



ALIGNMENT

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

WITH

Maine's Early Learning & Development Standards

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

This document aligns *the Infant and Toddler Maine Early Learning and Development Standards (IT MELDS)* [2021] and the *Preschool Maine Early Learning and Development Standards (P-MELDS)* [2024] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Maine Department of Education and Maine Department of Health & Human Services. (2021). *Infant and Toddler Maine Early Learning and Development Standards (IT MELDS)*. Retrieved from: https://www.maine.gov/dhhs/sites/maine.gov.dhhs/files/inline-files/Infant%20and%20Toddler%20MELDS_2021.pdf

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Infant Toddler MELDS

Social and Emotional Development

Trust and Emotional Security (Emotional Functioning)

Birth-8 months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through various facial expressions, body movements, gestures.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Quiets or stops crying when held, rocked, given a change of position or level of stimulation in the environment, or talked to by a familiar adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Attends with interest when others show range of emotions through facial expressions, voices, or gestures.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	May cry when another child cries.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
6-18 months	Expresses a variety of emotions and modifies expression according to the reactions of familiar adults.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Looks to/seek comfort from familiar adults when distressed and accepts reassurance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Responds to others' emotional expressions by: sharing emotional reactions – smiling when adult smiles, showing excitement when other children are excited looks sad or concerned when another child is crying; may offer soft toy, blanket, or food.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Displays confidence that needs will be met by caregiver, evidenced by child watching and waiting a short time for caregiver to meet the recognized need.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
16-36 months	Self-conscious emotions appear: shame, embarrassment, guilt, pride.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Shows understanding of some emotional expressions by: labeling them asking questions about them responding appropriately (verbally or non-verbally)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	May use artistic tools for emotional expression.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Expresses empathy toward other children or adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begins to express feelings of anger and frustration: tells friends "I don't like that!".	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Has an expectation that the caregiver will provide what is needed in most situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-Regulation				
Birth-8 months	Comforts self by clutching toy, sucking thumb, and stroking blanket.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Anticipates being lifted or fed molds body-turns towards adult and opens mouth.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Signals (using cues) when full—pushes bottle away, stops nursing, wants to be put down – squirms, and pushes away.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
6-18 months	Comforts self by sucking on fingers, retrieving a familiar object, engaging in a familiar routine, and utilizing quiet space in classroom when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Expresses own needs gestures when hungry, grabs blanket when tired, and calls to engage caregiver.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Anticipates and participates in routine activities lifts arms when dressing and holds out cup.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Can be restless and determined creating conflicted needs which can lead to power struggles emerging (Example: child is tired but doesn't want to stop playing).	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
16-36 months	Shows impulse control by beginning to understand their role in play (need to wait for a turn for a toy), tolerating brief wait times or delays.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Anticipates and follows routines when prompted helps with clean up, gets ready to go for a walk, joins group time for dancing, stories, etc., and begins to dress themselves as part of daily routines, even though it may take longer.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “no” or “stop” during conflict and let’s a trusted adult know when hungry, tired, or needing assistance with a peer.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Sense of Self, Self-Awareness, and Self-Concept				
Birth-8 months	Uses hands to explore different parts of the body.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Beginning to understand that they can make things happen; (example: pat a musical toy to make music come again, or raise arms to be picked up by parent or caregiver).	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Cries when a parent or caregiver leaves the room.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Smiles at self in mirror.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Recognizes, holds, touches own feet and hands.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Shows preferences; cries when something is not liked.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
6-18 months	Points to or indicates parts of the body when asked.	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
	Express thoughts and feelings by saying, “no!”	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begins to recognize and respond to own name (example: gestures at sound of name or vocalizes at sound of name).	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Recognizes familiar people in addition to immediate family or primary caregiver.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Uses name to refer to significant people; for example, “Mama” or Papa”.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Shows distress when preferred people don’t interact with them.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Shows signs of mastery; for example: laughs at own cleverness or is frustrated when unable to do something.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Recognizes own image in the mirror or photo and understands that it is self.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Says own name when asked and names others in family.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Identifies self by gender, for example:, “I boy”.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Begins to make comparisons between self and others; for example: “Tommy is boy like me.”	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Uses adjectives to refer to self, for example: “Me big”.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Communicates, “I do it!” or “No” when caregiver or parent tries to help.	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Respect toddlers’ valid opinion of saying no.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Wants to experience the world on own terms; for example, avoids messy materials.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses evaluative words to talk about self, “Me good girl?”	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Relationships with Adults				
Birth-8 months	Seeks comfort from caring adult by crying and looking for him or her.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Is more easily soothed by sound of primary caregiver's voice than unfamiliar voice.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Shows preference for familiar adult, lifts arms to be picked up by special adult; squealing and kicking when familiar adult appears.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Responds to being held: Calming down, molding of the body to the caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
6-18 months	Forms attachment with primary caregiver; more easily soothed, studies the face, attends longer to caregiver's facial expressions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Initiates positive social behavior toward familiar adult
	Distinguishes between familiar and unfamiliar adults.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Exhibits separation anxiety, cries briefly when separated from parent or caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Feels secure to explore environment in presence of primary caregiving adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Plays away from the primary caregiver and then moves close to him or her from time to time to check in.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	When distressed child seeks to be physically close to primary caregiver.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitates sequence of events after seeing the sequence completed by a caregiving adult; for example, read a story to a doll or put a teddy to bed.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
16-36 months	Seeks attention of a special caregiver and communicates "Watch me!" before proudly displaying a new skill.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Cries and looks for special caregiver after falling.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Tries to influence adult behavior; for example, brings favorite book and expresses, "One more?" even though she has just heard "We are all done; time for a nap".	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Gesturing for one more hug as a parent is leaving for work.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Uses adult as a resource through words or actions; for example, asks a caregiver for a cracker or for help getting jacket on.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Begins to follow simple instructions or guidance of a caregiver.	Social-Communication	B. Communicative Understanding	3.2 Follows one-step direction without contextual cues

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Relationships with Children				
Birth-8 months	Turns to the voice of an older sibling.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Notifies a crying peer with a serious expression.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Watches other children with interest.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Reaches out to touch eyes or hair of a peer.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Laughs when an older sibling or peer makes a funny face.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Tries to get the attention of another child by smiling or babbling to him/her.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
6-18 months	Plays side-by-side with another child.	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Matches emotions with a peer's emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Participates in spontaneous interactions with peers and exhibits enjoyment.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Influences and responds to a peer's behavior in a simplistic manner; for example, handing a playmate a doll.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begins to show preference among play partners, often hugging or touching them.	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Knows the names of peers when they are referred to.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
16-36 months	Engages in social pretend play with one or two friends and take on roles; for example, pretends to be a dog while a friend pretends to be the owner.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Expresses an interest in playing with a particular child.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Exhibits sadness when a favorite friend is not at school; "When you miss your friend here at school, she misses you too".	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Engages in joint exploration and has begun associative play; for example, attempts to build a block tower with a friend or can wait a short time for "my turn".	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Shows concern for a peer who is in distress.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Engages in reciprocal play such as run and chase or offer and receive.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Approaches to Learning

Engagement and Persistence

Birth-8 months	Makes and maintains eye contact while being held for feeding.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Finds ways to bring hand to mouth even when hand is covered by a blanket or clothing.	Fine Motor	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Tries to reach a toy hanging from a high chair.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries to move bottle, cries, or touches adult when bottle is empty.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Begins to look for dropped objects.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
6-18 months	Looks out the window for a familiar caregiver to return.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses several different ways to get a toy when it's out of reach.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Reaches for caregiver's hands to continue game/song: Peek-A-Boo, Pat-A-Cake, Twinkle, Twinkle	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Continues to feed self even when having difficulty.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
16-36 months	Empties the entire toy box while looking for a favorite toy.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Turns puzzle piece in a variety of directions to fit into puzzle frame.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Climbs into a box or open cupboard to get toys or objects that are out of reach.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Attempts to put on shoes or coat by self, tries for a while before asking for help.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Follows after and says "Good-bye" or cries when caregiver is leaving the room or going out of the house.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Overcomes an obstacle in the way of obtaining a desired object.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Initiative and Curiosity				
Birth-8 months	Explores a variety of materials including: their body, people, objects.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Vocalizes or makes noise to attract caregiver's attention.	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Uses facial expressions, sounds, or gestures to show likes or dislikes.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Shows eagerness to investigate novel objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
6-18 months	Lifts arms up in order to be picked up by caregiver.	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Gets a favorite book and brings to caregiver to read.	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Shows preference for: certain foods, toys, activities.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Willing to approach new people, things, and experiences.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Shows enthusiasm for exploring and learning (clap, smile).	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
16-36 months	Studies people and things around them seeking more information.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Shows interest and/or approaches other children for play.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Makes their choices known by talking about what they want and asking questions using: gestures, facial expressions, words.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Starts to sing a song or move to music and others join in.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shows interest in trying new experiences and new ways of doing things.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Creativity				
Birth-8 months	Finds new ways to use familiar toys/materials: putting a block in a cup, using a spoon to bang on tray, “inviting” an adult to mouth rattle.	Cognitive	E. Scientific Discovery	2.1 Tries different simple actions to achieve goal
	Laughs and tries to imitate noises or silly sounds.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Investigates pushing water or food around with hand on high chair tray or table.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Begins to repeat change sensorimotor activities to elicit a reaction: bang hands on table, drop a toy.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Anticipates being lifted and moves body accordingly.	Cognitive	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
6-18 months	Bangs on pots and pans with a spoon to make noise then tries the same action on other objects.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Uses familiar objects in pretend play and imitates sounds the objects make: animal figures, puppets, other items (cars, trucks, etc.).	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Begins to move to the music of varying rhythms, tempos, and types.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses a colorful scarf in different ways such as dancing, waving it, or using it as a blanket.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Begins to focus attention on one activity or toy for a short period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engages in “dump and fill” with items.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Begins to explore expression with art implements: scribbling with large crayons, creating markings in finger paint, molding playdough.	Literacy	E. Writing	3.4 Writes using “scribble writing”

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Acts out dramatic play role-play themes with others; engages in make-believe play: imitates a dog or cat by crawling and making barking or meowing noises, offers a caregiver or peer a pretend snack or drink during play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses items for other than intended purpose.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Carries on an imaginary conversation using: a toy telephone, baby doll, other items (stuffed animal, book, etc.).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participates in music activities and dances with increased rhythm.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Makes silly faces to see other children and adults react.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Creatively explores and experiments with sensory mediums, combining different types of materials to make something new.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses puppets in dramatic play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Early Language and Literacy

Language Comprehension (Receptive Language)

Birth-8 months	Maintains eye contact with person looking at him or her: mutually gazes with primary caregivers, shows preference for voice of primary caregivers.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Reacts to human voice: appears to watch or listen, quiets self, turns toward conversation.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Reacts to new voices or sounds by becoming more quiet or active: startles or cries at loud sounds, shows different responses to tones of voice, looks for source of sounds.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
6-18 months	Responds with gestures or vocal signals to familiar words: responds to own name, turns to look at familiar person/object/pet when named, understands simple phrases as "byebye", "hot", etc., points or reaches to familiar objects when named as in body parts, favorite toys, family pictures.	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Understands simple one step requests such as, "Get your blanket", "Give me your cup".	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Looks to adult for messages about appropriate or inappropriate behavior.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Attends to and enjoys listening to adult voices: rhymes, songs, short stories, imitation games such as Pat-a-Cake.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
16-36 months	Understands a variety of simple two-step requests and follows multi-step daily routines like handwashing.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Understands names for common objects, familiar people, familiar actions.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Understands contrasts such as: yes/no, come/go, run/stop, up/down, fast/slow.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Understands prepositions such as: on, in, under, over.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With adult direction, finds items needed for an activity.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Shows increased attention span when being read to, listening to rhymes, fingerplays, songs of increased complexity.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Language Expression (Expressive/Productive Communication)				
Birth-8 months	Initiates communication with caregiver: maintains eye contact: looks intently at caregiver, cries, grunts or makes loud sounds to seek caregiver assistance, smiles or gestures to initiate social contact, moves body in anticipation of being picked up.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Makes a variety of repetitive sounds or gestures: babbles and coos; pairs consonants and vowels with repetition such as “ma” or “da”; uses hands to express self.	Social-Communication	A. Early Social Communication	2. Produces speech sounds
6-18 months	Uses physical gestures or sounds to get help from adult: gazes between adult and desired item, tugs or pulls on caregiver, moves, points or motions to object out of reach, expresses own needs such as hunger or wanting comfort item.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Expresses self with movement or facial expressions: shakes head “no”; nods “yes”; smiles; frowns.	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Takes turns in back-and-forth verbal play with caregiver that mimics a conversation. Responds to caregiver’s speech by babbling/uttering in reply.	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Moves toward expression of identifiable words: jargon has melody and inflection, imitates familiar words/sounds, begins expressing clearly words like “mama”, “dada”, “bye-bye”, “no”, “baba”(bottle).	Social-Communication	A. Early Social Communication	2. Produces speech sounds
16-36 months	Uses words or actions to request assistance: asks for food when hungry, asks for help, may use words to solve conflicts with peers/siblings.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Combines words into simple sentences: “Mommy bye-bye”, “Milk all gone”.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Asks and answers simple questions: lots of what, why and where questions.	Social-Communication	B. Communicative Understanding	4.1 Answers <i>who</i> , <i>what</i> , and <i>where</i> questions
	Uses everyday experiences to build on vocabulary: talks about what they are doing, uses language to convey simple ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Refers to self by name; uses personal pronouns (I, me, you) with increased proficiency.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Vocabulary increases with age; articulation becomes increasingly clearer; may express feelings both physical and emotional.	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Carries on sustained interactions with caregivers.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Emergent Literacy				
Birth-8 months	With a responsive adult, looks at and attends to pictures of other babies or faces.	Literacy	D. Vocabulary and Story Comprehension	1.3 Matches pictures to actual objects, people, or actions
	Looks at books, pats the pictures, brings book to mouth.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Kicks feet or moves arms in response to music.	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
	Listens and attends to repetitions of culturally and linguistically familiar words, songs, or rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Uses signs or gestures in response to adult's conversation with them about photos of familiar people.	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
6-18 months	Exhibits increased participation when books are read: points, makes sounds, vocalizes, smiles, turns page.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Makes motions for familiar games, rhymes, songs, or fingerplays.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to "use" communication tools during imitative play: uses phone or book, grasps marker or crayon, makes marks on paper.	Literacy	C. Conceptual Knowledge	2.1 Uses object to represent another object
16-36 months	Exhibits increased participation with written forms of communication: looks at books, magazines as if reading, makes sounds that relate to pictures, turns pages at the right time.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recognizes signs and symbols in the environment: identifies stop sign, labels, or logos of familiar places/items; memorizes and repeats phrases of songs, books, rhymes.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Increased understanding of communication tools: converses with others using play phone, tells others what own scribbles mean.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows increased attention when being read to: begins to make observations about, the use of words and pictures, enjoys stories of increasing complexity.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Physical Development and Health

Perceptual Development

Birth-8 months	Reflexes at birth: stepping, palmar grasp, startle reflex, rooting and sucking, hand-to-mouth, and moves arms in swimming motion.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Reflexes that develop after birth: bicycle kicking, body follows turn of head, and protects self when falling.	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Initially visual system immature (attentive to objects of contrasting colors).	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Increased ability to detect detail and coordinate visual information from each eye.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Infant may become fixated visually.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Shows enjoyment of motion such as rocking, jiggling, bouncing, or being carried around.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Preference for slower, high pitched sounds.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Can distinguish parents' voice from that of a stranger.	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Can distinguish smell of mother from others.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to what they see (i.e. move toward desired person or object, look for source of noise).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begins to show taste preference.	Social-Communication	A. Eating and Drinking	3.3 Accepts food presented on eating utensils
6-18 months	Continue to integrate information gathered from the senses: shows increased ability to concentrate and begin to show sustained interest in people, objects, and activities; shows increased desire to explore sensory information; oral exploration of objects decreases with age; shows increased enjoyment of varieties of sensory information.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Visual information more refined: depth perception established; seeks and responds to increased visual stimulation.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Hearing information more refined: ability to discriminate sounds in a noisy setting.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Sensory thresholds do not interfere with desire to explore surroundings: continues to show increased ability to concentrate with multiple sensory stimulation present; increased cognitive and motor skills allows increased ability to explore and form meaning from sensory information.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Visual discrimination more refined: ability to discriminate finer detail in tandem with cognitive development (i.e. may notice caregiver's earring).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Hearing discrimination more refined: ability to isolate familiar sounds in tandem with cognitive development (i.e. hears siren outside, points, and says, "Fire truck!").	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Gross Motor (Large Muscle)				
Birth-8 months	Exhibits beginning stages of large muscle control: head control, lifts chin, lifts head, lifts both head and shoulders, supports self on flexed elbows.	Gross Motor	A. Body Control and Weight Transfer	All
	Coordination of muscle control: turns from back to stomach and stomach to back, moves by rolling, inches forward on stomach or back, sits unsupported, begins bouncing when held.	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
	Begins to use arms and legs purposefully: claps hands, pounds on things, kicks at objects, holds arms out for jacket or so shirt can be taken off.	Gross Motor	B. Movement and Coordination	All
6-18 months	Exhibits increasing control of large muscles and body movement: sits up, crawls or creeps, pulls to stand, cruises while holding on to furniture, stands alone, climbs out of crib, walks alone, runs with a wide stance, walks upstairs holding a hand, stops and walks backwards a few steps, climbs simple structures.	Gross Motor	A. Body Control and Weight Transfer	All
	Uses arms and legs with increasing purposefulness: throws, carries, pushes, pulls, dumps objects, scoots on or rides wheel toys without pedals.	Gross Motor	C. Active Play	All
16-36 months	Exhibits more control and coordination of large muscle and body movement: walks fast, walks on tiptoes, walks backwards, walks upstairs holding a railing (or hand), runs with control, climbs well, throws a ball with aim, may jump in place, may balance briefly on 1 foot, rides tricycle.	Gross Motor	B. Movement and Coordination	All
	Uses arms and legs with more purposefulness: catches a ball by trapping it with arms and hands, pounds object with intention and precision, creates simple block structures, pushes foot into shoe, takes off shoes.	Gross Motor	B. Movement and Coordination	All
	Engages in creative movement spontaneously and when prompted by music or adult.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Fine Motor (Small Muscle)				
Birth-8 months	Stares at objects, especially faces; begins to coordinate eyes.	Social-Communication	B. Communicative Understanding	1.2 Looks toward object
	Grasp reflex diminishing.	Fine Motor	A. Reach, Grasp, and Release	3. Stacks objects
	Reaches for objects with both arms, but hands are fisted: reaches with one arm and grasps at will, grasps – releases – “re-grasps” and releases again, begins to grasp with thumb and forefinger.	Fine Motor	B. Functional Skill Use	1.1 Uses finger to point or touch
	Brings objects to mouth.	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Beginning eye hand coordination: transfers object from one hand to another.	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Follows slow moving object with eyes.	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
6-18 months	Scoops up and takes with hand to manipulate or pick up objects, sand, food, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Brings two blocks together to make noise.	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Uses thumb and forefinger to pick up small items.	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Handles a cup or spoon for self-feeding.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Begins to show preference for one hand.		B. Functional Skill Use	1.2 Uses hand to activate object
	Undresses self and unties shoes.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
16-36 months	Can turn pages of a board book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Uses a crayon to imitate marks/scribble.	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Holds object with one hand and manipulates it with the other: brushes dolls hair, holds and winds a music box.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Folds blanket, cloth, paper, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Pours liquid from small pitcher.	Adaptive	A. Eating and Drinking	6.1 Pours liquid into variety of containers
	Shows preference for one hand.		B. Functional Skill Use	1.2 Uses hand to activate object
	Puts on easy clothing.	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
	Holds spoon, fork, cup, but may still spill.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
	Can use paintbrush, but doesn't control drips.	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
	Can turn pages of a book.	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Self-Help and Adaptive Skills				
Birth-8 months	Displays signs of self-comforting: sucks thumb to pacify self.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
	Shows signs of self-feeding: begins to hold own bottle/cup, begins to feed self with fingers.	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Alerts caregiver in own way when physically uncomfortable: hungry, tired, wet pants, etc.	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
6-18 months	Making progress with self-feeding.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Shows interest in dressing self: pushes arm through sleeve, takes clothes off, unties shoes.	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Shows interest in toileting at end of this stage: watches others engaged in toileting, explores sitting on potty chair.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Shows interest in helping with chores, mimics adult behavior.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Makes attempts at self-help: takes off socks, pulls on bib.	Adaptive	C. Dressing and Undressing	1.6 Takes off socks
16-36 months	Progressing well with self-feeding and self-serving: holds spoon, fork, cup, feeds self, pours own water from small container, sets items on table and removes after eating.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Continues to show interest in dressing: undresses self, puts on clothes (no buttoning), shoes, jacket, hat.	Adaptive	C. Dressing and Undressing	1. Undresses self by removing all clothing
		Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Shows increased interest and proficiency with toileting skills: willing to use toilet, washes hands after toileting.	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
	Increased interest in helping with chores and physical care: attends to blowing nose, cleans tables, picks up toys.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Cognitive Development				
Exploration and Inquiry				
Birth-8 months	Displays reflexes that set the stage for sensory exploration toward intellectual development: turns head toward nipple, grasps finger of caregiver when placed in palm.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Directs attention towards caregiver's face or voice: gazes at caregiver's face during feeding.	Social-Communication	A. Early Social Communication	1. Turns and looks toward person speaking
	Directs attention toward objects: reaches and grasps for objects or stares at them, reacts to new objects, voices, sounds, and touch by becoming more active or quiet.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
6-18 months	Manipulates, visually inspects, feels, and mouths things in the environment: moves toward toy, bangs on table with toy, fingers and inspects object.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Takes time to investigate and may protest when play is interrupted.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Can use several senses at once to explore the environment: mouths, then holds toy at a distance, shakes and then throws ball.	Cognitive	A. Sensory Exploration	1.2 Uses senses to explore
	Looks at and explores how a material reacts when acted upon: water added to the sand table, popping bubbles with hands and feet.	Cognitive	E. Scientific Discovery	2.3 Makes observations
16-36 months	Independently explores the immediate environment to investigate what is there: asks about a new toy or explores different textures in the natural environment, searches for a specific toy.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Tries new activities, materials, and equipment: unfamiliar art materials, different musical instrument, joins in new song or fingerplay.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses multiple senses to determine properties of things: lifts, shakes, and listens, smells, tastes, and inquires of caregiver about the item.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Concept Development and Working Memory				
Birth-8 months	Uses sight, hearing and touch to examine an item to learn about it: mouths, bangs, grasps, releases, and re-grasps.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Looks for or orients toward dropped object: looks down when drops toy from a table.	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Repeats a pleasing sight, sound, or motion to show enjoyment and a desire to continue: looks towards a musical toy to continue interaction.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Repeats a previously successful sound or motion: kicks or swats mobile and repeats over days and week, continues to bang an object to repeat a sounds.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Imitates sounds and gestures.	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Finds hidden objects: uncovers a partially hidden toy under a blanket or cloth.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
6-18 months	Remembers location of favorite object: asks for objects out of sight, persists in search for a desired object when it is hidden.	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Remembers games and toys from the previous day.	Cognitive	B. Imitation and Memory	3. Relates past events
	Anticipates people's return, time for nap, etc. within context of daily routine.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitates actions across a change in context; beginning of ability to fantasize and role-play: imitates mom on the phone when at child care setting, uses another object or person as a tool, asks to be picked up to reach something, rolls toward a toy to reach it.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Understands "more" in reference to food or simple play, responds appropriately when asked if child wants more crackers.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begins to think about actions before doing them: chooses a toy, book, or doll from a group, enjoys taking things out of a container and putting them back.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Uses familiar objects in combination: uses spoon in bowl, doll in bed, and person in car.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Engages in make believe play acting out simple dramatic play themes with others: “You baby, me momma”, pretends to be an animal.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Recognizes that the words “two, three, four, etc.” are numbers, recites numbers with prompting or adult cues, uses some number words during play or activity: “I want two”.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Imitates counting rhymes: One, Two Buckle My Shoe, Three Little Monkeys.	Math	A. Counting	1.2 Recites numbers 1–3
	Shows some understanding of daily time sequence: time for nap, lunch, outdoor play.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begins to solve simple problems in his or her head: moves a toy to get to another object, stands on block or another object to reach an item.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Reflection and Problem-Solving				
Birth-8 months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Anticipates being lifted and moves body accordingly: stiffens body in preparation for being lifted, stretches arms up toward caregiver, tries to lift head toward caregiver.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
6-18 months	Begins to focus attention on one activity or toy for a short period of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Explores how to make something happen again or how something works by doing actions over and over again: repeatedly filling a container and emptying it out.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Tries different solutions to everyday problems until discovering one that works.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	May try the same strategy multiple times even if it is not working.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Engages in activities for longer periods of time, including make believe play.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tries several times to solve more challenging problems, often using a combination of actions or behaviors: determined to reach the sink and pulls over a block to stand on, then adds a book to make it higher.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses experimenting to figure out solutions to everyday problems, including in social situations: two children both want to fit into a small car and agree to take turns.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begins to develop ability to find a solution using mental representation.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Mathematical Thinking				
Birth-8 months	Observes and feels the sequence of simple daily routines: rocking to sleep, riding in a stroller, listening to an adult voice reading or singing.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Explores special relationships with objects: picks up different sized balls.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Places shapes into shape sorter (not always in the correct space).	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Demonstrates understanding of simple number concepts: uses sign language to ask for “More” of something, takes two crackers when prompted, “Take two crackers”.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Uses sensorimotor exploration to experience various textures, patterns, sounds, and smells.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
6-18 months	Follows simple directions related to position: puts toys “in” basket after prompted.	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Uses simple nesting or stacking toys: nests three or four cups, stacks three or four cups or foam blocks.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Groups a few objects by shape, color, or size: finds two or three toys that have the same simple shape, color.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Understands time words such as “after,” “before”: “Before we go outside, we have to put on your coat.”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Explores spatial relationships: attempts to fit own body in boxes, tunnels.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Solves simple manipulative problems: crawls or walks around a toy.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Verbally Counts (not always in the correct order): says “one, two, six”.	Math	A. Counting	2. Counts out 10 items
	Recognizes and names a few numerals: notices numbers within the environment and identifies a few by name.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
	Follows simple directions related to proximity: set your shoes “beside” your cot for naptime.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Makes comparisons between two objects: identifies the larger object when shown.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Shows interest in simple patterns in the environment: points to pedestrian crosswalk and says, “white, black, white, black”.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Shows interest in patterns and sequences: attempts to follow a pattern with large beads and string or on a peg board, plays matching games.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Classifies, labels, and sorts objects by characteristics: heavy vs. light, color, hard vs. soft, large vs. small.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Arranges objects in lines: makes a row of blocks.	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
	Matches simple shapes: using form boards or puzzles -circle, square, triangle.	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Scientific Reasoning				
Birth-8 months	Explores properties of items by mouthing them: explores large pop beads by putting them in their mouth.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Uses senses to investigate the natural environment around them: looks outward and watches leaves blowing in the wind.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to look for objects that are “hidden” or become “out of sight”.	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
6-18 months	Investigates new phenomena: reaches out to touch rain, stops play to watch a novel element in the environment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Shows basic awareness of cause and immediate effect: opens and closes, presses button to make sounds.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Uses trial and error method effectively: successfully pushes buttons on a pop-up toy, uses shape sorter with some success.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16-36 months	Fills and empties containers with sand, water, or small toys.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begins to ask “Why” questions to understand specific concepts.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Begins to notice differences and similarities: kiwi is sweet and a lemon is sour, cows and dogs both have four legs.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Uses simple tools in exploration and inquiry: magnifying glasses, hammers, tweezers.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explores different mediums and their properties: mixing sand and water cornstarch and water.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Social Studies Learning				
Birth-8 months	Engages in immediate and deferred imitation of facial expressions: smiles back at caregiver, smiles when familiar adult re-enters room, responds by patting mirror when sees own image reflected.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Begins to notice differences in faces or adults.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begins to notice new items in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
6-18 months	Demonstrates knowledge about self: begins to show preference towards adults, recognizes items that belong to them (bottle, blanket, etc.).	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Reacts and responds to new environments (i.e. falls asleep in car and wakes up in a shopping mall).	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Shows curiosity and points to new items in the environment.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Reacts and responds to changes in familiar adults (i.e. mom cuts hair, dad shaves beard, etc.).	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
16-36 months	Shows basic understanding of people and how they live: imitates example of mother nursing younger sibling.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Notifies differences between people – gender, skin color, etc.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Seeks opportunities to label new items in the environment.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Asks questions about new people, materials, and places in the environment.	Cognitive	C. Conceptual Knowledge	2.1 Generates specific questions for investigation
	Recognizes and seeks familiar places (i.e. stores, doctor’s office etc.).	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Shows interest in “helpers” in the community (fire, police, mail carriers, etc.).	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Preschool MELDS

Social Emotional Development

1. Emotional Development

a. Self Concept

34-48 months	Begins to see self as an individual with their own wants, needs, skills, and abilities.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Chooses individual activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Expresses self in different roles during pretend play.	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Compares self with others.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Expresses own ideas and opinions.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to show awareness of own autonomy and boundaries.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
46-60 months End of Preschool Standards	Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Demonstrates self-direction by making choices among peers, activities, and materials.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Tries new things and improves new skills with practice.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Initiates actions or activities with peers. For example, inviting a friend to play.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Uses a variety of materials with curiosity and interest.	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shows ability to take care of personal or shared possessions. (e.g. backpack, toys, books).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Shows ability to respect personal space and boundaries of other people. (e.g., checking before touching another person or showing concern when stepping on someone's foot).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Self-Regulation				
34-48 months	Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Shows progress in the ability to express and identify feelings, needs, and opinions across learning environments.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Shows progress in ability to recognize and communicate feelings and emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Shows progress in sharing the attention of a trusted adult caregiver.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Shows progress in turn-taking ability.	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	With adult guidance, uses materials and equipment purposefully and safely.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Begins to notice the cause and effect of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Develops listening skills with intentional adult instruction and support.(e.g., teaching children that listening can look like giving their attention to others or events in various ways).	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
46-60 months End of Preschool Standards	Expresses wants, thoughts, needs, and feelings through various methods of communication.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Seeks adult support and engages in finding solutions to resolve conflict with peers.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	With support, listens to instructions before beginning an activity.	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	With support, demonstrates an understanding of developmentally appropriate rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	With support, demonstrates the ability to follow developmentally appropriate rules and routines.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Shows progress in sharing materials with others.	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Waits for their turn in simple game or use of equipment.	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Demonstrates understanding of cause and effect of own actions.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Sympathy and Empathy				
34-48 months	Demonstrates a beginning ability to identify basic feelings of self and others in a variety of situations.(e.g., identifying that self or others feels happy, sad, or angry).	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Demonstrates ability to be kind to self and others in a variety of situations.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
46-60 months End of Preschool Standards	Demonstrates empathy through comfort and care of others. (e.g., asking "Are you okay?" or giving/requesting a hug or high-five).	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Labels emotions of self and others, with support.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Asks "what" and "why" questions to understand the effects of behavior.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Shows progress in expressing feelings, needs, and opinions, in difficult situations such as conflicts, without harming self, others, or property.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
d. Adapting to Diverse Settings				
34-48 months	Explores objects and materials and interacts with others in a variety of new settings.	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
46-60 months End of Preschool Standards	Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Given prior notice (e.g., with a visual schedule or verbal/nonverbal adult cues), adjusts to changes from one activity/setting to the next.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Anticipates, with assistance, what will be needed in diverse settings.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Follows rules in new or diverse settings.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

2. Social Development

a. Building Relationships with Others

34-48 months	Separates from adults in familiar settings, with assistance.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Approaches others for assistance when needed.	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Offers to assist others.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Expresses affection for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Follows guidance for behavior in different environments.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Identifies known safety roles and distinguishes between trusted and unknown adults.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Engages in parallel play (i.e., plays next to or near others without trying to influence the play or behavior of others).	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Engages in interactive play with others.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Leads or participates in cooperative play with others	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
46-60 months End of Preschool Standards	Asks questions and checks with an adult as needed while exploring their environment.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Seeks help when needed for emotional support.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Shares information with at least one trusted person.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Works independently.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Participates in group activities.	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Shows or communicates care or concern for others.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Makes friends with others.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Notifies who is absent from a group setting.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Communicates wants and needs in a group setting.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Helps self and others when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.1 Explains or shows others how to do tasks mastered
	Knows and expresses self as a part of diverse groups. (e.g., family, preschool class, faith community, etc.).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses play to explore, practice, and understand social roles.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Respecting Similarities and Differences				
34-48 months	Notices similarities and differences in others.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Develops relationships with others based upon shared experiences.	Social-Emotional	C. Interactions with Peers	1 (All)
46-60 months End of Preschool Standards	Recognizes and discusses similarities and differences in others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Notices that other children might communicate differently. (e.g., through nonverbal communication different languages and/or dialects).	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Begins to think about a situation from the point of view of others	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
Approaches to Learning and Play				
3. Mindset				
a. Engagement				
34-48 months	Eagerly chooses to be involved in a variety of tasks and activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Has capacity to maintain involvement and concentration for a meaningful period of time.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
46-60 months End of Preschool Standards	Participates with pleasure, enthusiasm and dedication in self chosen activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
b. Persistence				
34-48 months	Engages in a variety of activities through a play period.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	During times of distraction, maintains concentration with increased focus.	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Can increasingly work through challenges and frustrations in play with adult support.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Sees simple tasks through to completion.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Begins to set goals, develop plans, and complete tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
46-60 months End of Preschool Standards	Purposefully chooses, engages and persists in play, experiences and projects.	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
		Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Works through challenges with increasing independence while engaged in self-selected activities.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Chooses to leave a project and return to it later for follow through or elaboration.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Chooses to repeat experiences to build competence and explore, change and extend ideas.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Keeps trying and flexibly adapts strategies when encountering difficulties.	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Initiative				
34-48 months	Shows interest in how and why others do things.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Assists adults with daily tasks.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Expresses interest in a widening range of topics and ideas.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrates ability to make independent choices.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
46-60 months End of Preschool Standards	Asks to join in play already in progress.	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Tells the difference between appropriate and inappropriate risk-taking.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Offers to help adults or peers with daily tasks.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Independently seeks, accepts or offers help or information for further understanding.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Can identify and seek materials, strategies and tools they need to complete activities and tasks.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Invents projects and works on them with little assistance.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Sets goals, develops plans, and follows through with self directed projects with increasing independence and/or collaboration.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
d. Curiosity				
34-48 months	Begins to discover and investigate ideas, task, experiences that interest and amaze them.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Uses senses to gather information and understanding about materials and ideas.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Asks questions “What would happen if...”	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Tries new ways to accomplish tasks.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Describes what was learned from an activity.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Explores a variety of materials and experiences.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
46-60 months End of Preschool Standards	Discovers and investigates ideas, tasks, experiences that interest and amaze them.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Carries out investigations using familiar and new strategies, tools, or sources of information.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Approaches tasks and activities with increasing flexibility, complexity, imagination and inventiveness.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
4. Executive Functions				
a. Reflections				
34-48 months	Notices changes and accomplishments from experimentation and trial and error.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Increasingly applies learning from prior experiences and understanding to new learning situations.	Cognitive	E. Scientific Discovery	3.1 Draws on prior knowledge to guide investigations
	Makes predictions about what will happen next.	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Explains part or all of the problem and the exploration to adults or peers.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
46-60 months End of Preschool Standards	Thinks about multiple options, choices and decides if they are useful and if not, tries another.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Applies prior experiences, senses, and knowledge to new learning situations.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Discovers and finds patterns and relationships.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Discusses or documents important aspects of an experience and identifies what was learned.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Problem Solving				
34-48 months	Recognizes when something might be a problem or challenge.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	With prompting and support begins to attempt to solve a problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begins to use appropriate communication or action when conflicts arise.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
46-60 months End of Preschool Standards	Predicts when something might be a problem or challenge.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Maintains communication and problem solving skills when finding a solution to conflicts.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
c. Flexibility				
34-48 months	Generates and shares ideas during social interactions and dramatic play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Accepts more than one solution to a question, task, or problem.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Seeks guidance from adults and/or accepts suggestions to try different approaches and solutions to tasks, problems and interactions with peers.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Can adjust emotions and behavior to changes.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
46-60 months End of Preschool Standards	Independently alters approach to tasks or problem when initial approach does not work.	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Considers, predicts and implements different approaches to carrying out a task.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Demonstrates innovative thinking.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Is able to manage a change in rules or accepts the ideas of peers during play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity

5. Creativity, Invention, and Imagination

a. Visual Arts

34-48 months	Uses self-selected materials to engage in art experiences.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Shares art materials and space. Begins to work collaboratively with peers on artworks.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Uses color, lines and shapes to represent and express ideas.	Literacy	E. Writing	2.1 Makes representational drawings
	Uses and explores art materials to stimulate the senses. Uses sensory information to create works of art.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Explores a variety of art elements and materials to represent creative thought, life experiences and real things in the environment.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With support talks about creative process.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Begins to identify artwork to be shared with others.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	With support begins to make comments or share observations of the art expression of others.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explores multicultural art styles and materials.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
46-60 months End of Preschool Standards	Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows increasing engagement in art materials to express ideas and interests.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Works cooperatively to create drawings, paintings, sculptures, and other art projects.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Explores and utilizes art materials appropriately.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Describes the process and style of personal artwork.	Literacy	E. Writing	1.2 Verbally labels representational drawings
	Selects pieces for display.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Listens, comments and shows appreciation for the art expression of others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Observes, discusses and may utilize multicultural art styles and materials.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Movement and Dance				
34-48 months	Participates in a variety of rhythmic and creative movement experiences.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Develops increasing body control, body awareness during creative movement.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Begins to connect body movements to music, song or creative ideas.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Begins to participate in group movement/dance.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
46-60 months End of Preschool Standards	Moves in response to different styles of music.	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Uses creative movement that expresses an idea or feeling.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Combines creative movement with sound, song/chants and/or instruments to express ideas or retell a story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Engages in and collaborates during group creative movement/dance.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
c. Music				
34-48 months	Claps hands to keep the beat to a song.	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Participates in slow and fast tempo as well as low and high sounds.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Participates with simple songs that have a rhythm and pattern.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitates sounds that demonstrate musical awareness.	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Experiments with a variety of musical instruments.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
46-60 months End of Preschool Standards	Uses body percussion to demonstrate beat and tempo.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Shows increasing ability to recognize tempo changes and different styles of music.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Increasing ability to adapt to pitch and sounds.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sings songs with varied lyrics and patterns.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Improvises with sound effects.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Uses musical instruments to imitate and improvise songs, melodies, and patterns.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Explores music and instruments from other cultures.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
d. Dramatic Play and Expression				
34-48 months	Begins to use inanimate objects to represent real life objects (e.g. uses banana as a phone).	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Begins to role play real life experiences (e.g., pretend to listen to your heart).	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Mimics movements, sounds, and expressions of real-life experiences.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitates repeated verses in stories.	Cognitive	B. Imitation and Memory	2. Imitates novel words
46-60 months End of Preschool Standards	Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities.	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Represents fantasy and real-life experiences through pretend play and may use props.	Cognitive	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Uses pretend play to represent known or anticipated situations.	Cognitive	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Creates characters through physical movement, gesture, sound, speech and facial expressions.	Cognitive	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Language and Literacy

6. Speaking and Listening

a. Comprehension & Collaboration

34-48 months	Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion).	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Begins to engage in conversations with multiple exchanges.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to ask questions in order to seek help, get information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
46-60 months End of Preschool Standards	Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	With modeling and support, continues a conversation through multiple exchanges.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Asks questions in order to seek help, gather information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Presentation of Knowledge and Ideas				
34-48 months	Begins to describe familiar people, places, things, and events.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
46-60 months End of Preschool Standards	With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
7. Knowledge of Language				
a. Conventions of Standard English				
34-48 months	Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking.	Social-Communication	D. Social Use of Language	1.1 Follows social conventions of language
	Begins to use frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Begins to understand question words (e.g. who, what, where, when, why, how).	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to speak in complete sentences.	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
46-60 months End of Preschool Standards	Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Uses frequently occurring nouns and verbs.	Social-Communication	C. Communicative Expression	2 (All)
		Social-Communication	C. Communicative Expression	3 (All)
	Forms some regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how).	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Vocabulary Acquisition & Use				
34-48 months	Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	With guidance and support from adults, begins to explore word relationships and meanings.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy).	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
46-60 months End of Preschool Standards	Asks & answers questions about the meanings of new words and phrases introduced through books and play.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Sorts common objects into categories (e.g., big/small, living/nonliving).	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

8. Foundations of Early Literacy

a. Print Concepts

34-48 months	Begins to display appropriate book-handling behaviors.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Distinguishes between print and pictures.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recognizes that print represents spoken words and carries meaning (e.g., asks an adult "What does this say?").	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Begins to show awareness of alphabet letters.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Begins to recognize and name letters in their own name.	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
46-60 months End of Preschool Standards	Demonstrates understanding of the organization and basic features of print.	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Identifies parts of a book including, front cover, back cover, and title.	Literacy	D. Vocabulary and Story Comprehension	3.3 Demonstrates understanding of vocabulary associated with early Literacy concepts
	Holds the book correctly for reading and turn one page at a time.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	Follows words from left to right and top to bottom.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Understands that words are separated by spaces in print.	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
	Recognizes that printed words represent spoken language and carry meaning.	Literacy	A. Awareness of Print Concepts	1. Demonstrates understanding that pictures represent text
	Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.	Literacy	C. Alphabet Knowledge	1.1 Matches frequently occurring lowercase letters with uppercase counterparts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Phonological Awareness				
34-48 months	Demonstrates an understanding of spoken words and syllables.	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
	Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	With support, begins to recognize when two words rhyme.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	With support, begins to recognize when two words start with the same sound.	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Begins to count, pronounce, blend, and segment syllables in their own names.	Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
46-60 months End of Preschool Standards	Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).	Literacy	B. Phonological Awareness	All
	With prompting and support: – Recognizes and produces rhyming words. – Counts, blends, and segments syllables in words. – Blends and segments onsets and rimes in single syllable words. – Isolates and identifies the initial sounds (i.e. phonemes) in single syllable words and in their own name.	Literacy	B. Phonological Awareness	All
	Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big).	Literacy	B. Phonological Awareness	4. Segments CVC words into individual sounds

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Phonics and Word Recognition				
34-48 months	With prompting and support: – Begin to recognize that letters represent sounds. – <u>Begin to link a sound to some familiar printed letters.</u>	Literacy	B. Phonological Awareness	4 - All
	Begins to recognize their own name and the names of other children in the classroom.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Begins to recognize common print around the classroom.	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
46-60 months End of Preschool Standards	Produces the sounds associated with several recognized letters.	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Begins to link a sound to a picture of an object that begins with that sound.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Recognizes names of other children in the classroom and common print around the classroom.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	With prompting and support applies beginning phonics and word analysis skills.	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
d. Key Ideas and Details				
34-48 months	› With prompting and support: <ul style="list-style-type: none"> – Begins to actively engage with texts read aloud for understanding and enjoyment. – Begins to ask and answer questions about simple stories and informational text read aloud. – Participates in discussions about the illustrations, diagrams, and other visual forms of information. – Demonstrates understanding of whom or what a story is about. 	Literacy	D. Vocabulary and Story Comprehension	All
	Retells information about a character or an event in a simple story that is read aloud.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Recalls important facts from an informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Identifies the topic of an informational text read aloud.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
46-60 months End of Preschool Standards	› With prompting and support: <ul style="list-style-type: none"> – Actively engages with texts read aloud for understanding and enjoyment. – Asks and answers questions about simple stories and informational text read aloud. – Actively participates in discussions about the illustrations, diagrams, and other visual forms of information. – Identifies characters, settings, and major events in a story. 	Literacy	D. Vocabulary and Story Comprehension	All
	Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to notice connections between characters and events in a story.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Makes predictions about what events might happen next.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
e. Craft and Structure				
34-48 months	Make observations about words and pictures in books.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begin to understand that a book has a title, author and illustrator.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator
46-60 months End of Preschool Standards	Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to recognize that there are different text structures, such as stories, poems, and songs.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to demonstrate an understanding of the difference between fiction and nonfiction.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, identifies texts that tell stories.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With prompting and support, identifies texts that provide information.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Begins to describe the roles of authors and illustrators.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
f. Integration of Knowledge and Ideas				
34-48 months	Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Begins to make connections between a story or poem and one's own experiences (e.g., acts out a familiar story during dramatic play with props).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Retells familiar stories or make up personal stories with words approximating storybook language.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
46-60 months End of Preschool Standards	Actively engages with texts read aloud for understanding and enjoyment.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Retells familiar stories using both storybook language and pictures.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Begins to make connections between characters and events in familiar stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	Recognizes that information on a topic can be found in more than one text.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
g. Fluency				
34-48 months	Attends to fluent models of reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Begins to imitate fluent models of reading (e.g., initiates "reading" a book after hearing it read out loud).	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
46-60 months End of Preschool Standards	Attends to fluent models of reading.	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
9. Writing				
a. Composing for Audience and Purpose				
34-48 months	With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
46-60 months End of Preschool Standards	With prompting and support, uses a combination of drawing, dictating and writing to: – Communicates opinions on topics of interest – Communicates information about a topic – Tells a story	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Prints some upper and lowercase letters.	Literacy	E. Writing	3.2 Prints first name
	Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing: – Capitalizes the first letter in their own name. – Begins to recognize punctuation (e.g., , ? , !). – Begins to write letters to represent sounds.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Literacy	E. Writing	3.1 Writes using developmental spelling
b. Process and Production				
34-48 months	With prompting and support: – shares drawing and writing with others – recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture
46-60 months End of Preschool Standards	With prompting and support: – Collaborates to plan and develop a message to share with others. – Shares drawing and writing with others and is prepared to give and receive feedback with peers. – Begins to use digital tools to produce messages with pictures and words to communicate to an audience.	Literacy	E. Writing	1. “Reads” back own dictation to label or caption picture

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Inquiry to Build and Present Knowledge				
34-48 months	Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	With guidance and support from adults, begins to recall some information from experiences or gather information from resources.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
46-60 months End of Preschool Standards	With prompting and support: – Acquires information about a topic through research as modeled by adults. – Gathers and recalls information from multiple sources.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Physical Development and Health

10. Wellness

a. Health Knowledge and Practices

34-48 months	Completes personal care tasks with increasing independence.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Participates in structured and unstructured physical activities.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
	Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness.	Gross Motor	C. Active Play	2.2 Climbs play equipment
	Transitions from high-energy to low-energy activities with support.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Follows health routines with support (versus independently).	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Cooperates during doctor and dentist visits and health and developmental screenings.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Cooperates during developmental screenings.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Regulates own emotions and behaviors.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
46-60 months End of Preschool Standards	Identifies specific practices that support body development and function.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Combines and uses different senses depending on the activity.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Identifies which school and community health helpers are needed in a given situation.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Participates easily and knows what to do in routine activities.	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Observes basic hand and oral hygiene.	Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
	Helps with routine care of the environment. (e.g., composting, trash pick-up, etc.).	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Recognizes there are multiple components of health.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.).	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Participates in sleep routines.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Physical Health Status				
34-48 months	Maintains physical growth and well being.	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience.
	Demonstrates body spatial awareness in relationship to stationary objects.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Participates in games, outdoor play, and other forms of physical activity.	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Engages in adaptive physical activities, as appropriate.	Gross Motor	B. Movement and Coordination	6.3 Jumps down with support
46-60 months End of Preschool Standards	Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Develops an awareness of personal health and fitness.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when belly hurts, etc.).	Social-Emotional	B. Social Emotional Expression	2. Uses appropriate strategies to manage emotional states
	Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.	Gross Motor	C. Active Play	1. Swings bat, club, or stick to strike stationary object
c. Nutrition				
34-48 months	Makes nutritional needs/interests known.(e.g., when thirsty, asks for water, verbalizes when hungry, etc.).	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Assists with set-up and clean-up at meal time as appropriate to the setting, is responsible for own area, and gathers needed materials for snack and meal time.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Child serves self to include but not limited to taking food from one container to another, opening packages accordingly, and serving bowl to plate.	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	With support, participates in nutrition related activities.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
46-60 months End of Preschool Standards	With support, child recognizes a variety of health foods that come from other cultures.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identifies foods by their food group, where they come from (e.g., apples from trees, eggs from chickens, milk from cows or goats, etc.) and understands the difference between healthy and unhealthy food choices.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Engages in food preparation when possible.	Adaptive	A. Eating and Drinking	6. Prepares food for eating

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
d. Safety				
34-48 months	Recognizes and names people who keep them safe in dangerous situations.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Has an awareness of strangers.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Develops awareness of and the ability to follow basic safety rules and practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Avoids hazardous chemicals and unsafe materials.	Adaptive	D. Personal Safety	2.1 Complies with graphic or written warning signs and symbols
	Seeks adult approval before approaching unknown pets.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
46-60 months End of Preschool Standards	Identifies how people help keep them safe in dangerous situations.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Follows basic safety rules and practices. Can respond appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Demonstrates behaviors to reduce personal health risk. (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.).	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules.
	Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Follows emergency routines after adult instruction.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
11. Motor Skills and Movement Patterns				
a. Fine Motor				
34-48 months	Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end.	Fine Motor	C. Mechanics of Writing	1 (All)
	Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Cuts paper in straight line.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Completes interlocking puzzles.	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Develops ability to have increased dexterity with utensils.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses increased skill in self serving with little spilling during meals, including using tongs.	Adaptive	A. Eating and Drinking	6.2 Serves food with utensil
46-60 months End of Preschool Standards	Holds drawing, writing and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features.	Fine Motor	C. Mechanics of Writing	1 (All)
	Can write letters, basic shapes and lines and can draw more recognizable facial features.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice.	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Practices self-help skills including buttoning, zipping, fastening, tying, etc.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses small, precise finger and hand movements (e.g. picking up small rocks and acorns or taking seeds out of sunflower heads).	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles).	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Gross Motor				
Mid-Preschool "Benchmarks"	Moves purposefully from place to place with control.	Gross Motor	B. Movement and Coordination	5.2 Walks fast
	Moves with an awareness of personal space in relationship to others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Hops on one foot one time without losing balance or falling.	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot
	Jumps down from a step and forward ten inches.	Gross Motor	B. Movement and Coordination	6. Jumps forward
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
	Walks forward and backward along a line or a beam using normal stride.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Walks up and down stairs, alternating feet.	Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
	Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	Gross Motor	C. Active Play	1 (All)
	Combines large motor movements with the use of equipment.	Gross Motor	C. Active Play	2 (All)
		Gross Motor	C. Active Play	3 (All)
End of Preschool Standards	Coordinates complex movements in play and games.	Gross Motor	C. Active Play	All
	Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	C. Active Play	All
	Demonstrates progressive locomotive skills, successive hopping, and forward jumping.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)
	Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Demonstrates body awareness skills while participating in physical activities.	Gross Motor	C. Active Play	All
	Manipulates objects with a full range of motion.	Gross Motor	C. Active Play	1 (all)
	Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature-based exploration (i.e. balancing on a log).	Gross Motor	C. Active Play	2 (all)
	Shows enthusiasm for mastery of gross motor movements through repetitive practice.	Gross Motor	B. Movement and Coordination	5 (All)
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7 (All)

Mathematical Practices and Reasoning

12. Numeracy and Operations

a. Mathematical Practices

	Participates in whole group and small group math-focused activities (i.e., joins in singing a counting/sequential song such as "Going on a Bear Hunt").	Social-Emotional	D. Independent and Group Participation	1 (All)
		Social-Emotional	D. Independent and Group Participation	2 (All)
	Uses math for "problem solving" in the physical and social world.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicates math ideas verbally and non-verbally.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
46-60 months End of Preschool Standards	Identifies math concepts within their learning environments.	Math	A. Counting	All
	Recognizes the usefulness of math in everyday tasks.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Uses math to solve problems in the context of classroom and home experiences.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Represents mathematical concepts using classroom materials.	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
		Math	B. Quantitative Relations	2.2 Creates equivalent sets of 10 items
	Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.	Math	A. Counting	All
		Math	B. Quantitative Relations	All
	Uses math terms in the course of everyday conversations.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Counting and Cardinality Cluster				
34-48 months	Counts to 10 and beyond by ones with increasing accuracy.	Math	A. Counting	3.2 Recites numbers 1–20
	Recognizes and names written numerals 0-5.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
	Counts items to 5, recognizing the last number tells a total (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
46-60 months End of Preschool Standards	Rote counts to 20 and beyond by ones with increasing accuracy.	Math	A. Counting	4.2 Recites numbers 1–30
	Recognizes and labels written numerals 0 -10.	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10
	Begins to recognize small quantities immediately (subitize) to determine how many.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Counts items to 10, recognizing the last number tells how many (cardinality).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Begins to write number symbols 0-10.	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
	Identifies whether the number of objects in one group is more than, less than, or equal to the number of objects in another group up to 10.	Math	B. Quantitative Relations	1 (All)
		Math	B. Quantitative Relations	2 (All)

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Operations and Algebraic Thinking				
34-48 months	Transitions from rote counting to 1:1 correspondence.	Math	A. Counting	1. Counts out 3 items
	Responds with number words and/or counting strategy, when asked the question, How many?	Math	A. Counting	1.1 Counts 3 items to determine "How many?"
46-60 months End of Preschool Standards	Counts using 1:1 correspondence with increasing accuracy.	Math	A. Counting	2. Counts out 10 items
	Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation.	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
	Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers).	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	Solves story problems using sets of up to 10 objects.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
		Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
		Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
13. Geometric Reasoning				
Geometry				
34-48 months	Recognizes and names/describes simple shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Matches similar shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explores three-dimensional and two-dimensional shapes in the environment.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses physical movement to gain understanding of orientation and directionality (ie. near, far, beside, up, over, left).	Gross Motor	B. Movement and Coordination	All
46-60 months End of Preschool Standards	Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Breaks down shapes into parts and wholes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Discovers connections between formal geometric shapes and the surrounding environment to make three-dimensional and two-dimensional shapes by building, drawing, or labeling.	Cognitive	E. Scientific Discovery	2.3 Makes observations
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Demonstrates understanding of directionality describing positions of objects in relation to each other.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
14. Statistical Reasoning				
a. Measurement and Data				
34-48 months	Matches and groups similar objects,	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognizes measurable features of objects.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Explores and begins to use measurement tools.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Sorts, orders and classifies familiar objects by a single feature and explains the reason.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Recognizes and copies simple patterns in the environment, including sound and movement patterns.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Demonstrates an understanding of time periods.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Relates concepts of past, present and future to daily activities.	Cognitive	B. Imitation and Memory	3 (All)
	Participates in data collection activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
46-60 months End of Preschool Standards	Describes, sorts and names (classifies) groups of objects using one or more attribute.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to identify such words as “first”, “next”, and “last”.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Uses measurable features to order materials sequentially.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognizes, copies, creates, and continues simple patterns using objects.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Uses past and future tenses and time words appropriately.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to understand concepts such as yesterday, today, and tomorrow.	Cognitive	B. Imitation and Memory	3 (All)
	Responds to questions that can be answered through data analysis.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Is able to show data using simple charts and graphs.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses non-standard units of measurement such as cubes, links, counting bears or hands, to measure objects.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Uses measurement terms and concepts in everyday life.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Scientific Reasoning

15. Scientific Practices and Reasoning

a. Exploration

34-48 months	Explores and describes the immediate environment (materials, living things, patterns and cycles in nature).	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Experiments with new materials, technology and equipment.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Investigates and problem solves through active exploration.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Explores and describes changes in materials and cause and effect.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
46-60 months End of Preschool Standards	Uses new vocabulary when investigating materials, living things, patterns and cycles in nature.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses and/or describes tools and technology that aid in solving a problem or performing a task.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Plans and cooperatively carries out investigations to answer questions, test ideas and/or solve problems.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Experiments with materials to change outcomes.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
b. Application of Science Concepts and Practices				
34-48 months	Poses questions about objects and events.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Seeks answers to questions as children explore through play and projects.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Describes or shows how objects and events are the same and different.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Observes using senses and simple tools to explore properties of objects and living things safely (color, scent, shape, size, texture, weight).	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	With teacher guidance, participates in science-based explorations.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	With teacher guidance, shares ideas and discoveries through conversations with peers and adults, simple drawings, dictation, early writing, and symbol charts.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
46-60 months End of Preschool Standards	Begins to use evidence gathered during play/project work and books/media to answer questions.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Begins to classify objects and living things into categories.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Describes what can be discovered using different senses and tools.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Plans and carries out investigations with others.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Makes and tests predictions.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Collects and records information through drawing, writing, dictation and taking photographs.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Draws conclusions and shares explanations based on evidence, prior knowledge, and the ideas of others.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
16. Physical Science and Engineering				
a. Motion and Stability: Forces and Interactions				
34-48 months	Using senses, tools and observation, begins to experiment with objects in motion and pushing/pulling.	Cognitive	E. Scientific Discovery	1. (All)
	Begins to observe that matter can change state (i.e. solid to liquid, liquid to gas).	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	Compares and contrasts light and shadow in outdoor and indoor environments.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begins to explore how the size, shape and material of objects impact the sounds they make.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
46-60 months End of Preschool Standards	Uses senses and tools (including technology) to observe and describe the strength and direction of forces.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Plans and carries out comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognizes different types of matter (e.g., solid, liquid).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Explores different sources of light, how light reflects, and what happens when light is blocked.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Creates and describes sounds and what makes them change.	Cognitive	E. Scientific Discovery	2.3 Makes observations
b. Engineering				
34-48 months	Uses common objects that function as simple machines during play.	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals and objects
46-60 months End of Preschool Standards	Compares tools or solutions and reflects on what works well.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses common objects to build simple machines that solve a problem.	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
17. Earth Science				
a. Earth's Systems				
34-48 months	Using simple tools, explores differences in soil and water in different weather conditions and temperatures.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Observes, describes, and compares different weather conditions (rainy, cold, warm, snowy, cloudy).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Suggests how weather affects human activities.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
46-60 months End of Preschool Standards	Uses senses and tools (including technology) to describe and discuss how weather changes over time.	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Plans and carries out simple experiments with rocks, sand, water or soil and records observations using drawings, discussions, graphs and technology such as digital microscopes.	Cognitive	E. Scientific Discovery	3 (All)
b. The Earth and Human Activity				
34-48 months	Begins to understand the relationship between litter and cleaning up the earth.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Uses water and energy responsibly (e.g. turning off lights when not in use, not wasting water.)	Cognitive	E. Scientific Discovery	4.1 Draws conclusions about causes of events based on personal experience
46-60 months End of Preschool Standards	Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper).	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
18. Life Science				
a. Organisms: Structures and Processes				
34-48 months	Uses senses to observe and describe properties of familiar plants and animals.	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Begins to use vocabulary for naming and describing plants and animals moving from general to specific labels.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Compares properties and needs of similar and different plants and animals.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Cares for plants and animals in the classroom and surrounding area and describes their needs.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
End of Preschool Standards	Compares how people and other animals grow and change (life cycles).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Uses vocabulary for naming plants and animals moving beyond general labels and begins to connect how they look to where and how they live.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begins to describe how animals adapt to weather conditions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Social Sciences

19. People, Communities, and their Environment

a. Civics and Government

34-48 months	Recognizes the importance of their role as a member of their family, class, and community.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identifies activities that people can participate in to take care of the environment.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Participates in developing classroom rules.	Social-Emotional	D. Independent and Group Participation	Child responds with appropriate verbal or motor action to group directions provided by adult during structured small-group activities (i.e., five or fewer children).
	With prompting and support, children participate in the classroom community by interacting with other children and adults in a formal or group setting.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
46-60 months End of Preschool Standards	Demonstrates a basic understanding of how people can positively affect their family, class and community.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Understands and discusses why responsibilities are important.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recognizes different rules apply to different environments (e.g., classroom vs field trips).	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Assists, with support and guidance, in developing and participating in activities designed to care for the environment and/or community.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

b. Economics

34-48 months	Identifies different types of employment, including work done in the home, school, and community.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services, trading, and sustainability.	Social-Emotional	C. Interactions with Peers	2 (All)
46-60 months End of Preschool Standards	Explores and discusses differences between basic wants and needs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Identifies and explains how basic human needs of food, clothing, shelter, and transportation are met.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Begins to recognize money and its uses.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Age Range	ME Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Item
c. Geography				
Mid-Preschool "Benchmarks"	Recognizes that people share the environment with other people, animals, and plants.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recognizes various ways people communicate, travel, live, and work.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
46-60 months End of Preschool Standards	With support recognizes that environmental changes can impact people, animals, and plants.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describes and sequences physical features of the community through visual representation.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Displays awareness that geographic features influence how people experience, navigate and work in their community and in other geographic regions.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
d. History and Culture				
34-48 months	Uses words to describe time (g.g. yesterday, names of seasons, before).	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	With prompting and support, recognizes differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
46-60 months End of Preschool Standards	Uses words and phrases correctly to indicate changes that take place over time.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Observes and recognizes changes that take place over time in the family, classroom and community.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Recalls events that happened in the past, such as a family or personal history.	Cognitive	B. Imitation and Memory	3. Relates past events
	Displays awareness of similarities and differences among individuals and families.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes