



ALIGNMENT

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

WITH New Mexico Early Learning Guidelines

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the New Mexico Early Learning Guidelines

This document aligns the *New Mexico Early Learning Guidelines* [2020] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

Bricker, D., Dionne, C., Grisham, J., Johnson, J.J., Macy, M., Slentz, K., & Waddell, M. (2022). *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*. Brookes Publishing Co.

New Mexico Public Education Department and New Mexico Early Childhood Education and Care Department. (2020). *New Mexico Early Learning Guidelines; Essential Indicators with Rubrics*. Retrieved from: <https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf>

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Physical Development, Health, and Well-Being

Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.

Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

0-8 Months	Turns head side to side, while lying on stomach.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Rolls from front to back and back to front.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
	Reaches for objects with one hand (using both hands equally).	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
6-18 Months	Changes from a crawling position to a sitting position with trunk control.	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Uses furniture or stable objects to lift self up to standing position (stoops and recovers).	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Develops coordination during a variety of movements, including walking with wide gait (walking and running less clumsy).	Gross Motor	B. Movement and Coordination	3.1 Walks without support
16-24 Months	Gains control of a variety of movements including walking smoothly forwards across a variety of surfaces, walks backwards, changes speed and direction, stoops and recovers without holding on to stable object, standing and walking on tiptoes, squats, kneels, and jumps off floor with both feet.	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Climbs stairs on hands and knees.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
24-36 Months	Walks up stairs alternating feet with one hand held.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Descends stairs independently with both feet coming together on each step or walks down stairs alternating feet with one hand held.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Jumps over an object and four consecutive jumps.	Gross Motor	B. Movement and Coordination	6. Jumps forward
	Runs and walks easily from place to place.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

NM Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
3 Year Old	Climbs stairs independently (not necessarily alternating feet) and runs and walks easily from place to place.	Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
	Climbs stairs and tries new stairs/ladders, progressing to alternating feet, independently and runs and walks easily from place to place.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches.	Gross Motor	B. Movement and Coordination	6. Jumps forward
4 Year Old	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Climbs on age-appropriate playground equipment with minimal adult assistance and walks, runs, jumps, marches, and hops.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Climbs on age-appropriate playground equipment independently and walks, runs, jumps, marches, hops, and gallops.	Gross Motor	C. Active Play	2.2 Climbs play equipment
Kindergarten	Climbs on age-appropriate playground equipment independently and walks, runs, jumps, marches, hops, and gallops.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Demonstrates gross motor control by transitioning smoothly between movements (e.g., running into a jump) and attempting to skip independently.	Gross Motor	B. Movement and Coordination	7. Skips
	Demonstrates gross motor coordination and strength in a variety of activities and movements, including skipping using mature form.	Gross Motor	B. Movement and Coordination	6. Jumps forward
Grade 1	Demonstrates gross motor coordination and strength in a variety of activities and movements, including skipping using mature form.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Consistently demonstrates gross motor coordination and strength in the age- appropriate range of activities and movements in play and complex games.	Gross Motor	C. Active Play	All

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals
Indicator 1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck, duck, goose.”)

0-8 Months	Lifts head, grabs toys, tracks objects moving across line of vision, rolls over, and turns toward sound and touch.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Rocks back and forth on hands and knees.	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
6-18 Months	Begins to understand body location in space.	Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
	Picks up toys without falling over.	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
	Begins to crawl in direction of object of interest.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Pulls to a stand, then walks holding on to furniture or someone.	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
16-24 Months	Walks smoothly and navigates corners.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Bounces or moves body to music and rhythm.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Tosses/throws a ball with little coordination or direction.	Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Pushes against a ball.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
24-36 Months	Develops awareness of body in space, sometimes bumping in to objects or people, but maintains balance.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Throws playground ball with both hands overhead in direction of target.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Kicks a stationary ball.	Gross Motor	C. Active Play	1.4 Kicks ball
	Balances on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
3 Year Old	Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks along a line or beam structure with some success and attempts to catch a large ball.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

NM Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Demonstrates balance in many situations including play outdoors, ball handling, and in simple group games.	Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2 (All)
Kindergarten	Demonstrates balance in many situations including play outdoors, ball handling, and in simple group games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Demonstrates balance in many situations including play outdoors, ball handling, and in simple group games; throws or kicks objects with increased accuracy.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Demonstrates balance in many situations, moving, changing speed, direction, and pathway of quickly and safely most of the time (sometimes in response to throwing, catching, and kicking balls).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
Grade 1	Demonstrates balance in many situations, moving, changing speed, direction, and pathway of quickly and safely most of the time (sometimes in response to throwing, catching, and kicking balls).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object

Outcome 2: The child independently uses fine motor skills.

Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.

Rubric 2.1a: Develops manual coordination to use writing and crafting tools.

0-8 Months	Grips finger of another person when placed in hand.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Uses raking or sweeping motion to bring toys or objects closer.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Move from two-handed palmar to one-handed palmar grasp to grab objects.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
6-18 Months	Uses thumb and forefinger to pick up small objects.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Demonstrates controlled release of objects.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Holds an item in one hand and transfers it to other hand.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
16-24 Months	Jabs at paper with crafting and writing tools.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Fits shapes in to shape sorter.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
24-36 Months	Uses one hand consistently in most activities, imitates circular, vertical, and horizontal lines with some wrist action.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
3 Year Old	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand but uses whole-arm movements to make marks.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand to make marks. Opens and closes scissors with one hand.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3-point grip but too close to either end. Uses scissors to snip materials.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses writing and crafting tools with a 3-point grip.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Uses scissors to cut a line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Kindergarten	Uses writing and crafting tools with a 3-point grip.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Uses scissors to cut a line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Demonstrates fine motor control in using writing and crafting tools independently with a 3-point grip* (e.g., cuts simple geometric shapes).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Demonstrates fine motor coordination in using a variety of writing and crafting tools independently so that work products have detail.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
Grade 1	Demonstrates fine motor coordination in using a variety of writing and crafting tools independently so that work products have detail.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Consistently demonstrates fine motor coordination and skill in using a variety of writing and crafting tools to create intricately detailed work products.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

NM Indicators
AEPS-3 Area
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Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.

Rubric 2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.

0-8 Months	Reaches for or cries for comfort item during rest time.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Raise arms when shirt is being changed.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
6-18 Months	Demonstrates an interest in dressing/un-dressing when wet/dirty.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Removes loose clothing (e.g. pulls off socks, hats, shoes).	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16-24 Months	Participates in dressing and undressing (e.g. puts arms in sleeves, helps put on shoes and socks).	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
24-36 Months	Take off coat and try to hang on hook.	Adaptive	C. Dressing and Undressing	1.3 Takes off front-opening coat, jacket, or shirt
	Does not unfasten independently .	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
3 Year Old	Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	Button or snap clothing with guidance and support from adults.	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
4 Year Old	Button or snap clothing with guidance and support from adults.	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
	Requires some assistance in self-help situations that require fine motor skills (e.g., buttoning, zipping, snapping, and velcroing).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Requires minimal support in self-help situations that require fine motor skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Kindergarten	Requires minimal support in self- help situations that require fine motor skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Independently buttons and zips, snaps, and velcros clothing, but may struggle with shoelaces.	Adaptive	C. Dressing and Undressing	2.1 Fastens clothing
	Independently ties shoes and manages all aspects of dressing.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
Grade 1	Independently ties shoes and manages all aspects of dressing.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Shows independence in all self-help situations that require fine motor skills.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Literacy

Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary.

Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.

0-8 Months	Turns when name is called.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Smiles and is attentive when spoken to.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
6-18 Months	Gestures or points when asked a question or object are named.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
16-24 Months	Responds to simple commands (e.g., "show me your head, legs, arms.").	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
24-36 Months	Follows simple one step, directions with scaffolded support.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
3 Year Old	Follows simple, one-step, oral directions (e.g., Teacher: "Put this toy in the basket please.").	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Follows oral directions of two or more related steps with adult modeling (e.g., washes and dries hands after seeing demonstration).	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Follows oral directions of two or more related steps with verbal adult support (e.g., Teacher: "Remember to put the caps on the markers then put them in the basket.").	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
4 Year Old	Follows oral directions of two or more related steps with verbal adult support (e.g., Teacher: "Remember to put the caps on the markers then put them in the basket.").	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Follows oral directions that involve two or more related steps independently, without prompting between steps (e.g., "After you finish your drawing, please hang it on the wall.").	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Follows oral directions that involve two steps in a series of unrelated sequences of action with adult modeling (e.g., "After you clean up the blocks, walk to line up by the door").	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Follows oral directions that involve two steps in a series of unrelated sequences of action with adult modeling (e.g., “After you clean up the blocks, walk to line up by the door”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Follows oral directions that involve two or more steps in a series of unrelated sequences with verbal adult support between steps (e.g., “After you finish your reading, please choose a learning center and begin activity.”).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Follows multi-step oral directions in a series of unrelated sequences of action independently, without prompting between steps.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
Grade 1	Follows multi-step oral directions in a series of unrelated sequences of action independently, without prompting between steps.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	Retains multi-step oral directions for activities, discussions, or projects over an extended period of time and follows through with them independently (e.g., follows the steps of the writing process over the period of a multi-day assignment without the need for prompting between each step).	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals
Indicator 5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.

0-8 Months	Vocalizes pleasure and displeasure sounds differently (e.g. laugh, giggle, cry, fuss).	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Turns to smile at sound of familiar voice.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Uses familiar words and gestures (e.g. waves when saying goodbye).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Points and mimics language to show what child wants.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	First word is evident by 12 months.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
16-24 Months	Uses limited vocabulary spontaneously to indicate familiar people, objects, animals, and places.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Begins to develop a sense of “me,” “my,” “mine.”	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
24-36 Months	Uses action words, possessive terms, and pronouns (e.g. “run,” “yours,” “mine”).	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
3 Year Old	With prompting and support, uses gestures, facial expressions, and/or words to express meaning while participating in stories, songs, and fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With prompting and support, points, or names/ labels familiar words found in classroom objects, books, routines, home, and family.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
4 Year Old	With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	With verbal adult support, ask questions to gain a sense of why they identified and sorted common objects, pictures, colors, shapes, etc., into specific categories.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Displays interest in new/novel words heard in books and conversation.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Demonstrates understanding that vocabulary includes basic concepts with related words (e.g., comparison: less/more/same), spatial concepts (e.g., first/last, over/under), and descriptors (i.e., adjectives and adverbs) as appropriate to the child's home language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Compare commonalities and differences by identifying opposites using descriptive words (i.e., big/little, short/long).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten	Demonstrates understanding that vocabulary includes basic concepts with related words (e.g., comparison: less/more/same), spatial concepts (e.g., first/last, over/under), and descriptors (i.e., adjectives and adverbs) as appropriate to the child's home language.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Compare commonalities and differences by identifying opposites using descriptive words (i.e., big/little, short/long).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Demonstrates understanding of vocabulary, connecting new words with known words that include specialized areas of interest (e.g., vocabulary related to a unit of study at school).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Access prior knowledge and experiences to identify connections between words and their application to real life using words to communicate their feelings.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Demonstrates understanding of vocabulary that distinguish shades of meaning (e.g., synonyms) among verbs (e.g., talk/ whisper/ scream) or among adjectives (e.g., tiny/small/little) by describing and/or acting out the meanings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Clarify the meanings of unknown and multiple-meaning words and phrases and apply them accurately (i.e., a duck is a bird; to duck).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Grade 1	Demonstrates understanding of vocabulary that distinguish shades of meaning (e.g., synonyms) among verbs (e.g., talk/ whisper/ scream) or among adjectives (e.g., tiny/small/little) by describing and/or acting out the meanings.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Clarify the meanings of unknown and multiple-meaning words and phrases and apply them accurately (i.e., a duck is a bird; to duck).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance and support, uses context clues and/or applies knowledge of affixes (i.e., -s, -ed, -ing, re-, un-) and word relationships as clues to the meaning of an unknown word, in order to access higher-level vocabulary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Use new vocabulary that is directly taught through reading, speaking, and listening.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Outcome 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).

Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.

0-8 Months	Uses a variety of sounds (e.g. babbles, cooing, screams) to mimic conventional conversation.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Pauses to listen for response.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
6-18 Months	Sounds begin to take form and fall into patterns as child creates sounds with inflections.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Communication mimics conversation with back and forth exchanges.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
16-24 Months	Repeats and imitates words overheard in conversation.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Responds to questions or simple requests with non-verbal or verbal answer.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begins to use back and forth conversation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
24-36 Months	Listens to and responds to brief conversations and discussions using one to two-word phrases to communicate.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Can be understood by unfamiliar listener at least 50% of the time.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
3 Year Old	Speaks or signs in familiar phrases with limited word choice related to an action or request (i.e., "Help me" "Me run" "more").	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Takes turns speaking in conversation.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Combines three words into a simple sentence to share or initiate an idea or thought that may or may not be meaningful to the situation (i.e., "My cat barks." "The boy cries.").	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses four-word sentences to share or initiate an idea or thought meaningful to the situation or about themselves.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Uses four-word sentences to share or initiate an idea or thought meaningful to the situation or about themselves.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Uses five to six-word sentences* to communicate needs and wants or express ideas (i.e., "We walked to my school." "I want some chocolate milk, please.").	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses two or three connected sentences* with at least one sentence having seven or more words to communicate familiar information or ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Kindergarten	Uses two or three connected sentences* with at least one sentence having seven or more words to communicate familiar information or ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Converses effectively by listening and speaking through five or more exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Expresses ideas clearly and completely, using longer, complex sentences, articulating the idea, experience, or event.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Converses effectively by listening and speaking through five or more exchanges and replies with relevant information to questions (who, what, where, when, why, how).	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Grade 1	Converses effectively by listening and speaking through five or more exchanges and replies with relevant information to questions (who, what, where, when, why, how).	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Converses effectively by listening and speaking through five or more on-topic exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Produces and expands complete sentences that stay on-topic communicating the ideas, experiences, and/or events with a logical order and elaborated details.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.
Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.

0-8 Months	Responds to talking, singing, and reading.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows enjoyment of the sounds and rhythm of language.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 Months	Enjoys hearing familiar stories while cuddling and reinforcing bonds with adults.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
16-24 Months	Points to a picture and asks, “What’s that?”.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to learn that pictures represent real objects, events, and ideas.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Names items in a picture book.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
24-36 Months	Listens to a simple story and points to associated pictures.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Shows preference for familiar story and can repeat phrases from story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
3 Year Old	Relates story content with their own experiences (i.e., “Look, my dog”).	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Connects their own experiences and the illustrations to gain meaning of the story.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Their comments may or may not follow along the storyline.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Listens to stories and responds to questions by pointing to pictures.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Ask and answer simple questions about details they just heard.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
4 Year Old	Listens to stories and responds to questions by pointing to pictures.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Ask and answer simple questions about details they just heard.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	With prompting and support, asks and answers basic factual questions (e.g., characters, setting, major events) about a story (e.g., What is happening on this page?).	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Makes comments that relate to the story, but may sometimes get off topic.	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	With prompting and support, asks and answers factual questions about a story (e.g., "What is the main character's name?" "What happened first, next, last?").	Literacy	D. Vocabulary and Story Comprehension 3. Demonstrates understanding of abstract story vocabulary
	Begin to ask and answer inferential questions (e.g., "What might happen next?").	Literacy	D. Vocabulary and Story Comprehension 2.1 Makes predictions about what will happen next in story
	Makes comments that are relevant to the story and stays on topic.	Literacy	D. Vocabulary and Story Comprehension 3.1 Demonstrates understanding of key vocabulary in picture books
Kindergarten	With prompting and support, asks and answers factual questions about a story (e.g., "What is the main character's name?" "What happened first, next, last?").	Literacy	D. Vocabulary and Story Comprehension 3. Demonstrates understanding of abstract story vocabulary
	Begin to ask and answer inferential questions (e.g., "What might happen next?").	Literacy	D. Vocabulary and Story Comprehension 2.1 Makes predictions about what will happen next in story
	Makes comments that are relevant to the story and stays on topic.	Literacy	D. Vocabulary and Story Comprehension 3.1 Demonstrates understanding of key vocabulary in picture books
	With prompting and support, asks and answers factual and inferential questions about a story (e.g., "How is the main character feeling and what happened to make him feel that way?").	Literacy	D. Vocabulary and Story Comprehension 2.2 Answers and asks questions related to story
	Makes comments that demonstrate a sense of story (e.g., identifies beginning, middle, and end; naming characters; discussing key details of plot).	Literacy	D. Vocabulary and Story Comprehension 2. Retells simple story
	With prompting and support, describes the story with many key details about the characters' personalities, theme/events, and supporting ideas about a story (e.g., "Based on what you know about the main character, what do you think he is going to do next?" "What in the story makes you think that?").	Literacy	D. Vocabulary and Story Comprehension 3. Demonstrates understanding of abstract story vocabulary
	Provides comments that demonstrate critical thinking related to the story.	Literacy	D. Vocabulary and Story Comprehension 3. Demonstrates understanding of abstract story vocabulary

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Grade 1	With prompting and support, describes the story with many key details about the characters' personalities, theme/events, and supporting ideas about a story (e.g., "Based on what you know about the main character, what do you think he is going to do next?" "What in the story makes you think that?").	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Provides comments that demonstrate critical thinking related to the story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With prompting and support: -Describes the connection between the characters, events, ideas, or pieces of information within the story. Engages in a group discussion related to a deeper understanding of the story (e.g., theme or lesson learned from the story; compare and contrast characters in familiar stories).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Provides comments that demonstrate critical thinking related to the story.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Indicator 7.3: Demonstrates the knowledge to make sense of print. Rubric 7.3a: Shows an understanding of the basic concepts of print.

0-8 Months	Points to and makes sounds when listening to picture books.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
6-18 Months	Brings book to adult and “reads”.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
16-24 Months	Turns book right side up.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
24-36 Months	Turns pages in board books one at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
3 Year Old	Shows interest in environmental print (pictures, symbols, logos, signs) (i.e., “That says stop.”).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Shows awareness of environmental print (pictures, symbols, signs).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Recognizes a book by its cover.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Holds a book and attempts to turn pages one at a time.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognizes print in everyday life (i.e., logos, numbers, words, their name, and uses it as a cue to finding their possessions).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4 Year Old	Recognizes print in everyday life (i.e., logos, numbers, words, their name, and uses it as a cue to finding their possessions).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Displays awareness between pictures and print (e.g., checking job chart, “exit” sign, children’s work).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Holds a book upright and turns pages.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text).	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Handles a book and identifies various book elements (i.e., front cover, back cover, and title).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Distinguishes pictures from letters and words on the pages.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
Kindergarten	Handles a book and identifies various book elements (i.e., front cover, back cover, and title).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Distinguishes pictures from letters and words on the pages.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early literacy concepts
	Shows understanding of directionality in a text (i.e., follows words in a book from left to right, top to bottom, and page by page).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Points to words with one finger as they read the text (e.g., Identifies the first word on the first page as the place to begin reading).	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	May skip lines or miss pages when attempting to read independently.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Identifies book elements with ease (including title, author, illustrator) and follows rules related to directionality, proficiently when reading appropriately leveled texts.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Knows each spoken word can be written down and read in a story.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
Grade 1	Identifies book elements with ease (including title, author, illustrator) and follows rules related to directionality, proficiently when reading appropriately leveled texts.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Knows each spoken word can be written down and read in a story.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	Applies the conventions of reading, including those related to more distinguishing features of print (i.e., recognizes sentences by punctuation in print).	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

Indicator 7.3: Demonstrates the knowledge to make sense of print. Rubric 7.3b: Understands that print carries meaning.

0-8 Months	Responds to an adult when reading a book.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Pats pictures in a book.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
6-18 Months	Interacts (e.g., making sounds, saying words, laughs out loud, perform action from text) with adults when reading a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
16-24 Months	Touches or identifies pictures when prompted.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
24-36 Months	Shows interest in familiar stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Makes up stories while turning pages of a book.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
3 Year Old	Shows interest in an adult reading a story/text (not necessarily listening to the whole book) and/or looks at books.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	OR Shows interest in books during story time.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to understand that the text is meaningful and asks an adult to read the same story again and again.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Demonstrates interest in an adult reading a full story/text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
4 Year Old	Demonstrates interest in an adult reading a full story/text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things.	Literacy	A. Awareness of Print Concepts	3 (all)
	Demonstrates interest and enjoyment listening to an adult reading a full story/text.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Chooses familiar/favorite books to look at and pretend read independently.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Uses and interprets illustrations to gain meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Actively attends to stories/texts during a read aloud without being distracted.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Answers questions about details of a story just heard.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
Kindergarten	Actively attends to stories/texts during a read aloud without being distracted.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Answers questions about details of a story just heard.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Begins retelling stories and/or key details in a variety of ways (e.g., using pictures to make up the text, acting out part of the story in dramatic play, using a flannel board).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	The adult may prompt and support the retell with probing questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Reads and/or pretends to read and retells familiar stories using key details in a text with accuracy, using their experiences, language, pictures, illustrations, and/or familiar words from the text as guides.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	The adult may prompt and support the retell with probing questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Grade 1	Reads and/or pretends to read and retells familiar stories using key details in a text with accuracy, using their experiences, language, pictures, illustrations, and/or familiar words from the text as guides.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	The adult may prompt and support the retell with probing questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Reads and comprehends an unfamiliar story/text using their experiences and the illustrations, pictures and may attend to familiar words within the text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Retells, discusses, or reconstructs the context of story (i.e., generates a picture with a written response that identifies who or what of a story/text).	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals

Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness. Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language.				
0-8 Months	Not typically observed.			
6-18 Months	Imitates vocalizations and sounds.	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
16-24 Months	Responds to rhythm and hums or sings familiar songs.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
24-36 Months	Imitates tempo and speed of sound (e.g. clapping hands fast/slow, speaking fast/slow).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
3 Year Old	With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With prompting and support, repeats rhyming words in songs, poems, or stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recites simple and familiar chants or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
4 Year Old	Recites simple and familiar chants or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Recognizes rhyming sounds in familiar songs or stories.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Identifies words that rhyme when orally presented with matched pairs of words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
Kindergarten	Identifies words that rhyme when orally presented with matched pairs of words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Identifies words that rhyme and do not rhyme when presented with a small set of orally matched words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Consistently distinguishes words that rhyme from those that do not rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Produces a rhyming word when orally presented with a rhyming word pattern.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
Grade 1	Consistently distinguishes words that rhyme from those that do not rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Produces a rhyming word when orally presented with a rhyming word pattern.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Recognizes rhyming patterns in texts and is able to make predictions about what orally matched words might come next in shared reading activities involving rhymes.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Recognize and orally generate rhyming words independently.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals
Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness. Rubric 7.4b: Demonstrates understanding of spoken words, syllables and sounds (phonemes).

0-8 Months	Making utterances with many vowels (e.g. “ma ma ma,” “da da da,”).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6-18 Months	Engages in spontaneous vocal play (e.g. makes voice louder/softer and babbles).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
16-24 Months	Responds to rhythm and hums or sings familiar songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24-36 Months	Imitates tempo and speed of sound (e.g., clapping hands fast/slow, speaking fast/slow).	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
3 Year Old	With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begins to recognize the number of words in sentences.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Hears and shows awareness of syllables (word parts) in simple words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Identifies and separates syllables (word parts) in familiar words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
4 Year Old	Identifies and separates syllables (word parts) in familiar words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Counts, pronounces, blends, and segments syllables in spoken words.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Identifies and separates syllables in words and begins isolating initial sounds in spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Repeats alliterative language (e.g., “cute cats can kiss,” “Pepe pecas pica papas con un pico”).	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Identifies and separates syllables in words and begins isolating initial sounds in spoken words.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Repeats alliterative language (e.g., “cute cats can kiss,” “Pepe pecas pica papas con un pico”).	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Verbally separates and blends onsets and rimes within single-syllable spoken words.	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds
	Recognizes initial and final sounds in spoken words.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	Identifies, isolates, and pronounces the initial, final, and medial sounds (phonemes) in 3-phoneme (not letters) spoken words (e.g., consonant- vowel- consonant words).	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
Grade 1	Identifies, isolates, and pronounces the initial, final, and medial sounds (phonemes) in 3-phoneme (not letters) spoken words (e.g., consonant- vowel- consonant words).	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	Adds, substitutes, or deletes individual sounds in simple, one-syllable spoken words to create new words (e.g., individual sounds, can be consonants, vowels, digraphs, and blends to create new words.)	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals

Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.				
Rubric 7.5a: Shows an understanding of alphabetic knowledge.				
0-8 Months	Not assessed at this stage.			
6-18 Months	Not assessed at this stage.			
16-24 Months	Attempts to sing the alphabet song (e.g., misses some letters).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
24-36 Months	Begins to recognize that symbols and print have meaning (e.g., signs, nametags).	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Sings the alphabet song.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Year Old	Identifies print in the environment (i.e., asking “What’s that say?”).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Identifies own name as a whole.	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Recognizes that letters are a special category of visual graphics that can be individually named.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Differentiates and correctly identifies some letters by their shapes.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
4 Year Old	Recognizes that letters are a special category of visual graphics that can be individually named.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Differentiates and correctly identifies some letters by their shapes.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
	Names and identifies some letters with personal significance (e.g., letters in own name).	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Identifies capital letters as they sing the alphabet song.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Names and identifies at least 18 capital letters and 15 lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Names and identifies at least 18 capital letters and 15 lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Names and identifies all capital letters and 20 lowercase letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Names and identifies all capital letters and lowercase letters (including variations of a and g; a/a, g/g) and recognizes familiar combinations of letters in order to read common high-frequency words (e.g., 15- 35 words).	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
Grade 1	Names and identifies all capital letters and lowercase letters (including variations of a and g; a/a, g/g) and recognizes familiar combinations of letters in order to read common high-frequency words (e.g., 15- 35 words).	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Recognizes a variety of high-frequency words with regular and irregular sound-symbol correspondence (e.g., reads more than 100 high-frequency words by sight).	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

NM Indicators
AEPS-3 Area
AEPS-3 Strand
AEPS-3 Goals
Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills. Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.

0-8 Months	Not assessed at this stage.			
6-18 Months	Not assessed at this stage.			
16-24 Months	Not assessed at this stage.			
24-36 Months	Not assessed at this stage.			
3 Year Old	Not assessed at this stage.			
	Recognizes environmental print without understanding that letters represent speech sounds.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
4 Year Old	Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name).	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Identifies the correct letters and produces the primary or most frequent sound for many consonants.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Begins to decode, or sound out, simple words (go, cat, pop).	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	Identifies the correct letters and produces the primary or most frequent sound for all consonants.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Adds or substitutes individual sounds in simple (CVC) words to create new words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Shows understanding that a sequence of letters represents a sequence of spoken sounds to support reading and writing words.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
Grade 1	Identifies the correct letters and produces the primary or most frequent sound for all consonants.	Literacy	C. Alphabet Knowledge	2.3 Produces correct sounds for 20 letters of alphabet
	Adds or substitutes individual sounds in simple (CVC) words to create new words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Shows understanding that a sequence of letters represents a sequence of spoken sounds to support reading and writing words.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words
	Applies letter-sound correspondence during the emergent reading stage, when attempting to read and write words.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text
	Builds and manipulates individual letter-sounds combinations to create new words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt

Outcome 8: The child demonstrates that writing is a way of communicating for a variety of purposes.

Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning.

0-8 Months	Makes some random marks.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	There is no connection made between scribbles and meaning.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
6-18 Months	Makes random marks and scribbles.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	There is no connection made between scribbles and meaning.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
16-24 Months	Labels pictures using scribble-writing.	Literacy	E. Writing	3.4 Writes using "scribble writing"
24-36 Months	Uses symbols or pictures as representations of oral language.	Literacy	E. Writing	1.1 Dictates description of drawing
3 Year Old	Pretends to write and experiment with various writing/drawing tools by making marks or scribbles to represent ideas (sharing what they wrote to an adult).	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Makes early approximations with horizontal or vertical sets of lines or scribbles intending to represent letters (sharing what they wrote to an adult).	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Understands that his/her marks or scribbles are conveying ideas.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	May write a series of scribbles separated by spaces representing their understanding of the sound structure of language.	Literacy	E. Writing	3.4 Writes using "scribble writing"
4 Year Old	Understands that his/her marks or scribbles are conveying ideas.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	May write a series of scribbles separated by spaces representing their understanding of the sound structure of language.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Draws simple pictures to represent their ideas and shares thoughts by writing words with mock letters (letter-like forms) - (sharing what they wrote to an adult).	Literacy	E. Writing	2.1 Makes representational drawings
	Creates drawings and writing to represent meaningful ideas on paper with some level of clarity.	Literacy	E. Writing	1.2 Verbally labels representational drawings

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Print may transition from mock letters to random letter strings (May rely on dictation with an adult to clarify content.)	Literacy	E. Writing	3.4 Writes using “scribble writing”
	Forms letters in the first name to sign drawings and other written work.	Literacy	E. Writing	3.2 Prints first name
Kindergarten	Creates drawings and writing to represent meaningful ideas on paper with some level of clarity.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Print may transition from mock letters to random letter strings (May rely on dictation with an adult to clarify content.)	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Forms letters in the first name to sign drawings and other written work.	Literacy	E. Writing	3.2 Prints first name
	Provides more detail when combining drawing and writing to convey their meanings on paper.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Will observe a transition of random letter strings and the early stage of semi-phonetic writing where the child writes letters that have the most recognizable sound(s) in each word.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Creates a product that uses a combination of drawing and writing to represent ideas relevant to a topic/theme on paper in some detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Will observe complete sentences written down in the manner of semi-phonetic spellings with capitals and punctuation marks.	Literacy	E. Writing	3.1 Writes using developmental spelling
Grade 1	Creates a product that uses a combination of drawing and writing to represent ideas relevant to a topic/theme on paper in some detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Will observe complete sentences written down in the manner of semi-phonetic spellings with capitals and punctuation marks.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Independently writes to convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Produces complete sentences, uses sentence conventions, and spells simple words phonetically.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to apply grade-level phonics skills (e.g., spells words with consonant digraphs and uses conventions for representing long vowel sounds).	Literacy	E. Writing	3. Writes words using conventional spelling

Mathematics

Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.

Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity.

0-8 Months	Participates in simple counting of object when led by adult.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Counts groups of one and two objects with adult guidance.	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
16-24 Months	Applies number and counting to daily routines with adult guidance.	Math	A. Counting	2.2 Recites numbers 1–10
24-36 Months	Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Math	A. Counting	2.2 Recites numbers 1–10
3 Year Old	Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Math	A. Counting	2.2 Recites numbers 1–10
	Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
4 Year Old	Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each number name with one and only one object) in counting 10 objects in a group when arranged in a line.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Recognizes that each successive number name refers to a quantity that is one larger.	Math	A. Counting	2. Counts out 10 items

NM Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	Recognizes that each successive number name refers to a quantity that is one larger.	Math	A. Counting	3. Counts out 20 items
	When given a number up to 20, counts out that many objects and begins to solve problems involving joining and combining using small quantities of objects (i.e., totals of up to 5).	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Solves problems involving joining, separating, and combining using small quantities of objects (i.e., totals of up to 10).	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
Grade 1	Relates counting to addition and subtraction by counting on (i.e., by counting on 2 to add 2; e.g., student counts 5 objects, 2 objects are added to the group, and student adds 2 by counting on to 6, 7 rather than starting the count over at 1).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

Indicator 9.3: Progresses in understanding of number words and numeral recognition skills. Rubric 9.3a: Rote counts in sequence.

0-8 Months	Participates in simple songs or finger plays that involved number and quantity.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Imitates rote counting attempting to use fingers or objects.	Math	A. Counting	1.2 Recites numbers 1–3
16-24 Months	States number names in sequence up to 3 with adult guidance.	Math	A. Counting	1.2 Recites numbers 1–3
24-36 Months	States number names up to 3 independently.	Math	A. Counting	1.2 Recites numbers 1–3
3 Year Old	States number names, not necessarily in sequence.	Math	A. Counting	2.2 Recites numbers 1–10
	States number names in sequence 1-5 with some adult guidance.	Math	A. Counting	2.2 Recites numbers 1–10
	States number names in sequence 1-5.	Math	A. Counting	2.2 Recites numbers 1–10
4 Year Old	States number names in sequence 1-5.	Math	A. Counting	2.2 Recites numbers 1–10
	States number names in sequence from 1 to 10 when counting by ones.	Math	A. Counting	2.2 Recites numbers 1–10
	States number names in sequence from 1 to 30 when counting by ones.	Math	A. Counting	4.2 Recites numbers 1–30
Kindergarten	States number names in sequence from 1 to 30 when counting by ones.	Math	A. Counting	4.2 Recites numbers 1–30
	States number names in sequence to 100 when counting by tens.	Math	A. Counting	4. Skip counts by tens to 100
	States number names in sequence from 1 to 100 when counting by ones.	Math	A. Counting	4.1 Recites numbers 31–100
Grade 1	States number names in sequence from 1 to 100 when counting by ones.	Math	A. Counting	4.1 Recites numbers 31–100
	States number names in sequence to 100 by twos and fives.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

Indicator 9.3: Progresses in understanding of number words and numeral recognition skills. Rubric 9.3b: Names and identifies written numerals.

0-8 Months	Participates in simple songs or finger plays that involve number and quantity.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Uses words or gestures to request “more” in reference to food or play.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
16-24 Months	Begins to attach meaning for mathematical language (e.g., “Give me one”).	Literacy	A. Counting	1.1 Counts 3 items to determine “How many?”
24-36 Months	Begins to participate in counting rhymes, chants, and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3 Year Old	Begins to participate in counting rhymes, chants, and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begins to understand that a written numeral represents a quantity.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
4 Year Old	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Recognizes numerals distinctly from letters or other symbols in print, calling them “numbers.”	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Names and identifies a few written numerals with personal significance (e.g., numeral representing own age).	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Names and identifies a few written numerals with personal significance (e.g., numeral representing own age).	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Names and identifies written numerals from 0 to 10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Names, identifies, and writes numerals from 0 to 20.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
Grade 1	Names, identifies, and writes numerals from 0 to 20.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Identifies place value of digits in written numerals and writes numerals from 0 to 100.	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20

Outcome 10: The child demonstrates understanding of geometrical and spatial concepts.

Indicator 10.1: Recognizes, names, describes, compares, and creates familiar shapes.

0-8 Months	Explores objects with different shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 Months	Explores objects with different shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-24 Months	Attempts to name two dimensional shapes in environment often incorrectly.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
24-36 Months	Recognizes and names two dimensional shapes with adult guidance.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
3 Year Old	Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Sorts simple two- dimensional shapes in sorting boxes and other materials with adult help.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Distinguishes familiar shapes from one another.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
4 Year Old	Distinguishes familiar shapes from one another.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compares and sorts two- dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Composes simple shapes using objects or by drawing.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Compares and sorts two- dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Composes simple shapes using objects or by drawing.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Identifies shapes as two-dimensional (“flat”) or three-dimensional (“solid”) (cone, cube, cylinder, sphere).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Names both types of shapes with some accuracy.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Composes both types of shapes using objects or drawing.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Accurately describes attributes of two and three-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Composes simple shapes to form larger shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Grade 1	Accurately describes attributes of two and three-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Composes simple shapes to form larger shapes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Consistently and accurately describes attributes of two and three-dimensional shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Analyzes similarities and differences of various shapes by composing and decomposing them.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Outcome 11: The child demonstrates an understanding of non-standard units to measure and make comparisons.

Indicator 11.3: Demonstrates emerging knowledge of measurement.

0-8 Months to 24-36 Months	Not rated			
3 Year Old	Increases vocabulary related to size (e.g., uses words such as “tall”, “long”).	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describes an object in the immediate environment by using language or gestures related to size.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compares by using language or gestures related to size and identifies objects as big or small.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
4 Year Old	Compares by using language or gestures related to size and identifies objects as big or small.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Describes at least two measurable attributes of an object’s size or length with accuracy.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Describes at least two measurable attributes of an object’s weight or capacity with accuracy.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Kindergarten	Describes at least two measurable attributes of an object’s weight or capacity with accuracy.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Compares two objects based on a measurable attribute and explains how they are different (e.g., bigger/smaller, taller/shorter, heavier/lighter, more full/less full).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses non-standard measurement tools (e.g., hands, blocks, cubes) to measure objects and makes one or more comments explaining his/her process.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Grade 1	Uses non-standard measurement tools (e.g., hands, blocks, cubes) to measure objects and makes one or more comments explaining his/her process.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Uses standard and non-standard measurement tools to compare sets of objects based on measurable attributes.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Outcome 12: The child demonstrates the ability to investigate, organize, and create representations.

Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes.

0-8 Months	Explores objects with different shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 Months	Explores objects with different shapes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-24 Months	Attempts to name two dimensional shapes in environment, often incorrectly.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
24-36 Months	Places objects in order on the basis of one characteristic with adult guidance (e.g. places bears in order from shortest to tallest).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
3 Year Old	Identifies two objects or pictures that are the same.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identifies two objects or pictures that are the same and eliminates ones that are different in a group with adult support.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to sort and classify objects based on one attribute (e.g., color) with adult support.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
4 Year Old	Begins to sort and classify objects based on one attribute (e.g., color) with adult support.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sorts and classifies objects based on one attribute (e.g., color).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Sorts and classifies objects into groups by one characteristic and compares the number of objects in the groups using comparison vocabulary (e.g., more/less).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Sorts and classifies a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Counts the number of objects in each category and sorts the categories by count.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
Grade 1	Sorts and classifies a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Counts the number of objects in each category and sorts the categories by count.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
	Sorts and classifies a group of objects by more than one characteristic into multiple categories.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Counts the number of objects in each category and sorts the categories by count.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting

Aesthetic Creativity

Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).

Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, or a set of movements).

0-8 Months to Grade 1

Indicator is not rated.

Scientific Conceptual Understandings

Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

0-8 Months	Actively explores new objects in environment (e.g. mouths, pats and grasps).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 Months	Begins to show curiosity and interest in new objects, experiences, and people.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Drops objects repeatedly to gain attention.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-24 Months	Explores and manipulates familiar objects in the environment (e.g., feeds a doll, drives a toy truck).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
24-36 Months	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
3 Year Old	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
4 Year Old	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Demonstrates an interest in the surrounding world, using senses to observe , explore, and gather information making one or two simple comments (e.g., “gross”).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Participates in small hands-on multisensory experiments with adult guidance and uses observation and questioning skills to investigate and draw conclusions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Participates in a variety of hands-on, multi-sensory experiments with adult guidance.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Uses observation and questioning skills in order to draw conclusions.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Demonstrates an ability to record and analyze data through drawing & writing.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Grade 1	Participates in a variety of hands-on, multi-sensory experiments with adult guidance.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Uses observation and questioning skills in order to draw conclusions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates an ability to record and analyze data through drawing and writing.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Participates in a variety of hands-on, multi-sensory experiments that require high-level observational skills (e.g., explores cause & effect relationships).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Demonstrates an ability to record and analyze data through writing charting and graphing.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Indicator 14.3: Makes predictions and forms hypothesis.

0-8 Months	Repeats similar actions on different objects (e.g., shakes stuffed animal in same manner as a rattle to hear noise).	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
6-18 Months	Attempts different ways to manipulate objects to see the result (e.g., rolls a ball gently, then hard to see how fast and far it will move; drops a ball from various heights to see what happens).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
16-24 Months	Starts to predict the consequence of simple and familiar actions (e.g., knows that flipping the light switch will turn light on or off).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
24-36 Months	Recognizes actions and objects and can generalize meaning (e.g., hears thunder and predicts rain and wind).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3 Year Old	Asks “why?” and other simple questions for adult explanations about things observed.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Asks “why?” and other simple questions for adult explanations about things observed and explored through additional senses.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	In a science or nature experience, guesses at what will happen next with no relation to the experience.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
4 Year Old	In a science or nature experience, guesses at what will happen next with no relation to the experience.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	In a science or nature experience, makes one or more prediction or guess that is related to the experience.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Independently develops plans for testing prediction of hypothesis and tries out ideas.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Grade 1	Independently develops plans for testing prediction of hypothesis and tries out ideas.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Develops alternative hypothesis based on testing results when initial prediction-hypothesis is found to be inaccurate.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Outcome 16: The child acquires scientific knowledge related to earth science.

Indicator 16.1: Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.

0-8 Months to 24-36 Months	Not rated for preschool; rated for kindergarten.			
3 Year Old	Notifies and/or observes different types of weather (e.g., rainy, cold, sunny, windy).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with some accuracy.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy.	Cognitive	E. Scientific Discovery	2.3 Makes observations
4 Year Old	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observes how weather can change within a day or from day to day (e.g., "It was raining this morning, and now it is not raining," or, "It was colder yesterday than it is today").	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observes patterns regarding weather over an extended period of time (e.g., "It has been windy all week") and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Observes patterns regarding weather over an extended period of time (e.g., “It has been windy all week”) and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Observes, records, and describes patterns regarding weather and the effects on the immediate environment (e.g., understanding that rain over a period of days may cause flooding).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Investigates ways in which weather variables (e.g., temperature, precipitation, wind) affect us or cause changes to Earth’s features (e.g., stream has greater water flow after snow melts).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Grade 1	Investigates ways in which weather variables (e.g., temperature, precipitation, wind) affect us or cause changes to Earth’s features (e.g., stream has greater water flow after snow melts).	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Identifies and describes different climates and how weather affects climate (e.g., desert, arctic, rainforest).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Self, Family, and Community

Outcome 18: The child develops self control.

Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).

0-8 Months	Responds to negative and positive reactions (e.g., facial expressions and social cues).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Children depend on caregivers or teachers to co-regulate behavior.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 Months	Reads cues and body language of caregivers or teachers to guide reactions and behaviors in novel and uncertain situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	May have difficulty channeling excitement (e.g., screams jumps, squeezes, bites).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
16-24 Months	Begins to respond to caregiver or teachers cues and modifies behavior (e.g., does not touch forbidden object, once recognizing caregiver's facial/auditory cues).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
24-36 Months	Demonstrates awareness of expectations in the classroom setting (e.g., waiting for brief periods of time, when turn taking).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
3 Year Old	Shows awareness of different behavioral expectations in different settings with frequent adult prompting and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Shows awareness of different behavioral expectations in different setting, with some adult prompting and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., “Keep your hands to yourself”), but may require frequent adult prompting and support.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows basic routines for preschool and K (e.g., transitioning between activities with one or two-step directions) and complies with basic expectations for behavior (e.g., “Stay in your chair.”), but sometimes requires adult prompting.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	Follows basic routines for preschool and K (e.g., transitioning between activities with one or two-step directions) and complies with basic expectations for behavior (e.g., “Stay in your chair.”), but sometimes requires adult prompting.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows complicated routines (e.g., activities that include multiple steps) and high-level expectations for behavior (“Treat your peers with respect, and show responsibility for your learning.”) with minimal prompting.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Internalizes classroom routines and behaves in socially acceptable ways without the need for prompting.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Grade 1	Internalizes classroom routines and behaves in socially acceptable ways without the need for prompting.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Serves as a model for behavior and contributes to classroom culture in positive ways (e.g., providing support to peers who may be struggling in a learning activity).	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Outcome 19: The child demonstrates personal responsibility.

Indicator 19.1: Cares for personal and group possessions.

0-8 Months	Shows awareness of possible conflicts by crying, turning away, or showing distress.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 Months	Engages in conflict with peers regarding possession of items (e.g., steals a toy from another child, shouts "mine").	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
16-24 Months	Begins to engage in simple, reciprocal interactions (e.g., rolls a ball back and forth).	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows awareness of feelings displayed by peers.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
24-36 Months	Demonstrates a preference towards select peers.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begins to engage in more complex play, with 2 or 3 children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Shows awareness of peers' personal space and belongings.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
3 Year Old	Responds to directions from adults to put items away or to be careful with group possessions some of the time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Responds to directions from adults to put items away or be careful with group possessions most of the time.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	With adult assistance, places personal items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
4 Year Old	With adult assistance, places personal items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Places personal items in designated space without assistance (may need reminding) and participates in cleanup time with some independence and some adult help.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Routinely demonstrates responsibility in caring for personal and group possessions with minimal prompting and may engage peers to assist with care of classroom environment.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Internalizes expectations around caring for personal and group possessions, demonstrating a consistently high level of responsibility by exercising reasonable care, and returning found items to their proper places or owners.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Grade 1	Internalizes expectations around caring for personal and group possessions, demonstrating a consistently high level of responsibility by exercising reasonable care, and returning found items to their proper places or owners.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Practices citizenship in all areas of the school, demonstrating a consistently high level of responsibility that extends beyond what they are personally responsible for (e.g., picks up garbage on the playground that they did not put there).	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Outcome 20: The child works cooperatively with other children and adults.

Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.

0-8 Months	Observes other children in the environment, but does not initiate play.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Observes other children in the environment and begins to initiate play (e.g., reaches out to touch a peer or take a toy).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-24 Months	Engages in mostly solitary play.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
24-36 Months	Engages in mostly solitary play, with some parallel play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3 Year Old	Demonstrates preference for play with familiar or select peers (e.g., consistently selects same center as a friend).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Interacts with a small group of preferred friends, sharing objects, conversation, and ideas to cooperate in play activities.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Maintains friendships with familiar or select children (e.g., uses friends names and begins to identify “best friends”).	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
4 Year Old	Maintains friendships with familiar or select children (e.g., uses friends names and begins to identify “best friends”).	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Plays cooperatively with a few peers for a sustained period of time (e.g., plays with unfamiliar peers).	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Makes decisions with other children with adult help.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Develops or extends themes in cooperative work and play activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Develops or extends themes in cooperative work and play activities.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Takes turns being a leader and group member in cooperative play and work.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Participates in cooperative play and work projects as leader or group member (e.g., accepts direction from peer when in “member” role and provides positive direction when in “leader” role).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
Grade 1	Participates in cooperative play and work projects as leader or group member (e.g., accepts direction from peer when in “member” role and provides positive direction when in “leader” role).	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Demonstrates flexibility and maturity in interactions with other children.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Coordinates roles effectively, considering each group member’s individual strengths, and shows leadership in activities when appropriate.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

0-8 Months	Responds to negative and positive reactions (e.g., facial expressions and social cues).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Children depend on caregivers or teachers to co-regulate behavior.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 Months	Reads cues and body language of caregivers or teachers to guide reactions and behaviors in novel and uncertain situations.	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	May have difficulty channeling excitement (e.g., screams, jumps, squeezes, bites).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
16-24 Months	Demonstrates the beginning of impulse control with adult guidance (e.g., starts to bite another child but stops when teacher intervenes).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
24-36 Months	Regulates some impulses with adult guidance (e.g., sits down in chair after teacher says "no" and signals to get down).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
3 Year Old	Waits for something he or she wants to have or do only with adult help.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Can wait for something he or she wants to have or do without adult help some of the time.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
4 Year Old	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

NM Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Frequently initiates and completes conflict resolution successfully, with minimal adult assistance.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Independently negotiates, compromises, and discusses conflict with success on a regular basis.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
Grade 1	Independently negotiates, compromises, and discusses conflict with success on a regular basis.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Models positive ways to resolve conflict for peers, stepping in to support others when appropriate.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Outcome 21: The child develops relationships of mutual trust and respect with others.

Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.

0-8 Months	Responds differently to familiar and unfamiliar adults.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Develops trust and attachment to familiar adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
6-18 Months	Demonstrates preference for familiar adults (e.g., reaches out for caregiver).	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Expresses caution with unfamiliar adults.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Use social referencing when encountering new experiences (e.g., reads facial cues to know how to respond to unfamiliar person or unknown object).	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
16-24 Months	Seeks familiar adult's assistance with challenges but may refuse help or say "no".	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Uses key adults as secure base when exploring the environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
24-36 Months	Initiates activities that are meaningful in a relationship (e.g., brings over familiar book to share with familiar adult).	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
3 Year Old	Begins to trust and interact with familiar adults other than primary caregivers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Trusts and interacts with familiar adults other than primary caregivers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Establishes relationship with consistent adults other than primary caregivers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Establishes relationship with consistent adults other than primary caregivers.	Social-Emotional	A. Interactions with Adults 1. Initiates positive social behavior toward familiar adult
	Accepts guidance and support from classroom personnel, but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help).	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
	Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
Kindergarten	Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.	Social-Emotional	E. Meeting Social Expectations 3.2 Follows established social rules in familiar environments
	Accepts guidance and support from classroom and school personnel when appropriate and actively seeks support from adults when needed but may not identify the appropriate authority figure to help in every situation or articulate a need clearly.	Social-Emotional	E. Meeting Social Expectations 2.2 Adjusts behavior based on feedback from others or environment
	Accepts guidance and support from appropriate classroom and school personnel.	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
	Identifies the appropriate authority figure for support most of the time and articulates a need with some level of clarity.	Social-Emotional	E. Meeting Social Expectations 3.1 Seeks adult permission when appropriate
Grade 1	Accepts guidance and support from appropriate classroom and school personnel.	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
	Identifies the appropriate authority figure for support most of the time and articulates a need with some level of clarity.	Social-Emotional	E. Meeting Social Expectations 3.1 Seeks adult permission when appropriate
	Accepts guidance and support from appropriate classroom and school personnel.	Social-Emotional	E. Meeting Social Expectations 2.1 Meets behavioral expectations in familiar environments
	Consistently identifies the appropriate authority figure for support and articulates a need clearly, only after attempting to try something independently.	Cognitive	D. Reasoning 3. Solves problems using multiple strategies

Approaches to Learning

Outcome 24: The child takes initiative.

Indicator 24.2: Develops increasing independence during activities, routines, and play.

0-8 Months	Exhibits interest in people and things in their surroundings (e.g., turns head toward mother when child hears mother's voice).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 Months	Uses available senses to learn about and explore environment (e.g., explores toys and water with teacher).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-24 Months	Demonstrates desire to complete more complex tasks by self.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Child checks in for reassurance with caregiver or teacher (e.g., child glances at teacher before continuing to play).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
24-36 Months	Demonstrates eagerness and determination when problem solving during new tasks (e.g., child pushes teacher's hand away and refuses help).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Verbally expresses desire to complete tasks by self.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
3 Year Old	Begins play activity only after adult prompting.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Begins play activity but needs adult guidance and support during transitions and self-help activities most of the time.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

NM Indicators		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
4 Year Old	Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Demonstrates independence during activities, routines, and play.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Attempts to assist peers or asks for peer support during activities, routines, and play before calling on adults for help.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Maintains independence during activities, routines, and play over extended periods of time.	Social-Emotional	D. Independent and Group Participation	2.1 Meets behavioral expectations in familiar environments
	Works collaboratively with peers to overcome problems, calling on adults only when necessary.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Grade 1	Maintains independence during activities, routines, and play over extended periods of time.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Works collaboratively with peers to overcome problems, calling on adults only when necessary.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Sets a goal, follows through, and maintains concentration during learning activities, routines, and play alone or with others.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Outcome 25: The child exhibits imagination and creativity.

Indicator 25.3: Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

0-8 Months	Manipulates objects and imitates actions observed (e.g., brings hands to face for teacher to play peek-a-boo).	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
6-18 Months	Uses objects for or imagined purpose during simple play with adult guidance.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
16-24 Months	Uses objects for real or imagined purpose (e.g., uses a toy spoon to feed a baby doll).	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
24-36 Months	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real life or imaginary experiences with adult guidance.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
3 Year Old	Interacts with dolls, stuffed animals, or props in pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Adds dress-up clothes or other items to pretend play.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real-life or imaginary experiences.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
4 Year Old	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real-life or imaginary experiences.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Incorporates one or two social behaviors observed in adults and expression of one or two feelings in role-playing real-life roles and experiences.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Incorporates more than two social behaviors with increasing self-regulation in dramatic play situations with other children.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Incorporates more than two social behaviors with increasing self-regulation in dramatic play situations with other children.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and begins to sustain the role-play across more than one day.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Grade 1	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and begins to sustain the role-play across more than one day.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and makes plans to sustain the role-play across more than one day.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Outcome 27: The child displays persistence and pursues challenges.

Indicator 27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.

0-8 Months	Examines objects for a brief period of time (e.g., explores toy by putting in mouth).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 Months	Engages and persists with an activity, toy, or object (e.g., presses buttons repeatedly or hits lever on a pop up toy) for a few moments before moving on to another toy.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
16-24 Months	Engages in joint attention with teacher or caregiver (e.g., joins in looking at the same object or shifts gaze to where someone is pointing).	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
24-36 Months	Engages in teacher-directed activity for short periods of time (e.g., listens to familiar stories, especially when accompanied by movement).	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
3 Year Old	Begins to show interest in self selected activities.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Shows interest by repeatedly selecting the same/similar activities over and over again.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Stays with a self-selected task for up to five minutes; may give up when problems arise.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4 Year Old	Stays with a self-selected task for up to five minutes; may give up when problems arise.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise, but may be easily distracted.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus on a self- selected task for 10–15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

	NM Indicators	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Goals
Kindergarten	Maintains focus on a self- selected task for 10–15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus on a self-selected task for 15–25 minutes at a time to complete tasks and activities, ignoring most distractions or returning to activities, but may call on adults for support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus on a task for 25–40 minutes at a time and persists in completing tasks and activities independently regardless of distractions, only calling on adults for support after attempting more than one strategy.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Grade 1	Maintains focus on a task for 25–40 minutes at a time and persists in completing tasks and activities independently regardless of distractions, only calling on adults for support after attempting more than one strategy.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Maintains focus for more than 40 minutes at a time and persists in completing complicated tasks and activities independently, continuing to persevere regardless of distractions and through multiple attempted strategies.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities