

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
ENGLISH/LANGUAGE ARTS				
<i>READING: CONCEPTS ABOUT PRINT</i>				
You may see the child begin to:				
Pretend to read a book by holding the book correctly, looking at the pages and pictures, and turning the pages.	0-3	FM	B	4, 4.1, 4.2
	0-3	COG	G	4
'Read' familiar signs and words including the child's name, <i>McDonalds, mom</i> and <i>Stop</i> .	0-3	COG	G	3, 3.1
	3-6	COG	H	3
Listen with interest to stories read aloud.	0-3	COG	G	4.3
	3-6	SOC	B	2, 2.3, 2.4, 3, 3.3, 3.4
Follow a story on audiotape or CD.	0-3	COG	G	4.3
	3-6	SOC	B	2, 2.4, 3, 3.4
Notice the difference between print and pictures.	0-3	COG	G	4, 4.2
	3-6	COG	H	3
Discuss pictures in favorite books and talk about what is happening.	0-3	COG	G	4.2
	3-6	SOC	B	2, 3
Know the names of familiar letters.	0-3	COG	G	4.1
	3-6	COG	H	3.1
'Read' his or her own 'writing.'	0-3	COG	G	4
	3-6	COG	H	2, 2.1
<i>PHONOLOGICAL AWARENESS</i>				
You may see the child begin to:				
Recognize that his name begins with the same sound as another child's name or another word.	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.4
Become familiar with the sounds in her name.	3-6	COG	H	2.2
Understand that there are similarities between the way words sound and the way they look (words that look alike may sound alike).	0-3	COG	G	4.1
	3-6	COG	H	1.4
Learn rhymes and finger plays.	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.1

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Play with rhyming words (e.g., make up nonsense words that rhyme).	0-3	COG	G	6.1
	3-6	COG	H	1.1
Play with sounds of words (e.g., use words starting with the same sounds).	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.4
<i>DECODING AND WORD RECOGNITION</i>				
You may see the child begin to:				
Recognize name in print.	0-3	COG	G	3
	3-6	COG	H	3
Recognize that his name begins with same letter and sound as another child's name or word.	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.4
Recognize many familiar signs and labels.	0-3	COG	G	3, 3.1
	3-6	COG	H	3
Use basic visual features (curves and lines) to identify familiar letters.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Understand the same letter may be written in different styles (in signs, newspaper, children's books).	0-3	COG	G	4
	3-6	COG	H	2.2, 2.3, 3
Become familiar with some letters and the sounds they make.	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	2.3
Understand that there are similarities between the way words sound and the way they look (words that look alike may sound alike, e.g., cake, cola).	0-3	COG	G	4.1
	3-6	COG	H	1.4
Decode a word based on the sounds its letters make. (Late in preschool years, and/or if child has successful experiences with letters and their sounds.)	3-6	COG	H	2.2
<i>VOCABULARY AND CONCEPT DEVELOPMENT</i>				
You may see the child begin to:				
Identify objects and things in pictures.	0-3	COG	G	3, 3.1
Explore words, their meanings, and sounds.	0-3	COG	G	4.1, 6, 6.1, 6.2

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	3-6	COG	H	1, 1.1, 1.2, 1.3, 1.4, 2, 2.1, 2.2, 2.3, 3, 3.1
Practice using new words.	0-3	SOC-COM	D	All items
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Tell and dramatize stories.	3-6	SOC-COM	A	1, 1.2
Use new words and concepts in dramatic play/imaginary play scenarios.	0-3	COG	F	1, 1.1
	3-6	COG	F	1, 1.1, 1.2
	3-6	SOC-COM	A	1, 1.2
<i>READING COMPREHENSION: STRUCTURAL FEATURES OF INFORMATIONAL AND TECHNICAL MATERIALS</i>				
You may see the child begin to:				
Understand that books and reading materials have relationships to specific stories or information (expects to hear the same story when listening to the same book, you use a recipe in cooking, etc.).	0-3	COG	G	4
	3-6	COG	C	3.1
Select books and tapes that are related to things they are learning about.	0-3	COG	G	4
	3-6	SOC	B	1
Use a variety of technical materials to experience stories (e.g., story on tape, computer software).	0-3	COG	G	4, 4.3
	3-6	SOC	B	1
Begin to use a library to locate materials of interest to them.	3-6	SOC	D	1, 1.2
<i>LITERACY AND ANALYSIS: EMERGENT LITERACY WITH APPROPRIATE BOOKS AND STORIES</i>				
You may see the child begin to:				
Look at picture books with interest and point to objects in picture.	0-3	COG	G	4, 4.2, 4.3
Listen to stories for a short period of time.	0-3	COG	G	4, 4.3
	3-6	SOC	B	2, 2.4, 3, 3.4
Ask people to read stories, signs, or notes.	0-3	COG	G	4, 4.1, 4.2
	3-6	SOC-COM	A	1, 1.5

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Ask questions and make comments about the story being read and relate the events in the book to real-life experiences.	0-3	COG	G	4.2
	3-6	SOC-COM	A	1.6, 2.3
Identify and talk about some characters in a story.	0-3	COG	G	4, 4.2, 4.3
	3-6	SOC-COM	A	1, 1.2
Identify the setting of a story.	0-3	COG	G	4, 4.1, 4.2, 4.3
	3-6	COG	F	1.2
Pick up books, hold them conventionally, and look at and turn the pages.	0-3	FM	B	4, 4.1, 4.2
	0-3	COG	G	4
	3-6	SOC	B	1
Picture-read (telling about the story from the pictures on the cover or in the book).	0-3	COG	G	4
	3-6	COG	C	3
	3-6	SOC-COM	A	1, 1.7
Follow the print on a page, moving eyes in the correct direction.	0-3	COG	G	4
	3-6	SOC	B	2, 2.3, 3, 3.3
Appear to read or actually read a book, pointing to the words and telling the story.	0-3	COG	G	4
	3-6	COG	C	3
	3-6	SOC-COM	A	1, 1.2
Talk about the cover and illustrations prior to the story being read.	0-3	COG	G	4, 4.2, 4.3
	3-6	SOC-COM	A	1, 1.1, 1.7
Recall some favorite books.	0-3	COG	G	4
	3-6	COG	D	1, 1.1, 1.2
Use illustrations to predict what happens in the story.	0-3	COG	G	4, 4.1, 4.2
	3-6	COG	E	2, 2.2
Use play or drawings to retell a story.	0-3	COG	G	4
	3-6	COG	C	3, 3.1
	3-6	COG	F	1, 1.2
<i>WRITING: WRITING PROCESS</i>				

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<i>ORGANIZATION AND FOCUS</i>				
You may see the child begin to:				
Understand that thoughts can be written down.	3-6	FM	B	1, 1.1, 2, 3, 3.1, 3.2, 3.3
	3-6	COG	H	2, 2.1
Understand that print holds meaning.	3-6	COG	H	2, 2.1
Draw pictures and write (scribble) to generate and express ideas.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 2.1, 2.2, 2.3
Experiment with a variety of writing tools including pencils, crayons, markers, pens, and computers.	0-3	FM	B	3, 5, 5.1, 5.2
	3-6	FM	B	1, 1.1
Exhibit basic writing conventions such as writing left to right and top to bottom, holding the writing tool, and positioning the paper.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	1, 1.1, 2
Use whatever means that are at hand to communicate and make meaning: drawings, scribbles, letter approximations, letter strings, other graphic representations.	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
Use known letters or approximations of letters to represent written language (especially meaningful words like their name and phrases such as "I love you").	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 3.3
Explain orally about their own writing (pictures, scribbling, letter approximations, etc.).	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Listen to others tell about their writing.	0-3	COG	G	4
	3-6	SOC-COM	A	2.1
Dictate something for an adult to write down.	3-6	COG	H	2, 2.1
Reenact or retell a story.	0-3	COG	G	4, 4.2
	3-6	COG	C	3, 3.1
Write without resistance when given the time, place, and materials.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	All items
<i>WRITING: WRITING APPLICATION DIFFERENT TYPES OF WRITING AND THEIR CHARACTERISTICS</i>				

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You may see the child begin to:				
Use writing for a variety of purposes such as grocery lists, messages, and captions for pictures.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 2.1, 2.2, 2.3
Make signs for block constructions.	0-3	FM	B	5
	3-6	FM	B	2.2, 2.3
Label drawings.	0-3	COG	G	3.1
	3-6	FM	B	2, 3.1, 3.3
Use writing to name or label objects and places.	0-3	FM	B	5.2
	3-6	FM	B	2, 3, 3.1, 3.2, 3.3
Scribble or draw his name or a message on a card or picture.	0-3	FM	B	5.2
	3-6	FM	B	3, 3.2
Use writing to tell someone what to do (e.g., give directions, send messages).	3-6	SOC-COM	A	1.5
Recognize print in the local environment.	0-3	COG	G	3
	3-6	COG	H	3
Understand that different text forms are used for different functions of print (e.g., a list for groceries is different than a list on a menu).	0-3	COG	G	4
	3-6	COG	G	2, 2.2
HANDWRITING AND SPELLING				
You may see the child begin to:				
Imitate adult writing by scribbling from left to right.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2
Make letter-like forms.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2
Write strings of letters.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	3.1, 3.3
	3-6	COG	H	2, 2.1
Change from stringing letters together randomly to incorporating whole letter names into their spellings: yl (while), ppl (people).	3-6	COG	H	2, 2.1, 2.2

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Experiment with different combinations of letters to achieve a sound, often in the same writing sample.	3-6	COG	H	2, 2.1, 2.2
Write a few words correctly such as mom, his/her name, love.	3-6	COG	H	2.1
Practice the correct grasp of writing tools.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	1, 1.1
Write left to right using some conventional letter forms and some conventional spellings.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2
	3-6	COG	H	2, 2.1
<i>LISTENING AND SPEAKING: LISTENING AND SPEAKING SKILLS, STRATEGIES AND APPLICATIONS COMPREHENSION</i>				
You may see the child begin to:				
Listen more attentively to words, stories, and events and begin asking questions for clarification.	0-3	COG	G	4.3
	3-6	SOC-COM	A	2.3
	3-6	SOC	B	2, 2.3, 3, 3.3
Ask questions using why, who, what, when, where, and how.	0-3	SOC-COM	D	3.2
	3-6	SOC-COM	B	3, 3.3, 3.4, 3.5
Understand and follow a one-step direction.	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	SOC	B	1.1, 1.2
Watch and listen to a performance or story for ten or more minutes.	0-3	COG	G	4.3
	3-6	SOC	B	2, 2.4, 3, 3.4
Ask questions about a story indicating attentiveness.	0-3	COG	G	4.2
	3-6	SOC-COM	A	1.6, 2.3
Try 5 to 10 new words a day.	0-3	SOC-COM	D	1
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Learn how words connect with their understanding of the world (e.g., a <i>dog</i> is an <i>animal</i> and a <i>mammal</i>).	0-3	COG	G	1, 1.1, 1.3
	3-6	COG	B	1, 1.1, 1.2
Express an opinion (e.g., " <i>I like. . .</i> " " <i>I don't like. . .</i> ").	0-3	SOC-COM	D	1, 3, 3.3, 3.4
	3-6	SOC	D	1

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Foundations for Young Children	Level	Area	Strand	Item
Use the concepts of size, quantity, speed, time.	0-3	SOC-COM	D	1, 1.1, 1.2
	3-6	COG	A	1, 1.1, 1.2, 1.3, 2, 2.2, 3, 3.2
See relations between objects (e.g., sort objects using like attributes).	0-3	COG	G	1, 1.2
	3-6	COG	B	1.3
Understand cause and effect (e.g., " <i>The blocks fell when the big block was put on top.</i> ").	0-3	COG	C	1, 1.1, 1.2, 1.3
	3-6	COG	E	2.3
Make simple predictions.	3-6	COG	E	2.2
Express feelings.	0-3	SOC	A	1, 1.1, 1.2, 1.3
	3-6	SOC-COM	A	1.3
Use connecting words.	0-3	SOC-COM	D	3, 3.1, 3.3, 3.4
	3-6	SOC-COM	B	5.5, 5.6
<i>ORAL COMMUNICATION</i>				
You may see the child begin to:				
Practice and play with words and language; use nonsense words, silly rhymes, and phrases and jokes.	0-3	COG	G	4.1, 6, 6.1, 6.2
	3-6	COG	H	1, 1.1
Practice using new and interesting words correctly when talking with others.	0-3	SOC-COM	D	1
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Use spoken language for a variety of purposes and to express ideas, feelings, and needs.	0-3	SOC-COM	D	All items
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Expand vocabulary with approximately ten new words a day.	0-3	SOC-COM	D	All items
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Notice when familiar words do not sound right and may attempt to correct.	0-3	COG	D	2, 2.1, 2.2
	3-6	SOC-COM	B	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3
Resolve conflicts with peers using language instead of physical force.	0-3	SOC	C	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2
	3-6	SOC	A	3, 3.1, 3.2, 3.3
Respond to other people who ask for clarification.	0-3	SOC	A	3.2
	3-6	SOC-COM	A	2, 2.3
Learn the rules of speaking, such as taking turns.	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2

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	3-6	SOC-COM	A	2, 2.1
Repeat, revise, and improve upon what was said.	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2
	3-6	SOC-COM	A	3
Ask questions to seek information about topics of interest, stay on topic, and may extend the topic.	0-3	COG	G	4.2
	0-3	SOC-COM	D	3.2
	3-6	SOC-COM	A	1, 1.6
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
<i>SPEAKING APPLICATIONS</i>				
You may see the child begin to:				
Understand and follow a one-step direction.	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	SOC	B	1.1, 1.2
Practice using new and interesting words correctly when talking with others.	0-3	SOC-COM	D	1
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Listen more attentively to words, stories, and events and begin asking questions for clarification.	0-3	COG	G	4.2, 4.3
	3-6	SOC-COM	A	2, 2.3
Understand and follow directions with more than one step.	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	SOC	B	1.1, 1.2
	3-6	SOC	C	2, 2.2
MATHEMATICS				
<i>NUMBER SENSE: NUMBER RELATIONSHIPS</i>				
You may see the child begin to:				
Use the names for numbers.	3-6	COG	G	1, 1.1, 1.2
Demonstrate number sense using number collections or sets of objects.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	A	2.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Understand that numbers always represent the same quantity, regardless of the order or physical arrangement of the objects counted.	0-3	COG	G	2, 2.1
	3-6	COG	G	2, 2.1, 2.2

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Use concepts of first and last.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	A	3, 3.1
Count series of objects in a group and tell the number (e.g., show me 5 beads).	0-3	COG	G	2, 2.1
	3-6	COG	1	1, 1.1, 1.2
Have knowledge of quantity and some of the comparisons of quantity (e.g., all, some, none, fewer, more, less).	0-3	COG	G	2, 2.1
	0-3	COG	G	1.2
	3-6	COG	A	2.2
	3-6	COG	C	1.3
Progress from inventive to accurate counting and recognizing and matching number symbols with the appropriate amounts.	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1, 1.2, 2
Use numbers to predict and make realistic guesses.	3-6	COG	E	2.2
<i>COMPUTATION: COUNTING, SORTING, CLASSIFYING, AND COMPARING OBJECTS</i>				
You may see the child begin to:				
Experience one-to-one correspondence (e.g., 5 cups for 5 people at the table).	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1, 1.2
Understand the concepts of same, equal, one more, or less than.	0-3	COG	G	1
	3-6	COG	A	2, 2.2
Explore the use and meaning of currency and coins.	3-6	COG	G	2, 2.2
Attach meaning to visual and verbal uses of numbers (e.g., counts on fingers).	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1, 1.2
Count objects, sort, organize, and compare groups of objects.	0-3	COG	G	1, 1.1, 1.2, 1.3
	3-6	COG	B	1, 1.1, 1.2, 1.3
Develop estimation skills related to quantity.	3-6	COG	A	2, 2.2
Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols.	3-6	COG	E	1, 1.1
Seek help from peers or adults in solving a problem.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	A	1, 1.5, 1.6
<i>ALGEBRA AND FUNCTIONS: FINDING PATTERNS AND</i>				

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<i>RELATIONSHIPS</i>				
You may see the child begin to:				
Reproduce patterns of sounds and movements (e.g., clap, stomp, clap).	0-3	COG	D	1, 1.1
	3-6	COG	C	1, 1.1
Recognize simple patterns of concrete objects (e.g., look at beads that are strung yellow, blue, yellow, blue, and identify the pattern).	0-3	COG	G	1.2
	3-6	COG	C	2
Reproduce simple patterns of concrete objects (e.g., string beads that are yellow, blue, yellow, blue).	0-3	COG	G	1.2
	3-6	COG	C	2
Predict what comes next when simple patterns are extended.	3-6	COG	E	2, 2.2
Explore attributes of objects and begin to sort by similar traits such as shape, color, size, or function.	0-3	COG	G	1.1, 1.2
	3-6	COG	A	1, 1.1, 1.2, 1.3
	3-6	COG	B	1.2, 1.3
Recognize objects arranged in a series and begin to place objects in order through trial and error.	0-3	FM	A	5, 5.1
	3-6	COG	C	2, 2.1
Describe sequence of events and objects.	3-6	COG	C	3, 3.1
Recognize charts and graphs as a way of collecting, organizing, recording, and describing information.	0-3	COG	G	1.3
	3-6	COG	G	2.2
Understand and explain what a graph shows.	3-6	SOC-COM	A	1, 1.7
Identify shapes (e.g., square, rectangle, triangle, circle, diamond).	0-3	COG	G	1.2
	3-6	COG	A	1.2
<i>GEOMETRY: RECOGNIZING COMMON GEOMETRIC SHAPES AND USING DIRECTIONAL WORDS</i>				
You may see the child begin to:				
See space and size relationships (e.g., putting puzzles together).	0-3	FM	B	2, 2.1, 2.2
	3-6	COG	A	1, 1.3, 3, 3.1
Recognize, describe, and name shapes (e.g., circles, triangles, rectangles, squares).	0-3	FM	B	2.1
	3-6	COG	A	1, 1.2
Use words that indicate where things are in space (e.g.,	0-3	FM	B	2.1, 2.2

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beside, inside, behind, above, below, here, there, in, out, over, under, next to, near, far).	3-6	COG	A	3, 3.1
Explore geometric shapes.	0-3	FM	B	2.1
	3-6	COG	A	1, 1.2
Notice differences and begin to identify, describe, model, draw, and classify geometric shapes.	0-3	COG	G	1.2
	3-6	COG	A	1, 1.2
	3-6	COG	B	1.3
Recognize geometric shapes in the environment.	0-3	FM	B	2, 2.1
	3-6	COG	A	1, 1.2
Build maps of surroundings using blocks, boxes, and other materials.	0-3	FM	A	5
	3-6	FM	A	1, 1.1
<i>MEASUREMENT: TIME AND MEASUREMENT RELATIONSHIPS</i>				
You may see the child begin to:				
Estimate quantity, distance, weight, and length of familiar objects (e.g., temperature of room, weight of a gallon of milk).	3-6	COG	A	2, 2.1, 2.2, 3, 3.1
Use familiar objects as measuring devices (e.g., finger width, arms length, foot length).	0-3	COG	E	2, 2.1
	3-6	COG	E	1.2
Use appropriate language to discuss activity (e.g., will use hot or cold when speaking about temperature related to weather, or heavy and light to describe weight).	3-6	COG	A	All items
Recognize time as a sequence of events that relate to daily life (e.g., in the morning, after snack).	0-3	SOC	B	2, 2.1
	3-6	COG	A	3, 3.2
Become aware of and use the conventional language of measurement (e.g., inch, mile, hour, degrees, cup, gallon).	3-6	SOC-COM	A	1, 1.7
Show an increasing awareness of conventional measurement tools and methods.	3-6	COG	E	1, 1.1, 1.2
Realize some activities take longer than others.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
<i>PROBLEM-SOLVING: ABILITY TO REASON, PREDICT, AND PROBLEM SOLVE THROUGH EXPLORATION</i>				
You may see the child begin to:				
Group interesting objects, name or describe groups found in the environment, and label or describe those collections.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Represent the data in a variety of ways.	0-3	COG	E	4.1
	3-6	COG	E	1, 1.1, 1.2
Interpret information presented in graph form; draw and discuss information.	0-3	FM	B	5, 5.1, 5.2
	3-6	COG	E	2
	3-6	SOC-COM	A	1, 1.1, 1.6, 1.7
Develop and use systematic approaches to problem solving by testing new possibilities and finding solutions.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
Look for and give clues.	0-3	COG	E	4
	3-6	COG	E	1.2
Make predictions.	3-6	COG	E	2, 2.2
Describe similarities and differences between objects.	0-3	COG	G	1, 1.3
	3-6	COG	B	1, 1.1, 1.2, 1.3
Explain how groups are made and describe thinking in how groups were made.	0-3	COG	G	1, 1.3
	3-6	COG	B	1, 1.1, 1.2, 1.3
Make guesses related to quantity (e.g., "How many do you think you have?").	3-6	COG	A	2, 2.2
Play with computational tools (e.g., rulers, measuring cups, calculators, abacuses, adding machines, or computers).	0-3	COG	F	1.2, 1.3
	3-6	FM	A	1, 1.1
Explore concept of whole, parts, and parts that make a whole (e.g., cutting an apple in half and putting halves into whole-fractions).	0-3	FM	B	2, 2.1, 2.2
	3-6	COG	A	2, 2.2
Act out/draw/discuss data in a variety of ways.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	1, 1.1, 2, 2.1, 2.2, 2.3
	3-6	SOC-COM	A	1, 1.1, 1.7

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS[®]) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
SCIENCE				
<i>THE NATURE OF SCIENCE: SCIENTIFIC INQUIRY AND PROCESS</i>				
You may see a child begin to:				
Choose an area with science materials as a place to work.	3-6	SOC	D	1, 1.1, 1.2
Interact with and explore a variety of objects, books, and materials.	0-3	FM	B	2, 2.1, 2.2, 3, 3.1, 4, 4.1, 4.2
	0-3	COG	C	1, 1.1, 1.2, 1.3
	3-6	SOC	B	2, 2.1, 3, 3.1
Develop a growing ability to ask questions and describe information.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	A	1, 1.5
Observe and describe properties of objects.	0-3	COG	F	1.2, 1.3, 1.4
	3-6	COG	A	All items
Make selections from the science objects and materials available.	3-6	SOC	D	1, 1.1, 1.2
Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.	0-3	COG	A	1, 1.1, 1.2, 1.3, 1.4
	0-3	COG	F	1.2, 1.3, 1.4
	3-6	SOC	B	2, 2.1, 3, 3.1
Use a variety of "scientific tools" (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.	0-3	COG	F	1.2
	3-6	SOC	B	2, 2.1, 3, 3.1
Participate in science experiences utilizing age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales).	0-3	COG	F	1.2
	3-6	SOC	B	2, 2.1, 3, 3.1
Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	0-3	SOC	C	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2
	3-6	SOC	A	1, 1.3, 2, 2.1, 2.2, 2.3
	3-6	SOC	B	2, 2.1, 2.2, 2.3, 2.4
Ask and answer questions about his world.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	A	1, 1.5, 1.6, 1.7, 2, 2.3, 2.4
<i>SCIENTIFIC THINKING: COMPUTATION AND</i>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
<i>ESTIMATION</i>				
You may see the child begin to:				
Participate in activities related to number sequencing and counting.	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1, 1.2
Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	0-3	COG	F	1.2, 1.3, 1.4
	3-6	COG	A	2, 2.2
Classify objects by different attributes (characteristics).	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Apply previously learned information to new situations.	0-3	COG	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	FM	B	1, 1.1, 2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Show a curiosity and independent interest in number related activities.	0-3	COG	G	2, 2.1
	3-6	SOC	D	1, 1.1, 1.2
Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).	0-3	COG	F	1.2
	3-6	ADAP	A	2, 2.3
<i>SHAPES AND SYMBOLIC RELATIONSHIPS</i>				
You may see the child begin to:				
Recognize and talk about the fact that everything has a shape.	0-3	COG	G	1.2
	3-6	COG	A	1, 1.3
Observe shapes and look for objects that are the same shape.	0-3	COG	G	1.2
	3-6	COG	A	1, 1.3
Recognize, copy, extend, and create patterns with objects and in drawings.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	C	2
Participate in activities using materials with a variety of shapes and patterns.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	SOC	B	2, 2.1, 3, 3.1
<i>ENVIRONMENTS: THE PHYSICAL SETTING</i>				
You may see the child begin to:				
Participate in activities using materials with a variety of	0-3	COG	G	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
properties (e.g., color, shape, size, name, type of material).	3-6	COG	A	1, 1.1, 1.2, 1.3
	3-6	COG	B	1.3
Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	0-3	COG	F	1.2, 1.3, 1.4
	3-6	COG	A	2, 2.1
Actively explore simple machines (e.g., pulleys, levers, wheels).	0-3	COG	F	1.2, 1.3, 1.4
	3-6	FM	A	1, 1.1
Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.	0-3	COG	F	1.2, 1.3
	0-3	COG	G	1, 1.2
	3-6	ADAP	C	2
	3-6	COG	B	1.3
Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.	3-6	COG	A	3, 3.2
Understand that not all physical environments are the same.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	A	All items
Understand that their environment expands beyond the earth and begin to ask questions and/or make comments about the sun, stars, planets, and clouds.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	A	1, 1.6, 1.7
Be aware of the fact that the physical environment affects the living environment and visa versa.	0-3	COG	C	All items
	3-6	COG	E	2
<i>THE LIVING ENVIRONMENT</i>				
You may see the child begin to:				
Observe and explore a variety of live plants and animals.	0-3	COG	F	1.2, 1.3, 1.4
	3-6	SOC	B	2, 2.1, 3, 3.1
Take care of familiar plants and animals.	0-3	COG	G	1
	3-6	COG	B	1, 1.1, 1.1.3
Identify plants and animals as living things.	0-3	COG	G	3.1
	3-6	COG	B	1, 1.1
Identify non-living things.	0-3	COG	G	3.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	COG	B	1, 1.1
Sort things by attribute or characteristic.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Use characteristics of living things to make finer discriminations (e.g., Donkeys have shorter legs and longer ears than horses. A tulip looks like just a cup, but a daffodil looks like a cup and saucer.).	3-6	COG	A	2, 2.1
Talk about different types of plants and animals that inhabit the earth.	0-3	COG	G	3.1
	3-6	SOC-COM	A	1, 1.7
Participate in activities related to preserving their environment.	3-6	SOC	B	2, 2.1, 2.2, 2.3, 2.4, 3, 3.1, 3.2, 3.3, 3.4
<i>COMMUNICATION: SHARING OBSERVATIONS AND DISCOVERIES</i>				
You may see the child begin to:				
Use vocabulary that indicates his understanding of scientific principles (e.g., sink, float, melt, solid, liquid).	0-3	SOC-COM	D	1, 1.1
	3-6	COG	A	All items
Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Classify objects by an attribute (characteristic) and share their thinking with another.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
Participate in discussions related to their findings.	0-3	SOC-COM	D	All items
	3-6	SOC-COM	A	1, 1.1, 1.5, 1.6, 1.7
Use charts, drawings, and/or graphs to share their findings with others.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
Use their findings to create self published books and/or materials.	0-3	FM	B	5, 5.1, 5.2
	0-3	COG	G	4
	3-6	FM	B	2.1, 2.2, 2.3
Dictate statements/draw pictures to share findings.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS[®]) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
SOCIAL STUDIES				
<i>HISTORY: CHRONOLOGICAL THINKING AND HISTORICAL KNOWLEDGE</i>				
You may see a child begin to:				
Understand sequence by recurring events (e.g., "After I eat lunch, I take a rest.").	0-3	SOC	B	2, 2.1
	3-6	COG	C	3
Connect new experiences to past experiences.	3-6	COG	D	1, 1.1, 1.2
Construct a sense of time.	0-3	SOC	B	2, 2.1
	3-6	COG	A	3, 3.2
Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening).	0-3	SOC	B	2, 2.1
	3-6	COG	A	3, 3.2
	3-6	COG	C	3, 3.1
Put pictures in sequential order.	3-6	COG	C	3, 3.1
Show anticipation for regularly scheduled events.	0-3	SOC	B	2, 2.1
	3-6	SOC	D	1, 1.1, 1.2
Describe daily routine (e.g., home and/or school).	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.2
Retell a story or event in sequential order.	3-6	COG	C	3, 3.1
Distinguish between past, present, and future.	3-6	COG	A	3, 3.2
Verbalize the days of the week and names of the months.	0-3	SOC-COM	D	1, 1.4
	3-6	COG	A	3, 3.2
Gauge time using their own vocabulary (e.g., number of 'sleeps' instead of days).	0-3	SOC-COM	D	1
	3-6	COG	A	3, 3.2
Recall information about the immediate past.	3-6	COG	D	1, 1.1, 1.2
<i>CIVICS AND GOVERNMENT: FOUNDATIONS AND FUNCTIONS OF GOVERNMENT AND ITS CITIZENS</i>				
You may see the child begin to:				
Listen and talk about stories that illustrate the concept of being responsible.	0-3	COG	G	4.2, 4.3
	3-6	SOC	B	2, 3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
Follow simple directions.	0-3	SOC-COM	C	2, 2.1, 2.2
	3-6	SOC	B	1.1, 1.2, 2, 2.2, 3, 3.2
Handle basic responsibilities related to daily needs.	0-3	SOC	B	1, 1.1, 1.2
	3-6	SOC	C	1, 1.1, 1.2, 1.3
Respond positively to options rather than commands.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.2
Recognize and talk about the importance and reason for rules.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.1, 2.2
Understand the consequences of not following rules.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.1, 2.2
	3-6	SOC	D	2
Participate in games and follow the rules.	0-3	COG	C	2, 2.1
	3-6	COG	F	2, 2.1, 2.2
Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).	0-3	SOC	C	1, 1.1, 1.2, 2, 2.1, 2.2
	3-6	SOC-COM	A	1, 1.7
Understand the consequences of behaviors and choices.	0-3	SOC	A	1, 1.1, 1.2, 1.3
	3-6	SOC	D	2, 2.1, 2.2
Set own consequences for some behaviors.	3-6	SOC	D	2
Recognize there may be different rules in different places (e.g., school rules may be different from home).	3-6	SOC	C	2
Show self-control by following rules in different places.	3-6	SOC	C	2, 2.2
Start sharing some objects with others.	0-3	SOC	C	1, 1.1, 1.3
	3-6	SOC	A	2, 2.3
By age four, compromise, share, and take turns.	3-6	SOC	A	1, 1.3, 2, 2.3
By age four, resort to negative behaviors, such as name calling, to handle disputes	3-6	SOC	A	3.2, 3.3
Show greater ability to control intense feelings (e.g., anger, frustration).	0-3	SOC	A	2.3
	3-6	SOC	A	3, 3.1
Recognize different places may have different rules (e.g.,	3-6	SOC	C	2, 2.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
school, home, church).				
Recognize the U.S. and state flags.	0-3	COG	G	3, 3.1
	3-6	SOC	D	3
Learn the name of the current President and begin to understand his/her role.	3-6	SOC	D	3
Make choices after considering alternatives.	0-3	COG	E	4.1
	3-6	COG	E	1.1
<i>GEOGRAPHY: LOCATION (SPATIAL AWARENESS)</i>				
You may see the child begin to:				
Name body parts and point to the location of each.	0-3	COG	G	3.1
	3-6	SOC-COM	A	1, 1.7
Ask questions about everything the child sees and finds.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	A	1, 1.6
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Move in directions on command (e.g., forward, backward, sideways).	0-3	SOC-COM	C	2, 2.1, 2.2
	3-6	COG	A	3, 3.1
	3-6	COG	C	1, 1.1
Identify and locate familiar places (e.g., home, store, grandparent's house).	0-3	COG	G	3.1
	3-6	SOC	D	3
Recognize that streets have signs and houses have numbers to help identify locations.	0-3	COG	G	3
	3-6	COG	G	2, 2.2
	3-6	SOC	D	3
Point and name various rooms in the house from the outside.	0-3	COG	G	3.1
	0-3	SOC-COM	A	1, 1.7
Pretend blocks represent buildings and make signs for the roads and buildings.	0-3	COG	F	1
	3-6	COG	F	1, 1.3
Use a simple map (e.g., diagram of the house, street on which the child lives).	3-6	SOC	D	3
Make roads for toy trucks and cars.	0-3	COG	F	1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS[®]) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	COG	F	1, 1.3
Recognize where the child is while traveling in the car.	0-3	COG	G	3
	3-6	COG	A	3, 3.1
<i>PLACES AND REGIONS</i>				
You may see the child begin to:				
Use words hard/soft, rough/smooth, and water/land when describing surfaces.	0-3	SOC-COM	D	1, 1.1
	3-6	COG	A	2, 2.1
Identify various natural features.	0-3	COG	G	3.1
	3-6	SOC-COM	A	1, 1.7
Learn the name of his city or town.	3-6	SOC	D	3
Give information about where she lives (e.g., street, telephone number, house description).	3-6	SOC	D	3, 3.1, 3.2
Be aware of common community symbols (e.g., signs, highway and street markers, lights).	0-3	COG	G	3
	3-6	SOC	D	3
Describe features of familiar places (e.g., buildings, stores).	0-3	COG	G	3.1
	0-3	SOC-COM	D	1, 1.1
	3-6	COG	A	All items
Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).	0-3	FM	B	5, 5.1, 5.2
	0-3	COG	F	1
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	F	1, 1.3
Talk about how to get from one common place to another.	0-3	SOC-COM	D	1, 1.2, 1.4, 2, 2.3, 3, 3.3
	3-6	COG	A	3, 3.1
	3-6	SOC-COM	A	1, 1.7
Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.	0-3	SOC-COM	D	1, 1.1, 1.2
	3-6	COG	A	1, 1.2, 1.3, 2, 2.1
	3-6	SOC-COM	A	1, 1.7
Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest).	0-3	COG	G	1, 1.3
	3-6	COG	B	1, 1.1
<i>PHYSICAL SYSTEMS</i>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
You may see the child begin to:				
Determine what type of clothing to wear based on the weather.	3-6	ADAP	C	2
Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).	0-3	SOC-COM	D	1, 1.1
	3-6	COG	A	2, 2.1, 3, 3.2
Discuss negative and positive aspects of areas and why people might want to be there.	0-3	SOC-COM	D	1, 1.1
	3-6	COG	A	1, 1.2, 1.3, 2, 2.1, 3, 3.1, 3.2
	3-6	SOC-COM	A	1, 1.7
Listen and respond to stories about other areas (e.g., deserts, mountains).	0-3	COG	G	4.2, 4.3
	3-6	SOC	B	2, 3
Draw pictures representing the seasonal changes.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
Recognize people live in different types of homes (e.g., apartments, houses).	0-3	COG	G	3.1
	3-6	COG	A	1, 1.2, 1.3, 2, 2.1
Realize people live in different places for different reasons (e.g., farms, cities, small towns).	3-6	COG	E	2, 2.1
HUMAN SYSTEMS				
You may see the child begin to:				
Pretend to take care of a doll by feeding and other activities.	0-3	COG	F	1
	3-6	COG	F	1, 1.1, 1.2, 1.3
Play the role of different family members through dramatic play.	0-3	COG	F	1
	3-6	COG	F	1, 1.1, 1.2, 1.3
Discuss members of the family and their roles.	3-6	SOC	D	3, 3.4
Draw pictures of their family.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1
Ask questions about families.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Talk about how he is the same and/or different from other children.	0-3	COG	G	1, 1.2, 5
	3-6	COG	A	1, 1.2, 1.3, 2, 2.1
	3-6	SOC-COM	A	1, 1.7

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
<i>ENVIRONMENT AND SOCIETY</i>				
You may see the child begin to:				
Recognize things that do/do not belong in the environment (e.g., litter, smoke) and discuss the need for a clean environment.	0-3	COG	E	4.1
	3-6	COG	E	1, 1.1, 1.2
Help clean up after doing an activity.	0-3	SOC-COM	C	2, 2.1, 2.2
	3-6	SOC	B	1.2, 2, 2.2, 3, 3.2
Help with home and class routines that keep the house/classroom clean.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.2
Design posters for recycling and post in the home/school.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2, 2.1, 2.2, 2.3
	3-6	SOC	B	2, 3
<i>ECONOMICS</i>				
You may see the child begin to:				
Play store or restaurant with play or real money, receipts, credit cards, telephones.	0-3	COG	F	1
	3-6	COG	F	1, 1.1, 1.2, 1.3
Role play different types of occupations.	0-3	COG	F	1
	3-6	COG	F	1, 1.1
Talk about what he wants to be when he grows up.	0-3	SOC-COM	D	1, 1.5, 2, 2.4, 3, 3.4
	3-6	SOC-COM	A	1, 1.2, 1.7
Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.	3-6	COG	G	1, 1.1, 1.2, 2, 2.1, 2.2
Be aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.	3-6	COG	E	1, 1.1, 1.2, 1.3
Save money for a future purpose.	3-6	COG	E	1, 1.1, 1.2, 1.3
<i>INDIVIDUALS, SOCIETY AND CULTURE: CULTURAL DIVERSITY</i>				
You may see the child begin to:				
Recognize differences between people of different cultures,	0-3	COG	G	1, 1.2, 5

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
backgrounds, and abilities.	3-6	COG	A	1, 1.2, 1.3, 2, 2.1
Recognize gender differences.	3-6	SOC	D	3, 3.5
Ask questions about physical differences.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Look at people's skin and explore the differences.	0-3	COG	G	1, 1.2
	3-6	COG	A	1, 1.1, 2, 2.1
Notice that some people speak differently than others.	3-6	COG	A	2, 2.1
Realize different families live in different types of housing.	0-3	COG	G	3.1
	3-6	COG	A	1, 1.2, 1.3, 2, 2.1
Think about grandparents and older people and how they look different from children.	0-3	COG	G	1, 1.2, 5
	3-6	COG	A	1, 1.1, 1.3, 2, 2.1
Enjoy poems, stories, and songs about a variety of people and cultures.	0-3	COG	G	4.3
	3-6	COG	H	1, 1.1
	3-6	SOC	B	2, 3
Realize that other children are more alike than different.	0-3	COG	G	1, 1.2
	3-6	COG	A	1, 1.1, 1.3, 2, 2.1
	3-6	COG	B	1, 1.3
Use interpersonal skills of sharing and taking turns in interactions with others.	0-3	SOC	C	1, 1.1, 1.2
	3-6	SOC	A	1, 1.3, 2, 2.3
PHYSICAL EDUCATION				
<i>GROSS/FINE MOTOR AND SENSORY DEVELOPMENT: LOCOMOTOR AND NON-LOCOMOTOR SKILLS</i>				
You may see the child begin to:				
Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).	0-3	GM	A	3, 3.1, 3.2, 3.3
	0-3	GM	C	1, 1.1, 1.2, 1.3, 1.5, 3, 3.1, 3.2, 4, 4.1, 4.2, 4.3
	0-3	GM	D	1, 1.1, 1.2, 2, 4, 4.1, 4.2
	3-6	GM	A	1, 1.1, 2, 2.1
	3-6	GM	B	1, 1.1, 1.2, 3, 3.1, 4, 4.1
Perform stability skills alone and/or with a partner. (e.g.,	0-3	GM	B	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).	0-3	GM	C	1.2, 1.3, 2.2, 2.3, 4, 4.1
	3-6	GM	A	2, 2.1
	3-6	GM	B	1.3
Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).	0-3	GM	D	1, 1.1, 3, 3.1, 3.2, 3.3, 3.4
	3-6	GM	B	1, 2, 2.1, 2.2, 2.3, 2.4
Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).	0-3	GM	C	1, 3, 3.1, 3.2
	0-3	GM	D	1, 1.1
	3-6	GM	B	1, 1.1, 1.3, 3, 3.1
<i>APPLICATION OF MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS: IDENTIFYING MOVEMENT CONCEPTS AND APPLYING TO MOTOR SKILLS</i>				
You may see the child begin to:				
Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult).	0-3	GM	D	4, 4.2
	3-6	COG	A	3, 3.1
Attempt to apply concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).	0-3	GM	C	1, 3
	0-3	GM	D	4.2
	3-6	GM	A	1
Follow rules for simple games and activities.	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	COG	F	2, 2.1, 2.2
Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	COG	F	2, 2.1, 2.2
Recognize and solve problems through active explorations.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
<i>ENJOYMENT OF MOTOR AND SENSORY EXPERIENCES: EXHIBITING SELF-CONFIDENCE</i>				
You may see the child begin to:				
Exhibit self-confidence while participating in movement activities.	0-3	GM	B	2
	0-3	GM	C	1, 1.1, 3, 3.1, 3.2, 4
	0-3	GM	D	1, 1.1, 1.2, 2, 2.1, 3, 3.1, 3.2, 3.3, 3.4, 4, 4.1, 4.2
	3-6	GM	A	1, 1.1, 2, 2.1
	3-6	GM	B	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.3, 2.4, 3, 3.1, 4, 4.1
Talk about enjoying movement activities.	0-3	SOC-COM	D	3, 3.3, 3.4
	3-6	SOC-COM	A	1, 1.3
Express both positive and negative feelings about participating in physical activities.	3-6	SOC-COM	A	1, 1.3
Participate in a variety of gross/fine motor and sensory activities.	0-3	FM	A	All items
	0-3	FM	B	All items
	0-3	GM	A	All items
	0-3	GM	B	All items
	0-3	GM	C	All items
	0-3	GM	D	All items
	3-6	FM	A	All items
	3-6	FM	B	All items
	3-6	GM	A	All items
	3-6	GM	B	All items
Attempt new gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging).	0-3	FM	A	All items
	0-3	FM	B	All items
	0-3	GM	A	All items
	0-3	GM	B	All items
	0-3	GM	C	All items
	0-3	GM	D	All items

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	FM	A	All items
	3-6	FM	B	All items
	3-6	GM	A	All items
	3-6	GM	B	All items
Demonstrate a determination to develop skills through repetitive practice.	0-3	COG	G	6
	3-6	SOC	B	2.4, 3.4
<i>RESPONSIBLE PERSONAL HEALTH AND SAFETY PRACTICES: DEVELOPING AN AWARENESS OF AND RESPECT FOR A HEALTHY LIFESTYLE</i>				
You may see the child begin to:				
Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	0-3	COG	C	2, 2.1
	3-6	COG	F	2, 2.1
Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	0-3	ADAP	A	3, 4
	0-3	ADAP	B	2, 2.1, 3
	0-3	ADAP	C	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
	3-6	ADAP	A	1, 1.1, 1.2, 1.5
	3-6	ADAP	B	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.3, 2.4, 2.5
	3-6	ADAP	C	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 3, 3.1, 3.2, 3.3
Build an awareness and ability to follow basic safety rules (e.g., fire and traffic/pedestrian safety).	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	SOC	C	2
Respond appropriately to potentially harmful objects, substances, and activities.	3-6	SOC	C	2
<i>RESPECT FOR DIFFERENCES: USING POSITIVE INTERPERSONAL SKILLS</i>				
You may see the child begin to:				
Take turns during physical activities.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	1, 1.3
Help others during physical activities.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	1, 1.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
Work together as a team toward a common goal.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	2, 2.1, 2.2
Play cooperatively with others during physical activities.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	2, 2.1, 2.2
Treat others with respect during physical activities.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	1, 1.3, 2, 2.3
Resolve conflicts in socially accepted ways during physical activities.	0-3	SOC	C	1, 1.1, 1.2, 1.3
	3-6	SOC	A	3, 3.1, 3.2, 3.3
MUSIC				
<i>MUSIC APPRECIATION: CHILDREN SHOW ENJOYMENT OF MUSIC THROUGH FACIAL EXPRESSIONS, VOCALIZATIONS, AND VARIOUS MOVEMENTS</i>				
You may see the child begin to:				
Smile or laugh when music is played.	0-3	COG	C	2, 2.1
	3-6	SOC	D	1
Verbally express enjoyment.	0-3	SOC-COM	D	1
	3-6	SOC-COM	A	1, 1.3
Sing along to familiar songs.	0-3	COG	G	4.1, 6, 6.1, 6.2
	3-6	SOC	B	2, 3
Request certain songs/finger plays, etc.	0-3	SOC-COM	D	3, 3.4
	3-6	SOC-COM	A	1, 1.5
Clap hands in glee/begin to clap in rhythm.	0-3	COG	C	2, 2.1
	3-6	SOC	B	2, 3
	3-6	SOC	D	2, 2.2
Dance/sway/tap toes/jump/hop to music alone or with others.	0-3	COG	D	1, 1.1
	3-6	SOC	B	2, 3
Respond positively to transitions from desired to less desired activity when paired with music.	0-3	SOC	B	2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	SOC	B	1.1, 1.2, 2, 2.2, 3, 3.2
<i>PARTICIPATION/EXPLORATION/PRODUCTION: CHILDREN PRODUCE VOCAL/INSTRUMENTAL MUSIC AND RHYTHMIC MOVEMENTS SPONTANEOUSLY AND IN IMITATION</i>				
You may see the child begin to:				
Hum or sing familiar/original lullaby while rocking a doll.	0-3	COG	F	1
	3-6	COG	F	1
Produce rhythmic patterns to familiar songs (e.g., <i>Jingle Bells</i>).	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1, 1.1
Create own alternate pattern/action for a finger play to a familiar song.	0-3	COG	D	1, 1.1
	3-6	SOC	B	1
Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).	0-3	COG	F	1, 1.1, 1.2, 1.3
	3-6	SOC	D	1, 1.1, 1.2
Hum or sing along to tune playing on radio, tape/CD player, or television.	0-3	COG	G	6, 6.1, 6.2
	3-6	SOC	B	2, 3
Sing songs from favorite movies or television shows from memory.	0-3	COG	G	4.1, 6
	3-6	COG	C	3.1
Follow repetitive patterns of movements.	0-3	COG	G	6, 6.1, 6.2
	3-6	SOC	B	2, 2.2, 3, 3.2
Use words/concepts learned through music in non-musical activities.	0-3	SOC-COM	D	1, 1.1, 1.2, 1.3, 1.4, 1.5
	3-6	SOC-COM	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
<i>ANALYSIS: CHILDREN BEGIN TO DIFFERENTIATE VARIATIONS IN TEMPO, DYNAMICS, AND TYPES OF SOUNDS MADE BY DIFFERENT CLASSES OF INSTRUMENTS (PERCUSSION, WIND, AND STRING)</i>				
You may see the child begin to:				
Play classroom instruments.	0-3	COG	C	1, 1.1, 1.2, 1.3
	3-6	COG	F	1, 1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	SOC	B	2, 2.1, 3, 3.1
Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.	0-3	COG	D	1, 1.1
	3-6	SOC	B	2, 2.3, 3, 3.3
Moderate vocalizations to tempo and dynamics of music.	0-3	COG	D	2, 2.1, 2.2
	3-6	SOC-COM	A	3.1
Choose real or improvised instruments to play along with instrument heard.	0-3	COG	F	1, 1.1, 1.2, 1.3
	3-6	COG	F	1.3
Distinguish among the sounds of several common instruments.	0-3	COG	G	1
	3-6	COG	B	1, 1.1, 1.3
VISUAL ARTS				
<i>ART APPRECIATION: BEGINS TO UNDERSTAND AND SHARE OPINIONS ABOUT ARTWORK AND ARTISTIC EXPERIENCES (THEIR OWN OR OTHERS)</i>				
You may see the child begin to:				
Imitate different cultures through art.	0-3	COG	D	1, 1.1
	3-6	FM	B	2, 2.1, 2.2, 2.3
Create meaning and make sense of the world around them through exposure to cultural artifacts.	0-3	COG	G	3
	3-6	SOC	B	2, 3
Understand differences and preferences as he/she encounters artwork.	3-6	SOC	D	1
Describe art work and interpret potential intentions of the artist.	0-3	SOC-COM	D	1, 1.1
	3-6	COG	E	2, 2.1
	3-6	SOC-COM	A	1, 1.2
Express feelings about art work.	0-3	SOC-COM	D	1, 1.1
	3-6	SOC-COM	A	1, 1.3
Wonder about or asks questions about works of art.	0-3	SOC-COM	D	3, 3.2
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
Respond in various ways to the creative work of others. (e.g., body language, facial expression or oral language)	0-3	SOC-COM	D	1, 1.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	SOC-COM	A	1, 1.2, 1.3, 2, 2.3, 2.4
Role play imaginary events and characters in the media.	0-3	COG	F	1, 1.1
	3-6	COG	F	1, 1.1, 1.2, 1.3
<i>CREATING ART: PROCESS AND PRODUCT EXPRESSES PERSONAL INTERESTS, IDEAS AND FEELINGS THROUGH ART</i>				
You may see the child begin to:				
Participate freely in dramatic play activities that become more extended and complex.	0-3	COG	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	COG	F	1, 1.1, 1.2, 1.3
Express self in dramatic play through story telling, puppetry, and other language development activities.	0-3	COG	F	1
	0-3	COG	G	4
	3-6	COG	F	1, 1.2
Value and appreciate differences through viewing own creations and those of others.	3-6	SOC	D	2, 2.1, 2.2
Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.	0-3	FM	B	5, 5.1, 5.2
	0-3	COG	F	1, 1.1
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	F	1, 1.1, 1.2, 1.3
Select different art media to express emotions or feelings (e.g., painting with bright colors to match a playful mood).	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	SOC	D	2.2
Use art media to channel frustration and anger in a socially acceptable way (e.g., punching and pounding clay).	3-6	SOC	D	2.2
Assert individuality such as in drawing a pumpkin that differs in color and design from the traditional.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
Engage in cooperative pretend play with another child.	0-3	COG	F	1, 1.1
	3-6	COG	F	1
<i>USE SYMBOLS, ELEMENTS SUCH AS SHAPE, LINE, COLOR, AND TEXTURE AND PRINCIPLES SUCH AS REPETITION IN ART EXPERIENCES</i>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
You may see the child begin to:				
Use different colors, surface textures, and shapes to create form and meaning.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	A	1, 1.1, 1.2, 1.3, 2, 2.1
Use objects as symbols for other things. (e.g., a scarf to represent bird wings or a box to represent a car)	0-3	COG	F	1.1
	3-6	COG	F	1, 1.3
Pretend through role-playing.	0-3	COG	F	1, 1.1
	3-6	COG	F	1, 1.1, 1.2, 1.3
Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2
	3-6	FM	B	2.1, 2.2, 2.3
Decide which lines should be long or short, wavy or straight, thick or thin and what color and where on the paper.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	A	1, 1.1, 1.2, 1.3, 2, 2.1
Watch an activity before entering into it.	0-3	SOC	C	1.4
	3-6	SOC	B	2, 2.3, 3, 3.3
Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2
	3-6	FM	B	2.1, 2.2, 2.3
<i>USES DIFFERENT ART MEDIA AND MATERIALS IN A VARIETY OF WAYS FOR CREATIVE EXPRESSION, EXPLORATION, AND SENSORY EXPERIENCE</i>				
You may see the child begin to:				
Gain ability in using different art materials. (e.g., paper, paint, clay, scraps, buttons)	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	SOC	B	2, 2.1, 3, 3.1
Discover making people, shapes, lines, and colors from early experiences in art.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	FM	B	2.1, 2.2, 2.3
Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	0-3	FM	B	5, 5.1, 5.2
	0-3	SOC	B	1, 1.1, 1.2
Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	A	2, 2.1, 2.2
	3-6	FM	B	2.1, 2.2, 2.3
<i>CAREERS AND COMMUNITY: EXPERIENCES ART-RELATED PROFESSIONALS THROUGH FIELD TRIPS, VISITING ARTISTIS, AND MUSUEMS</i>				
You may see the child begin to:				
Talk about different art professions.	3-6	SOC-COM	A	1, 1.6, 1.7
Mimic art works and forms by various artists.	0-3	COG	D	1, 1.1
	3-6	FM	B	2.1, 2.2, 2.3
Recognize people in the community who are artists.	0-3	COG	G	3.1
	3-6	SOC	D	3
Learn to enjoy and respect the art work of others.	3-6	SOC	D	1
Visit and discuss works of art at various locations.	0-3	SOC-COM	D	1, 1.1
	3-6	SOC-COM	A	1
	3-6	SOC	B	2, 3
Begin to show an interest in the artwork of others.	3-6	SOC	D	1
<i>MAKING CONNECTIONS BETWEEN ART AND OTHER CURRICULUM AREAS</i>				
You may see the child begin to:				
Make patterns on their own.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	2.1, 2.2, 2.3
	3-6	COG	C	2
Recognize patterns in their environment.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	C	2
Observe and discuss art forms during a nature walk.	0-3	SOC-COM	D	1, 1.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS[®]) 2nd Edition items and the Indiana Foundations for Young Children

Foundations for Young Children	Level	Area	Strand	Item
	3-6	SOC-COM	A	1
	3-6	SOC	B	2, 3
Imitate art forms of illustrators after listening to a story	0-3	COG	D	1, 1.1
	0-3	COG	G	4.3
	3-6	FM	B	2.1, 2.2, 2.3
Sort objects by texture, size, or color.	0-3	COG	G	1, 1.2
	3-6	COG	B	1, 1.3
Measure ingredients for various recipes.	0-3	COG	F	1.2
	3-6	ADAP	A	2, 2.3
	3-6	COG	A	2, 2.2
Use objects in nature to create a collage or art piece.	3-6	SOC	B	2, 2.1, 3, 3.1