

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

**Early Skills**

**Level**

**Area**

**Strand**

**AEPS® Items**

<b>Approaches to Learning</b>				
<b>The child displays an orientation to learning</b>				
<i>Displays a sense of curiosity and willingness to try new things</i>				
Actively explores/experiments	3-6	Fine Motor	A	All
Seeks opportunities to participate in new activities	3-6	Social	D	1.1, 1.2
Asks questions for further information	3-6	Social-Communication	A	2.3
Creates or suggests new activities	3-6	Social	A	2
<i>Demonstrates confidence in a range of abilities</i>				
Is aware of and believes in own abilities	3-6	Social	D	2
Attempts challenging activities	3-6	Social	D	1.1, 1.2
Asks for help when needed	3-6	Social-Communication	A	1.5
<i>Child develops abilities and skills that promote learning</i>				
Persists in completing tasks	3-6	Social	B	1, 1.1, 1.2
Attempts tasks until satisfied with results	3-6	Social	B	1
Ignores minor distractions	3-6	Social	B	1
<i>Works collaboratively with others</i>				
Shares materials	3-6	Social	A	2.3
Helps others	3-6	Social	D	2, 2.1

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Takes turns	3-6	Social	A	1.3
Follows rules	3-6	Social	B	2, 2.2
Respects others and self	3-6	Social	A	1.1, 1.5
Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	3-6	Social	A	2, 2.2
<i>Approaches tasks with organization</i>				
Makes plans and achieves goals	3-6	Cognitive	E	1, 1.1, 1.2
Knows how to access resources	3-6	Cognitive	E	1, 1.1, 1.2
Knows how to find an appropriate space to work or play	3-6	Cognitive	E	1, 1.1, 1.2
<b>Social/Emotional</b>				
<b>The child develops self-awareness and positive self-esteem</b>				
<i>Knows personal information</i>				
Knows first/last name and age	3-6	Social	D	3.6
Knows parents'/caregivers' first names	3-6	Social	D	3.6
Knows friends' names	3-6	Social	D	3.6
<i>Demonstrates awareness of abilities and preferences</i>				
Selects activities based on preferences	3-6	Social	D	1.1
Volunteers to participate in activities	3-6	Social	D	1.1, 1.2
Asks others for help when needed	3-6	Social-Communication	A	1.5

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<i>Develops growing capacity for independence</i>				
Leaves parent or caregiver without undue anxiety	3-6	Social	A	1.5
Selects own activities	3-6	Social	D	1.2
Stays on task as appropriate to activity	3-6	Social	B	1, 1.1
<i>Expresses self in different roles and mediums</i>				
Plays different roles in dramatic or free play	3-6	Cognitive	F	1.1, 1.2
Accepts and is responsible for jobs or assignments	3-6	Social	C	2, 2.2
Expresses emotions and feelings through open-ended play, dance, visual arts, and music	3-6	Social	D	1
Expresses feelings and emotions through language	3-6	Social-Communication	A	1
Finds ways to share accomplishments with others	3-6	Social	A	2.2
<b>The child develops social skills that promote positive interactions with others</b>				
<i>Develops skills to interact cooperatively with others</i>				
Participates in learning activities	3-6	Social	B	2, 3
Contributes to discussions	3-6	Social-Communication	A	1
Takes turns	3-6	Social	A	1.3
Shares	3-6	Social	A	2.3
<i>Participates in cooperative play</i>				
Follows agreed-upon rules	3-6	Social	C	2, 2.2

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Joins in ongoing activities	3-6	Social	A	2.1
Invites others to join in play	3-6	Social	A	2
<i>Employs positive social behaviors with peers and adults</i>				
Uses positive nonverbal gestures	3-6	Social-Communication	A	3, 3.2
Shows interest in others	3-6	Social	A	1.2, 2, 2.1, 2.2
Makes friends with peers	3-6	Social	A	2, 2.1, 2.2
Forms positive relationships with adults	3-6	Social	A	1.4, 1.5
<i>Develops self-control by regulating impulses and feelings</i>				
Follows established rules	3-6	Social	C	2, 2.2
Understands and follows routines	3-6	Social	C	2, 2.2
Modifies behavior for different environments	3-6	Social	C	2, 2.2
Follows requests made by parent or teacher	3-6	Social	B	1, 1.1, 1.2
<i>Expresses emotions and feelings</i>				
Identifies own emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid)	3-6	Social	D	2.2
Identifies feelings (e.g., thirsty, hungry, hot, cold, pain)	3-6	Social	D	2.1, 2.2
Demonstrates empathy	3-6	Social	A	1.1, 1.5
Expresses needs and desires to others through appropriate communicative means (e.g., physical, verbal, signed, communicative device or system)	3-6	Social-Communication	A	1.3, 3, 3.1, 3.2
<i>Develops skills to solve conflicts. With guidance, child</i>				

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Is aware that others may have different feelings and emotions than his or her own	3-6	Social	D	2.1
Responds appropriately to tone of voice, facial expressions, and gestures of others	3-6	Social-Communication	A	3
Asserts rights by telling others how he/she feels	3-6	Social-Communication	A	1.3
Finds ways to help others	3-6	Social	A	1.1
Seeks out appropriate help when unable to find a solution	3-6	Social	A	3
<i>Respects others and their belongings</i>				
Asks permission to use things that belong to others	3-6	Social	A	2.3
Uses materials purposefully, safely, and respectfully	3-6	Social	B	2.1, 3.1
Recognizes that others' needs are important	3-6	Social	D	2.1
<b>Language and Literacy</b>				
<b>The child develops an understanding of language for the purpose of effectively communicating through listening and viewing</b>				
<i>Listens attentively and comprehends a variety of oral language forms</i>				
Listens to and follows directions or requests	3-6	Cognitive	C	1, 1.1
Listens for different purposes	3-6	Social-Communication	A	2
Responds appropriately to questions	3-6	Social-Communication	A	2.4
Connects information and events with real-life experiences	3-6	Social Communication	A	1.4
<i>Develops language through viewing a wide variety of presentation forms</i>				
Describes details or descriptions of what has been seen	3-6	Social-Communication	A	1.4

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Early Skills	Level	Area	Strand	AEPS® Items
Predicts outcomes using pictures or other visuals	3-6	Cognitive	E	2.2
Connects what is seen with real-life experiences and events	3-6	Social Communication	A	1.4
<b>The child develops an understanding of language for the purpose of effectively communicating through speaking</b>				
<i>Develops expressive language through speaking</i>				
Uses language to play or create	3-6	Cognitive	F	1.1
Speaks in simple sentences of varying length	3-6	Social-Communication	A	1
Speaks clearly enough to be understood by adults	3-6	Social-Communication	A	1, 2
Participates in conversations	3-6	Social-Communication	A	2
<i>Increases in vocabulary development</i>				
Connects new vocabulary with known words or experiences	3-6	Social Communication	A	1.4
Uses visual and verbal information to comprehend new words in stories and oral language	3-6	Cognitive	E	1.2
Understands descriptive words (e.g., color, size, shape)	3-6	Social-Communication	B	5
Transfers learned words to a new setting	3-6	Social-Communication	B	All
Understands comparison words (e.g., little/big)	3-6	Cognitive	A	2
		Social-Communication	B	5.2
<i>Responds to and asks questions</i>				
Responds appropriately to directions and questions	3-6	Social-Communication	A	2.2, 2.4, 2.6
Answers simple questions	3-6	Social-Communication	A	2.4

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Asks questions for clarification or to learn more	3-6	Social-Communication	A	2.3
<b>The child develops an understanding of how printed language works</b>				
<i>The child demonstrates an understanding that print carries “the” message</i>				
Is aware of and can identify environmental print (e.g., logos, picture symbols)	3-6	Cognitive	G	2, 2.1, 2.2
Is aware of different forms of print (e.g., magazines, posters, menus, computer keyboard)	3-6	Cognitive	G	2, 2.1, 2.2
Engages with print	3-6	Cognitive	H	2, 3, 3.1
<i>Develops alphabet knowledge</i>				
Recognizes the difference between letters, numbers, and other symbols	3-6	Cognitive	G	2, 2.1, 2.2
			H	3, 3.1
Recognizes at least 10 letters, including those in own name	3-6	Cognitive	H	3.1
Understands that letters represent sounds	3-6	Cognitive	H	2
<i>Demonstrates knowledge of elements of print within text</i>				
Recognizes that print is read from top to bottom and left to right	3-6	Cognitive	H	3
Holds books right side up	3-6	Cognitive	E	1.2
Understands that a book has a front and a back cover.	3-6	Cognitive	E	1.2
Understands that illustrations help tell the story	3-6	Cognitive	E	1.2
Understands that a book has a title	3-6	Cognitive	B	1.1
<b>The child develops phonological and phonemic awareness</b>				
<i>Demonstrates phonological awareness</i>				

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Early Skills	Level	Area	Strand	AEPS® Items
Responds to the rhythm of spoken language	3-6	Cognitive	A	3.2
Is <i>beginning</i> to recognize word parts (syllables) in simple words	3-6	Cognitive	H	2
<i>Develops phonemic awareness</i>				
Identifies the beginning sounds of familiar words (not letter name) especially in own name	3-6	Cognitive	H	1.4
Develops the concept of rhyme	3-6	Cognitive	H	1.1
<b>The child uses emergent writing for a variety of purposes and audiences</b>				
<i>Understands that writing conveys meaning</i>				
Writes to express ideas, thoughts, and feelings using scribbles, approximations of letters, or known letters to represent written language	3-6	Fine Motor	B	All
Reads own writing	3-6	Cognitive	H	2.2, 2.3
Uses a variety of forms of writing such as notes, labels, letters, signs, and stories	3-6	Fine Motor	B	All
Dictates stories, poems, and personal narratives	3-6	Fine Motor	B	All
Knows that the meaning of print does not change	3-6	Cognitive	E	1.2
<i>Uses a variety of resources to write</i>				
Uses a variety of writing tools	3-6	Fine Motor	B	1, 1.1
Uses environmental print as a model for drawing and writing	3-6	Fine Motor	B	2, 2.1, 2.2, 2.3, 3, 3.1, 3.2, 3.3
<b>Mathematics</b>				
<b>The child will understand simple number concepts and operations</b>				
<i>Develops counting skills</i>				

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Recites numbers in order from 1-10 (rote counting)	3-6	Cognitive	G	1, 1.1, 1.2
Counts objects in groups up to five	3-6	Cognitive	G	1.2
<i>Uses whole numbers to create, match, and compare 1-5 objects</i>				
Creates groups of up to five objects	3-6	Cognitive	G	1.2
Matches equivalent sets of objects	3-6	Cognitive	C	2.1
Visually identifies or counts to determine which of two sets has more (1-5)	3-6	Cognitive	G	1, 1.1, 1.2
<b>The child will identify and use patterns to represent mathematical situations</b>				
<i>Identifies and sorts objects according to common attributes</i>				
Identifies attributes of objects	3-6	Cognitive	B	1.3
Sorts objects into groups	3-6	Cognitive	B	1, 1.1, 1.2, 1.3
<i>Identifies and uses patterns</i>				
Identifies patterns in daily routines and environment	3-6	Cognitive	C	1.1
Participates in sequencing sounds, motions, or objects	3-6	Cognitive	C	3.1
<b>The child will identify attributes of and create simple geometric shapes and describe spatial relationships</b>				
<i>Creates and identifies simple geometric shapes</i>				
Identifies attributes of concrete 2-D and 3-D shapes	3-6	Cognitive	A	1.2
Creates 2-D and 3-D shapes	3-6	Cognitive	A	1.2
Recognizes that some shapes have specific names	3-6	Cognitive	A	1.2

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Early Skills	Level	Area	Strand	AEPS® Items
<i>Develops simple spatial relationships</i>				
Manipulates objects to fit into appropriate spaces	3-6	Cognitive	C	2, 2.1
Manipulates shapes to create designs and change shapes and arrangements	3-6	Cognitive	A	1.2
Describes paths, positions, and directions in the environment	3-6	Cognitive	A	3.1
<b>The child will understand and use simple measurement words and tools to compare objects and collect data</b>				
<i>Develops an awareness of time</i>				
Identifies morning and night	3-6	Cognitive	H	3.2
Demonstrates understanding of “before” and “after.”	3-6	Cognitive	H	3.2
Understands that events have different durations	3-6	Cognitive	H	3.2
<i>Uses techniques and tools for comparing objects</i>				
Uses measuring tools informally	3-6	Cognitive	E	1.2
Compares objects informally, including those with significantly different common attributes (e.g., length, mass, capacity, temperature).	3-6	Social-Communication	B	5.2
<b>The child will collect data, draw conclusions, and make predictions from data</b>				
<i>Collects data</i>				
Uses objects and pictures to collect data	3-6	Cognitive	E	1.2
Creates graphs cooperatively with an adult and other children	3-6	Social	A	2, 2.1, 2.2
<i>Draws conclusions and makes predictions from data with adult guidance</i>				
Counts and compares data to draw conclusions with adult guidance and questioning	3-6	Cognitive	E	2

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Uses information to predict future events	3-6	Cognitive	E	2.2
<b>Physical/Health and Safety</b>				
<b>The child develops fine and gross motor coordination (small and large muscle)</b>				
<i>Exhibits fine motor coordination (small muscle)</i>				
Demonstrates dexterity and control needed to use everyday objects (e.g., can use wrist, hand, and fingers to turn objects such as screw lids; can use fingers to button and zip; coordinates finger and wrist movement to control scissors; can use a single finger to push a button; has a mature pincer grasp [thumb to index finger grasp] and is able to hold pencil and other writing/drawing tools)	3-6	Fine Motor	A	All
Demonstrates eye-hand coordination (e.g., can coordinate hands to pour from one object to another, can strike at a stationary object, coordinates arm and hand movements to create art)	3-6	Fine Motor	A	All
<i>Exhibits gross motor coordination (large muscle)</i>				
Demonstrates control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, jumps over low objects)	3-6	Gross Motor	A	1, 1.1, 2, 2.1
Demonstrates coordination and balance in movements that do not move the child from one place to another (nonlocomotor; e.g., balances on one foot, moves body parts in isolation)	3-6	Gross Motor	B	1.3
Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheel toys)	3-6	Gross Motor	B	2, 2.1, 2.2, 2.3, 2.4, 4, 4.1
Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, dances).	3-6	Gross Motor	A	1, 2
<b>The child develops an understanding of health and safety</b>				
<i>Shows independence in personal care</i>				
Develops independence in personal hygiene	3-6	Adaptive	B	All

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Develops independence in personal care	3-6	Adaptive	C	All
<i>Participates in selfselected or organized activities that enhance physical fitness</i>				
Plays outdoor games	3-6	Gross Motor	B	All
Uses outdoor equipment appropriately	3-6	Social	B	2.1, 3.1
Participates in movement activities	3-6	Social	B	2.2, 3.2
Eats foods from a variety of food groups	3-6	Adaptive	A	1.3, 1.4
<i>Practices safety procedures</i>				
Follows indoor safety rules	3-6	Social	C	2.2
Follows outdoor safety rules	3-6	Social	C	2