

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Cognitive (0-3)				
Explores the environment and retains information	0-3	Cognitive	A B	1 1, 1.1, 1.2, 2, 2.1—2.3, 3, 3.1
Demonstrates curiosity in the environment	0-3	Cognitive	B	1, 1.1, 1.2, 3, 3.1
Uses senses to explore the environment	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
Uses play to explore objects in the environment	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
Engages in behavior to investigate consequences; notices cause and effect relationships in their daily environment	0-3	Cognitive	F	1, 1.1, 1.2, 1.3
Explores spatial relationships, shapes, and numbers	0-3	Cognitive	G	1.2
Responds to the environment	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
Observes and imitates behavior	0-3	Cognitive	D	1, 1.1
Shows interest in listening to and repeating sounds	0-3	Cognitive	D	2, 2.1, 2.2
Works toward an objective, may use tools or others in the environment to obtain	0-3	Cognitive	E	2, 2.1
Recalls information about the environment	0-3	Cognitive	G	3, 3.1
Recognizes and shows preference for familiar people and things	0-3	Social	A	1.1, 2.2, 3.1
Locates an object that has been hidden from view	0-3	Cognitive	B	2, 2.1, 2.2, 2.3
Creates mental images of objects and people not in immediate environment	0-3	Cognitive	F	1, 1.1
Exhibits a sense of personal routines	0-3	Social	B	2, 2.1
Recognizes characteristics of people and objects	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
Identifies and investigates the physical qualities of living and nonliving things	0-3	Cognitive	G	1

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Categorizes objects based on physical or functional similarity	0-3	Cognitive	G	1, 1.1, 1.2
Recognizes functional uses of items in the environment	0-3	Cognitive	F	1.2
Uses objects in realistic play – imitates the environment	0-3	Cognitive	F	1, 1.1
Communication (0-3)				
Demonstrates observation and listening skills and responds to the communication of others	0-3	Social	A	3, 3.2
Focuses on and attends to communication of others and to sounds in the environment to gain information	0-3	Social	A	3, 3.1, 3.2
Turns toward source of sound	0-3	Social-Communication	A	1, 1.1, 1.2
Looks at speaker	0-3	Social-Communication	A	1, 1.1
Prefers human voices	0-3	Social	A	1.2
Establishes joint attention	0-3	Social-Communication	A	2.1
Understands and responds to familiar words used by teachers	0-3	Social	A	3.2
Attends to and enjoys short stories, rhymes, fingerplays, and songs	0-3	Cognitive	G	4.3
Responds to the verbal and nonverbal communication of others	0-3	Social	A C	1, 1.2, 1.3, 2.2, 3.2 2.2
Responds to communication of others and to sounds in the environment	0-3	Social-Communication	A	1, 1.1, 1.2
Responds to others' expressions of emotion	0-3	Social	A	1
Recognizes and responds appropriately to non-verbal signs	0-3	Social	A	1.1, 1.3, 2.2
Participates in turn-taking	0-3	Social	B	2
Responds to gestures	0-3	Social	A C	2.2 1.2

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Early Skills	Level	Area	Strand	AEPS® Items
Responds appropriately to simple requests or directions	0-3	Social-Communication	B	1.1
Identifies familiar objects/persons/body parts on request	0-3	Cognitive	G	3.1
Responds appropriately to several action words	0-3	Cognitive	C	1.1, 1.2
Identifies objects, animals or persons in pictures/books, on request	0-3	Cognitive	G	3.1
Demonstrates understanding of several prepositions	0-3	Social-Communication	D	All
Demonstrates understanding of some personal pronouns	0-3	Social-Communication	D	1.3
Responds to questions	0-3	Social-Communication	B	1.1
Demonstrates understanding of many vocabulary words	0-3	Social-Communication	D	1
Demonstrates understanding of some complex sentences	0-3	Social-Communication	D	2, 3
Understands and carries out 2-3 step directions	0-3	Social-Communication	C	2, 2.1
Gains information from stories, rhymes, and songs being read/sung aloud	0-3	Cognitive	G	3.2, 6, 6.1, 6.2
Demonstrates communication skills in order to express him/herself	0-3	Social-Communication	B and D	All
Engages in nonverbal communication for a variety of purposes	0-3	Social-Communication	B	1.1---1.4
Initiates communication by smiling and eye contact	0-3	Social	A	1.3
Uses gestures and movements to express self	0-3	Social-Communication	B	1.1, 1.3, 1.4
Uses movement or gesture to demonstrate understanding of vocalizations	0-3	Social-Communication	B	1.1, 1.2, 1.4
Uses gestures or movements to solicit attention to or to comment on object/environment	0-3	Social-Communication	B	1.1---1.4
Uses eye contact, gestures, and/or movement to request item or assistance	0-3	Social-Communication	B	1.2, 1.4
Uses gestures to protest	0-3	Social-Communication	B	1.4

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Early Skills	Level	Area	Strand	AEPS® Items
Uses gestures for greetings and conversational rituals	0-3	Social-Communication	B	1.3
Uses gestures and vocalizes to indicate wants and needs	0-3	Social-Communication	B	1.4
Uses movement or behavior to initiate interaction with a person, animal, or object	0-3	Social	A C	2, 2.1, 3, 3.1 1, 1.1, 2, 2.1
Uses vocalizations and words for a variety of purposes	0-3	Social-Communication	B	1.1, 1.3, 1.4
Varies pitch, length, and volume of vocalizations	0-3	Social-Communication	B	2.3
Makes new sounds, both vowels and consonants	0-3	Social-Communication	B	2.2, 2.4
Squeals and laughs	0-3	Social-Communication	B	2.3
Engages in vocal play and turn-taking	0-3	Cognitive	D	2, 2.1, 2.2
Uses specific vocalizations that have meaning to primary caregivers	0-3	Social	B	1.3, 1.4, 2.3
Uses jargon with inflected patterns in conversational manner	0-3	Social-Communication	B	2.2
Imitates environmental sounds during play	0-3	Cognitive	D	2, 2.1, 2.2
Imitates sounds and words	0-3	Cognitive	D	2, 2.1, 2.2
Attempts to repeat rhymes and repetitive speech sounds	0-3	Cognitive	G	6, 6.1, 6.2
Uses single words to express wants and needs, seek attention, protest, comment on objects/actions, answer questions, or offer greetings	0-3	Social-Communication	B	1, 1.1, 1.3, 1.4, 2.3
Names several objects or persons on request	0-3	Social-Communication	D	1.5
Identifies items or people in pictures/photographs	0-3	Cognitive	G	3, 3.1
Uses many words	0-3	Social-Communication	D	1, 1.1---1.5
Refers to self by name	0-3	Social-Communication	D	1.5

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Early Skills	Level	Area	Strand	AEPS® Items
Uses phrases or short sentences	0-3	Social-Communication	D	2, 2.1---2.5, 3, 3.1---3,4
Uses pronouns to refer to self or others	0-3	Social-Communication	D	1.3
Verbalizations are understandable to primary teachers most of the time	0-3	Social-Communication	B	1.1, 1.3, 1.4, 2.3
Recites phrases from familiar stories and rhymes or participates in singing/sings phrases from familiar songs	0-3	Cognitive	G	6, 6.1, 6.2
Talks about people or objects within view or absent	0-3	Social-Communication	D	2.4
Recalls and talks about familiar characters and events	0-3	Social-Communication	D	2.4
Plays with words	0-3	Cognitive	C	2, 2.1, 2.2
Uses complex 2-3 syllable words meaningfully	0-3	Social-Communication	D	2, 3
Carries on conversation with adult	0-3	Social	A	3, 3.1, 3.2
Uses plurals	0-3	Social Communication	D	1.4
Uses 3-4 word sentences	0-3	Social-Communication	D	3, 3.1---3.4
Gives full name on request	0-3	Social-Communication	D	1.5
Relates experiences using short sentences	0-3	Social-Communication	D	2.4
Asks questions beginning with what, where, when	0-3	Social-Communication	D	3.2
Demonstrates interest and engages in early literacy activities	0-3	Cognitive	G	4, 4.1, 4.2, 4.3, 6, 6.1, 6.2
Demonstrates interest and engagement in print literacy materials	0-3	Cognitive	G	3, 3.1
Looks at pictures and photos briefly	0-3	Cognitive	G	3, 3.1
Attends to and/or makes contact with age-appropriate book, when presented	0-3	Cognitive	G	4, 4.3
Manipulates chubby or cloth book	0-3	Fine Motor	B	4, 4.1, 4.2

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Early Skills	Level	Area	Strand	AEPS® Items
Shows interest as age-appropriate book is read aloud	0-3	Cognitive	G	4.3
Turns pages awkwardly by him/herself	0-3	Fine Motor	B	4, 4.1, 4.2
Attempts to position pictures in book right side up	0-3	Fine Motor	B	4, 4.2
Selects book for teacher to read	0-3	Social	A	2, 2.1
Anticipates/recalls text of a known story	0-3	Cognitive	G	4.1
Requests a favorite book to be read again	0-3	Social	A	2, 2.1
Shows increased attention span for listening to stories	0-3	Cognitive	G	4.3
Grasps fat crayon/marker/other tool and scribbles on paper	0-3	Fine Motor	B	5.2
Shows increasing skills in book handling and print directionality	0-3	Fine Motor	B	4, 4.1, 4.2
Recalls specific people, actions and activities in stories	0-3	Cognitive	G	4.1
Notices that there are both print and pictures on a page	0-3	Cognitive	G	4
Makes lines and shapes with a variety of writing tools to represent objects	0-3	Fine Motor	B	5.1, 5.2
Demonstrates interest and engagement in stories, songs, and rhymes	0-3	Cognitive	D G	2, 2.1, 2.2 4.3
Shows preference to human voice	0-3	Social	A	1.2
Attends and responds to hearing a story, rhyme or song	0-3	Cognitive	D G	2, 2.1, 2.2 4.3, 6, 6.1, 6.2
Participates in word games or fingerplays	0-3	Cognitive	D	2, 2.1, 2.2
Sings or joins in on a specific story, rhyme or song	0-3	Cognitive	G	4.3, 6, 6.1, 6.2
Repeats phrases from predictable, repetitive stories	0-3	Cognitive	G	4.1
Asks to hear a specific story, rhyme or song	0-3	Social	A	2.1

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Early Skills	Level	Area	Strand	AEPS® Items
Creates partial songs and rhymes	0-3	Cognitive	G	6.2
Creative Expression (0-3)				
Demonstrates interest and participates in various forms of creative expression	0-3	Fine Motor	B	5.1, 5.2
Enjoys and engages in visual arts	0-3	Fine Motor	B	5.1, 5.2
Attends to bright and/or contrasting colors	0-3	Cognitive	A	1.2
Attends to the facial expressions of teachers	0-3	Cognitive	A	1.2
Gazes at pictures, photographs, and mirror images	0-3	Cognitive	A	1.2
Shows preferences for favorite colors	0-3	Cognitive	A	1.4
Uses various materials in exploring and creating visual art	0-3	Fine Motor	B	5.1, 5.2
Uses a variety of materials to create a product	0-3	Fine Motor	B	5.1, 5.2
Observes and describes visual art	0-3	Cognitive	A	1.2
		Social-Communication	D	2.4
Enjoys and engages in music	0-3	Cognitive	A	1.1
Responds to sounds, tones, and voices	0-3	Cognitive	A	1.4
Responds to music	0-3	Cognitive	A	1.4
Enjoys rhythms and songs	0-3	Cognitive	A	1.1
Prefers specific kinds of music and rhythms	0-3	Cognitive	A	1.4
Expresses joy through music	0-3	Cognitive	A	1.4
Prefers repetition of familiar songs and rhythmic patterns	0-3	Cognitive	G	6, 6.1, 6.2
Enjoys and engages in movement and dance	0-3	Gross Motor	A	All

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Early Skills	Level	Area	Strand	AEPS® Items
Responds to touch and motion	0-3	Cognitive	A	1.3
Explores own hands and feet	0-3	Cognitive	A	1.3
Reaches for and explores objects	0-3	Cognitive	E	2, 2.1
Shows enjoyment for rhythmic patterns	0-3	Cognitive	A	1.1
Enjoys moving to music	0-3	Cognitive	A	1.4
Exhibits an increased variety of movements to express self using different body parts	0-3	Gross Motor	A	All
Enjoys and engages in pretend play and drama	0-3	Cognitive	F	1, 1.1
Uses facial expressions and gestures to express feelings and needs	0-3	Social-Communication	B	2.3
Imitates sounds, facial expressions and gestures of another person	0-3	Cognitive	D	2, 2.1, 2.2
Imitates the actions of other persons	0-3	Cognitive	D	1, 1.1
Imitates sounds or actions of an animal or object	0-3	Cognitive	D	1, 1.1, 2, 2.1, 2.2, 2.3
Identifies favorite characters	0-3	Cognitive	G	3, 3.1
Listens, repeats, and experiments with words on an increasing basis	0-3	Cognitive	D	2, 2.1, 2.2
Utilizes voice and body as a means of artistic expression	0-3	Social-Communication	B	2.3
Uses one object to represent another	0-3	Cognitive	F	1.1
Engages in pretend play	0-3	Cognitive	F	1
Motor (0-3)				
Demonstrates fine and gross motor skills and body awareness	0-3	Fine Motor/Gross Motor	All	All
Moves with purpose and coordination	0-3	Fine Motor/Gross Motor	All	All

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Early Skills	Level	Area	Strand	AEPS® Items
Reaches for object	0-3	Fine Motor	A	2.3
Brings object to mouth	0-3	Fine Motor	A	2.2
Transfers objects from one hand to another	0-3	Fine Motor	A	2.1
Rolls over	0-3	Gross Motor	A	2, 2.1, 2.2
Crawls	0-3	Gross Motor	A	3.3
Uses furniture to raise or lower self to floor	0-3	Gross Motor	C	2.2, 2.3
Walks	0-3	Gross Motor	C	1, 1.1, 1.2, 1.3
Climbs low objects	0-3	Gross Motor	D	4
Pushes and pulls toys while walking	0-3	Gross Motor	D	2.1
Kicks ball forward	0-3	Gross Motor	D	3.2
Walks up and down stairs placing both feet on each step	0-3	Gross Motor	D	4
Demonstrates balance and coordination	0-3	Gross Motor	C	All
Sits independently with balance	0-3	Gross Motor	B	All
Stands without support	0-3	Gross Motor	C	1.4
Moves from sitting to standing using hands	0-3	Gross Motor	C	2.1
Squats without falling	0-3	Gross Motor	C	2
Runs	0-3	Gross Motor	C	3.1
Throws object while standing	0-3	Gross Motor	D	3.3
Exhibits eye-hand coordination	0-3	Fine Motor	B	2, 2.1, 2.2
Reaches for objects	0-3	Fine Motor	A	2.3

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Early Skills	Level	Area	Strand	AEPS® Items
Makes random marks on paper	0-3	Fine Motor	B	5.1, 5.2
Stacks and places objects	0-3	Fine Motor	A	5.2
Makes controlled scribbles	0-3	Fine Motor	B	5.2
Attempts to catch and throw	0-3	Gross Motor	D	3.1, 3.3
Controls small muscles in hands	0-3	Fine Motor	A	All
Grasps and releases objects	0-3	Fine Motor	A	3, 3.1---3.3, 4, 4.1---4.3, 5.2---5.4
Passes objects from one hand to the other and changes position of objects within their hands	0-3	Fine Motor	A	2.1, 2.2
Moves from using whole hand grasp to grasping with thumb and index finger with increasing control	0-3	Fine Motor	A	3, 3.1---3.3, 4, 4.1---4.3
Expresses physical needs and actively participates in self-care routines to have these needs met	0-3	Social	B	1, 1.1, 1.2
Verbally or physically asks for food or drink	0-3	Social-Communication	B	1.1
Assists in feeding routines	0-3	Adaptive	A	All
Follows familiar sleep routines	0-3	Social	B	2, 2.1
Seeks assistance with diapering/toileting	0-3	Adaptive	B	1
Participates in dressing routines	0-3	Adaptive	C	All
Participates in routines to maintain hygiene	0-3	Adaptive	B	All
Social-Emotional (0-3)				
Demonstrates trust and engages in social relationships	0-3	Social	A	1, 1.1, 1.2, 1.3
Shows attachments and emotional connection towards others	0-3	Social	A	1, 1.1, 1.2, 1.3
Responds to being held	0-3	Social	A	2.3

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Uses eye contact to establish, maintain, and discontinue interactions	0-3	Cognitive	B	1, 1.1, 1.2
Recognizes familiar faces	0-3	Cognitive	G	3.1
Exhibits separation anxiety	0-3	Social	B	1.2
Use familiar adults as a base for exploration and for “emotional refueling”	0-3	Social	A	2.3
Shows concern for others and recognizes others needs	0-3	Social	A	1.2
Demonstrates desire to create relationships and understanding of these relationships with others	0-3	Social	A C	2, 2.1---2.3 1, 1.1, 1.2
Observes other people	0-3	Social	C	1.4
Engages in independent, parallel play. Contact with peers centers around objects	0-3	Social	C	1.3, 1.5
Shows enjoyment in interactions with others	0-3	Social	A	1.3
Initiates social contact	0-3	Social	A C	2.1 1.1
Responds to praise or rewards from adults	0-3	Social	A	3.2
Develops sense of self as a separate person from others	0-3	Social	C	1.3, 1.4
Identifies other people and their roles	0-3	Cognitive	G	1.1
Focuses attention on others, notices likeness and differences	0-3	Cognitive	G	1.1
Demonstrates sense of self	0-3	Social	C	1.5
Expresses and recognizes a variety of emotions	0-3	Social-Communication Social	B A	2.3 1, 1.2
Uses facial expressions, body movements, and vocalizations to make social contact and express needs and emotions	0-3	Social-Communication Social	B A	2.3 1.1, 1.3
Responds to emotional cues and social situations	0-3	Social	A	1, 1.2, 1.3

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Early Skills	Level	Area	Strand	AEPS® Items
Expresses emotions towards familiar persons, pets, or possessions	0-3	Social	A	1.1
Associates emotions with words and facial expressions	0-3	Social-Communication	B	2.3
Exhibits ability to control feelings and behaviors and understands simple rules and limitations	0-3	Social	B	1.2
Seeks out ways to calm self	0-3	Social	B	1.2
Expresses ownership and desire to control self	0-3	Social-Communication	D	2.2
		Social	B	1, 1.1, 1.2
Recognizes own accomplishments	0-3	Social Communication	B	2.3
Understands authority and simple rules, including the consequences for not following rules	0-3	Social	B	2, 2.1
Art and Humanities (3-4)				
Participates and shows interest in a variety of visual art, dance, music and drama experiences	3-6	Social	B	2, 3
Develops skills in and appreciation of visual arts	3-6	Fine Motor	B	2.1
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	3-6	Cognitive	E	1.2
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment	3-6	Cognitive	F	1.3
Observes and responds to artwork produced by other individuals and/or cultures	3-6	Social Communication	A	1.2, 1.4, 1.7
Develops skills in and appreciation of dance	3-6	Gross Motor	B	1, 1.1, 1.2, 1.3, 3, 3.1
Explores various ways of moving with or without music	3-6	Gross Motor	All	All
Performs simple patterns of dance while exploring with the element of beat	3-6	Cognitive	G	1
Describes movement after participating in or watching others perform games or songs	3-6	Social-Communication	A	1.4

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Early Skills	Level	Area	Strand	AEPS® Items
Responds to dance performance produced by other individuals and/or cultures	3-6	Social Communication	A	1.2, 1.3, 1.4, 1.7
Develops skills in and appreciation of music	3-6	Social	D	1
Explores various forms of musical expression through his/her senses	3-6	Cognitive	E	1.2
Performs simple songs using voice and/or instruments. Experiments with beat and time	3-6	Cognitive	A	3.2
Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.)	3-6	Social Communication	A	1.2, 1.3, 1.4, 1.7
Develops skills in and appreciation of drama	3-6	Cognitive	F	1.1, 1.2, 1.3
Uses a variety of actions or sounds to explore drama	3-6	Cognitive	E	1.2
Performs simple elements of drama (e.g. audience, actors, stage, etc.)	3-6	Cognitive	F	1.1, 1.2, 1.3
Attends and responds to drama performed by other individuals and/or cultures	3-6	Social	B	2, 3
English/Language Arts (Early Literacy) (3-4)				
Demonstrates general skills and strategies of the communication process	3-6	Social-Communication	All	All
Uses non-verbal communication for a variety of purposes	3-6	Social-Communication	A	3.1, 3.2
Identifies or chooses object or person by pointing, physically touching or moving toward another	3-6	Social	D	1, 1.2
Uses gestures and/or movements to initiate interactions or to get needs met	3-6	Social	C	1.1, 1.2
Uses symbols or pictures as representation for oral language	3-6	Fine Motor	B	2.1
Uses spoken language for a variety of purposes	3-6	Social-Communication	A	1
Initiates communication to have needs met	3-6	Social-Communication	A	1.5

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Early Skills	Level	Area	Strand	AEPS® Items
Responds meaningfully in conversations and discussions with peers and adults	3-6	Social-Communication	A	2.2, 2.4, 2.6
Asks many why, when, and where questions	3-6	Social-Communication	B	3.3, 3.4, 3.5
Acquires vocabulary to effectively express feelings and thoughts, describe experiences, interact with others and communicate needs	3-6	Social-Communication	B	All
Adjusts delivery of voice appropriately to a variety of settings	3-6	Social-Communication	A	3.2
Speaks clearly enough to be understood by most listeners	3-6	Social-Communication	A	2
Uses simple sentences to express self, but may not always use correct grammar	3-6	Social-Communication	A	1
Uses more complex sentences, but grammar is still sometimes incorrect	3-6	Social-Communication	A	1
Uses complex sentences with correct grammar	3-6	Social-Communication	A	1
Develops increasingly abstract use of language	3-6	Social-Communication	All	All
Demonstrates general skills and strategies of the listening and observing processes	3-6	Social-Communication	A	2
Engages in active listening in a variety of situations	3-6	Social-Communication	A	2
Attends to adult or peer who is speaking	3-6	Social-Communication	A	2
Follows simple directions	3-6	Cognitive	C	1.1
Gains information through listening experiences	3-6	Social-Communication	A	2.1
Uses listening to interpret and apply meaning	3-6	Social-Communication	A	2.1
Observes to gain information and understanding	3-6	Social	B	2.3, 3.3
Uses many senses to explore and interpret the environment	3-6	Cognitive	E	1.2
Makes comparisons through everyday experiences and play	3-6	Cognitive	B	1

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Makes predictions concerning everyday experiences and play	3-6	Cognitive	E	2.2
Draws conclusions from everyday experiences and play	3-6	Cognitive	E	2
Demonstrates general skills and strategies of the reading process	3-6	Cognitive	H	All
Listens to and responds to reading materials with interest and enjoyment	3-6	Social	B	2, 3
Listens to stories being read	3-6	Social	B	2, 3
Shows sustained time in attending to a story	3-6	Social	B	2.4, 3.4
Participates actively in story time	3-6	Social	B	2, 3
Chooses reading activities	3-6	Social	D	1.1
Responds to reading activities with interest and enjoyment	3-6	Social	B	2.2, 3.2
Shows interest and understanding of the basic concepts and conventions of print	3-6	Cognitive	G	2.2
Handles books correctly, showing increasing skills in print directionality	3-6	Cognitive	H	3, 3.1
Understands that print has meaning	3-6	Cognitive	E	1.2
Demonstrates knowledge of the alphabet	3-6	Cognitive	H	3.1
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
Identifies some known letters of the alphabet in familiar and unfamiliar words	3-6	Cognitive	H	3.1
Demonstrates emergent phonemic/phonological awareness	3-6	Cognitive	H	All
Recognizes matching sounds and rhymes in familiar words	3-6	Cognitive	H	1.4
Recognizes sounds that match	3-6	Cognitive	H	2.2, 2.3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Produces a rhyming word	3-6	Cognitive	H	1.4
Discriminates separate syllables in words	3-6	Cognitive	H	1.3
Makes some letter-sound connections	3-6	Cognitive	H	2
Identifies some beginning sounds	3-6	Cognitive	H	1.4
Draws meaning from pictures, print and text	3-6	Fine Motor	B	2.1
Names features of a picture	3-6	Cognitive	B	1.3
Uses illustrations to tell major events of a story	3-6	Fine Motor	B	2.1
Understands that text has a specific meaning	3-6	Cognitive	E	1.2
Tells and retells a story	3-6	Cognitive	D	1, 1.2
Imitates act of reading in play	3-6	Cognitive	F	1.2
Acts out main events of a familiar story	3-6	Cognitive	F	1.2
Uses pictures and illustrations to tell and retell a story	3-6	Cognitive	E	1.2
Uses prior experience to help make sense of stories	3-6	Cognitive	E	2.1, 2.2, 2.3
Retells a story including many details and draws connections between story events	3-6	Cognitive	D	1, 1.2
Demonstrates competence in the beginning skills and strategies of the writing process	3-6	Fine Motor	B	All
Understands that the purpose of writing is communication	3-6	Cognitive	E	1.2
Understands that an oral message can be represented by written language	3-6	Cognitive	E	1.2
Understands there is a way to write that conveys meaning	3-6	Cognitive	E	1.2
Understands that once an oral message is written it reads the same way every time	3-6	Cognitive	H	1, 2, 3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Produces marks, pictures and symbols that represent print and ideas	3-6	Fine Motor	B	All
Labels pictures or produces simple texts using scribble writing	3-6	Fine Motor	B	2.1
Labels pictures or produces simple texts using letter-like forms	3-6	Fine Motor	B	2
Uses scribble writing or letter-like forms to represent words or ideas	3-6	Fine Motor	B	2, 3.1, 3.3
Writes recognizable letters	3-6	Fine Motor	B	3.1, 3.3
Copies or writes familiar words	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Explores the physical aspect of writing	3-6	Fine Motor	B	1, 1.1
Uses tools for writing and drawing	3-6	Fine Motor	B	1.1
Experiments with grasp when using a variety of writing tools	3-6	Fine Motor	B	1
Adjusts body position when writing	3-6	Cognitive	E	1.2
Adjusts paper position when writing	3-6	Fine Motor	A	1.1
Shows some evidence of directionality (top to bottom, left to right)	3-6	Cognitive	C	2
Health Education (3-4)				
Demonstrates health/mental wellness in individual and cooperative social environments	3-6	Social	C	2, 2.2
Shows social cooperation	3-6	Social	All	All
Plays alongside rather than with other children	3-6	Social	A	1.2
Plays in groups or pairs based on similar interest	3-6	Social	A	1
Makes and maintains a friendship with at least one other child	3-6	Social	A	2
Participates in everyday classroom activities, may need adult direction	3-6	Social	C	2, 2.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Works in small group situations with teacher support	3-6	Social	B	2
Manages transitions	3-6	Social	B	1.1,1.2
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence	3-6	Social	D	2
Accepts the consequences of one's own actions	3-6	Social	D	2
Can identify feelings, likes and dislikes, but may not be able to explain why	3-6	Social	D	2.1, 2.2
Communicates emotions to peers in an appropriate manner	3-6	Social-Communication	A	1.3
Applies social problem solving skills	3-6	Social	A	3, 3.1, 3.2, 3.3
Uses simple strategies to appropriately solve problems by self and within a group	3-6	Social	A	3.2
Uses multiple strategies to solve problems	3-6	Social	A	3, 3.1, 3.2, 3.3
Provides simple but acceptable reasons for ideas in solving problems	3-6	Cognitive	E	2.1
Asks for help from other sources when solving social and/or cognitive problems	3-6	Social-Communication	A	1.5
Exhibits independent behavior	3-6	Social	B	1
Follows routines independently and completes familiar routines	3-6	Social	C	2, 2.2
Takes care of personal health/safety needs with adult support as needed	3-6	Social	C	1
Identifies healthy food choices	3-6	Adaptive	A	1.3, 1.4
Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.)	3-6	Social-Communication	A	1.2
Uses materials in a self-directed manner	3-6	Social	D	1
Shows a sense of purpose (future – hopefulness)	3-6	Cognitive	E	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Accepts setbacks without giving up	3-6	Social	A	3
Attends to task	3-6	Social	B	1
Sets short term goals	3-6	Cognitive	E	2.2
Projects self into the future	3-6	Cognitive	E	2.2
Demonstrates self-confidence through interactions	3-6	Social	D	2.2
Mathematics (3-4)				
Demonstrates general skills and uses concepts of mathematics	3-6	Cognitive	G	All
Demonstrates an understanding of numbers and counting	3-6	Cognitive	G	All
Imitates rote counting using the names of the numbers	3-6	Cognitive	G	1, 1.1, 1.2
Counts in sequence to 5 and beyond	3-6	Cognitive	G	1, 1.1
Arranges sets of objects in one-to-one correspondence	3-6	Cognitive	C	2.1
Understands that a single object is always “one” regardless of size, shape, other attributes	3-6	Cognitive	G	1, 1.1, 1.2
Counts concrete objects to 5 and beyond	3-6	Cognitive	G	1, 1.1
Uses math language to express quantity in everyday experiences	3-6	Cognitive	A	2.2
Compares concrete quantities to determine which has more	3-6	Cognitive	A	2.2
Recognizes that a set of objects remains the same amount if physically rearranged	3-6	Cognitive	A	2.2
Realizes that the last number counted is the total amount of objects	3-6	Cognitive	A	2.2
Recognizes some numerals and associates number concepts with print materials in a meaningful way	3-6	Cognitive	G	2.2
Names and writes some numerals	3-6	Cognitive	G	2.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Recognizes and describes shapes and spatial relationships	3-6	Cognitive	A	1, 3.1
Recognizes some basic shapes	3-6	Cognitive	A	1.2
Creates and duplicates shapes	3-6	Fine Motor	B	2.3
Identifies shapes	3-6	Cognitive	A	1.2
Recognizes parts of a whole	3-6	Cognitive	A	1.2
Recognizes the position of objects	3-6	Cognitive	A	3.1
Uses words that indicate directionality, order and position of objects	3-6	Social-Communication	A	1.1
Uses the attributes of objects for comparison and patterning	3-6	Cognitive	B	1.1, 1.3
Matches objects	3-6	Cognitive	B	1
Sorts objects by one or more attributes	3-6	Cognitive	B	1
Describes objects by one or more attributes	3-6	Social-Communication	A	1.2
Recognizes, duplicates and extends simple patterns	3-6	Cognitive	B	1
Creates original patterns	3-6	Cognitive	B	1
Measures and describes using nonstandard and standard units	3-6	Cognitive	A	2.2
Compares and orders by size	3-6	Cognitive	C	2
Uses tools to explore measuring	3-6	Cognitive	A	2.2
Explores, compares and describes length, weight or volume using nonstandard units	3-6	Cognitive	A	2.2
Shows awareness of time concepts	3-6	Cognitive	A	3.2
Categorizes and sequences time intervals and uses language associated with time in everyday situations	3-6	Cognitive	A	3.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Physical Education Gross and Fine Motor Skills (3-4)				
Demonstrates basic gross and fine motor development	3-6	Gross Motor & Fine Motor	All	All
Moves through an environment with body control and balance	3-6	Gross Motor	A	All
Demonstrates body spatial awareness in relationship to stationary objects	3-6	Cognitive	A	3.1
Walks and runs with skill	3-6	Gross Motor	A	All
Uses quick stops or changes in direction to avoid contact with moving objects or other people	3-6	Gross Motor	A	1
Performs a variety of locomotor skills with control and balance	3-6	Gross Motor	All	All
Walks, runs, climbs, jumps and hops with increased coordination, balance and control	3-6	Gross Motor	A B	All 1, 3, 3.1
Experiments with galloping and skipping	3-6	Gross Motor	B	3, 3.1
Performs a variety of non-locomotor skills with control and balance	3-6	Gross Motor	B	1.3, 2
Executes movements that require a stable base	3-6	Gross Motor	B	1, 1.1, 1.2, 1.3
Pushes, pulls, twists, turns, curls, balances and stretches with increased coordination and control	3-6	Gross Motor	B	1.3
Combines a sequence of several motor skills with control and balance	3-6	Gross Motor	A	All
Walks up and down stairs with alternating steps	3-6	Gross Motor	A	2
Explores a variety of movements	3-6	Gross Motor	All	All
Performs fine motor tasks using eye-hand coordination	3-6	Fine Motor	All	All
Explores and manipulates objects in a variety of ways	3-6	Fine Motor	A	1
Uses tools appropriately	3-6	Fine Motor	A	1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Exhibits increasing strength and control	3-6	Gross Motor	All	All
Performs tasks using more refined and dexterous motions	3-6	Fine Motor	All	All
Science (3-4)				
Demonstrates scientific ways of thinking and working (with wonder and curiosity)	3-6	Cognitive	E	All
Explores features of environment through manipulation	3-6	Fine Motor	A	1, 1.1
Uses all five senses to examine objects with attention to detail	3-6	Cognitive	B	1.3
Describes objects in the environment using properties of objects	3-6	Social-Communication	A	1.2
Describes objects in terms of similarities or differences	3-6	Cognitive	B	1
Asks simple scientific questions that can be answered with exploration	3-6	Social-Communication	B	3
Asks simple scientific questions	3-6	Social-Communication	B	3
Observes and/or manipulates objects and events to answer simple scientific questions	3-6	Cognitive	E	2
Identifies objects that influence or affect other objects	3-6	Cognitive	E	2.3
Uses a variety of tools to explore the environment	3-6	Cognitive	E	1.2
Uses non-standard tools to explore the environment	3-6	Cognitive	E	1.2
Uses standard tools to explore the environment	3-6	Cognitive	E	1.2
Collects, describes, and records information through a variety of means	3-6	Cognitive	E	1.2
Describes objects in terms of its properties	3-6	Social-Communication	A	1.2
Collects items with similar properties	3-6	Cognitive	B	1
Records information through a variety of means such as graphing,	3-6	Cognitive	E	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
tallying, drawing, writing, photographing, etc				
Makes and verifies predictions based on past experiences	3-6	Cognitive	E	2.2
Offers explanation with support of questions and other resources (computer software, experiments)	3-6	Cognitive	E	1.2
Makes reasonable explanations independently using resources such as experiments, etc	3-6	Cognitive	E	2.1, 2.3
Draws conclusions based on proved/disproved prediction	3-6	Cognitive	E	2
Social Studies (3-4)				
Demonstrates basic understanding of the world in which he/she lives	3-6	Cognitive	F	1
Differentiates between events that happen in the past, present and future	3-6	Cognitive	A	3.2
Recognizes the beginning and end of an event	3-6	Cognitive	C	3
Recalls information about the immediate past	3-6	Cognitive	D	1.2
Develops awareness that events occurred before the child's birth	3-6	Cognitive	A	3.2
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now	3-6	Cognitive	A	3.2
Describes or represents a limited series of events in the correct sequence	3-6	Cognitive	C	3
Experiments with general terms related to the elements of time	3-6	Cognitive	A	3.2
Makes predictions about what may occur	3-6	Cognitive	E	2.2
Uses environmental clues and tools to understand surroundings	3-6	Cognitive	F	1
Distinguishes and describes characteristics of the physical environment	3-6	Social-Communication	A	1.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
Distinguishes different environments by the people or signs that are a part of that environment	3-6	Cognitive	B	1
Recognizes and uses a variety of objects and materials that represent the environment	3-6	Cognitive	F	1.3
Shows interest in investigating geography tools	3-6	Cognitive	A	3.1
Shows an awareness of fundamental economic concepts	3-6	Cognitive	A	2.2
Recognizes the relationship between supply and demand and depends on others to provide for wants and needs	3-6	Cognitive	E	2.3
Recognizes and uses objects for barter or trade	3-6	Cognitive	E	1.2
Recognizes the use of money as a means of exchange	3-6	Cognitive	E	1.2
Knows the need for rules within the home, school and community	3-6	Social	C	2
Identifies examples of authority	3-6	Social	C	2.1
Understands there are consequences for actions	3-6	Social	D	2
Recognizes there are different rules for different places	3-6	Social	C	2, 2.2
Follows routines with little supervision	3-6	Social	C	2
Follows rules applicable to the situation with little supervision	3-6	Social	C	2
Understands the roles and relationships within his/her family	3-6	Social	D	3
Recognizes the roles within his/her home	3-6	Social	D	3
Knows place in family structure	3-6	Social	D	3
Uses familiarity of immediate surroundings to make sense of the world	3-6	Cognitive	E	2
Knows that diversity exists in the world	3-6	Social	D	3
Describes self and compares own descriptions with others'	3-6	Social	D	3

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2nd Edition items and the Kentucky Early Childhood Standards.

Early Skills	Level	Area	Strand	AEPS® Items
descriptions				
Identifies and recognizes gender	3-6	Social	D	3.5
Recognizes that people differ in language, dress, food, etc	3-6	Social	D	3
Recognizes and identifies differences in personal characteristics and family makeup	3-6	Cognitive	B	1.1
Recognizes that different people have different roles and jobs in the community	3-6	Cognitive	B	1.1
Recognizes and accepts similarities and differences	3-6	Cognitive	B	1