

Matrix showing the alignment between the Assessment, Evaluation, and Programming System (AEPS) 2nd edition items and the Wyoming Early Readiness Standards

Early Childhood Readiness Standards	Level	Area	Strand	AEPS Item
I. Language				
(A) Listening and Understanding (Receptive Language)				
Standard: The child listens for a variety of purposes.				
Performance Indicators				
1. Demonstrates understanding of language through responses.	0-3	SOC-COM	B	1.1
	3-6	SOC-COM	A	2.2, 2.3, 2.6
2. Understands and follows simple and multiple-step directions.	0-3	SOC-COM	C	2, 2.1, 2.2, 2.3
	3-6	COG	C	1, 1.1
3. Understands an increasingly complex and varied vocabulary.	0-3	SOC-COM	D	1, 1.1, 1.2, 1.3, 1.4, 1.5
	3-6	SOC-COM	A	ALL
4. Understands basic language concepts.	0-3	SOC-COM	D	ALL
	3-6	SOC-COM	ALL	ALL
5. Discriminates among different environmental sounds.	0-3	SOC-COM	A	1, 1.1, 1.2
	0-3	SOC-COM	C	1.4, 1.5
	3-6	SOC-COM	A	2
6. Understands “who, what, where, when, why” questions.	0-3	SOC-COM	B	1.1
	3-6	SOC-COM	A	2.4
7. Listens to and engages in conversation with others.	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2
	3-6	SOC-COM	A	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
8. Progress in listening to and understanding English, (for non-English speaking children).	0-3	SOC-COM	C	1.4, 1.5, 2, 2.1, 2.2, 2.3
	3-6	COG	C	1, 1.1
(B) Speaking and Communicating (Expressive Language)				
Standard: The child uses language to communicate for a variety of purposes.				
Performance Indicators				
1. Asks and answers simple questions.	0-3	SOC-COM	B	1.1
	0-3	SOC-COM	D	3.2
	3-6	SOC-COM	A	2.3, 2.4
	3-6	SOC-COM	B	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
2. Initiates conversation and responds appropriately to discussions with peers	0-3	SOC	A	3, 3.1, 3.2
	0-3	SOC	C	2, 2.1, 2.2

Early Childhood Readiness Standards	Level	Area	Strand	AEPS Item
and adults.	3-6	SOC-COM	A	2.2, 2.3, 2.4, 2.5, 2.6
3. Uses an increasingly complex and varied spoken vocabulary.	0-3	SOC-COM	D	ALL
	3-6	SOC-COM	B	ALL
4. Demonstrate age-appropriate speech articulation.	0-3	SOC-COM	D	ALL
	3-6	SOC-COM	B	ALL
5. Communicates in complete sentences of increasing length and grammatical complexity.	0-3	SOC-COM	D	3, 3.1, 3.3, 3.4
	3-6	SOC-COM	B	ALL
6. For non-English speaking children, progress is made in speaking English.	0-3	SOC-COM	D	ALL
	3-6	SOC-COM	B	ALL
II. Literacy				
(A) Phonological Awareness				
Standard: The child will demonstrate awareness of the different sounds in language.				
Performance Indicators				
1. Recognizes rhymes.	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.1
2. Completes a rhyme.	0-3	COG	G	6.1
	3-6	COG	H	1.1
3. Creates strings of words with the same initial sound (alliteration).	0-3	COG	G	6, 6.1, 6.2
	3-6	COG	H	1.4
4. Distinguishes individual spoken words in sentences.	0-3	SOC-COM	D	3, 3.1, 3.2, 3.3, 3.4
	3-6	COG	H	1.2
5. Combines syllables to produce spoken words.	0-3	SOC-COM	D	1
	3-6	COG	H	1.3
6. Segments syllables in spoken words.	0-3	COG	G	2
	3-6	COG	G	1.2
7. Discriminates sounds in spoken language.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	H	1.4, 2.3
8. Recognizes onset (initial) sounds of spoken words.	0-3	COG	G	1
	3-6	COG	H	1.4
(B) Book Knowledge and Appreciation				
Standard: The child will demonstrate knowledge and appreciation of books.				
Performance Indicators				

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1. Listens to and discusses a variety of stories.	0-3	COG	G	4, 4.1, 4.2, 4.3
	3-6	COG	C	3, 3.1
2. Expresses interest in reading-related activities.	0-3	COG	G	4, 4.1, 4.2, 4.3
	3-6	SOC	D	1, 1.1, 1.2
3. Knows how to handle and care for books.	0-3	FM	B	4, 4.1, 4.2
	3-6	SOC	C	2, 2.2
4. Retells stories with a beginning, middle and end.	0-3	COG	G	4.1
	3-6	COG	C	3, 3.1
5. Predicts what will happen next in a story.	0-3	COG	G	4.1, 6.1
	3-6	COG	E	2.2
6. Makes connections between self and story.	0-3	COG	G	4.2
	3-6	SOC	D	2
(C) Print Awareness and Concepts				
Standard: The child will demonstrate understanding of print concepts.				
Performance Indicators				
1. Demonstrates awareness of print in various environments	0-3	COG	G	3
	3-6	COG	H	3, 3.1
2. Understands the different functions of various forms of print.	0-3	COG	G	4
	3-6	COG	B	1.2
3. Tracks print left to right and top to bottom.	0-3	FM	B	4
	0-3	COG	G	4
	3-6	COG	H	1.2
4. Demonstrates understanding that print conveys a message.	0-3	COG	G	3
	3-6	COG	H	3
5. Recognizes the association between spoken and written words.	0-3	COG	G	4
	3-6	FM	B	2, 3, 3.1
6. Recognizes a word as a unit of print.	0-3	COG	G	4, 4.1
	3-6	COG	H	1.2, 3
(D) Early Writing				
Standard: The child uses writing as a means of expression/communication.				
Performance Indicators				
1. Understands that writing serves a variety of purposes.	0-3	FM	B	5.1, 5.2
	3-6	FM	B	2, 2.1, 3, 3.1

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2. Represents stories and experiences through pictures, dictation and in play.	0-3	FM	B	5.1, 5.2
	3-6	FM	B	2, 2.1, 3, 3.1
3. Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	ALL
4. Writes familiar words, such as his/her own name.	0-3	FM	B	5.1, 5.2
	3-6	FM	B	3, 3.1
5. Reads own writing.	0-3	FM	B	5.1, 5.2
	3-6	COG	H	3
(E) Alphabet Knowledge				
Standard: The child demonstrates knowledge of the alphabet.				
Performance Indicators				
1. Associates at least ten letters with their shapes or sounds.	0-3	COG	G	1, 1.1, 1.2, 1.3
	3-6	COG	H	2.3, 3.1
2. Recognizes beginning letters in familiar words.	0-3	COG	G	3.1
	3-6	COG	H	3.1
3. Identifies letters out of alphabetical sequence.	0-3	COG	G	3.1
	3-6	COG	H	3.1
III. Social Emotional Development				
(A) Self Concept				
Standard: The child demonstrates a positive sense of self.				
Performance Indicators				
1. Shows ability to separate from family and adjust to new situations.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2.2
2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.	0-3	SOC	A	2.3
	3-6	SOC	C	2, 2.2
3. Recognizes/expresses own feelings and responds appropriately.	0-3	SOC	B	1, 1.1, 1.2
	3-6	SOC	D	2, 2.2
4. Stands up for rights.	0-3	SOC	C	2, 2.1, 2.2
	3-6	SOC	A	3.3
5. Demonstrates confidence in a range of abilities and expresses pride in accomplishments.	0-3	SOC-COM	D	2.1, 3.4
	3-6	SOC	D	1
6. Demonstrates knowledge of body parts and their functions.	0-3	COG	G	1, 1.1, 1.3, 3.1

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	3-6	COG	B	1, 1.1, 1.2, 1.3
(B) Self Control				
Standard: The child demonstrates respect for self and others.				
Performance Indicators				
1. Demonstrates self-regulation.	0-3	SOC	B	2, 2.1
	3-6	SOC	B	ALL
2. Demonstrates self-direction and independence.	0-3	SOC	B	2
	3-6	SOC	D	1, 1.1, 1.2
3. Takes responsibility for own well-being.	0-3	SOC	B	1, 1.1, 1.2
	3-6	SOC	C	1, 1.1, 1.2, 1.3
4. Respects and cares for classroom environment and materials.	0-3	SOC	B	2
	3-6	SOC	C	2.2
5. Follows classroom routines and rules.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2.2
6. Attends to task long enough to be successful.	0-3	COG	E	4
	3-6	SOC	B	1
(C) Pro-Social Behavior				
Standard: The child demonstrates pro-social behavior.				
Performance Indicators				
1. Plays well with various children.	0-3	SOC	C	1, 1.1, 1.2
	3-6	SOC	A	1, 1.1, 1.2, 1.3, 1.4, 1.5
2. Develops a sense of friendship.	0-3	SOC	C	1, 1.1, 1.2
	3-6	SOC	A	1, 1.1, 1.2, 1.3, 1.4, 1.5
3. Recognizes the feelings of others and responds appropriately.	0-3	SOC	A	1.2
	3-6	SOC	D	2.1
4. Respects the rights of others and shares.	0-3	SOC	B	2.1
	3-6	SOC	A	2.3
5. Engages in problem solving strategies to resolve conflicts.	0-3	COG	E	4, 4.1
	3-6	SOC	A	3, 3.1, 3.2
(D) Knowledge of Families and Community				
Standard: The child demonstrates knowledge of families and communities.				
Performance Indicators				
1. Identifies similarities and differences between themselves and others.	0-3	COG	G	5

Early Childhood Readiness Standards	Level	Area	Strand	AEPS Item
	3-6	SOC-COM	B	5.2
2. Identifies family composition and personal characteristics including gender, address, phone number and last name.	0-3	COG	G	3.1
	3-6	SOC	D	3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3. Identifies roles and relationships within different family structures and cultures.	0-3	COG	F	1
	3-6	COG	F	1.1
4. Describes some people's jobs and what is required to perform them.	0-3	COG	F	1, 1.1
	3-6	COG	F	1.1, 1.2
5. Understands concepts and language of geography in the context of their classroom, home and community.	0-3	COG	G	3, 3.1
	3-6	COG	A	3.1
IV. Approaches to Learning				
(A) Representation and Symbolic Thinking				
Standard: The child demonstrates skills in representation and symbolic thinking.				
Performance Indicators				
1. Takes on pretend roles and situations.	0-3	COG	F	1, 1.1
	3-6	COG	F	1.1
2. Uses objects to represent real items in make believe play.	0-3	COG	F	1
	3-6	COG	F	1.3
3. Creates and interprets representations.	0-3	COG	F	1, 1.1
	3-6	COG	F	1, 1.1
(B) Initiative and Curiosity				
Standard: The child demonstrates initiative and curiosity in learning.				
Performance Indicators				
1. Participates in an increasing variety of tasks and activities.	0-3	SOC	B	2
	3-6	SOC	B	1, 2, 3
2. Makes independent choices.	0-3	SOC	A	2.1
	3-6	SOC	D	1, 1.1, 1.2
3. Demonstrates flexibility, imagination and inventiveness.	0-3	COG	E	4, 4.1
	3-6	COG	E	1.1, 1.2
4. Demonstrates eagerness and curiosity as a learner, through active exploration.	0-3	COG	F	1.3, 1.4
	3-6	SOC	B	1
5. Is willing to try new things.	0-3	COG	F	1.3, 1.4
	3-6	SOC	B	1
(C) Engagement and Persistence				

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Standard: The child demonstrates ability to engage in and complete age appropriate tasks.				
Performance Indicators				
1. Persists in and completes a variety of tasks.	0-3	SOC	B	2
	3-6	SOC	B	1
2. Sets goals. Develops and follows through on plans.	0-3	COG	E	4
	3-6	COG	E	1, 1.1, 1.2
3. Develops ability to work independently.	0-3	SOC	C	1.5
	3-6	SOC	B	1
(D) Reasoning and Problem Solving				
Standard: The child demonstrates skills in problem solving.				
Performance Indicators				
1. Finds more than one solution to a problem, task or question.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
2. Recognizes and solves problems through trial and error. Interacts with peers and adults.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
3. Classifies, compares, and contrasts objects and events according to their unique attributes.	0-3	COG	G	1, 1.1, 1.2, 1.3
	3-6	COG	B	1, 1.1, 1.2, 1.3
V. Mathematics				
(A) Number and Operations				
Standard: The child demonstrates understanding of number concepts.				
Performance Indicators				
1. Uses one-to-one correspondence in counting objects and matching groups of objects.	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1, 1.2
2. Uses language to compare numbers of objects.	0-3	COG	G	1
	3-6	SOC-COM	B	5.2
3. Demonstrates ability to combine, separate and name “how many” concrete objects.	0-3	COG	G	1, 1.1, 1.2, 2, 2.1
	3-6	COG	B	1, 1.1, 1.2, 1.3
	3-6	COG	G	1, 1.1, 1.2
4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.	0-3	COG	G	2, 2.1
	3-6	COG	G	2, 2.1, 2.2
	0-3	COG	G	2, 2.1

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5. Uses numbers and counting as a means for solving problems and determining quantity.	0-3	COG	G	2, 2.1
6. Demonstrates ability to count his sequence of solving problems and determining quantity.	0-3	COG	G	2, 2.1
	3-6	COG	G	1, 1.1
(B) Geometry and Spatial Sense				
Standard: The child demonstrates understanding of geometry and spatial sense.				
Performance Indicators				
1. Recognizes, names, describes and compares common shapes, their parts and attributes.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	A	1.2
2. Puts together and takes apart shapes.	0-3	FM	B	2, 2.1, 2.2
	3-6	FM	C	2.1
3. Determines whether or not two shapes are the same size and shape.	0-3	COG	G	1.2, 1.3
	3-6	COG	B	1.3
4. Matches, sorts, puts in a series and regroupes objects according to different attributes.	0-3	COG	G	1, 1.1, 1.2, 1.3
	3-6	COG	B	1, 1.1, 1.2, 1.3
5. Demonstrates understanding of directionality, order and positions of objects, and positional words.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	A	3.1
(C) Patterns and Measurement				
Standard: The child demonstrates understanding of patterns and measurements.				
Performance Indicators				
1. Recognizes, duplicates and extends simple patterns.	0-3	COG	G	6, 6.1
	3-6	COG	H	1.1, 1.4
2. Makes comparisons between objects.	0-3	COG	G	1, 1.1, 1.2
	3-6	COG	B	1, 1.1, 1.2, 1.3
3. Uses standard and non-standard measures (to determine object size).	0-3	COG	G	1
	3-6	COG	C	2
VI. Science				
(A) Scientific Methods				
Standard: The child explores scientific methods.				
Performance Indicators				
1. Gather information, investigates materials and observes processes and relationships.	0-3	COG	F	1.3, 1.4
	3-6	COG	E	2, 2.1, 2.3

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2. Compares and contrasts objects and materials.	0-3	COG	G	5, 5.1, 5.2
	3-6	SOC-COM	B	5.2
3. Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.	0-3	COG	C	1.2
	3-6	COG	E	2, 2.1, 2.3
(B) Scientific Skills				
Standard: The child demonstrates scientific skills.				
Performance Indicators				
1. Collects, describes and records information through a variety of means, including discussion, drawings, maps and charts.	0-3	COG	G	3.1
	3-6	COG	C	3, 3.1
2. Makes predictions, explanations and generalizations.	0-3	COG	G	4.1
	3-6	COG	E	2, 2.1, 2.2, 2.3
3. Recognizes and solves problems through active exploration.	0-3	COG	E	4, 4.1
	3-6	COG	E	1, 1.1, 1.2
(C) Scientific Knowledge				
Standard: The child acquires scientific knowledge.				
Performance Indicators				
1. Explores the physical properties of objects and materials in the environment.	0-3	COG	G	5, 5.1, 5.2
	3-6	COG	A	1, 1.1, 1.2, 1.3, 2.1
2. Explores living things, their life cycles and habitats.	0-3	COG	G	1, 1.1
	3-6	COG	B	1, 1.1, 1.2, 1.3
3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.	0-3	COG	G	4.1
	3-6	COG	E	2, 2.1, 2.2, 2.3
VII. Physical Health and Development.				
(A) Gross Motor Skills				
Standard: The child demonstrates control, balance, strength and coordination in gross motor tasks.				
Performance Indicators				
1. Demonstrates basic loco-motor skills.	0-3	GM	C	3, 3.1
	0-3	GM	D	1, 1.1, 1.2
	3-6	GM	A	1, 1.1
	3-6	GM	B	1, 1.1, 1.2, 3, 3.1
2. Uses outdoor gross motor equipment safely and appropriately.	0-3	GM	D	4, 4.1, 4.2
	3-6	SOC	C	2

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3. Shows balance while moving.	0-3	GM	C	ALL
	3-6	GM	ALL	ALL
4. Demonstrates coordination in gross motor activities.	0-3	GM	D	2, 2.1, 2.2
	3-6	GM	B	4, 4.1
5. Demonstrates ball-handling skills.	0-3	GM	D	3, 3.1, 3.2, 3.3, 3.4
	3-6	GM	B	2, 2.1, 2.2, 2.3, 2.4
6. Engages in adaptive physical activities as appropriate.	0-3	GM	D	ALL
	3-6	GM	ALL	ALL
(B) Fine Motor Skills				
Standard: The child demonstrates coordination and strength in fine motor tasks.				
Performance Indicators				
1. Demonstrates independence in self-help skills.	0-3	ADAP	A	3, 3.1, 4. 4.1, 4.2, 5
	0-3	ADAP	B	1, 2, 3
	0-3	ADAP	C	ALL
	3-6	ADAP	ALL	ALL
2. Uses a variety of materials to coordinate eye-hand movements.	0-3	FM	B	ALL
	3-6	FM	ALL	ALL
3. Uses tools for writing and drawing.	0-3	FM	B	5, 5.1, 5.2
	3-6	FM	B	ALL
4. Cuts with scissors.	3-6	FM	A	2, 2.1, 2.2
(C) Health Practices				
Standard: The child demonstrates positive health and safety practices.				
Performance Indicators				
1. Demonstrates independence in personal care and self-help skills.	0-3	ADAP	B	2, 2.1, 3, 3.1
	3-6	ADAP	B	2, 2.1, 2.2, 2.3, 2.4, 2.5
2. Follows basic health and safety guidelines.	0-3	SOC	B	2, 2.1
	3-6	SOC	C	2, 2.1, 2.2
3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.	0-3	GM	D	1, 1.1, 1.2, 2, 2.1, 3, 4
	3-6	GM	ALL	ALL
VIII. Creative Arts				
Standard: The will use a variety of art forms as a vehicle for creative expression.				
Performance Indicators				
(A) Music and Movement				

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1. Expresses self through movement and dancing.	0-3	GM	C	ALL
	0-3	GM	D	1, 1.1, 1.2
	3-6	GM	A	ALL
	3-6	GM	B	1, 1.1, 1.2, 1.3, 3, 3.1
2. Responds to different patterns of beat and rhythm in music.	0-3	GM	ALL	ALL
	3-6	GM	ALL	ALL
3. Participates with increasing interest and enjoyment in a variety of musical activities.	0-3	COG	F	1.1
	3-6	SOC	B	2, 3
(B) Art				
1. Experiments with a variety of musical instruments.	0-3	COG	F	1.2, 1.3, 1.4
	3-6	SOC	B	1
2. Progresses in ability to create representations that are more detailed, creative or realistic.	0-3	FM	B	5.1, 5.2
	3-6	FM	B	2.1
3. Experiments in a variety of art media.	0-3	FM	B	5.1, 5.2
	3-6	FM	ALL	ALL
(C) Dramatic Play				
1. Participates in a variety of dramatic play activities.	0-3	COG	F	1
	3-6	COG	F	1, 1.1, 1.2, 1.3
2. Shows creativity and imagination in play.	0-3	COG	F	1
	3-6	COG	F	1, 1.1, 1.2, 1.3