



ALIGNMENT

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

WITH

Maine's Early Learning & Development Standards

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Maine’s Early Learning and Development Standards

This document aligns the *Infant and Toddler Maine Early Learning and Development Standards* [2021] and *Maine’s Early Learning and Development Standards* [2015] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Infant Toddler MELDS

Social and Emotional Development

Trust and Emotional Security (Emotional Functioning)

Birth-8 months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through various facial expressions, body movements, gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Attends with interest when others show range of emotions through facial expressions, voices, or gestures.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	May cry when another child cries.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
6-18 months	Expresses a variety of emotions and modifies expression according to the reactions of familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Looks to/seek comfort from familiar adults when distressed and accepts reassurance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Responds to others' emotional expressions by: sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited looks sad or concerned when another child is crying; may offer soft toy, blanket, or food.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Displays confidence that needs will be met by caregiver, evidenced by child watching and waiting a short time for caregiver to meet the recognized need.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Self-conscious emotions appear: shame, embarrassment, guilt, pride.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Shows understanding of some emotional expressions by: labeling them asking questions about them responding appropriately (verbally or non-verbally)	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
	May use artistic tools for emotional expression.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Expresses empathy toward other children or adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begins to express feelings of anger and frustration: tells friends "I don't like that!".	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Has an expectation that the caregiver will provide what is needed in most situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Self-Regulation				
Birth-8 months	Comforts self by clutching toy, sucking thumb, and stroking blanket.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Anticipates being lifted or fed molds body-turns towards adult and opens mouth.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Signals (using cues) when full—pushes bottle away, stops nursing, wants to be put down – squirms, and pushes away.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
6-18 months	Comforts self by sucking on fingers, retrieving a familiar object, engaging in a familiar routine, and utilizing quiet space in classroom when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Expresses own needs gestures when hungry, grabs blanket when tired, and calls to engage caregiver.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Anticipates and participates in routine activities lifts arms when dressing and holds out cup.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn't want to stop playing).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
16-36 months	Shows impulse control by beginning to understand their role in play (need to wait for a turn for a toy), tolerating brief wait times or delays.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Anticipates and follows routines when prompted helps with clean up, gets ready to go for a walk, joins group time for dancing, stories, etc., and begins to dress themselves as part of daily routines, even though it may take longer.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “no” or “stop” during conflict and let’s a trusted adult know when hungry, tired, or needing assistance with a peer.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Sense of Self, Self-Awareness, and Self-Concept

Birth-8 months	Uses hands to explore different parts of the body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Cries when a parent or caregiver leaves the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Smiles at self in mirror.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Recognizes, holds, touches own feet and hands.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Shows preferences; cries when something is not liked.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
6-18 months	Points to or indicates parts of the body when asked.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Express thoughts and feelings by saying, "no!"	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Recognizes familiar people in addition to immediate family or primary caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Uses name to refer to significant people; for example, "Mama" or "Papa".	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Shows distress when preferred people don't interact with them.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Shows signs of mastery; for example: laughs at own cleverness or is frustrated when unable to do something.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Recognizes own image in the mirror or photo and understands that it is self.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Says own name when asked and names others in family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Identifies self by gender, for example: "I boy".	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begins to make comparisons between self and others; for example: "Tommy is boy like me."	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Uses adjectives to refer to self, for example: "Me big".	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Communicates, "I do it!" or "No" when caregiver or parent tries to help.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Respect toddlers' valid opinion of saying no.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Wants to experience the world on own terms; for example, avoids messy materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses evaluative words to talk about self, "Me good girl?"	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Relationships with Adults				
Birth-8 months	Seeks comfort from caring adult by crying and looking for him or her.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Is more easily soothed by sound of primary caregiver's voice than unfamiliar voice.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Responds to being held: Calming down, molding of the body to the caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
6-18 months	Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver's facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Initiates positive social behavior toward familiar adult
	Distinguishes between familiar and unfamiliar adults.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Exhibits separation anxiety, cries briefly when separated from parent or caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Feels secure to explore environment in presence of primary caregiving adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Plays away from the primary caregiver and then moves close to him or her from time to time to check in.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	When distressed child seeks to be physically close to primary caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitates sequence of events after seeing the sequence completed by a caregiving adult; for example, read a story to a doll or put a teddy to bed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16-36 months	Seeks attention of a special caregiver and communicates "Watch me!" before proudly displaying a new skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Cries and looks for special caregiver after falling.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Tries to influence adult behavior; for example, brings favorite book and expresses, "One more?" even though she has just heard "We are all done; time for a nap".	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Gesturing for one more hug as a parent is leaving for work.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Begins to follow simple instructions or guidance of a caregiver.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues

Relationships with Children

Birth-8 months	Turns to the voice of an older sibling.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Notifies a crying peer with a serious expression.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Watches other children with interest.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Reaches out to touch eyes or hair of a peer.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Laughs when an older sibling or peer makes a funny face.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Tries to get the attention of another child by smiling or babbling to him/her.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
6-18 months	Plays side-by-side with another child.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Matches emotions with a peer's emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Participates in spontaneous interactions with peers and exhibits enjoyment.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Influences and responds to a peer's behavior in a simplistic manner; for example, handing a playmate a doll.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begins to show preference among play partners, often hugging or touching them.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Knows the names of peers when they are referred to.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Knows the family members of frequent playmates.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
16-36 months	Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Expresses an interest in playing with a particular child.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Exhibits sadness when a favorite friend is not at school; "When you miss your friend here at school, she misses you too".	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for "my turn".	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Shows concern for a peer who is in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Engages in reciprocal play such as run and chase or offer and receive.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Approaches to Learning

Engagement and Persistence

Birth-8 months	Makes and maintains eye contact while being held for feeding.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing.	Fine Motor	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Tries to reach a toy hanging from a high chair.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries to move bottle, cries, or touches adult when bottle is empty.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Begins to look for dropped objects.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
6-18 months	Looks out the window for a familiar caregiver to return.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses several different ways to get a toy when it's out of reach.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Reaches for caregiver's hands to continue game/song: Peek-A-Boo, Pat-A-Cake, Twinkle, Twinkle	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Continues to feed self even when having difficulty.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
16-36 months	Empties the entire toy box while looking for a favorite toy.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Turns puzzle piece in a variety of directions to fit into puzzle frame.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Climbs into a box or open cupboard to get toys or objects that are out of reach.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Attempts to put on shoes or coat by self, tries for a while before asking for help.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Follows after and says "Good-bye" or cries when caregiver is leaving the room or going out of the house.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Overcomes an obstacle in the way of obtaining a desired object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Initiative and Curiosity				
Birth-8 months	Explores a variety of materials including: their body, people, objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Vocalizes or makes noise to attract caregiver's attention.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Uses facial expressions, sounds, or gestures to show likes or dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shows eagerness to investigate novel objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
6-18 months	Lifts arms up in order to be picked up by caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Gets a favorite book and brings to caregiver to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Shows preference for: certain foods, toys, activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Willing to approach new people, things, and experiences.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Shows enthusiasm for exploring and learning (clap, smile).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
16-36 months	Studies people and things around them seeking more information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows interest and/or approaches other children for play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Makes their choices known by talking about what they want and asking questions using: gestures, facial expressions, words.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Starts to sing a song or move to music and others join in.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows interest in trying new experiences and new ways of doing things.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Creativity				
Birth-8 months	Finds new ways to use familiar toys/materials: putting a block in a cup, using a spoon to bang on tray, “inviting” an adult to mouth rattle.	Cognitive	E. Scientific Discovery	2.1 Tries different simple actions to achieve goal
	Laughs and tries to imitate noises or silly sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Investigates pushing water or food around with hand on high chair tray or table.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Begins to repeat change sensorimotor activities to elicit a reaction: bang hands on table, drop a toy.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Anticipates being lifted and moves body accordingly.	Cognitive	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
6-18 months	Bangs on pots and pans with a spoon to make noise then tries the same action on other objects.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Uses familiar objects in pretend play and imitates sounds the objects make: animal figures, puppets, other items (cars, trucks, etc.).	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Begins to move to the music of varying rhythms, tempos, and types.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses a colorful scarf in different ways such as dancing, waving it, or using it as a blanket.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Begins to focus attention on one activity or toy for a short period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engages in “dump and fill” with items.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Begins to explore expression with art implements: scribbling with large crayons, creating markings in finger paint, molding playdough.	Literacy	E. Writing	3.4 Writes using “scribble writing”

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Acts out dramatic play role-play themes with others; engages in make-believe play: imitates a dog or cat by crawling and making barking or meowing noises, offers a caregiver or peer a pretend snack or drink during play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses items for other than intended purpose.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Carries on an imaginary conversation using: a toy telephone, baby doll, other items (stuffed animal, book, etc.).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participates in music activities and dances with increased rhythm.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Makes silly faces to see other children and adults react.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Creatively explores and experiments with sensory mediums, combining different types of materials to make something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses puppets in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Early Language and Literacy

Language Comprehension (Receptive Language)

Birth-8 months	Maintains eye contact with person looking at him or her: mutually gazes with primary caregivers, shows preference for voice of primary caregivers.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Reacts to human voice: appears to watch or listen, quiets self, turns toward conversation.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Reacts to new voices or sounds by becoming more quiet or active: startles or cries at loud sounds, shows different responses to tones of voice, looks for source of sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
6-18 months	Responds with gestures or vocal signals to familiar words: responds to own name, turns to look at familiar person/object/pet when named, understands simple phrases as "byebye", "hot", etc., points or reaches to familiar objects when named as in body parts, favorite toys, family pictures.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Understands simple one step requests such as, "Get your blanket", "Give me your cup".	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Looks to adult for messages about appropriate or inappropriate behavior.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as Pat-a-Cake.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
16-36 months	Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understands names for common objects, familiar people, familiar actions.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understands contrasts such as: yes/no, come/go, run/stop, up/down, fast/slow.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Understands prepositions such as: on, in, under, over.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With adult direction, finds items needed for an activity.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Shows increased attention span when being read to, listening to rhymes, fingerplays, songs of increased complexity.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Language Expression (Expressive/Productive Communication)				
Birth-8 months	Initiates communication with caregiver: maintains eye contact: looks intently at caregiver, cries, grunts or makes loud sounds to seek caregiver assistance, smiles or gestures to initiate social contact, moves body in anticipation of being picked up.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6-18 months	Uses physical gestures or sounds to get help from adult: gazes between adult and desired item, tugs or pulls on caregiver, moves, points or motions to object out of reach, expresses own needs such as hunger or wanting comfort item.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responds to caregiver’s speech by babbling/uttering in reply.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Moves toward expression of identifiable words: jargon has melody and inflection, imitates familiar words/sounds, begins expressing clearly words like “mama”, “dada”, “bye-bye”, “no”, “baba”(bottle).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
16-36 months	Uses words or actions to request assistance: asks for food when hungry, asks for help, may use words to solve conflicts with peers/siblings.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Asks and answers simple questions: lots of what, why and where questions.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	Uses everyday experiences to build on vocabulary: talks about what they are doing, uses language to convey simple ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Carries on sustained interactions with caregivers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Emergent Literacy				
Birth-8 months	With a responsive adult, looks at and attends to pictures of other babies or faces.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Looks at books, pats the pictures, brings book to mouth.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Kicks feet or moves arms in response to music.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Listens and attends to repetitions of culturally and linguistically familiar words, songs, or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Uses signs or gestures in response to adult's conversation with them about photos of familiar people.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
6-18 months	Exhibits increased participation when books are read: points, makes sounds, vocalizes, smiles, turns page.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Makes motions for familiar games, rhymes, songs, or fingerplays.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to "use" communication tools during imitative play: uses phone or book, grasps marker or crayon, makes marks on paper.	Literacy	C. Conceptual Knowledge	2.1 Uses object to represent another object
16-36 months	Exhibits increased participation with written forms of communication: looks at books, magazines as if reading, makes sounds that relate to pictures, turns pages at the right time.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recognizes signs and symbols in the environment: identifies stop sign, labels, or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Increased understanding of communication tools: converses with others using play phone, tells others what own scribbles mean.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows increased attention when being read to: begins to make observations about, the use of words and pictures, enjoys stories of increasing complexity.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Physical Development and Health

Perceptual Development

Birth-8 months	Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand-to-mouth, and moves arms in swimming motion.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Initially visual system immature (attentive to objects of contrasting colors).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Increased ability to detect detail and coordinate visual information from each eye.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Infant may become fixated visually.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Preference for slower, high pitched sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Can distinguish parents' voice from that of a stranger.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Can distinguish smell of mother from others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to what they see (i.e. move toward desired person or object, look for source of noise).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to show taste preference.	Social-Communication	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
6-18 months	Continue to integrate information gathered from the senses: shows increased ability to concentrate and begin to show sustained interest in people, objects, and activities; shows increased desire to explore sensory information; oral exploration of objects decreases with age; shows increased enjoyment of varieties of sensory information.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Visual information more refined: depth perception established; seeks and responds to increased visual stimulation.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Hearing information more refined: ability to discriminate sounds in a noisy setting.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Sensory thresholds do not interfere with desire to explore surroundings: continues to show increased ability to concentrate with multiple sensory stimulation present; increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Visual discrimination more refined: ability to discriminate finer detail in tandem with cognitive development (i.e. may notice caregiver's earring).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Hearing discrimination more refined: ability to isolate familiar sounds in tandem with cognitive development (i.e. hears siren outside, points, and says, "Fire truck!").	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Gross Motor (Large Muscle)				
Birth-8 months	Exhibits beginning stages of large muscle control: head control, lifts chin, lifts head, lifts both head and shoulders, supports self on flexed elbows.	Gross Motor	A. Body Control and Weight Transfer	All
	Coordination of muscle control: turns from back to stomach and stomach to back, moves by rolling, inches forward on stomach or back, sits unsupported, begins bouncing when held.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
	Begins to use arms and legs purposefully: claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken off.	Gross Motor	B. Movement and Coordination	All
6-18 months	Exhibits increasing control of large muscles and body movement: sits up, crawls or creeps, pulls to stand, cruises while holding on to furniture, stands alone, climbs out of crib, walks alone, runs with a wide stance, walks upstairs holding a hand, stops and walks backwards a few steps, climbs simple structures.	Gross Motor	A. Body Control and Weight Transfer	All
	Uses arms and legs with increasing purposefulness: throws, carries, pushes, pulls, dumps objects, scoots on or rides wheel toys without pedals.	Gross Motor	C. Active Play	All

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Exhibits more control and coordination of large muscle and body movement: walks fast, walks on tiptoes, walks backwards, walks upstairs holding a railing (or hand), runs with control, climbs well, throws a ball with aim, may jump in place, may balance briefly on 1 foot, rides tricycle.	Gross Motor	B. Movement and Coordination	All
	Uses arms and legs with more purposefulness: catches a ball by trapping it with arms and hands, pounds object with intention and precision, creates simple block structures, pushes foot into shoe, takes off shoes.	Gross Motor	B. Movement and Coordination	All
	Engages in creative movement spontaneously and when prompted by music or adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Fine Motor (Small Muscle)				
Birth-8 months	Stares at objects, especially faces; begins to coordinate eyes.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Grasp reflex diminishing.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Reaches for objects with both arms, but hands are fisted: reaches with one arm and grasps at will, grasps – releases – “re-grasps” and releases again, begins to grasp with thumb and forefinger.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Brings objects to mouth.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Beginning eye hand coordination: transfers object from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Follows slow moving object with eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 months	Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Brings two blocks together to make noise.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Uses thumb and forefinger to pick up small items.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Handles a cup or spoon for self-feeding.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Begins to show preference for one hand.		B. Functional Skill Use	1.2 Uses hand to activate object
	Undresses self and unties shoes.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
	Can turn pages of a board book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Uses a crayon to imitate marks/scribble.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Holds object with one hand and manipulates it with the other: brushes dolls hair, holds and winds a music box.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Folds blanket, cloth, paper, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pours liquid from small pitcher.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Shows preference for one hand.		B. Functional Skill Use	1.2 Uses hand to activate object
	Puts on easy clothing.	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Holds spoon, fork, cup, but may still spill.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Can use paintbrush, but doesn't control drips.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Can turn pages of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Self-Help and Adaptive Skills				
Birth-8 months	Displays signs of self-comforting: sucks thumb to pacify self.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Shows signs of self-feeding: begins to hold own bottle/cup, begins to feed self with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Alerts caregiver in own way when physically uncomfortable: hungry, tired, wet pants, etc.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
6-18 months	Making progress with self-feeding.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Shows interest in dressing self: pushes arm through sleeve, takes clothes off, unties shoes.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Shows interest in toileting at end of this stage: watches others engaged in toileting, explores sitting on potty chair.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Shows interest in helping with chores, mimics adult behavior.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Makes attempts at self-help: takes off socks, pulls on bib.	Adaptive	C. Dressing and Undressing	1.6 Takes off socks
16-36 months	Progressing well with self-feeding and self-serving: holds spoon, fork, cup, feeds self, pours own water from small container, sets items on table and removes after eating.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Continues to show interest in dressing: undresses self, puts on clothes (no buttoning), shoes, jacket, hat.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Shows increased interest and proficiency with toileting skills: willing to use toilet, washes hands after toileting.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Increased interest in helping with chores and physical care: attends to blowing nose, cleans tables, picks up toys.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Cognitive Development

Exploration and Inquiry

Birth-8 months	Displays reflexes that set the stage for sensory exploration toward intellectual development: turns head toward nipple, grasps finger of caregiver when placed in palm.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Directs attention towards caregiver's face or voice: gazes at caregiver's face during feeding.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Directs attention toward objects: reaches and grasps for objects or stares at them, reacts to new objects, voices, sounds, and touch by becoming more active or quiet.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 months	Manipulates, visually inspects, feels, and mouths things in the environment: moves toward toy, bangs on table with toy, fingers and inspects object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Takes time to investigate and may protest when play is interrupted.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Can use several senses at once to explore the environment: mouths, then holds toy at a distance, shakes and then throws ball.	Cognitive	A. Sensory Exploration	1.2 Uses senses to explore
	Looks at and explores how a material reacts when acted upon: water added to the sand table, popping bubbles with hands and feet.	Cognitive	E. Scientific Discovery	2.3 Makes observations

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Independently explores the immediate environment to investigate what is there: asks about a new toy or explores different textures in the natural environment, searches for a specific toy.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Tries new activities, materials, and equipment: unfamiliar art materials, different musical instrument, joins in new song or fingerplay.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses multiple senses to determine properties of things: lifts, shakes, and listens, smells, tastes, and inquires of caregiver about the item.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Concept Development and Working Memory				
Birth-8 months	Uses sight, hearing and touch to examine an item to learn about it: mouths, bangs, grasps, releases, and re-grasps.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Looks for or orients toward dropped object: looks down when drops toy from a table.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue: looks towards a musical toy to continue interaction.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Repeats a previously successful sound or motion: kicks or swats mobile and repeats over days and week, continues to bang an object to repeat a sounds.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Imitates sounds and gestures.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Finds hidden objects: uncovers a partially hidden toy under a blanket or cloth.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
6-18 months	Remembers location of favorite object: asks for objects out of sight, persists in search for a desired object when it is hidden.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Remembers games and toys from the previous day.	Cognitive	B. Imitation and Memory	3. Relates past events
	Anticipates people's return, time for nap, etc. within context of daily routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitates actions across a change in context; beginning of ability to fantasize and role-play: imitates mom on the phone when at child care setting, uses another object or person as a tool, asks to be picked up to reach something, rolls toward a toy to reach it.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Understands "more" in reference to food or simple play, responds appropriately when asked if child wants more crackers.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begins to think about actions before doing them: chooses a toy, book, or doll from a group, enjoys taking things out of a container and putting them back.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-36 months	Uses familiar objects in combination: uses spoon in bowl, doll in bed, and person in car.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Engages in make believe play acting out simple dramatic play themes with others: "You baby, me momma", pretends to be an animal.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognizes that the words "two, three, four, etc." are numbers, recites numbers with prompting or adult cues, uses some number words during play or activity: "I want two".	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Imitates counting rhymes: One, Two Buckle My Shoe, Three Little Monkeys.	Math	A. Counting	1.2 Recites numbers 1–3
	Shows some understanding of daily time sequence: time for nap, lunch, outdoor play.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begins to solve simple problems in his or her head: moves a toy to get to another object, stands on block or another object to reach an item.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Reflection and Problem-Solving

Birth-8 months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Anticipates being lifted and moves body accordingly: stiffens body in preparation for being lifted, stretches arms up toward caregiver, tries to lift head toward caregiver.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6-18 months	Begins to focus attention on one activity or toy for a short period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Explores how to make something happen again or how something works by doing actions over and over again: repeatedly filling a container and emptying it out.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries different solutions to everyday problems until discovering one that works.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
16-36 months	Engages in activities for longer periods of time, including make believe play.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tries several times to solve more challenging problems, often using a combination of actions or behaviors: determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses experimenting to figure out solutions to everyday problems, including in social situations: two children both want to fit into a small car and agree to take turns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begins to develop ability to find a solution using mental representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Mathematical Thinking

Birth-8 months	Observes and feels the sequence of simple daily routines: rocking to sleep, riding in a stroller, listening to an adult voice reading or singing.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Explores special relationships with objects: picks up different sized balls.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Places shapes into shape sorter (not always in the correct space).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Demonstrates understanding of simple number concepts: uses sign language to ask for “More” of something, takes two crackers when prompted, “Take two crackers”.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 months	Follows simple directions related to position: puts toys “in” basket after prompted.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Uses simple nesting or stacking toys: nests three or four cups, stacks three or four cups or foam blocks.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Groups a few objects by shape, color, or size: finds two or three toys that have the same simple shape, color.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Understands time words such as “after,” “before”: “Before we go outside, we have to put on your coat.”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Explores spatial relationships: attempts to fit own body in boxes, tunnels.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Solves simple manipulative problems: crawls or walks around a toy.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Verbally Counts (not always in the correct order): says “one, two, six”.	Math	A. Counting	2. Counts out 10 items
	Recognizes and names a few numerals: notices numbers within the environment and identifies a few by name.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Follows simple directions related to proximity: set your shoes “beside” your cot for naptime.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Makes comparisons between two objects: identifies the larger object when shown.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Shows interest in simple patterns in the environment: points to pedestrian crosswalk and says, “white, black, white, black”.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Shows interest in patterns and sequences: attempts to follow a pattern with large beads and string or on a peg board, plays matching games.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Classifies, labels, and sorts objects by characteristics: heavy vs. light, color, hard vs. soft, large vs. small.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Arranges objects in lines: makes a row of blocks.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Matches simple shapes: using form boards or puzzles -circle, square, triangle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Scientific Reasoning				
Birth-8 months	Explores properties of items by mouthing them: explores large pop beads by putting them in their mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to look for objects that are “hidden” or become “out of sight”.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
6-18 months	Investigates new phenomena: reaches out to touch rain, stops play to watch a novel element in the environment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Shows basic awareness of cause and immediate effect: opens and closes, presses button to make sounds.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Uses trial and error method effectively: successfully pushes buttons on a pop-up toy, uses shape sorter with some success.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
16-36 months	Fills and empties containers with sand, water, or small toys.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begins to ask “Why” questions to understand specific concepts.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Begins to notice differences and similarities: kiwi is sweet and a lemon is sour, cows and dogs both have four legs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Uses simple tools in exploration and inquiry: magnifying glasses, hammers, tweezers.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explores different mediums and their properties: mixing sand and water cornstarch and water.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Social Studies Learning				
Birth-8 months	Engages in immediate and deferred imitation of facial expressions: smiles back at caregiver, smiles when familiar adult re-enters room, responds by patting mirror when sees own image reflected.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Begins to notice differences in faces or adults.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to notice new items in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
6-18 months	Demonstrates knowledge about self: begins to show preference towards adults, recognizes items that belong to them (bottle, blanket, etc.).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows curiosity and points to new items in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
16-36 months	Shows basic understanding of people and how they live: imitates example of mother nursing younger sibling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notifies differences between people – gender, skin color, etc.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Seeks opportunities to label new items in the environment.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Asks questions about new people, materials, and places in the environment.	Cognitive	C. Conceptual Knowledge	2.1 Generates specific questions for investigation
	Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Shows interest in “helpers” in the community (fire, police, mail carriers, etc.).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
MELDS				
Standards for Social and Emotional Development				
Emotional Development				
Self-Concept				
Mid-Preschool "Benchmarks"	Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Chooses individual activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expresses self in different roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Compares self with others.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Expresses own ideas and opinions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
End of Preschool Standards	Has an awareness of self as having certain abilities, characteristics, preferences and rights.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrates self-direction by making choices among peers, activities and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Takes on new tasks and improves skills with practice.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Initiates actions or activities with peers.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Expresses delight over a successful project and want others to like it too.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrates confidence in own abilities and delights in the mastery of a skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-Regulation				
Mid-Preschool “Benchmarks”	Begins to tell and follow basic safety guidelines and requirements.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Demonstrates increasing competency in recognizing and describing own and others’ emotions.	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
	Develops increased capacity to share materials or caregiver/teacher’s attention.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Shows increased ability to wait for his/her turn in a simple game or for use of equipment.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Will use private or inner speech to help remember the rules and standards of behavior.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses materials and equipment purposefully, safely and respectfully.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Begins to accept consequences of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Listens with interest and understanding to directions.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues
	Listens with interest and understanding during conversations.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Expresses self in safe and appropriate ways through words and actions.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Seeks peaceful resolutions to conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Stops and listens to instructions before jumping into activity, with guidance.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Follows rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Respects the rights and property of others.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Uses materials appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Is able to share materials or caregiver's/teacher's attention.	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
	Can wait for turn in simple game or use of equipment.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Accepts consequences of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Regulates own emotions and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Refrains from disruptive, aggressive, angry or defiant behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Asks what and why questions to understand effects of behavior.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sympathy and Empathy				
Mid-Preschool “Benchmarks”	Realizes and expresses how another child might feel.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Demonstrates awareness of feeling during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognizes other children’s kind behaviors.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
End of Preschool Standards	Expresses empathy for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Comforts physically hurt or emotionally upset child through appropriate words or actions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Labels own emotions and, increasingly, the emotions of others.	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
	Demonstrates understanding of the consequences of own actions on others.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Understands the reasons for rules and routines within the group and accepts them.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Asks “what” and “why” questions to understand effects of behavior.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Adapting to Diverse Settings				
Mid-Preschool “Benchmarks”	Explores objects and materials, and interacts with others in a variety of new settings.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
End of Preschool Standards	Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Anticipates with assistance what will be needed in diverse settings.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Follows rules in diverse settings.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Social Development				
Building Relationships with Adults				
Mid-Preschool “Benchmarks”	Separates with assistance from significant adults, without undue anxiety, in familiar settings.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Approaches adults for assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Offers to assist adults.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Expresses affection for significant adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Follows caregivers’/teachers’ guidance for appropriate behavior in different environments.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Interacts appropriately with familiar adult(s) and peers.	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
End of Preschool Standards	Identifies known safety roles and distinguishes between trusted and unknown adults.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Asks questions and checks with an adult before deviating from rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Seeks adult help when needed for emotional support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Confides in at least one adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Works independently and asks for help only when necessary.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Works cooperatively with an adult to plan and organize activities and solve problems.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Building Relationships with Children				
Mid-Preschool “Benchmarks”	Separates willingly from adults to play with friends.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Plays beside and interacts with Peers.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Shows enjoyment in playing with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Participates in group glee.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Has at least one other friend and begins to show preference for particular playmate.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Leads or participates in planning cooperative play with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Understands the concept of “mine” and “his/hers”.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Joins a group of other playing children with adult prompts, as needed.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Participates cooperatively in large and small group activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Participates in classroom and group routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Uses different turn-taking strategies.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Develops consideration for the needs or interests of peers.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Develops friendships with peers.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Notifies and comments on who is absent from routine group settings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Shows concern for personal fairness within a peer group.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Defends own rights and the rights of others.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Gives social support to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses play to explore, practice and understand social roles.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Joins in the middle of an on-going group activity with friends independently.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Invents and sets up activities that include more than one child.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Gives social support to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Respecting Similarities and Differences				
Mid-Preschool "Benchmarks"	Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs.	Social-Emotional	C. Interactions with Peers	1 (All)
	Carries on sustained interaction with adults in their world.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Begins to demonstrate an understanding of inclusion or fairness through words and actions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
End of Preschool Standards	Names and accepts differences and similarities in preferences.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Notifies that other children might communicate differently or use different words for the same object.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begins to examine a situation from others' perspective.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Shows concern about personal fairness within a peer group.	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

Standards for Approaches to Learning

Initiative & Curiosity

Mid-Preschool "Benchmarks"	Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Shows interest in how and why others do things.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Develops increased ability to make independent choices.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Explores materials and actively uses them to follow through on an idea.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
End of Preschool Standards	Initiates participation in a widening range of topics, ideas, and tasks.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Invents projects and works on them with little assistance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Wonders and asks questions about change in his/her world.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Uses "wh" questions to get information a variety of topics (why, who, what, where and when).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Approaches tasks and activities with increasing flexibility, imagination, and inventiveness.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Invents games and new activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Engagement & Persistence				
Mid-Preschool "Benchmarks"	Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	Participates in an increasing variety of tasks and activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
		Social-Emotional	D. Independent and Group Participation	3 (All)
	Begins to sets goals, develops plans, and completes tasks.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Demonstrates an increasing capacity to maintain concentration for a meaningful period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
End of Preschool Standards	Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Chooses to leave a project and returns to it later for completion or elaboration.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Sets goals, develops plans, and completes tasks with increasing independence.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Maintains concentration despite distractions.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
		Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reflection & Problem-Solving				
Mid-Preschool "Benchmarks"	Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Explains part, or all, of the problem when asking for help.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses self-talk to guide when solving a problem.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
End of Preschool Standards	Predicts when something might be a problem or challenge.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Makes predictions about what will happen next.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Looks for more than one solution to a question, task, or problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Applies prior experiences, senses, and knowledge to new learning situations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Considers and implements different approaches to carrying out a task.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Independently alters approach to tasks when initial approach does not work.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Discusses or documents important aspects of an experience and identifies what was learned.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Solves increasingly complex problems and an increased number of problems.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Standards for Creative Arts

Visual Arts

Mid-Preschool "Benchmarks"	Uses a variety of art-making tools.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Shares art materials and begins to work with peers on a group artwork.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Chooses artwork to display and keep based on personal preferences.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Begins to use art materials safely and appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Observes and discusses artwork created by both adults and children.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
End of Preschool Standards	Shows interest in different art media and materials in a variety of ways for creative expression and representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Works collaboratively to create group art displays.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism.	Literacy	E. Writing	2.1 Makes representational drawings
	Uses art materials safely and appropriately.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Selects and describes the elements of personal artwork with teachers, other children and parents.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Movement and Dance				
Mid-Preschool "Benchmarks"	Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Engages in various types of music and rhythm activities through movement.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Demonstrates awareness of body in space and moves with developing control.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
End of Preschool Standards	Moves in response to tempo changes and different styles of music.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Uses creative movement, planned or improvised, that expresses an idea or feeling.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Listens and cooperates in group creative movement/dances.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Music				
Mid-Preschool "Benchmarks"	Recognizes different patterns of tempo, rhythm and pitch.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develops ability to sing expressively.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Listens to and explores various kinds of music and instruments, and natural sounds.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
End of Preschool Standards	Shows increasing ability to recognize tempo changes and different styles of music.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Sings songs with more complex and varied lyrics, patterns and notations.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Uses music and instruments to imitate and improvise songs, melodies, and patterns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Dramatic Play/Performance				
Dramatic Expression				
Mid-Preschool "Benchmarks"	Begins to use objects for other than their intended purpose during play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Begins to identify real and make-believe.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Explores new and familiar situations through dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
End of Preschool Standards	Uses objects for other than their intended purpose to create representations of real life objects or activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Represents fantasy and real life experiences through pretend play and use of props and costumes.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses pretend play to represent known or anticipated situations.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Performance				
End of Preschool Standards	Creates characters through physical movement, gesture, sound, speech and facial expressions.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recreates dramatic play experiences, stories or poems for an audience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Standards for Early Language and Literacy

Speaking and Listening

Comprehension & Collaboration

Mid-Preschool "Benchmarks"	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:			
	Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Begins to engage in conversations with multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to ask questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
End of Preschool Standards	Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups:			
	Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Engages in conversations with multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Asks questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Presentation of Knowledge & Ideas

Mid-Preschool "Benchmarks"	Begins to describe familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
End of Preschool Standards	Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to add drawing or other visual displays to descriptions to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Speaks audibly most of the time and expresses thoughts, feelings, and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language Standards				
Conventions of Standard English				
Mid-Preschool "Benchmarks"	Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:			
	Prints some letter and/or letter-like symbols.	Literacy	E. Writing	3.1 Writes using developmental spelling
		Literacy	E. Writing	3.4 Writes using "scribble writing"
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Begins to understand question words (e.g. who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to understand the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
End of Preschool Standards	Begins to speak in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:			
	Prints some upper-and lowercase letters, and can write own name.	Literacy	E. Writing	3.2 Prints first name
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how).	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
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrates the ability to speak in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to use standard English capitalization, punctuation, and spelling when writing:			
	Capitalizes the first letter in own name.	Literacy	E. Writing	3.2 Prints first name
	Begins to recognize punctuation (e.g., ., ?, !).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Begins to write letters to represent sounds.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Vocabulary Acquisition & Use				
Mid-Preschool "Benchmarks"	Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play:			
	Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to explore word relationships and meanings:			
	Begins to sort common objects into categories (e.g. big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
End of Preschool Standards	Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:			
	With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Explores word relationships and meanings:			
	Sorts common objects into categories (e.g. big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading Standards for Literature				
Key Ideas & Details				
Mid-Preschool "Benchmarks"	With prompting and support:			
	Engages and interacts during story reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Retells information from a story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Demonstrates understanding of whom or what a story is about.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
End of Preschool Standards	With prompting and support:			
	Asks and answers questions about simple stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Retells at least one major event from a simple story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Identifies main characters in simple stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Craft & Structure				
Mid-Preschool "Benchmarks"	Makes observations about words and pictures in books.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Begins to understand that a book has a title, author & illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
End of Preschool Standards	Asks questions about unknown words and phrases in stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to recognize that there are different text structures, such as stories, poems, and songs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to describe the roles of authors & illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Integration of Knowledge & Ideas				
Mid-Preschool "Benchmarks"	Makes observations about the use of words and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Begins to make connections between a story or poem and one's own experiences.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
End of Preschool Standards	Retells stories using both storybook language and pictures.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Begins to make connections between characters in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
Reading & Level of Text Complexity				
Mid-Preschool "Benchmarks"	Seeks out experiences (individually and in groups) with pictures, books, and other print materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
End of Preschool Standards	Participates in (individually and in groups) a variety of age-appropriate print materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Reading Standards for Informational Text				
Details-Informational Text				
Mid-Preschool "Benchmarks"	With prompting and support:			
	Engages and interacts during reading of an informational text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recognizes that books provide information about the world.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Recalls some information from an informational text read aloud or shared visually.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
End of Preschool Standards	With prompting and support:			
	Asks and answers questions about an informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Structure-Informational Text				
Mid-Preschool "Benchmarks"	Makes observations about words and pictures in an informational text.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Begins to display appropriate book-handling behaviors-oriens book as if to be read, points to title, turns pages in a single direction.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Begins to understand that books have titles, authors, and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
End of Preschool Standards	Asks questions about unknown words and phrases in informational texts read aloud or shared visually.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies front cover and back cover of a book and title.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
		Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Begins to describe the role of authors and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Integration of Knowledge Ideas				
Mid-Preschool "Benchmarks"	Describes important details from a photograph or illustration.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begins to recognize that information on a topic can be found in more than one text.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
End of Preschool Standards	Describes important information from text and pictures/photos/graphics.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes that information on a topic can be found in more than one text.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Range of Reading Level of Text Complexity				
Mid-Preschool "Benchmarks"	Seeks out experiences with informational text materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
End of Preschool Standards	Participates individually and in groups in a variety of age-appropriate informational text materials.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Reading Standards for Foundation Skills				
Print Concepts				
Mid-Preschool "Benchmarks"	Begins to display appropriate book-handling behaviors and begin to recognize print conventions:			
	Holds a book as if to read, point to title, and opens book and turns pages in single direction.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
		Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Recognizes print as something that can be read.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognizes and names the letters of his/her first name.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
End of Preschool Standards	Displays appropriate book-handling skills and knowledge of print conventions:			
	Begins to track print 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
	Recognizes that print is something that is read and has specific meaning.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Begins to demonstrate that words are separated by spaces in print.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Recognizes and names at least 15-20 upper and 15-20 lower case letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Phonological Awareness				
Mid-Preschool "Benchmarks"	<i>With prompting and support:</i>			
	Demonstrates an understanding of spoken words and syllables:			
	Begins to recognize rhyming words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Begins to count, pronounce, blend, and segment syllables in their own names.	Literacy	B. Phonological Awareness	3 (all)
End of Preschool Standards	Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	<i>With prompting and support:</i>			
	Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):			
	Recognizes and produces rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Counts, pronounces, blends, and segments syllables in spoken words.	Literacy	B. Phonological Awareness	3 (All)
	Blends and segments onsets and rimes of single-syllable words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
		Literacy	B. Phonological Awareness	4.1 Blends separate CVC sounds into simple words
	Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
		Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
End of Preschool Standards	Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
Phonics & Word Recognition				
Mid-Preschool "Benchmarks"	<i>With prompting and support:</i>			
	Begins to recognize that letters represent sounds.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begins to recognize own name and the names of other children in the classroom and common print around the classroom.	Literacy	A. Awareness of Print Concepts	3 (All)
End of Preschool Standards	<i>With prompting and support, applies beginning phonics and word analysis skills:</i>			
	Links a sound to a picture of an object that begins with that sound.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begins to link a sound to the corresponding printed letter.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Recognizes names of other children in the classroom and common print around the classroom.	Literacy	A. Awareness of Print Concepts	3 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fluency				
Mid-Preschool "Benchmarks"	Attends to fluent models of reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
		Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Imitates fluent models of reading.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Writing Standards				
Text Types and Purposes of Writing				
Mid-Preschool "Benchmarks"	With prompting and support, uses a combination of drawing, dictating and emergent writing to:			
	Communicate ideas.	Literacy	E. Writing	1.1 Dictates description of drawing
		Literacy	E. Writing	3.1 Writes using developmental spelling
End of Preschool Standards	With prompting and support, uses a combination of drawing, dictating and writing to:			
	Communicate opinions on topics of interest (e.g., My favorite food is...).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Communicate information about a topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Tell a story.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Production & Distribution of Writing				
Mid-Preschool "Benchmarks"	With prompting and support: Shares drawing and writing with others.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
End of Preschool Standards	With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Research to Build & Present Knowledge-Writing				
Mid-Preschool "Benchmarks"	Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).	Social-Emotional	D. Independent and Group Participation	1 (All)
	With guidance & support from adults, begins to recall some information from experiences or gather information from resources.	Cognitive	B. Imitation and Memory	3. Relates past events
End of Preschool Standards	Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals).	Social-Emotional	D. Independent and Group Participation	1 (All)
	With guidance and support, begins to recall information from experiences or gather information from different sources.	Cognitive	B. Imitation and Memory	3. Relates past events

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standards for Physical Development and Health				
Nutrition				
Mid-Preschool "Benchmarks"	Makes known health-related needs and/or interests and considers possible options (i.e., when thirsty, asks for water).	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
	Helps to set and clear the table for meals, recognizing the appropriate materials needed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Child serves self, taking food from one container to another, using utensils.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Engages, as possible, in food preparation.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
End of Preschool Standards	Recognizes, chooses and eats a variety of healthy foods from various cultures.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating.	Adaptive	A. Eating and Drinking	5 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Safety				
Mid-Preschool "Benchmarks"	Recognizes and names people who keep them safe in dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Has an awareness of strangers.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Develops awareness of and the ability to follow basic safety rules and practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Avoids hazardous chemicals and unsafe materials.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Seeks adult approval before approaching unknown pets.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
End of Preschool Standards	Identifies how people help keep them safe in dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Can identify a stranger.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follows basic safety rules and practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Demonstrates safety awareness and responsibility when using materials.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Uses caution and keeps a distance from wildlife and unknown pets.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Follows emergency routines after adult instruction.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fine Motor				
Mid-Preschool "Benchmarks"	Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end.	Fine Motor	C. Mechanics of Writing	1 (All)
	Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Cuts paper in straight line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Completes interlocking puzzles.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Uses increased skill in self serving with little spilling during meals, including using tongs.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
End of Preschool Standards	Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features.	Fine Motor	C. Mechanics of Writing	1 (All)
	Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Practices manual self-help skills, including dressing self and attempting to tie shoes.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses small, precise finger and hand movements.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Gross Motor				
Mid-Preschool "Benchmarks"	Moves purposefully from place to place with control.	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Moves with an awareness of personal space in relationship to others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hops on one foot one time without losing balance or falling.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Jumps down from a step and forward ten inches.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Walks forward and backward along a line or a beam using normal stride.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks up and down stairs, alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	Gross Motor	C. Active Play	1 (All)
	Combines large motor movements with the use of equipment.	Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Coordinates complex movements in play and games.	Gross Motor	C. Active Play	All
	Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects .	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	C. Active Play	All
	Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left).	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Demonstrates cooperative skills while participating in physical activities.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Sustains balance during complex movements.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Manipulates balls or similar objects with a full range of motion.	Gross Motor	C. Active Play	1 (all)
	Develops coordination and balance with a variety of playground equipment.	Gross Motor	C. Active Play	2 (all)
	Enjoys challenging him/herself to try new and increasingly difficult activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows enthusiasm for mastery of gross motor movements through repetitive practice.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Physical Health Status				
Mid-Preschool "Benchmarks"	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age.			
	Demonstrates body spatial awareness in relationship to stationary objects.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Engages in adaptive physical activities, as appropriate.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
End of Preschool Standards	Participates in games, outdoor play, and other forms of exercise to enhance physical fitness.	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
	Develops an awareness of personal health and fitness.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Health Knowledge and Practices				
Mid-Preschool "Benchmarks"	Completes personal care tasks with increasing independence.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Takes off coat and puts it where it belongs.	Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Participates in structured and unstructured physical activities.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
		Gross Motor	C. Active Play	All
	Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
		Gross Motor	C. Active Play	All
	Transitions from high-energy to low-energy activities,	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follows routines independently.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Cooperates during doctor and dentist visits and health and developmental screenings.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Regulates own emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begins to take responsibility for meeting own needs.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Identifies specific practices that support body development and function.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Combines and uses different senses depending on the activity.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Recognizes the importance of doctor and dentist visits.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies medicine and knows that is it used to stay healthy.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identifies which school and community health helpers are needed in a given situation.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Regulates own emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Moves with an awareness of others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
		Adaptive	B. Personal Care Routines	All
		Adaptive	C. Dressing and Undressing	All
	Participates easily and knows what to do in routine activities.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Covers mouth when coughing.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Helps with routine care of the environment.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognizes there are multiple components of health.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies physical changes that accompany moderate to vigorous physical activity.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Participates in sleep routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Standards for Math

Mathematical Practices

Mid-Preschool "Benchmarks"	Develops positive attitudes about math.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Participates in whole group and small group math-focused activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Recognizes the idea of a “problem” and “problem solving” in the physical and social world.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicates math ideas verbally and non-verbally.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
End of Preschool Standards	Approaches math with enthusiasm.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Associates math with engaging classroom materials and activities.	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Recognizes the usefulness of math in everyday tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses math to solve problems in the context of classroom and home experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Represents mathematical concepts using manipulatives.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
		Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.	Math	A. Counting	All
		Math	B. Quantitative Relations	All
	Uses math terms in the course of everyday conversations.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Counting and Cardinality Cluster				
Mid-Preschool "Benchmarks"	Rote Counts to 10 and beyond by ones with increasing accuracy.	Math	A. Counting	3.2 Recites numbers 1–20
	Recognizes and names written numerals 0-5.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Begins to subitize to determine how many (recognizes small quantities immediately).	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).	Math	A. Counting	2. Counts out 10 items
	Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
End of Preschool Standards	Rote counts to 20 and beyond by ones with increasing accuracy.	Math	A. Counting	4.2 Recites numbers 1–30
	Recognizes and names written numerals 0 -10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Subitizes to determine how many (recognizes small quantities immediately).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10).	Math	A. Counting	2. Counts out 10 items
	Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Begins to write number symbols 0-10.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.	Math	B. Quantitative Relations	1 (All)
		Math	B. Quantitative Relations	2 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Operations and Algebraic Thinking				
Mid-Preschool "Benchmarks"	Responds with number words and/or counting strategy, when asked the question, How many?	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
	Transitions from rote counting to 1:1 correspondence.	Math	A. Counting	1. Counts out 3 items
End of Preschool Standards	Associates quantity with a number name or written numeral.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Counts using 1:1 correspondence with increasing accuracy.	Math	A. Counting	2. Counts out 10 items
	Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
		Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction
	Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Acts out and solves story problems using sets of up to ten objects.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geometry				
Mid-Preschool "Benchmarks"	Recognizes and names/describes simple shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Matches similar shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explores three-dimensional and two-dimensional shapes in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses physical movement to gain understanding of orientation and directionality.	Gross Motor	B. Movement and Coordination	All
	Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
End of Preschool Standards	Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Discovers connections between formal geometric shapes and the surrounding environment.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Combines materials to make three-dimensional and two-dimensional shapes.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Breaks down shapes into parts and wholes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Initiates activities that indicate understanding of directionality.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates or describes relative positions of objects, using words such as up, down, beside, over.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Measurement and Data				
Mid-Preschool "Benchmarks"	Matches and groups similar objects,	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Uses seriation as a strategy for organizing materials.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Recognizes and duplicates simple patterns in the environment, including sound and movement patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Demonstrates an understanding of time periods (a short time /a longtime, "five more minutes", morning, afternoon, night).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Relates concepts of past, present and future to daily activities.	Cognitive	B. Imitation and Memory	3 (All)
	Participates in data collection activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Explores and begins to use measurement tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Describes, sorts and classifies groups of objects using one or more attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to identify such words as “first”, “next”, and “last”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses discrete attributes to order and seriate materials.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognizes, duplicates, creates, and extends simple patterns using objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Uses past and future tenses and time words appropriately.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to understand concepts such as yesterday, today, and tomorrow.	Cognitive	B. Imitation and Memory	3 (All)
	Responds to questions that can be answered through data analysis.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Represents data using simple charts and graphs (2-D or 3-D).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses non-standard units of measurement to measure objects; notices similarities and differences.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Connects measurement terms and concepts in everyday life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Standards for Science

Physical Science

Mid-Preschool "Benchmarks"	Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects).	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
End of Preschool Standards	Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object.	Cognitive	E. Scientific Discovery	4 (All)
	Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).	Cognitive	E. Scientific Discovery	3 (All)
	Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Earth Science				
Mid-Preschool "Benchmarks"	Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Organizes weather related items (real objects or symbols) used in different weather conditions.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Makes simple observations about the sky and connects observations to what we do outside.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to understand the relationship between litter and cleaning up the earth.	Cognitive	E. Scientific Discovery	2.3 Makes observations
End of Preschool Standards	Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology.	Cognitive	E. Scientific Discovery	3 (All)
	Asks questions and investigates the ways that weather can affect things that can be done outside.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
		Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Develops a sense of dangerous/severe weather in Maine.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Life Science				
Mid-Preschool "Benchmarks"	Uses senses to observe and describe properties of familiar plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. "bug") to names of specific creatures (e.g. "ant", "beetle") and use symbols or icons to identify where they see such creatures.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compares properties and needs of similar and different life forms using increasingly advanced vocabulary.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses and names a variety of tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
End of Preschool Standards	Uses senses to observe and describe properties of familiar plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observes and describes animals in his/her immediate environment to learn what they need to live.	Cognitive	E. Scientific Discovery	3 (All)
	Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	With teacher support, creates drawings or models for possible solutions.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Compares tools or solutions and reflects on what works well.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Standards for Social Studies				
Civics and Government				
Mid-Preschool "Benchmarks"	Displays awareness of role as a member of a group.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Knows that rules and laws are established by people.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Understands that people can take care of the environment through activities such as recycling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
End of Preschool Standards	Understands the reasons for rules in the home and classroom and for laws in the community.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Understands and discusses why responsibilities are important.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Displays awareness that rules and laws change.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Participates in developing classroom rules and decisions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Economics				
Mid-Preschool "Benchmarks"	Understands that an individual earns money through work.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes a variety of jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services.	Social-Emotional	C. Interactions with Peers	2 (All)
End of Preschool Standards	Explores and discusses differences between needs and wants.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Understands individuals may have to wait before buying a good or service they want.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Geography				
Mid-Preschool "Benchmarks"	Recognizes that people share the environment with other people, animals, and plants.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognizes various ways people communicate, travel, live, and work.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
End of Preschool Standards	Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Describes some physical features of the community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes that environmental changes can impact people, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Displays awareness that geographic features influence how people live and work in their community and in other geographic regions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
History				
Mid-Preschool "Benchmarks"	Uses words to describe time (i.e. yesterday, names of seasons, before).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Displays awareness of change in community.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Develops awareness of diversity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
End of Preschool Standards	Differentiates between past, present, and future.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrates a basic understanding of how things, people, and places change over time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recalls events that happened in the past, such as a family or personal history.	Cognitive	B. Imitation and Memory	3. Relates past events
	Displays awareness of similarities and differences among individuals and families.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes