

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
APPROACHES TO LEARNING				
Early Childhood Foundation: Initiative and Curiosity Children use initiative, curiosity and persistence to learn about the world by: <ul style="list-style-type: none"> • Exploring ways to use new materials • Carrying out complex and varied sequences of activities • Engaging in dramatic play • Using conversation to ask questions and seek answers 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Asks an adult to read stories. 	3-6	Social Communication	A	1.5
<ul style="list-style-type: none"> • Asks an adult to explain an event. 	3-6	Social Communication	A	2.3
<ul style="list-style-type: none"> • Tries alternative methods to solve a problem. 	3-6	Cognitive	E	1
<ul style="list-style-type: none"> • Notices changes in routines and asks adult about them, or comments on change. 	3-6	Social Communication	A	2.3
<ul style="list-style-type: none"> • Discusses familiar and new topics and continues discussions by asking questions or making comments. 	3-6	Social Communication	A	2
Early Childhood Foundation: Engagement and Persistence Children are actively engaged and focus on self-directed activities by: <ul style="list-style-type: none"> • Showing willingness to try new tasks • Asking questions, seeking and giving answers • Planning his/her own project and working independently in 				

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the creation of the work · Knowing when problem solving works until a satisfactory solution is reached				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Maintains concentration over time on a task, question, set of directions or interactions. 	3-6	Cognitive	C	1
		Social	A	2.2
				1
<ul style="list-style-type: none"> Completes a variety of tasks, activities, projects and experiences (finishes painting before moving to next activity, puts toy away before leaving the area, etc.). 	3-6	Social	B	1
<ul style="list-style-type: none"> Asks for and accepts help and/or suggestions from teacher or peers for problem solving (putting larger or more blocks at the base will make the tower stronger). 	3-6	Social	C	2.1
<ul style="list-style-type: none"> Demonstrates ability to set goals and follow through on plans (identifies what he/she wants to paint, build, explore, defines how he/she wants to do it and is able to follow through to completion). 	3-6	Cognitive	E	1, 1.1, 1.2
Early Childhood Foundation: Reasoning and Problem Solving Children use reasoning and problem solving skills to find solutions to a question, task or problem by: · Making comparisons among objects, events and experiences · Sorting objects by similar qualities · Using active exploration and trial and error to solve a problem · Predicting and finding more than a single solution · Reflecting on their experiences to interpret and reach conclusions				

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Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Makes comparisons regarding observations (“There are more kittens than puppies.”). 	3-6	Cognitive	A	2
<ul style="list-style-type: none"> • Makes predictions when observing events (“When I put the big block on the top the tower falls.”). 	3-6	Cognitive	E	2.2
<ul style="list-style-type: none"> • Draws simple conclusions based on prior experiences and information (“We have snack before we go play; we read books before bed”). 	3-6	Cognitive	E	2.2
<ul style="list-style-type: none"> • Offers simple, age appropriate reasons and ideas for tasks and problem solving (how to keep the book area in order, what to do if we have 2 paint stations and 3 people want to paint, etc.). 	3-6	Cognitive	E	1, 1.1, 1.2
LANGUAGE AND LITERACY DEVELOPMENT (English Language Arts/Second Language)				
Early Childhood Foundation: Listening and Understanding Children develop the ability to gain information and understanding by: <ul style="list-style-type: none"> • Listening to directions and conversations • Responding to feelings and expressed ideas of peers and adults • Understanding and using home language for social interaction or giving directions 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Understands and uses home language and English during play and/or when conversing with other children 	3-6	Social Communication	B	All

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or adults.				
<ul style="list-style-type: none"> Carries on a conversation either verbally or by another means to extend thoughts and ideas. 	3-6	Social Communication	A	1
<ul style="list-style-type: none"> Participates in conversations, tells short stories, and engages in finger plays, rhymes, and poems. 	3-6	Social Communication	A	2
<ul style="list-style-type: none"> Retells main ideas of familiar stories, songs or poems. 	3-6	Cognitive	C	3
<p>Early Childhood Foundation: Speaking and Communicating Children communicate needs wants and thoughts through words by:</p> <ul style="list-style-type: none"> Using language (spoken home language) to express needs and wants Using language (spoken home language) to express ideas Using language (spoken home language) to express feelings Using new vocabulary that has been introduced <p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Acquires vocabulary to effectively express feelings and thoughts. 	3-6	Social Communication	A	1.3
<ul style="list-style-type: none"> Initiates conversations and discussions with peers and adults. 	3-6	Social Communication	A	2.5
<ul style="list-style-type: none"> Uses sentences that includes two or more separate ideas 	3-6	Social Communication	B	5.5
<ul style="list-style-type: none"> Uses home language and/or English to communicate information, experiences, ideas, feelings. 	3-6	Social Communication	A	1.3, 1.7
<ul style="list-style-type: none"> Uses home language to express opinions, tell jokes, describe events and ask questions. 	3-6	Social Communication	A	1.4, 2.3
<p>Early Childhood Foundation: Phonological</p>				

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Awareness Children use sound in a variety of contexts by: <ul style="list-style-type: none"> • Making oral rhymes • Identifying syllables in spoken words • Hearing beginning and ending sounds in words • Listening and telling differences in phonemes (smallest parts of sound in a spoken word) 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc). 	3-6	Cognitive	H	1.1
<ul style="list-style-type: none"> • Discriminates rhyming words in familiar games, songs, stories and poems. 	3-6	Cognitive	H	1.1
<ul style="list-style-type: none"> • Sings or chants rhymes or rhyming songs such as “Down by the Bay”. 	3-6	Cognitive	H	1.1
<ul style="list-style-type: none"> • Recognizes parts of words (claps for each syllable in the word such as HAP- PY (2 claps), PINE-AP- PLE (3 claps), etc 	3-6	Cognitive	H	1.2
<ul style="list-style-type: none"> • Plays with sounds to make up new words (silly, willy, nilly walked to philly, “I got a bumpa whumpa”, etc.). 	3-6	Cognitive	H	1.1
<ul style="list-style-type: none"> • Associates sounds with written letters. 	3-6	Cognitive	H	2
<ul style="list-style-type: none"> • Isolates beginning and ending sounds in printed or spoken words. 	3-6	Cognitive	H	1.4
Early Childhood Foundations: Book Knowledge and Comprehension Children demonstrate interest in books and reading related activities by: <ul style="list-style-type: none"> • Understanding books and other forms of print have meaning and purpose 				

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<ul style="list-style-type: none"> Learning to sequence and predict a story Appreciating different types of writing styles or formats and their purpose 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Demonstrates sustained listening during story time (asks for story to be read again, wants to go back to favorite part, wants to study the picture, etc). 	3-6	Social	B	2, 3
<ul style="list-style-type: none"> Pretends to read a story. 	3-6	Cognitive	F	1.2, 1.3
<ul style="list-style-type: none"> Gains information from stories read aloud (relates events in stories to personal knowledge and experiences). 	3-6	Cognitive	E	2.3
<ul style="list-style-type: none"> Answers questions about the story, tells and retells stories from books and experiences. 	3-6	Cognitive	C	3, 3.1
<ul style="list-style-type: none"> Learns to sequence and predict a story. 	3-6	Cognitive	C	3.1
<ul style="list-style-type: none"> Tells a story to others. 			E	2.2
<ul style="list-style-type: none"> Recognizes various forms of writing and its purpose (such as poetry or a dictionary). 	3-6	Cognitive	B	1
Early Childhood Foundation: Print Awareness and Alphabet Knowledge Children develop awareness of symbols and print by: <ul style="list-style-type: none"> Understanding that each spoken word can be written down Recognizing that letters carry meaning and are found in a variety of forms and settings Recognizing and naming alphabet characters 				
Indicators: Observable Behaviors The Child				

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<ul style="list-style-type: none"> Understands that words can be written down and read. 	3-6	Cognitive	E	1.2
<ul style="list-style-type: none"> Asks a person to read print such as: signs, lists, newspapers, messages, menus, and stories. 	3-6	Social Communication	A	1.5
<ul style="list-style-type: none"> Points to words using a left to right progression when “reading” picture books. 	3-6	Cognitive	F	1.2
<ul style="list-style-type: none"> Recognizes or “reads” several words. 	3-6	Cognitive	H	3
<ul style="list-style-type: none"> Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name). 	3-6	Cognitive	H	2
<ul style="list-style-type: none"> Identifies most letters of the alphabet. 	3-6	Cognitive	H	3.1
<p>Early Childhood Foundations: Early Writing Children show interest in and engage in early writing by:</p> <ul style="list-style-type: none"> Using scribbles, shapes and pictures to express ideas Experimenting with writing tools Writing symbols or letters for own name 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Labels a drawing with several randomly placed letter-like shapes. 	3-6	Fine Motor	B	2
<ul style="list-style-type: none"> Represents ideas, stories and experiences through pictures, dictation and play (copies signs and writing in the classroom). 	3-6	Fine Motor	B	2, 2.1
<ul style="list-style-type: none"> Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters. 	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
<ul style="list-style-type: none"> Copies or writes familiar words and own name. 	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
MATHEMATICS				

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Early Childhood Foundations: Numbers and Operations Children develop an awareness of numerals by: <ul style="list-style-type: none"> • Counting, grouping and matching • Number recognition • Using language to describe a sequence of events in time 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> • Counts up to ten. 	3-6	Cognitive	G	1.1
<ul style="list-style-type: none"> • Uses number concepts and vocabulary such as: first, last, next to, before, after, etc. 	3-6	Cognitive	A	3
<ul style="list-style-type: none"> • Combines, separates and names “how many” concrete objects. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> • Uses words such as more than and less than to express some number concepts. 	3-6	Cognitive	A	2.2
<ul style="list-style-type: none"> • Recognizes numerals 1 – 20. 	3-6	Cognitive	G	2.2
<ul style="list-style-type: none"> • Uses words such as yesterday, today and tomorrow in conversation. 	3-6	Cognitive	A	3.2
Early Childhood Foundation: Geometry and Spatial Sense Children develop knowledge of geometric principles and spatial sense by: <ul style="list-style-type: none"> • Correctly using comparison words and words that describe the relative position of things • Classifying shapes • Using shapes to make representative patterns • Grouping objects (all large, all yellow, some big and others 				

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small, etc.) · Providing reasoning for groupings				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Recognizes simple shapes. 	3-6	Cognitive	A	1.2
<ul style="list-style-type: none"> Compares various sizes of items (longer, shorter, same). 	3-6	Cognitive	A	1.3
<ul style="list-style-type: none"> Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.). 	3-6	Cognitive	A	1.2
<ul style="list-style-type: none"> Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind. 	3-6	Cognitive	A	3.1
<p>Early Childhood Foundation: Patterns and Measurement</p> <p>Children develop knowledge of patterns and measurement by:</p> <ul style="list-style-type: none"> Recognizing and creating patterns Duplicating and extending simple patterns Using non-standard and standard measurement tools Recognizing a variety of measurement types (weight, length, etc.) Developing awareness of elements of time 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Recognizes, duplicates and extends simple patterns using a variety of materials. 	3-6	Cognitive	C	2
<ul style="list-style-type: none"> Creates original patterns. 	3-6	Cognitive	C	2
<ul style="list-style-type: none"> Makes predictions about what might come next in a 	3-6	Cognitive	E	2.2

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pattern.				
<ul style="list-style-type: none"> Explores, compares and describes length, weight or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.). 	3-6	Cognitive	A	1.3, 2.1, 2.2
<ul style="list-style-type: none"> Shows awareness of time concepts (shows interest in calendar, clock, today, next week, etc.). 	3-6	Cognitive	A	3.2
PHYSICAL EDUCATION AND HEALTH				
<p>Early Childhood Foundation: Fine (Small) Motor Children use finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination by:</p> <ul style="list-style-type: none"> Using hand-eye coordination to perform a variety of tasks Using strength and control to perform simple tasks Manipulating objects to solve problems or complete a task <p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Explores and manipulates objects in multiple ways (blocks, puzzles, buttons, zippers, stringing small beads, etc.). 	3-6	Fine Motor	All	All
<ul style="list-style-type: none"> Develops strength, dexterity and control needed to master use of markers, pencils, brushes, crayons, scissors, paper punch, stapler and hammer (pulls caps off markers and replaces them firmly, etc.). 	3-6	Fine Motor	All	All
<ul style="list-style-type: none"> Develops in eye-hand coordination (builds with blocks, puts puzzles together, copies shapes and patterns, opens and closes jars or lids on containers). 	3-6	Fine Motor	All	All
<p>Early Childhood Foundation: Gross (Large) Motor Children develop coordination, balance, spatial awareness and strength through gross (large) motor skills by:</p> <ul style="list-style-type: none"> Coordinating both hands to manipulate large objects 				

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<ul style="list-style-type: none"> Developing body flexibility and coordination Using indoor and outdoor equipment safely and appropriately 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Engages in complete movements such as climbing and walking up and down stairs. 	3-6	Gross Motor	A	2, 2.1
<ul style="list-style-type: none"> Demonstrates control and balance by: marching, hopping, running, jumping, pulling toys, pushing boxes, etc. 	3-6	Gross Motor	A	1, 1.1
<ul style="list-style-type: none"> Demonstrates coordinated movements such as throwing balls. 			B	1, 1.1, 1.2, 1.3, 3, 3.1
<ul style="list-style-type: none"> Uses indoor and outdoor equipment such as the slide or swing. 	3-6	Gross Motor	B	4, 4.1
Early Childhood Foundations: Health Status and Practices Children show healthy physical growth and growing independence by: <ul style="list-style-type: none"> Showing an interest in personal care Demonstrating an ability to keep self safe Identifying potentially dangerous or harmful substances Showing knowledge of healthy food groups (vegetables, fruits, etc.) 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Follows program safety rules. 	3-6	Social	D	2.2
<ul style="list-style-type: none"> Recognizes common signs for poison, danger and warning. 	3-6	Cognitive	B	1.1
<ul style="list-style-type: none"> Demonstrates growing independence in hygiene and 		Social	C	2.2
<ul style="list-style-type: none"> Demonstrates growing independence in hygiene and 	3-6	Adaptive	B	1, 2

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personal care such as hand washing (after toilet, before eating, after animal handling, etc.), teeth brushing, wiping nose.				
<ul style="list-style-type: none"> Demonstrates healthy eating behaviors (talks about and shows interest in foods that are healthy). 	3-6	Adaptive	A	1.3, 1.4
SCIENCE				
<p>Early Childhood Foundation: Matter or the Physical World</p> <p>Children understand the physical properties of matter by:</p> <ul style="list-style-type: none"> • Making observations and describing what is seen • Making types of comparisons between objects • Using scientific tools to learn about their world (magnifying glass, magnets, microscope, etc.) 				
<p>Indicators: Observable Behaviors</p> <p>The Child</p>				
<ul style="list-style-type: none"> • Explores a variety of materials to learn about weight, size, texture, shape, color and temperature. 	3-6	Cognitive	A	1, 2
		Social	B	1
<ul style="list-style-type: none"> • Uses a variety of tools and objects to explore and discover the world and how things work in the world (magnets, microscope, scales, thermometer etc.). 	3-6	Cognitive	E	1.2
<ul style="list-style-type: none"> • Makes observations and predictions, and tries things out to discover what will happen. 	3-6	Cognitive	E	2.2
<ul style="list-style-type: none"> • Experiments with the effects of personal actions on objects (notices and plans for the effect of using different blocks for building stability and height). 	3-6	Cognitive	E	2.3
<ul style="list-style-type: none"> • Identifies and discusses changes that occur in nature and man-made materials over time (observes weather changes, leaf colors, food molding etc.) 	3-6	Cognitive	A	3.2
		Social Communication	A	1.4, 1.7
Early Childhood Foundation: Force, Movement				

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and Energy Children understand how the movement of one object can affect another's by: · Demonstrating understanding of simple cause and effect · Investigating what happens in a series of events (“how high can we build the tower?”, “what happens if we add the round block?”) Children understand the physical properties of energy by: · Understanding the use of energy through observation and exploration				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Shows curiosity and inquiry through play (becomes intentional when choosing blocks for construction or experiments with toys and other materials to test speed, falling, etc.). 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Explores objects and materials and their impact on one another (uses eye dropper to drop color in glasses of water, compares what will float or sink, builds a series of inclines to see how far the marble will roll). 	3-6	Cognitive	E	1.2
			F	1
<ul style="list-style-type: none"> Observes and explores different ways objects and materials move and change (What makes the tricycle go? How long will the swing go back and forth if I give it one big push? Explores different ways to use toys and equipment, etc.). 	3-6	Cognitive	E	1.2, 2.2, 2.3
			F	1
Early Childhood Foundation: Forming the Questions and Hypothesis and Designing the Investigation Children use senses to explore and observe materials and nature by:				

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<ul style="list-style-type: none"> • Showing interest in active investigation • Asking questions <p>Children participate in simple investigations to test observations by:</p> <ul style="list-style-type: none"> • Beginning to make comparisons • Joining in discussions 				
<p>Indicators: Observable Behaviors</p> <p>The Child</p>				
<ul style="list-style-type: none"> • Shows curiosity through exploration of objects and materials. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> • Begins to ask scientific questions and use observations in making predictions and formulating theories about how things work (Where does the moon go during the day? What makes the wind blow? How do we make the water move?, etc.). 	3-6	Cognitive	E	2
<ul style="list-style-type: none"> • Uses appropriate materials for problem-solving and exploration of the physical world (magnifying glasses, magnifying bug container, videotape, photos, etc.). 	3-6	Cognitive	E	1.2
<ul style="list-style-type: none"> • Explores possible answers to simple science based questions through investigation (child gives his/her hypothesis and then tests ideas through observation, experiments and discussion). 	3-6	Cognitive	E	2
<p>Early Childhood Foundation: Collecting and Presenting Data, and Analyzing and Interpreting Results</p> <p>Children use a variety of techniques to collect data from an investigation by:</p> <ul style="list-style-type: none"> • Using senses, varied tools, and simple measures • Recording and representing experiences in a variety of ways <p>Children demonstrate beginning skills in predicting, explaining</p>				

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and generalizing on past experiences by: • Seeing patterns and relationships • Making reasonable predictions, explanations and generalizations				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Collects describes and records information through a variety of means including: discussion, drawing, graphing, tallying, photographing, writing (attempts simple line drawings, moves to more details as experiences grow). 	3-6	Fine Motor	B	2, 2.1, 3.1
		Social Communication	A	1.6, 1.7
<ul style="list-style-type: none"> Shows ability to predict and explain results of a simple investigation (discusses ideas of what might happen and why). 	3-6	Cognitive	E	2
<ul style="list-style-type: none"> Describes patterns and relationships, and discusses things that are alike/different. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Shows ability to measure time, length, distance and weight. 	3-6	Cognitive	A	3
Early Childhood Foundation: Organisms and Heredity Children recognize that living things are similar and different by: • Making comparisons • Observing critical details of similarities and differences Children recognize that living things are similar and different by: • Showing an understanding and knowledge of living things • Describing common attributes				
Indicators: Observable Behaviors The Child				

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<ul style="list-style-type: none"> Notices similarities, differences and categories of plants and animals such as appearances, behaviors and habitats. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Recognizes water and food as common needs of all living things. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Describes similar characteristics of living things such as dogs, cats, birds, trees (cats and dogs have fur, birds have feathers, fish swim, butterfly’s fly, Christmas trees are different than the trees that loose their leaves). 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Has an understanding of family (describes family make-up, learns about family differences, begins to understand family membership and roles). 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Shows growing understanding of and respect for living things in the environment (is considerate of living things, shows interest in recycling and taking care of the world). 	3-6	Social	D	2
<p>Early Childhood Foundation: Diversity, Interdependence and Dynamic Earth</p> <p>Children understand the variety, needs and cycles of living things by:</p> <ul style="list-style-type: none"> Identifying plants, animals and people Identifying habitats in their daily world Acknowledging life cycles, birth and death <p>Children recognize differences in materials that make up the earth by:</p> <ul style="list-style-type: none"> Showing interest in the properties of rock, dirt and sand Discussing the seasons and weather Observing the sun, moon, stars, clouds and other elements in the universe 				
<p>Indicators: Observable Behaviors</p>				

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The Child:				
<ul style="list-style-type: none"> Recognizes and respects that living things have unique needs such as food and water. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Demonstrates understanding that living things grow and change over time. 	3-6	Cognitive	A	3.2
<ul style="list-style-type: none"> Recognizes differences in non-living earth materials (rock, dirt, sand). 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Develops awareness and beginning understanding of changes in the weather and the seasons. 	3-6	Cognitive	A	3.2
<ul style="list-style-type: none"> Observes the characteristics and movement of the sun, moon, stars and clouds. 	3-6	Cognitive	B	1
SOCIAL AND EMOTIONAL DEVELOPMENT				
<p>Early Childhood Foundation: Self Concept Children express awareness of self by:</p> <ul style="list-style-type: none"> Developing independence and confidence Identifying common features such as name, age, gender, family etc. Initiating and maintaining play with others 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Is willing to try new things (play dough, finger painting, cooking, etc.). 	3-6	Social	B	1
<ul style="list-style-type: none"> Willing to stay with a task for a meaningful period of time. 	3-6	Social	A	1
<ul style="list-style-type: none"> Expresses confidence and pride in accomplishments. 	3-6	Social	D	1
<ul style="list-style-type: none"> Demonstrates independence in a range of activities, routines and tasks. 	3-6	Social	B	1
<ul style="list-style-type: none"> Initiates play and work activities with others. 	3-6	Social	A	2

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
<ul style="list-style-type: none"> Expresses awareness of self in terms of specific abilities, characteristics and preferences (“I am taller than this rock!”). 	3-6	Cognitive	A	2.1
		Social	D	1, 2.2
Early Childhood Foundation: Self Control Children demonstrate self control or self regulation by: • Expressing feelings • Responding to words and feelings in the context they were shared • Following simple rules and participating in routines Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Uses words to express feelings (“I don’t like...,” or “I’m happy!”). 	3-6	Social Communication	A	1.3
<ul style="list-style-type: none"> Manages feelings and is able to calm self. 	3-6	Social	D	2.2
<ul style="list-style-type: none"> Follows simple rules and participates in routines (waits in line). 	3-6	Social	C	2.2
<ul style="list-style-type: none"> Successfully completes transitions (moves from play to clean up; leaves toys when asked to come for a ride within normal time expected). 	3-6	Social	B	1, 2, 3
			C	2.2
<ul style="list-style-type: none"> Develops understanding of how his/her actions affect others. 	3-6	Social	D	2
<ul style="list-style-type: none"> Attempts to resolve conflicts by using a variety of strategies other than aggression 	3-6	Social	A	3
Early Childhood Foundation: Cooperation Children build and sustain cooperative relationships by: • Playing, working and cooperating with adults • Playing, working and cooperating with peers • Using problem solving skills with peers and adults				

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Interacts with others and actively participates by taking turns, sharing materials and interacting positively. 	3-6	Social	A	1, 2, 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Works in small and large group settings with adult support. 	3-6	Social	B	2, 3
<ul style="list-style-type: none"> Enters a group and plays cooperatively. 	3-6	Social	A	2.1, 2.2, 2.3
<ul style="list-style-type: none"> Accepts guidance and direction from adults in the environment. 	3-6	Social	C	2.1
<ul style="list-style-type: none"> Uses compromise and discussion while working, planning, playing and resolving conflicts with peers. 	3-6	Social	A	3.1, 3.2
Early Childhood Foundation: Social Relationships Children build social relationships by: <ul style="list-style-type: none"> Demonstrating empathy (awareness of others feelings) Cooperating with others Interacting with peers and adults 				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Communicates with a range of familiar adults; responds to and initiates conversation. 	3-6	Social Communication	A	2
<ul style="list-style-type: none"> Initiates, engages and sustains peer interactions; shares toys and materials during play. 	3-6	Social	A	1, 2, 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Builds a relationship with at least one other child; shows loyalty to a friend. 	3-6	Social	A	1, 2, 2.1, 2.2, 2.3
<ul style="list-style-type: none"> Develops friendships with peers. 	3-6	Social	A	1, 2, 2.1, 2.2, 2.3
Early Childhood Foundation: Knowledge of Families, Community and Diversity Children show knowledge of family and community by:				

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
<ul style="list-style-type: none"> Recognizing familiar locations Describing the roles and relationships in families Understanding similarities and differences among families and communities (Joseph says hello in some other language). 				
<p>Indicators: Observable Behaviors The Child:</p>				
<ul style="list-style-type: none"> Understands assigned family roles and tasks. 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Identifies other people in their roles and what they do (policeman). 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> Identifies his/her personal characteristics including name, age and gender. 	3-6	Social	D	3.5, 3.6
<ul style="list-style-type: none"> Recognizes familiar places in the environment (home, school, parks, stores, restaurants, etc.). 	3-6	Cognitive	D	1
<ul style="list-style-type: none"> Describes similarities and differences among families and communities (Joseph says hello in some other language). 	3-6	Social Communication	B	5, 5.2
SOCIAL SCIENCE				
<p>Early Childhood Foundation: History Children sequence what happens in relationship to concrete, real life experiences by:</p> <ul style="list-style-type: none"> Differentiating between what happened today, before school, yesterday and what might be planned for tomorrow Recognizing change over time 				
<p>Indicators: Observable Behaviors The Child</p>				
	3-6	Cognitive	D	1

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
<ul style="list-style-type: none"> Recognizes the beginning and end of an event (sits on the rug when the music stops, washes hands before snack) 	3-6	Cognitive	D	1
<ul style="list-style-type: none"> Recognizes that the beginning and end of past events (sits on the rug after snack, yesterday) 	3-6	Cognitive	D	1, 1.1, 1.2
<ul style="list-style-type: none"> Explains and is curious about changes over time 	3-6	Cognitive	A	3.2
<ul style="list-style-type: none"> Demonstrates the ability to put events in correct sequence (describes what takes place during different parts of the day, retells a story, talks about an event on the playground using terms such as first, then, etc.). 	3-6	Cognitive	C	3, 3.1
<ul style="list-style-type: none"> Experiments with general terms related to properties of time (“Today I get to go to Grandma’s house,” “Yesterday was my Daddy’s birthday”, etc.). 	3-6	Cognitive	A	3.2
<ul style="list-style-type: none"> Makes predictions about what might happen (“We might get a puppy.”). 	3-6	Cognitive	E	2.2
<p>Early Childhood Foundation: Geography, Environment and Surroundings Children use environmental clues and tools to understand surroundings by:</p> <ul style="list-style-type: none"> Describing environments and their characteristics Using tools to find locations and directions 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Describes characteristics of the physical environment, (identifies playground by the swings, tells color of his/her house, talks about where the paints go and where you put the blocks etc.). 	3-6	Social Communication	B	5
<ul style="list-style-type: none"> Identifies different environments by the people or signs that are part of that environment such as his/her name, 	3-6	Cognitive	B	1

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
the stop sign at the corner by the school, the symbol for no climbing posted by the slide, etc.				
<ul style="list-style-type: none"> Shows interest in using real tools for locating places (looks at the globe or map to find a place, may bring in a compass because you are going on a walk, making maps of familiar places or a treasure map, etc.). 	3-6	Cognitive	E	1.2
Early Childhood Foundation: Economics and Economic Concepts Children begin to understand fundamental economic concepts of by: .Practicing basic skills of buying, selling and trading .Recognizing the impact of supply and demand				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Uses objects (pretend or real) to buy, barter, or trade. Uses play money at the play center store to buy groceries, negotiates for a toy with another toy or object, etc. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Understands the relationship of supply to demand, and dependence on others to provide for wants and needs (tries to problem solve when there is not enough fruit for everyone at snack time, asks for help because all the children do not have markers and they are all gone, etc.). 	3-6	Cognitive	E	1.2
<ul style="list-style-type: none"> Understands and recognizes the use of money as an exchange for goods or services (talks about what he/she will buy with their birthday money or allowance, may ask for money to buy something, gives the teacher money and says “this is to buy my milk,” etc.). 	3-6	Cognitive	E	1.2
Early Childhood Foundation: Civics and				

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
Government Rules Children understand the need for and use of rules by: .Recognizing how rules differ by location and groups .Setting and following simple rules .Participating in choices making and voting activities				
Indicators: Observable Behaviors The Child				
<ul style="list-style-type: none"> Understands different places have different rules (he/she can't play ball, where children swing and slide, knows that "outside voices" aren't for the home or classroom etc.). 	3-6	Social	C	2
<ul style="list-style-type: none"> Understands basic rules and understands consequences for actions (he/she throws sand; they will not be able to play in the sand box, etc.). 	3-6	Social	C	2, 2.2
<ul style="list-style-type: none"> Demonstrates independence, follows routines with little supervision (can get own materials for projects, cleans up readily, puts toys and materials in proper places). 	3-6	Social	C	2.2
<ul style="list-style-type: none"> Understands concepts of voting and making choices (group may raise hands to choose which books to read, games to play, etc.). 	3-6	Cognitive	E	2
<ul style="list-style-type: none"> Demonstrates ability to create rules in play (everyone gets one turn in the circle or on the new tricycle.). 	3-6	Cognitive	F	1
Early Childhood Foundation: Family Roles and Relationships Children understand the roles and relationships within their family by: .Identifying family members .Knowing family roles				
Indicators: Observable Behaviors				

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
The Child				
<ul style="list-style-type: none"> Identifies his/her role in the family structure (knows he/she has a big brother, identifies they are the biggest (oldest) in their family etc.). 	3-6	Cognitive	A	2.1
<ul style="list-style-type: none"> Recognizes and describes the roles within the home (talks about where “Mommy” works, identifies who cooks dinner and who tells him/her to pick up toys before bed, etc.). 	3-6	Cognitive	B	1.2
<ul style="list-style-type: none"> Uses knowledge of immediate surroundings to make sense of his/her family’s connection to the community and the world (uses a bag for a briefcase or lunch box and pretends to be a parent going to work, plays on the swing and says he has a swing at home etc.). 	3-6	Cognitive	F	1
<p>Early Childhood Foundation: Government Diversity Children gain knowledge and understanding of diversity within government by:</p> <ul style="list-style-type: none"> Recognizing gender related characteristics Recognizing differences and similarities among people Identifying self as part of a group 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Identifies and recognizes the gender of persons within their family, classroom and of storybook characters. 	3-6	Social	D	3.5
<ul style="list-style-type: none"> Describes self and compares similarities with others (“I have blue eyes, you have brown.” “I have bigger and can pick up my baby sister” etc.). 	3-6	Social Communication	B	5
<ul style="list-style-type: none"> Recognizes and identifies differences in personal characteristics and family makeup (“I have a sister but you don’t”, “Jalen has black hair but mine is blond”, 	3-6	Social	D	3

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
“Jamal doesn’t have a Daddy.”).				
<ul style="list-style-type: none"> • Demonstrates growing awareness that people of the world differ in language, dress and food, and where they live (“Carlos talks in Spanish”, comment on another child or adult’s skin color, dress, food, disability, etc.). 	3-6	Cognitive	B	1
<ul style="list-style-type: none"> • Describes that different people have different responsibilities and jobs in the community (identifies that a fireman puts out fires, a policeman keeps us safe, the doctor gives us shots to make us well, etc.). 	3-6	Cognitive	B	1.2
<ul style="list-style-type: none"> • Identifies self as a member of a group outside of the family (knows what class they are in, knows what group they go with for snack, music or physical exercise, etc.). 	3-6	Cognitive	B	1
THE ARTS				
<p>Early Childhood Foundation: Music Children develop skills and enjoy music by:</p> <ul style="list-style-type: none"> • Moving to the beat of songs or instrumental music with complex movements such as hopping or clapping to the beat • Singing or chanting with the music (cultural, folk, game, etc.) • Playing instruments (both hand made and real such as a piano) • Using music to express feelings through dancing or other movements 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> • Participates in musical activities such as singing, dancing, games and Performances. 	3-6	Social	B	1, 2, 3
<ul style="list-style-type: none"> • Experiments with a variety of musical instruments that are age and size appropriate. 	3-6	Cognitive	F	1

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
<ul style="list-style-type: none"> Explores tempo and volume using musical instruments and props (real instruments or instruments created by the child such as scarves, streamers, etc.). 	3-6	Cognitive	E	1.2
<ul style="list-style-type: none"> Knows words of familiar songs and sings or hums them. 	3-6	Cognitive	C	3.1
<ul style="list-style-type: none"> Makes up songs during play. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Reacts to musical experiences through self-expression (singing, dancing). 	3-6	Cognitive	F	1.1
<p>Early Childhood Foundation: Visual Arts Children develop skills and interest in exploration and experimentation with new materials by:</p> <ul style="list-style-type: none"> Using art tools to draw, paint and color (hands, brushes, pencils, pens) Using shapes and patterns in their creations Using a variety of mediums and tools in creative expression (fabric, leaves, feathers) Using materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snowman) 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Uses materials in a variety of ways in creating expression (big/small brushes, single and mixed colors, tape, staples, glue, etc.). 	3-6	Fine Motor	B	2, 2.1
<ul style="list-style-type: none"> Makes drawings, paintings, models and other artistic expressions that are creative or realistic representations of people, animals or things in the environment. 	3-6	Fine Motor	B	2.1
<ul style="list-style-type: none"> Creates a visual representation of their experiences (collage after a walk, photo album with family 	3-6	Fine Motor	B	2.1

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
members).				
<ul style="list-style-type: none"> Observes and makes comparisons about artistic products produced by other individuals or cultures. 	3-6	Social Communication	B	5
<p>Early Childhood Foundation: Movement Children develop skills and interest in movement by:</p> <ul style="list-style-type: none"> Enjoying movement and developing skills in creative and expressive movement Demonstrating a sense of balance and coordination 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Responds to musical tempo with a variety of movements (nodding head, moving body, clapping, etc.). 	3-6	Cognitive	F	1.1
<ul style="list-style-type: none"> Performs simple pattern dances or movements in time to different beats and rhythms in music (walking, stomping, jumping, and marching). 	3-6	Cognitive	C	3.1
<ul style="list-style-type: none"> Uses dance and movement when “acting out a role” in dramatic play. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Expresses through movement and dancing what is felt and heard in various musical tempos, volumes and styles (happy, sad, loud, soft, etc.). 	3-6	Cognitive	A	2.1
<p>Early Childhood Foundation: Dramatic Play Children develop skills and interest in dramatic play by:</p> <ul style="list-style-type: none"> Participating in a variety of imaginative play activities Developing skills in and enjoyment for dramatic arts 				
<p>Indicators: Observable Behaviors The Child</p>				
<ul style="list-style-type: none"> Talks to and plays with pretend friends, stuffed animals, puppets and other toys. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Engages in a variety of role play activities such as 	3-6	Cognitive	F	1

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

Early Childhood Foundation Three to Five	Level	Area	Strand	AEPS Item
dress-up.				
<ul style="list-style-type: none"> Represents real and/or familiar experiences through dramatic play, puppet play and play with dolls or figures. 	3-6	Cognitive	F	1
<ul style="list-style-type: none"> Acts out parts of a story or movie. 	3-6	Cognitive	F	1.2
<ul style="list-style-type: none"> Uses words, actions and materials to portray a role or assume a character. 	3-6	Cognitive	F	1.1
<ul style="list-style-type: none"> Plans a theme or plot and interacts with other characters. 	3-6	Cognitive	F	1