



**ALIGNMENT**



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

**WITH**  
**Nebraska's Birth to Five Learning and Development Standards**

# **Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Nebraska's Birth to Five Learning and Development Standards**

This document aligns *Nebraska's Birth to Five Learning and Development Standards* [2018] 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.

Nebraska Department of Education. (2018). *Nebraska's Birth to Five Learning and Development Standards*. Retrieved from: <https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf>

AEPS-3 products can be purchased online at [www.brookespublishing.com/aeps](http://www.brookespublishing.com/aeps) or by calling 1-800-638-3775.

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social and Emotional				
Self Concept				
Standard (SE.01): Develops self-awareness and sense of self				
Birth-9 months	Children begin to discover self.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
		Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Later, children begin to understand self as a separate person from others.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Learns about self by exploring hands, feet, body, and movement.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Listens or responds (smiling, cooing) when name is said.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows interest in looking at self in a mirror.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Explores people, materials, and the environment freely by looking, tasting, smelling, touching, and hearing.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
7-20 months	Children begin to have a greater awareness of their own characteristics.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Later, children begin to show knowledge of own abilities.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Engages in joint attention with familiar others.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Expresses desires and preferences (may reject non-preferred items).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Responds by looking or coming when called by name.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Identifies image of self.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Shows awareness of body parts.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Children begin to demonstrate self-awareness through use of “me” and “mine.”	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Later, children begin to show sense of self-satisfaction in own abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Uses different words or signs to refer to self and others.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identifies obvious physical similarities and differences between self and others.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Shows others what they can do.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Uses personal pronouns (e.g., I, you, me).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Shows independence by occasionally resisting adult control.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
3-4 years	Children begin to describe characteristics of self and others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Later, children begin to show growing independence in a range of activities, routines, and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Refers to self by first and last name and identifies some personal characteristics (e.g., gender, hair color).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Introduces self and family members to others.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Describes themselves in terms of basic preferences.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Makes independent choices and plans from a broad range of diverse play areas or interest centers.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows growing independence in a range of activities, routines, and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Children begin to compare what they could do at a younger age to current abilities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Later, children begin to develop independence, confidence, and competence.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Expresses individuality by making independent decisions.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Expresses ideas for activities and initiates discussions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Actively engages in activities and interactions with adults and peers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Discusses their own actions and efforts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses positive words to describe self.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Contributes to group discussions expressing own thoughts and ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Self-Control				
Standard (SE.02): Manages emotions with increasing independence				
Birth-9 months	Responds to having needs met (e.g., is comforted by being picked up or fed).	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Communicates feelings through nonverbal cues (e.g., smiles, cries, laughs, gestures).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
7-20 months	Shows anticipation and responds to familiar routines.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Accepts reassurance from familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Self-soothes by sucking fingers/thumb, cuddling transition object.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
18-36 months	Responds appropriately to repeated reminders and redirection.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follows simple rules when stated in positive, brief statements and are reminded in advance (e.g., “Feet on the floor”).	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Begins to use different ways to calm or comfort self when upset.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
3-4 years	Recognizes and describes a wide range of feelings including the primary emotions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Manages transitions and adapts to changes in schedules, routines, and situations with adult support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follows simple program rules, routines, and directions with few reminders.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Shows awareness and responds appropriately to the feelings of others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Empathizes with feelings of others (e.g., tries to comfort a sad friend).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Describes emotions to trusted adult and peers.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Manages impulses and feelings (e.g., takes three deep breaths, uses calming words, pulls self out of play to go to "safe spot" to relax, uses expressive activities).	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Transitions between tasks with minimal direction from adults.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Participates in daily routine without being asked.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Cooperation and Prosocial Behavior				
Standard (SE.03): Develops foundational skills to support cooperation and prosocial behavior				
Birth-9 months	Cries when other children are crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
		Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Vocalizes or gets excited in response to adult/child interactions.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Looks at and watches another child who is crying or upset.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitates facial expressions during face-to-face interactions.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Establishes eye contact.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Seeks social attention.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7-20 months	Recognizes that certain adult actions are associated with expected behavior (e.g., “When caregiver puts me in highchair I am going to eat”).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Squeals or runs with joy when others are happy and excited.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shows affection to others.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begins to use adult help to take turns.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Offers a toy to another child who is crying or upset.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
18-36 months	Experiments with effects of own actions on objects and people.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Demonstrates understanding that playing with certain desirable or forbidden objects will get adults’ attention.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Looks for an adult to help when another child is crying.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others’ emotions
	Imitates familiar tasks such as wiping the table.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Seeks out other children with whom to play.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Waits to take turn in an activity.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Demonstrates understanding of sharing.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Uses appropriate communication skills to initiate or join classroom activities.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Shows empathy for physically hurt or emotionally upset child.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Increases use of language skills instead of physical force to resolve conflicts.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses social conventions.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
4-5 years	Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Recognizes how actions affect others and accepts consequences for own actions.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Engages in cooperative group play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Accepts guidance and direction from a variety of familiar adults.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows basic rules and routines for play and group participation.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Relationships				
<b>Standard (SE.04): Shows interest in, interacts with, and develops personal relationships with others</b>				
Birth-9 months	Enjoys and needs physical contact from adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Looks at, touches, or explores another's face.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Interacts in predictable ways with familiar adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Shows recognition of familiar people (e.g., smiles, reaches for, or makes sounds towards other person).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Communicates needs through a variety of behaviors (e.g., crying, looking, smiling, reaching).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	May avoid or withdraw from unfamiliar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7-20 months	Looks to familiar adults for emotional support, help, and encouragement.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Reacts or may become distressed when separated from familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Participates in simple social games.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Plays next to other children with similar toys/materials.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Participates in simple back and forth interactions with another child.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Looks to, or seeks out, familiar adults for comfort when upset or tired.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Asks familiar adult for assistance when encountering difficult tasks or situations.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Seeks out other children for social interaction.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Engages in parallel play or simple associative play with other children.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Shows preference for particular playmates.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Defends own possessions.	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Displays moments of independence.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
3-4 years	Responds to adults' questions.	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Shares by taking turns with materials and toys with other children.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Engages in cooperative play with others (may require adult guidance).	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Uses adults as a resource to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Suggests solutions to conflicts with adult guidance and support.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!".	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
4-5 years	Develops close friendships with one or two children as well as plays with many children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Notifies who is absent from circle time and asks about it, showing concern for others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Initiates conversations with adults and other children.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Accepts and requests guidance from adults.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Knows how to join a group of playing children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Engages in sustained periods of cooperative play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Knowledge of Families and Communities				
<b>Standard (SE.05): Develops a sense of belonging to family, community, and other groups</b>				
Birth-9 months	Looks intently at human faces.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reacts to something unfamiliar (e.g., scent, appearance, dress, voice).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Seeks to be near familiar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7-20 months	Seeks attention from trusted adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Watches adults for their response to actions.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Enjoys looking at, pointing to, or naming familiar people in family photos.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Calls for “Mama” or familiar person when in a new situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
18-36 months	Talks about members of his/her family.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Makes simple drawings to depict family members or self.	Literacy	E. Writing	2.1 Makes representational drawings
3-4 years	Recognizes familiar places in their environment (stores, parks, restaurants, roads, buildings, trees, gardens, bodies of water, and land formations).	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Sees self as a family member and identifies his/her role within the family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Reads/looks at books and writes/dictates/shares or dramatizes stories about families/events.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
4-5 years	Recognizes a variety of jobs and the work associated with them.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Sometimes recognizes other children’s family members (e.g., who they are, where they work).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identifies self as being a part of different groups e.g., (family, community, culture, preschool).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Understands that events in the past, present, or future relate to, and can change self, family, and community.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Learning				
Initiative and Curiosity				
Standard (AL.01): Develops foundational skills that support initiative, self-direction, and curiosity as a learner				
Birth-9 months	Observes other children and adults.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
		Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Explores own fingers and toes.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeats actions that produce interesting and pleasurable effects (e.g., swatting or kicking at mobile, cooing to gain attention).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Communicates through sounds, gestures, and beginning oral language (e.g., squealing, crying, pointing, babbling).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Comforts self by cooing, babbling, clutching, or mouthing a favorite object.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
7-20 months	Chooses toys/objects for play.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Initiates and completes independent activities
	Imitates actions and behaviors of adults and other children (e.g., sounds, facial expressions, gestures).	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Shows a sense of satisfaction when making things happen (e.g., claps after touching a toy to make music play).	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Points or protests to signal likes and dislikes.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Selects desired object from multiple options.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begins to exhibit response inhibition.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Verbally expresses desire to complete tasks on their own.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Makes choices about what stories, songs, simple games to read, sing, play; which clothes to wear.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Asks questions repeatedly about familiar objects, people, and experiences (e.g., “Why?”, “What’s that?”, “How come?”).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Engages in pretend play around familiar events (e.g., arranges chairs to become a car, talks on a toy phone).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Engages in parallel play.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
3-4 years	Shows willingness to listen to a new song or story.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Participates with different art materials, dramatic play, and puzzles/toys/blocks.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Chooses activity at choice time and goes to another area to play when finished.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Selects items/objects from a variety of choices and comes up with ideas about ways to use them constructively.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Works to complete tasks with increasing independence—starts an art project and asks to continue it the next day.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
4-5 years	Alters behavior with verbal reminder or non-verbal signal from adult.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Follows and responds positively to directions from adult (e.g., gets and brings carpet square to meeting area for story time).	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accepts suggestions from other children during play.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Notifies new displays and materials and discusses them with the adult.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Offers or accepts assistance from other children when help is needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Sensory Exploration, Reasoning, and Problem Solving				
Standard (AL.02): Demonstrates active inquiry, persistence, problem identification, and application of knowledge to new situations				
Birth-9 months	Expresses discomfort when needs are not met.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Examines objects for brief periods.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explores the environment through movement and use of senses (e.g., mouthing toys, puts fingers/toes in mouth, rolls toward toy, plays peek-a-boo).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses repetition to make something happen again.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Tries one or two ways to reach an object or person (e.g., pulls on a blanket to bring a toy closer, rolls over, moves around obstacles to reach a desired object).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
7-20 months	Focuses on activity, but is easily distracted.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Uses movement, space, and materials to explore the environment (e.g., rolls or kicks a ball, manipulates shape sorters, builds with blocks).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Experiments with cause and effect.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Looks to adult for help when trying to accomplish difficult tasks.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Understands the concept of object permanence and looks for object or person that has disappeared from sight.	Cognitive	C. Conceptual Knowledge	1.1 Locates object in second of two hiding places

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Focuses on an activity for short periods of time despite distractions.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Attempts a task before asking for assistance.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Manipulates materials to cause an action.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Uses objects as a tool (low chair to climb higher, paint brushes).	Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Tries several methods to problem solve (moves obstacles to reach objects, twists, pulls and pounds to take an object apart).	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
3-4 years	Agrees to continue to work on an activity or computer/tablet application when the teacher offers help with a problem.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Asks for assistance after trying for a couple minutes to put a puzzle together.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Uses objects to represent real items in pretend play (e.g., cardboard box as car, sets up a “grocery store” using blocks/other classroom items).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Makes comparisons among objects that are observed.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Describes and explains reasoning for classifying and sorting different items.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
4-5 years	Uses symbols/images/objects to represent something not present.	Literacy	E. Writing	2.1 Makes representational drawings
	Constructs a bridge or other structure with blocks using past experiences as a guide.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Recalls and reflects on experiences and information, and interprets or draws conclusions based on the information (e.g., tells teacher during clean up at school about matching spoons at home after washing dishes).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Asks what would happen if materials were added or taken away during activities or exploration (e.g., asks, “What would happen to a floating boat if objects were added to the deck?”).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Health and Physical Development				
Fine (Small) Motor Skills				
<b>Standard (HP.01): Uses finger and hand control to operate and use small objects demonstrating fine motor coordination</b>				
Birth-9 months	Reaches for and grasps objects using their entire hand.	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Uses hand in a raking or sweeping motion to bring an object closer.	Fine Motor	A. Reach, Grasp, and Release	2.3 Grasps pea-size object using fingers in raking or scratching movement
	Pulls spoon out of their mouth.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Transfers object from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Reaches toward a toy and makes grasping motions with their hand.	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Reaches for a second toy when already holding one in their other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Has hands in an open position when relaxed.	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
7-20 months	Explores properties of objects and materials by using various hand actions (e.g., rotating wrists to examine all sides, pulling or picking at them).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses pincer grasp to pick up small items, such as cereal, or hold crayon.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Points with index finger to pictures in a book, objects, or at people or animals.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Turns the pages of a board book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Uses two hands to pick up a large object and one hand to pick up a smaller object.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Stacks two to three small blocks into a tower.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Dumps a container by turning it over.	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
	Handles objects with growing skill (e.g., strings large beads, places shapes in corresponding opening in shape box, turns the pages of a paper book one at a time).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Holds and uses different tools for different purposes (e.g., spoons, paintbrushes, crayons, pencils, scissors).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Puts connecting blocks together and pulls them apart with relative ease.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Builds a tower with 6+ blocks.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
3-4 years	Uses fork and spoon to eat.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Manages large buttons.	Fine Motor	B. Functional Skill Use	1. Activates object with finger
	Handles small objects, such as stringing small beads and pegboard pegs, with growing skill.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Uses scissors to cut simple shapes.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pulls caps off markers and puts them back on firmly.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Opens and closes lids on a container.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Builds with small blocks and pulls them apart with relative ease.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
4-5 years	Uses scissors to cut out shapes with moderate levels of precision and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Draws letter like forms.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Zips and snaps clothing to dress self.	Adaptive	C. Dressing and Undressing	1.1 Unfastens clothing
	Uses tripod grasp to hold and manipulate writing and art tools.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Gross (Large) Motor Skills				
Standard (HP.02): Child demonstrates effective and efficient use of large muscles for movement, position, and to explore the environment				
Birth-9 months	Demonstrates control of head and neck.	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Rolls from back to stomach, and stomach to back.	Gross Motor	A. Body Control and Weight Transfer	3. Rolls from back to stomach
		Gross Motor	A. Body Control and Weight Transfer	3.1 Rolls from stomach to back
	Maintains posture in sitting position and shifts between sitting and other positions.	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Holds head and torso up on two hands.	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted
	Uses forearms to pull body forward on the floor while laying on their tummy.	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Hits or kicks at objects to achieve goals.	Gross Motor	C. Active Play	1.4 Kicks ball
	Uses arms and legs purposefully (e.g., lifts head, claps hands, holds arms up to be picked up, reaches for objects).	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Rocks back and forth on hands and knees, may begin to creep or crawl on hands and knees or hands and feet.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
7-20 months	Cruises while holding onto furniture.	Gross Motor	B. Movement and Coordination	3.4 Cruises
	Climbs onto adult sized furniture.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Learns new muscle coordination for each new locomotor skill and how to adjust for changing ground surfaces.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Walks without support.	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Throws ball and other objects independently.	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Squats to explore toys or objects on the ground and then stands up.	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
	Crawls or creeps up or down a few steps.	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
18-36 months	Actively explores indoor and outdoor environment.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Bends over to pick up a toy or object and stands up without trouble.	Gross Motor	B. Movement and Coordination	2.1 Rises from sitting to standing position
	Kicks and throws a ball, but has little control of direction or speed.	Gross Motor	C. Active Play	1.4 Kicks ball
	Shows growing skill in climbing up and down steps.	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
	Rides on strider toy, pushing their feet on the ground to move.	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Walks and runs, adjusting speed depending on the situation.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Experiments with different body movements, such as dancing, jumping, hopping around the room or outdoors.	Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
3-4 years	Walks and runs around obstacles and corners.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Gallops or hops.	Gross Motor	B. Movement and Coordination	7.1 Gallops
	Balances on one foot.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Pretends to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, lizard).	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Throws large bean bags or ball with some accuracy.	Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
	Climbs on play equipment.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Develops spatial awareness and may enjoy activities such as crawling through tunnels, simple obstacle courses, or under tables.	Gross Motor	C. Active Play	2.2 Climbs play equipment

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Jumps on two feet over small objects with some control.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Jumps for distance and/or height.	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Combines large muscle movements with equipment (e.g., swinging, using a slide, riding a tricycle, or bouncing a ball).	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Engages in activities that involve climbing, swinging, rolling, spinning, jumping, tumbling, or being upside down.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Walks up and down stairs using alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Pedals consistently when riding a tricycle.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Starts and stops a tricycle intentionally.	Gross Motor	C. Active Play	3.2 Pedals and steers tricycle

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Health and Safety Practices				
<b>Standard (HP.03): Child develops an awareness and understanding of health, physical activity, and safety</b>				
Birth-9 months	Responds to vocalizations during routines, including diaper changes, feeding/eating, dressing.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Indicates needs and wants through vocalizations and body language when hungry, tired, uncomfortable, or has a soiled diaper.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Relaxes during bathing routines.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Recognizes the differences between adults who serve as primary caregivers and strangers.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	May display anxiety when faced with unfamiliar adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
7-20 months	Vocalizes needs and wants when hungry, tired, uncomfortable, or has a soiled diaper.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Reacts and responds to cues from adults regarding warnings of danger.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Reacts to adult verbal directions, but may need assistance to stop or avoid unsafe behavior.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Participates in personal care routines (e.g., hand washing, teeth brushing, bath time).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Puts out arms while shirt or coat is put on.	Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
	Brushes own teeth and gums with assistance.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
18-36 months	Participates in indoor and outdoor physical activities (e.g., running, jumping, climbing).	Gross Motor	B. Movement and Coordination	6. Jumps forward
				5.1 Runs
	Avoids dangers (e.g., blows on hot foods, hot surfaces, sharp utensils), but cannot be relied on to keep self safe.	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Communicates to adult when someone hurts them or makes them feel bad.	Adaptive	D. Personal Safety	1.1 Communicates internal distress, discomfort, or pain to adult
	Attempts personal care tasks independently (e.g., dressing, wipes nose with tissue, washes/dries hands).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Actively participates in indoor/outdoor physically active play that enhances health and well-being.	Gross Motor	B. Movement and Coordination	5.1 Runs
	Takes care of own toileting needs.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Cooperates and assists adult with tooth brushing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Uses good personal hygiene practices.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Follows program or safety rules with few reminders and recognizes signs of danger.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Communicates to peers and adults when seeing dangerous behaviors.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Understands the difference between safe and unsafe touch.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Identifies appropriate clothing for various weather conditions.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Recognizes safety issues with guns, water, fire, and strangers.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
4-5 years	Recognizes danger and poison symbols and avoids those objects/areas.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Recognizes the importance of doctor and dentist visits as a necessary and positive experience.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Cooperates and participates in care for illness (e.g., takes medicine with adult assistance, understands importance of taking each dose, uses tissue to blow nose).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Understands and explains that some practices may be personally dangerous (e.g., playing near streets and/or ditches, smoking, playing with matches or lighters).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Identifies adults that can help in dangerous situations (e.g., parents, teachers, police officers).	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Recognizes personal privacy in relation to their body.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Exhibits independence in toileting and other personal care tasks, such as teeth brushing, washing hands, blowing nose, dressing.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Nutrition				
Standard (HP.04): Develops healthy eating habits and exhibits increasing independence in eating abilities				
Birth-9 months	Breast or bottle feeds, depending on familial preference.	Adaptive	A. Eating and Drinking	4.2 Drinks from container held by adult
	Uses facial expressions and body movements to indicate hunger and satiation.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Regulates speed and intensity of eating.	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
	May experiment with tastes of pureed foods beginning at 6 months, and/or with physician's approval.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Explores food with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
7-20 months	Tries and eats a variety of foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Uses actions or words to indicate needs/preferences (e.g., turns head away, reaches toward food).	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Shows increasing interest in food and meal times.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Occasionally uses fork and spoon, although not always with accuracy.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
18-36 months	Eats own food at table with other children and/or adults.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Distinguishes between food and non-food items.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Uses serving utensils and begins to pass/receive food with assistance.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Uses fork and spoon with limited accuracy, but continues to use fingers often.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
		Adaptive	A. Eating and Drinking	3.2 Eats with fingers



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Uses spoon and fork, but may resort to fingers for efficiency.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Uses dramatic play and learning experiences to gain awareness of various food sources and how they're prepared.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Expresses hunger and satiety verbally and uses descriptive vocabulary for food preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Knows and participates in routines for serving, passing, and cleaning up after meals.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Uses serving utensils to self-serve food and exhibits increasing accuracy.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Passes food at the table, or participates in other culturally-specific family serving styles; is able to take appropriate sized portions.	Adaptive	A. Eating and Drinking	5. Uses culturally appropriate social dining skills
4-5 years	Accepts a wider variety of foods with various textures and flavors.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Displays greater accuracy with utensils, such as fork use and spreading soft foods with a knife.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Identifies food sources and is able to distinguish more or less healthy foods.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Develops understanding that eating healthy foods is important and they give them the energy to grow, think, and play.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	States food preferences, but is willing to try most new foods.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Able to provide simple explanations for their own and/or others' food allergies.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Language and Literacy				
Listening and Understanding				
<b>Standard (LL.01): Demonstrates continual growth in understanding increasingly complex and varied vocabulary</b>				
Birth-9 months	Startles or turns to sounds in the environment (e.g., loud sounds, voices, car horn).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Responds to words or gestures (stops crying when caregiver says “bottle”, smiles or laughs when told “Mommy/ Daddy is here”).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows understanding of some words, gestures, or signs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Reacts when hearing own name.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
7-20 months	Carries out simple request (wave “bye-bye”) or responds to simple questions (“Where’s your ball?”).	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Recognizes familiar social games and routines (smiles or pats hands together when the adult says “pat-a-cake”).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Points to objects, pictures, and body parts (nose, eyes, ears) as part of interactions with adults.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Understands approximately 100 words/utterances relevant to their experience and cultural context.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
18-36 months	Attends to and gains information from short stories, rhymes, fingerplays, and songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Responds with understanding to action words, such as “Let’s put the baby in bed.”	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Follows directions such as “Please go wash your hands, then sit down at the table.”	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Answers simple questions using short sentences.	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Imitates sounds and simple rhythms.	Cognitive	B. Imitation and Memory	2. Imitates novel words

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Listens to others and responds to feelings and expressed ideas.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Demonstrates understanding of the meaning of stories, songs, and poems.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Follows single, multistep, and complex directions in order. At first with adult support and later on their own.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Listens to stories that are read aloud, and shows understanding through body language, pointing to pictures, or retelling the story.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
4-5 years	Retells 2-3 key events from a well-known story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Demonstrates understanding of home and/or English languages during social interactions, program directions, and activities.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understands increasingly complex sentences that include multiple concepts.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Speaking and Communicating				
Standard (LL.02): Develops foundational skills to communicate effectively for a variety of purposes				
Birth-9 months	Uses differing cries to signal various needs.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Communicates nonverbally with adults and other children (e.g., reaches for object to indicate desire or turns away to end an interaction).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Combines different types of babbles.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Uses some consonant-vowel combinations (e.g., ba, ma).	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant–vowel combinations
	Engages in vocal play and turn-taking communication games with responsive adults.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Begins to point to objects in the environment.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Listens to and begins to respond to familiar words (e.g., mama).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
7-20 months	Babbles using the sounds of their home language.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Uses nonverbal communication to express ideas (e.g., signs “more”, waves bye-bye).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Names a few familiar objects in environment.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Uses one word to convey a message (e.g., “milk” for “I want milk”).	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
18-36 months	Communicates verbally ranging from single words to simple sentences.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Uses words or phrases to express wants, seek attention, protest, comment, or offer greetings.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Names objects or actions in picture books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Asks questions to achieve more information (e.g., What’s that?).	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Speaks so that familiar listeners (family members or others in the child’s immediate environment) are able to understand.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Is able to say own name.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Greets and initiates interactions with adults and peers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Uses sentences that include two or more separate ideas using new vocabulary that has been introduced.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Understands different rules for using language and variation in voice level.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Begins to understand body language as a nonverbal means of communication.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Uses some question words and some prepositions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Speaks clearly, or uses alternative communication methods, to be understood by unfamiliar listeners.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Uses non-verbal communication to enhance message (e.g., eye contact as culturally and individually appropriate, facial expression, gestures).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Uses social conventions in language with adult support.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Uses simple pronouns (e.g., I, me, you, mine, he).	Social-Communication	C. Communicative Expression	2. Uses plural pronouns to indicate subjects, objects, and possession in multiple-word sentences
	Demonstrates an emerging understanding of basic grammar rules, overgeneralization of grammar rules is common.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Attempts to independently solve problems through communicating with other children.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Follows agreed upon rules for discussions.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Understands and uses most question words.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Uses many frequently occurring prepositions.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begins to use new words and phrases acquired through conversations and exposures to texts.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses increasingly longer and more complex sentences to communicate ideas.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Changes word tense to indicate time.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Uses language to share ideas and gain information.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing).	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Maintains a topic of conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Phonological Awareness				
Standard (LL.03): Demonstrates knowledge of phonological awareness				
Birth-9 months	Startles to unfamiliar sounds.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Looks or turns towards a familiar person who says the child's name.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coos and uses physical movements to engage familiar others.	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Pays attention to familiar adults when they speak.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
7-20 months	Responds appropriately to familiar words (puts arms in the air when adult says "so big").	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Labels sounds when they are heard (e.g., says "dog" when they hear a dog barking).	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
18-36 months	Uses and imitates sounds when playing.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Recognizes sounds that are similar to those found in name.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Engages in activities that include rhyme and alliteration.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
3-4 years	Shows enjoyment of rhymes and alliteration.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Listens to two words and determines whether or not they rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Notifies that several words or names begin with the same sound.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Claps hands for each syllable in words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Recognizes rhyming words in songs, chants, or poems.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Identifies when initial sounds in words are the same (e.g., pumpkin, puppet).	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Distinguishes individual words in a sentence.	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Makes rhymes to simple words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Demonstrates phonemic awareness by playing with sounds to create new words.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Able to distinguish and count syllables in words.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Isolates the initial sound in some words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Produces rhyming words or words that have same initial sound.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Progresses in listening and telling differences in phonemes.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
	Isolates beginning and ending sounds of printed or spoken words.	Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Book Knowledge and Appreciation				
<b>Standard (LL.04): Demonstrates interest in and appreciation of reading-related activities</b>				
Birth-9 months	Explores physical features of books (chews, touches, handles, mouths).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Responds to language and shows enjoyment of the sounds and rhythms of language.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Looks at picture books and listens to adult talk about pictures.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
7-20 months	Explores books with interest.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Points to familiar pictures and actions in books.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Names pictures of familiar objects in books.	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Brings book to an adult to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Holds book upright.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Begins to recognize favorite books by the cover.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
18-36 months	Sustains attention for short periods of time while being read a book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Pretends to read books, turns pages, talks about or signs what is happening in the book.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Uses phrases to describe events in books.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Imitates concepts or actions from a familiar book.	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
	Requests favorite book to be read repeatedly.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Holds book right side up and begins to turn pages from front to back.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Demonstrates interest in and appreciation of reading-related activities.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Relates events in story to own knowledge and experience.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to sequence, predict, and retell a story (e.g., tells about the story from the pictures).	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Asks people to read stories, signs, and notes.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Understands that print carries meaning.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Answers questions about a story that has been read or repeats parts of the story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Chooses a favorite book.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Tells stories to others, real and imaginary.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrates an interest in different types of literature (e.g., nonfiction, poetry).	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
4-5 years	Utilizes books as a source of information.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Identifies main components of a story (major plot points).	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
	Asks people to read stories, signs, or notes.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Knows how to care for books.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Shows knowledge of basic print conventions when “reading” picture books.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Pretends to read book titles/simple stories.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Knows specific words related to books such as author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Print Awareness and Early Writing				
Standard (LL.05): Conveys meaning through drawing, letters, and words				
Birth-9 months	Hand movements become more precise and child can grasp objects and pass from hand to hand by the end of this stage.	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
7-20 months	Explores what he/she can do with crayons and paper and imitates what older children or adults do with similar materials.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Uses pincer grasp to pick up items.	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Shows interest in writing.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
18-36 months	Experiments with a variety of writing tools, materials, and surfaces.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Progresses from random scribbling to controlled scribbles.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Draws simple shapes or scribbles to represent objects or actions.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Draws straight lines or curved lines.	Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
	Talks with others about what they have drawn/written.	Literacy	E. Writing	1.2 Verbally labels representational drawings

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Shows an awareness of print as a form of meaningful communication (e.g., asks people to read notes, signs).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows an interest in early writing.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Uses scribbles, shapes, or pictures to represent specific thoughts, ideas, stories.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Copies simple lines and shapes.	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Writes some letter-like forms and letters with adult support.	Literacy	E. Writing	3. Writes words using conventional spelling
	Identifies his/her writing as distinct from his/her drawing.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Labels a drawing with several randomly placed, letter-like shapes.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Recognizes that the letters of the alphabet are a special category of visual graphics that can be named.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Shows awareness of letters (sings ABC song, recognizes letter(s) from own name).	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Creates writing with the intent of communicating (e.g., makes a pretend list).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	"Reads" familiar environmental print (e.g., logos, signs).	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Recognize the letters in their own name.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Recognizes writing as a way of communicating for a variety of purposes (e.g., giving information, sharing stories, or giving an opinion).	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Identifies some letters and numbers and progresses in the identification of letters.	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
	Uses pretend writing in play as a purposeful activity.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes and/or writes own name on artwork or possessions.	Literacy	E. Writing	3.2 Prints first name
	Progressively uses drawing, scribbling, letter-like form, and letters to intentionally convey meaning.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Recognizes that letters of the alphabet have distinct sound(s) associated with them.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Attends to the beginning letters in sounds and words.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Recognizably writes a majority of letters in their name.	Literacy	E. Writing	3.2 Prints first name
	Copies environmental print from signs/labels posted around room.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Makes some letter-sound connections (e.g., identifies letters and associates the correct sounds with letters).	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	May use invented spelling consisting of salient or beginning sounds to write words (e.g., B for ball or L for elevator).	Literacy	E. Writing	3.1 Writes using developmental spelling

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics				
Number and Operations				
<b>Standard (M.01): Demonstrates awareness of quantity, counting, and numeric competencies</b>				
Birth-9 months	Expresses desire for “more” through facial cues, sounds, and gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Explores objects one at a time.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Holds on to more than one object at a time (grasps toy in one hand and reaches for another object with other hand).	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
7-20 months	Begins to recognize the concept of quantity using “more” or “all gone”.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Imitates counting naming some number words without regard to sequence.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Understands descriptive words (big/small/same).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
18-36 months	Compares collections that are quite different in size.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Rote counts to 5.	Math	A. Counting	1.2 Recites numbers 1–3
	Begins to count objects by pointing to objects, but does not apply one-to-one correspondence.	Math	A. Counting	2. Counts out 10 items
	Imitates counting rhymes or songs.	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Recognizes some numerals.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Identifies first and second in a sequence (ordinal numbers).	Math	A. Counting	2. Counts out 10 items
	Begins to recognize how adding or subtracting objects changes the quantity.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Counts to 10 by ones with minimal prompting.	Math	A. Counting	2. Counts out 10 items
	Accurately counts quantities of objects up to 10, using one-to one-correspondence.	Math	A. Counting	2. Counts out 10 items
	Compares groups of up to 5 objects.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Represents addition and subtraction by manipulating up to 5 objects (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”; “I have four carrot sticks. I’m eating one. Now I have 3.”).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
4-5 years	Begins to subitize small quantities of up to 3 or 4 objects.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Counts verbally or signs to 20 by ones.	Math	A. Counting	3. Counts out 20 items
	Knows that written numbers are symbols for number quantities and, with support, begins to write numbers from 0 to 10.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Understands cardinality.	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Begins to represent simple word problem data in pictures and drawings.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Geometry and Spatial Sense				
Standard (M.02): Develops understanding of geometric shapes and spatial relationships				
Birth-9 months	Observes objects and people in the immediate environment.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reaches and grasps for objects.	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Explores object through the use of different senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focuses attention on an object in motion and follows it.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Puts objects in, out, on, and off of other things.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
7-20 months	Adjusts reach and grasp based on distance, size, and weight of object.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Drops objects and watches them move.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Explores space by moving self over, under, through, in, and around various objects and spaces.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Begins to identify physical obstacles and possible solutions (crawls around chair to reach object).	Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
18-36 months	Recognizes proper direction of objects (e.g., turns over upside-down cup).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Hides behind or between objects for play.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Shows beginning understanding of spatial concepts.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Matches similar shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Completes basic shape puzzle.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Responds to and uses spatial words.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Recognizes and names simple shapes in various sizes and positions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Combines different shapes to make representations or patterns.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Demonstrates an understanding of math concepts and vocabulary through representations such as movement, drawing, and building.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
4-5 years	Uses accurate terms to name and describe some two-dimensional shapes (e.g., circle, square, triangle) and begins to use accurate terms to name and describe some three-dimensional shapes (e.g., sphere, cylinder, cube).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Analyzes, compares, and sorts two and three-dimensional shapes and objects in different sizes.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Creates and builds shapes from components.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Patterns and Measurement				
<b>Standard (M.03): Demonstrates awareness of routines, predictable patterns, and attributes that can be measured</b>				
Birth-9 months	Shows visual interest in contrasting colors, patterns, textures.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Explores objects of different sizes and shapes to learn about their properties.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Attends to sounds and sensory opportunities encountered.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Places objects inside of other objects.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
7-20 months	Uses simple nesting or stacking toys (e.g., nests two to three cups, stacks three to four blocks of graduated size).	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
	Compares sizes of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Repeats sound patterns (clap hands).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Surprised by unexpected events (e.g., a large box is not heavy; a long object is pulled out of a small space).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Makes observations about measurable attributes (e.g., this is long and straight; this is too big).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
18-36 months	Follows steps in simple routine.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Uses some vocabulary related to size and quantity (e.g., big, bigger).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sorts objects into two groups based on a single characteristic.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Begins to generalize (and overgeneralize) measurement ideas (e.g., all adults are tall).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begins to use nonstandard (e.g., hand, shoe, yarn, block) tools to measure objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Identifies, describes, and extends simple patterns started by adult.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Sorts, orders, patterns, and classifies objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (length, height, weight).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Engages in meaningful conversations reflective of experiences with the materials present in the environment.	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Physically aligns two objects to directly compare length or height.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Represents the length of an immovable object (e.g., bench on a playground) using a third object (e.g., child's arms, string, stick).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Recognizes size of space ("This paper will let me make a big picture").	Cognitive	E. Scientific Discovery	2.3 Makes observations
4-5 years	Compares (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses comparative language (e.g., shortest, heaviest, biggest).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses strategies to determine measurable attributes.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Recognizes/identifies patterns in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Completes (i.e., fill in missing part) or extend (i.e., continue) given repeating patterns.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Completes or extends patterns without adult assistance.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begins to create and describe own patterns.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begins to translate patterns through other representations (e.g., connects "tall/short" fence pattern to another AB pattern in the classroom).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Data Analysis				
<b>Standard (M.04): Develops foundational skills in learning to understand concepts of classification, data collection, organization, and description</b>				
Birth-9 months	Shows visual interest in contrasting colors, patterns, textures.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Places objects inside of other objects.	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
7-20 months	Puts similar objects into piles.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses size words.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to sort objects by size or shape (e.g., beads, blocks, counting bears) with teacher support.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
18-36 months	Persists in activities that include organizing data (e.g., creating a chart of children's preferences following an apple tasting activity).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	When prompted, communicates thinking while engaged in mathematical activities.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
3-4 years	Graphs real objects or pictures of objects as a way to organize information.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Participates in recording specific information about self (e.g., favorite color, ice cream, or other topic of interest).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describes and analyzes information from simple graphs.	Cognitive	E. Scientific Discovery	2.3 Makes observations
4-5 years	Engages in tasks that involves collecting information and creating a strategy to show the data (e.g., Adult asks group of children their favorite color, graphing responses – 5 like orange, 3 like purple).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Participates in group tasks that involve identifying which graph represents “more” or “less” or “the same”.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Makes inferences from graphic examples (e.g., Most of us like red apples, no one likes green apples.).	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Draws simple maps of the learning environment, neighborhood, or other relevant places.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science				
Scientific Knowledge				
<b>Standard (S.01): Demonstrates a basic awareness and use of scientific concepts</b>				
Birth-9 months	Explores strategies to create a result (shakes rattle to see if it produces a sound, tries to activate musical toy).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Gains knowledge about the environment through observation and physical manipulation (banging hard objects together produces a sound, stack of blocks falls when pushed, water splashes).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7-20 months	Gains knowledge about the environment through physical manipulation (puts shapes in shape sorter, engages in sensory play).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognizes and identifies physical properties of objects (big/little, hot/cold, in/out).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
18-36 months	Increases understanding of simple cause and effect relationships.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Shows interest in scientific concepts related to space and time.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Shows increased knowledge and memory for details and routines.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Expands vocabulary related to scientific concepts (e.g., names animals, describes weather).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
3-4 years	Compares and contrasts properties of objects (e.g., sink or float).	Cognitive	E. Scientific Discovery	4. Uses early conceptual comparisons
	Provides simple verbal or signed descriptions of observed phenomenon.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Differentiates between living and nonliving organisms.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describes or represents a series of events in the correct sequence.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to use scientific vocabulary.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Shows interest in measurement of time, length, distance, weight.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Describes observable phenomena using adjectives and labels.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Uses scientific practice words (e.g., observe, experiment, compare).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses scientific content words (e.g., some plants are comprised of stems, roots, leaves).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses measurement tools (e.g., scale, ruler, unit blocks) to quantify similarities and difference between objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Uses non-adult sources to gather information (e.g., reference books).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Develops beginning understanding of caring for the environment.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Scientific Skills and Methods				
<b>Standard (S.02): Develops foundational skills in learning and understanding about the world through exploration and investigation</b>				
Birth-9 months	Shows initiative and curiosity (pursues interesting object – first visually, then by reaching, crawling, etc.).	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Manipulates and explores unfamiliar item to discover what it will do.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
7-20 months	Actively explores objects and experiences their properties through the senses.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeats actions that cause an interesting effect (drops food from high chair to hear the “plop”), at first by accident and later, intentionally.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
18-36 months	Uses descriptive words to make observations, and describe objects and actions in the environment.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Demonstrates initiative and curiosity in exploring the environment.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Engages in simple processes to reach an outcome (e.g., mixes paint colors to see what happens).	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
3-4 years	Explores various materials to learn about characteristics of objects, plants, animals, and various phenomena (e.g., weight, shape, size, color, temperature).	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Begins to look for answers to questions through active investigation.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets, microscope, or magnifying glasses).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Asks questions about the relationship between two things (e.g., Why do you think some animals sleep in the day?).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Makes observations, asks questions, predicts, draws conclusions, explains, and tries things out to see what will happen.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Independently uses simple tools to conduct an investigation to increase understanding.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Collects, describes, and records information through discussions, drawings, maps, and charts.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Communicates results of an investigation.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Begins to distinguish evidence from opinion.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences



NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts				
Music				
<b>Standard (CA.01): Develops foundational skills to support creative expression through voice, instruments, and objects</b>				
Birth-9 months	Begins to calm when hearing songs or soothing voices.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Experiments with vocalizations and sounds.	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Bangs or shakes object to produce a sound.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
7-20 months	Enjoys producing music and other sounds with rattles, bells, music boxes, etc.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Imitates sounds using voice or objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Claps, bounces, and begins to dance to music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-36 months	Repeats parts of simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Uses instruments to produce rhythm and musical sounds.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Experiments with a variety of sound-making objects.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Participates in musical activities (singing, dancing, finger plays, etc.).	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Knows and asks for favorite songs.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3-4 years	Responds to tempos presented in a variety of ways (marches, gallops, claps according to beat).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitates or spontaneously sings an entire verse of a song.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Produces rhythmic patterns to familiar songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Sings songs that use the voice in a variety of ways.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Responds to rhythmic patterns in music.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Describes feelings and reactions in response to diverse musical genres and styles.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Creates own songs and movements.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Vocalizes and uses instruments in more complex music/songs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Visual Art				
<b>Standard (CA.02): Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms</b>				
Birth-9 months	Shows preference for particular visual stimuli.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Participates in a variety of tactile/sensory experiences such as water, textures, etc.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explores the physical properties of objects (shape, texture).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
7-20 months	Experiments with finger paint, large crayons, and other suitable art materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Expresses preferences for certain art materials.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Looks at pictures, photographs, and illustrations.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-36 months	Experiments with a variety of art media and tools to color, paint, scribble, sculpt (play dough).	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shows pride in ability to use art materials and enjoys showing completed art to others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Shows preferences for colors or pictures.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
3-4 years	Demonstrates self-expression with art materials.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Creates work that requires some planning.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Draws or paints images with a few details.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Can work independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Uses materials to build and create a three-dimensional structure to represent another item (blocks become a castle, clay becomes a snake).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Demonstrates the safe and appropriate use and care of art materials and tools.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Drawing becomes better defined and more detailed.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Develops growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Recognizes and describes various art forms.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Reflects on differences and preferences when encountering artwork.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrates understanding of art vocabulary and concepts.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Discusses own artistic creations and those of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Movement				
Standard (CA.03): Develops foundational skills that support creative expression through movement				
Birth-9 months	Moves body when happy and excited.	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Responds to music with body movements.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
7-20 months	Likes to engage in movement activity with adult (e.g., dances, fingerplays).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to initiate or imitate simple body movements (claps hands, touches head when prompted in song).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Engages in creative locomotor and non-locomotor movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
18-36 months	Shows increasing body control (e.g., hops, jumps, marches).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoys creative movement (“hops like a rabbit”, “flies like a bird”).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Enjoys silly songs with movement (“Ring Around the Rosey”, “Hokey Pokey”).	Social-Communication	A. Early Social Communication	4.3 Expresses desire to continue activity
	Dances to music and songs.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
3-4 years	Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Uses props to create special movements and dances (scarves, streamers, instruments).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
4-5 years	Responds to changes in tempo and rhythm through body movement.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Participates in simple sequences of movements.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Defines and maintains personal space, concentration, and focus during creative movement/dance performances.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Participates in or observes a variety of dance and movement activities.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
	Begins to demonstrate appropriate audience skills during creative movement and dance performances.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Dramatic Play				
Standard (CA.04): Expresses creativity using puppetry, storytelling, dance, plays, and theater				
Birth-9 months	Focuses on and responds to adult facial expressions and voice tones.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Imitates sounds, facial expressions, and gestures of another person.	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Plays with toys that represent real objects (animals, vehicles, dolls, spoons).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
7-20 months	Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Responds to favorite stories.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Engages in simple fingerplays.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Repeats repetitive phrase of stories at appropriate time or anticipates and verbalizes action of story.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Uses vocal intonation in play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engages in simple whole-group dramatics.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
18-36 months	Uses words and/or actions to portray a role, situation, or setting.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Engages in object substitution (e.g., uses block as a phone) during play.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Engages in role play independently or next to other children.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Acts out simple games or stories with adult support.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

NE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
3-4 years	Recites nursery rhymes and simple songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Acts out or retells a familiar story.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Uses costumes to disguise self and become a character.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Talks to and plays with pretend friends, stuffed animals, and other toys.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Creates stories with props or manipulatives.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Engages in role play in various activities such as dramatic play, block play, or outdoor play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
4-5 years	Recognizes difference between pretend/fantasy and reality.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Repeats dialogue and movement to tell a story.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Creates roles for self and others in dramatic play situations using body and dialogue.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses props/objects in creative ways to promote and enact a story.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Critiques drama experiences.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange