

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Florida Performance Standard.

Early Skills

Level

Area

Strand

AEPS® Items

Physical Health				
<i>PHYSICAL HEALTH</i>				
Shows characteristics of good health to facilitate learning		Adaptive	A&B	All
Demonstrates visual ability to facilitate learning		Adaptive	B	2
Exhibits auditory ability to facilitate learning		Adaptive	B	2
Can perform oral hygiene routines		Adaptive	B	2.2
Shows familiarity with the role of a primary health care provider		Cognitive	F	1.1
<i>KNOWLEDGE OF WELLNESS</i>				
Shows that basic physical needs are met		Social	C	1
Follows basic health and safety rules		Social	C	2, 2.1, 2.2
Performs some self-care tasks independently		Adaptive	B&C	All
Approach to Learning				
<i>EAGERNESS & CURIOSITY</i>				
Shows eagerness and curiosity as a learner		Social-Communication	A	1.6, 2.3
<i>PERSISTENCE</i>				
Attends to tasks and seeks help when encountering a problem		Cognitive	E	1.2
		Social	B	2, 3
<i>CREATIVITY/INVENTIVENESS</i>				
Approaches tasks with flexibility and inventiveness		Cognitive	E	1, 1.1, 1.2
Social and Emotional				

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<i>SELF CONCEPT</i>				
Demonstrates self-confidence.		Social	D	2.1
Shows some self-direction		Social	C	2, 2.2
<i>SELF CONTROL</i>				
Follows simple classroom rules and routines		Social	C	2.2
Uses classroom materials carefully		Social	C	2.2
Manages transitions		Social	C	2.2
<i>INTERACTION WITH OTHERS</i>				
Interacts easily with one or more children		Social	A	1, 2, 2.1, 2.2, 2.3
Interacts easily with familiar adults		Social	A	1.4
Participates in the group life of the class		Social	B	2, 3
Shows empathy and caring for others		Social	A	1.5
<i>SOCIAL PROBLEM-SOLVING</i>				
Seeks adult help when needed to resolve conflicts		Social	A	3
Language and Communication				
<i>LISTENING</i>				
Gains meaning by listening		Social-Communication	A	2.1
Follows two- or three-step directions		Cognitive	C	1, 1.1
<i>SPEAKING</i>				

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Speaks clearly enough to be understood without contextual clue		Social-Communication	A	2.1
Uses expanded vocabulary and language for a variety of purposes		Social-Communication	A	1, 2
<i>READING</i>				
Shows appreciation for books and reading		Cognitive	H	3, 3.1
Shows beginning understanding of concepts about print		Cognitive	H	3, 3.1
Demonstrates phonological awareness		Cognitive	H	1
Begins to develop knowledge about letters		Cognitive	H	2, 3.1
Comprehends and responds to stories read aloud		Social-Communication	A	2.6
<i>WRITING</i>				
Represents ideas and stories through pictures, dictation, and play		Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
		Cognitive	F	1
Uses letter-like shapes, symbols, and letters to convey meaning		Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Understands purposes for writing		Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Cognitive Development and General Knowledge				
MATHEMATICAL THINKING				
<i>MATHEMATICAL PROCESSES</i>				
Begins to use simple strategies to solve mathematical problems		Cognitive	E	1, 1.1, 1.2
<i>PATTERNS, RELATIONSHIPS, AND FUNCTIONS</i>				
Sorts objects into subgroups that vary by one or two attributes		Cognitive	B	1, 1.1, 1.2, 1.3
Recognizes simple patterns and duplicates them		Cognitive	C	2, 2.1

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<i>NUMBER AND OPERATIONS</i>				
Shows beginning understanding of number and quantity		Cognitive	A	2.2
<i>GEOMETRY AND SPATIAL RELATIONS</i>				
Begins to recognize and describe the attributes of shapes		Cognitive	A	1.2
Shows understanding of and uses several positional words		Cognitive	A	3.1
<i>MEASUREMENT</i>				
Orders, compares, and describes objects according to a single attribute		Cognitive	B	1, 1.1, 1.2, 1.3
Participates in measuring activities		Cognitive	A	2.2
SCIENTIFIC THINKING				
<i>INQUIRY</i>				
Asks questions and uses senses to observe and explore materials and natural phenomena		Cognitive	E	1.2
Uses simple tools and equipment for investigation		Cognitive	E	1.2
Makes comparisons among objects		Cognitive	A	2
SOCIAL STUDIES				
<i>PEOPLE, PAST AND PRESENT</i>				
Identifies similarities and differences in personal and family characteristics		Social	D	2.1, 2.2, 3
<i>HUMAN INTERDEPENDENCE</i>				
Begins to understand family needs, roles, and relationships		Social	D	3

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Describes some people's jobs and what is required to perform them		Cognitive	F	1.1
Begins to be aware of technology and how it affects life		Cognitive	E	1.2
<i>CITIZENSHIP AND GOVERNMENT</i>				
Demonstrates awareness of rules		Social	C	2, 2.1, 2.2
Shows awareness of what it means to be a leader		Cognitive	F	1.1
<i>PEOPLE AND WHERE THEY LIVE</i>				
Describes the location of things in the environment		Social-Communication	A	1.2
Shows awareness of the environment		Social	C	All
THE ARTS				
<i>EXPRESSION AND REPRESENTATION</i>				
Uses a variety of art materials for tactile experience and exploration		Fine Motor	B	2, 2.1, 2.2, 2.3
Participates in group music experiences		Social	B	2, 3
Participates in creative movement, dance, and drama		Social	B	2, 3
<i>UNDERSTANDING AND APPRECIATION</i>				
Responds to artistic creations or events		Social	B	2.3, 3.3
Motor Development				
<i>GROSS MOTOR DEVELOPMENT</i>				
Moves with balance and control		Gross Motor	A	1, 1.1, 2, 2.1
Coordinates movements to perform simple tasks		Gross Motor	All	All

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<i>FINE MOTOR DEVELOPMENT</i>				
Uses strength and control to perform simple tasks		Fine Motor	All	All
Uses eye-hand coordination to perform tasks		Fine Motor	All	All
Shows beginning control of writing, drawing, and art tools		Fine Motor	B	All