

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and Kansas Early Learning Standards

Early Skills	Level	Area	Strand	AEPS® Items
<b>Physical Health and Development</b>				
<b>Standard 1: Develops Gross Motor Skills</b>				
<b>Benchmark 1.1: Moves body with control and balance (spatial awareness and coordination)</b>				
Rolls from stomach to back	0-3	Gross Motor	A	2, 2.2
Supports self on hands with arms extended and head at 90 degrees	0-3	Gross Motor	B	1, 1.4
Sits steadily unsupported	0-3	Gross Motor	B	1, 1.4
Rocks forward and backward while on hands and Knees	0-3	Gross Motor	A	3.1
Creeps up/down stairs	0-3	Gross Motor	A	3
Pulls self to standing position	0-3	Gross Motor	C	2.2
Takes independent steps	0-3	Gross Motor	C	1.1
Squats in play	0-3	Gross Motor	D	4.2
Runs swiftly	0-3	Gross Motor	C	3.1
Balances on one foot	3-6	Gross Motor	B	1.3
Hops on one foot	3-6	Gross Motor	B	3.1
Runs around obstacles, turns corners	3-6	Gross Motor	A	1
<b>Benchmark 1.2: Coordinates movements in space to accommodate objects and boundaries</b>				
Swipes at objects	0-3	Fine Motor	A	1.1
Reaches	0-3	Fine Motor	A	2.3

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Crawls through and around objects	0-3	Gross Motor	A	3, 3.3
Throws ball and other objects independently	0-3	Gross Motor	D	3.3
Turns objects with hand	0-3	Fine Motor	B	1.1
Pushes/pulls toys	0-3	Gross Motor	D	2.1
Catches a ball with both hands	0-3	Gross Motor	D	3.1
Dances	0-3	Gross Motor	C	3.1, 3.2
Steers wheeled toys	3-6	Gross Motor	B	4, 4.1
Kicks a large ball	3-6	Gross Motor	B	2.3
Moves body into position to catch a ball, and then throws the ball in the right direction	3-6	Gross Motor	B	2.2, 2.4
<b>Standard 2: Develops Fine Motor Skills</b>				
<b>Benchmark 2.1: Moves small muscles with purpose and coordination</b>				
Transfers objects from one hand to the other	0-3	Fine Motor	A	2.1
Grasps objects using entire hand	0-3	Fine Motor	A	3, 3.3
Picks up objects between thumb and finger (pincer grasp)	0-3	Fine Motor	A	3, 3.1
Experiments with grasp using a variety of writing tools	0-3	Fine Motor	A	3
Turns pages of a book, one at a time	0-3	Fine Motor	B	4, 4.1
Holds pencils/crayons between thumb and first two fingers (tripod grasp)	0-3	Fine Motor	B	3, 3.1
Cuts out simple shapes	3-6	Fine Motor	A	2, 2.1

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Draws and paints with some detail	3-6	Fine Motor	B	2.1
Manages large buttons and zippers	3-6	Adaptive	C	1
Reproduces some shapes and letters with writing utensils	3-6	Fine Motor	B	2, 2.2, 2.3
Grasps scissors with thumb on top	3-6	Fine Motor	A	1, 2
<b>Standard 3: Demonstrates behaviors that promote good health</b>				
<b>Benchmark 3.1: Exhibits healthy eating habits</b>				
Uses tongue and lips to take in and swallow solid foods and liquids	0-3	Adaptive	A	1
Establishes a sleeping and eating pattern	0-3	Adaptive	A	All
Helps to feed self, holding spoon or cup with assistance	0-3	Adaptive	A	4.1, 4.2
Drinks from cup and/or spoon	0-3	Adaptive	A	3
Bites and chews hard and chewy foods	0-3	Adaptive	A	2, 2.1
Eats with fork and/or spoon	3-6	Adaptive	A	1, 1.5
Transfers food and liquid between containers (e.g., serve self during family meals)	3-6	Adaptive	A	2.3
Identifies different food groups	3-6	Cognitive	B	1.1
Able to scoop food from large bowl to own plate (e.g., serve self during family meals)	3-6	Adaptive	A	2
<b>Benchmark 3.2: Follows safety rules/precautions</b>				
Shows preference for major caregiver	0-3	Social	A	1.1

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Demonstrates some attempt to self-regulate when assisted (walk, soft voice, gentle touch)	0-3	Social	B	1, 1.1, 1.2
Alerts adults to potential harmful conditions/situations	0-3	Social-Communication	B	1
Knows common safety rules that have been discussed	3-6	Social	C	2
Behaves appropriately during emergency evacuation drills	3-6	Social	C	2
Recognizes warning symbols and communicates their meaning (e.g., red light, stop sign, poison symbol, etc.)	3-6	Cognitive	B	1.2
<b>Standard 3: Demonstrates behaviors that promote good health</b>				
<b>Benchmark 3.3: Practices personal hygiene</b>				
Signals need by crying (wet, hungry, tired, hurt...)	0-3	Social-Communication	B	1
Indicates when pants are wet and needs to be changed	0-3	Adaptive	B	1.2
Washes hands and face with assistance	0-3	Adaptive	B	2, 2.1
Takes care of own toileting needs	3-6	Adaptive	B	1, 1.1, 1.2, 1.3
Washes and dries hands before eating and after toileting	3-6	Adaptive	B	2
Brushes teeth independently after meals	3-6	Adaptive	B	2.2
<b>Social Emotional Development</b>				
<b>Standard 1: Exhibits sense of self</b>				
<b>Benchmark 1.1: Can differentiate between themselves and others</b>				
Smiles and shows pleasure when talked to	0-3	Social	A	1
Uses words that express belonging (“mine, me”)	0-3	Social-Communication	D	1

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Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)	0-3	Social-Communication	D	1, 1.5
Expresses wants and needs, likes, and dislikes	0-3	Social-Communication	B	1.4
Describes personal attributes (e.g. name, boy, girl, taller, shorter, what they look like, what they possess)	3-6	Social	D	3
Indicates pride in personal accomplishments	3-6	Social	D	2.2
<b>Benchmark 1.2: Knows personal information</b>				
Recognizes and responds to own name	0-3	Social-Communication	C	1.4
Points to self & family members when named	0-3	Social	A	3.2
Provides name of self and family members (mom, dad)	(3-6)	Social	D	3.6
Knows name and gender	3-6	Social	D	3.6
Shares personal experiences with others	3-6	Social-Communication	A	1
Knows personal information in addition to own name	3-6	Social	D	3
<b>Standard 2: Develops positive social relationships</b>				
<b>Benchmark 2.1: Shows attachment and emotional connections toward others</b>				
Seeks attention and contact with people (e.g. lifts arms to be picked up)	0-3	Social-Communication	B	1
		Social	A	2.1, 3.1
Vocalizes in response to social contact and sounds produced by others	0-3	Cognitive	A	1.4
Looks to adults for attention or help	0-3	Social	A	2.3
Expresses affection for others	0-3	Social-Communication	B	2.3
Feels distress/joy when peers are distressed/happy	0-3	Social-Communication	B	2.3

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Encourages or praises peers	3-6	Social	A	1.1, 1.4, 1.5
Offers to help others who may be in distress (crying, frowning, looking confused)	3-6	Social	A	1.1
<b>Benchmark 2.2: Seeks and maintains friendships</b>				
Shows preference for familiar adults	0-3	Social	A	1, 1.3, 2, 2.3, 3.2
Enjoys and participates in simple games such as “peek a boo” and “bye-bye”	0-3	Social	A	2.1
Positively greets and responds to greetings of others	0-3	Social-Communication	B	1.3
Plays with boys and girls	0-3	Social	C	1, 1.1
Expresses interests, acceptance, affection to others	3-6	Social	A	1.1, 1.4, 1.5
Plays with different friends each day	3-6	Social	A	1, 2, 2.1, 2.2
Demonstrates an understanding of what it means to be a friend (someone who cares, listens, shares ideas, trustworthy, provides comfort)	3-6	Social	A	1
<b>Standard 3: Develops self-control and personal responsibility</b>				
<b>Benchmark 3.1: Demonstrates an understanding of simple rules and limitations</b>				
Establishes sleep/wake patterns	0-3	Social	B	1
Adheres to simple rules with support	0-3	Social	B	2, 2.1
Asserts independence appropriately with support	0-3	Social	A	2.1, 3.1
			C	1.1, 2.1
Transitions the new or different activities with adult support	0-3	Social	B	2, 2.1
Follows rules and simple directions	3-6	Social	C	2, 2.2

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Takes turns (e.g. using things, sharing, expressing self or getting own way)	3-6	Social	A	1.3
Adapts behavior appropriate to different environments	3-6	Social	C	All
Copes with frustration	3-6	Social	B	1.2
<b>Benchmark 3.2: Recognizes, expresses and copes with feelings appropriately</b>				
Expresses comfort/discomfort	0-3	Social-Communication	B	2.3
Is comforted when held by familiar adult or caregiver	0-3	Social	A	2.3
Calms self	0-3	Social	B	1.2
Can verbally label basic emotions (happy, mad, sad)	0-3	Social-Communication	B	2.3
Accepts changes in the daily routine	0-3	Social	B	2
Describes situations which can elicit various emotions (e.g. tells a story that is supposed to make listener sad)	3-6	Social-Communication	A	1, 1.2
Understands which forms of emotional expression are acceptable for a given environment (e.g. when to laugh, cry, talk quietly)	3-6	Social	D	2
Accepts consequences for own actions	3-6	Cognitive	E	2.2
<b>Standard 4: Participates in large and small group activities</b>				
<b>Benchmark 4.1: Responds appropriately during group activities</b>				
Identifies self as part of a group (i.e. with the girls/ boys)	0-3	Social	C	1.3, 1.4
Provides individual and choral responses when appropriate (e.g. listens to a story and repeats lines or words with the group)	3-6	Social	B	2.2, 3.2
Remains quiet while others are speaking	3-6	Social-Communication	A	2.1

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Answers questions that are relevant to the activity or conversation	3-6	Social-Communication	A	2.6
Listens while others are speaking	3-6	Social-Communication	A	2.1
<b>Standard 5: Demonstrates imagination and creativity in play</b>				
<b>Benchmark 5.1: Engages in various levels of play</b>				
Explores objects and play material through the senses (e.g. mouths toys; watches mother)	0-3	Cognitive	F	1.4
Engages in exploratory play (e.g. spends time holding, turning, playing with various toys or materials)	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
Engages in functional and relational play by using objects in play for the purpose for which they were intended (e.g. brush for brushing hair, cup for drinking, pushes cars)	0-3	Cognitive	F	1.2
Engages in constructive play by manipulating objects or materials for the purpose of constructing or creating something (e.g. builds a fence with blocks, makes a snake out of clay)	3-6	Fine Motor	A	1
Engages in dramatic play (e.g. plays house, builds firehouse with blocks)	3-6	Cognitive	F	1
<b>Benchmark 5.2: Engages in play with others</b>				
Smiles, laughs at physical games and anticipated actions of objects	0-3	Cognitive	A	1.4
Engages in parallel play – i.e. plays near, but not with others	0-3	Social	C	1.3
Occasionally assumes various roles during play with others	0-3	Social	C	1, 1.1, 1.2
Creates and occasionally coordinates play with others	3-6	Social	A	2
Plays games with simple rules (e.g. musical chairs or red light green light)	3-6	Cognitive	F	2
Collaborates with others to carry out a play theme (e.g. hospital or grocery store)	3-6	Cognitive	F	1.2

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<b>Communication and Literacy</b>				
<b>Standard 1: Uses language in many different ways</b>				
<b>Benchmark 1.1: Uses gestures, movements, or vocalizations to initiate interactions or to get needs met</b>				
Makes sound to gain attention of a familiar person	0-3	Social-Communication	B	1.3
Uses different cries to signal various needs	0-3	Social-Communication	B	2.3
Uses pre-verbal gestures and sounds to interact (e.g. waves, shakes head no, reaches to be lifted up)	0-3	Social	B	1.1, 1.2, 1.3, 1.4
Uses some personal pronouns when referring to others (e.g. “you”, “he”, “she”)	0-3	Social-Communication	D	1, 1.5
Expresses wants and needs, likes, and dislikes	0-3	Social-Communication	B	1.4
Uses simple pronouns (I, me, you, mine, he, she)	3-6	Social-Communication	B	4
Uses four to seven-word sentences	3-6	Social-Communication	A	1
<b>Benchmark 1.2: Uses language to communicate ideas and feelings</b>				
Coos, gurgles, smiles in response to stimulation	0-3	Cognitive	A	1.4
Plays simple imitation games (e.g. “pattycake”)	0-3	Cognitive	D	1, 1.1
Has a 20+ word vocabulary	0-3	Social-Communication	D	1
Uses words to label actions	0-3	Social-Communication	D	1
Uses 300+ words including some descriptive words	3-6	Social-Communication	A	1
Talks about actions of others	3-6	Social-Communication	A	1.4
Uses personal experiences, knowledge, and/or feelings when speaking	3-6	Social-Communication	A	1.2, 1.4

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Uses third person singular and irregular plurals	3-6	Social-Communication	B	2.2
<b>Benchmark 1.3: Uses language to solve problems</b>				
Reacts to facial expressions of adults	0-3	Social	A	1
Shakes head for “no”	0-3	Social-Communication	B	1.4
Asks questions using inflection and intonation	0-3	Social-Communication	D	3.2
Asks ‘who’, ‘why’ and ‘where’ questions	3-6	Social-Communication	B	3.4
Asks for desired objects or assistance	3-6	Social-Communication	A	1.5
Asks questions to increase understanding including “how” questions	3-6	Social-Communication	A	2.3
Asks for help as needed	3-6	Social-Communication	A	1.5
<b>Standard 2: Observes and responds to communication</b>				
<b>Benchmark 2.1: Responds to the verbal and non-verbal communication of others</b>				
Imitates the sound, facial expression, or gesture of another person	0-3	Cognitive	D	1, 1.1, 2, 2.1, 2.2
Answers simple questions with actions or one or two words	0-3	Social-Communication	D	3.2
Follows simple directions	0-3	Social-Communication	C	2, 2.1, 2.2, 2.3
Understands commands involving one object or action	3-6	Cognitive	C	1, 1.1
Answers simple questions dealing with familiar objects or events	3-6	Social-Communication	B	3
Answers appropriately when asked what to do if tired, cold, hungry	3-6	Social	C	1
Completes simple verbal analogies (e.g. A daddy is big, a baby is __ (small))	3-6	Social-Communication	B	5.2

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<b>Benchmark 2.2: Communicates in home language and is understood by others</b>				
Smiles at faces	0-3	Cognitive	A	1.2
Sustains a short conversation with another person	0-3	Social-Communication	B	1.1
Uses most parts of speech in short, mostly correct sentences, combining four to five words	3-6	Social-Communication	A	1
Beginning to apply word endings correctly	3-6	Social Communication	B	1.6, 2.1
Uses complex sentences to communicate	3-6	Social-Communication	A	1
Uses vocabulary related to the subject and stays on topic	3-6	Social-Communication	A	2.6
<b>Standard 3: Demonstrates early reading skills</b>				
<b>Benchmark 3.1: Listens to reading materials with interest and enjoyment</b>				
Gazes at pictures in books and pats individual pictures	0-3	Cognitive	G	4
Sits on adult's lap while adult reads books	0-3	Cognitive	G	4.3
Sustains attention for short periods of time while being read a story	0-3	Cognitive	G	4.3
Asks and answers questions that are relevant to the story being read	0-3	Cognitive	G	4.2
Can identify favorite story(s)	3-6	Social	D	1
Pretends to read easy or predictable books	3-6	Cognitive	F	1
<b>Benchmark 3.2: Demonstrates knowledge of the alphabet</b>				
Recognizes some letters of the alphabet	3-6	Cognitive	H	3.1
Recognizes some letters and words in print	3-6	Cognitive	H	3, 3.1

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Identifies some known letters of the alphabet in familiar and unfamiliar words	3-6	Cognitive	H	3.1
<b>Benchmark 3.3: Demonstrates emergent phonemic/phonological awareness</b>				
Turns toward speaker or loud sound	0-3	Cognitive	A	1.4
Imitates some consonants and inflections	0-3	Social-Communication	B	2.1, 2.2, 2.3
Shows awareness of beginning sounds in words	0-3	Cognitive	H	1.4
Recognizes matching sounds and rhymes in familiar words or words in songs	3-6	Cognitive	H	1.1
Recognizes sounds that match	3-6	Cognitive	H	1.1, 1.4
Produces rhyming words	3-6	Cognitive	H	1.1
Discriminates separate syllables in words	3-6	Cognitive	H	1.2, 1.3
Makes some letter-sound connections	3-6	Cognitive	H	2
Identifies some beginning and ending sounds in words	3-6	Cognitive	H	1.4
<b>3.4: Exhibits book handling skills</b>				
Recognizes some books by the cover	0-3	Cognitive	G	4
Randomly points to familiar pictures in a book	0-3	Cognitive	H	3
Holds a book right side up to look at pictures	0-3	Fine Motor	B	4.2
Holds a book and looks at one page at a time	3-6	Fine Motor	A	1.1
Looks at pages of a book left to right	3-6	Cognitive	C	2
Points to words in a book or runs finger along text from top to bottom while pretending to read	3-6	Cognitive	C	2

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Knows that books have titles, authors, and often illustrators	3-6	Cognitive	B	1
<b>Benchmark 3.5: Develops/comprehends stories</b>				
Listens to stories being read	0-3	Cognitive	G	4.3
Sustains attention to a story being read	0-3	Cognitive	G	4.3
Draws meaning from pictures, print, and text	0-3	Fine Motor	B	5.1, 5.2
Acts out main events of a familiar story	3-6	Fine Motor	A	1.1
Uses pictures and illustrations to tell and retell a story	3-6	Fine Motor	B	2.1
Recalls information and sequence of a story (e.g. setting, characters, events)	3-6	Cognitive	C	3.1
Tells stories based on personal experiences, imagination, dreams, and/or stories from books	3-6	Social-Communication	A	1
Tells stories with a beginning, middle and end	3-6	Cognitive	C	3.1
<b>Standard 4: Demonstrates emergent writing skills</b>				
<b>Benchmark 4.1: Demonstrates an understanding that the purpose of writing is communication</b>				
Recognizes labels in the classroom	0-3	Cognitive	G	3.1
Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories)	3-6	Cognitive	H	2
Recognizes that print represents spoken words (i.e., first name in print, environmental labels)	3-6	Cognitive	H	2
<b>Benchmark 4.2: Demonstrates an understanding of the basic concepts and conventions of print</b>				
Shows beginning control of drawing and writing tools	0-3	Fine Motor	B	5.1, 5.2

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Demonstrates an understanding that letters are combined to make words	3-6	Cognitive	H	2
Knows how print is read (left to right, top to bottom, front to back)	3-6	Cognitive	C	2.1
Demonstrates an understanding that words are separated by spaces	3-6	Cognitive	H	1.2
Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)	3-6	Cognitive	H	3
<b>Standard 4: Demonstrates emergent writing skills</b>				
<b>Benchmark 4.3: Uses writing as a means of expression/communication</b>				
Scribbles as if writing	0-3	Fine Motor	B	5.2
Writes or draws; separated scribbles, shapes, pictures, to convey a story	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
Demonstrates an understanding that drawings can represent ideas, stories or events	3-6	Fine Motor	B	2.1
Writes some recognizable letters	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Copies or writes familiar words	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
<b>Approach to Learning</b>				
<b>Standard 1: Demonstrates positive approaches to learning</b>				
<b>Benchmark 1.1: Demonstrates enthusiasm and persistence</b>				
Explores the environment through senses	0-3	Cognitive	A	1
Demonstrates curiosity (e.g. dumps objects from container, finds objects that have been put out of reach)	0-3	Cognitive	B	2.3
Selects new as well as familiar activities	0-3	Social	A	2.1

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Attends to a familiar task with minimal adult prompting	3-6	Social	B	1
Persists when trying to complete a task after many attempts have failed	3-6	Social	B	1
Works to achieve a goal	3-6	Social	B	1
<b>Benchmark 1.2: Demonstrates positive work habits</b>				
Reaches for toys that are out of reach, but visible	0-3	Cognitive	E	2, 2.1
Persists in attempts to reach objects or persons	0-3	Cognitive	B	3, 3.1
Follows familiar routines with assistance	0-3	Social	B	2, 2.1
Manages transitions between one activity to the next	0-3	Social	B	2, 2.1
Uses classroom materials purposefully and respectfully	3-6	Social	B	2.1, 3.1
Returns materials and toys to designated locations	3-6	Social	C	2.2
<b>Science</b>				
<b>Standard 1: Demonstrating an understanding of the process of scientific inquiry and logical thinking</b>				
<b>Benchmark 1.1: Demonstrates inquiry skills including problem-solving and decision making</b>				
Occasionally uses simple problem-solving to reach objects (e.g. pulls on blanket on which object lies)	0-3	Cognitive	E	2, 2.1
Initiates actions (e.g. banging on pots/pans)	0-3	Cognitive	C	1.2
Demonstrates an understanding of basic cause and effect	0-3	Cognitive	C	1, 1.1, 1.2
Searches briefly for hidden objects	0-3	Cognitive	B	3, 3.1
Makes observations and communicates findings with others (e.g. "look this tree has big, green leaves)	3-6	Social-Communication	A	1.4, 1.7

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Tries alternative solutions to problems	3-6	Cognitive	E	1, 1.1, 1.2
Answers questions and/or tests predictions using simple experiments (e.g. cracking a nut to look inside)	3-6	Cognitive	E	2
Asks/answers questions about objects, organisms, and events in their environment	3-6	Cognitive	E	2
<b>Standard 2: Demonstrates knowledge of the fundamental concepts, principles and interconnections of the life, physical, and space sciences</b>				
<b>Benchmark 2.1: Demonstrates an understanding of the basic properties of living and non living things</b>				
Explores objects with hands and mouth	0-3	Fine Motor	All	All
Names familiar objects, animals, body parts (e.g. arm, hand)	0-3	Cognitive	G	3.1
Shows interest in living things (e.g. animals, plants)	(3-6)	Social	D	1.2
Acquires and uses basic vocabulary for plants, animals and humans (e.g. some names of parts, characteristics)	3-6	Social-Communication	A	1.7
Demonstrates understanding that living things exist in different environments (e.g. fish can live in the ocean because they can breathe under water)	3-6	Cognitive	B	1
<b>Benchmark 2.2 Knows and applies concepts that describe how living things interact with each other and with their environment</b>				
Recognizes familiar people and objects	0-3	Cognitive	G	3
Explores living and non-living things (e.g. plays with toys; babbles to parent or other person)	0-3	Cognitive	C	All
Demonstrates an understanding that people need food and water to live	0-3	Social	B	1, 1.1, 1.2
Understands that living things need air, water and food	3-6	Social	C	1.3
Describes simple life cycles of different living things (e.g. plants, animals)	3-6	Social-Communication	A	1.7
<b>Mathematical Knowledge</b>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and Kansas Early Learning Standards

Early Skills	Level	Area	Strand	AEPS® Items
<b>Standard 1: Demonstrates understanding of number concepts and numerical operations</b>				
<b>Benchmark 1.1 Demonstrates understanding of numbers</b>				
Holds small object in one hand while reaching toward another object	0-3	Fine Motor	A	2.2, 2.3
Signs for more (understands “more”)	0-3			
Rote counts to 3	(3-6)	Cognitive	G	1.2
Names numbers but not in sequence	(3-6)	Cognitive	G	2, 2.1
Spontaneously counts for own purposes	3-6	Cognitive	G	1, 1.1, 1.2
Demonstrates understanding of more and less	3-6	Cognitive	A	2.2
Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)	3-6	Cognitive	A	2.2
Rote counts to 10	3-6	Cognitive	G	1.1
<b>Benchmark 1.2: Demonstrates an understanding of number computation</b>				
Fills containers of different sizes with objects, then dumps them out (e.g. buckets, baskets)	0-3	Adaptive	A	5
Matches large pegs to holes	0-3	Fine Motor	B	2.2
Demonstrates an understanding that a single object is always “one” regardless of size, shape and other attributes	3-6	Cognitive	A	2.2
Adds two groups of concrete objects by counting the total (e.g. three blue pegs, three yellow pegs, six pegs altogether)	3-6	Cognitive	G	1
Subtracts one group of concrete objects from another by taking some away and then counting the remainder (e.g., “I have four carrot sticks, I’m eating one! Now I have three”)	3-6	Cognitive	G	1
<b>Benchmark 1.3 Understands number concepts</b>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
Demonstrates understanding of “all gone”	0-3	Cognitive	G	2.1
Demonstrates an understanding of ‘more’ in reference to food or play	0-3	Cognitive	G	2.1
Recognizes whole/part concept related to concrete objects	3-6	Cognitive	A	2.2
Estimates amounts	3-6	Cognitive	E	2.2
Identifies positions as first and last	3-6	Cognitive	A	3.1
<b>Benchmark 1.4 Develops knowledge of sequence and temporal awareness</b>				
Creates own pattern of self regulation, eating and wakeful play	0-3	Social	B	2, 2.1
Constructs a sense of time through participation in daily activities	0-3	Social	B	2.1
Follows known routines	0-3	Social	B	2, 2.1
Describes the sequence of daily events (e.g. “We will go outside after snack time.”).	3-6	Cognitive	C	3, 3.1
Uses language associated with time in everyday situations (e.g. “I go swimming after lunch”)	3-6	Cognitive	A	3.2
<b>Standard 2: Demonstrates an understanding of patterns and relationships (Algebra)</b>				
<b>Benchmark 2.1: Uses the attributes of objects for comparison and patterning</b>				
Attends to most faces and voices	0-3	Cognitive	A	1.1, 1.2
Differentiates between familiar and unfamiliar persons	0-3	Social	A	2.3
Groups two or more objects by one attribute (e.g. shape, color, size)	0-3	Cognitive	G	1, 1.2
Recognizes, describes, compares, and names common objects by one or more attributes	3-6	Cognitive	B	1, 1.1, 1.2, 1.3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
Describes an object by characteristics it does or does not possess (e.g. "This button doesn't have holes.")	3-6	Social-Communication	A	1.2
Uses blocks, beads or other materials to make or extend patterns	3-6	Cognitive	C	2
With adult direction, uses standard and nonstandard measurement units (e.g. measuring body length with unifix cubes, counting number of cups to fill a bucket with water)	3-6	Cognitive	A	2.2
<b>Standard 3: Demonstrates an understanding of geometric and spatial sense</b>				
<b>Benchmark 3.1 Recognizes and describes spatial relationships</b>				
Exhibits some sense of size, color, and shape recognition of objects in immediate environment	0-3	Cognitive	G	1, 1.2
Uses trial and error strategies to fit objects together	0-3	Cognitive	E	4, 4.1
Demonstrates an understanding of simple location/ position words (e.g. under, in, out)	0-3	Social-Communication	D	2.3
Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow)	3-6	Social-Communication	A	1.2
Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)	3-6	Cognitive	A	3
<b>Benchmark 3.2 Recognizes geometric shapes and their attributes</b>				
Visually prefers items of high contrast (black and white); circles, and moving objects	0-3	Cognitive	A	1.4
Explores geometric shapes through manipulating objects (e.g. blocks, containers, other objects)	0-3	Fine Motor	B	2, 2.1, 2.2
Places simple shapes in form boards and puzzles	0-3	Fine Motor	B	2, 2.1, 2.2
Identifies basic shapes in the environment (e.g. circle, square, triangle)	3-6	Cognitive	A	1.2
Uses shapes (e.g. blocks) separately or in combination to produce pictures and objects	3-6	Cognitive	F	1.3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and Kansas Early Learning Standards

Early Skills	Level	Area	Strand	AEPS® Items
<b>Social Studies</b>				
<b>Standard 1: Demonstrates an understanding of basic economic concepts</b>				
<b>Benchmark 1.1 Demonstrates a beginning understanding of trade as an exchange of goods and services</b>				
Demonstrates beginning awareness of objects in environment	0-3	Cognitive	A	1.4
Identifies objects as “mine”	0-3	Social-Communication	D	1.3
Shares with others and take turns with adult guidance	(3-6)	Social	A	1.3, 2.3
Trades or exchanges materials or objects with others	3-6	Social	A	2.3
Discriminates between ‘yours’ and ‘mine’	3-6	Social	A	3.3
Demonstrates an understanding that money can be exchanged for goods and services.	3-6	Cognitive	B	1.2
<b>Standard 2: Demonstrates an understanding of basic geographic concepts</b>				
<b>Benchmark 2.1: Demonstrates an understanding of the relationships between people and places.</b>				
Demonstrates an understanding that objects and persons exist when not in sight	0-3	Cognitive	B	2.1, 2.2, 2.3
Talks about objects and people in familiar environments (e.g. house, grocery store)	0-3	Cognitive	G	3
Creates representations of familiar places through various materials. (e.g. build a fire station with blocks, draw a picture of home)	3-6	Cognitive	F	1.3
Creates simple “maps” or drawings of familiar places.	3-6	Fine Motor	B	2.1
Matches objects to usual locations (e.g. tree in a park; bed in bedroom)	3-6	Cognitive	B	1.1
<b>Fine Arts</b>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
<b>Standard 1: Demonstrates creativity through the arts</b>				
<b>Benchmark 1.1: Demonstrates self expression and appreciation for music</b>				
Attends to voices, music, and other sounds in environment	0-3	Cognitive	A	1.1
Initiates sounds from musical toys (e.g. push toys, toys that make sounds/music)	0-3	Cognitive	C	1.1, 1.2
Coos, babbles, hums rhythmically	0-3	Social-Communication	A	3, 3.1
Attempts to sing along with simple songs (e. g., imitates some sounds, actions or words)	0-3	Cognitive	D	2, 2.1, 2.2
Sings along with others	3-6	Social	B	2, 3
Requests preferred songs	3-6	Social	D	1.2
Uses a variety of musical instruments	3-6	Social	B	2.1, 3.1
<b>Benchmark 1.2: Demonstrates self expression through dance and</b>				
Sways or “dances” to music	0-3	Cognitive	A	1.4
Attempts to move to the beat of music	0-3	Cognitive	A	1.4
Explores different ways of body movement with and without music	3-6	Gross Motor	All	All
Responds to changes in tempo (e.g. moving slowly or quickly, on tiptoes to soft music, gliding to a waltz)	3-6	Cognitive	A	3.2
<b>Benchmark 1.3: Demonstrates self expression and appreciation for visual arts</b>				
Attends to designs with contrast	0-3	Cognitive	A	1.2
Prefers complexity in designs over simple contrast	0-3	Cognitive	A	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
Explores a variety of art media and processes (e.g. finger/brush painting, cutting, gluing, etc)	0-3	Fine Motor	B	5, 5.1, 5.2
Plans and works independently to create own art representations	3-6	Fine Motor	B	2.1
Recognizes and describes various art forms (e.g. photographs, sculpture, painting)	3-6	Cognitive	B	1.1
		Social Communication	A	1.7