

Assessment, Evaluation, and Programming System for Infants and Children—Third Edition (AEPS-3) Crosswalk to The Three Child Outcomes



As one of multiple sources of information, items from the AEPS-3 domains can contribute to the understanding of a child's functioning when measuring the three child outcomes that states are required, by the Office of Special Education Programs (OSEP), to report on as part of their State Performance Plan/Annual Performance Report (SPP/APR).

For this use of AEPS-3, the following crosswalk of assessment items to the three child outcomes applies. Remember, whenever using this or any other assessment instrument crosswalks, items are not meant as a checklist for assessing children's functioning. Rather, they provide information as to the extent to which an assessment instrument addresses the breadth and depth of the three child outcomes. For additional instrument crosswalks, visit this page on the Early Childhood Technical Assistance (ECTA) Center website: <https://ectacenter.org/eco/pages/crosswalks.asp>

In addition to the three child outcomes, this crosswalk shows how various AEPS-3 items map to the six bundles of skills that comprise each of the three outcomes. For example, skill bundles associated with Positive Social-Emotional Skills (Outcome 1) include 1) relating with caregivers, 2) attending to other people in a variety of settings, 3) interacting with peers, 4) participating in social games and communication with others, 5) following social norms and adapting to change in routines, and 6) expressing own emotions and responding to emotions of others. The purpose of cross walking assessment tool items to skill bundles is to depict how well an assessment tool addresses the breadth of the three child outcomes. For more information about skill bundles and the breadth of the three child outcomes, as well as a visually representative infographic, visit this web page on the ECTA Center website: <https://ectacenter.org/eco/pages/childoutcomes.asp>

Although it can be argued that many, if not most, assessment items can inform more than one of the three child outcomes, as with other assessment crosswalks, double coding was avoided to keep the focus on items that most strongly relate to an outcome area.

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Crosswalk of AEPS-3 Test Items to Child Outcomes

This table shows how various AEPS-3 test items (by area and strand) map to the six bundles of skills that comprise each of the outcomes.

Outcome 1: Positive Social-Emotional Skills

Outcome 1 Positive Social-Emotional Skills	Relating with Caregivers (<i>Bundle 1</i>)	Attending to Other People in a Variety of Settings (<i>Bundle 2</i>)	Interacting with Peers (<i>Bundle 3</i>)	Participating in Social Games and Communication with Others (<i>Bundle 4</i>)	Following Social Norms and Adapting to Change in Routines (<i>Bundle 5</i>)	Expressing Own Emotions and Responding to Emotions of Others (<i>Bundle 6</i>)
Area: Fine Motor (strands)						
A. Reach, Grasp, and Release						
B. Functional Skill Use						
C. Mechanics of Writing						
D. Use of Electronic Devices						
Area: Gross Motor (strands)						
A. Body Control and Weight Transfer						
B. Movement and Coordination						
C. Active Play						
Area: Adaptive (strands)						
A. Eating and Drinking						
B. Personal Care Routines						
C. Dressing and Undressing						
D. Personal Safety						
Area: Social-Emotional (strands)						
A. Interactions with Adults	1.0–1.2; 2.0–2.1			2.2–2.3	3.0–3.2	
B. Social-Emotional Expression and Regulation						1.0–1.2; 2.0–2.3; 3.0–3.2
C. Interactions with Peers			1.0–1.3; 3.0–3.3	4.0–4.2		
D. Independent and Group Participation			4.0–4.2		1.0–1.3; 2.0–2.3	
E. Meeting Social Expectations					2.0–2.2; 3.0–3.2	

Outcome 1 Positive Social-Emotional Skills	Relating with Caregivers (<i>Bundle 1</i>)	Attending to Other People in a Variety of Settings (<i>Bundle 2</i>)	Interacting with Peers (<i>Bundle 3</i>)	Participating in Social Games and Communication with Others (<i>Bundle 4</i>)	Following Social Norms and Adapting to Change in Routines (<i>Bundle 5</i>)	Expressing Own Emotions and Responding to Emotions of Others (<i>Bundle 6</i>)
Area: Social-Communication (strands)						
A. Early Social Communication	1.1	1.0		3.0–3.2		
B. Communicative Understanding						
C. Communicative Expression						
D. Social Use of Language				1.0–1.1; 3.0–3.1; 3.3–3.4		
Area: Cognitive (strands)						
A. Sensory Exploration						
B. Imitation and Memory						
C. Conceptual Knowledge						
D. Reasoning						
E. Scientific Discovery						
Area: Literacy (strands)						
A. Awareness of Print Concepts						
B. Phonological Awareness						
C. Alphabet Knowledge						
D. Vocabulary and Story Comprehension						
E. Writing						
Area: Math (strands)						
A. Counting						
B. Quantitative Relations						
C. Reading and Writing Numbers						
D. Addition and Subtraction						

Outcome 2: Acquisition and Use of Knowledge and Skills

Outcome 2 Acquisition and Use of Knowledge and Skills	Showing Interest in Learning (<i>Bundle 1</i>)	Using Problem Solving (<i>Bundle 2</i>)	Engaging in Purposeful Play (<i>Bundle 3</i>)	Understanding Pre-Academic & Literacy Concepts (<i>Bundle 4</i>)	Acquiring Language to Communicate (<i>Bundle 5</i>)	Understanding Questions Asked & Directions Given (<i>Bundle 6</i>)
Area: Fine Motor (strands)						
A. Reach, Grasp, and Release						
B. Functional Skill Use						
C. Mechanics of Writing						
D. Use of Electronic Devices						
Area: Gross Motor (strands)						
A. Body Control and Weight Transfer						
B. Movement and Coordination						
C. Active Play						
Area: Adaptive (strands)						
A. Eating and Drinking						
B. Personal Care Routines						
C. Dressing and Undressing						
D. Personal Safety						
Area: Social-Emotional (strands)						
A. Interactions with Adults						
B. Social-Emotional Expression and Regulation						
C. Interactions with Peers			2.0–2.2			
D. Independent and Group Participation	3.0		3.3			3.1–3.2
E. Meeting Social Expectations						4.0–4.3
Area: Social-Communication (strands)						
A. Early Social Communication					2.0–2.1; 4.0–4.4	
B. Communicative Understanding	1.0–1.2					2.0–2.2; 3.0–3.3; 4.0–4.1
C. Communicative Expression*					1.0–1.4; 2.0, 2.1*, 2.2*; 3.0*, 3.1*, 3.2, 3.3*; 4.0*, 4.1	
D. Social Use of Language					2.0–2.2; 3.2	3.5

Outcome 2 Acquisition and Use of Knowledge and Skills	Showing Interest in Learning (<i>Bundle 1</i>)	Using Problem Solving (<i>Bundle 2</i>)	Engaging in Purposeful Play (<i>Bundle 3</i>)	Understanding Pre-Academic & Literacy Concepts (<i>Bundle 4</i>)	Acquiring Language to Communicate (<i>Bundle 5</i>)	Understanding Questions Asked & Directions Given (<i>Bundle 6</i>)
Area: Cognitive (strands)						
A. Sensory Exploration	1.0–1.1; 2.0–2.1					
B. Imitation and Memory	1.0–1.2				2.0–2.2; 3.0–3.3	
C. Conceptual Knowledge		1.0–1.2		2.0–2.1; 3.0–3.3; 4.0–4.2		
D. Reasoning		1.0–1.2; 2.0–2.2; 3.0–3.1; 4.0–4.1				
E. Scientific Discovery	1.0–1.2	2.0–2.3; 3.0–3.2		4.0–4.3		
Area: Literacy (strands)						
A. Awareness of Print Concepts				1.0–1.1; 2.0–2.2; 3.0–3.2		
B. Phonological Awareness				1.0–1.2; 2.0–2.2; 3.0–3.2; 4.0–4.5		
C. Alphabet Knowledge				1.0–1.5; 2.0–2.4		
D. Vocabulary and Story Comprehension				1.0–1.3; 2.0–2.3; 3.0–3.3		
E. Writing				1.0–1.3; 2.0–2.1; 3.0–3.4		
Area: Math (strands)						
A. Counting				1.0–1.2; 2.0–2.2; 3.0–3.2; 4.0–4.2		
B. Quantitative Relations				1.0–1.3; 2.0–2.2; 3.0–3.2		
C. Reading and Writing Numbers				1.0–1.2; 2.0–2.2; 3.0–3.2		
D. Addition and Subtraction				1.0–1.5; 2.0–2.3		

*Items marked with an asterisk indicate items whereby there is a modification to the item in Spanish.

Outcome 3: Use of Appropriate Behaviors to Meet Needs

Outcome 3 Use of Appropriate Behaviors to Meet Needs	Moving Around & Manipulating Things to Meet Needs (<i>Bundle 1</i>)	Eating & Drinking with Increasing Independence (<i>Bundle 2</i>)	Dressing & Undressing with Increasing Independence (<i>Bundle 3</i>)	Diapering/Toileting & Washing with Increasing Independence (<i>Bundle 4</i>)	Communicating Needs (<i>Bundle 5</i>)	Showing Safety Awareness (<i>Bundle 6</i>)
Area: Fine Motor (strands)						
A. Reach, Grasp, and Release	1.0–1.2; 2.0–2.4; 3.0–3.2					
B. Functional Skill Use	1.0–1.3; 2.0–2.1; 3.0–3.5					
C. Mechanics of Writing	1.0–1.4					
D. Use of Electronic Devices	1.0–1.2					
Area: Gross Motor (strands)						
A. Body Control and Weight Transfer	1.0–1.3; 2.0–2.2; 3.0–3.2; 4.0–4.6; 5.0–5.2					
B. Movement and Coordination	1.0–1.4; 2.0–2.4; 3.0–3.4; 4.0–4.3; 5.0–5.2; 6.0–6.3; 7.0–7.2					
C. Active Play	1.0–1.6; 2.0–2.3; 3.0–3.4					
Area: Adaptive (strands)						
A. Eating and Drinking		1.0–1.2; 2.0–2.3; 3.0–3.3; 4.0–4.2; 5.0–5.2; 6.0–6.2				
B. Personal Care Routines				1.0–1.3; 2.0–2.2; 3.0–3.1		
C. Dressing and Undressing			1.0–1.7; 2.0–2.6			
D. Personal Safety					1.0–1.1	2.0–2.1; 3.0–3.1; 4.0–4.2

Outcome 3 Use of Appropriate Behaviors to Meet Needs	Moving Around & Manipulating Things to Meet Needs (<i>Bundle 1</i>)	Eating & Drinking with Increasing Independence (<i>Bundle 2</i>)	Dressing & Undressing with Increasing Independence (<i>Bundle 3</i>)	Diapering/Toileting & Washing with Increasing Independence (<i>Bundle 4</i>)	Communicating Needs (<i>Bundle 5</i>)	Showing Safety Awareness (<i>Bundle 6</i>)
Area: Social-Emotional (strands)						
A. Interactions with Adults						
B. Social-Emotional Expression and Regulation						
C. Interactions with Peers						
D. Independent and Group Participation						
E. Meeting Social Expectations		1.0–1.1				
Area: Social-Communication (strands)						
A. Early Social Communication						
B. Communicative Understanding						
C. Communicative Expression						
D. Social Use of Language						
Area: Cognitive (strands)						
A. Sensory Exploration						
B. Imitation and Memory						
C. Conceptual Knowledge						
D. Reasoning						
E. Scientific Discovery						
Area: Literacy (strands)						
A. Awareness of Print Concepts						
B. Phonological Awareness						
C. Alphabet Knowledge						
D. Vocabulary and Story Comprehension						
E. Writing						
Area: Math (strands)						
A. Counting						
B. Quantitative Relations						
C. Reading and Writing Numbers						
D. Addition and Subtraction						