



aepsi<sup>®</sup>

See the  
new and improved

**AEP*S*i** system



## Children

CREATE ASSESSMENT

My Children (9) Groups (2)

IMPORT CHILD | ADD CHILD

NAME	AGE	DATE OF BIRTH	CLASSROOM	LEAD PROVIDER	STATUS
Arellano, Eddie	2 years	04/25/2021	Daisy Classroom	Belle, Monica	Active <a href="#">VIEW</a>
Barnes, Troy	4 years	08/24/2019	Sunshine Classroom	Rivera, Leah	Active <a href="#">VIEW</a>
Fletcher, William	3 years	01/02/2021	Daisy Classroom	Rivera, Leah	Active <a href="#">VIEW</a>
Giron, Jamal	5 years	02/06/2019	Sunshine Classroom	Rivera, Leah	Active <a href="#">VIEW</a>
Hamilton, Gordon	3 years	03/07/2021	Daisy Classroom	Rivera, Leah	Active <a href="#">VIEW</a>
Setzer, Hannah	2 years	03/17/2022	Daisy Classroom	Clause, Amy	Active <a href="#">VIEW</a>
Smith, Sylvia	4 years	10/16/2019	Sunshine Classroom	Clause, Amy	Active <a href="#">VIEW</a>

# My Children

View all your assigned children





Arellano, Eddie

[VIEW FULL PROFILE](#)

ID: 01HM9J4K3TMJ3P6VY3W7QSPWF4 | Alt ID: 19454582

Date of birth 04/25/2021

Weeks premature 0

Age 2 years

Developmental status Dev Delay Or Disability

Gender Male

Status Active

Program [HERNWOD ELEMENTARY SCHOOL](#)

Classroom [DAISY CLASSROOM](#)

Providers Belle, Monica ★  
Clause, Amy  
Rivera, Leah ★ = lead provider [EDIT TEAM](#)

Caregivers Arellano, Elizabeth [EDIT TEAM](#)

### Assessments

[CREATE NEW ASSESSMENT](#)

ASSESSMENT DATE	TYPE	TAGS	OSEP	STATUS	
11/28/2022	<span>AEPS-3 Test</span>		<span>Near Entry</span>	✓ Completed	<a href="#">VIEW</a>
02/22/2024	<span>AEPS-3 Test</span>			✓ Completed	<a href="#">VIEW</a>

# Child Summary

See child data in one convenient location



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**Arellano, Eddie**  
 DOB: 04/25/2021 | ID: 01HM9J4K3TMJ3P6VY3W7QSPWF4 | Alt ID: 19454582

[CHILD SUMMARY](#) [PRINT CODF](#)

Summary Fine Motor **Gross Motor** Adaptive Social-Emotional Social-Communication Cognitiv

EXAMINER \* ●  
 Clause, Amy

AREA TEST DATE \* ●  
 Nov 28, 2022

▶ Key

[VIEW DIRECTIONS](#) | [VIEW CURRICULUM](#) [EXPAND ALL](#) | [SHOW PREVIOUS SCORE](#)

▶ Strand A: Body Control and Weight Transfer

▶ Strand B: Movement and Coordination

▶ Strand C: Active Play

# Child Observation Data Form

Gather child assessment data for all 8 areas of AEPS-3

Strand A: Body Control and Weight Transfer			
GOALS & OBJECTIVES	TARGET	SCORE	NOTES
1. Turns head, moves arms, and kicks legs independently of each other	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
1.1. Kicks legs	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
1.2. Waves arms	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
1.3. Turns head side to side	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
2. Puts weight on one hand or arm while reaching with opposite hand	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
2.1. Remains propped on extended arms with head lifted	<input checked="" type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input checked="" type="checkbox"/> Q <input type="checkbox"/> R
2.2. Remains propped on nonextended forearms with head lifted	<input checked="" type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
3. Rolls from back to stomach	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
3.1. Rolls from stomach to back	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
3.2. Rolls from back or stomach to side	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R

# Child Observation Data Form

Quickly score goals and objectives

Item	Completed	2	1A	1I	1AI	0	C	M	Q	R
2. Puts weight on one hand or arm while reaching with opposite hand <small>When lying on stomach with head lifted, child puts weight on one hand or arm while reaching with opposite hand. Reaching must be done with each hand.</small> 	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1. Remains propped on extended arms with head lifted	<input checked="" type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2. Remains propped on nonextended forearms with head lifted	<input checked="" type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rolls from back to stomach	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1. Rolls from stomach to back	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Rolls from back or stomach to side	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assumes balanced sitting position	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1. Assumes hands-and-knees position from sitting	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Regains balanced, upright sitting position after reaching across body	<input type="checkbox"/>	2	1A	1I	1AI	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Child Observation Data Form

Expand a test item to review the criterion



## AEPS-3 Test

**Arellano, Eddie**

DOB: 04/25/2021 | ID: 01HM9J4K3TMJ3P6VY3W7QSPWF4 | Alt ID: 19454582

[CHILD SUMMARY](#)

[PRINT CODE](#)

**Summary**

**Motricidad fina**

**Motricidad gruesa**

**Habilidades adaptativas**

**Socio-emocional**

**Comunicación**

**TEST DATE**

Nov 28, 2022

**TEST CREATED**

02/28/2024

**TEST COMPLETED**

02/28/2024

**STATUS**

Completed

**OSEP SELECTION**

Near Entry

**LANGUAGE SELECTION**

[ENGLISH](#)

[SPANISH](#)

**CURRICULUM**

[VIEW CURRICULUM](#)

This child already has a near entry test.

**DIRECTIONS**

[VIEW DIRECTIONS](#)

**ASSESSMENT COMMENTS**

# Test Items Available in Spanish

Toggle between English and Spanish under Language Selection

GOALS	TARGET	SCORE	NOTES
1. Manipulates object with two hands, each performing different action FM.B3	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
2. Holds writing tool using three-finger grasp to write or draw FM.C1	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
3. Jumps forward GM.B6	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
4. Skips GM.B7	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
5. Uses hands to hang on play equipment with bars GM.C2	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R
6. Uses culturally appropriate social dining skills	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R

# Ready-Set

A shorter, 40-item assessment of skills needed for school readiness and early school success





## Activities

SELECT ACTIVITIES

NAME	STATUS
Blanket Play	✓ Completed
Book About Me	✓ Completed
Classroom Routines & Transitions	🔄 In Progress
Conversations with Familiar Adults	🔄 In Progress
Dramatic Play	🔄 In Progress
Eating & Mealtime	🔄 In Progress
Outdoor Play	🔄 In Progress
Playdough & Manipulatives	🔄 In Progress
Store	🔄 In Progress
Story Time	🔄 In Progress

## Children

EDIT GROUP

NAME	DOB	ID
Hamilton, Gordon	03/07/2021	01HM9J4K4WRE09Z2MD3K7SE
Setzer, Hannah	03/17/2022	01HM9J4K4AWWHD4GSPFJW3
Warren, Katherine	05/02/2022	01HM9J4K3K7282J3Q1Z4S4PSC

# Assessment Activities

Assess up to 5 children at once with engaging activities

*Includes*

- 10 center-based activities
- 10 home-based activities





SELECTED ACTIVITY ●

ACTIVITY DATE ● ●

Book Time ▼

Jan 10, 2024

#### ACTIVITY DESCRIPTION

This assessment activity encourages children to create books about themselves, their families, friends, and other things of interest (favorite toys, foods, pets), and it involves more than children reading a book with familiar adults. This small-group activity gives children opportunities to show what they know and can do related to sharing their likes and dislikes; using words, phrases, and sentences; and repeating rhyming words. Skills such as functionally using reading materials, locating objects, and sounding out words can be assessed as well. Children should be encouraged to sit, orient a book, identify letter names and associated sounds, and interact with familiar adults.

#### Fine Motor

COLLAPSE AREA

#### B. Functional Skill Use

3. Manipulates object with two hands, each performing different action

[EXPAND CRITERION](#)

CHILD	TARGET	SCORE	NOTES
Smith, Sylvia	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R <input type="checkbox"/>
Thomas, George	<input type="checkbox"/>	2 1A 1I 1AI 0	<input type="checkbox"/> C <input type="checkbox"/> M <input type="checkbox"/> Q <input type="checkbox"/> R <input type="checkbox"/>

#### C. Mechanics of Writing

1. Holds writing tool using three-finger grasp to write or draw

# Ready-Set Assessment Activities

Assess up to 5 children at once with engaging activities

*Includes*

4 center-based activities  
3 home-based activities



## Score Summary Report

PRINT

CHILD NAME	DATE OF BIRTH	CHILD ID	CHILD ALT ID
Arellano, Eddie	04/25/2021	01HM9J4K3TMJ3P6VY3W 7QSPWF4	19454582
REPORT DATE	PROGRAM	ASSESSMENT TYPE	
03/18/2024	Hernwood Elementary School	AEPS-3	

▶ Select Test Dates ▼

### Fine Motor

Test Date	02/22/2024
Raw Score	46
Possible Score	62
Percent Score	74.2%

# Score Summary Report

Review the results of  
an assessment





## Ready-Set Score Summary Report

PRINT

<b>CHILD NAME</b>	<b>DATE OF BIRTH</b>	<b>CHILD ID</b>	<b>CHILD ALT ID</b>
Smith, Sylvia	10/16/2019	01HM9J4K58JND3JVJMW W6ADRC8	19454589
<b>REPORT DATE</b>	<b>PROGRAM</b>	<b>ASSESSMENT TYPE</b>	
03/29/2024	Hernwood Elementary School	Ready-Set	

Select Test Dates

Test Date	02/22/2024	03/29/2024
Raw Score	51	61
Possible Score	80	80
Percent Score	63.7%	76.3%

# Ready-Set Score Summary Report

Review results of the  
Ready-Set



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**Math**

T1: 09/05/2023  T2: 01/18/2024

Strand A: Counting

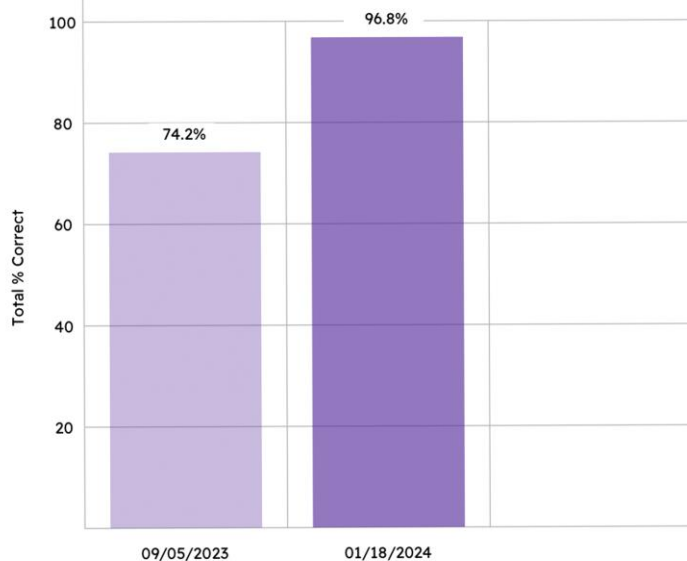
<b>Objective: 1.2</b> T1: 2 T2: 2 Recites numbers 1-3	<b>Objective: 1.1</b> T1: 2 T2: 2 Counts 3 items to determine "How many?"	<b>Goal: 1</b> T1: 2 T2: 2 Counts out 3 items
<b>Objective: 2.2</b> T1: 2 T2: 2 Recites numbers 1-10	<b>Objective: 2.1</b> T1: 1 T2: 2 Counts 10 items to determine "How many?"	<b>Goal: 2</b> T1: 0 T2: 1 Counts out 10 items
<b>Objective: 3.2</b> T1: 1 T2: 2 Recites numbers 1-20	<b>Objective: 3.1</b> T1: 0 T2: 0 Counts 20 items to determine "How many?"	<b>Goal: 3</b> T1: 0 T2: 0 Counts out 20 items
<b>Objective: 4.2</b> T1: 0 T2: 2 Recites numbers 1-30	<b>Objective: 4.1</b> T1: 0 T2: 0 Recites numbers 31-100	<b>Goal: 4</b> T1: 0 T2: 0 Skip counts by tens to 100

Strand B: Quantitative Relations

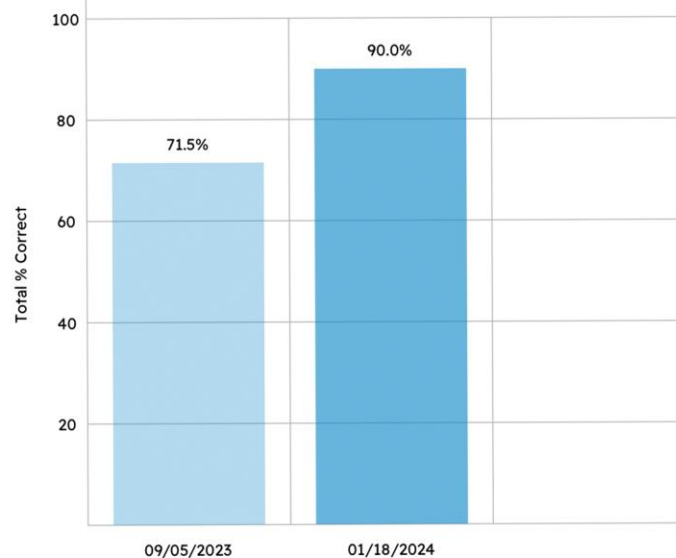
# Child Progress Record

See the skills a child has mastered, plus future goals and objectives

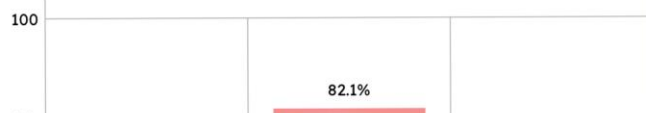
### Fine Motor



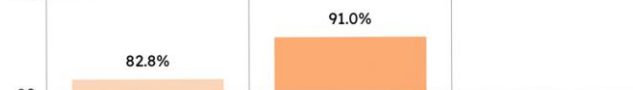
### Gross Motor



### Adaptive



### Social-Emotional



# AEPS-3 Results

Compare test periods side-by-side with the Graphed Scores Report



### Social-Emotional

D.1.2. Responds appropriately to directions during small-group activities

2

D.1.3. Remains with group during small-group activities

2

### Emerging Performance

D.2. Interacts appropriately with others during large-group activities

1I

B.3.1. Explains or shows others how to do tasks mastered

1I

A.3.2. Follows familiar social routines with familiar adults

1AI

Q

D.2.1. Interacts appropriately with materials during large-group activities

1I

# Present Level of Functioning

See items organized by score in each of the developmental areas

**Gross Motor**

| No AEPS-3 items are indicated in this area.

**Adaptive**

	Score	Notes	Comments	IFSP/IEP Example
<b>Strand A: Eating and Drinking</b>				
A.5. Uses culturally appropriate social dining skills	1A	Q		The child will use social dining skills appropriate to the child's culture while eating. (The child washes hands before eating.)

**Social-Emotional**

	Score	Notes	Comments	IFSP/IEP Example
<b>Strand D: Independent and Group Participation</b>				
D.3. Initiates and completes independent	1A			The child will initiate and complete age-appropriate activities without

# IFSP/IEP Summary

Shows all items selected as targets with IFSP/IEP examples





### Social-Emotional

Area Goal Score	13
Area Cutoff Score	19
Result	Falls at or below the range for typically developing children, indicating development is delayed.

### Social-Communication

Area Goal Score	16
Area Cutoff Score	13
Result	Performing within the range for typically developing children, indicating no delay in development.

### Cognitive

Area Goal Score	19
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# Eligibility Cutoff Scores Report

See a child's eligibility status using the AEPS-3 cutoff scores





### Status of All Children

<b>Program</b>	<b>Report Date</b>	<b>Assessment</b>	<b>Downloads</b>
HERNWOOD ELEMENTARY SCHOOL	03/18/2024	AEPS-3	<a href="#">CSV</a>
<b>Tested in Last 3 Months</b>	<b>Tested in Last 6 Months</b>	<b>Tested Over 6 Months Ago</b>	
1	0	2	

### Tested Children

Program	Child	DOB	AEPS Test Date	Fine Motor			Gross Motor			Adap	
				Score	Possible	%	Score	Possible	%	Score	Poss
Hernwood Elementary School	Giron, Jamal	02/06/2019	02/22/2024	52	62	83.9%	108	130	83.1%	86	10
Hernwood Elementary School	Barnes, Troy	08/24/2019	01/18/2024	60	62	96.8%	117	130	90.0%	87	10
Hernwood Elementary School	Arellano, Eddie	04/25/2021	11/28/2022	26	62	41.9%	52	130	40.0%	17	10

### Untested Children

Program	Child	DOB
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# Status of All Children Report

View area scores for children and see a list of children not yet tested in your program



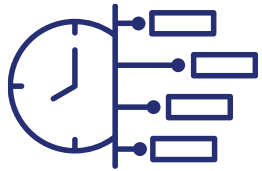
# Group Reports

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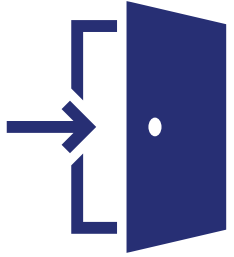
Additional reports are coming soon



**Progress of All Children**

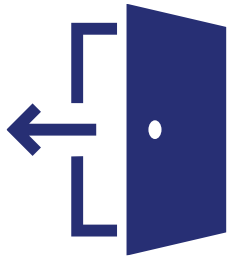


**Group Goal Planning Matrix**



## Entry Data Only

- ▶ Aggregate Percentages
- ▶ Categories for Each Child
- ▶ Ratings for Each Child



## Progress Data

- ▶ Aggregate Percentages
- ▶ Ratings for Each Child



## OSEP Individual Child OSEP Status

# OSEP Reports



















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Generate reports for  
accountability

**COMING SOON!**

## Explore Routines and Activities

Access 18 AEPS-3 Curriculum routines and activities at the Beginning, Growing, and Ready levels for strategies to teach skills as young children play, participate, and engage in their daily lives and ongoing interactions with peers and family. Choose a routine or activity to find concurrent skills by AEPS-3 area, examples of embedded learning, and evidence-based universal, focused, and specialized teaching strategies matched to children's support needs.

 Active & Outdoor Play	 Arrival & Departure	 Art
 Bath Time	 Block Play	 Circle Time
 Diapering, Toileting, & Handwashing	 Dramatic Play	 Dressing
 Field Trips	 Math	 Meals & Snacks
 Music & Movement	 Nap & Sleep	 Science
 Sensory	 Technology	 Writing


# Curriculum

Includes content for 18 routines and activities

aepsi3.com

Clause, Amy  
Hernwood Elementary School

## Active & Outdoor Play



Active & Outdoor Play includes children’s participation in activities that help develop and use balance and mobility to acquire a vast array of motor skills (climbing, riding, walking, running, jumping, throwing, kicking, rolling, swinging, catching). These activities change significantly over time as young children become more aware of their environments (surfaces, toys, people, spaces) and more interested in using various items in their active play, such as push and pull toys, riding toys, and playground equipment (balls, jump ropes, hoops and rings, climbing and hanging bars, slides and tunnels, swings, teeter-totters, merry-go-round, balance beam).

Beginning	Growing	Ready
<p>The Beginning level of Active &amp; Outdoor Play uses skills from seven areas (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, and Math). This level includes foundational skills that many children acquire in the first year to 18 months of life. Review concurrent skills, embedded learning opportunities, and teaching strategies at universal, focused, and specialized tiers of</p>	<p>The Growing level of Active &amp; Outdoor Play uses skills from eight areas (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math). This level includes skills that require children to combine and apply earlier skills. These typically appear during the toddler years, from 18 months to 3 years of age. Review concurrent skills, embedded learning opportunities, and teaching</p>	<p>The Ready level of Active &amp; Outdoor Play uses skills from eight areas (Fine Motor, Gross Motor, Adaptive, Social-Emotional, Social-Communication, Cognitive, Literacy, and Math). This level includes more complex developmental and early academic skills that are typical of preschool-age children and important for success in school. Review concurrent skills, embedded learning opportunities, and</p>

# Curriculum

Each routine/activity begins with a short description and features strategies in 3 levels—Beginning, Growing, and Ready





## AEPSi Help and Resources

### AEPSi Help and Resources

The interactive help center provides access to all the resources and content you need to use AEPSi successfully, including knowledge base articles, online tutorials, and key documents/downloads.

#### GLOSSARY

Use the glossary to familiarize yourself with common AEPS-3 and AEPSi terms.

#### KNOWLEDGE BASE

Search Knowledge Base to find answers to frequently asked questions, clear guidance, and “how-tos” for AEPSi.

#### AEPSI QUICK GUIDES

Use these short, step-by-step guides to help get you up and running with AEPSi.

#### TUTORIALS

Use this series of video tutorials to walk through the features and functionality of AEPSi.

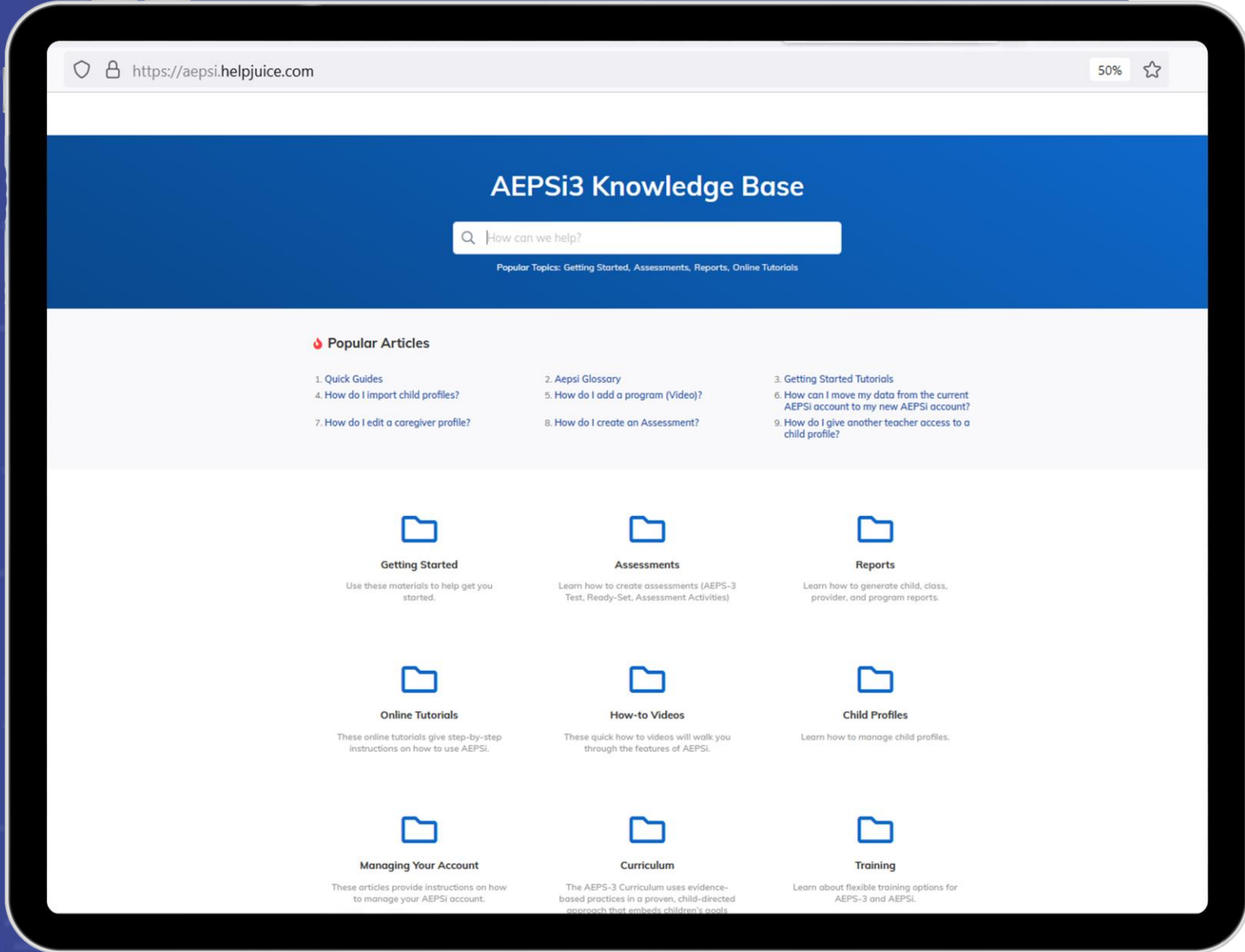
#### LEGAL DOCUMENTATION

- [END USER LICENSE AGREEMENT](#)
- [PRIVACY POLICY](#)
- [COPYRIGHT & TERMS OF USE](#)

### Downloads

# Help and Resources

AEPSi has a robust help section with video tutorials and quick guides



# AEPSi Knowledge Base

Search the interactive Knowledge Base for answers to your questions





## Downloads

### Downloads

Access blank PDF versions of AEPS-3 forms, guides, family handouts, and other useful materials in English and Spanish.

### Assessment

#### AEPS-3 Test

##### TITLE

Child Observation Data Form (CODF)	<a href="#">ENGLISH</a> <a href="#">SPANISH</a>
Social-Communication Observation Summary (SCOS)	<a href="#">ENGLISH</a> <a href="#">SPANISH</a>
Social-Communication Item Modifications	<a href="#">ENGLISH &amp; SPANISH</a>
Center-Based Assessment Activities: Blanket Play	<a href="#">ENGLISH</a>
Center-Based Assessment Activities: Book About Me	<a href="#">ENGLISH</a>
Center-Based Assessment Activities: Classroom Routines & Transitions	<a href="#">ENGLISH</a>

# Downloads

Access blank PDF versions of forms, handouts, and other useful materials in English and Spanish

# Training & Support



In addition to the AEPsi Help Section, additional support is available:

- An introductory web-based account set-up/walkthrough for your AEPsi Account Administrator
- 24/7 technical support by phone and email for all users
- Live training available for a fee (coming soon)

# JOIN A LIVE DEMO

Get a live walkthrough of the system, plus the chance to ask us your questions.



# TRY AEPSi RISK-FREE FOR 30 DAYS!

Start your free trial to discover how the online system can benefit your program.



# Questions about the new **AEP**Si system?

Contact your sales rep

