

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Colorado State Standards

Colorado State Standards	Level	Area	Strand	Item
Math				
<i>STANDARD 1: Students Develop Number Sense and Use Numbers and Number Relationships in Problem-Solving Situations and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standard 1:</i>				
1-A: Preschool learners knowledge of quantity comparisons of quantity none, fewer, more)	0-3	COG	G	2, 2.2
	3-6	COG	A	2, 2.2
1-B: Preschool learners begin to use the names for numbers and associate number words with collections or sets of objects counted including zero.	0-3	COG	G	2, 2.2
	3-6	COG	A	2, 2.2
1-C: Preschool learners develop the concept of one-to-one correspondence first by moving objects (by placing one cup in front of each bear), touching or pointing to objects while using number words, progressing from inventive to accurate counting, and recognizing and matching number symbols with the appropriate amounts.	0-3	COG	G	2, 2.2
	3-6	COG	A	2, 2.2
	3-6	COG	G	1, 1.1, 1.2
1-D: Preschool learners begin to use numbers to predict and make realistic guesses.	0-3	COG	E	4, 4.1
	3-6	COG	E	2.2
1-E: Preschool learners begin to understand that numbers always represent the same quantity, regardless of the order or physical arrangement of the objects counted.	0-3	COG	G	2
	3-6	COG	A	2, 2.2
<i>STANDARD 2: Students use Algebraic Methods to Explore, Model, and Describe Patterns and Functions Involving Numbers, Shapes, Data, and Graphs in Problem-solving Situations and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standard 2:</i>				
2-A: Preschool learners explore the attributes of objects and begin to label, classify, and sort by similar traits such as shape, color and size.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
2-B: Preschool learners observe and distinguish differences in groups	0-3	COG	G	1, 1.2

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of objects, can recognize objects arranged in a series (seriation), and begin to place objects in order through trial and error.	3-6	COG	C	2, 2.1
2-C: Preschool learners begin to recognize, duplicate and create patterns and use them to make predictions.	0-3	COG	G	1, 1.2
	3-6	COG	B	1, 1.1, 1.3
	3-6	COG	E	2.2
2-D: Preschool learners use words that describe sequence of events and objects as well as their rationale for organization.	0-3	SOC-COM	D	2, 2.4
	3-6	COG	C	3, 3.1
	3-6	SOC-COM	A	1, 1.4, 1.7
2-E: Preschool learners begin to recognize charts and graphs as a way of collecting, organizing, recording, and describing information.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.2
2-F: Preschool learners build a vocabulary to describe attributes, classify, and group things by criteria as they explain "that things go together".	0-3	COG	G	1, 1.1, 1.2, 1.3
	0-3	SOC-COM	D	1.1
	3-6	COG	B	1, 1.1, 1.2, 1.3
	3-6	SOC-COM	A	1, 1.7
<i>STANDARD 3: Students Use Data Collection and Analysis, Statistics, and Probability in Problem-solving Situations and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standards 3:</i>				
3-A: Preschool learners collect interesting objects and information found in their home, classroom, and nature and label or describe those collections.	0-3	SOC-COM	D	1, 1.1
	3-6	SOC-COM	A	1, 1.7
3-B: Preschool learners begin to experiment with words that describe relationships such as more, less, most, same, fewer and none.	0-3	SOC-COM	D	1.1
	3-6	SOC-COM	B	5.2
3-C: Preschool learners begin to understand that symbols may be used to represent objects and events.	0-3	COG	G	3
	3-6	COG	F	1.3
3-D: Preschool learners begin to use tables, charts and graphs in a	0-3	COG	E	4, 4.1

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systematic manner to represent meaningful information and relationships.	3-6	COG	E	1, 1.1, 1.2
3-E: Preschool learners begin to interpret information presented in graph form.	0-3	COG	G	3, 3.1
	3-6	COG	E	1, 1.1, 1.2
3-F: Preschool learners begin to make guesses or predictions based on their observations and information available to them.	0-3	COG	E	4, 4.1
	3-6	COG	E	2, 2.1, 2.2, 2.3
3-G: Preschool learners begin to develop and use systematic approaches to problem solving as they test out possibilities and find solutions.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
<i>STANDARD 4: Students Use Geometric Concepts, Properties, and Relationships in Problem solving Situations and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standards 4:</i>				
4-A: Preschool learners explore geometric shapes using their bodies, their hands, their eyes, and their minds.	0-3	COG	C	1.2
	3-6	COG	A	1, 1.2, 2, 2.1
4-B: Preschool learners notice differences and begin to identify, describe, model, draw and classify geometric shapes.	0-3	FM	B	5, 5.1, 5.2
	0-3	COG	G	1, 1.2
	3-6	FM	B	2.2, 2.3
	3-6	COG	B	1, 1.1, 1.3
4-C: Preschool learners manipulate concrete geometric shapes and materials to create other geometric shapes.	0-3	FM	B	2, 2.1, 2.2
	3-6	FM	A	1, 1.1, 2, 2.1, 2.2
4-D: Preschool learners recognize geometric shapes in their environment.	0-3	COG	G	3, 3.1
	3-6	COG	B	1, 1.1, 1.3
4-E: Preschool learners begin to understand and describe position, direction, and distance of objects and themselves using words such as here, there, in, out, over, under, next to, near and far.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	A	3, 3.1
4-F: Preschool learners begin to build mental and physical maps of	0-3	COG	B	2, 2.1, 2.2, 2.3

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their own surroundings.	3-6	COG	A	3, 3.1
<i>STANDARD 5: Students Use a Variety of Tools and Techniques to Measure, Apply the Results in Problem-solving Situations, and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standards 5:</i>				
5-A: Preschool learners show an understanding of the concept of time, beginning with the recognition of time as a sequence of events that relates to their daily lives.	0-3	SOC	B	2, 2.1
	3-6	COG	A	3, 3.2
	3-6	COG	D	1, 1.1, 1.2
5-B: Preschool learners begin to use approximate measures of familiar objects (width of your finger, temperature of a room, weight of a gallon of milk) to develop a sense of measurement.	0-3	COG	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	COG	A	2, 2.1, 2.2
5-C: Preschool learners show an increasing awareness of conventional measurement tools and methods.	0-3	COG	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	COG	A	2, 2.1, 2.2
5-D: Preschool learners become aware of, and use, the conventional language of measurement (inch, mile, hour, degrees, cup, gallon).	0-3	SOC-COM	D	1, 1.1
	3-6	SOC-COM	B	2, 2.2, 2.3
5-E: Preschool learners begin to use estimation skills in solving everyday problems.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2, 2, 2.1, 2.2, 2.3
5-F: Preschool learners begin to recognize, identify, and describe changes in their environment.	0-3	COG	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	ADAP	C	2
<i>STANDARD 6: Students link Concepts and Procedures as They Develop and Use Computational Techniques, Including Estimation, Mental Arithmetic, Paper-and-pencil, Calculators, and Computers, in Problem solving Situations and Communicate the Reasoning Used in Solving These Problems.</i>				
<i>Building Blocks for Standards 6:</i>				
6-A: Preschool learners count objects, sorting, organizing and comparing groups of objects.	0-3	COG	G	1, 1.1, 1.2, 2, 2.1
	3-6	COG	B	1, 1.1, 1.2, 1.3
	3-6	COG	G	1, 1.1, 1.2

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6-B: Preschool learners begin to develop estimation skills related to quantity.	0-3	COG	G	2, 2.1
	3-6	COG	A	2, 2.2
6-C: Preschool learners participate in hands-on experiences with computational tools, such as calculators, abacuses, adding machines, or computers.	0-3	FM	B	3, 3.1
	3-6	FM	A	1, 1.1
6-D: Preschool learners begin to develop step-by-step procedures for solving problems.	0-3	COG	E	4, 4.1
	3-6	COG	C	1, 1.1
6-E: Preschool learners begin to explore the use and meaning of currency and coins.	0-3	COG	G	1, 1.1
	3-6	COG	A	2, 2.2
6-F: Preschool learners begin to understand and demonstrate the concepts of adding and subtracting.	0-3	COG	G	2, 2.1
	3-6	COG	A	2, 2.2
	3-6	COG	G	1, 1.1, 1.2
6-G: Preschool learners begin to understand the concept of whole, parts, and parts that make a whole (fractions).	0-3	COG	G	2, 2.1
	3-6	COG	A	2, 2.2
Reading and Writing				
<i>STANDARD 1: Students read and understand a variety of materials.</i>				
<i>Building Blocks for Standard 1:</i>				
1-A: Preschool learners hold books, turn pages and look at pictures, words and symbols.	0-3	FM	B	4, 4.1, 4.2
	3-6	SOC	B	1
1-B: Preschool learners use play, pictures and illustrations, to tell and retell a story.	0-3	COG	F	1, 1.1
	3-6	COG	D	1, 1.1, 1.2
	3-6	COG	F	1.2
1-C: Preschool learners develop vocabulary to effectively express feelings and thoughts, describe experiences, interact with others and communicate their needs.	0-3	SOC-COM	D	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1-D: Preschool learners use picture clues to infer and predict what happens next in a story.	0-3	COG	G	3, 3.1
	3-6	COG	E	2.2
1-E: Preschool learners gain information through listening	0-3	COG	A	1, 1.1

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experiences with adults or peers who speak and/or read.	3-6	SOC-COM	A	2, 2.1, 2.3
1-F: Preschool learners know that pictures and print convey meaning, beginning with recognition of symbols, the written form of their own name, and familiar letters or words found in their environment.	0-3	COG	G	3, 3.1
	3-6	COG	H	3, 3.1
1-G: Preschool learners begin to become phonemically aware the ability to hear separate sounds. They're learning that <ul style="list-style-type: none"> • speech is composed of individual sounds, • that words are composed of syllables and sounds, • that some words rhyme, and • that sounds can be manipulated. 	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1, 1.3
<i>STANDARD 2: Students write and speak for a variety of audiences and purposes.</i>				
<i>Building Blocks for Standard 2:</i>				
2-A: Preschool learners use spoken language for a variety of purposes.	0-3	SOC-COM	D	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
2-B: Preschool learners use symbols for communication and for enjoyment.	0-3	COG	G	3
	3-6	COG	F	1, 1.1, 1.2, 1.3
2-C: Preschool learners use pictures and symbols as a representation for oral language.	0-3	COG	F	1, 1.1
	3-6	COG	F	1, 1.1, 1.2, 1.3
2-D: Preschool learners participate in activities that are representative of their own culture and others through songs, nursery rhymes, dramatic activities, storytelling, and poetry.	0-3	SOC	A	2, 2.1, 3, 3.1, 3.2
	0-3	SOC	C	1, 1.3, 1.4, 1.5, 2, 2.1, 2.2
	3-6	SOC	B	2, 2.1, 2.2, 2.3, 2.4, 3, 3.1, 3.2, 3.3, 3.4
2-E: Preschool learners develop increasingly complex and abstract use of language.	0-3	SOC-COM	D	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
<i>STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and</i>				

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<i>spelling.</i>				
<i>Building Blocks for Standard 3:</i>				
3-A: Preschool learners begin to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	1, 1.1, 2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
3-B: Preschool learners become aware of grammar and punctuation through listening to and experimenting with oral language.	0-3	SOC-COM	D	1, 1.1-1.5, 2, 2.1-2.6, 3, 3.1-3.4
	3-6	SOC-COM	B	1, 1.1-1.6, 2, 2.1-2.3, 4, 4.1-4.5, 5, 5.1-5.6
3-C: Preschool learners become aware of grammar and punctuation through exposure to written language.	0-3	SOC-COM	D	1, 1.1-1.5, 2, 2.1-2.6, 3, 3.1-3.4
	3-6	SOC-COM	B	1, 1.1-1.6, 2, 2.1-2.3, 4, 4.1-4.5, 5, 5.1-5.6
3-D: Preschool learners begin to associate sounds with the written letter.	0-3	SOC-COM	C	1.4
	3-6	COG	H	2, 2.1, 2.2, 2.3
<i>STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</i>				
<i>Building Blocks for Standard 4:</i>				
4-A: Preschool learners begin to compare, predict actions, and draw conclusions through everyday experiences and play.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2, 2, 2.1, 2.2, 2.3
4-B: Through exposure to high quality children's literature, preschool learners predict logical next steps in a story, ask questions about stories and dramatize stories.	0-3	SOC-COM	D	3.2
	3-6	COG	C	3.2
	3-6	COG	F	1.2
4-C: Preschool learners interpret and convey meaning through nonverbal communication.	0-3	SOC-COM	B	1, 1.1, 1.2, 1.3, 1.4
	3-6	SOC-COM	A	3, 3.2
4-D: Preschool learners recognize that different words and different languages have meaning and value.	0-3	SOC-COM	B	2.3
	3-6	COG	H	2, 2.1, 2.2, 2.3
4-E: Preschool learners ask relevant questions and make thoughtful comments.	0-3	COG	G	4.2
	0-3	SOC-COM	D	3.2
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
<i>STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and</i>				

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<i>technological sources.</i>				
<i>Building Blocks for Standard 5:</i>				
5-A: Preschool learners select books, tapes, and music related to things they are interested in or are learning about.	0-3	COG	E	4, 4.1
	3-6	COG	E	1.2
5-B: Preschool learners use a variety of media to experience stories.	0-3	COG	E	4, 4.1
	3-6	COG	E	1.2
5-C: Preschool learners use a library to locate materials they need or ones that are of particular interest to them.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
5-D: Preschool learners begin to create stories and records of events in an organized way.	0-3	COG	E	4.1
	3-6	COG	C	3, 3.1
5-E: Preschool learners begin to recognize books by their cover and to identify the beginning, middle, and end of stories and books.	0-3	COG	E	4
	3-6	COG	C	3, 3.1
<i>STANDARD 6: Students read and recognize literature as a record of human experience.</i>				
<i>Building Blocks for Standard 6:</i>				
6-A: Preschool learners begin to identify the role of the author and the illustrator of books that are read to them or that they create.	0-3	COG	G	4, 4.2
	3-6	COG	B	1, 1.2
6-B: Preschool learners listen, respond to, and discuss a variety of literature including fairy tales, folk tales, legends and myths, rhymes and poems, fiction and non-fiction.	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2
	3-6	SOC-COM	A	1, 1.1-1.7
6-C: Preschool learners begin to use new vocabulary from literature in another context.	0-3	SOC-COM	D	1, 1.1-1.5
	3-6	SOC-COM	A	1, 1.1-1.7
6-D: Preschool learners begin to understand a variety of cultures, traditions, and histories, through listening to stories and participating in activities.	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2
	3-6	SOC	B	2, 2.1-2.4, 3, 3.1-3.4
6-E: Preschool learners begin to make connections between books or stories and their own experiences and classroom learning.	0-3	COG	G	4, 4.2, 4.3
	3-6	COG	F	1, 1.1, 1.2

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6-F: Preschool learners relate their own experiences and feelings with those of a character in a book.	0-3	COG	G	4.2
	3-6	SOC-COM	A	1.2