrate an interest in learning the alphabet. LDC-12b	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. LDC-12c	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Recognize and name some letters of the alphabet, especially those in their own name. LDC-12d	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Older Preschoolers 48 to 60+ months	Demonstrate an interest in learning the alphabet. LDC-12e	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Show they know that letters function to represent sounds in spoken words. LDC-12f	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). LDC-12h	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Foundations for Writing				
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon). LDC-13a	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Older Toddlers 18 to 36 months	Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil). LDC-13b	Literacy	E. Writing	3.4 Writes using “scribble writing”
Younger Preschoolers 36 to 48 months	Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want). LDC-13c	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With prompting and support, communicate their thoughts for an adult to write. LDC-13d	Literacy	E. Writing	1.1 Dictates description of drawing
	Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play). LDC-13e	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Older Preschoolers 48 to 60+ months	Represent thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f	Literacy	E. Writing	3.4 Writes using “scribble writing”
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Incorporate representations of signs, logos or others commonly used symbols into their drawing or writing to communicate the messages that they convey. LCD-13g	Literacy	E. Writing	2.1 Makes representational drawings
	Communicate their thoughts for an adult to write. LDC-13h	Literacy	E. Writing	1.1 Dictates description of drawing
	Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13i	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational and opinion). LDC-13j	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Goal LDC-14: Children use knowledge of letters in their attempts to write.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Emerging			
Older Toddlers 18 to 36 months	Emerging			
Younger Preschoolers 36 to 48 months	Begin to use letters and approximations of letters to write their name. LDC-14a	Literacy	E. Writing	3.3 Copies entire first name
	Distinguish letters from different kinds of drawings/ graphics. LDC-14b	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters). LDC-14c	Literacy	A. Awareness of Print Concepts	1.4 Names letters in own first name
Older Preschoolers 48 to 60+ months	Use known letters and approximations of letters to write their own name and some familiar words. LDC-14d	Literacy	E. Writing	3.2 Prints first name
	Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). LDC-14e	Literacy	E. Writing	3.1 Writes using developmental spelling

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal LDC-15: Children use writing skills and conventions.				
Infants Birth – 12 months	Emerging			
Younger Toddlers 8 to 21 months	Hold marker or crayon with the fist. LDC-15a	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Dot or scribble with crayons, may progress to vertical lines. LDC-15b	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
Older Toddlers 18 to 36 months	Explore a variety of tools that can be used for writing. LDC-15c	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. LDC-15d	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LDC-15e	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Younger Preschoolers 36 to 48 months	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, and computers. LDC-15f	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). LDC-15g	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Play with writing letters and make letter-like forms. LDC-15h	Literacy	E. Writing	3.4 Writes using "scribble writing"
Older Preschoolers 48 to 60+ months	Use a variety of writing tools and materials with increasing precision. LDC-15i	Literacy	E. Writing	3.2 Prints first name
	Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LDC-15j	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Use some conventional letters in their writing. LDC-15k	Literacy	E. Writing	3.3 Copies entire first name

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematical Thinking and Expression (MTE)				
Subdomain: Foundations for Number Sense				
Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.				
Infants Birth to 12 months	Indicate they want “more” with signs, sounds, or looks. MTE-1a	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 7 blocks longer than a tower with 3 blocks, reach for a basket with three balls rather than a basket with one ball). MTE-1b	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers 8 to 21 months	Explore quantity (e.g., filling and dumping containers). MTE-1c	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Use words or actions that show understanding of the concepts of “more,” “less,” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). MTE-1d	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Recognize when presented with two obviously unequal sets of objects that one set has more or less than the other (Can point to which set of crayons has more). MTE-1e	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Toddlers 18 to 36 months	Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). MTE-1f	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Recognize when presented with two obviously unequal sets of objects that one set has more than the other and/or that one set has less than the other. (can point to which set of crayons has more or less depending on what is asked.) MTE-1g	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Attempt to chant or recite numbers, but not necessarily in the correct order. (e.g., counting objects on a page during a read aloud). MTE-1h	Math	A. Counting	2.2 Recites numbers 1–10
	Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). MTE-1i	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). MTE-1j	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
Younger Preschoolers 36 to 48 months	Visually compare two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and, if appropriate, which one has more and/or which one has less. (If child is offered two plates of crackers can select the preferred amount and can explain that he wanted more (or less). MTE-1k	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Rote count to 10 with increasing accuracy. MTE-1l	Math	A. Counting	2.2 Recites numbers 1–10
	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question, “How many are there?” MTE-1m	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Recognize numerals up to 5 during play and daily activities. MTE-1n	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Match numerals 1-5 to sets of objects, with guidance and support. MTE-1o	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Write numerals or number-like forms up to 5 during play and daily activities. MTE-1p	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. MTE-1q	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. MTE-1r	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Rote count to 20 with increasing accuracy. MTE-1s	Math	A. Counting	3.2 Recites numbers 1–20
	Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.) MTE-1t	Math	A. Counting	2. Counts out 10 items
	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” MTE-1u	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. MTE-1v	Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Match numerals 1–10 to sets of objects, with guidance and support. MTE-1w	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils). MTE-1x	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Given a number 0–5, count out that many objects. MTE-1y	Cognitive	A. Counting	1. Counts out 3 items
	State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). MTE-1z	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Tell what number comes next or what number came before another number when counting 1–5. MTE-1aa	Math	D. Addition and Subtraction	2.2 Says number before 2–10
		Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). MTE-1ab	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Emerging			
Older Toddlers 18 to 36 months	Use observation and emerging counting skills (1, 2, and 3) during play and other daily activities. MTE-2a	Math	A. Counting	1.2 Recites numbers 1–3
Younger Preschoolers 36 to 48 months	Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area). MTE-2b	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Show they understand that putting objects together in a set will make a bigger set, and removing objects from a set will make a smaller set. MTE-2c	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
Older Preschoolers 48 to 60+ months	Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). MTE-2d	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). MTE-2e	Math	D. Addition and Subtraction	1. Reads and writes symbols for addition (+) and equals (=)
		Math	D. Addition and Subtraction	2. Reads and writes symbols for subtraction (–) and equals (=)

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Foundations for Algebraic Thinking				
Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). MTE-3a	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3b	Cognitive	B. Imitation and Memory	2. Imitates novel words
		Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Older Toddlers 18 to 36 months	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3c	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Can follow along and imitate patterns of sounds and movement (for example, repeating a chorus in a song or clapping a simple rhythm). MTE-3d	Cognitive	B. Imitation and Memory	2. Imitates novel words
		Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Younger Preschoolers 36 to 48 months	Sort familiar objects into categories (cars with cars, plates separated from cups; rectangle blocks on one shelf and square blocks on another). MTE-3e	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Identify familiar objects as the same or different. MTE-3f	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize simple repeating patterns (AB type patterns) and attempt to repeat or extend them during play (repeat a movement pattern during a song, extend a line of blocks in alternating colors). MTE-3g	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschoolers 48 to 60+ months	Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). MTE-3h	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). MTE-3i	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Show beginning abilities to create simple repeating patterns. MTE-3j	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Foundations for Geometry and Spatial Understanding				
Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.				
Infants Birth to 12 months	Examine different shapes by exploring (banging blocks on the floor, roll balls). MTE-4a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attempt to put objects into other objects (such as putting pieces into holes or other spaces). MTE-4b	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Younger Toddlers 8 to 21 months	Explore space with their bodies (fit self into large box, crawl under table, and climb over low walls). MTE-4c	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Put basic shapes into a shape sorter using trial and error. MTE-4d	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Older Toddlers 18 to 36 months	Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4e	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Name or match a few 2- and 3-dimensional shapes (circle, square, cylinder). MTE-4f	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Stack or line up blocks that are the same shape. MTE-4g	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Complete shape sorter with intention. MTE-4h	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Younger Preschoolers 36 to 48 months	Respond to and begin to use words describing positions (in, on, over, under, etc.). MTE-4i	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Name or match a few 2- and 3-dimensional shapes (circle, sphere, square, triangle, cone) and describe their differences. MTE-4j	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Stack or line up blocks that are the same shape. MTE-4k	Social-Communication	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Preschoolers 48 to 60+ months	Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words. MTE-4l	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house."). MTE-4m	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. MTE-4n	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round."). MTE-4o	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Foundations of Measurement and Data Analysis				
Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.				
Infants Birth to 12 months	Examine objects of different sizes by exploring (touch, pick up and move objects). MTE-5a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Toddlers 8 to 21 months	Participate in activities that compare the size and weight of objects. MTE-5b	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Engage in beginning explorations with temperature (quickly touching cold and warm items). MTE-5c	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers 18 to 36 months	Use size and amount words to label and compare objects, people, and collections (big truck, a lot of crackers, little baby). MTE-5d	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Engage in continued explorations with temperature. MTE-5e	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Younger Preschoolers 36 to 48 months	Use descriptive language for size, length, or weight (short, tall, long, heavy, big). MTE-5f	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Compare the size or weight of two objects and identify which one is the longer/taller/heavier than the other ("That rock is heavier than this one. I can lift it. The snake is longer than the worm.") MTE-5g	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5h	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe the weather as hot or cold. (Engage in explorations with temperature.) MTE-5i	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5j	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Preschoolers 48 to 60+ months	Use descriptive language for size, length, or weight (short, tall, long, heavy, and big). MTE-5k	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Directly compare more than two objects by size, length, or weight ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). MTE-5l	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest). MTE-5m	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). MTE-5n	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) MTE-5o	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) MTE-5p	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Mathematical Thinking and Reasoning				
Goal MTE-6 Children use mathematical thinking to solve problems in their everyday environment.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Emerging			
Older Toddlers 18 to 36 months	Emerging			
Younger Preschoolers 36 to 48 months	Seek answers to questions by using mathematical thinking (i.e. reasoning and problem solving) during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block). MTE-6a	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use drawing and concrete materials to represent and communicate mathematical ideas (draw many circles to show "lots of people," put craft sticks in a pile to show the number of children who want crackers for snack). MTE-6b	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Develop and consistently use intentional strategies when working with knobbed puzzles and similar materials. MTE-6c	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschoolers 48 to 60+ months	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). MTE-6d	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). MTE-6e	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have crackers, so I got four more."). MTE-6f	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Identify and describe strategies used to complete increasingly difficult puzzles (e.g., when completing a floor puzzle, working on the edges first). MTE-6g	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Cognitive Development (CD)				
Subdomain: Construction of Knowledge: Thinking and Reasoning				
Goal CD-1: Children use their senses to construct knowledge about the world around them.				
Infants Birth to 12 months	Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, and pick up large objects). CD-1a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Turn head or move toward sounds. CD-1b	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Younger Toddlers 8 to 21 months	Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers 18 to 36 months	Explore objects and materials physically to learn about their properties. CD-1e	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, and funnel). CD-1f	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Express knowledge gathered through their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschoolers 36 to 48 months	Explore objects, tools, and, materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1h	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1i	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Enjoys fantasy and make-believe and can sometimes distinguish appearance from reality (the person behind the mask remains the same person). CD-1j	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). CD-1k	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Older Preschoolers 48 to 60+ months	Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1l	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation (show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). CD-1m	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1n	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Organize and use information through matching, grouping, and sequencing. CD-1o	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal CD-2: Children recall information and use it for addressing new situations and problems.				
Infants Birth to 12 months	Search for objects that are hidden or partly hidden. CD-2a	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on a family member's shoulder when new person comes near). CD-2b	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Repeats an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride"). CD-2d	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
Younger Toddlers 8 to 21 months	Search in several places where an object has been hidden recently. CD-2f	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places
	Notice a change in familiar objects, places, or events (frown at family member with a new haircut, look for furniture that was moved). CD-2g	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher). CD-2h	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitate behaviors they have seen in the past or in other places. CD-2i	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Identify objects and people in pictures by pointing or looking. CD-2j	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
Older Toddlers 18 to 36 months	Search for objects in several places, even when not seen recently. CD-2k	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
	Show they remember the order in which familiar events happen (finish line in story or song, get ready to go outdoors after snack). CD-2m	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschoolers 36 to 48 months	Recognize whether a picture or object is the same as or different from something they have seen before. CD-2o	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). CD-2p	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Describe or act out a memory of a situation or action, with adult support. CD-2q	Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
	Make predictions about what will happen using what they know. CD-2r	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Introduce ideas or actions in play based on previous knowledge or experience. CD-2s	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Ask questions about why things happen and try to understand cause and effect. CD-2t	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschoolers 48 to 60+ months	Demonstrate their ability to apply what they know about everyday experiences. CD-2u	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Describe past events in an organized way, including details or personal reactions. CD-2v	Cognitive	B. Imitation and Memory	3. Relates past events
	Improve their ability to make predictions and explain why things happen using what they know. CD-2w	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Speculate and imagine what might happen next. CD-2z	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.				
Infants Birth to 12 months	Show awareness of others' reactions to people, objects, and events. CD-3a	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b	Cognitive	B. Communicative Understanding	1. Follows gaze to establish joint attention
Younger Toddlers 8 to 21 months	Show awareness of others' feelings about things by looking to see how they react. CD-3c	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddlers 18 to 36 months	Use words like "think," "remember," and "pretend." CD-3d	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Talk about what they and other people want or like. CD-3e	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Younger Preschoolers 36 to 48 months	Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3f	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses words like "think" and "know" to talk about thoughts and beliefs. CD-3g	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). CD-3h	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Remember and describe, at the end of the day what they had done while at school. CD-3i	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
Older Preschoolers 48 to 60+ months	Uses language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3j	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Express understanding that others may have different thoughts, beliefs, or feelings than their own ("I like ketchup and you don't."). CD-3k	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use language to describe their thinking processes with adult support. CD-3l	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Work on a project over several days, solving problems and making their work more elaborate. CD-3m	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Creative Expression				
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.				
Infants Birth to 12 months	Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Toddlers 8 to 21 months	Show interest or pleasure in response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Participate in and explore a wide range of media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
Older Toddlers 18 to 36 months	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4e	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschoolers 36 to 48 months	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4g	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4h	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Older Preschoolers 48 to 60+ months	Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). CD-4i	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participate in, describe, and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show”). CD-4k	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Recognize the value of artistic expression and the role the arts play in human’s lives. CD-4l	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.				
Infants Birth to 12 months	Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Make a variety of sounds with simple instruments, toys, and their own voice. CD-5c	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Toddlers 8 to 21 months	Use hats and clothes for dress-up make-believe. CD-5e	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Move to music in their own way. CD-5h	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers 18 to 36 months	Recreate familiar scenes using play materials, language, and actions. CD-5i	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la-la” on two pitches, twirl around and fall down, “march” by lifting knees high). CD-5k	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Express ideas and feelings through music, movement, and dance. CD-5l	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Younger Preschoolers 36 to 48 months	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5m	Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Show creativity and imagination when using materials and assuming roles during pretend play. CD-5n	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways. CD-5o	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities. CD-5p	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities. CD-5q	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Preschoolers 48 to 60+ months	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Social Connections				
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.				
Infants Birth to 12 months	Intently observe actions of children, adults, pets, and objects nearby. CD-6a	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Seek family members, siblings, caregivers, and teachers for play and for meeting needs. CD-6b	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
Younger Toddlers 8 to 21 months	Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Know whom they can go to for help (regular caregiver vs. visitor, family member vs. neighbor). CD-6d	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
Older Toddlers 18 to 36 months	Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6g	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschoolers 36 to 48 months	Talk about close family members, name their relationships to each other, and describe family routines (“Marika is my sister.” “My grandma takes care of me at night.”). CD-6h	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Adopt roles of family and community members during play, given support and realistic props. CD-6i	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Identify and talk about the roles of some community helpers (police, fire fighters, garbage collectors). CD-6j	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschoolers 48 to 60+ months	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).				
Infants Birth to 12 months	Show a clear preference for familiar people. CD-7a	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Younger Toddlers 8 to 21 months	Recognize children and others they spend a lot of time with (make sounds, say name, and move toward or away from child). CD-7b	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Older Toddlers 18 to 36 months	Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). CD-7c	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschoolers 36 to 48 months	Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, That’s my family,” or “I’m in Ms. Emily’s class.”). CD-7d	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschoolers 48 to 60+ months	Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Compare their own physical features with those of others by looking and touching. CD-8a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddlers 18 to 36 months	Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. CD-8b	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show awareness of similarities and differences among people and families during play. CD-8c	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschoolers 36 to 48 months	Show acceptance of people who are different from themselves as well as people who are similar. CD-8d	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Given support and guidance, explore different cultural practices during play and planned activities. CD-8e	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Preschoolers 48 to 60+ months	Show acceptance of people who are different from themselves as well as people who are similar. CD-8f	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me."). CD-8g	Cognitive	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal CD-9: Children explore concepts connected with their daily experiences in their community.				
Infants Birth to 12 months	Emerging			
Younger Toddlers 8 to 21 months	Emerging			
Older Toddlers 18 to 36 months	Use play to communicate what they know about their community (pretend to go to the store, pretend to be a police officer). CD-9a	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschoolers 36 to 48 months	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9b	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Notice changes that happen over time (seasons, self or others growing bigger). CD-9c	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Notice and talk about weather conditions. CD-9d	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full). CD-9e	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Older Preschoolers 48 to 60+ months	Describe characteristics of the places where they live and play (say, "My house is big and there are trees in my yard." "The playground has swings and a sandbox."). CD-9f	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Observe and talk about changes in themselves and their families over time. CD-9g	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). CD-9h	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). CD-9i	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). CD-9j	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Subdomain: Scientific Exploration and Knowledge				
Goal CD-10: Children observe and describe characteristics of living things and the physical world.				
Infants Birth to 12 months	Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, and splash water). CD-10a	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Toddlers 8 to 21 months	Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-10b	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddlers 18 to 36 months	Participate in the care of living things with guidance and support (water plants, help to feed the classroom pet). CD-10c	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-10d	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Preschoolers 36 to 48 months	Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet). CD-10e	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Notice and react to the natural world and the outdoor environment. CD-10f	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. CD-10g	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe current weather conditions. CD-10h	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). CD-10i	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). CD-10j	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
Older Preschoolers 48 to 60+ months	Collect items from nature (rocks, leaves, and insects) and classify them using physical characteristics (color, size, shape, texture). CD-10k	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Notice and react to the natural world and the outdoor environment. CD-10l	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe some things plants and animals need to live and grow (sunlight, water, food). CD-10m	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-10n	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-10o	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-10p	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-10q	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	SC Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.				
Infants Birth to 12 months	Gather information through sight, hearing, taste, smell, and touch. CD-11a	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use multiple senses to focus intently on objects, displays, materials, or events. CD-11b	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Younger Toddlers 8 to 21 months	Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-11c	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-11d	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-11e	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddlers 18 to 36 months	Investigate differences between materials (sand, water, goop, moving air). CD-11f	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-11g	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-11h	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Younger Preschoolers 36 to 48 months	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-11i	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Observe objects, materials, and everyday events, and describe what they notice (temperature, texture, size, weight, color, etc.). CD-11j	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Ask questions to find out more about the natural world. CD-11k	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	With guidance and support, use simple tools to investigate objects and materials (magnifying glass, sifter, ramps for rolling balls and cars). CD-11l	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describe and predict changes that take place when mixing and manipulating materials. CD-11m	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
Older Preschoolers 48 to 60+ months	answers (look in a book, use the computer, try something and watch what happens). CD-11o	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-11p	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-11q	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Make and check predictions through observations and experimentation, with adult support and guidance. CD-11r	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-11s	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. CD-11t	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). CD-11u	Cognitive	E. Scientific Discovery	4. Transfers knowledge