

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and the Pennsylvania Early Learning Standards

Early Skills	Level	Area	Strand	AEPS® Items
<b>Approaches to Learning</b>				
<b><i>Demonstrate initiative and curiosity</i></b>				
Choose to participate in an increasing variety of experiences	0-3	Cognitive	E	4, 4.1
	3-6	Social	B	All
Make independent choices	0-3	Social-Communication	B	1.4
	3-6	Social	D	1, 1.1, 1.2
Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	Social	B	2, 2.1, 3, 3.1
Use multiple strategies and all available senses to explore and learn from the environment	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
<b><i>Demonstrate engagement and persistence</i></b>				
Show persistence in ability to complete a variety of tasks, activities, projects and experiences	0-3	Cognitive	E	4, 4.1
	3-6	Social	B	1, 1.1, 1.2
Demonstrate increasing ability to set goals and develop and follow through on plans	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Demonstrate capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions	0-3	Cognitive	G	4.3
	3-6	Social	B	2.4, 3.4
<b><i>Demonstrate reasoning and problem solving skills</i></b>				
Demonstrate a growing ability to predict possible outcomes related to cause and effect	0-3	Cognitive	C	1, 1.1, 1.2, 1.3, 2, 2.1
	3-6	Cognitive	E	2, 2.1, 2.2, 2.3
Find more than one solution to a question, task or problem	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Seek and/or accept help from others when encountering a problem	0-3	Social	A	2, 2.3
	3-6	Social-Communication	A	1, 1.5
Recognize and solve problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Classify, compare and contrast objects, events and experiences	0-3	Cognitive	G	1, 1.1, 1.2, 1.3

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	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
<b><i>Demonstrate flexibility, risk taking and responsibility</i></b>				
Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking	0-3	Social	B	2
	3-6	Social	C	2.2
Demonstrate willingness to choose a variety of familiar and new experiences	0-3	Cognitive	F	All
	3-6	Social	B	1
Accept responsibility for learning through active participation verbally or nonverbally	0-3	Social	B	2
	3-6	Social	B	2, 2.1---2.4, 3, 3.1---3.4
<b><i>Demonstrate Imagination, Creativity and Invention</i></b>				
Approach tasks and experiences with increased flexibility, imagination and inventiveness	0-3	Cognitive	F	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Use or combine materials/strategies in novel ways to explore and solve problems	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
<b>Creative Arts</b>				
<b><i>Use a variety of visual art forms for creative expression and representation</i></b>				
Show curiosity and explore visual materials and activities	0-3	Cognitive	A	1, 1.2, 1.4
	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3
Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3
Select different media to express emotions and ideas	0-3	Social-Communication	B	2.3
	3-6	Social	D	2.1, 2.2
Show care and persistence in a variety of art projects	0-3	Fine Motor	B	5.1, 5.2
	3-6	Social	B	1, 1.1, 1.2
<b><i>Express self through movement and music</i></b>				
Express self through movement	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All

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Show beginning understanding of movement elements and techniques	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All
Respond to different forms of music	0-3	Cognitive	A	1.4
	3-6	Cognitive	A	3, 3.2
Demonstrate ability to use movement and music	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All
<b><i>Participate in a variety of dramatic play experiences</i></b>				
Represent fantasy and real-life experiences through pretend play	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Show imagination and creativity in play	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Participate in teacher-guided dramatic activities (acting out a story)	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	B	2, 2.4, 3, 3.4
Express own ideas through dramatic play activities	0-3	Cognitive	F	1, 1.1
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Engage in cooperative pretend play with another child	0-3	Social	C	1, 1.1
	3-6	Social	A	2, 2.1, 2.2
<b><i>Show a developing appreciation of a variety of art forms</i></b>				
Understand and share opinions about others' artistic products and experiences	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	A	1, 1.2, 1.7
Use oral language to describe or explain art	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	A	1, 1.2, 1.7
Use the different elements of creative art	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2.1, 2.2, 2.3
Appreciate listening to a variety of music forms	0-3	Cognitive	A	1, 1.1, 1.4
	3-6	Social	D	1

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Early Skills	Level	Area	Strand	AEPS® Items
Recognize and name a variety of art forms	0-3	Social-Communication	D	1, 1.4, 1.5
	3-6	Social-Communication	B	2, 2.2, 2.3
<b>Language and Literacy</b>				
<b><i>Develop and expand listening and understanding skills</i></b>				
Listen responsively to directions, stories and conversations	0-3	Cognitive	G	4.3
		Social-Communication	C	2, 2.1, 2.2, 2.3
	3-6	Social	C	2, 2.2
Follow simple and multiple-step directions	0-3	Social-Communication	C	2, 2.1, 2.2, 2.3
	3-6	Social	C	2, 2.2
Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books	0-3	Social-Communication	D	All
	3-6	Social-Communication	B	All
Recognize expressions, gestures and body language cues	0-3	Social-Communication	A	2, 2.1
	3-6	Social-communication	A	2.1
Understand that communication occurs in different ways including various languages, devices, and gestures	0-3	Social-Communication	B	1, 1.1, 1.2, 1.3, 1.4
	3-6	Social-Communication	A	3, 3.1, 3.2
Responds to questions	0-3	Social-Communication	B	1.1
	3-6	Social-Communication	A	2.4
Demonstrate with increasing understanding that technology can be used to gain information	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
<b><i>Communicate ideas, experiences and feeling for a variety of purposes</i></b>				
Speak clearly enough to be understood by most listeners	0-3	Social-Communication	D	All

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Early Skills	Level	Area	Strand	AEPS® Items
	3-6	Social-Communication	All	All
Recite rhymes, songs, and familiar text	0-3	Social-Communication	D	All
	3-6	Cognitive	H	1.1
Use an increasingly complex and varied spoken vocabulary	0-3	Social-Communication	D	All
	3-6	Social-Communication	All	All
Ask and answer relevant questions and share experiences individually and in groups	0-3	Social-Communication	B	1.1
			C	3.2
	3-6	Social-Communication	B	3, 3.1---3.6
Initiate and responds appropriately in conversation and discussions with adults and children	0-3	Social-Communication	B	1.1
	3-6	Social-Communication	A	2, 2.1---2.6
Use verbal and nonverbal language to communicate for a variety of purposes	0-3	Social-Communication	All	All
	3-6	Social-Communication	All	All
Use a variety of sentence length and structures with increasing competence	0-3	Social-Communication	D	2, 2.1---2.6, 3, 3.1---3.4
	3-6	Social-Communication	A	1, 1.1---1.7
Modulate voice, volume and intonation	0-3	Social-Communication	A	3.1
	3-6	Social-Communication	A	3.1
<b><i>Comprehends information from written and oral stories and texts</i></b>				
Retell a simple story in sequence using illustrations in a book or literary props	0-3	Cognitive	G	4, 4.1
	3-6	Cognitive	C	3, 3.1
Identify beginning, middle and end of a story	0-3	Cognitive	G	4
	3-6	Cognitive	C	3.1
Draw connections between story events, personal experiences and other books	0-3	Cognitive	G	4, 4.2
	3-6	Cognitive	C	3, 3.1
Recognize different tones of stories (e.g., happy, sad, excitement)	0-3	Cognitive	G	4

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Identify facts in a selection	3-6	Social	D	2.1
	0-3	Cognitive	G	1
	3-6	Cognitive	B	1, 1.1
Differentiate between real and make-believe	0-3	Cognitive	F	1, 1.1, 1.2
	3-6	Cognitive	F	1, 1.1, 1.2, 1.3
Make predictions from what is read, heard or seen in illustrations	0-3	Cognitive	G	4.1
	3-6	Cognitive	E	2, 2.2
Use illustration clues to infer and predict what happens next in a story	0-3	Cognitive	G	4.1
	3-6	Cognitive	C	3.1
<b><i>Develop an understanding of the sounds of language (phonological awareness)</i></b>				
Recognize similarities and differences in environmental and speech sounds	0-3	Cognitive	G	6, 6.1
	3-6	Cognitive	H	1.4
Develop understanding of word awareness	0-3	Social-Communication	C	All
	3-6	Social-Communication	B	All
Progress from matching sounds and rhymes in familiar words, games, songs, finger plays, stories and poems	0-3	Cognitive	G	6, 6.1, 6.2
	3-6	Cognitive	H	1, 1.1
Recognize that two or more words begin with the same sound. (alliteration)	0-3	Cognitive	G	6, 6.1, 6.2
	3-6	Cognitive	H	1, 1.4
Segment and blends, words into syllables then phonemes	0-3	Social-Communication	D	All
	3-6	Cognitive	H	1, 1.2, 1.3
Segment onset and rime	0-3	Cognitive	E	4
	3-6	Cognitive	H	1.2
Identify initial sounds in words	0-3	Cognitive	E	4
	3-6	Cognitive	H	1, 1.4
Demonstrate understanding that speech sounds are represented in print by letter sounds	0-3	Cognitive	E	4
	3-6	Cognitive	H	2, 2.1, 2.2, 2.3
<b><i>Develop and expand awareness of concepts of print</i></b>				

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Demonstrate an understanding that symbols represent objects, events or people	0-3	Cognitive	G	3
	3-6	Fine Motor	B	2.1
Recognize environmental print including logos and signs	0-3	Cognitive	G	3
	3-6	Cognitive	H	3
Identify a few familiar words in print	0-3	Cognitive	G	3.1
	3-6	Cognitive	H	3, 3.1
Demonstrate an understanding that illustrations and print convey meaning	0-3	Cognitive	G	3
	3-6	Cognitive	E	1.2
Preview cover and illustrations prior to a story being read	0-3	Fine Motor	B	4, 4.1, 4.2
	3-6	Cognitive	C	3.1
Demonstrate understanding that text contains information	0-3	Cognitive	G	2
	3-6	Cognitive	E	1.2
Demonstrate awareness that print moves from top to bottom and from left to right	0-3	Fine Motor	B	4.2
	3-6	Cognitive	H	2.1
Recognize a word as a unit of print, that letters are grouped to form words, that words form sentences, and that words are separated by spaces	0-3	Cognitive	G	1, 1.1
	3-6	Cognitive	H	All
Recognize some conventions of print (e.g. capital letter, period, question mark, and exclamation point)	0-3	Cognitive	G	3
	3-6	Cognitive	G	2, 2.1, 2.2
<b><i>Develop book knowledge and appreciation</i></b>				
Demonstrate interest in books and stories read aloud.	0-3	Cognitive	G	4, 4.1, 4.2, 4.3
	3-6	Cognitive	G	4.3
Show growing interest in reading related activities.	0-3	Cognitive	G	4, 4.1, 4.2, 4.3
	3-6	Cognitive	G	4.3
Respond and make connections to story events and characters by relating personal experiences.	0-3	Social-Communication	D	2, 2.4
	3-6	Social	A	1.4
Demonstrate an understanding that different forms of text have different purposes (e.g. books, signs, lists, charts, and menu).	0-3	Cognitive	G	3
	3-6	Cognitive	B	1.1
Develop book handling skills	0-3	Fine Motor	B	4, 4.1, 4.2
	3-6	Fine Motor	A	1, 1.1

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<b><i>Develop increasing understanding of letter knowledge</i></b>				
Show progress in associating the names of letters with their shapes and sounds	0-3	Cognitive	G	1.3
	3-6	Cognitive	H	2, 2.1, 2.2, 2.3, 3.1
Identify at least 10 letters of the alphabet, especially those in their own name	0-3	Cognitive	G	3
	3-6	Cognitive	H	3.1
Increase ability to notice the beginning letters in familiar words	0-3	Cognitive	G	1.3
	3-6	Cognitive	G	1.4
<b><i>Use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms</i></b>				
Use scribbles to communicate in writing	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Use recognizable drawings to express thoughts, feelings and ideas	0-3	Fine Motor	B	5.1, 5.2
	3-6	Fine Motor	B	2.1, 2.2, 2.3
Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	2, 2.1---2.4, 3, 3.1---3.3
Write own name and other meaningful words	0-3	Fine Motor	B	5.2
	3-6	Fine Motor	B	3, 3.1, 3.2, 3.3
Explore letter sound associations while writing	0-3	Cognitive	G	3
	3-6	Cognitive	H	2, 2.1, 2.2, 2.3
<b><i>Understand that writing is a way of communicating for a variety of purposes</i></b>				
Represent stories and experiences through pictures, scribbles, letter-like forms, dictation and play	0-3	Fine Motor	B	5.1, 5.2
	3-6	Fine Motor	B	2.1, 2.2, 2.3
Understand that writing serves a variety of purposes	0-3	Fine Motor	B	5.2
	3-6	Fine Motor	B	2, 3, 3.1, 3.2, 3.3
Approximate writing to communicate effectively for different audiences and purposes	0-3	Fine Motor	B	5.1, 5.2
	3-6	Fine Motor	B	2, 3, 3.1, 3.2, 3.3
<b>Logical Mathematics</b>				
<b><i>Learn about numbers, numerical representation, and simple numerical operations</i></b>				
Use counting and numbers as part of play and as a means for determining	0-3	Cognitive	G	2, 2.1

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	3-6	Cognitive	G	1, 1.1, 1.2
Count up to ten objects in meaningful context with emerging one-to-one correspondence	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1, 1.1, 1.2
Understand number concepts, vocabulary, quantities and written numerals in meaningful ways	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	2, 2.1, 2.2
Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	0-3	Cognitive	G	2, 2.1
	3-6	Social-Communication	B	5.2
Develop increased abilities to combine, separate and name “how many” concrete objects	0-3	Cognitive	G	2, 2.1
	3-6	Cognitive	G	1, 1.1, 1.2
Use ordinal number words to describe the position of objects (first, second, third)	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	B	5.2
Begin to solve problems using numbers	0-3	Cognitive	E	4
	3-6	Cognitive	E	1, 1.1, 1.2
<b><i>Understand patterns, relations and functions</i></b>				
Recognize how things are alike (comparisons) and identify objects that belong together (classification)	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Sort, categorize, classify and order objects by one attribute	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Sort, categorize, classify and order objects by more than one attribute	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Order objects by properties (e.g. from small to large, lightest to darkest)	0-3	Cognitive	G	1.2
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
Explain why and how objects are organized	0-3	Cognitive	G	1, 1.1, 1.2
		Social-Communication	D	2.4
	3-6	Cognitive	E	2, 2.1, 2.3
Recognize, describe and extend patterns	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1, 1.2, 1.3

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<b><i>Develop concepts of space and shape</i></b>				
Recognize, name, describe, build, draw, and compare two and three dimensional shapes	0-3	Fine Motor	B	5
		Cognitive	G	1, 1.2, 1.3
	3-6	Cognitive	A	1, 1.2
		Fine Motor	B	2.1, 2.2, 2.3
Put together and take apart increasingly more difficult shapes	0-3	Cognitive	G	1, 1.2
	3-6	Cognitive	A	1, 1.2
			B	1, 1.3
		Cognitive	G	1, 1.2
Determine whether or not two shapes are the same size and shape	0-3	Cognitive	G	1, 1.2
	3-6	Cognitive	A	1, 1.2
			B	1, 1.3
		Cognitive	G	1, 1.2
Recognize geometric shapes in books, artwork, and the environment	0-3	Cognitive	G	3
	3-6	Cognitive	A	1, 1.2
Understand directionality, order, and positions of objects, using words such as up, down, over, under, top, bottom, inside, outside, in front of, behind	0-3	Cognitive	G	5, 5.1, 5.2
	3-6	Cognitive	A	3, 3.1
Show an awareness of symmetry	0-3	Cognitive	G	5, 5.2
	3-6	Cognitive	A	3, 3.1
<b><i>Develop and use measurement concepts</i></b>				
Demonstrate awareness of measurement attributes (length, volume, weight, area, time and temperature)	0-3	Cognitive	G	1.2
	3-6	Cognitive	A	All
Develop an awareness of seriation. Compare attributes such as length (shorter – taller), size (bigger –smaller), weight (heavier – lighter), in everyday situations	0-3	Cognitive	G	1, 1.2
	3-6	Cognitive	C	2, 2.1
Use standard and non-standard measures in everyday situations	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
<b><i>Represent and interpret data</i></b>				
Gather information about themselves and their surroundings	0-3	Social-Communication	D	3.2
	3-6	Social-Communication	A	1, 1.6

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Contribute data for simple graphs	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Organize and display data on graphs using objects and picture	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	1, 1.1, 1.2
“Read” and interpret displays of data using words to compare (e.g. quantity, size, speed, and weight)	0-3	Social-Communication	D	1, 1.1
	3-6	Social-Communication	B	5, 5.2
<b><i>Reason, predict and problem solve</i></b>				
Make predictions based on observations and information	0-3	Social-Communication	D	2.4
	3-6	Cognitive	E	2.2
Use simple strategies to problem solve	0-3	Cognitive	E	4
	3-6	Cognitive	E	1, 1.1, 1.2
Tell others how to solve a problem	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	A	1, 1.7
Understand that there is more than one way to solve a problem	0-3	Cognitive	E	4.1
	3-6	Cognitive	E	1, 1.1, 1.2
Develop the ability to compare/contrast solution strategies	0-3	Cognitive	G	5, 5.2
	3-6	Social-Communication	B	5.2
Use the language of mathematics to express mathematical ideas	0-3	Cognitive	E	2.4
	3-6	Social-Communication	A	1, 1.7
<b>Personal Social</b>				
<b><i>Develop self concept</i></b>				
Is aware of self and one’s own preferences	0-3	Social-Communication	B	1.4
	3-6	Social	D	1, 1.1, 1.2
Show independence in a wide range of activities	0-3	Social	B	2
	3-6	Social	B	1, 1.1, 1.2

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Know and state independent thoughts and feelings	0-3	Social-Communication	B	2.3
	3-6	Social	D	2.2
Attempt new experiences with confidence and independence	0-3	Cognitive	E	4.1
	3-6	Social	D	1.2
Show pride in accomplishments	0-3	Social-Communication	B	2.3
	3-6	Social	D	2, 2.2
<b><i>Develop self-regulation</i></b>				
Recognize and label feelings	0-3	Social-Communication	B	2.3
	3-6	Social	D	2.1, 2.2
Express feelings, needs, opinions, and wants that are appropriate to the situation	0-3	Social-Communication	B	1.4, 2.3
	3-6	Social-Communication	A	1.3
Understand consequences of own behavior	0-3	Cognitive	E	1, 1.1, 1.2
	3-6	Social	D	2
Follow rules and routines in classroom and other settings	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.1
Use materials with purpose, safety, and respect	0-3	Cognitive	E	2, 2.1
	3-6	Cognitive	E	1, 1.2
Pay attention as required by the task	0-3	Cognitive	B	1.2
	3-6	Social	B	1, 1.1, 1.2
Make transitions between activities	0-3	Social	B	2
	3-6	Social	C	2.2
Follow adult directions	0-3	Social-Communication	C	2, 2.1, 2.2, 2.3
	3-6	Social	C	2, 2.1, 2.2
Wait before acting in required situations	0-3	Social	B	2
	3-6	Social	C	2, 2.2

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<b><i>Develop social interactions</i></b>				
Trust familiar adults and close peers	0-3	Social	A	1.1
	3-6	Social	C	2.1
Enter into and initiates play with peers	0-3	Social	C	1, 1.1, 1.2
	3-6	Social	A	2, 2.1, 2.2
Enjoy playing with a specific other child in a variety of activities	0-3	Social	C	1, 1.1, 1.2
	3-6	Social	A	2, 2.1
Respond with empathy to children are upset and in need	0-3	Social	C	1.2
	3-6	Social	A	1.1, 1.5
Seek help from peers and adults when needed	0-3	Social	A	2.3
	3-6	Social	C	2.1
Respect the feelings, rights, and belongings of others	0-3	Social	A	1, 1.1
	3-6	Social	A	3.3
Cooperate in small and large group activities	0-3	Social	B	2
	3-6	Social	B	All
Play cooperatively with 2-3 peers for a sustained time	0-3	Social	C	1, 1.1, 1.2, 1.3
	3-6	Social	A	2, 2.1, 2.2
Take turns in games and tasks	0-3	Social	B	2
	3-6	Social	A	1.3
Share materials when appropriate	0-3	Social	B	2
	3-6	Social	A	2.3
Resolve conflicts with peers with increasing skill	0-3	Social	C	1, 1.2
	3-6	Social	A	3, 3.1, 3.2
<b><i>Develop self –care and self reliance</i></b>				
Choose materials and activities independently	0-3	Social-Communication	B	1.4
	3-6	Social	D	1.2
Put away materials on own	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and the Pennsylvania Early Learning Standards

<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)	0-3	Adaptive	All	All
	3-6	Adaptive	All	All
Recognize situations that are unsafe and behaves accordingly	0-3	Social	B	2.1
	3-6	Social	C	2, 2.1, 2.2
<b>Physical Health</b>				
<b><i>Develop gross motor coordination</i></b>				
Demonstrate control of large body movements	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All
Exhibit developing balance, strength and stamina	0-3	Gross Motor	B	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
	3-6	Gross Motor	A	1, 1.1, 2, 2.1
Demonstrate spatial awareness	0-3	Cognitive	E	3, 3.1, 3.2
	3-6	Cognitive	A	3, 3.1
Demonstrate coordination of body movements	0-3	Gross Motor	B, C, D	All
	3-6	Gross Motor	All	All
Combine large motor movements with the use of equipment	0-3	Gross Motor	D	2, 2.1, 2.2, 3, 3.1---3.4, 4, 4.1, 4.2
	3-6	Gross Motor	B	2, 2.1---2.4, 4, 4.1
Combine a sequence of large motor skills	0-3	Social Communication	C	2, 2.1
	3-6	Cognitive	C	1, 1.1
Perform a variety of movement skills alongside and with a partner	0-3	Social	C	1.3
	3-6	Social	A	1.2
Engage in physical activity	0-3	Gross Motor	All	All
	3-6	Gross Motor	All	All
<b><i>Develop fine motor control</i></b>				
Demonstrate control, strength and dexterity to manipulate objects	0-3	Fine Motor	All	All
	3-6	Fine Motor	All	All
Demonstrate spatial awareness	0-3	Cognitive	E	3, 3.1, 3.2
	3-6	Cognitive	A	3, 3.1

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<b>Early Skills</b>	<b>Level</b>	<b>Area</b>	<b>Strand</b>	<b>AEPS® Items</b>
Demonstrate eye-hand coordination	0-3	Fine Motor	A	5, 5.1, 5.2, 5.3, 5.4
	3-6	Fine Motor	A	1, 1.1, 2, 2.1, 2.2
Demonstrate increasing control with writing and drawing implements	0-3	Fine Motor	B	5, 5.1, 5.2
	3-6	Fine Motor	B	ALL
<b><i>Engage in healthy and safe practices</i></b>				
Demonstrate positive body image	0-3	Adaptive	B	All
	3-6	Adaptive	B	All
Demonstrate good hygiene	0-3	Adaptive	B	All
	3-6	Adaptive	B	All
Demonstrate basic disease prevention skills	0-3	Adaptive	B	2, 2.1
	3-6	Adaptive	B	2.1
Demonstrate an awareness of healthy lifestyle practice	0-3	Adaptive	All	All
	3-6	Adaptive	All	All
Understand the roles of health care and safety providers	0-3	Social	B	2, 2.1
	3-6	Cognitive	B	1, 1.1
Demonstrate increasing responsibility for self help tasks	0-3	Social	B	1, 1.1, 1.2
	3-6	Social	C	1, 1.1, 1.2, 1.3, 2, 2.1, 2.2
Identify and avoid risk taking practices	0-3	Social	B	2
	3-6	Social	C	2, 2.1, 2.2
Recognize and follow basic safety rules	0-3	Social	B	2, 2.1
	3-6	Social	C	2, 2.1, 2.2
Exhibit knowledge about foods and nutrition	0-3	Cognitive	C	1, 1.1
	3-6	Cognitive	B	1, 1.2
Demonstrate awareness of good nutritional practices	0-3	Adaptive	A	1, 1.1--1.4, 2, 2.1, 2.2, 3, 3.1, 3.2
	3-6	Adaptive	A	1, 1.1, 1.2, 1.3, 1.4
<b>Science</b>				
<b><i>Demonstrate understanding of the process of scientific inquiry</i></b>				

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
and the Pennsylvania Early Learning Standards

Early Skills	Level	Area	Strand	AEPS® Items
Show curiosity by asking questions and seeking information	0-3	Social-Communication	D	3.2
	3-6	Social-Communication	A	1.6
B			3, 3.1---3.6	
Collect, describe and record information	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	A	1.6, 1.7
Use tools and equipment to explore objects	0-3	Cognitive	E	2, 2.1
	3-6	Cognitive	E	1, 1.1, 1.2
Make and verify predictions	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	E	2, 2.2
Compare, contrast and classify objects and data	0-3	Cognitive	G	1, 1.1, 1.2, 1.3
	3-6	Cognitive	B	1, 1.1---1.3,
Social-Communication		B	5.2	
Use language that shows understanding of scientific principles	0-3	Social-Communication	D	2, 2.1, 2.4
	3-6	Social-Communication	A	1, 1.6, 1.7
Participate in scientific investigations	0-3	Cognitive	C	1, 1.1, 1.2, 1.3
	3-6	Cognitive	A	All
<b><i>Acquire knowledge about the characteristics of living things</i></b>				
Recognize the difference between living and nonliving things	0-3	Cognitive	G	1
	3-6	Social-Communication	B	5.2
Notice changes in living things over time	0-3	Cognitive	A	1.4
	3-6	Cognitive	A	2, 2.1
Understand that plants and animals have life cycles	0-3	Cognitive	G	3.1
	3-6	Cognitive	A	2, 2.1
Notice similarities and differences and categories of plants and animals	0-3	Cognitive	G	1, 1.1, 1.2
	3-6	Cognitive	B	1

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
<b><i>Acquire knowledge about the physical properties of objects</i></b>				
Describe, compare and categorize objects, based on their properties	0-3	Cognitive	G	1
		Social-Communication	D	2.4
	3-6	Cognitive	B	1, 1.1, 1.3
		Social-Communication	A	1, 1.7
Explore simple machines	0-3	Cognitive	C	1, 1.1, 1.2, 1.3
	3-6	Cognitive	A	1, 1.1
Explore, identify and describe changes that occur over time	0-3	Social-Communication	D	2.4
	3-6	Social-Communication	A	1, 1.4,
Use five senses to explore world	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	A	All
Experiment with the effect of their own actions on objects	0-3	Cognitive	C	1, 1.1, 1.2, 1.3
	3-6	Social	D	2
Understand that tools perform specific functions	0-3	Cognitive	G	1.1
	3-6	Cognitive	E	1.2
<b><i>Acquire knowledge about the earth and space</i></b>				
Understand changes in the environment, including weather and seasonal changes	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	A	2, 2.1
Investigate properties of rocks, soil and water	0-3	Cognitive	A	1, 1.3, 1.4
	3-6	Cognitive	A	2, 2.1
Explore the characteristics of the sun, moon, stars and clouds	0-3	Cognitive	G	1, 1.1
	3-6	Cognitive	A	All
Understand the importance of natural resources; that the environment provides for the needs of the people	0-3	Cognitive	A	1, 1.1, 1.2, 1.3, 1.4
	3-6	Cognitive	E	1.2
Show beginning understanding of how human activities may change the environment	0-3	Cognitive	C	1, 1.1, 1.2
	3-6	Social	D	2

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
Participate in a variety of activities that preserve the environment	0-3	Social	B	2
	3-6	Social	B	1, 1.1, 1.2
<b>Social Studies</b>				
<b><i>Develop an understanding of self within a community</i></b>				
Identify similarities and differences of personal characteristics	0-3	Cognitive	G	1
	3-6	Cognitive	B	1, 1.1
Demonstrate an appreciation of one's own characteristics and those of others and others' cultures	0-3	Cognitive	G	1
	3-6	Cognitive	B	1, 1.1
Display an awareness of his/her role as a member of a group, such as the family or the class	0-3	Social	C	1, 1.1
	3-6	Social	B	2, 2.4, 3, 3.4
Show understanding of how individuals work together to achieve group goals	0-3	Social	C	1, 1.1, 1.2
	3-6	Social	A	2, 2.1, 2.2
Recognize how things are spatially related to one another	0-3	Cognitive	A	1.1
	3-6	Cognitive	A	3, 3.1
Describe the characteristics of where s/he lives and visits	0-3	Social-Communication	D	2.3
	3-6	Social-Communication	A	1, 1.7
Identify location and direction	0-3	Social-Communication	D	2.3
	3-6	Cognitive	A	3, 3.1
Develop a beginning understanding of maps as representations of actual places	0-3	Social-Communication	D	2.3
	3-6	Cognitive	A	3, 3.1
<b><i>Develop understanding of past, present and future</i></b>				
Demonstrate understanding of the sequence of events	0-3	Social-Communication	C	2, 2.1, 2.2, 2.3
	3-6	Cognitive	C	1, 1.1, 2, 2.1, 3, 3.1
Understand how things, people and places change over time	0-3	Social-Communication	D	2.4

Matrix showing the alignment between the Assessment Evaluation and Programming System (AEPS®) 2<sup>nd</sup> Edition items  
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Early Skills	Level	Area	Strand	AEPS® Items
Demonstrate an ability to connect new ideas to past experiences	3-6	Cognitive	A	2, 2.1
	0-3	Cognitive	E	4
	3-6	Cognitive	E	2
<b><i>Develop an understanding of the role of consumers</i></b>				
Demonstrate knowledge about community workers and their roles	0-3	Cognitive	G	3.1
	3-6	Cognitive	F	1, 1.1
Demonstrate an awareness of the uses of money	0-3	Cognitive	E	4, 4.1
	3-6	Cognitive	F	1, 1.3
Develop an understanding of how goods and services are produced and distributed	0-3	Cognitive	G	3.1
	3-6	Cognitive	E	2