

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Early Childhood Learning Guidelines

Indicators	Level	Area	Strand	AEPS® Items
Personal and Social Development				
A) Self Control				
Seeks adult help when needed for emotional support	3 - 6	Social	A	3.2
Demonstrates increasing competency in recognizing own and others emotions	3 - 6	Social	D	2.1, 2.2
Demonstrates increasing competency in describing own and others' emotions	3 - 6	Social Communication	A	1.3
Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	3 - 6	Social	A	3
Demonstrates increasing capacity to follow rules and routines	3 - 6	Social	C	2.2
Uses materials and equipment purposefully, safely, and respectfully	3 - 6	Social	B	2.1, 2.2
B) Self Concept				
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (ex., makes choices during the day based on personal interests)	3 - 6	Social	D	1
Separates from family to participate in early education setting	3 - 6	Social	B	All
Increases ability to adjust to new situations	3 - 6	Social	B	1, 2, 3
Explores and experiments with new interests	3 - 6	Social	D	1.2
Develops a growing understanding of how own actions affect others	3 - 6	Social	D	2
Begins to accept the consequences of own actions	3 - 6	Social	D	2
Expresses pride in accomplishments	3 - 6	Social Communication	A	1.7
		Social	D	2.2
C) Social Competence				
Demonstrates an understanding of and follows through with basic responsibilities	3 - 6	Social	C	2.2
Interacts appropriately with familiar adults	3 - 6	Social	A	1
Interacts with one or more children	3 - 6	Social	A	1
Interacts respectfully and cooperatively	3 - 6	Social	A	1, 2.2

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Indicators	Level	Area	Strand	AEPS® Items
with adults and peers				
Increases abilities to participate successfully as a member of a group through sustaining interactions with peers such as helping, sharing, and discussing	3 - 6	Social	A	2, 2.1, 2.2, 2.3
Listens with interest and understanding to directions	3 - 6	Social	B	2.2, 3.2
Listens with interest and understanding during conversations	3 - 6	Social Communication	A	2
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	3 - 6	Social	A	3
Demonstrates some understanding of others' rights, uniqueness, and individuality	3 - 6	Social	D	2.1
Approaches to Learning				
A) Initiative and Curiosity				
Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks	3 - 6	Social	B	2, 3
Finds more than one solution to a question, task, or problem	3 - 6	Cognitive	E	1.1
Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults	3 - 6	Cognitive	E	All
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	3 - 6	Cognitive	E	1.2
Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy	3 - 6	Social	B	1, 2, 3
Participates in an increasing variety of tasks and activities	3 - 6	Social	B	2, 3
B) Persistence and Reflection				
Persists in and completes an increasing variety of tasks, activities, projects, and experiences	3 - 6	Social	B	1
Sets goals, develops plans, and completes tasks	3 - 6	Cognitive	E	1.2
		Social	B	1
Demonstrates a capacity to maintain concentration for a meaningful period of	3 - 6	Social	B	1

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time on task, set of directions, or interactions, despite distractions and interruptions				
Applies prior experiences, senses, and knowledge to new learning situations	3 - 6	Cognitive	E	1.1, 2.3
			F	1.2
Considers and implements different approaches to carrying out a task	3 - 6	Cognitive	E	1.2
Alters approach to tasks when initial approach does not work	3 - 6	Cognitive	E	1, 1.1, 1.2
Recognizes and solves problems independently through trial and error and by interacting with peers and adults	3 - 6	Cognitive	E	1, 1.1, 1.2
Seeks help appropriately from another child or an adult when encountering a problem	3 - 6	Social	A	3.2
Discusses or documents important aspects of an experience and identifies what was learned	3 - 6	Cognitive	E	2
Demonstrates new learning by changing his/her approach and/or behavior	3 - 6	Cognitive	E	1.2
Creative Arts				
Moves in time to music	3 - 6	Social	B	1
Shows increasing ability in keeping/moving in time to different patterns of beat and rhythm in music	3 - 6	Social	B	1
Uses different art media and materials, e.g. paint, crayons, Playdough, paper, glue; in a variety of ways for creative expression and presentation	3 - 6	Fine Motor	B	1.1
		Social	B	2.1, 3.1
Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism	3 - 6	Fine Motor	B	2.1
Identifies shapes, textures, and colors	3 - 6	Cognitive	A	1.1, 1.2, 2.1
Tells about and/or role plays characters from stories, people in own or imagined community, people and events from own or imagined experience	3 - 6	Cognitive	F	1
Uses props to enhance role playing and dramatic play	3 - 6	Cognitive	F	1.3
Begins to understand and develop the	3 - 6	Social Communication	A	1.2

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Indicators	Level	Area	Strand	AEPS® Items
vocabulary to share opinions about artistic creations and experiences		Social	D	1
Early Language and Literacy				
A) Communicating and Listening				
Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary	3 - 6	Social Communication	B	3, 5
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	3 - 6	Social Communication	A	1
Communicates clearly enough to be understood by familiar and unfamiliar listeners	3 - 6	Social Communication	B	All
Uses an increasingly complex and varied spoken vocabulary	3 - 6	Social Communication	B	All
Progresses in listening to and understanding English language while maintaining home language, when the two are not the same	3 - 6	Social Communication	A	2
Demonstrates increased proficiency in home and English languages (English Language Learner)	3 - 6	Social Communication	B	All
B) Book Knowledge and Appreciation				
Seeks out and enjoys experiences with pictures, books, and other print materials, e.g. asks for a story to be read, looks at pictures in magazines	3 - 6	Social	D	1.1
Handles and cares for books	3 - 6	Social	B	2.1, .3.1
Listens to and communicates information about favorite books	3 - 6	Social Communication	A	2.1
Knows that books provide information about the world. Understands that a book has a title, author, and illustrator	3 - 6	Cognitive	E	2
Knows to view one page at a time in sequence from front to back	3 - 6	Social	C	2.2
Incorporates some literacy activities into dramatic play, e.g. pretends to read a book, write on paper, or use written signs or labels	3 - 6	Cognitive	F	1.3
C) Comprehension				
Identifies objects from books	3 - 6	Cognitive	E	2

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Indicators	Level	Area	Strand	AEPS® Items
Retells information from a story	3 - 6	Cognitive	C	3, 3.1
Demonstrates understanding of basic plots of simple stories in a variety of ways (ex. Retelling, role play, illustrating, responding to questions)	3 - 6	Cognitive	E	2
			F	1.1, 1.2
Make reasonable predictions about what will happen next or how things might have turned out differently in a story	3 - 6	Cognitive	E	2.2
Makes observations about the use of words and pictures	3 - 6	Social Communication	B	5
Understands the main idea of simple information	3 - 6	Cognitive	E	2
D) Sounds in Spoken Language				
Recites simple poems or nursery rhymes	3 - 6	Cognitive	C	3.1
Develops an awareness of word sounds and rhythms of language, e.g. rhyming, singing	3 - 6	Cognitive	H	1.1
Knows that different words can begin with the same sound	3 - 6	Cognitive	H	1.4
Recognizes that sounds are associated with letters of the alphabet and that they form words	3 - 6	Cognitive	H	1.2, 1.3
Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters	3 - 6	Cognitive	H	1
E) Print Concepts				
Recognizes own written name	3 - 6	Cognitive	H	3
Identifies some labels and signs, e.g. stop, go, exit	3 - 6	Cognitive	H	3
Recognizes that letters are grouped to form words	3 - 6	Cognitive	H	1.3
F) Alphabet Knowledge				
Identifies some letters of the alphabet	3 - 6	Cognitive	H	3.1
G) Early Writing				
Tells about experiences and discoveries, both orally and in writing, which could include child's own invented, emergent writing	3 - 6	Fine Motor	B	1.1, 2.1
		Social Communication	A	1.7
Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices	3 - 6	Social	B	1
Understands that writing is a way of	3 - 6	Cognitive	E	2.3

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Indicators	Level	Area	Strand	AEPS® Items
communicating (ex. dictates ideas or events)				
Uses scribbles, shapes, or pictures to represent thoughts or ideas	3 - 6	Fine Motor	B	2.1
Copies or prints own name	3 - 6	Fine Motor	B	3, 3.2
Engages in writing using letter-like symbols to make letters or words	3 - 6	Fine Motor	B	2
Health and Physical Education				
A) Healthy Habits				
Makes known health-related needs and/or interests and considers possible options, e.g. when thirsty, asks for water	3 - 6	Social	C	1
Uses basic personal hygiene practices and understands that those practices help to maintain good health	3 - 6	Adaptive	B	All
Tries a variety of foods and knows the difference between healthful foods and those with little nutritional value	3 - 6	Adaptive	A	1.4
Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness	3 - 6	Cognitive	F	1, 2
Practices safety skills for different situations, e.g. crossing street, using seatbelts, awareness of strangers	3 - 6	Social	C	2
Links particular community helpers with given situations/needs, e.g. police officer, firefighter, nurse	3 - 6	Cognitive	B	1
B) Gross and Fine Motor Skills				
Moves with an awareness of personal space in relationship to others	3 - 6	Gross Motor	A	1
Demonstrates progress with non-locomotor skills (moving in place, e.g. turning, twisting)	3 - 6	Gross Motor	B	1.3, 2
Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping	3 - 6	Gross Motor	A	All
			B	1, 1.1, 3, 3.1
Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	3 - 6	Gross Motor	B	2

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Makes successful transitions between sequential motor skills, e.g. demonstrates progress in running and jumping	3 - 6	Gross Motor	A	1
			B	1
Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities	3 - 6	Social	F	2
Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors	3 - 6	Fine Motor	A	1, 2
Develops increasing strength, dexterity, and control needed to use tools, e.g. such as scissors, paper punch, and stapler	3 - 6	Fine Motor	A	2, 2.1, 2.2
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed	3 - 6	Fine Motor	B	1, 1.1
Uses standard and/or adaptive early childhood motor equipment safely and appropriately	3 - 6	Social	B	2.1, 3.1
Mathematics				
A) Numbers and Number Sense				
Demonstrates an increasing ability to count in sequence to 10 and beyond	3 - 6	Cognitive	G	1, 1.1
Matches a number of objects with written numeral (ex. One dog and written numeral 1)	3 - 6	Cognitive	G	2
Understands that numbers have multiple uses, e.g. measurement, recipes, prices, and ages (self and peers), phone numbers, and street numbers	3 - 6	Cognitive	E	2
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	3 - 6	Cognitive	E	1.1
			G	2
Identifies positions of objects in a sequence, e.g. first, second, third, last	3 - 6	Cognitive	A	3.1
Uses one-to-one correspondence in counting objects and matching groups of objects	3 - 6	Cognitive	B	1.3
			G	1, 1.1, 1.2
Shows growth in matching, sorting, putting in a series, and regrouping objects	3 - 6	Cognitive	B	1.3

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Indicators	Level	Area	Strand	AEPS® Items
according to one or two attributes such as color, shape, or size			C	2
Demonstrates understanding of concepts whole and part	3 - 6	Cognitive	A	2.1
B) Shape and Size				
Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front, behind, on top of, under	3 - 6	Cognitive	A	3.1
Recognizes, names, matches, and sorts simple shapes	3 - 6	Cognitive	A	1.2
Begins to determine whether two objects are the same size and shape	3 - 6	Cognitive	A	1.2, 1.3
			B	1.3
Matches two dimensional geometric shapes (ex. puzzles, non-interlocking puzzles)	3 - 6	Cognitive	B	1.3
Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin)	3 - 6	Cognitive	A	2.1
			B	1.3
Uses non-standard units of measurement (ex. books, hands, blocks) to measure objects	3 - 6	Cognitive	A	1.3
			E	1.1, 1.2
Recognizes some basic concepts of time and sequence, e.g. morning, afternoon, yesterday, today, tomorrow, before, after	3 - 6	Cognitive	A	3.2
Describes simple navigation activities (ex. how to get from the block area to the housekeeping corner; how to get from one room to another)	3 - 6	Cognitive	C	3
			E	1.2
C) Mathematical Decision-making				
Responds to questions that can be answered with information gained through data analysis (ex. How many different kinds of footwear are children wearing? How many children are wearing red sneakers?)	3 - 6	Cognitive	E	2
Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings (ex. number of people in family, how many buttons on clothes)	3 - 6	Cognitive	F	1.3
Uses planning to acquire a desired	3 - 6	Cognitive	E	1.1

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Indicators	Level	Area	Strand	AEPS® Items
outcome (ex. selecting appropriate types and quantities of materials)				
D) Patterns				
Begins to recognize, copy, extend, and create simple patterns (ex. sounds, objects, shapes)	3 - 6	Cognitive	C	2
Matches and sorts objects	3 - 6	Cognitive	B	1.2, 1.3
Science				
A) Scientific Knowledge				
Knows differences between living and non-living things	3 - 6	Cognitive	B	1.1
Sorts living things by characteristics such as movement, environment, or body covering (e.g. hair, feathers, scales)	3 - 6	Cognitive	B	1.3
Knows that animals live in different habitats on earth	3 - 6	Cognitive	B	1
Knows that living things are made up of different parts	3 - 6	Cognitive	B	1
Recognizes that most things are made of parts and that they may not work if parts are missing	3 - 6	Cognitive	E	2
Identifies body parts and knows their functions	3 - 6	Cognitive	B	1.2
Knows that plants and animals need food, water, air, and sun to survive	3 - 6	Cognitive	B	1
Shows interest in and discovers relationships and patterns (e.g. butterfly wings, leaves)	3 - 6	Cognitive	B	1
Expands knowledge of and respect for their environment	3 - 6	Social	C	2
B) Scientific Process				
Demonstrates curiosity about the natural environment	3 - 6	Social	B	1
Explores and experiments with different materials, objects and situations	3 - 6	Social	B	1, 2, 3
Asks questions and proposes ways to answer them	3 - 6	Cognitive	E	1.1
		Social Communication	B	3
Identifies problems and proposes ways to solve them	3 - 6	Cognitive	E	1.1, 1.2, 2.3
Makes predictions and tests them	3 - 6	Cognitive	E	1, 1.1, 1.2, 2.2

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS®) 2nd Edition Items and the Maine Early Childhood Learning Guidelines

Indicators	Level	Area	Strand	AEPS® Items
Observes and discusses changes that occur in their world (e.g. plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community)	3 - 6	Cognitive	A	3.2
			C	3
		Social Communication	A	1.1, 1.2, 1.4, 1.7
Observes and describes the physical properties of objects	3 - 6	Social Communication	A	1.2, 1.7
Observes, describes, and investigates changes in materials and cause and effect relationships (e.g. cooking eggs, melting ice, making playdough)	3 - 6	Cognitive	E	2
		Social Communication	A	1.2, 1.7
Uses simple tools such as measuring devices to observe differences, similarities, and change	3 - 6	Cognitive	E	1.2
Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts	3 - 6	Social	B	1, 2, 3
Makes generalizations or conclusions based on experiences	3 - 6	Cognitive	E	2.1, 2.3
Social Studies				
Families and Communities				
Develops understanding of self as part of a family, group, community, and culture	3 - 6	Cognitive	B	1
Demonstrates a beginning understanding of family/non-family	3 - 6	Cognitive	B	1
Demonstrates a beginning understanding of the concept of generations	3 - 6	Cognitive	A	3.2
Demonstrates a beginning understanding of past, present, and future	3 - 6	Cognitive	A	3.2
Understands and discusses why certain responsibilities are important (e.g. cleaning up, caring for pets)	3 - 6	Social	C	2.2
Demonstrates the knowledge and skills needed to perform particular jobs and tasks (e.g. helps with making snacks, setting table)	3 - 6	Cognitive	C	1.1
			E	1.2
Notices and expresses interest in different careers and workers' roles	3 - 6	Cognitive	B	1
Dramatizes the ways people work and various aspects of their jobs	3 - 6	Cognitive	F	1.1
Explores and discusses various ways	3 - 6	Social	B	1, 2, 3

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Indicators	Level	Area	Strand	AEPS® Items
people communicate, how they travel, and how they live/work				
Identifies tools and technology used at home, school, and work	3 - 6	Cognitive	B	1.2
Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape	3 - 6	Cognitive	A	3.1
Understand that there are other cultures with different languages, foods, art, music, forms of shelter	3 - 6	Cognitive	A	2.1
			B	1
Appreciates a language with the dress, holidays, and music of a country or region with a different language	3 - 6	Cognitive	F	1.1
Identifies unique products of another culture such as toys, food, songs, currency, and crafts	3 - 6	Cognitive	B	1
Knows and discusses where some products come from	3 - 6	Cognitive	A	3.1
Understands the basic relationship of money to the purchase of food, shelter, goods, and services	3 - 6	Cognitive	A	2.2
Demonstrates awareness of the need to protect the natural environment	3 - 6	Social	D	2