



## **ALIGNMENT**

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

## **WITH**

# **Washington State Early Learning and Development Guidelines (Birth through Third Grade)**

## ***Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Washington State Early Learning and Development Guidelines (Birth through Third Grade)***

This document aligns the Young Infants, Older Infants, Toddlers, Ages 3 to 4 years, Ages 4 to 5 years, and Age 5 and Kindergarten content from the *Washington State Early Learning and Development Guidelines (Birth through Third Grade)* [2012] 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.

Washington State Department of Early Learning. (2012). *Washington State Early Learning and Development Guidelines (Birth through Third Grade)*. Retrieved from: [https://www.dcyf.wa.gov/sites/default/files/pubs/EL\\_0015.pdf](https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf)

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	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Guidelines Area of Development: 1. About me and my family culture</b>				
<b>Family and culture</b>				
Young Infants Birth to 11 Months	<b>Young Infants develop trusting relationships with familiar adults</b>			
	Show preference for primary caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
	Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Responds appropriately to familiar adult's affective tone
	Respond to caregiver's face, words and touch.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Responds to familiar adult's positive social behavior
	Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need.	Social-Emotional	B. Social-Emotional Expression and Regulation	4. Uses intentional gestures, vocalizations, and objects to communicate
	Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Infants 9 to 18 Months	<b>Older Infants develop trusting relationships with familiar adults</b>			
	Respond when someone speaks the child's name.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Seek out trusted caregiver(s) for comfort and support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrate fear of unknown people and places.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Have a relationship with caregivers or family other than the parents or main caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Initiates positive social behavior toward familiar adult
	Show preference for familiar adults and peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
	Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Maintains social interaction with familiar adult
	Express caution or fear toward unfamiliar people.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Recognize roles within the family.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Participate in family routines.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Participates in familiar social routines with caregivers
	Enjoy stories, songs and poems about a variety of people and cultures.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Ages 3 to 4 years	Remember the people who are important in the child's life.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Name most family members, including extended family.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Recognize the importance of cultural celebrations and traditions.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Show or talk about objects from family or culture.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
Ages 4 to 5 years	Take pride in own family composition and interest in others'. Understand that families are diverse.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Age 5 and Kindergarten	Take pride in and know own ethnic/cultural heritage. Recognize different ethnic/cultural groups.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Identify family customs and traditions.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Help younger children do things they can't yet do by themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Enjoy joining friends in music and activities from their cultural traditions.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self concept				
Young Infants Birth to 11 Months	Respond with movement and/or sounds when someone speaks the child's name.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Explore own toes and fingers.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back).	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Show pride (face "lights up") at own behavior.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Older Infants 9 to 18 Months	<b>Older Infants show their preferences</b>			
	Protest when does not want to do something; know what he or she likes to do.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Point to indicate what he or she wants.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Choose things to play with.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Toddlers 16 to 36 Months	Try to do things on own. Show joy when completing a simple task.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Separate from main caregiver when in familiar settings outside the home.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Recognize and call attention to self in a mirror or in photographs.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show awareness of being seen by others (such as repeating an action when sees someone is watching).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show self-confidence; try new things.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Make choices (such as what clothes to wear) and have favorite books, toys and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Name and express many emotions in self, familiar people, pets.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Proud to say own first and last name.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Notice self as an important person to family and friends.			
Ages 4 to 5 years	Describe what he or she likes and is interested in.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Choose activities to do alone or with others (such as puzzles, painting, etc.).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Age 5 and Kindergarten	Identify and express own preferences, thoughts and feelings, if appropriate for the child's culture.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Be aware of gender.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Express what he/she likes and doesn't like.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self management				
Young Infants Birth to 11 Months	<b>Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.</b>			
	Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use sounds, facial expressions, and body movements to connect with others and with objects in the environment.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Hold caregiver's attention by babbling, looking at face, etc.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Look away at times to control the timing of the interaction.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	<b>Young Infants begin to calm their own feelings.</b>			
	Use adult to reassure self by cuddling, grasping adult's finger, etc.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	<b>Young Infants use a trusted adult as a secure base from which to explore</b>			
	Move away from adult by rolling, scooting, etc.; look back at adult.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Look for caregiver's response in uncertain situations or when trying something new.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Wait briefly to touch or eat something in response to caregiver's direction.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	<b>Young Infants begin to notice routines</b>			
	Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	<b>Older Infants use trusted adult as a secure base from which to explore</b>			
	Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Move away from caregiver to explore environment; may do so repeatedly.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Pay attention to an object a caregiver is looking at or talking about.	Social-Communication	C. Communicative Expression	1. Follows gaze to establish joint attention
	Make an effort at times to reengage a caregiver's attention if he or she is distracted.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	<b>Older Infants begin to participate in repeated routines</b>			
	Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follow some rules and routines, and simple directions.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	<b>Older infants continue to express emotions</b>			
	Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Express and respond to a variety of emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Toddlers 16 to 36 Months	Remember and follow simple routines and rules some of the time.	Social-Communication	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Direct others to follow simple rules and routines, even when he or she does not follow them.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Have trouble learning new behavior when routines are changed.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Respond well to adult guidance, most of the time. Test limits and try to be independent.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Stop an activity or avoid doing something if directed.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Express strong feelings through tantrums.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Do things the child has been told not to do.			
	Show assertiveness, such as giving orders to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Show personal likes and dislikes.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Identify favorite and familiar activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk— becoming more relaxed and cooperative afterward.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Manage changes in routines and learn new behaviors with a little practice.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Identify simple rules and expect others to follow them.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Predict what comes next in the day, when there is a consistent schedule.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Express delight in own abilities. ("I did it myself!")	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Be able to identify when something is hard to do.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Sometimes turn down a treat now if a better treat will be available later.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Associate emotions with words and facial expressions.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to enjoy games where the child has to change behavior in response to changing directions.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Age 5 and Kindergarten	Identify emotions and use words to describe them.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express a range of emotions appropriately, such as excitement, happiness, sadness and fear.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Resist impulses and choose appropriate behavior with little adult direction.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Make and follow, some of the time, multi-step plans for completing a task.	Social-Communication	A. Early Social Communication	3.1 Follows multistep directions with contextual cues
	Be able to wait—for a turn, a treat, etc.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Adapt to new environments by behaving and displaying emotions in ways expected.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Change actions to meet what is expected in different settings and conditions, such as taking shoes off at home, leaving them on at school, and putting boots on in the rain.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Apply familiar accepted behaviors in new but similar situations, such as using a quiet voice indoors.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Begin to recognize how own actions affect others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Learning about learning				
Young Infants Birth to 11 Months	<b>Young Infants observe and explore their surroundings</b>			
	Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Show preference for certain toys and activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show interest in exploring, feeling and looking at objects new to the child.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Use all senses to explore.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to act bored (cry, fussy) if activity doesn't change.	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Start interactions with familiar adults and children (such as by smiling or making sounds).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Use all senses and a variety of motions to explore.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Learn through play and interaction with others.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Try different approaches to reaching a desired object or achieving a goal.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make creative use of items, such as turning a bucket upside down to be the base for a tower.	Social-Communication	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Repeat a simple activity until successful.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Say focused on an activity for a sustained period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Actively explore the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask questions.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Try new ways of doing things. Experiment with the effect of own actions on objects and people.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Insist on some choices. Choose an activity and keep at it for longer periods of time.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Want to do favorite activities over and over.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Seek and accept help when encountering a problem.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Invent new ways to use everyday items.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Enjoy pretend play and creating things.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Change behavior based on something the child learned before.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Ages 3 to 4 years	Copy adults and playmates.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Enjoy creating own play activities.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Explore objects new to the child while playing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Become engrossed in an activity and ignore distractions briefly.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Imitate real-life roles/experiences in simple role plays.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Develop own thought processes and ways to figure things out.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Recognize when making a mistake and sometimes adjust behavior to correct it.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Be curious; interested in trying things out.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Stay with a task for more than five minutes and attempt to solve problems that arise.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use imagination to create a variety of ideas.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Use play as a way to explore and understand life experiences and roles.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Recognize when making mistakes and fix these errors during a task.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Age 5 and Kindergarten	Be eager to learn about and talk about a range of topics, ideas and tasks.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Be curious and seek new information.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Be flexible and inventive in approaching tasks and activities.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Stay focused on an activity, even when facing challenges.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Return to activities after interruptions, including after several days.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Find more than one way to complete a task.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Make plans and follow through.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Develop ways to remember information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Join with other children on interests.	Social-Communication	C. Interactions with Peers	3.2 Joins others in cooperative activity

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Guidelines Area of Development: 2. Building relationships</b>				
<b>Interactions with Adults</b>				
Young Infants Birth to 11 Months	Smile at adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Older Infants 9 to 18 Months	Enjoy playing with adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Follow adult's pointing or gaze to share the same activity or topic.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
	Initiate interactions by smiling, with vocalizations or gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Toddlers 16 to 36 Months	Start interactions and play with adults.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Seek out attention from adults.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Enjoy turn-taking games with caregivers and may direct adult in his or her role.	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
Ages 3 to 4 years	Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Initiate interactions and engage in play with adults.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Show affection for important adults.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
Ages 4 to 5 years	Seek emotional support from caregivers.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Understand that adults may want the child to do something different than he/she wants to do.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Age 5 and Kindergarten				

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Interactions with children				
Young Infants Birth to 11 Months	Smile at other children.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Initiate contact with other children with vocalizations, facial expressions and body movements.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Interactions with peers				
Older Infants 9 to 18 Months	Respond to others' smiles and emotions. React when someone is crying or upset.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Show interest in other children by watching and trying to imitate them (such as following an older sibling around).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Recognize other children, their names and their family members.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Toddlers 16 to 36 Months	Play side-by-side with another child, at times.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Remember and use the names of familiar peers.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Begin to include other children in play, such as chase games.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Ages 3 to 4 years	Engage in play with other children. Join in group activities.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Initiate play with friends, siblings, cousins and/or others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Share and take turns with other children.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Show affection or closeness with peers.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Make decisions with other children, with adult help.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Play with children the same age and of different ages.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Initiate an activity with another child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Invite other children to join groups or other activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Make and follow plans for games with other children.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Interactions with peers and others				
Age 5 and Kindergarten	Able to express self in new settings.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Able to adapt to a larger group environment.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Accept new people who are trusted adults (e.g., teacher, bus driver).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Make connections with other children in different settings.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Share suggestions for what to do in play.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Develop relationships with other children and with adults.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Social behavior				
Young Infants Birth to 11 Months	Notice others' physical characteristics (such as by patting a sibling's hair).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Notice emotional expressions of adults and other children. Imitate facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Play social games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
Older Infants 9 to 18 Months	Laugh when others laugh.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Interact with children; notice similarities and differences.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Take turns in social games.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Be excited to see friends and familiar people. Have a preferred playmate.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Notice when someone familiar is absent ("Where is Simon?").	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Notice when others are happy or sad and name emotions. ("Mia sad.")	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Notice that what the child likes might not be the same as what others like.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Follow family routines, such as what the family does at dinner time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Be upset when family routines are not followed or change.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Help with simple chores in the family or classroom community.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Ages 3 to 4 years	Respond to directions from adults about putting items away or being careful with them.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begin to remember and follow multistep directions.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Work with others as part of a team.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Tell stories and give other children the chance to tell theirs.	Social-Communication	B. Communicative Understanding	1. Produces multiple word sentences to communicate
	Sing, drum and/or dance with others.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	React to peers' feelings (empathy).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Cooperate with other children, share and take turns.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Connect emotions with facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Listen to what other children want and make plans that take these desires into account.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Age 5 and Kindergarten	Show understanding of others' feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Listen to viewpoints of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Able to allow for own personal space ("She's in my chair") and respect others' space.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Help, share, take turns and cooperate in a group.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Include children who are a different gender or ethnic background from self, speak a different language, or have special needs.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Accept the consequences of own actions.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Behave in accepted ways in different settings.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Problem solving, conflict resolution				
Young Infants Birth to 11 Months				
Older Infants 9 to 18 Months	Accept adults stepping in when there are disputes over toys and play.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Toddlers 16 to 36 Months	Find it hard to wait for a turn. Use adult help to share and take turns.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Accept/reach out to children who are different.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Wait for a turn.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
Ages 4 to 5 years	Ask for help from another child or an adult to solve a problem.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
	Make decisions and solve problems with other children, with adult help.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Observe that others may have ideas or feelings that differ from the child's own.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Age 5 and Kindergarten	Make decisions and solve problems with other children.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Resolve some conflicts with peers without adult help.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Listen to others' ideas and wants, share own ideas and wants, consider what is fair, and make suggestions for different ways to resolve conflicts.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Understand the concept that sometimes you are the leader and sometimes you are the follower.	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

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Guidelines Area of Development: 3. Touching, seeing, hearing and moving around</b>				
<b>Using the large muscles (gross motor skills)</b>				
Young Infants Birth to 11 Months	Lift head; lift head and chest with weight on hands, when lying on stomach.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Hold head upright and steady without support.	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
	When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Roll from back to side, back to front and front to back with increasing control.	Gross Motor	A. Body Control and Weight Transfer	3.2 Rolls from back or stomach to side
	Move to explore (roll, crawl, scoot, creep).	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
	Sit with support; and later, sit without support.	Gross Motor	B. Movement and Coordination	4.5 Sits balanced using hands for support
	Stand with support.	Gross Motor	B. Movement and Coordination	2.2 Stands unsupported
Older Infants 9 to 18 Months	Rock back and forth on hands and knees; creep or crawl.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Pull self up to a stand, holding onto something or someone.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Walk holding onto furniture ("cruising").	Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Walk.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Climb.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Dance or move to music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Walk and run well, or use a mobility device, if needed. Change speed and direction.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Climb into and out of bed or onto a steady chair.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Jump up and down. Squat. Stand on tiptoe.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Pull toys while walking.	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
	Walk up and down stairs one at a time.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Kick a ball that is not moving.	Gross Motor	C. Active Play	1.4 Kicks ball
	Throw a ball or beanbag. Catch a large, bounced ball against the body.	Gross Motor	C. Active Play	1.3 Catches ball
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Ages 3 to 4 years	Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright.	Gross Motor	B. Movement and Coordination	All
		Gross	C. Active Play	All
	Use both hands to grasp an object, such as catching a large ball.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Balance briefly on one leg, such as for kicking a ball.	Gross Motor	C. Active Play	1.4 Kicks ball
	Show coordination and balance, such as in walking along a line or a beam.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Enjoy vigorous play with peers and/or adults.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Enjoy the challenge of trying new skills.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Use both hands to catch. Throw with good aim. Kick an object.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Show good balance and coordination, such as walking on a wide beam or line.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Enjoy challenging him- or herself to try new and increasingly difficult activities.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Age 5 and Kindergarten	Show continuous growth in movement skills, including jumping, galloping and skipping.	Gross Motor	B. Movement and Coordination	All
	Play safely in group and individual movement settings.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Recognize basics about how the human body works, such as the five senses and main body parts.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Understand how to respect others when playing active games, follow rules.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance.			
Using the small muscles (fine motor skills)				
Young Infants Birth to 11 Months	Grasp caregiver's fingers.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Play with own hands by touching them together.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Reach for toys, objects and bottles with both hands.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Transfer toys or objects from hand to hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Reach, grasp and release objects.	Fine Motor	A. Reach, Grasp, and Release	All

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Use fingers and toes in play.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pick up things (such as cereal O's) between thumb and forefinger.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Coordinate eye and hand movements, such as putting things into a box.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
Toddlers 16 to 36 Months	Reach, grasp and release with more control.	Fine Motor	A. Reach, Grasp, and Release	All
	Use tools such as spoon, crayon, toy hammer.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Use fingers to paint, play with clay, line up blocks. Stack a few blocks.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Grasp small items with thumb and finger.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Nest up to five cups or other items.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
Ages 3 to 4 years	Draw some shapes and lines using a crayon or pencil.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Work puzzles of three or four pieces.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Develop eye-hand coordination, such as in stringing large beads.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Button large buttons, zip and unzip clothing, and open and close other fasteners.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
		Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
	Persist some of the time in practicing skills that are difficult.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Open and close a blunt scissors with one hand, and cut a straight line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.	Fine Motor	B. Functional Skill Use	All
	Work puzzles of up to 10 pieces.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Write some letters or numbers.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Age 5 and Kindergarten	Help prepare meals and with tasks such as stirring and kneading.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Use the hands and fingers in a variety of ways, such as stringing beads, holding pencils properly, connecting blocks and working puzzles.	Fine Motor	B. Functional Skill Use	All
	Roll clay or dough into "snakes."	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Be interested in working to do things "right" and will practice skills for short periods of time.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
Using the senses (sensorimotor skills)				
Young Infants Birth to 11 Months	Turn toward sound and touch.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Focus eyes on near and far objects; recognize familiar people and things at a distance.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Follow moving things with eyes.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Explore things nearby with mouth and hands.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Actively play, exploring and interacting with what's nearby.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Use sense of smell, touch, taste, sight and hearing to experience objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Toddlers 16 to 36 Months	Dance or move to music and rhythms.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
Ages 3 to 4 years	Move body to music or rhythm.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Drum, sing, play musical instruments and listen to music from different cultures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Ages 4 to 5 years	Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Age 5 and Kindergarten	Use all the senses to observe and explore.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Guidelines Area of Development: 4. Growing up healthy</b>				
<b>Daily living skills (personal health and hygiene)</b>				
Young Infants Birth to 11 Months	Soothe self and fall asleep.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Participate in dressing.	Adaptive	C. Dressing and Undressing	All
Older Infants 9 to 18 Months	Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Soothe self and fall asleep.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Help with dressing, undressing and diapering.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Wash and dry hands, with help.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
Toddlers 16 to 36 Months	Want to take care of self.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Dress and undress completely (except for fasteners), with help.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Have sleeping routines, such as getting and arranging soft toys to take to bed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Sleep well. Wake up rested and ready to be active.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Show interest in toilet training. Use the toilet by about age 3 years, with help.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Wash and dry hands, with only a little help needed.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Cooperate with tooth-brushing.	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Dress and undress with help. Take off coat and put it where it belongs.	Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Begin to take care of own toileting needs.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Wash hands and use a towel to dry them.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
Ages 4 to 5 years	Participate easily and know what to do in routine activities (such as meal time, bed time).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Communicate need to rest, drink and eat.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Stay awake all day except, for some children, during nap time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Dress and undress, with only a little help needed.	Adaptive	C. Dressing and Undressing	All
	Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Wash and dry hands before eating and after toileting, with some adult help.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Cooperate while caregiver assists with brushing teeth.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Cover mouth when coughing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Age 5 and Kindergarten	Continue to use practices to be safe and healthy, with minimal adult help.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Understand the importance of taking care of self and growing strong.			
Nutrition and health				
Young Infants Birth to 11 Months	Suck and swallow.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
	Connect breast or bottle with getting fed.	Adaptive	A. Eating and Drinking	1.2 Swallows liquids
	Help caregiver hold the bottle.	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Chew and bite; eat finger foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Grasp and drink from a cup.	Adaptive	A. Eating and Drinking	4. Drinks from open-mouth container
	Feed self with a spoon.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Eat finger foods.	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods
	Eat a variety of nutritious foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Be able to control the speed of eating.	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
Toddlers 16 to 36 Months	Feed self with a spoon, without help.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Feed self a sandwich, taking bites.	Adaptive	A. Eating and Drinking	2.1 Eats hard and chewy foods
	Recognize and eat a variety of healthy foods. Choose among food options.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Name five or six of own body parts.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Ages 3 to 4 years	Try different healthy foods from a variety of cultures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Help to set and clear the table for meals. Self serve meal items.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Engage in a variety of active play and movement activities. Play outdoor games.	Gross Motor	C. Active Play	All
Ages 4 to 5 years	Help prepare healthy snacks.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Serve self at family-style meals.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
	Know what self-care items are used for (such as comb and toothbrush).	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
Age 5 and Kindergarten	Make good decisions about health habits.			
	Help prepare meals and snacks.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
Safety				
Young Infants Birth to 11 Months	Prefer caregiver over a stranger.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Be able to tell who are his or her main caregivers and family, and who are strangers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Look to adults before initiating an unsafe behavior.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Toddlers 16 to 36 Months	Recognize safety rules, but not always follow them.	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
Ages 3 to 4 years	Hold parent’s/caregiver’s hand when walking in public places.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Begin to learn safety rules for the child’s daily activities.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Ages 4 to 5 years	Identify trusted adults who can help in dangerous situations.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follow safety rules indoors and outdoors.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Keep a distance from wildlife.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
Age 5 and Kindergarten	Be able to explain the reasons for safety rules.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
<b>Guidelines Area of Development: 5. Communicating (literacy)</b>				
<b>Speaking and listening (language development)</b>				
Young Infants Birth to 11 Months	Show interest in speech of others.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Cry, coo and make other sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Cry in different ways depending on whether hungry, in pain or tired.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Imitate adult facial expressions.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond when the child's name is called.	Social-Communication	C. Communicative Expression	2.1 Recognizes own and familiar names
	Vocalize, squeal, laugh and gesture to communicate.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Babble, try to talk and copy sounds.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Begin to say consonant sounds, such as "m," "b."	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Pay attention to what adult is looking at or pointing to.	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Use a variety of sounds to express emotions.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Reach and point to communicate.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow simple requests.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Take turn in "conversation" or vocal play with adults.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Say first word.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Older Infants 9 to 18 Months	Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Turn, stop or speak when name is called.	Social-Communication	C. Communicative Expression	2.1 Recognizes own and familiar names
	Respond appropriately to familiar words (such as clapping when caregiver says “Clap”).	Social-Emotional	A. Early Social Communication	2.3 Responds to familiar game or action
	Point to familiar persons and things in answer to the question “Where is _____?”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Use words, sounds and gestures to get attention, make requests, comment, greet.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Name familiar people, animals and objects.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use eight to 20 understandable words in home language.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”).	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
		Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Take part in simple conversations.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Enjoy following single-step directions. (“Bring me the ball”)	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
		Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Touch correct body parts in songs or games where you identify parts of the body.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Use more than 100 words. When learning more than one language, the child might not use words equally in both languages.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Enjoy learning new words.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Point to and name objects when told their use (“What do you drink with?”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Name items in a picture book, such as a cat or tree.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use mostly one- and two-syllable words, with some three-syllable words.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Use three- or four-word sentences with a noun and verb.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use negatives (“I don’t want it”).	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Use adjectives in phrases (such as a big bag, or a green hat).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Ask and answer simple questions, as appropriate for the culture.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Speak clearly enough in home language to be understood most of the time.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begin to follow grammatical rules, though not always correctly.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Change tone to communicate meaning.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Recount an event, with help. Communicate about recent activities.	Cognitive	B. Imitation and Memory	3. Relates past events
	Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Take turns in longer conversations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use gestures or phrases to show respect for others, though need adult prompts sometimes.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Enjoy making animal sounds to represent familiar animals.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Ages 3 to 4 years	Communicate with body language, facial expression, tone of voice and in words.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Say name, tribal or religious name if the child has one, age and sex.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Show preference for the home language.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Name most familiar things.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Name one or more friends and relatives.	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Ask the meaning of new words, then try using them.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Speak so most people can understand.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Respond to questions verbally or with gestures.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Ask questions for information or clarification.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Enjoy repeating rhyming words or word patterns in songs, poems or stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Show awareness of separate syllables in words by tapping or clapping for each syllable.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Know three to seven words in tribal language (if the family has one) and use them regularly.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Recognize rising and falling intonations, and what these mean.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Ages 4 to 5 years	Know and use several hundred words in home language. Use new words on own.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Talk in sentences of five or six words.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Remember all parts and respond correctly to a request (such as “Bring me the green towel”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Tell some details of a recent event in sequence.	Cognitive	B. Imitation and Memory	3. Relates past events
	Tell a short make-believe story, with adult help.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
		Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
		Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	State own point of view, and likes and dislikes using words, gestures and/or pictures.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing a song or say a poem from memory.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Age 5 and Kindergarten	Listen attentively and observe carefully.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Understand, remember and follow multistep directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Share own ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Speak clearly in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple word sentences to communicate
	Retell familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Take part in classroom conversations and follow rules for discussions (e.g., learning to listen to others and taking turns when speaking).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Speak clearly to express thoughts, feelings and ideas, including descriptions of familiar people, places, things and events.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask and answer questions about key details in stories or other information read or presented aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Understand and use question words (e.g., who, what, where, when, why, how) in discussions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Take turns speaking and listening in conversations. Remember and respond to what is said.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Have a hard time, when excited, waiting for a turn in a conversation or staying with someone else's topic.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Increase vocabulary.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading				
Young Infants Birth to 11 Months	Imitate sounds of language.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Show awareness of the sounds of spoken words by focusing on the person speaking.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Explore books' physical features (such as by chewing on cloth books).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focus attention for a short period of time when looking at books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Begin to participate in stories, songs and fingerplays.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Infants 9 to 18 Months	Make the sounds of familiar words when read to.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Show awareness of the sounds of spoken words by focusing on the person speaking.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Bring a book to an adult to read aloud.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Focus attention for a short period of time when looking at books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Participate in stories, songs, finger plays and rhymes.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Join in rhyming games and songs with other children.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing songs with or recite letters of the alphabet.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begin to understand that print represents words (for example, pretend to read text).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Notice both words and pictures on a page. Describe the action in pictures.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Recite familiar words in a book when read to.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Recall characters or actions from familiar stories.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Anticipate what comes next in known stories.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	Literacy	D. Vocabulary and Story Comprehension	3.2 Recognizes common signs and logos
	Ask to be read to, or for storytelling. Request a favorite book or story many times.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Identify print on signs, etc., asking “What does that say?”	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Identify own name as a whole word.	Literacy	B. Phonological Awareness	1.4 Names letters in own first name
	Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Decide whether two words rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Request a favorite book.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Listen to and follow along with books in a different language.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Turn book pages one at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Use own experiences to comment on a story, though the comments might not follow the story line.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Retell simple, familiar stories from memory while looking at the book.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Know some basic rules of grammar (such as correctly using “me” and “I”).	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Understand which symbols are letters and which are numbers.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Begin to recite some words in familiar books from memory.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Know that print has meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recognize own name in print.	Literacy	E. Writing	1.5 Recognizes three letters in own first name
	Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Tell you what is going to happen next in a story. Make up an ending.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Use actions to show ideas from stories, signs, pictures, etc.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Retell more complicated, familiar stories from memory.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Understand and apply concepts of print (such as in English, reading from left to right and top to bottom).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Show awareness of language sounds (e.g., rhyming, hearing beginning and ending sounds of words).	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Associate the letters with their sounds.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Understand that signs and labels convey information.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognize some names and words in context.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Begin to read own writing.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Memorize or participate in reading poems and familiar books.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Make personal connections with books and stories.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Show interest in a variety of books.	Literacy	D. Vocabulary and Story Comprehension	All
	Retell familiar stories using beginning, middle and end.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Writing				
Young Infants Birth to 11 Months	Watch when someone writes or draws.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Infants 9 to 18 Months	Scribble or make marks on paper without help.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Grasp marker or crayon with fist and mark on paper in any location.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Label pictures using scribble writing or ask an adult to label the pictures.	Literacy	E. Writing	1.1 Dictates description of drawing
	Use symbols or pictures to represent oral language and ideas.	Literacy	E. Writing	2.1 Makes representational drawings
	Scribble and make marks on paper, and tell others what the scribble means.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
		Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Draw horizontal and vertical lines.	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Use a variety of writing tools (pencil, marker, paint brush).	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Ages 3 to 4 years	Make marks or scribbles when an adult suggests writing.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Attempt to copy one or more letters or characters of the home language.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Draw pictures and tell their story.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Ages 4 to 5 years	Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Use letter-like symbols to make lists, letters and stories or to label pictures.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Attempt to copy one or more letters of the alphabet.	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Begin to print or copy own name, and identify at least some of the letters.	Literacy	E. Writing	3.3 Copies entire first name
	Explore writing letters in different languages.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Use illustrations to tell stories or convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Understand that we can communicate ideas and thoughts with symbols.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Form letters, and show increasing knowledge of letters and sounds.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Name upper- and lower-case letters, matching those letters with their sounds and printing them.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Copy signs, labels, names and words. Talk about what they mean.	Literacy	E. Writing	3. Writes words using conventional spelling
	Write simple sentences. Write lists, cards, letters, etc.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Guidelines Area of Development: 6. Learning about my world				
Knowledge (cognition)				
Young Infants Birth to 11 Months	Pay attention to sights and sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look for dropped object.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Gaze at and track an object with his/her eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show curiosity about things and try to get things that are out of reach.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Imitate sounds; imitate actions, such as clapping hands, pushing a toy.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Search for a hidden object.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Older Infants 9 to 18 Months	Observe others' activities. Then imitate their actions, gestures and sounds.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use imitation to make a desired effect, such as activating a toy, or obtaining an object.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Explore things in many ways, such as shaking, banging, poking and throwing.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Enjoy playing hiding games; locate an object that has been hidden from view.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use objects as a means to an end, such as using a bucket to take toys from one place to another.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Match similar objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Explore objects in nonconventional ways.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Experiment with the effect of own actions on things and people.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Know that playing with certain desirable or forbidden things will get adults' attention.			
	Make choices, such as which toy to play with.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal.	Cognitive	B. Imitation and Memory	3. Relates past events
	Connect objects with actions (such as a broom for sweeping).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Repeat an action over and over until successful, such as stacking blocks until they no longer fall down.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Explore and use trial and error to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Imitate how others solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Ask for help when needed.	Social-Emotional	D. Independent and Group Participation	2. Provides and seeks information while conversing using words, phrases, or sentences
	Show recall of people and events, such as by clapping hands when told that a favorite person will visit.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Recall and follow the order of routines, such as washing and drying hands before eating.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Play make-believe with props, such as dolls or stuffed animals.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	React to puppets as if they are real and not operated by an adult or another child.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Ask a lot of “why” and “what” questions.	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Learn by doing hands-on and through the senses.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Learn through play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Recall several items after they have been put out of sight.			
	Draw on own past experiences to choose current actions.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Make plans for ways to do something. May or may not follow through.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Think of a different way to do something, when confronting a problem, with adult help.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Ages 4 to 5 years	Ask adults questions to get information (as appropriate in the family’s culture).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Describe likes and interests.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Apply new information or words to an activity or interaction.	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Be able to explain what he or she has done and why, including any changes made to his/ her plans.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Seek to understand cause and effect (“If I do this, why does that happen?”).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Understand the ideas of “same” and “different.”	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize objects, places and ideas by symbols (for example, recognize which is the men’s room and which is the women’s by looking at the stick figure symbols).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Name more than three colors.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Group some everyday objects that go together (such as shoe and sock, pencil and paper).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Predict what comes next in the day when there is a consistent schedule.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Learn best through active exploration of concrete materials (blocks, paint, etc.). Make plans for this exploration. Talk about what he/she has learned from the activity and would like to do next.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
		Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Understand that things are not always what they appear to be (for example, a sponge may look like a rock).	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Explore different environments inside and outside.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Math				
Young Infants Birth to 11 Months	Play with toys and things of different sizes and shapes.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Anticipate “more” during routines.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Infants 9 to 18 Months	Understand the idea of “more” related to food or play. Use gestures to ask for more.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Imitate rote counting using some names of numbers.	Math	A. Counting	2.2 Recites numbers 1–10
	Play with toys and objects of different size and shape.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Put things together, such as simple matching puzzles, nesting cups.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Follow simple directions that use words like “in,” “on,” “up” and “down.”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Count to at least 10 from memory.	Math	A. Counting	2.2 Recites numbers 1–10
	Begin counting small groups of items (up to five).	Math	A. Counting	2. Counts out 10 items
	Understand the concepts of “one” and “two,” such as by following directions to take one cracker.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Recognize and name a few numerals.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explore measuring tools, such as measuring cups, or a ruler.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Match simple flat shapes (circles, squares, triangles).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identify two geometric shapes, such as a circle and a square.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Follow simple directions for position, such as up, down, in, on.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Count to 10 and beyond by rote. Count up to five items. Point to objects while counting.	Math	A. Counting	4.2 Recites numbers 1–30
	Identify by sight how many are in a small group of items, up to three.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sort and describe items by size, color and/or shape.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Match simple shapes (circles, squares, triangles).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Use gestures or words to make comparisons (larger, smaller, shorter, taller).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Compare two objects by length, weight or size.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Find the total sum of small groups of items.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Count to 20 and beyond. Count 10 or more objects accurately.	Math	A. Counting	4.2 Recites numbers 1–30
	Give the next number in the sequence 1 through 10.	Math	D. Addition and Subtraction	1.4 Says number after 1–10
	Count out 10 items; may use fingers, body parts or other counters, as used in the child’s home culture. Count and group things by number.	Math	A. Counting	2. Counts out 10 items
	Compare groups of up to 10 objects.	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Find the sum when joining two sets of up to five objects.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Identify by sight how many are in a small group of objects, up to four.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Match and sort simple shapes (circles, squares, triangles).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Compare size (such as, “I’m as tall as the yellow bookshelf.”) Describe objects using size words (big, small, tall, short).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Compare two objects using comparison words such as smaller, faster and heavier.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Order three objects by one characteristic, ( such as from smallest to largest).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Work puzzles with up to 10 pieces.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Count to 100.	Math	A. Counting	4.1 Recites numbers 31–100
	Count up to 20 objects to understand how many objects there are.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Recognize by sight and name the number of items in a group, up to five.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Compare two groups of objects to decide which is more or less, or if they are equal.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Remember and write numbers to 20.	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20
	Add and subtract numbers up to 10 using objects or drawings.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Name shapes and recognize shapes in the environment.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sort and classify objects by more than one factor (such as shape and color, or size and shape, etc.).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Correctly use position words (such as beside, inside, under, etc.) to describe objects.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Science				
Young Infants Birth to 11 Months	Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use more than one sense at a time, such as when looking at, feeling and shaking a rattle.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity).	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Enjoy filling containers and dumping them out.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Show interest in animals and pictures of animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Infants 9 to 18 Months	Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy.	Cognitive	E. Scientific Discovery	3.2. Manipulates materials to cause change
	Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals.			
	Notice the characteristics of natural things, such as leaves, or events, such as rain or wind.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Respond to caregiver's guidance on how to act appropriately toward and around living things.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Enjoy using or playing with technology objects, such as a wind-up toy.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Look at and handle things to identify what's the same and what's different about them.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Explore nature using the senses, such as looking at and feeling different leaves.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask simple questions about the natural world ("Where did the rainbow go?").	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Explore the parts of living things, such as the petals on a flower.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water").	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Identify weather, such as sun, rain, snow.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Know that people and animals can live in different kinds of places, such as fish living in the water.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize that different forms of life have different needs.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features).	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Measure sand or water using a variety of containers.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use one sense (such as smell) to experience something and make one or two comments to describe this.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Talk about changes in the weather and seasons, using common words, such as rainy and windy.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Look at where the sun is in the morning, afternoon, evening and night.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Take walks outside and gather different types of leaves, name colors he/she sees outdoors.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Make observations and ask questions. Identify ways to find answers. Try out these activities and think about what to do next to learn more.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognize landmarks in the local environment (lakes, rivers, rock formations, etc.).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Name many of the basic needs of animals and people (habitat).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identify what different animals eat. Begin to understand that some animals eat other animals, and some eat plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to understand how the things people do may change the environment. Recognize that the child's own actions have an effect on the environment for the better (such as watering plants) or worse (such as stomping on plants).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to tell the difference between materials that are natural and those made by humans.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Social Studies				
Young Infants Birth to 11 Months	Show interest in people.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Notice daily routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Infants 9 to 18 Months	Be eager for regular daily activities.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Recognize the start and end of an event (such as by clapping at the end of a song).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Explore spaces, such as trying to fit into an open cardboard box.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize some familiar places, such as home, store, grandma's house.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Know where favorite toys or foods are kept.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Know where the trash can and recycle bin are.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object



	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Toddlers 16 to 36 Months	Eager for recurring events ("After lunch, I will hear a story").	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Connect new experiences to past experiences.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Experiment with physical relationships, such as on/under, inside/outside.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Help with home and class routines that keep things clean.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Understand roles of various people in the community.			
Ages 3 to 4 years	Name family members by relationship (such as father, sister, cousin, auntie, etc.).	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Make a drawing of own family as the child sees it.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Recognize whose parent is whose when parents come for their children or in photos of each others' families.			
	Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Describe family members and understand simple relationships (such as, "Marika is my sister.")	Social-Communication	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Draw own family, as the child understands it.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Ask questions about similarities and differences in other people (such as language, hair style, clothing).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.	Cognitive	B. Imitation and Memory	3. Relates past events
	Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Enjoy taking the roles of different jobs in pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Talk about what the child wants to be when he or she grows up.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Play store or restaurant, with empty food containers, receipts, etc.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Recognize where he or she is when traveling in familiar areas, most of the time.	Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Learn concepts of fairness and respect for the rights and opinions of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Know the people who carry out the rules at school and in the community (principal, teacher, crossing guards, bus drivers, firefighters, etc.).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Enjoy comparing past and present events, such as holidays.	Cognitive	B. Imitation and Memory	3. Relates past events
Arts				
Young Infants Birth to 11 Months	Gaze at pictures, photos and mirror images.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Show interest in sounds, tones, voices, music, colors and shapes.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Notice and move to music and/or rhythms.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Infants 9 to 18 Months	Try a variety of art materials, such as paint, crayons, markers, play dough, clay.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Try a variety of sound sources, such as rattles, bells, drums.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Show interest in sounds, tones, voices, music, colors and shapes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy rhythms and movement.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Toddlers 16 to 36 Months	Use a variety of materials to express self, such as paint, crayons and musical instruments.	Literacy	E. Writing	2.1 Makes representational drawings
	Sing and make up simple songs and/or music with instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Explore various ways of moving the body with and without music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitate movement after watching others perform games or dance.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Act out familiar stories or events.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 3 to 4 years	Draw something familiar. Begin to draw representational figures.	Literacy	E. Writing	2.1 Makes representational drawings
	Do beadwork with appropriately sized beads.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Play make-believe with dolls, toy animals and people.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Dance, sing, drum, use rattles, draw or paint.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Look at artwork from different cultures.			

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Ages 4 to 5 years	Show an increasing ability to use art materials safely and with purpose.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Understand that different art forms (such as dance, music or painting) can be used to tell a story.			
	Express self through art and music. Take pride in showing others own creations ("Look at my picture.")	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
		Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).	Literacy	E. Writing	2.1 Makes representational drawings
	Show creativity and imagination.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Hum or move to the rhythm of recorded music.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Ask to sing a particular song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Remember the words to a familiar song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Enjoy learning songs and dances from other cultures.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Watch other children dance; try to mimic the movements.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Express feelings through movement and dancing in various musical tempos and styles.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Perform simple elements of drama (such as audience, actors).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play
	Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play

	WA Guidelines	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Age 5 and Kindergarten	Learn ways to create artwork.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Share ideas and explain own artwork to others. Talk about what was done and why.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Explore the voice, body and instruments.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Be attracted to different kinds of music.			
	Start to develop singing and playing skills and techniques.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Develop skills for movement.	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
	Join in creative dramatics, storytelling, puppetry and pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or story line in imaginary play