



ALIGNMENT

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

WITH

Head Start Early Learning Outcomes Framework Preschool Domain

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with Head Start Early Learning Outcomes Framework (Preschool Domain)

This document aligns the content from the preschool domain (36 to 60 months) of the *Head Start Early Learning Framework* with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Approaches to Learning (ATL)

Subdomain: Emotional and Behavioral Self-Regulation

Goal P-ATL 1. Child manages emotions with increasing independence.

36 to 48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
48 to 60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 60 Months	Expresses emotions in ways that are appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Looks for adult assistance when emotions are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.				
36 to 48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
48 to 60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 60 Months	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Responds to signals when transitioning from one activity to another.	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.				
36 to 48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
48 to 60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 Months	Appropriately handles materials during activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.				
36 to 48 Months	Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
48 to 60 Months	Manages own actions, words, and behavior with occasional support from adults.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
By 60 Months	Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Waits for turn, such as waits in line to wash hands or waits for turn on swings.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Refrains from aggressive behavior towards others.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings

Subdomain: Cognitive Self-Regulation (Executive Functioning)

Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

36 to 48 Months	Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
48 to 60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
		Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
By 60 Months	Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	Social-Emotional	D. Independent and Group Participation	3.1 Responds to request to finish activity
	Delays having desires met, such as agreeing to wait turn to start an activity.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Without adult reminders, waits to communicate information to a group.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.				
36 to 48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
48 to 60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities
By 60 Months	Maintains focus on activities for extended periods of time, such as 15 minutes or more.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Engages in purposeful play for extended periods of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Attends to adult during large and small group activities with minimal support.	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities
		Social-Emotional	D. Independent and Group Participation	2.3 Remains with group during large-group activities

Goal P-ATL 7. Child persists in tasks.				
36 to 48 Months	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48 to 60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 Months	Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
		Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Returns with focus to an activity or project after having been away from it.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities

Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.				
36 to 48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
48 to 60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
By 60 Months	Accurately recounts recent experiences in the correct order and includes relevant details.	Cognitive	B. Imitation and Memory	3. Relates past events
		Cognitive	B. Imitation and Memory	3.1 Relates recent events without contextual cues
		Cognitive	B. Imitation and Memory	3.2 Relates recent events with contextual cues
	Successfully follows detailed, multi-step directions, sometimes with reminders.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Remembers actions to go with stories or songs shortly after being taught.	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions

Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.				
36 to 48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48 to 60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 Months	Tries different strategies to complete work or solve problems including with other children.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
		Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules
	Transitions between activities without getting upset.	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Subdomain: Initiative and Curiosity

Goal P-ATL 10. Child demonstrates initiative and independence.

36 to 48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver
48 to 60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
By 60 Months	Engages in independent activities.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Makes choices and communicates these to adults and other children.	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

36 to 48 Months	Seeks out new information and explores new play and tasks with adult support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
48 to 60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
By 60 Months	Asks questions and seeks new information.	Social-Communication	C. Communicative Expression	4. Asks questions using inverted auxiliary
		Social-Communication	C. Communicative Expression	4.1 Asks wh- questions
	Is willing to participate in new activities or experiences even if they are perceived as challenging.	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Subdomain: Creativity
Goal P-ATL 12. Child expresses creativity in thinking and communication.

36 to 48 Months	Responds to adults' prompts to express creative ideas in words and/or actions.	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
48 to 60 Months	Communicates creative ideas and actions both with and without prompting from adults.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 Months	Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Approaches tasks, activities, and play in ways that show creative problem solving.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Goal P-ATL 13. Child uses imagination in play and interactions with others.				
36 to 48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
48 to 60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
By 60 Months	Engages in social and pretend play.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
		Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Uses imagination with materials to create stories or works of art.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Social and Emotional Development

Subdomain: Relationships with Adults

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

36 to 48 Months	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
48 to 60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
By 60 Months	Interacts readily with trusted adults.	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Engages in some positive interactions with less familiar adults, such as parent volunteers.	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Shows affection and preference for adults who interact with them on a regular basis.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Seeks help from adults when needed.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.				
36 to 48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults such as saying “No” to requests, but these moments are typically resolved with support from adults.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
48 to 60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
By 60 Months	Engages in prosocial behaviors with adults, such as using respectful language or greetings.	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult’s positive social behavior
	Attends to an adult when asked.	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation
	Follows adult guidelines and expectations for appropriate behavior.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Asks or waits for adult permission before doing something when they are unsure.	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate

Subdomain: Relationships with Other Children

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

36 to 48 Months	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
48 to 60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
By 60 Months	Engages in and maintains positive interactions with other children.	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Takes turns in conversations and interactions with other children.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
Develops friendships with one or two preferred other children.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer	

Goal P-SE 4. Child engages in cooperative play with other children.

36 to 48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
48 to 60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
By 60 Months	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity
		Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Demonstrates willingness to include others' ideas during interactions and play.	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
		Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
Engages in reflection and conversation about past play experiences.	Cognitive	B. Imitation and Memory	3. Relates past events	

Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.				
36 to 48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
48 to 60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
		Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
By 60 Months	Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	Cognitive	D. Reasoning	4.1 Draws conclusions about causes of events based on personal experience
	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Expresses feelings, needs, and opinions in conflict situations.	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Seeks adult help when needed to resolve conflicts.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

Subdomain: Emotional Functioning

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

36 to 48 Months	Expresses a broad range of emotions across contexts, such as during play and I interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
48 to 60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	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
By 60 Months	Recognizes and labels basic emotions in books or photographs.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Uses words to describe own feelings.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Uses words to describe the feelings of adults or other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Goal P-SE 7. Child expresses care and concern toward others.				
36 to 48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
48 to 60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
By 60 Months	Makes empathetic statements to adults or other children.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Offers support to adults or other children who are distressed.	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others

Goal P-SE 8. Child manages emotions with increasing independence.				
36 to 48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
48 to 60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
By 60 Months	Expresses feelings in ways that are appropriate to the situation.	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Looks for adult assistance when feelings are most intense.	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states

Subdomain: Sense of Identity and Belonging

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

36 to 48 Months	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
48 to 60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
By 60 Months	Describes self using several different characteristics.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.				
36 to 48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
48 to 60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Initiates and completes independent activities
By 60 Months	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Initiates and completes independent activities
	Expresses own ideas or beliefs in group contexts or in interactions with others.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses positive words to describe self, such as kind or hard-worker.	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments

Goal P-SE 11. Child has sense of belonging to family, community, and other groups.

36 to 48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
48 to 60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
By 60 Months	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Relates personal stories about being a part of different groups.	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
		Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Identifies similarities and differences about self across familiar environments and settings.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Language and Communication

Subdomain: Attending and Understanding

Goal P-LC 1. Child attends to communication and language from others.

36 to 48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48 to 60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 60 Months	Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Shows ongoing connection to a conversation, group discussion, or presentation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.				
36 to 48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
48 to 60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
By 60 Months	Shows an ability to recall (in order) multiple step directions.	Social-Communication	B. Communicative Understanding	3. Follows multistep directions without contextual cues
		Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/Why?"	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Shows an understanding of talk related to the past or future.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when

Subdomain: Communicating and Speaking

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.

36 to 48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48 to 60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
By 60 Months	Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Uses language, spoken or sign, to clarify a word or statement when misunderstood.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Children who are DLLs may switch between their languages.	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.				
36 to 48 Months	Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
48 to 60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
By 60 Months	Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
		Social-Communication	D. Social Use of Language	3. Uses conversational rules when communicating with others
	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions

Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.				
36 to 48 Months	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.	Social-Communication	C. Communicative Expression	All
48 to 60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	Social-Communication	C. Communicative Expression	All
By 60 Months	Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	Social-Communication	C. Communicative Expression	All
	Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.	Social-Communication	C. Communicative Expression	All
	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	Social-Communication	C. Communicative Expression	All

Subdomain: Vocabulary

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

36 to 48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Social-Communication	C. Communicative Expression	All
48 to 60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	Social-Communication	C. Communicative Expression	All
By 60 Months	Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.	Social-Communication	C. Communicative Expression	All
	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	Social-Communication	C. Communicative Expression	All
	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes.	Social-Communication	C. Communicative Expression	All
	With support, forms guesses about the meaning of new words from context clues.	Social-Communication	C. Communicative Expression	All

Goal P-LC 7. Child shows understanding of word categories and relationships among words.				
36 to 48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Social-Communication	C. Communicative Expression	All
48 to 60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	Social-Communication	C. Communicative Expression	All
		Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
By 60 Months	Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	Social-Communication	C. Communicative Expression	All
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”	Social-Communication	C. Communicative Expression	All
		Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	Social-Communication	C. Communicative Expression	All
		Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.	Social-Communication	C. Communicative Expression	All
Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”	Social-Communication	C. Communicative Expression	All	

Literacy

Subdomain: Phonological Awareness

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

36 to 48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
48 to 60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	Literacy	B. Phonological Awareness	1.1 Identifies rhyming words
By 60 Months	Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound

Subdomain: Print and Alphabet Knowledge

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

36 to 48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Literacy	A. Awareness of Print Concepts	2. Demonstrates understanding that text is read in one direction and from top to bottom of page
48 to 60 Months	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
By 60 Months	Understands that print is organized differently for different purposes, such as a note, list, or storybook.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Understands that written words are made up of a group of individual letters.	Literacy	E. Writing	3. Writes words using conventional spelling
	Begins to point to single-syllable words while reading simple, memorized texts.	Literacy	A. Awareness of Print Concepts	3. Recognizes print words for common or familiar people, objects, or pictures
	Identifies book parts and features, such as the front, back, title, and author.	Literacy	D. Vocabulary and Story Comprehension	3.2 Demonstrates understanding of title, author, and illustrator

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

36 to 48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
48 to 60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	Literacy	C. Alphabet Knowledge	1.2 Names 12 frequently occurring letters
		Literacy	C. Alphabet Knowledge	1.4 Names letters in own first name
		Literacy	C. Alphabet Knowledge	2.4 Produces correct sounds for six letters of alphabet
By 60 Months	Names 18 upper- and 15 lower-case letters.	Literacy	C. Alphabet Knowledge	1. Names all uppercase and lowercase letters of alphabet
	Knows the sounds associated with several letters.	Literacy	C. Alphabet Knowledge	2.1 Sounds out CVC words

Subdomain: Comprehension and Text Structure**Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**

36 to 48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
48 to 60 Months	Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story
By 60 Months	Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Tells fictional or personal stories using a sequence of at least 2–3 connected events.	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Identifies characters and main events in books and stories.	Literacy	D. Vocabulary and Story Comprehension	3. Demonstrates understanding of abstract story vocabulary

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.				
36 to 48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
48 to 60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
		Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
By 60 Months	Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	Literacy	D. Vocabulary and Story Comprehension	2. Retells simple story

Subdomain: Writing

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

36 to 48 Months	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
48 to 60 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	Literacy	E. Writing	3.4 Writes using "scribble writing"
By 60 Months	Creates a variety of written products that may or may not phonetically relate to intended messages.	Literacy	E. Writing	2. Writes and draws for a variety of purposes
	Shows an interest in copying simple words posted in the classroom.	Literacy	E. Writing	3.3 Copies entire first name
	Attempts to independently write some words using invented spelling, such as K for kite.	Literacy	E. Writing	3.1 Writes using developmental spelling
	Writes first name correctly or close to correctly.	Literacy	E. Writing	3.2 Prints first name
	Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Mathematics Development

Subdomain: Counting and Cardinality

Goal P-MATH 1. Child knows number names and the count sequence.

36 to 48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	Math	A. Counting	2.2 Recites numbers 1–10
48 to 60 Months	Says or signs more number words in sequence.	Math	A. Counting	4.2 Recites numbers 1–30
By 60 Months	Counts verbally or signs to at least 20 by ones.	Math	A. Counting	3. Counts out 20 items

Goal P-MATH 2. Child recognizes the number of objects in a small set.

36 to 48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Math	A. Counting	3.1 Counts 20 items to determine “How many?”
48 to 60 Months	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Math	A. Counting	3.1 Counts 20 items to determine “How many?”
By 60 Months	Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
		Math	A. Counting	3.1 Counts 20 items to determine “How many?”

Goal P-MATH 3. Child understands the relationship between numbers and quantities.				
36 to 48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	Math	A. Counting	All
48 to 60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	Math	A. Counting	All
By 60 Months	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	Math	A. Counting	All
	Counts and answers "How many?" questions for approximately 10 objects.	Math	A. Counting	All
	Accurately counts as many as 5 objects in a scattered configuration.	Math	A. Counting	All
	Understands that each successive number name refers to a quantity that is one larger.	Math	A. Counting	All
	Understands that the last number said represents the number of objects in a set.	Math	A. Counting	All

Goal P-MATH 4. Child compares numbers.				
36 to 48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	Math	B. Quantitative Relations	1. Compares items in sets to 5 by counting
		Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
48 to 60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	Math	B. Quantitative Relations	3. Compares items in sets of 11 to 20 by counting
		Math	B. Quantitative Relations	3.1 Compares items in sets of 11 to 20 by matching
		Math	B. Quantitative Relations	3.2 Compares items in sets of 11 to 20 by visual examination
By 60 Months	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Identifies and uses numbers related to order or position from first to tenth.	Math	A. Counting	2. Counts out 10 items

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.				
36 to 48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Math	C. Reading and Writing Numbers	1. Reads and writes numerals for quantities to 5
48 to 60 Months	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10
By 60 Months	Associates a number of objects with a written numeral 0–5.	Math	C. Reading and Writing Numbers	1.1 Demonstrates understanding of mathematical meaning of written numerals 1–5
	Recognizes and, with support, writes some numerals up to 10.	Math	C. Reading and Writing Numbers	2. Reads and writes numerals for quantities 6–10

Subdomain: Operations and Algebraic Thinking

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

36 to 48 Months	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	Math	D. Addition and Subtraction	1.1 Solves picture or object addition problems using shortcut sum strategy
48 to 60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
By 60 Months	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	Math	D. Addition and Subtraction	1.3 Solves picture or object problems using count all strategy
	Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	Math	D. Addition and Subtraction	2.1 Solves picture or object subtraction problems with set of 10 or less
	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).	Math	D. Addition and Subtraction	1.2 Counts forward to 10

Goal P-MATH 7. Child understands simple patterns.				
36 to 48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
48 to 60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By 60 Months	Fills in missing elements of simple patterns.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts

Subdomain: Measurement

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

36 to 48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
48 to 60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Math	B. Quantitative Relations	1.3 Uses quantity comparison words
By 60 Months	Measures using the same unit, such as putting together snap cubes to see how tall a book is.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
		Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Uses comparative language, such as shortest, heavier, or biggest.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Subdomain: Geometry and Spatial Sense

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

36 to 48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
48 to 60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
By 60 Months	Names and describes shapes in terms of length of sides, number of sides, and number of angles.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Correctly names basic shapes regardless of size and orientation.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
		Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Creates and builds shapes from components.	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
Cognitive		E. Scientific Discovery	4. Transfers knowledge	

Goal P-MATH 10. Child explores the positions of objects in space.

36 to 48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
48 to 60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
By 60 Months	Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts

Scientific Reasoning

Subdomain: Scientific Inquiry

Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

36 to 48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
48 to 60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	Cognitive	E. Scientific Discovery	2.3 Makes observations
By 60 Months	Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
		Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Represents observable phenomena with pictures, diagrams, and 3-D models.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations	

Goal P-SCI 2. Child engages in scientific talk.				
36 to 48 Months	Begins to use scientific vocabulary words with modeling and support from an adult Sometimes repeats new words offered by adults.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
48 to 60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
By 60 Months	Uses scientific practice words or signs, such as observe, describe, compare, contrast question, predict, experiment, reflect, cooperate, or measure.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
		Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
	Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations
Goal P-SCI 3. Child compares and categorizes observable phenomena.				
36 to 48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
48 to 60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
		Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
By 60 Months	Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes
	Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	Cognitive	C. Conceptual Knowledge	3. Classifies using multiple attributes

Subdomain: Reasoning and Problem-Solving

Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.

36 to 48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
		Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
48 to 60 Months	Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
By 60 Months	Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Gathers information about a question by looking at books or discussing prior knowledge and observations.	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow." or "I think adding yellow paint to purple will make brown."	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Goal P-SCI 5. Child plans and conducts investigations and experiments.				
36 to 48 Months	With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
48 to 60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
By 60 Months	Articulates steps to be taken and lists materials needed for an investigation or experiment.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.				
36 to 48 Months	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
48 to 60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	Cognitive	C. Conceptual Knowledge	2.1 Generates specific questions for investigation
By 60 Months	Analyzes and interprets data and summarizes results of investigation.	Cognitive	C. Conceptual Knowledge	4.1 Communicates results of investigations
	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	Cognitive	E. Scientific Discovery	4.2 Demonstrates knowledge of properties of change resulting from investigations
	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

Perceptual, Motor, and Physical Development

Subdomain: Gross Motor

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

36 to 48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Gross Motor	B. Movement and Coordination	All
48 to 60 Months	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	Gross Motor	B. Movement and Coordination	All
By 60 Months	Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	Gross Motor	B. Movement and Coordination	All
		Gross Motor	C. Active Play	All
	Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	Gross Motor	B. Movement and Coordination	All
	Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	Gross Motor	B. Movement and Coordination	All

Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.				
36 to 48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
48 to 60 Months	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
By 60 Months	Demonstrates awareness of own body and other people's space during interactions.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	Gross Motor	C. Active Play	1.4 Kicks ball
	When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Changes directions when moving with little difficulty.	Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects

Subdomain: Fine Motor

Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

36 to 48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
48 to 60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
		Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
By 60 Months	Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action
	Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	Fine Motor	B. Functional Skill Use	3. Manipulates object with two hands, each performing different action

Subdomain: Healthy, Safety, and Nutrition

Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.

36 to 48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Adaptive	B. Personal Care Routines	All
48 to 60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	Adaptive	B. Personal Care Routines	All
By 60 Months	Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	Adaptive	B. Personal Care Routines	All
	Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	Adaptive	B. Personal Care Routines	All

Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.				
36 to 48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
48 to 60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
By 60 Months	Identifies a variety of healthy and unhealthy foods.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Moderates food consumption based on awareness of own hunger and fullness.	Adaptive	D. Personal Safety	1. Takes independent action to alleviate distress, discomfort, and pain
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.				
36 to 48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Adaptive	D. Personal Safety	All
48 to 60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
By 60 Months	Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules