



ALIGNMENT



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

**WITH
Indiana Early Learning Standards**

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

This document aligns the *Indiana Early Learning Standards* [2023] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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

Indiana Department of Education. (2023). *Indiana Early Learning Standards*. Retrieved from: <https://media.doe.in.gov/news/2023-early-learning-standards-final-5-25-23.pdf>

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Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
English/Language Arts Early Learning Standards				
English/Language Arts Early Learning Standard 1: Communication Process				
ELA1.1: Demonstrate receptive communication				
Infant	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Respond to words or gestures	Social-Communication	B. Communicative Understanding	1.1 Follows pointing gestures with eyes
	Recognize familiar objects, people, and voices	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Orient to sounds in the learning environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to make eye contact when caregiver speaks	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Respond to simple statements, requests, and/or gestures	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Older Toddler	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Respond to simple sentences, phrases, gestures and/or actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Follow simple one-step directions	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
Younger Preschool	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listen to and follow multi-step directions with adult support	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
Older Preschool	Demonstrate continual growth in understanding increasingly complex and varied vocabulary	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Listen to and follow multi-step directions	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
	With adult support, discover the meaning of new words and relate them to prior knowledge	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing with others using words, phrases, or sentences
Kindergarten Standard	K.CC.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Literacy	D. Vocabulary and Story Comprehension	2.2 Asks and answers questions related to story
	K.CC.5 Follow simple two or three-step oral directions.	Social-Communication	B. Communicative Understanding	3.1 Follows multi-step directions with contextual clues

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA1.2: Demonstrate expressive communication				
Infant	Use facial expressions or gestures to communicate	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use simple vocalizations to communicate	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Express sounds and patterns of home language	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
Young Toddler	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Use gestures to clarify communication	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use single words or simple phrases	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Older Toddler	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use gestures and actions to communicate	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use simple phrases or simple sentences	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances
	Talk about past, present, and future events	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschool	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use complex gestures and actions to communicate	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use expanded sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Describe activities and experiences with detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Demonstrate continual growth in increasingly varied and complex vocabulary	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use complex gestures and actions to communicate	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use complex sentences	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Describe activities, experiences, and stories with expanded detail	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Change word tense to indicate time	Social-Communication	C. Communicative Expression	3.1 Uses irregular past tense of common verbs
		Social-Communication	C. Communicative Expression	3.2 Uses regular past tense of common verbs
Use communication for a variety of purposes	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences	
Kindergarten Standard	K.RC.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary
	K.RC.5 With support, retell the main idea and key details of a text	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary words in picture books
	K.CC.1 Participate in collaborative conversations about grade-appropriate 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
	K.CC.4 Audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA1.3: Demonstrate ability to engage in conversations				
Infant	Attend to an object, event, or person with an adult.	Social-Communication	B. Communicative Understanding	1. Follows gaze to establish joint attention
Young Toddler	Demonstrate intent of communicating with others	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	Take turns in a conversation	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others
	Respond to a request for clarification	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
Younger Preschool	Answer questions posed by adults or peers	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Ask questions for understanding and clarity	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Make on-topic comments	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Stay on topic in two-way conversation with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
Older Preschool	Answer open-ended questions posed by adults or peers	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
	Ask questions for understanding and clarity	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Make on-topic comments	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Stay on topic in two-way conversation that involves multiple turns	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	Communicate actively in group activities	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Vary tone and volume of expression to match the situation	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
Kindergarten Standard	K.CC.1 Participate in collaborative conversations about grade-appropriate 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
	K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
English/Language Arts Early Learning Standard 2: Early Reading				
ELA2.1: Demonstrate awareness of the alphabet				
Young Toddler	Distinguish words from pictures	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
Older Toddler	Begin to recognize and identify some frequently occurring letters in meaningful context	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Recognize symbols have meaning	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
Younger Preschool	Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)	Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
Older Preschool	Recognize and identify most uppercase and some lowercase letters	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
	Recognize own name in print	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
Kindergarten Standard	K.RF.3: Identify and name all uppercase (capital) and lowercase letters of the alphabet.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA2.2: Demonstrate phonological awareness				
Infant	Orient to sounds in the learning environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Discriminate sounds in the learning environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Begin to engage in word and sound play with adults	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Begin to engage in word and sound play with adults	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Distinguish between words that contain similar-sounding phonemes (pig-dig, cat-mat)	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Younger Preschool	Demonstrate basic knowledge of letter-sound correspondence	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Engage in rhyming games and songs; can complete a familiar rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Identify rhyming words in spoken language	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
	Orally blend and segment familiar compound words, with modeling and support	Literacy	B. Phonological Awareness	2. Segments compound words into component words
		Literacy	B. Phonological Awareness	2.1 Blends two simple words into compound words
Demonstrate awareness of sounds as separate units	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	
Older Preschool	Demonstrate basic knowledge of letter-sound correspondence	Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
	Engage in rhyming games and songs; can complete a familiar rhyme	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Make rhymes to simple words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Blend, and segment syllables in spoken words with modeling and support	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
		Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
Isolate the initial sound in some words	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	
Kindergarten Standard	K.RF.4: Identify and produce rhyming words.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	K.RF.5: Orally pronounce, blend, and segment words into syllables.	Literacy	B. Phonological Awareness	3. Segments syllables of two- and three-syllable words
		Literacy	B. Phonological Awareness	3.1 Blends syllables into two- and three-syllable words
	K.RF.6 Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words.	Literacy	B. Phonological Awareness	4.2 Identifies middle sounds in CVC words
		Literacy	B. Phonological Awareness	4.3 Identifies last sounds in CVC words
Literacy		B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA2.3: Demonstrate awareness and understanding of concepts of print				
Infant	Look at books while an adult holds and manipulates the book	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to hold and manipulate a book with adult support	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
	Respond to songs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Listen to repetition of familiar words, songs, signs, rhymes, and stories	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Bring a book to adult to read	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Hold and manipulate a book independently	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Pretend to read familiar books	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Attend to pictures and text for several minutes	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Older Toddler	Recognize familiar books by cover	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Recite parts of well-known stories, rhymes, and songs	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	Hold books with two hands and turns pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Younger Preschool	Begin to understand that books are comprised of written words	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Respond to and interact with read-alouds of literary and informational text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Hold books right side up and turn pages left to right	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
Older Preschool	Understand that print carries meaning	Literacy	E. Writing	1. "Reads" back own dictation to label or caption picture
	Track words in a book from left to right, top to bottom, and page to page with adult support	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
Kindergarten Stan	K.RF.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	K.RF.2: Recognize that written words are made up of sequences of letters.	Literacy	A. Awareness of Print Concepts	1. Produces rhyming words given oral prompt
	K.RF.9 Orally read decodable texts with appropriate accuracy and automaticity.	Literacy	C. Alphabet Knowledge	2. Reads simple CVC and sight word text

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA2.4: Demonstrate comprehension				
Infant	Demonstrate interest in hearing a familiar story or book	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Attend to caregiver's voice while being held and/or read to	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Show preference for familiar stories	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	With adult support, respond to simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
Older Toddler	Show preference for familiar stories and repeat phrases of the story	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Answer simple questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Tell a story from pictures in a book to support language comprehension	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
Younger Preschool	Respond and interact with literature, including both fiction and building background knowledge with nonfiction text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by an adult
	Respond and interact with stories (fictional and nonfictional)	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Answer questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	With adult support, begin to retell familiar stories	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Older Preschool	Respond and interact with literature, including both fiction and building background knowledge with nonfiction text	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading led by an adult
	Answer questions about a story	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Retell familiar stories	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
Kindergarten Standard	K.RC.1: With support, ask and answer questions about main topics and key details in a text heard or read.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	K.RC.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
	K.RC.5 With support, retell the main idea and key details of a text.	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary words in picture books
	K.CC.2 Ask questions to seek help, obtain information, or clarify something that is not understood.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	K.CC.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Literacy	D. Vocabulary and Story Comprehension	2.2 Asks and answers questions related to story

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
English/Language Arts Early Learning Standard 3: Early Writing				
ELA3.1: Demonstrate mechanics of writing				
Infant	Grasp and manipulate objects when placed in hand	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Explore drawing, painting, and writing as a way of communicating	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Imitate drawing marks or scribbling	Literacy	E. Writing	3.4 Writes using "scribble writing"
Older Toddler	Explore drawing, painting, and writing as a way of communicating	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Make scribbles or shapes to convey meaning	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Imitate simple lines and shapes	Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Experiment with a variety of writing tools, materials, and surfaces	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschool	Recognize that drawings, paintings, and writings are meaningful representations	Writing	E. Writing	1.2 Verbally labels representational drawings
	Copy simple lines and shapes	Writing	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Create a simple picture	Literacy	E. Writing	2.1 Makes representational drawings
	Use writing tools with adult support	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Older Preschool	Create letter-like shapes, symbols, letters, and words with modeling and support	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Copy more complex lines, shapes, and some letters, particularly the letters in their name	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use writing tools	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
Kindergarten Standard	K.W.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.	Literacy	E. Writing	3. Writes words using conventional spelling
	K.W.2: Write by moving from left to right and top to bottom.	Literacy	E. Writing	3.4 Writes using "scribble writing"
	K.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization: Capitalizing the first word in a sentence and the pronoun I. b. Punctuation: Recognizing and naming end punctuation. c. Encoding: Spelling simple words phonetically, drawing on phonemic awareness.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Literacy		E. Writing	3.1 Writes using developmental spelling	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
ELA3.2: Demonstrate ability to communicate a story				
Infant	<i>(Developmentally appropriate/emerging outcomes first appear in older toddler)</i>			
Young Toddler	<i>(Developmentally appropriate/emerging outcomes first appear in older toddler)</i>			
Older Toddler	Draw pictures and scribble to generate and express ideas	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Dictate a story for an adult to write	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
Younger Preschool	Create writing with the intent of communicating	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Dictate a story for an adult to write	Literacy	E. Writing	1.1 Dictates description of drawing
	Use pictures, letters, and symbols to communicate a story	Literacy	E. Writing	2.1 Makes representational drawings
Older Preschool	Create writing with the intent of communicating	Literacy	E. Writing	3.1 Writes using developmental spelling
	Dictate a story that demonstrates simple details and narrative structure	Literacy	E. Writing	1.1 Dictates description of drawing
	Use letters, symbols, and words to share an idea with someone	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Use writing to label drawings	Literacy	E. Writing	2. Writes and draws for a variety of purposes
Kindergarten Standard	K.W.3 Use words and pictures to develop a main idea and provide information about a topic.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	K.W.4 Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order.	Literacy	E. Writing	1.1 Dictates description of drawing
	K.W.5 With support, apply the writing process to: a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; d. Use available technology to produce and publish writing.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Literacy	E. Writing	2. Writes and draws for a variety of purposes
		Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics Early Learning Standards				
Mathematics Early Learning Standard 1: Numeracy				
M1.1: Demonstrate strong sense of counting				
Infant	Repeat a movement like a clap	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Young Toddler	Imitate verbal counting sequence not necessarily in order	Math	A. Counting	1.2 Recites numbers 1–3
	Line up or organize objects	Fine Motor	B. Functional Skill Use	3.2 Aligns objects
Older Toddler	Count the number sequence 1-5	Math	A. Counting	2.2 Recites numbers 1–10
	Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Younger Preschool	Count the number sequence 1-10	Math	A. Counting	2.2 Recites numbers 1–10
	Recognize that the count remains the same regardless of the order or arrangement of the objects	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Apply one-to-one correspondence with objects and people (2-3 objects)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)	Math	A. Counting	1.1 Counts 3 items to determine “How many?”
Older Preschool	Count the number sequence 1-20	Math	A. Counting	3.2 Recites numbers 1–20
	Recognize the last number name said tells the number of objects counted	Math	A. Counting	1. Counts out 3 items
	Apply one-to one correspondence with increasing number of objects and/or people (5-10 objects)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)	Math	A. Counting	2.1 Counts 10 items to determine “How many?”	
Kindergarten Standard	K. NS.1: Count to at least 100 by ones and tens and count one by one from any number.	Math	A. Counting	4. Skip counts by tens to 100
		Math	A. Counting	4.1 Recites numbers 31–100
		Math	A. Counting	4.2 Recites numbers 1–30
	K.NS.3 Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted. Count out the number of objects, given a number from 1 to 20.	Math	A. Counting	3.1 Counts 20 items to determine “How many?”
	K.NS.4: Identify sets of 1 to 10 objects in pattern arrangement and tell how many without counting.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
M1.2: Demonstrate understanding of written numerals				
Young Toddler	Attend to books with pictures and numerals for a few minutes	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading with adult or older child
Older Toddler	Begin to explore that number symbols have meaning	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
Younger Preschool	Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Identify numerals in general as different from letters or other symbols	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Match number symbols with amounts 1-3	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
Older Preschool	Match number symbols with amounts 1-10	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	Name written numerals from 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
	Write numerals 1-10	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
Kindergarten Standard	K.NS.6 Compare the values of two numbers from 1 to 20 presented as written numerals	Math	A. Counting	3.2 Recites numbers 1–20
		Math	D. Addition and Subtraction	1.4 Says number after 1–10
		Math	D. Addition and Subtraction	2.2 Says number before 2–10
	K.NS.2: Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
		Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
		Math	C. Reading and Writing Numbers	3. Reads and writes numerals for quantities 11–20

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
M1.3: Recognition of number relations				
Infant	Explore objects one at a time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Indicate a desire for more	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Give more when asked	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive
Younger Toddler	Begin to develop the concept of more	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Give all objects when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Separate a whole quantity of something into parts	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddler	Visually identify sets of quantities of large differences (using terms more and/or fewer)	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Begin to identify first and last	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Give some when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Give the rest when asked	Social-Communication	B. Communicative Understanding	3.3 Follows one-step direction with contextual cues
	Begin to understand the concept of none	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Younger Preschool	Readily identify first and last	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly use the words for comparing quantities	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Separate sets of 6 or fewer objects into equal groups	Math	B. Quantitative Relations	1.2 Creates equivalent sets of 5 items
	Demonstrate the understanding of the concept of after	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Identify when 2 sets are equal using matching and counting strategies	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
	Correctly use the words for position	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Compare the values of two numbers from 1 to 10 presented as written numerals	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
	Demonstrate the understanding of the concept of before	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.NS.5: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
		Math	B. Quantitative Relations	3.1 Compares items in sets of 11 to 20 by matching
	K.NS.8: Compare the values of two numbers from 1 to 20 presented as written numerals.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
		Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Math	C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20
	K.NS.7 Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	Math	C. Reading and Writing Numbers	2.1 Demonstrates understanding of mathematical meaning of written numerals 6–10
		Math	C. Reading and Writing Numbers	3.1 Demonstrates understanding of mathematical meaning of written numerals 11–20

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics Early Learning Standard 2: Computation and Algebraic Thinking				
M2.1: Exhibit understanding of mathematic structure				
Young Toddler	Take away objects or combine groups when asked	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Attend to a new object in a group of objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddler	Describe that something was taken away	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Identify that an object has been added to a group	Math	B. Quantitative Relations	1.1 Compares items in sets to 5 by matching
Younger Preschool	Begin to understand that numbers can be composed and decomposed to create new numbers	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
Older Preschool	Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	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
Kindergarten Standard	K.CA.2: Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5=2+3$ and $5=4+1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	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
	K.CA.3 Find the number that makes 10 when added to the given number for any number from 1 to 9 (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
M2.2: Demonstrate awareness of patterning				
Infant	Show interest in visual, auditory, and tactile patterns	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Recognize daily routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Follow along and imitate patterns of sounds and movement	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Clap or move to a beat	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Recognize natural patterns in the learning environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Show greater recognition of daily routines	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Younger Preschool	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Understand sequence of events when clearly explained	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschool	Begin to create and extend a new simple pattern	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Understand sequence of events when clearly explained	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.CA.4: Create, extend, and give an appropriate rule for simple repeating and growing patterns and shapes.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics Early Learning Standard 3: Data Analysis				
M3.1: Demonstrate understanding of classifying				
Young Toddler	Identify attributes of objects with adult support	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Toddler	Identify similarities and differences in objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschool	Sort, classify, and compare objects by one attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Preschool	Explain simple sorting or classifying strategies	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort a group of objects in multiple ways	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
Kindergarten Standard	K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Mathematics Early Learning Standard 4: Geometry				
M4.1: Understanding of spatial relationships				
Infant	Explore how things fit and move	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Put object in, out, on, and off of other things	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to combine shapes to make new shapes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Hide behind or between objects for play	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
Younger Preschool	Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use position terms such as in, on, and under	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschool	Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Use position terms such as above, below, beside, and between	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.CA.4 Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes				
Young Toddler	Match identical simple shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Toddler	Match similar shapes that are different sizes, and different orientation with a variety of two-dimensional shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Younger Preschool	Match similar shapes when given a variety of three-dimensional shapes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Start to identify the attributes of shapes	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Older Preschool	Use the attributes of shapes to distinguish between shapes	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Differentiate two- and three-dimensional shapes (e.g., squares from cubes)	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Kindergarten Standard	K.G.1: Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Mathematics Early Learning Standard 5: Measurement				
M5.1: Understand concept of time				
Infant	Cooperate with a routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Follow a daily schedule with adult support	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddler	Follow steps in a simple routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Understand time limit cue	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Understand transition from one activity to the next	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Tell what activity comes before and after	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Know daily concepts of earlier and later, morning and afternoon	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten Standard	K.M.2: Identify and use appropriate terms to describe intervals of time including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools that measure time.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
M5.2: Understand measurement through description and comparison				
Infant	Explore objects with different shapes and sizes	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects with different attributes, big/little, soft/hard	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Young Toddler	Use any basic measurement word or gesture to express measurable attributes, such as big/little, soft/hard	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
Older Toddler	Sort objects into two categories based on attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Explore measurement using non-standard tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Younger Preschool	Directly compare and describe two objects with a measurable attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Measure length and volume (capacity) using non-standard measurement tools	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Preschool	Directly compare and describe two or more objects with a measurable attribute	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Kindergarten Standard	K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Early Learning Standards				
Science Early Learning Standard 1: Physical Science				
SC1.1: Demonstrate ability to explore objects in the physical world				
Infant	Observe and experience the physical environment using all five senses	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	React to changes in light	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Focus attention on sounds, movement, caregiver, and objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
Young Toddler	Notice and react to cause and effect within the physical environment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use tools to explore the physical environment	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Older Toddler	Use simple words to describe sensory experiences, objects, and how objects move	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify and solve problems in the environment through active exploration	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Younger Preschool	Use senses to learn about concepts of weight, motion, and force	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask questions about physical properties and changes in the physical world	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Use senses to describe concepts of weight, motion, and force	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Ask questions and draw conclusions about physical properties and the physical world	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Use a greater number of scientific vocabulary words related to classroom investigations	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
Kindergarten Standard	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SC1.2: Demonstrate awareness of the physical properties of objects				
Infant	Touch objects with varying physical attributes, may show a preference for one over another	Cognitive	A. Sensory Exploration	2.1 Use sensory means to explore people, animals, and objects
	Notice cause and effect within the physical environment	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Perform actions with objects and observe results	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to identify physical attributes of objects	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Imitate the actions of others as they explore objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Copy patterns and rhythms with objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
Older Toddler	Describe physical properties using simple words	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschool	Identify materials that make up objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Investigate and describe observable properties of objects	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Match objects by physical attributes	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Older Preschool	Identify materials that make up objects	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use evidence from investigations to describe observable properties of objects	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Sort objects into categories based on physical attributes and explain reasoning	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
Kindergarten Standard	K.DA.1 With guidance, collect and organize data into simple bar graphs, pictographs, and/or tables to identify patterns and make comparisons.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of the change resulting from investigations

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Early Learning Standard 2: Earth and Space Science				
SC2.1: Recognize seasonal and weather related changes				
Infant	Observe and experience the difference in weather	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Observe and investigate environment, nature, and weather	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Toddler	Communicate awareness that the environment, weather, and seasons change	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Name different kinds of weather	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschool	Communicate awareness of seasonal changes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe weather conditions using correct terminology	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschool	Communicate awareness of seasonal changes	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Describe how weather changes	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten Standard	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on an area.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.*	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Early Learning Standard 3: Life Science				
SC3.1: Demonstrate awareness of life				
Infant	Demonstrate interest in and interact with plants, animals, and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Discover body parts	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Identify living organisms by name	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Name basic body parts	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddler	Name characteristics of living organisms	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Name more complex body parts	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
Younger Preschool	Identify the correct names for adult and baby animals	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Compare attributes of living organisms	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify and describe the function of body parts	Cognitive	E. Scientific Discovery	2.3 Makes observations
Older Preschool	Differentiate animals from plants	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Discriminate between living organisms and non-living objects	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Ask questions and conduct investigations to understand life science	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Identify and describe the function of body parts	Cognitive	E. Scientific Discovery	2.3 Makes observations
Kindergarten Standard	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.*	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SC3.2: Demonstrate awareness of the preservation, protection, and care of living creatures and plants				
Older Toddler	Recognize trash and know where to discard it	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Observe animals (e.g., birds) in a safe environment	Cognitive	E. Scientific Discovery	2.3 Makes observations
Younger Preschool	Begin to recognize that plants and animals need food, water, air, and sun to survive	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Recognize things that do not belong in the environment (e.g., litter)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to care for living things (feeding fish, watering plants, helping weed garden)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Participate in discussions about simple ways to take care of the environment (e.g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Participate in reusing and recycling materials	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Describe basic things plants and animals need to live and grow (sunlight, water, food)	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Kindergarten	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Early Learning Standard 4: Engineering				
SC4.1: Demonstrate engineering design skills				
Infant	Demonstrate an interest in people-made objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore and manipulate people-made objects	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Test limits of the environment	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Begin to construct and deconstruct using readily available materials	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Older Toddler	Use tools to serve a purpose or solve a problem	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Notice whether the solution was successful	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use complex motions (e.g., push/pull) to play with simple machines	Fine Motor	B. Functional Skill Use	2. Rotates wrist to manipulate object
Younger Preschool	Identify a problem or need and create a plan to solve	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use nearby objects that function as simple machines to enhance play	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Older Preschool	Select materials and implement a designated plan	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Evaluate and communicate solution outcomes	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Use classroom objects to create simple machines to enhance play	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
Kindergarten	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.*	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Science Early Learning Standard 5: Scientific Inquiry and Method				
SC5.1: Demonstrate scientific curiosity				
Infant	Observe and show interest in objects, organisms, and events in the environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Actively explore the environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Repeat actions that causes an interesting effect	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddler	Demonstrate curiosity	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Actively explore the environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Solve problems with adult support using trial and error	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Older Toddler	Demonstrate curiosity and ask for more information	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use tools to explore the physical environment	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Solve problems with adult support using trial and error	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
Younger Preschool	Observe with a focus on details	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use simple tools to extend investigations	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Identify themselves or their actions as scientific	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Discuss ways that people can affect the environment in positive and negative ways	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Independently use simple tools to conduct an investigation to increase understanding	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Engage in a scientific experiment with peers	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Communicate results of an investigation	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Kindergarten	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.*	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SC6.1 Demonstrate decomposition of larger tasks into smaller steps				
Infant	Recognize daily routines	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Younger Toddler	Follow steps in a simple daily routine with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddler	Follow steps in a simple routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Identify 2-3 steps in common routines with adult support	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Older Preschool	Identify 3-5 steps in common routines	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten	K-2.PA.1 Breakdown and plan the order of the steps needed for a desired outcome to accomplish the goal.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2.PA.2 Using age appropriate vocabulary, explain steps taken and choices made to improve the design of a sequence.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
SC6.2: Demonstrate algorithmic thinking and debugging				
Older Toddler	Demonstrate knowledge of completing a set of two or more steps in order	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Younger Preschool	Demonstrate knowledge of when a set of steps is ordered or unordered	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Demonstrate an understanding of when a task requires a set of ordered steps	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Kindergarten	K-2.PA.4 Identify and fix (debug) errors in sequences and simple loops.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2.PA.5 Model daily processes by creating and following algorithms (i.e., sets of step-by-step instructions) to complete tasks.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Early Learning Standards				
Social Studies Early Learning Standard 1: Self				
SS1.1: Demonstrate development of self				
Infant	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to show awareness of self as an individual, separate from others	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Show affection and bond with familiar adults	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
Young Toddler	Participate in celebrations in the learning environment and community when observed	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Begin to demonstrate a sense of belonging to a group by engaging in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to notice differences in self from others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use simple words to show recognition of family members and familiar adults	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
Older Toddler	Participate in and imitate celebrations in the learning environment and community when observed	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to demonstrate a sense of belonging to a group by engaging in parallel play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Begin to gesture and ask simple questions regarding differences and/or similarities between self and others	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschool	Participate in and describe own family, community, and cultural celebrations when observed	Social-Emotional	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Begin to assimilate family, community, and cultural events in cooperative play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Older Preschool	Participate in and describe local, state, and national events and celebrations if observed	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identify key people in history	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Assimilate family, community, and cultural cooperative play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Build awareness, respect, and acceptance for differences in people and acknowledge connections	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Kindergarten Standard	K.H.2 Identify ways by which people, heritage, and events are commemorated and recognized.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	K.C.2: Give examples of how to be a responsible family member and member of a group.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K.G.5: Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Early Learning Standard 2: History and Events				
SS2.1: Demonstrate awareness of chronological thinking				
Infant	Participate in daily routines with caregivers (e.g., diaper changes and feeding)	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Adapt to changes in routine and/or schedule	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Anticipate events	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
Older Toddler	Begin to recognize the sequence of events as part of a daily routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Recognize the sequence of events as part of a daily routine and as it relates to the passage of time	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Demonstrate an understanding of time in the context of daily experiences and understand that the passage of time can be measured	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Begin to understand how time is measured	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Kindergarten Standard	K.H.3 Identify events and place events in a sequence	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	K.H.4: Explain that calendars are used to represent the days of the week and months of the year.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
SS2.2: Demonstrate awareness of historical knowledge				
Infant	Begin to develop knowledge of cause and effect (e.g., crying results in caregiver response)	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Respond to stories about time and age	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
Older Toddler	Begin to recall information from recent experiences	Cognitive	B. Imitation and Memory	3.3 Relates events immediately after they occur
Younger Preschool	Begin to communicate concepts of time, such as before and after	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
Older Preschool	Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Kindergarten Standard	K.H.1: Compare children and families of today with those from the past.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SS2.3: Demonstrate awareness of the foundations of government or authority				
Older Toddler	Begin to recognize familiar community symbols	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Younger Preschool	Identify leaders and helpers in the home or early learning environment	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Recognize familiar community symbols	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Older Preschool	Identify leaders and community helpers at home, school, and in environments	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Recognize community symbols and begin to recognize national symbols (e.g., the flag)	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
Kindergarten Standard	K.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Early Learning Standard 3: Geography				
SS3.1: Demonstrate awareness of the world in spatial terms				
Infant	Begin to discover use of body and objects in the learning environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Begin to respond to simple location terms	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Use a variety of materials to represent familiar objects	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Older Toddler	Begin to use simple location terms	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Experiment with materials to represent objects in play	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Younger Preschool	Identify location, directionality, and spatial relationships	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Begin to create simple representations of a familiar physical environment	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Develop concepts and describe location, directionality, and spatial relationships	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Engage in play where one item represents another	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
Kindergarten Standard	K.G.1: Use words related to location, direction and distance, including here/there over/under, left/right, above/below, forward/backward, and between.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.G.2: Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
SS3.2: Demonstrate awareness of places and regions				
Infant	Explore the immediate early learning environment around them	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Recognize parts of surroundings	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Look toward location where familiar objects are stored with the expectation of finding them	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
Older Toddler	Describe the characteristics of home and surroundings	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Know the location of objects and places in familiar environments	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
Younger Preschool	Identify and describe prominent features of the early learning environment, neighborhood, and community	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Begin to learn knowledge of personal and geographic information	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
Older Preschool	Use words to describe natural and people-made features of locations	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Become familiar with information about where they live and understand what an address is	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
Kindergarten Standard	K.G.3: Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.G.4: Identify and describe the address and location of school; understand the importance of an address.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Early Learning Standard 4: Economics				
SS4.1: Demonstrate awareness of economics, spending, and making money				
Infant	Demonstrate preference for specific objects and people	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Young Toddler	Communicate desire for objects and/or persons that are in the classroom or home	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Imitate familiar roles and routines	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddler	Use props related to buying and selling items during play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Communicate wants and needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Recognize various familiar workers in the community	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Begin to role play different jobs	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschool	Begin to understand the purpose of money and concepts of buying and selling through play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Begin to develop an awareness that people work for money in order to provide for basic needs	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Develop an awareness of the roles of various familiar community helpers/workers	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out adult social roles and occupations	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Preschool	Begin to understand the purpose of money and concepts of buying and selling through play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Develop an awareness that people work for money in order to provide for basic needs	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Describe community helpers/workers in terms of tools or equipment they use and services or products they provide	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Act out adult social roles and occupations	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Standard	K.E.1: Explain that people work to earn money to buy the things they want and need.	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	K.E.2: Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K.E.3 Explain why people in a community choose different jobs.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Social Studies Early Learning Standard 5: Citizenship				
SS5.1: Demonstrate awareness of citizenship				
Infant	Interact with the physical environment to make needs known	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Demonstrate comfort in familiar routines, objects, and materials	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Respond to adult guidance about behavior	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
Young Toddler	Observe others carrying out routines and responsibilities and begin to imitate	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Make choices known	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to understand and follow basic guidance	Social-Communication	B. Communicative Understanding	2.2 Responds to single word directive
Older Toddler	Participate in simple routines with adult support	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Identify preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to demonstrate an understanding of rules	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Younger Preschool	Assist adults with daily routines and responsibilities	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Choose simple daily tasks from a list of jobs in the learning environment	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin to initiate helping tasks	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begin to demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Begin to understand the relationship between people and their community	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Older Preschool	Demonstrate willingness to work together to accomplish tasks	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Identify simple tasks within the home, early childhood setting, or community	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Provide leadership in completing daily tasks	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Recognize and have language to describe when something is unfair	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
Kindergarten	K.C.1 Give examples of classroom and school rules, and explain the importance of following these rules to ensure order and safety.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	K.C.2 Give examples of how to be a responsible family member and member of a group.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Student Wellbeing Foundations				
Student Wellbeing Early Learning Standard 1: Sense of Self				
SW1.1: Demonstrate self awareness and confidence				
Infant	Respond to own name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Show interest in choices available in learning environment (e.g., explore books, soft blocks)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Communicate to indicate physical and emotional needs and look to a caregiver to meet those needs	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Identify image of self	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Say own name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Show knowledge of own abilities	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
Older Toddler	Use gestures and actions to reference self in conversation	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Demonstrate use of personal pronouns	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Show sense of self satisfaction with own abilities and preferences	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Begin to show independence by occasionally resisting adult control	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Younger Preschool	Recognize self as a unique individual	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Describe personal characteristics	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show sense of self satisfaction with own abilities, preferences, and accomplishments	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
Older Preschool	Identify self as a unique member of a group that fits into a larger world picture	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Show independence in own choices	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten	K-2.M.3 Recognize and demonstrate an understanding of self confidence in attempting new skills.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	K-2.M.4 Develop confidence, with the support of adult educators, when participating in the learning environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
	K-2.LS.4 Identify personal interests and preferences.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	K-2.SE.4 Begin exploring both the similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
SW1.2: Demonstrate identification and expression of emotions				
Infant	Communicate to express pleasure or displeasure	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Seek adults to help ease displeasure once communicated	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use cues to signal overstimulation	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Respond positively to adults who provide comfort	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Use sounds and body to express feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Communicate feelings and emotions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Seek adults for comfort when needed and communicated	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express emotion toward a familiar person	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Imitate comforting behaviors of caregivers	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use sounds, gestures, and actions to express feelings	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Older Toddler	Express both positive and negative feelings about participating in activities	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Observe a peer's emotion and approach a familiar adult to communicate concern	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Demonstrate empathy to another child	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Begin to use words to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Younger Preschool	Recognize own emotions and the emotions of others	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
	Seek adults for emotional support and guidance	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use a combination of words, phrases, and actions to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Identify own emotions and the emotions of others	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
	Express and accurately respond to emotions of self and others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Predict reactions from others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Effectively use sentences and actions to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Kindergarten	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	HW K-2.4.3 Express needs, wants, and feelings in a healthy way	Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Student Wellbeing Early Learning Standard 2: Self-Regulation				
SW2.1: Demonstrate self control				
Infant	Develop an awareness of transitions, schedules, and routines with adult prompts	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Develop self-soothing when an adult provides comfort techniques	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Express desires and feelings by using gestures and actions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Young Toddler	Follow simple routines with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Self-soothe with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.3 Responds appropriately to soothing by adult
	Demonstrate the beginnings of impulse control with adult support	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Older Toddler	Follow simple routines with adult support	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Begin to self-soothe independently	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Manage some impulses with adult support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Younger Preschool	Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Manage transitions and adapt to changes in schedules, routines, and situations with adult support	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Manage a range of impulses with adult support	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Older Preschool	Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Manage transitions and adapt to changes in schedules, routines, and situations independently	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Manage a range of impulses	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Begin to manage behavior based on location and corresponding expectations (e.g., playground vs. classroom)	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
Kindergarten	K-2.SE.1 Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	K-2.SE.2 Begin to take responsibility for classroom roles and role as a learner.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	K-2.WE.1 Recognize and understand the components of self-discipline	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Student Wellbeing Early Learning Standard 3: Conflict Resolution				
SW3.1: Demonstrate conflict resolution				
Infant	Show awareness of possible conflict by demonstrating distress	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Respond positively to adult when comforted following possible observed conflict	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Engage in conflict with peers regarding possession of items	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Imitate how others solve conflicts	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Experiment with trial and error approaches to solve simple problems and conflicts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Toddler	Engage in simple conflict resolution strategies with adult support	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begin to use language skills instead of physical force to resolve conflicts	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Younger Preschool	Negotiate to resolve social conflicts with peers with modeling and support	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Use words during a conflict instead of physical force	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Older Preschool	Independently initiate conflict resolution strategies with peers and seek adult support when necessary	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begin to use "I feel" statements with adult support when managing conflict with others	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
Kindergarten	K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	HW K-2.4.7 Identify and explain healthy strategies to manage and resolve conflict.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Student Wellbeing Early Learning Standard 4: Building Relationships				
SW4.1: Demonstrate relationship skills				
Infant	Engage in simple social interactions with adults (e.g., respond to adult smile)	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Exhibit caution of unfamiliar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Use key adults as a secure base when exploring the environment	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Notice other children in their learning environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Engage in onlooker play	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Engage in social interactions with familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Show feelings of security with familiar adults	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek adult assistance with challenges, but may refuse help and may say no	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Use social referencing when encountering new experiences	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Observe friendship skills in the learning environments	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
Older Toddler	Stay connected with familiar adults	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Separate from familiar adults in a familiar setting with minimal distress	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Ask for adult assistance when having difficulty in a social situation	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Imitate and model friendship skills	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Notice when a family member or child in their environment is not present	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Younger Preschool	Request and accept guidance from familiar adults	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Accept compromises when suggested by a peer or adult	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Gauge response based on the facial expressions of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Exhibit age appropriate friendship skills to engage in effective play and learning experiences	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Engage in associative play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Participate in cooperative play experiences with some adult guidance	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Preschool	Show care and concern for familiar adults and peers using more complex words and actions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Accept compromises when suggested by a peer or adult	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Gauge response based on the facial expressions of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Maintain consistent friendships	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
	Engage in cooperative play experiences for sustained periods of time	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Form connections across diverse backgrounds	Social-Emotional	D. Independent and Group Participation	1 (all)
Kindergarten	K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	K-2.SE.4 Begin exploring both the similarities and differences between self and others.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	HW K-2.4.4 Model ways to treat people with kindness and respect.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Play and Learning Standards				
Approaches to Play and Learning Standard 1: Initiative and Exploration				
APL1.1: Demonstrate initiative and self-direction				
Infant	Respond to a stimulating learning environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show curiosity/interest in surroundings	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Show eagerness and delight in self, others, and surroundings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Show interest in what others are doing	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
	Select desired object from several options	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Demonstrate curiosity/interest in new objects, experiences, and people	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Older Toddler	At times, initiate new tasks	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Verbally express a desire to complete task by self	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Independently select and use materials	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
Younger Preschool	Initiate new tasks by self	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	With support, use a variety of resources to explore materials and ideas	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Explore and manipulate familiar objects in new and imaginative ways	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschool	Take initiative to learn new concepts and try new experiences	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Seek and gather new information to plan for projects and activities	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Kindergarten	K-2.WE.2 Understand what it means to have independence and take basic instruction.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	K-2.LS.13 Participate in class discussions and activities.	Social-Emotional	D. Independent and Group Participation	2 (All)

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
APL1.2: Demonstrate interest and curiosity as a learner				
Infant	Show budding interest in how objects work	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Try a variety of approaches to get desired outcomes	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Prefer to keep a familiar adult in close proximity while exploring	Social-Emotional	B. Social Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Physically explore new ways to use objects and observe results	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Young Toddler	Ask questions about familiar objects, people, and experiences	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	Demonstrate curiosity and interest in new objects, experiences, and people	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore and manipulate familiar objects in the learning environment	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
Older Toddler	Ask questions about novel objects, people, and experiences	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Demonstrate enthusiasm for new learning (may be within familiar contexts)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use active exploration to solve a problem	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Younger Preschool	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Communicate a desire to learn new concepts or ideas	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Exhibit willingness to try new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Older Preschool	Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Communicate a desire to learn new concepts or ideas	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Exhibit willingness to try new experiences	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	K-2.M.2 Understand mistakes as a normal part of the learning process.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2.M.3 Recognize and demonstrate an understanding of self confidence in attempting new skills.	Social-Emotional	B. Social Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Play and Learning Standard 2: Flexible Thinking				
APL2.1: Demonstrate development of flexible thinking skills during play				
Infant	Manipulate objects and imitate actions observed	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
		Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
Young Toddler	Use objects for real or imagined purposes	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Older Toddler	Substitute one object for another in pretend play or pretend with objects that may or may not be present	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Show creativity, inventiveness, and flexibility in approach to play with adult guidance	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
Younger Preschool	Find a creative or inventive way of doing a familiar task or solving a problem with adult guidance	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Begin to demonstrate flexibility in approach to play and learning	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Adjust approach to task to resolve difficulties with adult support	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
Older Preschool	Demonstrate analysis, innovation, imagination, and creativity to solve a problem	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Develop recovery skills from setbacks and differences in opinion in a group setting	Social-Emotional	D. Independent and Group Participation	2. Interacts appropriately with others during large-group activities
Kindergarten	K-2.M.2 Understand mistakes as a normal part of the learning process.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2.LS.15 Utilize imagination and identify patterns.	Social-Emotional	C. Interactions with Peers	2.1 Meets behavioral expectations in familiar environments

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Play and Learning Standard 3: Attentiveness and Persistence				
APL3.1: Demonstrate development of sustained attention and persistence				
Infant	Examine objects for brief periods of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Express discomfort when needs are not met	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Repeat actions to make something happen again	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
Young Toddler	Jointly attend to book with an adult for several minutes	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Engage and persist with an activity, toy, or object, but is easily distracted	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Engage for longer periods of time when trying to work through tasks	Social-Emotional	D. Independent and Group Participation	AEPS-3 CODF!B192=
Older Toddler	Attend to a book for longer periods of time (jointly or independently)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Focus on an activity for short periods of time despite distractions	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
	Repeat an activity many times in order to master it, even if setbacks occur	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
Younger Preschool	Independently attend to a book from beginning to end	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Demonstrate ability to delay gratification for short periods of time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follow though on an activity through to completion	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschool	Independently attend to a book from beginning to end	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Focus on an activity with deliberate concentration despite distractions and/or temptations	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Carry out tasks, activity, project, or transition, even when frustrated or challenged, with minimal distress	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Persist in trying to complete a task after previous attempts have failed	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
Kindergarten	K-2.WE.3 Understand what it means to persevere.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K-2.LS.14 Listen to and follow classroom procedures.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Approaches to Play and Learning Standard 4: Social Interactions				
APL4.1: Demonstrate development of social interactions during play				
Infant	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in children who are playing nearby	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Engage in simple social interactions with others (e.g., respond to smile)	Social-Emotional	A. Interactions with Adults	1.2 Respond to familiar adult's positive social behavior
Young Toddler	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Show preference for certain peers over time although these preferences may shift	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
Older Toddler	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Participate in play activities with a small group of children for short periods of time	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Younger Preschool	Engage in associative play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Participate in cooperative play activities with some adult guidance	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Participate in play activities with a small group of children	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
Older Preschool	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Demonstrate cooperative behavior, such as turn-taking, in interactions with others	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Begin to accept and share leadership	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
Kindergarten	K-2.LS.2 Use speaking skills in different settings.	Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts Early Learning Standards				
Creative Arts Early Learning Standard 1: Music				
CA1.1: Demonstrate creative music expression				
Infant	Respond to music by moving own body	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Experiment with vocalizations and sounds	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	React to familiar songs or music	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Participate in diverse musical genres and styles	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Young Toddler	Respond to music by moving own body	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitate sounds using voice or objects	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Sing along to familiar songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Respond to rhythmic patterns with objects	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Participate in diverse musical genres and styles	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Older Toddler	Respond to music by moving own body	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing familiar songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in diverse musical genres and styles	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Younger Preschool	Listen and respond to music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Participate in experiences with musical instruments and singing to express creativity	Social-Emotional	D. Independent and Group Participation	2.1 Interacts appropriately with materials during large-group activities
	Sing songs that use the voice in a variety of ways	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Produce rhythmic patterns in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Describe feelings and reactions in response to diverse musical genres and styles	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Older Preschool	Respond to changes heard in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use familiar rhymes, songs, chants, and musical instruments to express creativity	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Sing songs that use the voice in a variety of ways	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Produce rhythmic patterns in music	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Describe feelings and reactions in response to diverse musical genres and styles	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergarten Standard	K-2(LR.5.2.1) Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	K-2(LR.4.2.1) Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	K-2(P.8.2.1) Accurately play a variety of classroom instruments alone and with others using appropriate technique.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	K-2(CN.2.2.1) Identify music concepts and explore ways they are used in other disciplines.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	K-2(CN.3.2.1) Apply a varied repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing, and demonstrating audience behavior appropriate for the context and style of the music performed.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts Early Learning Standard 2: Dance				
CA2.1: Demonstrate creative movement expression				
Infant	Respond to music with body movements	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Use whole body to respond to music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Older Toddler	Use dance for self-expression	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Younger Preschool	Convey ideas and emotions through creative movement expression (with or without music)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
Older Preschool	Convey ideas and emotions through creative movement expression (with or without music)	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Purposefully select movements that communicate ideas, thoughts, and feelings	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
Kindergarten Standard	K-2(LR.6.2.3) Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	DA:Cr1.1Kb Explore different ways to do basic locomotor and nonlocomotor movements by manipulating various elements of dance.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	DA:Pr5.1.Kc Isolate and move body parts in relation to other body parts and repeat and recall movements upon request.	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	DA:Cn10.1.Ka Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience or feelings.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts Early Learning Standard 3: Visual Arts				
CA3.1: Demonstrate creative expression through the visual art process				
Infant	Explore simple art materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Use simple art materials	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Express preferences for certain art materials	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Toddler	Enjoy repetition of materials and experiences	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Begin to explore additional art materials with adult support	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschool	Use colors, lines, and shapes to communicate meaning	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Explore various art-making processes and multiple media types with adult support	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities
Older Preschool	Identify and use colors, lines, and shapes found in the environment and in works of art	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Engage in self directed exploration of various art making processes and multiple media types including digital	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Share details about why they are using specific colors or materials	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
Kindergarten Standard	VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	VA:Cr1.2.Ka Engage collaboratively and/or individually in creative art making in response to an artistic problem.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	VA:Cr2.2.Ka Begin to identify safe and non toxic art materials, tools, and equipment.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	VA:Cr3.1.Ka Explain the process of making art while creating.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
CA3.2: Demonstrate creative expression through visual art production and presentation				
Infant	Respond to various textures and sensory materials	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Young Toddler	Explore a variety of media	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Toddler	Use a variety of media	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
Younger Preschool	Progress in ability to create drawings, models, and other art using a variety of materials	Literacy	E. Writing	2.1 Makes representational drawings
	Develop growing ability to plan, work independently, and demonstrate care in a variety of art	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Show interest in creating and displaying individualized artwork	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Older Preschool	Progress in ability to create drawings, models, and other art using a variety of materials	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art	Social-Emotional	D. Independent and Group Participation	1. Interacts appropriately with others during small-group activities
	Create, save, and display individualized artwork	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
Kindergarten Standard	VA:Cr2.3.Ka Create art that represents natural and constructed environments.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	VA:Cn.10.1.Ka Create art that tells a story about a life experience.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	VA:Pr4.1.Ka Display and describe personal artwork.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
CA3.3: Demonstrate creative expression through art appreciation				
Infant	Show preference for particular visual stimuli	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Express likes or dislikes of certain colors or patterns	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Look at pictures, photographs, and illustrations	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
Older Toddler	Communicate preferences while looking at pictures, photographs, and illustrations	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Compare and contrast own creations and those of others	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Younger Preschool	Observe and discuss art forms	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Reflect on differences and preferences when encounters artwork	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Share ideas about personal creative work	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Older Preschool	Observe and discuss art forms	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Reflect on differences and preferences when encounters artwork	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Share ideas about personal creative work	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
Kindergarten Standard	VA:Re8.1.Ka Interpret art by identifying subject matter and describing relevant details.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	VA: Re7.2.Ka Describe what an image represents.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	VA:Cn11.1Ka Identify purpose of an artwork.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	VA:Pr6.1.Ka Explore the purpose of an art museum.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Creative Arts Early Learning Standard 4: Dramatic Play				
CA4.1: Demonstrate creative expression through dramatic play				
Infant	Engage in onlooker play	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Begin to exhibit skills in solitary play	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to imitate the actions and expressions of caregivers	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Begin to recognize that certain actions will draw responses	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Young Toddler	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Begin to exhibit skills in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Use objects as symbols for other things	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Demonstrate simple character/animal sounds with motions	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
Older Toddler	Engage in parallel play	Social-Emotional	C. Interactions with Peers	1.3 Plays near one or two peers
	Begin to exhibit skills in associative play	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Spontaneously pretend to take on the characteristics of a person, character, or animal	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Express self through dramatic play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
Younger Preschool	Engage in associative and cooperative play	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Use a variety of props to demonstrate themes about life experiences, ideas, and feelings	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Participate freely in dramatic play experiences that become of increased duration and complexity	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Older Preschool	Engage in associative and cooperative play	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Role-play imaginary events and characters	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Participate freely in dramatic play experiences that become of increased duration and complexity	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
Kindergarten Standard	TH: Cr.1.1.Ka a. With prompting and support, invent and inhabit an imaginary place/environment in dramatic play or a guided drama experience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	TH: Cr.1.1.Kb b. With prompting and support, use available materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	TH: Cr.2.1.Ka With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	TH: Re9.1.Ka With prompting and support, actively engage with others in dramatic play or a guided drama experience.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Health and Growth Early Learning Standards				
Physical Health and Growth Early Learning Standard 1: Health and Well-Being				
PHG1.1: Demonstrate development of healthy practices				
Infant	Passively participate in health and hygiene-related behaviors initiated by an adult	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Participate with adult support in health and hygiene-related behaviors	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Imitate personal health practices	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Older Toddler	Practice health and hygiene-related behaviors with reminders	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Imitate an experience of participating in a doctor or dentist visit	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Younger Preschool	Demonstrate health and hygiene-related behaviors with reminders	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Identify the difference between sick and well	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Engage in sociodramatic play to demonstrate the roles of medical professionals	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Older Preschool	Demonstrate health and hygiene-related behaviors with minimal prompting	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Communicate practices that promote healthy living and prevent illness for self and family members	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Engage in sociodramatic play to demonstrate the roles of medical professionals	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
Kindergarten Standard	HW K-2.1.1 Identify that healthy behaviors affect personal health.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	HW K-2.1.2 Recognize that there are multiple dimensions of health. (mental/emotional, intellectual, physical, environmental, and social health).	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	HW K-2.1.3 Describe ways to prevent communicable diseases.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	HW K-2.2.1 Identify how the family and culture influence personal health practices and behaviors.	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PHG1.2: Demonstrate development of safety practices				
Infant	Use key adults as a secure base when exploring the learning environment.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seek reassurance from a trusted caregiver when encountering an unfamiliar person/object	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
Young Toddler	Demonstrate awareness of danger	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
	Respond to adult direction to change behavior in order to avoid danger or prevent injuries	Adaptive	D. Personal Safety	3.1 Responds appropriately to warnings of dangerous conditions or substances
Older Toddler	Demonstrate awareness of danger	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Recall behaviors that prevent injuries	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	Respond to adult guidance and direction regarding safety	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Younger Preschool	Identify ways to play safely	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Follow simple safety rules while participating in activities	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
Older Preschool	Demonstrate basic safety knowledge	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Alert others to possible danger	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Participate, with adult support, to develop safety rules for an activity	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
Kindergarten Standard	HW K-2.1.4 List ways to prevent common childhood injuries	Adaptive	D. Personal Safety	4.2 Reports inappropriate events, actions, or language by others
	HW K-2.7.2 List a variety of behaviors to avoid or reduce health and safety risks	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
	PE K.4.4.A Recognizes the established protocols for class activities.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	PE K.4.5.A Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PHG1.3: Demonstrate development of nutrition awareness				
Infant	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Show food preferences	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Begin following a regular eating routine	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
Young Toddler	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Try new foods	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Follow a regular eating routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
Older Toddler	Express when hungry or full	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Make simple food choices depending on personal and cultural preference	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Communicate about various characteristics of food	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
Younger Preschool	Respond to physical cues when hungry, full or thirsty	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Participate in preparation of a simple, healthy snack	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Express preferences about food	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Older Preschool	Respond to physical cues when hungry, full or thirsty	Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Communicate about variety and amount of foods needed to be healthy	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Participate in preparation of a simple, healthy snack	Adaptive	A. Eating and Drinking	6. Prepares food for eating
	Describe physical features of fruits and vegetables	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	Begin to describe where fruits and vegetables come from	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Kindergarten	PE K.3.6.A Identifies health and unhealthy foods and recognizes that food provides energy for physical activity.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	HW K-2.1.1 Identify that healthy behaviors affect personal health	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	K.LS.1 Describe and compare the growth and development of common living plants and animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.LS.2 Describe and compare the physical features of common living plants and animals.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	K.LS.3 Use observation to describe patterns of what plants and animals (including humans) need to survive.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Health and Growth Early Learning Standard 2: Senses				
PHG2.1: Demonstrate how the five senses support processing information				
Infant	Manipulate objects to see what will happen	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Use senses to explore surroundings	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Demonstrate awareness of different textures of food	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
Young Toddler	Try a new action with a familiar object	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Older Toddler	Test objects to determine their purpose	Cognitive	D. Reasoning	1. Uses object to obtain another object
	Interact with their physical environment using tactile, visual, auditory, olfactory, and gustatory senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
Younger Preschool	Take things apart and attempt to put them back together	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Older Preschool	Take things apart and invent new structures using the parts	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
Kindergarten	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	K.G.1 Compare two and three dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	K.M.1 Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
PHG2.2: Demonstrate development of body awareness and physical activity				
Infant	Show awareness of own body and start to move intentionally	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Interact with adults in physical activities	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
Young Toddler	Identify basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use trial and error to discover how the body and objects move through space	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Use simple movement skills to participate in active physical play	Gross Motor	C. Active Play	2.2 Climbs play equipment
Older Toddler	Identify basic body parts	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Demonstrate awareness of own body in space and in relationship to objects	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
	Participate in active physical play and structured activities requiring spontaneous and instructed body movements	Gross Motor	C. Active Play	1 (All)
		Gross Motor	C. Active Play	2. Uses hands to hang on play equipment with bars
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	2.3 Goes down small slide
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
Younger Preschool	Identify and describe function of body parts	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate awareness of own body in relation to other people and objects through play activities	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time	Gross Motor	C. Active Play	All
	Demonstrate basic understanding that physical activity helps the body grow and be healthy	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Begin to recognize the relationship between moving your body fast and how your body responds to this movement.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Older Preschool	Identify and describe function of body parts	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Demonstrate awareness of own body in relation to other people and objects through play activities	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in structured and unstructured active physical play exhibiting strength and stamina	Gross Motor	C. Active Play	All
	Demonstrate basic understanding that physical activity helps the body grow and be healthy	Cognitive	C. Conceptual Knowledge	2.2 Demonstrates knowledge about natural happenings
	Begin to recognize the relationship between moving your body fast and how your body responds to this movement.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
Kindergarten Standard	PE K.2.2.A Travels in three different pathways (such as moving in various patterns: straight, curved).	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	PE K.2.3.A Travels in general space with different speeds (such as traveling at various speeds in skill development activities).	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
	PE K.3.3.A Recognize that when you move fast, your heart beats faster and you breathe faster.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Health and Growth Early Learning Standard 3: Motor Skills				
PHG3.1: Demonstrate development of fine and gross motor coordination				
Infant	Demonstrate hand-eye coordination and participate in a variety of activities to enhance coordination	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Begin to develop coordination and balance, often with support	Gross Motor	A. Body Control and Weight Transfer	4 (All)
	Develop control of head and back, progressing to arms and legs	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
Young Toddler	Gain control of hands and fingers	Fine Motor	A. Reach, Grasp, and Release	2 (All)
	Begin to develop coordination and balance, requiring less support	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
Older Toddler	Use hand-eye coordination to manipulate smaller objects with increasing control	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Develop coordination and balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5 (All)
Develop gross motor control for a range of physical activities	Gross Motor	C. Active Play	2.2 Climbs play equipment	
Younger Preschool	Refine grasp to manipulate tools and objects	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Demonstrate coordination and balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4.1 Walks up and down stairs using support
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
		Gross Motor	B. Movement and Coordination	7.1 Gallops
	Gross Motor	B. Movement and Coordination	7.2 Hops forward on one foot	
Coordinate movements to perform a task	Gross Motor	C. Active Play	1 (All)	
Older Preschool	Perform fine-motor tasks that require small-muscle strength and control	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Demonstrate coordination and balance in a variety of activities	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	4. Alternates feet going up and down stairs
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Gross Motor	B. Movement and Coordination	6 (All)
	Gross Motor	B. Movement and Coordination	7 (All)	
Coordinate movements to perform a complex task	Gross Motor	C. Active Play	All	

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Kindergarten Standard	Standard 1 The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	PE K.1.1.A through K.1.5.A	Gross Motor	C. Active Play	All
	PE K.1.7.A through K. 1.16.A			
PHG3.2: Demonstrate development of oral motor skills				
Infant	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	1. Uses lips to take semisolid foods off eating utensil
Young Toddler	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	4.1 Drinks from cup with spouted lid
Older Toddler	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	5.2 Takes in appropriate amount of liquid and returns cup to surface
Younger Preschool	Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
Kindergarten	HW K-2.7.1 Identify character traits and behaviors of a healthy and safe person.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function

Age Range	IN Indicator	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Physical Health and Growth Early Learning Standard 4: Personal Care				
PHG4.1: Demonstrate increased independence in personal care routines				
Infant	Participate passively in dressing and undressing self	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Help with self feeding	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
Young Toddler	Show interest in assisting with personal body care practices	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Show interest in assisting with dressing and undressing self	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Able to feed self with some assistance	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Exhibit beginning awareness of toileting needs	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
Older Toddler	Participate with adult support in personal body care practices	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Participate with adult support in dressing and undressing self	Adaptive	C. Dressing and Undressing	All
	Communicate toileting needs	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
	Able to feed self with minimal assistance	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth using eating utensil
Younger Preschool	Attend to personal body care practices with reminders	Adaptive	B. Personal Care Routines	3.1 Completes some steps to brush teeth, comb hair, and wipe nose
	Independently feed self	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Independently dress and undress self	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Independently attend to toileting needs	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
Older Preschool	Attend to personal body care practices with minimal adult support	Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Independently feed self using utensils	Adaptive	A. Eating and Drinking	3. Eats with eating utensils
	Independently dress and undress self	Adaptive	C. Dressing and Undressing	2. Selects appropriate clothing and dresses self
	Independently attend to toileting needs	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
Kindergarten	HW K-2.2.1 Identify how family and culture influence personal health practices and behaviors.	Social-Communication	D. Social Use of Language	2.2 Describes objects; people; and past, present, and future events as part of social exchange
	HW K-2.7.1 Identify character traits and behaviors of a healthy and safe person.	Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function