

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

Early Skills	Level	Area	Strand	AEPS® Items
Language and Early Literacy Standards				
Reading				
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>				
Oral Reading				
Recognize environmental print and symbols.	0-3	Cognitive	G	3
	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Phonics				
Identify some letters in own name.	0-3	Social-Communication	C	1.4
	3-6	Cognitive	H	2.2, 2.3, 3.1
		Fine Motor	B	3, 3.1, 3.2, 3.3
Word Patterns and Meanings				
Identify the initial sound of own name.	0-3	Social-Communication	C	1.4
	3-6	Social-Communication	C	2.2, 2.3
Print Awareness				
Demonstrate awareness that print carries a message.	0-3	Fine Motor	G	4, 4.2
	0-3	Cognitive	G	3
	3-6	Cognitive	G	2, 2.1, 2.2
Content Standard 2.0: <i>Students use reading process skills and strategies to build comprehension.</i>				
Pre-Reading Strategies				
Use pictures to aid comprehension.	0-3	Cognitive	G	3
		Social-Communication	C	1.2, 1.3
	3-6	Fine Motor	B	2.1

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

Early Skills	Level	Area	Strand	AEPS® Items
During Reading- Reading Comprehension				
Ask questions or make comments pertinent to the story being read.	0-3	Cognitive	G	4.2
		Social-Communication	B	3.1
	3-6	Social-Communication	A	1, 2.3
		Social-Communication	B	3
Concepts of Print				
Identify the front of the book and know how to turn the pages when reading.	0-3	Fine Motor	B	4, 4.1, 4.2
	3-6	Fine Motor	A	1, 1.1
Content Standard 3.0: <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>				
Literary Elements				
Retell a story with the aid of pictures, props, or a book.	0-3	Cognitive	D	2, 2.1, 2.2
		Cognitive	G	4.1
	3-6	Cognitive	G	1.1, 1.2
Inferences and Predictions				
Predict what will happen next in a story and respond.	3-6	Cognitive	E	2.2
Historical/Cultural Context				
Listen and respond to stories from different cultures and eras.	0-3	Cognitive	G	4.2, 4.3
	0-3	Social-Communication	G	1.1
	3-6	Cognitive	F	2.1
Stylistic Devices				
Listen and respond to rhythm or rhyme.	0-3	Social-Communication	A	3, 3.1

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

Early Skills	Level	Area	Strand	AEPS® Items
	3-6	Cognitive	H	1, 1.1
Author's Use of Stylistic Devices to Achieve Purpose				
Listen and respond to age-appropriate material for a variety of purposes.	0-3	Social-Communication	B	1.1
	3-6	Social	B	2, 3
Genres				
Listen and respond to poetry and prose.	0-3	Cognitive	G	4.3, 6, 6.1, 6.2
	3-6	Social	B	2, 3
		Cognitive	H	1.1
Content Standard 4.0: <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>				
Text Features				
Demonstrate an understanding that printed material provides information.	0-3	Fine Motor	G	4, 4.2
	0-3	Cognitive	G	3
	3-6	Cognitive	G	2, 2.1, 2.2
Rhetorical Strategies				
Recall information from an event, text, or picture.	0-3	Cognitive	D	2, 2.1, 2.2
		Cognitive	G	4.1
	3-6	Cognitive	G	1.1, 1.2
Location of Information				
Respond to or ask a question about an event, text, or picture.	0-3	Cognitive	G	4.2, 4.3
	0-3	Social-Communication	G	1.1
	3-6	Social-Communication	A	2.3, 2.5, 2.6
Directions				
Follow, with teacher assistance, a simple pictorial direction.	0-3	Social	B	2, 2.1
	3-6	Cognitive	C	1, 1.1

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

Early Skills	Level	Area	Strand	AEPS® Items
		Social	B	2.2, 3.2
Writing				
Content Standard 5.0: <i>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience. (All children this age are not developmentally ready to produce representational work.)</i>				
Information				
Experiment with writing tools and materials in response to information.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.2, 2.3, 3, 3.1, 3.2, 3.3
Personal/Business\				
Experiment with writing tools and materials to communicate.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2, 2.1, 3.1
Narration				
Experiment with writing tools and materials in response to a familiar experience.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.2, 2.3, 3.2, 3.3
Literary Analysis				
Experiment with writing tools and materials in response to literature.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	3.1, 3.3
Content Standard 6.0: <i>Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.</i>				
Prewriting				
Share ideas for class writing.	0-3	Social	C	2, 2.1, 2.2
	3-6	Social-Communication	A	1.2, 1.4, 1.7
Organizing				
Organize ideas, through group discussion, with teacher assistance.	0-3	Cognitive	G	1, 1.1, 1.2
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3

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

Early Skills	Level	Area	Strand	AEPS® Items
Drafting				
Dictate words, phrases, or sentences to an adult recording on paper.	0-3	Fine Motor	B	5.2
	3-6	Fine Motor	B	3.1
	3-6	Cognitive	D	1, 1.1, 1.2
Sharing				
Share drawings with others.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Social	A	2.3
Content Standard 7.0: <i>Students write using standard English grammar, usage, punctuation, capitalization, and spelling.</i>				
Capitalization				
Attempt, with a model, to write the first letter of first name.	0-3	Fine Motor	B	5, 5.2
	3-6	Fine Motor	B	3, 3.2
Spelling				
Attempt to spell own first name.	0-3	Fine Motor	B	5.1, 5.2
	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Penmanship				
Use letter-like approximation to write name and/or other words or ideas.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2, 2.1, 3, 3.1, 3.2, 3.3
Physical Education Fine Motor Skills				
Demonstrate beginning techniques for using various writing materials.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	1, 1.1
Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.).	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3
Listening and Speaking				
Content Standard 8.0: <i>Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</i>				
Message				

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

Early Skills	Level	Area	Strand	AEPS® Items
Listen for a variety of purposes.	0-3	Cognitive	A	1, 1.1
		Social-Communication	A	1.2
	3-6	Social-Communication	A	2.1
Content				
Listen and respond appropriately to stories and group discussions.	0-3	Social	A	3, 3.2
		Social	C	2, 2.2
	3-6	Cognitive	F	2.1
		Social-Communication	A	2.5
Following Directions				
Listen to and follow a two-step oral direction.	0-3	Social-Communication	C	2, 2.1, 2.2
	3-6	Cognitive	C	1, 1.1
Attention Span				
Listen with increasing attention span.	0-3	Cognitive	A	1, 1.1
		Cognitive	G	4.3
	3-6	Social	B	2, 2.4, 3, 3.4
Content Standard 9.0: Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.				
Vocabulary Choice				
Use and expand vocabulary.	0-3	Social-Communication	D	1, 1.1, 1.2, 1.3, 1.4, 1.5
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
	3-6	Social-Communication	B	5, 5.1, 5.2, 5.3

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

Early Skills	Level	Area	Strand	AEPS® Items
Public Speaking Techniques				
Speak with increasing clarity, ease, and accuracy	0-3	Social-Communication	D	3, 3.1, 3.2, 3.3, 3.4
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Types of Speeches				
Initiate conversation and respond to others.	0-3	Social-Communication	B	1.1
	3-6	Social-Communication	A	2, 2.1, 2.2, 2.5, 2.6
Interpretive Speech				
Use language to repeat simple stories, songs or rhymes, or to relate experiences.	0-3	Cognitive	D	2, 2.1, 2.2
		Cognitive	G	6, 6.1, 6.2
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Giving Directions				
Give a clear direction.	0-3	Social-Communication	D	3, 3.3, 3.4
	3-6	Social-Communication	A	1.5, 1.7
Language				
Speak in complete sentences, using at least three words.	0-3	Social-Communication	D	3, 3.3, 3.4
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Content Standard 10.0: Students participate in discussions to offer information, clarify ideas, and support a position.				
Conversations and Group Discussions				
Engage in conversation and sometimes follow conversational	0-3	Social-Communication	A	3, 3.1

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

Early Skills	Level	Area	Strand	AEPS® Items
rules.		Social-Communication	B	1.1, 1.3, 1.4
	3-6	Social-Communication	A	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Examination of Evidence				
Ask and answer simple questions.	0-3	Social-Communication	D	3.2
	3-6	Social-Communication	A	2.3
	3-6	Social-Communication	B	3, 3.1, 3.2, 3.3, 3.4, 3.5
Group Protocol				
Share ideas and information from personal and shared-group experiences.	0-3	Social-Communication	D	2.4, 3.3, 3.4
	3-6	Social	B	2, 3
Dramatic Play				
Engage in dramatic play to convey experiences, feelings, ideas, or stories.	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	F	1,1.1, 1.2, 1.3
Research				
Content Standard 11.0: <i>Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.</i>				
Choosing a Research Topic				
Identify and explore an area of interest.	0-3	Social-Communication	B	2.3
	3-6	Social	D	1, 1.1, 1.2
Locating Information				
Use, with teacher assistance, a variety of sources to obtain information.	0-3	Cognitive	E	4.1
	3-6	Social-Communication	A	1.6

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

Early Skills	Level	Area	Strand	AEPS® Items
Mathematics				
Numbers, Number Sense, and Computation				
Content Standard 1.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.</i>				
Facts				
Use concrete objects to combine and separate groups up to 5.	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1.2
Computation				
Count to 10.	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1.1
Comparison and Ordering				
Recognize and read numerals 0-5.	0-3	Cognitive	G	3, 3.1
	3-6	Cognitive	G	2, 2.1, 2.2
Estimation and Rounding				
Estimate the number of objects in a set to 5 and verify by counting.	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1.1
Place Value				
Match the number of objects to the correct numeral 0-5.	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1.1
Patterns, Functions, and Algebra				
Content Standard 2.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous</i>				

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

Early Skills	Level	Area	Strand	AEPS® Items
<i>representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.</i>				
Patterns				
Sort objects by similar attributes (e.g., size, shape, and color).	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Recognize and replicate simple patterns (e.g. ABAB).	0-3	Cognitive	G	6, 6.1
	3-6	Cognitive	H	1.1, 1.4
Number Sentences and Equations				
Compare sets of objects. Determine which set has more or less.	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	A	2, 2.2
Measurement				
Content Standard 3.0: <i>To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.</i>				
Comparison and Ordering				
Compare objects by size to determine smaller and larger.	0-3	Cognitive	G	1.2
	3-6	Cognitive	A	1, 1.3
Money				
Sort pennies and nickels.	0-3	Cognitive	G	1, 1.1
	3-6	Cognitive	G	1, 1.2
Time				
Identify day and night.	0-3	Cognitive	G	5, 5.1, 5.2
	3-6	Cognitive	A	3, 3.2
Spatial Relationships and Geometry				

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

Early Skills	Level	Area	Strand	AEPS® Items
Content Standard 4.0: <i>To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.</i>				
Two-Dimensional Shapes				
Identify circles, triangles, and squares.	0-3	Cognitive	G	1, 1.2
	3-6	Cognitive	A	1, 1.2
Congruence, Similarity, and Transformations				
Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top).	0-3	Cognitive	G	5, 5.1, 5.2
	3-6	Cognitive	A	3, 3.1
Data Analysis				
Content Standard 5.0: <i>To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.</i>				
Data Collection and Organization				
Identify and sort data (e.g., interpret quantity in pictures)	0-3	Cognitive	G	1
	3-6	Cognitive	A	2, 2.2
Problem Solving				
Process Standard 6.0: <i>Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.</i>				

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

Early Skills	Level	Area	Strand	AEPS® Items
Apply previous experience and knowledge to new problem-solving situations.	0-3	Cognitive	E	4
	3-6	Cognitive	E	1.2
Explain and verify results with respect to the original problem.	0-3	Cognitive	E	4
	3-6	Cognitive	E	2, 2.1, 2.2, 2.3
Try more than one strategy when the first strategy proves to be unproductive.	0-3	Cognitive	E	4.1
	3-6	Cognitive	E	1, 1.1
Apply solutions and strategies from earlier problems to new problem situations.	0-3	Cognitive	E	2
	3-6	Cognitive	E	1, 1.1, 1.2
Mathematical Communication				
Process Standard 7.0: <i>Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.</i>				
Discuss and exchange ideas about mathematics as a part of learning.	0-3	Social-Communication	D	2, 3
	3-6	Social-Communication	A	1
Use inquiry techniques (e.g. discussion, questioning, research, data gathering) to solve mathematical problems.	0-3	Cognitive	E	4, 4.1
	3-6	Social-Communication	A	1.6
Use pictorial representations to identify mathematical operations and concepts.	0-3	Cognitive	G	1.3
	3-6	Cognitive	G	2, 2.2
Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.	0-3	Cognitive	G	3
	3-6	Cognitive	G	2, 2.2
Explain and justify thinking about mathematical ideas and solutions	0-3	Cognitive	E	4
	3-6	Cognitive	E	1.1, 2

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

Early Skills	Level	Area	Strand	AEPS® Items
Use everyday language to explain thinking about strategies and solutions to mathematical problems.	0-3	Social-Communication	D	2, 2.4, 3, 3.3, 3.4
	3-6	Social-Communication	A	1, 1.1, 1.7
Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	0-3	Cognitive	E	4
	3-6	Cognitive	E	1, 1.1, 1.2
Use mathematical notation to communicate and explain mathematical situations.	0-3	Cognitive	G	3, 3.1
	3-6	Cognitive	G	2, 2.1
Mathematical Reasoning				
Process Standard 8.0: <i>Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.</i>				
Ask questions to reflect on, clarify, and extend thinking.	0-3	Cognitive	G	4.2
	3-6	Social-Communication	B	3
Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	0-3	Cognitive	E	4
	3-6	Cognitive	E	1, 1.2
Social Studies				
Social-Emotional Development				
Content Standard 1.0: Self-Confidence <i>Students will participate in activities that foster independence, self-expression, and persistence.</i>				
Independence				
Make independent choices from diverse interest centers or activities.	0-3	Cognitive	C	1.3, 2.1
	3-6	Social	D	1.1, 1.2

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

Early Skills	Level	Area	Strand	AEPS® Items
Select materials to use in order to express individuality.	0-3	Cognitive	C	1.3
	3-6	Social	B	2.1, 3.1
Self-Expression				
Express ideas for activities, initiate and participate in discussions with teachers or peers.	0-3	Social	A	3, 3.1, 3.2
		Social	C	2, 2.1, 2.2
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Acknowledge actions and accomplishments verbally and nonverbally.	0-3	Social-Communication	D	3, 3.3, 3.4
	3-6	Social-Communication	A	1, 1.3
Persistence				
Re-engage in a task or activity after experiencing disappointment, frustration, or failure.	0-3	Cognitive	C	2.1
	3-6	Social	B	2.4, 3.4
Content Standard 2.0: Self-Direction <i>Students will demonstrate self-direction by attaining skills in self-management, self-help, and routines.</i>				
Self Management				
Separate easily from parent(s)/ caregiver(s)/ significant adult(s).	0-3	Social	B	2, 2.1
	3-6	Social	C	2.2
Move through routines and activities with minimal adult/ teacher direction.	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.2
Self-Help Skills				
Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).	0-3	Adaptive	A, B, C	All
	3-6	Adaptive	A, B, C	All
Routines				
Use toys and materials with care.	0-3	Cognitive	C	1.1
	3-6	Social	B	2.1, 3.1
Clean up or put away toys and materials when finished.	0-3	Social	B	2, 2.1
	3-6	Social	C	2.2

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

Early Skills	Level	Area	Strand	AEPS® Items
Content Standard 3.0: Identification and Expression Feelings. <i>Students will identify and express feelings.</i>				
Identification of Feelings				
Identify a range of feelings (e.g. sadness, anger, fear, and happiness).	0-3	Social	A	1
	3-6	Social	A	1.1
Expression of Feelings				
Express feelings, needs, or wants in appropriate ways.	0-3	Social-Communication	B	2.3
		Social	A	1.1
	3-6	Social	D	2.2
Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).	0-3	Social	A	1.2
	3-6	Social	A	1.1, 1.5
Content Standard 4.0: Interactions With Other Children and Adults - Students will develop positive interaction skills with other children and				
Interactions				
Demonstrate appropriate affection for teachers and friends.	0-3	Social	A	1.1
	3-6	Social	D	2.1
Express common courtesy to others (e.g. saying “thank you,” “please,” and “excuse me,” or passing a plate of cookies).	0-3	Social	C	1.1
	3-6	Social	C	2.2
Respect rights and belongings of others (e.g. “It is my turn to use the bike but you can have the bike when I am finished.”)	0-3	Social	C	1.2
	3-6	Social	A	3.3
Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).	0-3	Cognitive	E	4
	3-6	Social	A	3, 3.1, 3.2
Be able to say and respond to first and last name.	0-3	Social-Communication	C	1.4
	3-6	Social	D	3.6
Be able to say parent or caregiver’s name.	0-3	Social-Communication	A	3, 3.1
	3-6	Social	D	3

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

Early Skills	Level	Area	Strand	AEPS® Items
Content Standard 5.0: Pro-Social Behaviors: <i>Students will demonstrate positive social behaviors in play and group settings.</i>				
Play				
Play independently.	0-3	Social	C	1.3, 1.5
	3-6	Social	D	1.1
Play in pairs and small groups.	0-3	Social	C	1, 1.1, 1.2, 1.3
	3-6	Cognitive	F	1, 2.1
		Social	A	2, 2.1, 2.2
Engage in dramatic play.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Initiate play, or enter into play with a group of children already playing.	0-3	Social	C	1, 1.1, 1.2
	3-6	Social	A	2, 2.1, 2.2
Group Interactions				
Participate in cooperative groups to complete a task.	0-3	Social	C	1
	3-6	Social	A	2, 2.1, 2.2
Take turns with teacher support.	0-3	Social	B	2, 2.1
	3-6	Social	A	2.3
Share some of the time.	0-3	Social	B	2, 2.1
	3-6	Social	A	2.3
Content Standard 6.0: Attending and Focusing Skills: <i>Students will demonstrate attending and focusing skills.</i>				
Self-Regulation				
Attend to a task for at least 10 minutes.	0-3	Cognitive	C	2.1
		Social	C	1, 2
	3-6	Social	B	1, 2.4, 3.4
Move on to next activity without exhibiting signs of stress.	0-3	Social	B	2, 2.1

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

Early Skills	Level	Area	Strand	AEPS® Items
	3-6	Social	B	1.1, 1.2
Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).	0-3	Social-Communication	A	1, 2, 3
	3-6	Social-Communication	A	2, 2.1, 2.2, 2.5, 2.6, 3, 3.1, 3.2
Demonstrate ability to delay gratification to complete a larger task.	0-3	Social	B	2
	3-6	Social	C	2.2
Civics				
Content Standard 1.0: Rules and Law: <i>Students know why society needs rules, laws, and governments.</i>				
Rules and Law				
Follow classroom rules.	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.2
Democratic Participation				
Participate in group decision making.	0-3	Social	A	3.2
		Social	C	2.2
	3-6	Social	B	2.2, 3.2
Economics				
Content Standard 1.0: The Economic Way of Thinking: <i>Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.</i>				
Cost versus Benefits				
Decide between two choices.	0-3	Cognitive	C	1.3
	3-6	Social	D	1.2
Content Standard 5.0: Money: <i>Students demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve</i>				

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

Early Skills	Level	Area	Strand	AEPS® Items
<i>System and its policies affect the U.S. money supply.</i>				
Functions of Money				
Demonstrate understanding that money is exchanged for goods and/or services.	0-3	Cognitive	F	1.2
	3-6	Cognitive	B	1.2
Content Standard 6.0: The U.S. Economy as a Whole: <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>				
Resource Allocation				
Demonstrate the role of consumers through dramatic play.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Geography				
Content Standard 1.0: The World in Spatial Terms: <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.</i>				
Map Use				
Identify direction and location (e.g., up/down; above/below).	0-3	Cognitive	G	5, 5.1, 5.2
	3-6	Cognitive	A	3, 3.1
Content Standard 2.0: Places and Regions— <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.</i>				
Cultural Identity				
Share information about their family practices, customs and culture.	0-3	Social-Communication	D	3.3, 3.4
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

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

Early Skills	Level	Area	Strand	AEPS® Items
--------------	-------	------	--------	-------------

Cultural Perspectives				
Be exposed to diverse family practices, customs and culture.	0-3	Social	B	2, 2.1
	3-6	Social	C	2.2
Content Standard 3.0: Physical Systems — <i>Students understand how physical processes shape Earth’s surface patterns and ecosystems.</i>				
Physical Systems				
Identify familiar weather conditions (e.g., rain, sunshine, snow, fog).	0-3	Cognitive	G	3, 3.1
	3-6	Cognitive	B	1.3

Science

Physical Science				
Content Standard 1.0: Forces and Motion — <i>Students understand that forces such as gravitational, electrical, and magnetic influence the motion of objects.</i>				
Description of Motion				
Explore and demonstrate how objects move.	0-3	Cognitive	B	1, 1.1, 1.2
	3-6	Cognitive	A	3, 3.1
Pressure, Density, and Buoyancy				
Investigate how objects react when placed in water.	0-3	Cognitive	C	2
	3-6	Cognitive	E	2, 2.1, 2.2, 2.3
Content Standard 2.0: Structure and Properties of Matter — <i>Students understand that materials have distinct properties which depend on the amount of matter present, its chemical composition, and structure.</i>				
Chemical Analysis				
Sort objects according to observable properties (e.g. by shape and color).	0-3	Cognitive	G	1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.3

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

Early Skills	Level	Area	Strand	AEPS® Items
Content Standard 3.0: Energy and Matter: Interactions and Forms — <i>Students understand that changes in temperature and pressure can alter states of matter. Energy exists in many forms, and one form can change into another.</i>				
Heat and Temperature				
Identify hot and cold.	0-3	Cognitive	A	1.3, 1.4
	3-6	Cognitive	B	1.3
Life Science				
Content Standard 6.0: Structure and Function — <i>Students understand that all life forms, at all levels of organization, use specialized structures and similar processes to meet life's needs.</i>				
Life Cycles and Disruptions				
Identify humans, animals, and plants.	0-3	Cognitive	G	1, 1.1, 1.3
	3-6	Cognitive	B	1, 1.1
Structures, Functions, and Systems				
Use the five senses to explore and investigate the natural world.	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	B	1.1, 1.3
Content Standard 7.0: Internal and External Influences on Organisms — <i>Students understand that organisms respond to internal and external influences.</i>				
Basic Needs				
Identify the basic need for air, water and food.	0-3	Social	B	1, 1.1, 1.2
	3-6	Social	C	1, 1.1, 1.2, 1.3
Content Standard 8.0: Heredity and Diversity — <i>Students understand that life forms are diverse, and that they pass some characteristics to their offspring.</i>				
Inherited Traits				

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

Early Skills	Level	Area	Strand	AEPS® Items
Investigate animals and their offspring.	0-3	Cognitive	G	1
	3-6	Cognitive	B	1, 1.1
Variation and Classification of Organisms				
Explore and identify a variety of animals and plants.	0-3	Cognitive	G	1
	3-6	Cognitive	B	1, 1.1
Weather				
Observe and identify weather from day to day.	0-3	Cognitive	A	1
	3-6	Cognitive	A	2, 2.1
Environmental Sciences				
Content Standard 15.0: Ecosystems — <i>Students will demonstrate an understanding that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the life forms and the physical components of the Earth.</i>				
Stability and Change in Ecosystems				
Identify animals and their homes.	0-3	Cognitive	G	3.1
	3-6	Cognitive	B	1
Scientific Inquiry: Processes and Skills				
Content Standard 21.0: Scientific Values and Attitudes — <i>Students understand that science is an active process of systematically examining the natural world.</i>				
Scientific Investigations				
Observe their world.	0-3	Cognitive	B	1.1, 1.2
	3-6	Cognitive	B	1
Ask questions about their world.	0-3	Social-Communication	D	3.2
	3-6			

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

Early Skills	Level	Area	Strand	AEPS® Items
Content Standard 22.0: Communication Skills — <i>Students understand that a variety of communication methods can be used to share scientific information.</i>				
Working With Others				
Share ideas with others.	0-3	Social	A	3, 3.1, 3.2
		Social	C	2, 2.1, 2.2
	3-6	Social-Communication	A	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Creative Arts				
Creative Thinking				
Content Standard 1.0 <i>Children approach problems in a creative manner.</i>				
Cognitive				
Use a variety of approaches to solving problems in math, science and other cognitive areas.	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Social				
Use a variety of approaches to solving interpersonal problems in the classroom	0-3	Social	C	1.1, 1.2
	3-6	Social	A	3, 3.1, 3.2
Motor				
Adapt environment or abilities to reach a motor challenge such as climbing or reaching an object.	0-3	Cognitive	E	3, 3.1, 3.2,
	3-6	Gross Motor	B	1, 1.1-1.3, 2, 2.1-2.4, 3, 3.1, 4, 4.1
Content Standard 2.0: <i>Children demonstrate motivation to learn and persistence in approaching tasks.</i>				
Challenge				
Select progressively more challenging tasks.	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3
Gratification				
Demonstrate ability to delay gratification to complete a larger task.	0-3	Social	B	2
	3-6	Social	C	2.2
Express satisfaction when accomplishing a task and	0-3	Social-Communication	B	2.3

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

Early Skills	Level	Area	Strand	AEPS® Items
achieving a goal.	3-6	Social-Communication	A	3, 3.1
Persistence				
Demonstrate persistence by trying again when faced with challenges.	0-3	Cognitive	C	2.1
	3-6	Social	B	2.4, 3.4
Content Standard 3.0: <i>Children create a variety of connections between and among activities, domains, ideas, experiences and/or people.</i>				
Connections				
Combine objects in a variety of ways.	0-3	Cognitive	G	1, 1.1, 1.2
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Categories				
Categorize experiences, people and ideas in a variety of ways.	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Imagination				
Create stories and scenarios by combining experiences and ideas.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.2
Music and Movement				
Singing				
Content Standard 1.0: <i>Students sing a varied repertoire of music alone and with others.</i>				
Individual Singing Technique				
Make a variety of sounds with their voices.	0-3	Social-Communication	A	3, 3.1
	3-6	Social-Communication	A	3.1
Choral Singing Technique				
Create and sing chants.	0-3	Social-Communication	A	3, 3.1
	3-6	Social	A	1
Independent Part Singing				
Approximate pitch and increase singing range.	0-3	Social-Communication	A	3, 3.1
	3-6	Social-Communication	A	3.1

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

Early Skills	Level	Area	Strand	AEPS® Items
Variety of Repertoire				
Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.	0-3	Cognitive	A	1.1
	3-6	Cognitive	D	1.2
Select and recognize a variety of songs from diverse cultures.	0-3	Cognitive	A	1.1
	3-6	Cognitive	D	1.2
Playing Instruments				
Content Standard 2.0: <i>Students perform a varied repertoire of music on instruments alone and with others.</i>				
Individual Playing Techniques				
Play and identify a variety of musical instruments.	0-3	Fine Motor	B	3.1
		Cognitive	F	1.2
	3-6	Social	B	2.1, 3.1
Ensemble Playing Technique				
Participate in a rhythm instrument band.	0-3	Social	A	2, 2.1, 2.2
	3-6	Social	B	2, 2.1, 2.4, 3, 3.1, 3.4
Variety of Repertoire				
Accompany simple music with rhythm instruments or clapping.	0-3	Cognitive	G	6, 6.1, 6.2
	3-6	Cognitive	A	3, 3.2
		Cognitive	H	1, 1.1
Improvisation				
Content Standard 3.0: <i>Students improvise melodies, variations, and accompaniments.</i>				
Improvising Rhythms and Melodies				
Improvise simple songs and rhythmic patterns using voice, body or instrument.	0-3	Cognitive	G	6, 6.1, 6.2
	3-6	Cognitive	H	1, 1.1
Improvising Variations				
Take familiar songs and change words, feelings, voice or	0-3	Cognitive	G	5, 5.1, 5.2

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

Early Skills	Level	Area	Strand	AEPS® Items
dynamics.	3-6	Cognitive	H	1.2, 1.3
Listening				
Content Standard 6.0: <i>Students listen to, analyze, and describe music.</i>				
Analysis of Elements of Music and Performance				
Identify simple elements of music such as loud/soft and fast/slow.	0-3	Cognitive	G	5, 5.1, 5.2
	3-6	Cognitive	A	2, 2.1
Evaluation				
Content Standard 7.0: <i>Students evaluate music and music performances.</i>				
Applying Musical Criteria				
Demonstrate a preference in music.	0-3	Social-Communication	B	1.4
	3-6	Social	D	1, 1.1, 1.2
Application to Life				
Content Standard 8.0: <i>Students demonstrate relationships between music, the other arts, and disciplines outside the arts.</i>				
Commonalities Between the Arts and Other Disciplines				
Demonstrate math and language skills while participating in music.	0-3	Cognitive	G	6, 6.1, 6.2
	3-6	Cognitive	H	1, 1.1, 1.1.2, 1.3, 1.4
Cross-curricular				
Content Standard 10.0: <i>Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.</i>				
Dance/ Movement				
Move in a variety of ways to music.	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All

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

Early Skills	Level	Area	Strand	AEPS® Items
Move with and without music using a variety of props such as scarves, balloons, hoops, etc.	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All
Respond to changes in tempo.	0-3			
	3-6	Cognitive	A	3.2
Dramatic Play				
Content Standard 1.0: <i>Students recognize the components of theatrical production including script writing, directing, and production.</i>				
Scriptwriting				
Act out a role observed in his/her life experiences, for instance, mother, baby, doctor.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.1, 1.2
Directing				
Make up new roles, for instance, from experience and familiar stories.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.1, 1.2
Direct peers and/or follow directions from peers in creating dramatic play schemes.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.1, 1.2, 2.2
Understanding Roles				
Act out roles that involve another child(ren) in a related role, for instance, mother and baby, grocer and shopper.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.1, 1.2
Set Design				
Use available materials as either realistic or symbolic props as part of dramatic play.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.3
Props, Costumes, and Make-up				
Use dress-up clothes or costumes and other props in dramatic play.	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1.3
Content Standard 2.0: <i>Students understand and demonstrate the role of the actor in the theater.</i>				
Character Analysis				
Discriminate among persons, animals, and objects by	0-3	Cognitive	G	1, 1.1, 1.2, 1.3

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

Early Skills	Level	Area	Strand	AEPS® Items
identifying characteristics (e.g., the sounds animals make).	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Acting Skills				
Imitate roles observed in child's life experiences.	0-3	Cognitive	D	1.1, 2.2
	3-6	Cognitive	F	1.1
Characterization				
Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.	0-3	Cognitive	D	1.1, 1.2
	3-6	Cognitive	F	1.1
Content Standard 3.0: <i>Students apply and demonstrate critical and creative thinking skills in theater, film, television, or electronic media.</i>				
Genre Identification				
Differentiate between pretend and real.	0-3	Cognitive	F	1.1
	3-6	Cognitive	F	1.3
Content Standard 5.0: <i>Students make connections with theater, the other arts, and academic disciplines.</i>				
Connection to Other Arts				
Use music, movement, and visual arts in dramatic play.	0-3	Cognitive	F	1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Connection to Other Academic Disciplines				
Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).	0-3	Cognitive	F	1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Visual Arts				
Knowledge				
Content Standard 1.0: <i>Students know and apply visual arts media, techniques, and processes.</i>				
Creation				
Use a variety of media, techniques, and processes in art	0-3	Cognitive	E	4.1

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

Early Skills	Level	Area	Strand	AEPS® Items
activities that are of the child's creation without a model.	3-6	Cognitive	E	1.2
Application				
Content Standard 2.0: <i>Students use knowledge of visual characteristics, purposes, and functions.</i>				
Creation				
Identify color, shape, and texture through art experiences.	0-3	Cognitive	G	1.2
	3-6	Cognitive	A	1, 1.1, 1.2, 1.3, 2.1
Content				
Content Standard 3.0: <i>Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.</i>				
Visual Characteristics				
Recognize various art forms (e.g., photographs, statues, paintings, and drawings).	0-3	Cognitive	G	1, 1.1, 1.2
	3-6	Cognitive	B	1, 1.3
Creation				
Create works that express or represent experiences, ideas, feelings, and fantasy using various media.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.1
Context				
Content Standard 4.0: <i>Students understand the visual arts in relation to history and cultures</i>				
Creation				
Create a work of art that expands on an experience, such as after a field trip, or as part of a cultural event.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.1
Interpretation				
Content Standard 5.0: <i>Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.</i>				
Knowledge: Characteristics				
Recognize their own and others' art work.	0-3	Social-Communication	C	1.4

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

Early Skills	Level	Area	Strand	AEPS® Items
		Social-Communication	D	2.2
	3-6	Social	A	3.3
Knowledge: Merit				
Demonstrate respect for the art work of others.	0-3	Social-Communication	D	2.2
	3-6	Social	A	3.3
Knowledge: Meaning				
Describe or respond to their own creative work or the creative work of others.	0-3	Social-Communication	B	1.2, 2.4
	3-6	Social-Communication	A	1
Cross-curricular				
Content Standard 6.0: <i>Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.</i>				
Integration with Other Disciplines				
Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.1, 2.2, 2.3
Integration with Other Fine Arts				
Use visual arts in dramatic play, music, and movement activities.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.1, 2.2, 2.3

Physical Development

Content Standard 1.0: <i>Students understand and apply movement concepts and principles to the learning and development of motor skills.</i>				
Vocabulary				
Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).	0-3	Social-Communication	D	1.2
	3-6	Social-Communication	B	1
Content Standard 2.0: <i>Students demonstrate competency in many movement forms and proficiency in a few movement forms.</i>				

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

Early Skills	Level	Area	Strand	AEPS® Items
Locomotor and Nonlocomotor Movement				
Demonstrate a basic form in walking, running, climbing, jumping, hopping and walking up and down stairs.	0-3	Gross Motor	C	1, 1.1-1.3, 3, 3.1
		Gross Motor	D	1, 1.1, 1.2, 4, 4.1
	3-6	Gross Motor	A	1.1, 2, 2.1
		Gross Motor	B	1, 3.1
Manipulative Skills				
Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).	0-3	Gross Motor	D	3, 3.1, 3.2, 3.3, 3.4
	3-6	Gross Motor	B	2, 2.1, 2.2, 2.3, 2.4
Weight Transfer and Balance				
Balance on one foot for at least 5 seconds.	0-3	Gross Motor	C	1.1, 1.4
	3-6	Gross Motor	B	1.3
Content Standard 3.0: Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.				
Elements of Movement				
Demonstrate locomotor movements such as up, down, forward, and backward.	0-3	Gross Motor	B	2, 2.1
		Gross Motor	C	2, 2.1, 2.2, 2.3, 4, 4.1, 4.3
		Gross Motor	D	4, 4.1
	3-6	Gross Motor	A	2.1
Choreography				
Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).	0-3	Cognitive	D	4.2
	3-6	Gross Motor	B	1.1
Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.				
Cardiorespiratory Exercise				
Engage in daily moderate to vigorous physical activity.	0-3	Cognitive	D	1, 1.1

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

Early Skills	Level	Area	Strand	AEPS® Items
	3-6	Gross Motor	All	All
Content Standard 5.0: <i>Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity</i>				
Self Responsibility				
Participate appropriately during physical activities.	0-3	Gross Motor	All	All
		Social	B	1, 1.1, 1.2
	3-6	Gross Motor	All	All
Social Interaction				
Demonstrate turn taking and cooperation during physical activities.	0-3	Social	A	1.3
	3-6	Social	A	1.3, 2, 2.1, 2.2, 2.3
Diversity				
Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).	0-3	Social	C	1.1, 1.2
	3-6	Social	A	1, 1.1, 1.2, 1.3, 1.4, 1.5
Multi-Cultural Appreciation and Tolerance				
Participate in multi-cultural activities that enhance physical development (e.g. dance, games, and activities).	0-3	Gross Motor	All	All
	3-6	Cognitive	F	2, 2.1, 2.2
Content Standard 6.0: <i>Students demonstrate the ability to perform a variety of fine motor skills.</i>				
Eye-hand Coordination				
Demonstrate skills in eye-hand coordination. (i.e. stacking, lacing, stringing beads, reproducing basic patterns, complete 6 piece puzzle, Legos, peg-boards)	0-3	Fine Motor	A	5, 5.1, 5.2, 5.3, 5.4
	3-6	Fine Motor	A	2, 2.1, 2.2
Strength and Dexterity				
Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g. scissors, writing utensils, paint brushes, play dough, buttons/snaps, etc.).	0-3	Fine Motor	A	3, 3.1-3.3, 4, 4.1-4.3
	3-6	Fine Motor	A	1, 1.1, 2
		Fine Motor	B	1, 1.1
Control of Writing Utensils				

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

Early Skills	Level	Area	Strand	AEPS® Items
Use fingered or tripod grasp with drawing, painting or writing instruments.	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	1, 1.1
Health				
Content Standard 1.0: <i>Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).</i>				
Personal Health and Fitness				
Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).	0-3	Adaptive	B	1, 1.1, 1.2, 2, 2.1, 3, 3.1
	3-6	Adaptive	B	1, 1.1-1.3, 2, 2.1-2.5
Growth and Development				
Identify basic anatomy (e.g., eyes, nose, arms, legs etc.).	0-3	Cognitive	G	3.1
	3-6	Adaptive	A	1.2
Nutrition				
Identify healthy foods.	0-3	Cognitive	G	1, 1.1
	3-6	Adaptive	A	1.3, 1.4
Injury/Violence Prevention and Safety				
Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.2
Disease Prevention				
Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.2
Community / Consumer Health				
Recognize community health and safety helpers (e.g. police, firefighters, doctors).	0-3	Cognitive	G	3, 3.1
	3-6	Cognitive	F	1.1
Environmental Health				
Identify the basic need for air, water, and food.	0-3	Social	B	1, 1.1, 1.2

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

Early Skills	Level	Area	Strand	AEPS® Items
	3-6	Social	C	1, 1.1, 1.2, 1.3
Content Standard 3.0: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (Self-management).</i>				
Personal Health and Fitness				
Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).	0-3	Social-Communication	B	2.3
	3-6	Social-Communication	A	1.3
Injury, Violence Prevention and Safety				
Identify potential hazards at home, school, and community.	0-3	Cognitive	G	1, 1.1
	3-6	Cognitive	A	2.1
Content Standard 5.0: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health (Interpersonal Communication).</i>				
Personal Health and Fitness				
Seek adult assistance when injured and/or ill.	0-3	Social	B	1, 1.1
	3-6	Social	C	1, 1.1