

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
APPROACHES TO LEARNING				
Initiative and Curiosity Children make independent choices and approach tasks with interest and eagerness by: <ul style="list-style-type: none"> • Showing curiosity towards new people, toys, items or events • Showing curiosity and initiative in using objects • Showing interest in new people, experiences, toys and environments • Trying new activities or tasks 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Shows curiosity towards and plays with a variety of sensory matter (playdough, glue, sand paper). 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Shows initiative in how objects can be used such as turning cup right-side up or putting car upright on wheels. 	0-3	Cognitive	F	1.2
<ul style="list-style-type: none"> • Laughs or smiles at adults who are engaging in unexpected events. 	0-3	Social	A	1.3
<ul style="list-style-type: none"> • Displays shyness at first, but usually able to warm up after developing sense of safety and trust when meeting new people. 	0-3	Social	A	1
<ul style="list-style-type: none"> • Takes pride in own achievements and sometimes resists help. 	0-3	Social Communication	B	1.4
Reasoning and Problem Solving Children make independent choices and approach tasks with interest and eagerness by: <ul style="list-style-type: none"> • Exploring the environment and persisting when facing challenges • Experimenting with cause and effect 				

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Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Looks for and finds an object or person that disappears from sight. 	0-3	Cognitive	B	2, 2.1
<ul style="list-style-type: none"> Tries one or two ways to reach an object or person (rolls over, moves around something to reach a desired object). 	0-3	Cognitive	E	4.1
<ul style="list-style-type: none"> Uses repetition to discover materials or new skills. 	0-3	Cognitive	C	2
<ul style="list-style-type: none"> Looks at the adult for help when trying to accomplish a new task (hands the toy to the adult to open). 	0-3	Cognitive	E	4, 4.1
<ul style="list-style-type: none"> Manipulates toy or household item to cause an action (hits the pot to make a loud noise). 	0-3	Cognitive	C	1, 1.1, 1.2
<ul style="list-style-type: none"> Combines two familiar objects in a functional manner, such as putting blocks in their container or putting a spoon into the bowl. 	0-3	Cognitive	G	1.1
<ul style="list-style-type: none"> Uses an object as a tool. 	0-3	Cognitive	F	1.1
LANGUAGE AND LITERACY DEVELOPMENT				
<p>Listening and Understanding Children gain information and understanding by observing, listening and responding to home language and English by:</p> <ul style="list-style-type: none"> Responding to sounds in the environment Responding interactively with others Recognizing and responding to the meaning of familiar words Following simple or routine directions 				
Indicators: Observable Behaviors				

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The Child				
<ul style="list-style-type: none"> Smiles at person who talks or gestures to him/her. 	0-3	Social	A	1.3
<ul style="list-style-type: none"> Waits for adult to take a turn in simple turn-taking routines, such as making sounds or pounding on the table. 	0-3	Cognitive	C	2
<ul style="list-style-type: none"> Responds with appropriate gestures to greetings/salutations, such as “bye bye”. 	0-3	Social Communication	B	1.1
<ul style="list-style-type: none"> Recognizes names of familiar objects, such as bottle or “binkie”. 	0-3	Social Communication	C	1.3, 1.4
<ul style="list-style-type: none"> Responds to “give me” by relinquishing the object. 	0-3	Social Communication	C	2.2, 2.3
<ul style="list-style-type: none"> Retrieves a familiar object on request from an adult. 	0-3	Social Communication	C	2.2, 2.3
<p>Speaking and Communicating Children use non-verbal communication and language in home language to express needs, wants and ideas by:</p> <ul style="list-style-type: none"> Using sounds or body movements to communicate Using words to communicate Initiating and participating in conversations and thoughts Using a growing vocabulary Using multi-word sentences 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Requests continued actions of a toy or activity through body movements, eye contact or vocalizations. 	0-3	Cognitive	C	2, 2.1
<ul style="list-style-type: none"> Indicates preferences such as “no more” by turning or pushing away or raising arms to be picked up. 	0-3	Social Communication	B	1.4
<ul style="list-style-type: none"> Uses single words to request information. 	0-3	Social Communication	D	1

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<ul style="list-style-type: none"> Answers and asks simple questions. 	0-3	Social Communication	D	3.2
<ul style="list-style-type: none"> Labels objects and people. 	0-3	Social Communication	D	1.4
<ul style="list-style-type: none"> Uses two-word sentences that combine two concepts or thoughts, such as “daddy go” or “eat cookie”. 	0-3	Social Communication	D	2
<ul style="list-style-type: none"> Uses plurals. 	0-3	Social Communication	D	1
<p>Phonological Awareness Children use sounds in a variety of contexts by:</p> <ul style="list-style-type: none"> Imitating sounds and words Making oral rhymes or identifying syllables in spoken words Hearing beginning sounds and ending sounds in words Listening and telling differences in phonemes (smallest parts of sound in a spoken word) 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Imitates sounds when made by caregiver 	0-3	Cognitive	D	2.1
<ul style="list-style-type: none"> Attempts to make own mouth move like that of an adult 	0-3	Cognitive	D	1.1
<ul style="list-style-type: none"> Imitates familiar two-syllable words 	0-3	Cognitive	D	2.2
<ul style="list-style-type: none"> Imitates a variety of novel words 	0-3	Cognitive	D	2
<ul style="list-style-type: none"> Joins in reciting the rhyme and clearly says some key words 	0-3	Cognitive	G	6.2
<ul style="list-style-type: none"> Plays with language by repeating new words and making up nonsense words 	0-3	Cognitive	D	2

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Book Knowledge and Appreciation Children enjoy books and care for books by: • Handling books appropriately • Understanding the pictures and stories in books				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Manipulates books by looking, patting, pointing or turning pages. 	0-3	Fine Motor	B	4.1
<ul style="list-style-type: none"> • Acts out part of simple, familiar story. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> • Holds book right side up. 	0-3	Fine Motor	B	4.2
<ul style="list-style-type: none"> • Turns pages front to back. 	0-3	Fine Motor	B	4.1
<ul style="list-style-type: none"> • Points to and names familiar pictures. 	0-3	Cognitive	B	3.1
<ul style="list-style-type: none"> • “Reads” book to others, making multiple-word utterances to tell the story. 	0-3	Cognitive	B	4
<ul style="list-style-type: none"> • Notices and reacts to changes in familiar stories. 	0-3	Cognitive	G	4.2
Print Awareness and Concepts Children develop awareness that symbols and print carry meaning and purpose by: • Recognizing objects and the relationship of pictures to objects and actions • Recognizing familiar signs and symbols • Recognizing print as different from pictures or random lines • Showing involvement and pleasure in being read to				

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Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Attends to picture book for up to 3-5 minutes. 	0-3	Cognitive	B	4.3
<ul style="list-style-type: none"> Recognizes familiar/favorite books. 	0-3	Cognitive	G	4
		Social Communication	C	1.3
<ul style="list-style-type: none"> Uses a few words to label objects or to name people. 	0-3	Cognitive	G	3.1
		Social Communication	D	1.4
<ul style="list-style-type: none"> Names line drawings of common objects. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> Selects pictures of familiar actions. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> Recognizes the covers of several books and labels them. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> Recognizes familiar signs and labels (e.g., fast food restaurant symbol) or logos (e.g., cereal box label). 	0-3	Cognitive	G	3
<ul style="list-style-type: none"> Recognizes own name on bedroom wall, coat rack or on chart used for classroom opening activities. 	0-3	Social Communication	C	1.4
Early Writing Children use symbols (pictures, scribbles) to represent ideas and words by: <ul style="list-style-type: none"> Showing interest in exploring writing Using tools to make marks, symbols, pictures Using symbol to represent name 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Bats at, reaches for, grasps or mouths objects placed within reach. 	0-3	Fine Motor	A	1.1

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<ul style="list-style-type: none"> Reaches for and picks up objects when placed in visual field. 	0-3	Fine Motor	A	3, 3.1, 3.2, 3.3, 4, 4.1, 4.2, 4.3
<ul style="list-style-type: none"> Manipulates objects with hands and fingers. 	0-3	Fine Motor	All	All
<ul style="list-style-type: none"> Uses pincer grasp (i.e., thumb against tip of index finger). 	0-3	Fine Motor	A	4
<ul style="list-style-type: none"> Uses writing tools. 	0-3	Fine Motor	B	5, 5.1, 5.2
<ul style="list-style-type: none"> Scribbles spontaneously. 	0-3	Fine Motor	B	5.2
<ul style="list-style-type: none"> Imitates a vertical stroke and horizontal stroke. 	0-3	Fine Motor	B	5.1
<ul style="list-style-type: none"> Pretends to write. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> Copies simple shapes (e.g., circle, cross, square). 	0-3	Fine Motor	B	5
<ul style="list-style-type: none"> Attempts to make symbol/s to represent name (e.g., to put name on picture). 	0-3	Fine Motor	B	5.1, 5.2
MATHEMATICS				
<p>Number and Operations Children show awareness and interest in counting and grouping objects and numbers by:</p> <ul style="list-style-type: none"> Matching and grouping objects Counting using names of numbers Understanding number concepts 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Indicates preference (wants more). 	0-3	Social Communication	B	1, 1.2

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<ul style="list-style-type: none"> Experiments with quantities and space (stacks blocks, fills containers, dumps contents). 	0-3	Fine Motor	A	5.2, 5.3
<ul style="list-style-type: none"> Manipulates similar objects (blocks, rings). 	0-3	Fine Motor	A	3
<ul style="list-style-type: none"> Counts in Nursery Rhymes or songs, such as “Three Little Monkeys”. 	0-3	Cognitive	G	6, 6.2
<ul style="list-style-type: none"> Sorts objects into separate piles. 	0-3	Cognitive	G	1.2
<ul style="list-style-type: none"> Compares quantities of small groups (all, more, less). 	0-3	Cognitive	G	1.2
		Social Communication	D	1.1
<ul style="list-style-type: none"> Counts to five or higher from memory. 	0-3	Cognitive	G	2.1
<ul style="list-style-type: none"> Identifies a single piece of a puzzle as “one”. 	0-3	Cognitive	G	2.1
<ul style="list-style-type: none"> Gives 2 items when asked. 	0-3	Cognitive	G	2, 2.1
		Social Communication	C	2, 2.1, 2.2, 2.3
<p>Geometry and Spatial Sense Children shows interest in shapes and their relationships in space by:</p> <ul style="list-style-type: none"> Using blocks or other materials to build or create Recognizing and using shapes to create a pattern Experimenting with gravity and space 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Visually tracks mobile or other object from side to side. 	0-3	Cognitive	B	1.1
<ul style="list-style-type: none"> Looks intently at patterns or geometric shapes. 	0-3	Cognitive	B	1.2
<ul style="list-style-type: none"> Places one block on top of another. 	0-3	Fine Motor	A	5

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<ul style="list-style-type: none"> Places round and or square forms into toys. 	0-3	Fine Motor	B	2.1
<ul style="list-style-type: none"> Completes simple puzzles. 	0-3	Fine Motor	B	2
<ul style="list-style-type: none"> Recognizes circle, square and triangle. 	0-3	Cognitive	G	3
<ul style="list-style-type: none"> Builds towers using blocks/Legos. 	0-3	Fine Motor	A	5
<p>Patterns and Measurement Children recognize and create patterns and compare quantity and time by:</p> <ul style="list-style-type: none"> Recognizing routines Showing knowledge of measurement concepts such as big/small, heavy/light Separating objects by single feature such as color, size and shape 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Shows visual interest in contrasting colors, patterns and textures. 	0-3	Cognitive	A	1.2
<ul style="list-style-type: none"> Manipulates objects in a variety of ways to learn about their properties (shakes rattle, opens boxes). 	0-3	Fine Motor	A	All
		Cognitive	F	1.4
<ul style="list-style-type: none"> Anticipates familiar events (bed time, nap time, play time) by getting favorite toy, clothes, etc. associated with the event. 	0-3	Social	B	2
<ul style="list-style-type: none"> Recognizes shapes and colors. 	0-3	Cognitive	G	1.2
<ul style="list-style-type: none"> Completes simple puzzles. 	0-3	Fine Motor	B	2

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<ul style="list-style-type: none"> Matches like objects, shapes and colors. 	0-3	Cognitive	G	1.3
<ul style="list-style-type: none"> Describes objects in play using size concepts, such as “big dog”. 	0-3	Social Communication	D	1.1
<ul style="list-style-type: none"> Understands time words such as after and before. 	0-3	Cognitive	G	5
PHYSICAL EDUCATION AND HEALTH				
<p>Fine (Small) Motor Children perform fine motor tasks using their fingers and hands in ways that develop hand-eye coordination, strength, control and object manipulation by:</p> <ul style="list-style-type: none"> Using eyes, mouth and hands to explore large and small objects Exploring the environment and manipulating objects Using hands and fingers to control objects and demonstrate small motor coordination. Actively exploring the environment and manipulating objects 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Reaches for and grasps objects or toys. 	0-3	Fine Motor	A	3, 3.1, 3.2, 3.3, 4, 4.1, 4.2, 4.3
<ul style="list-style-type: none"> Explores textures in the environment. 	0-3	Fine Motor	A	2.3
		Cognitive	F	1.4
<ul style="list-style-type: none"> Transfers objects from hand to hand. 	0-3	Fine Motor	A	2.1
<ul style="list-style-type: none"> Picks up and drops objects intentionally. 	0-3	Fine Motor	A	3, 4, 5.4
<ul style="list-style-type: none"> Puts objects in container. 	0-3	Fine Motor	A	5.3

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<ul style="list-style-type: none"> Uses simple tools such as a spoon or crayon. 	0-3	Fine Motor	B	5, 5.1, 5.2
		Adaptive	A	4
<ul style="list-style-type: none"> Aligns or stacks blocks. 	0-3	Fine Motor	A	5, 5.1, 5.2
<p>Gross (large) Motor Children show basic gross motor development as they move through the environment by:</p> <ul style="list-style-type: none"> Controlling their body Learning balance and coordination <p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Controls movement of head (turns head to both sides), arms and legs (brings foot to mouth rolls from stomach to back). 	0-3	Gross Motor	A	1
<ul style="list-style-type: none"> Sits with and without support. 	0-3	Gross Motor	B	1.4, 1.5
<ul style="list-style-type: none"> Crawls or moves across the floor independently. 	0-3	Gross Motor	A	3.3
<ul style="list-style-type: none"> Stands with assistance or independently. 	0-3	Gross Motor	C	1.4
<ul style="list-style-type: none"> Climbs stairs or onto chair independently or with assistive devices. 	0-3	Gross Motor	C	4
<ul style="list-style-type: none"> Walks, runs, climbs and hops independently or with assistive devices. 	0-3	Gross Motor	C	1, 3, 3.1, 3.2, 4
<ul style="list-style-type: none"> Participates in a variety of gross motor games (dances, throws a ball, Ring around the Rosey). 	0-3	Gross Motor	D	3

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<p>Health Status and Practices Children show healthy physical growth and awareness of personal health practices by:</p> <ul style="list-style-type: none"> · Independently feeding self · Participating in familiar routines in hygiene and personal care · Completing basic steps in dressing self · Showing ability and awareness to follow basic instructions regarding safety 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Holds own bottle. 	0-3	Fine Motor	A	3.2
<ul style="list-style-type: none"> • Picks up food. 		Adaptive	A	1.4
<ul style="list-style-type: none"> • Removes socks and loose clothing. 	0-3	Adaptive	A	4.2
<ul style="list-style-type: none"> • Cooperates in hand washing or washed own hands. 	0-3	Adaptive	C	1
<ul style="list-style-type: none"> • Holds parents hand outdoors. 	0-3	Adaptive	B	2, 2.1
<ul style="list-style-type: none"> • Holds parents hand outdoors. 	0-3	Social	B	2
<ul style="list-style-type: none"> • Understands and stays away from common dangers. 	0-3	Social	B	2
<ul style="list-style-type: none"> • Uses simple utensils. 	0-3	Adaptive	A	4
<ul style="list-style-type: none"> • Puts on hat and coat. 	0-3	Adaptive	C	1.2, 1.6
SCIENCE				

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Scientific Skills and Methods: Matter Children begin to understand the physical properties of matter and use tools to learn about their world by: · Using senses to explore items in the environment · Using items in the environment to obtain results				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Reacts to various sensations such as extreme temperatures or tastes. 	0-3	Cognitive	A	1.4
<ul style="list-style-type: none"> • Explores environment, but still keeps close to parent. 	0-3	Social	A	2.3
<ul style="list-style-type: none"> • Enjoys messy activities with water or food. 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Points to distant objects outdoors such as the moon or stars. 	0-3	Social Communication	B	1.2
<ul style="list-style-type: none"> • Explores cabinets and drawers by taking things out. 	0-3	Cognitive	F	1.3
<ul style="list-style-type: none"> • Imitates environmental sounds. 	0-3	Cognitive	D	2.1
<ul style="list-style-type: none"> • Uses tools to reach items out of reach. 	0-3	Cognitive	E	2, 2.1
<ul style="list-style-type: none"> • Uses tools to obtain results (snips with scissors, digs with shovel). 	0-3	Cognitive	E	2
Scientific Skills and Methods: Force/Energy Children understand how the movement of one object can affect another's and understand the forces of energy by: · Exploring and observing the environment · Repeated experiments with activities that produce an effect · Using other objects to retrieve desired object				

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<ul style="list-style-type: none"> • Repeats action to produce desired effects. 	0-3	Cognitive	C	2
<ul style="list-style-type: none"> • Repeats activity that produces an interesting result. 	0-3	Cognitive	C	2
<ul style="list-style-type: none"> • Plays with a variety of toys to produce effects. 	0-3	Cognitive	C	1
<ul style="list-style-type: none"> • Throws or drops objects and watches the effect. 	0-3	Gross Motor	D	3.3
<ul style="list-style-type: none"> • Retrieves objects by pulling on cloth to get out of reach object. 	0-3	Cognitive	E	2.1
<ul style="list-style-type: none"> • Uses a stick to get a ball under a couch or chair. 	0-3	Cognitive	E	2, 2.1
Scientific Skills and Methods Forming the Questions and Hypothesis and Designing the Investigation Children explore and observe materials and nature and begin to participate in simple investigations to test observations by: <ul style="list-style-type: none"> • Using senses to explore items in the environment • Solving problems • Asking questions about objects or events in the environment 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Uses hands and mouth for sensory exploration of objects. 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Smells different things. 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Enjoys messy activities with water or food. 	0-3	Social	B	2

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<ul style="list-style-type: none"> Reacts to various sensations such as varying temperatures or tastes. 	0-3	Cognitive	A	1.4
<ul style="list-style-type: none"> Uses adults to help solve problems (points to object they want, pulls adult over to open a door). 	0-3	Cognitive	E	4, 4.1
<ul style="list-style-type: none"> Solves simple problems through repeatedly trying different solutions. 	0-3	Cognitive	E	4, 4.1
<ul style="list-style-type: none"> Asks questions related to events in the environment (“what happened to” , “when will the bird come back. “). 	0-3	Social Communication	D	3.2
<p>Scientific Skills and Methods Collecting and Presenting Data and Analyzing and Interpreting Results Children use a variety of techniques to investigate events and items and begin to predicting outcomes by: · Observing and gathering data · Explaining and generalizing on past events</p>				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Observes or tracks events and objects. 	0-3	Cognitive	B	1, 1.1
<ul style="list-style-type: none"> Sorts objects into categories. 	0-3	Cognitive	G	1
<ul style="list-style-type: none"> Describes objects in the environment using simple properties such as big or small. 	0-3	Social Communication	D	1.1
<ul style="list-style-type: none"> Records event through story telling, such as “this happened when we . . .”. 	0-3	Social Communication	D	3

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<p>Scientific Skills and Methods Organisms and Heredity Children demonstrate a growing understanding and knowledge of living things and begin to describe common attributes and differences by:</p> <ul style="list-style-type: none"> • Exploring living things by using senses • Noticing similarities and differences in living things 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Inspects surroundings. 	0-3	Cognitive	F	1.3, 1.4
<ul style="list-style-type: none"> • Explores adult features (e.g., pokes, pats). 	0-3	Social	A	2.1, 3.1
<ul style="list-style-type: none"> • Responds differently to children and adults. 	0-3	Social	C	1.2, 2.2
<ul style="list-style-type: none"> • Recognizes several people in addition to immediate family. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> • Matches sounds to animals. 	0-3	Cognitive	G	1.3
<ul style="list-style-type: none"> • Identifies at least 4 animals in pictures when they are named or signed. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> • Identifies the difference between living and non-living organisms. 	0-3	Cognitive	G	5, 5.1, 5.2

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<p>Scientific Skills and Methods: Diversity and Interdependence and the Dynamic Earth Children understand the variety, needs and cycles of living things by:</p> <ul style="list-style-type: none"> · Recognizing the relationship between parent/caregiver and child · Recognizing that living things have basic needs (food and water) · Recognizing effects of actions on living things 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Acknowledges and shows preference for familiar adult/parent. 	0-3	Social	A	1.1, 1.3
<ul style="list-style-type: none"> • Role plays affection and care with a doll or stuffed animal (patting, rocking, soothing doll). 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> • Shows understanding of the needs of animals at home and in the environment (birds need seeds, cat needs food and water). 	0-3	Cognitive	G	1.1
<ul style="list-style-type: none"> • Attempts to comfort others in distress. 	0-3	Social	A	1.1
			C	1.1
<ul style="list-style-type: none"> • Understands the impact of actions (hug comforts, kick can cause pain). 	0-3	Social	A	2.3
SOCIAL EMOTIONAL DEVELOPMENT				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
Self Concept Children express awareness of self by: <ul style="list-style-type: none"> · Beginning to distinguish self from others · Expressing likes and dislikes for people and materials · Expressing a wide variety of feelings · Using pronouns to refer to self and own property 				
Indicators: Observable Behaviors The Child:				
<ul style="list-style-type: none"> • Recognizes and responds playfully to own image in mirror. 	0-3	Cognitive	A	1.2
<ul style="list-style-type: none"> • Regularly makes choices among toys, food and people, demonstrating clear preferences. 	0-3	Cognitive	C	2, 2.1
<ul style="list-style-type: none"> • Indicates “no” or otherwise indicates refusal. 	0-3	Social Communication	B	1.4
<ul style="list-style-type: none"> • Expresses feelings of interest, pleasure, surprise, excitement, warning, and complaint. 	0-3	Social Communication	B	2.3
<ul style="list-style-type: none"> • Expresses empathy and attempts to comfort others in distress. 	0-3	Social	A	1.1
<ul style="list-style-type: none"> • Makes positive statements about self, such as “I did it,” “Look at me,” “I run fast”. 	0-3		D	3
<ul style="list-style-type: none"> • Engages in pretend play 	0-3	Cognitive	F	1
Self Control Children increase their capacity for self control by: <ul style="list-style-type: none"> · Expressing emotions · Using ways to calm or sooth self · Expressing wants and needs through purposeful actions 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Communicates through non verbal cues: smiling, eye 	0-3	Social	A	2.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
contact, showing interest by looking at an object or person and gesturing.		Communication		
<ul style="list-style-type: none"> • Calms self with support from adults (sucking on hand or pacifier). 	0-3	Social	B	1.2
<ul style="list-style-type: none"> • Waits for adult to take a turn during vocal exchanges and social interaction games, such as peek-a-boo. 	0-3	Social	A	2, 3
<ul style="list-style-type: none"> • Indicates “no more” or “I don’t like this” by vocalizing, turning away. 	0-3	Social Communication	B	1.4
<ul style="list-style-type: none"> • Seeks adult’s assistance by vocalizing, pointing or other signals. 	0-3	Social Communication	B	1
<ul style="list-style-type: none"> • Responds appropriately to redirection or reminders (wait, get down, my turn). 	0-3	Social	B	2.1
<ul style="list-style-type: none"> • Uses words to request assistance. 	0-3	Social Communication	D	All
<p>Cooperation Children use social problem-solving skills with peers and adults by:</p> <ul style="list-style-type: none"> • Cooperating with caregiver in daily care routines • Cooperating with adult in play • Joining other children in play • Cooperating with adult in familiar household or classroom routines and tasks • Negotiating with other children about toys or activities 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Cooperates in eating and dressing. 	0-3	Adaptive	A, C	All
		Social	B	2, 2.1
<ul style="list-style-type: none"> • Participates in simple social games, such as peek-a-boo or This Little Piggy, by taking turns, anticipating an event or indicating s/he wants adult to continue 	0-3	Social	A	2, 2.1
		Cognitive	C	2.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
playing.				
• Cooperates in toileting.	0-3	Adaptive	B	1
		Cognitive	C	2.1
• Spontaneously shares objects with adult.	0-3	Social	A	2.1
• Plays alongside other children with some exchange of toys.	0-3	Social	C	1.3
• Helps with simple household or classroom tasks.	0-3	Social	B	2
• Negotiates with peer about toys, taking turns or trading.	0-3	Cognitive	E	4, 4.1
• Uses socially acceptable verbal and nonverbal approaches to join other children who are engaging in cooperative play.	0-3	Social	C	1.1
Social Relationships Children build social relationships by: • Demonstrating empathy (awareness of others feelings) • Cooperating with others • Interacting with peers and adults				
Indicators: Observable Behaviors The Child				
• Tries to attract attention by making sounds or smiling.	0-3	Social Communication	B	1
• Participates in social games, such as peek-a-boo or “This Little Piggy”, anticipating an event, or indicating she/he wants the adult to continue.	0-3	Social	A	2
		Cognitive	C	2.1
• Shows affection to familiar adults (e.g. pats, hugs, kisses).	0-3	Social	A	1.1
• Plays comfortably in a small group of children.	0-3	Social	C	1
• Works collaboratively toward a goal with peers, such	0-3	Social	C	1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
as digging a hole in the sand or building a castle with blocks.				
<ul style="list-style-type: none"> • Tries to please adults by doing actions and looking for approval. 	0-3	Social	A	1.2
<ul style="list-style-type: none"> • Tries to comfort others who are in distress (patting, hugging or kissing hurt place). 	0-3	Social	A	1.1
			C	1.1
<p>Knowledge of Families, Community and Diversity</p> <p>Children understand the roles and relationships in families and can identify community and similarities and differences among people by:</p> <ul style="list-style-type: none"> • Engaging in positive interactions with family members • Modeling roles of family and community members in pretend play <p>Recognizing home culture</p>				
<p>Indicators: Observable Behaviors</p> <p>The Child</p>				
<ul style="list-style-type: none"> • Responds differently to family members than strangers. 	0-3	Social	A	1, 1.1, 1.2, 1.3
<ul style="list-style-type: none"> • Participates in simple social games with family members. 	0-3	Social	A	2
<ul style="list-style-type: none"> • Recognizes self and other family members in photographs. 	0-3	Cognitive	G	3.1
<ul style="list-style-type: none"> • Recognizes possessions of self and other family members (“my coat”, “Mommy’s coat”). 	0-3	Social Communication	D	2.2
<ul style="list-style-type: none"> • Talks to dolls or animals and makes them interact with one another, including some family roles such as “mommy” and “baby”. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> • Speaks in home language with family members and uses main language spoken in child care with those who do not speak home language. 	0-3	Social Communication	D	All

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Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
SOCIAL SCIENCE				
History Children begin to sequence activities in relationship to concrete, real life experiences by: • Anticipating events and routines • Recognizing familiar or unfamiliar events in the environment				
Indicators: Observable Behaviors The Child:				
<ul style="list-style-type: none"> Repeats actions or activities that produce desirable results such as laughter or applause. 	0-3	Cognitive	C	2.1
<ul style="list-style-type: none"> Recognizes cues such as putting on coat means going “out” or “bye-bye.” 	0-3	Social	B	2, 2.1
<ul style="list-style-type: none"> Participates in rituals or routines (washing hands before eating, feeding the family pet, turning pages of familiar book.) 	0-3	Social	B	2
Geography, Environment and Surroundings Children use the environment to understand the world around them by: • Recognizing authority • Responding to rules in various settings				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Responds to “no” by looking, stopping or withdrawing. 	0-3	Social	A	1
<ul style="list-style-type: none"> Uses adults to solve problems (takes a toy to an adult for them to manipulate, looks to an adult to open a box or door). 	0-3	Cognitive	E	4, 4.1
<ul style="list-style-type: none"> Responds to simple rules in the environment (holds 	0-3	Social	B	2.1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
parents hand, avoids hot items).				
Economics and Economic Concepts Children begin to use the fundamental economic concepts such as buying and selling by: • Indicating desired and preferences in selected items • Understanding concept of more and less • Trading objects with others				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Gazes, reaches or vocalizes to get a desired object or toy. 	0-3	Social Communication	B	1, 1.2
<ul style="list-style-type: none"> • Uses signs or words to express desire for more, or points or makes noise to obtain results. 	0-3	Social Communication	B	1, 1.2
<ul style="list-style-type: none"> • Exchanges toys with other children during play. 	0-3	Social	C	1
<ul style="list-style-type: none"> • Recognizes a set of “one” when asked, and will give one of many to another child. 	0-3	Cognitive	G	2
<ul style="list-style-type: none"> • Notices who has what objects during play and tries to rearrange outcome (wants same or more number of blocks as another child). 	0-3	Cognitive	E	4, 4.1
Civics and Government Diversity Children begin to understand the basic concepts of government by: • Understanding the roles of relationships within own family • Recognizing roles of family and community members • Identifying similarities and differences among people • Recognizing home culture and has some experiences with diversity				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Participates in simple social games and shows affection to family members. 	0-3	Social	A	1.1, 1.3, 2
<ul style="list-style-type: none"> Recognizes possessions of self and family members, (my coat, mommy's coat). 	0-3	Social Communication	D	2.2
<ul style="list-style-type: none"> Engages in adult role play, such as cooking, hammering, talking on phone. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> Tries to help by running errands or anticipating what is needed. 	0-3	Social	B	2
<ul style="list-style-type: none"> Speaks in home language with family members. 	0-3	Social Communication	D	All
<ul style="list-style-type: none"> Recognizes diverse family members in pictures in storybook, such as animal families and families of various cultures. 	0-3	Cognitive	G	3.1
THE ARTS				
Music · Participating in numerous musical activities · Playing with and making music with everyday items and musical instruments				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Responds to sounds by change in expression or eyes widening. 	0-3	Cognitive	A	1.1
<ul style="list-style-type: none"> Responds to music by cooing, becoming quiet or looking at sound source. 	0-3	Cognitive	A	1.1, 1.4
<ul style="list-style-type: none"> Bangs and shakes toys placed in hand. 	0-3	Cognitive	F	1.3
<ul style="list-style-type: none"> Responding to and recognizing different types of sounds (loud/soft, fast/slow) by tapping feet, clapping 	0-3	Fine Motor	A	1
		Cognitive	A	1.1

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Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
hands, swaying with the body.				
<ul style="list-style-type: none"> • Uses everyday items to keep time to the rhythm of music (spoon, pan lid, toy). 	0-3	Cognitive	F	1.3
<ul style="list-style-type: none"> • Plays on rhythm instruments (tambourine or drum). 	0-3	Cognitive	G	2
<ul style="list-style-type: none"> • Hums or sings along to simple songs or rhymes. 	0-3	Cognitive	G	6, 6.1, 6.2
<p>Visual Art Children develop skills in, and enthusiasm for, the visual arts by:</p> <ul style="list-style-type: none"> • Exploring and identifying the feel of different mediums • Showing preferences for favorite colors • Exploring use of art media such as crayons, paints, paste and paper 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Uses hands and mouth for sensory exploration of objects. 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Touches a variety of sensory materials (sand paper, soft rugs, etc.). 	0-3	Cognitive	A	1.3, 1.4
<ul style="list-style-type: none"> • Uses creative materials of various textures (play dough, finger paints, paste). 	0-3	Cognitive	F	1.4
<ul style="list-style-type: none"> • Grasps crayon, pen or paint brush. 	0-3	Fine Motor	B	5, 5.1, 5.2
<ul style="list-style-type: none"> • Enjoys tactile books. 	0-3	Cognitive	A	1.3
<ul style="list-style-type: none"> • Shows choices (has preferred toys, foods, colors). 	0-3	Cognitive	C	2, 2.1
<ul style="list-style-type: none"> • Tries to imitate adult scribble. 	0-3	Fine Motor	B	5
<ul style="list-style-type: none"> • Marks paper with crayon. 	0-3	Fine Motor	B	5, 5.1, 5.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS) 2nd edition items and the Oregon Early Childhood Foundations – Birth to Three.

Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
<ul style="list-style-type: none"> Paints within limits of paper. 	0-3	Fine Motor	B	2.2
<ul style="list-style-type: none"> Holds crayon with thumb and fingers. 	0-3	Fine Motor	A	3
<ul style="list-style-type: none"> Uses familiar mark on page to represent name. 	0-3	Fine Motor	B	5.1, 5.2
<p>Movement Children enjoy movement and develop skills and appreciation for creative, expressive and efficient movement by:</p> <ul style="list-style-type: none"> Expressing through movement and/or dance what is felt and heard in various musical tempos Representing experiences and concepts through movement <p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Kicks and wiggles upon hearing familiar sounds. 	0-3	Gross Motor	A	1.2
		Cognitive	A	1.1
<ul style="list-style-type: none"> Moves to rhythms by bouncing, rocking, moving arms. 	0-3	Gross Motor	A	1
<ul style="list-style-type: none"> Uses body to make sounds. 	0-3	Gross Motor	A	1
		Cognitive	F	1.3
<ul style="list-style-type: none"> Matches movement to the music (fast movements for fast music, etc.). 	0-3	Cognitive	G	2
<ul style="list-style-type: none"> Enjoys creative movement (hops like a rabbit). 	0-3	Gross Motor	C	1, 1.1, 3, 3.1, 3.2
			D	1, 1.1
<ul style="list-style-type: none"> Enjoys silly songs. 	0-3	Social Communication	B	2.3
<ul style="list-style-type: none"> Dances to music and songs. 	0-3	Gross Motor	C	1, 1.1, 3, 3.1, 3.2
			D	1, 1.1

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Early Childhood Foundation Birth to Three	Level	Area	Strand	AEPS Item
<p>Dramatic Play Children enjoy and develop skills in and appreciation for dramatic arts by:</p> <ul style="list-style-type: none"> · Imitating the actions of others · Participating in pretend play · Participating in story creation and re-telling 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Focuses on and responds to adult facial expressions. 	0-3	Social	A	1
<ul style="list-style-type: none"> • Imitates sounds and gestures of another person. 	0-3	Cognitive	D	2.1
<ul style="list-style-type: none"> • Responds playfully in mirror. 	0-3	Social communication	B	2.3
<ul style="list-style-type: none"> • Can read the intent of the facial expression of the speaker. 	0-3	Social	A	1
<ul style="list-style-type: none"> • Enjoys imitating adult behavior such as wiping a tray or cooking a meal. 	0-3	Cognitive	D	1.1
<ul style="list-style-type: none"> • Pretends that a dolly or stuffed animal is “real”. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> • Acts out simple life scenes like going to the doctor. 	0-3	Cognitive	F	1
<ul style="list-style-type: none"> • Recites lines in a nursery rhyme. 	0-3	Cognitive	G	6, 6.1, 6.2
<ul style="list-style-type: none"> • Adds words, makes comments, anticipates events during storytelling. 	0-3	Cognitive	G	4.2

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