



ALIGNMENT

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

WITH
Wyoming's Early Learning Standards,
Birth through Kindergarten

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

This document aligns *Wyoming’s Early Learning Standards, Birth through Kindergarten: A Practice-based Tool for Early Childhood Educators* [2022] 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.

Wyoming’s Early Learning Standards, Birth through Kindergarten: A Practice-based Tool for Early Childhood Educators. (2022). Retrieved from: https://www.wyecplc.org/application/files/5316/4744/9838/Wyoming_Learning_Standards.pdf

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Relationships and Interactions

Emotional Development

Children develop a sense of identity and belonging by:

Developing an awareness and appreciation of self as a unique, competent, and capable individual.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Feeling a sense of pride and belonging to family, community, and other groups.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Expressing confidence in a range of abilities and in the capacity to accomplish tasks and take on new challenges.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Children demonstrate healthy emotional expression and functioning by:

Expressing, recognizing, and labeling their body's sensations and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Adapting to diverse situations and new environments with appropriate emotions and behaviors.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Managing their internal state and emotions with increasing independence.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
Handling impulses and behavior with support from adults.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Social Development

Children build relationships with adults by:

Showing trust, developing emotional bonds, and interacting comfortably with adults.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
Communicating with familiar adults and accepting or requesting guidance.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Children build relationships with peers by:			
Engaging in and maintaining positive interactions and relationships with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Engaging in age-appropriate social play (e.g., parallel, associative, cooperative).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Social-Emotional	C. Interactions with Peers	4. Maintains engagement in games with rules
Using problem-solving skills to resolve conflicts with other children.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Children demonstrate pro-social behavior by:			
Recognizing and labeling others' emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
Expressing care and concern toward others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
Recognizing how actions affect others.	Social-Emotional	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
Asserting themselves and communicating preferences in age-appropriate ways.	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
Participating collaboratively with a group.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities

Culture, Family, and Community

Children develop an understanding of culture, family, and community by:

Demonstrating self-awareness, confidence, family pride, and positive social identities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Expressing comfort and joy with human diversity, using accurate language for human differences, and forming deep, caring connections across all dimensions of human diversity.	Cognitive	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Developing an awareness of the functions, contributions, and diverse characteristics of their own family and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Recognizing and describing physical features of the classroom, home, and community.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Developing an understanding of the basic principles of how communities function.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Recognizing unfairness (injustice), using language to describe unfairness, and understanding that unfairness hurts.	Social-Emotional	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Demonstrating a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations

Communication

Communication

Children demonstrate receptive language skills by:

Understanding, responding to, and learning from conversations with others.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Responding appropriately to simple statements, directions, questions, and stories.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
Comprehending increasingly complex and varied vocabulary.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues

Children demonstrate expressive language skills by:

Using increasingly complex and varied vocalizations and vocabulary to express ideas and needs.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
Communicating in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
Understanding, following, and using appropriate social and conversational rules.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Persisting with conversations through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Varying the amount of information provided to meet the demands of the situation.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
Expressing themselves in increasingly long, detailed, and sophisticated ways.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others

Literacy

Children gain early reading skills and an appreciation for books by:

Showing interest in shared reading experiences and engaging with books independently.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Comprehending meaning from pictures and stories.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
Demonstrating an understanding of narrative structure through storytelling/retelling.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Engaging with or asking and answering questions about a book that is read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Recognizing how books are read (front to back and one page at a time) and recognizing basic features of books such as title, author, and illustrator.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
Making connections between stories and real-life experiences.	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books

Children demonstrate phonological awareness by:

Attending to, repeating, and using rhythms, rhymes, phrases, or refrains from stories or songs.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Demonstrating awareness that spoken language is composed of smaller segments (e.g., words, syllables, and sounds).	Literacy	B. Phonological Awareness	2. Segments compound words into component words
	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds

Children develop writing skills by:

Recognizing that writing is a way of communicating for a variety of purposes.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Using a combination of drawing, dictating, and writing to tell a story.	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
Communicating through written representations, symbols, and letters using increasingly sophisticated marks.	Literacy	E. Writing	3. Writes words using conventional spelling

Children gain knowledge of print concepts and the alphabet by:

Identifying letters of the alphabet and producing correct sounds associated with letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
Developing an understanding that print carries a message through symbols and word.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures

Cognition

Approaches to Learning

Children foster initiative and curiosity by:

Demonstrating eagerness to explore, learn about, and discuss a range of topics, ideas, and tasks.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Demonstrating flexibility, imagination, and inventiveness in approaching tasks and activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Planning, initiating, and completing learning activities with peers.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Children practice cognitive self-regulation and executive function skills by:

Demonstrating an increasing ability to control impulses.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
Maintaining focus, sustaining attention, and persisting in tasks with age-appropriate support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Using memories as a foundation for more complex actions and thoughts.	Cognitive	B. Imitation and Memory	3. Relates past events
Demonstrating flexibility in thinking and behavior.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Shifting attention between tasks and moving through transitions with minimal direction.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity

Children demonstrate symbolic representation by:

Using imagination in play and interactions with themselves, materials, and others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Recognizing the difference between pretend or fantasy situations and reality.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Representing people, places, things, and processes, through drawings, movement, writing, and three-dimensional objects.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Exploring and representing their ideas through creative arts.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Mathematics

Children build an understanding of number sense and operations by:

Developing a sense of quantity and number.	Math	A. Counting	2. Counts out 10 items
	Math	A. Counting	3. Counts out 20 items
	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Knowing number names and counting sequences.	Math	A. Counting	2.2 Recites numbers 1–10
	Math	A. Counting	3.2 Recites numbers 1–20
	Math	A. Counting	4.1 Recites numbers 31–100
Recognizing the number of objects in a set.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
Comparing numbers and quantities.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Math	B. Quantitative Relations	2. Compares items in sets of 6 to 10 by counting
	Math	B. Quantitative Relations	2.1 Compares items in sets of 6 to 10 by matching
	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
	Math	B. Quantitative Relations	3.1 Compares items in sets of 11 to 20 by matching
	Math	B. Quantitative Relations	3.2 Compares items in sets of 11 to 20 by visual examination
Associating a quantity with written numerals and writing numbers.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
	Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20
Understanding addition as adding to and understanding subtraction as taking-away-from.	Math	D. Addition and Subtraction	1.5 Demonstrates understanding of concept of addition
	Math	D. Addition and Subtraction	2.3 Demonstrates understanding of concept of subtraction

Children practice measurement and comparison by:

Measuring objects by their various attributes using standard and non-standard measurement.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Using differences in attributes to make comparisons.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Identifying currency and recognizing that it holds value.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Children develop spatial sense and an understanding of geometry by:			
Exploring the positions of objects and their movement in space.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Identifying, describing, comparing, and composing 2D and 3D shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Children practice sequencing and patterns by:			
Matching, sorting, classifying, and ordering objects.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Recognizing, duplicating, and extending simple patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Scientific Reasoning			
Children engage in scientific inquiry by:			
Exploring, observing, and describing objects, materials, organisms, and events.	Cognitive	E. Scientific Discovery	2.3 Makes observations
Comparing and categorizing observable phenomena.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Using understanding of causal relationships to act on social and physical environments.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Engaging in scientific talk.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Developing an understanding of the processes that assist people in designing and building.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Children practice science and engineering skills by:			
Using a variety of strategies to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Asking a question, gathering information, and making predictions.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Planning and conducting investigations and experiments.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
Analyzing results, drawing conclusions, and communicating results.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Physical Health and Development

Physical Development

Children develop gross motor skills by:

Demonstrating control, strength, and coordination of large muscles.	Gross Motor	A. Body Control and Weight Transfer	All
	Gross Motor	B. Movement and Coordination	All
Using perceptual information to guide movement and interactions with objects and other people.	Gross Motor	C. Active Play	All

Children develop fine motor skills by:

Demonstrating increasing control, strength, and coordination of small muscles.	Fine Motor	A. Reach, Grasp, and Release	All
Exhibiting complex fine motor coordination when using tools to complete tasks.	Fine Motor	B. Functional Skill Use	All

Daily Living Skills

Children develop an understanding of health, nutrition, and safety practices by:

Demonstrating healthy behaviors that contribute to lifelong well-being through physical activity.	Gross Motor	C. Active Play	All
Demonstrating personal health and hygiene skills and practicing self-care routines.	Adaptive	B. Personal Care Routines	2. Bathes and dries self
	Adaptive	B. Personal Care Routines	2.1 Washes and dries face
	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
Exploring and enjoying a variety of nutritional foods and developing healthy eating practices.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
Developing knowledge and skills that help promote nutritious food choices and eating habits.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures

WY Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Developing an awareness and understanding of safety rules and routines while learning to make safe and appropriate choices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Assessing situations and taking appropriate risks.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols