Correlations to the

National Association for the Education of Young Children (NAEYC)

Early Learning Program Quality Assessment and Accreditation Assessment Items

Last update: November 2026

First Impressions

A.3.04, A.3.05, A.3.06, A.3.10, A.3.12, A.3.13, A.3.15, A.3.17, A.3.23, O.3.01, O.3.02, O.3.03, O.3.05, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.22, O.3.23, O.3.24

Ants on Parade

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Spider Web Wonders

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.18, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Looking at Leaves

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

In a Grasshopper's World

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.21, O.3.23, O.3.24, O.3.26

Wiggling Worms

A.3.05, A.3.06, A.3.07, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.10, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.21, O.3.23, O.3.24, O.3.26

What's Wild?

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Wildlife is Everywhere

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Lunch for a Bear

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.16, O.3.18, O.3.23, O.3.24, O.3.26

The Deep Blue Sea

A.3.05, A.3.06, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.16, O.3.18, O.3.20, O.3.21, O.3.23, O.3.26

Who Lives in a Tree?

A.3.05, A.3.06, A.3.10, A.3.11, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.13, O.3.14, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Fishing Fun!

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.16, O.3.18, O.3.20, O.3.21, O.3.23, O.3.26

Hiding in Plain Sight

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.18, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.14, O.3.16, O.3.18, O.3.23, O.3.24, O.3.26

Tracks!

A.3.05, A.3.06, A.3.11, A.3.12, A.3.13, A.3.15, A.3.16, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.14, O.3.15, O.3.16, O.3.18, O.3.19, O.3.21, O.3.23,

Grow as We Go

A.3.05, A.3.06, A.3.11, A.3.12, A.3.13, A.3.15, A.3.16, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.16, O.3.18, O.3.19, O.3.23, O.3.24, O.3.26

Backbone Bonanza

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.14, O.3.16, O.3.18, O.3.23, O.3.24, O.3.26

Bird Beak Buffet

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Terrific Turkeys

A.3.05, A.3.06, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.11, O.3.13, O.3.14, O.3.16, O.3.18, O.3.21, O.3.23, O.3.26

Owl Pellets

A.3.05, A.3.06, A.3.07, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.10, O.3.14, O.3.16, O.3.18, O.3.20, O.3.23, O.3.26

Oh Deer!

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.16, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.13, O.3.14, O.3.16, O.3.19, O.3.20, O.3.23, O.3.26

Seed Need

A.3.05, A.3.06, A.3.10, A.3.13, A.3.15, A.3.17, A.3.18, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.08, O.3.09, O.3.14, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

Show Me the Energy!

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.17, A.3.18, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.21, O.3.24, O.3.26

Aqua Charades

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.05, O.3.06, O.3.09, O.3.14, O.3.15, O.3.16, O.3.20, O.3.21, O.3.24, O.3.26

Wildlife Water Safari

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.15, O.3.16, O.3.18, O.3.23, O.3.24, O.3.26

Field Study Fun

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.15, O.3.16, O.3.18, O.3.21, O.3.23, O.3.24, O.3.26

Wildlife as Symbols

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.13, O.3.14, O.3.15, O.3.16, O.3.18, O.3.24, O.3.26

Less is More

A.3.05, A.3.06, A.3.10, A.3.11, A.3.12, A.3.13, A.3.15, A.3.17, A.3.22, A.3.23, O.3.01, O.3.02, O.3.03, O.3.06, O.3.09, O.3.14, O.3.16, O.3.18, O.3.20, O.3.23, O.3.24, O.3.26

NAEYC Early Learning Program Quality Assessment and Accreditation
Assessment Items 2026.2
Link to full document - 2026.2_assessment_items.pdf

Age Categories
I = Infant T = Toddler P = Preschool K = Kindergarten All= All Ages Groups

Standard 3 | Curriculum

A.3.01 Provide an example of a time educators used their knowledge of children's current interests to facilitate a learning experience. All

A.3.04 Show and describe an example of how educators provide opportunities that support social emotional development. P K

A.3.05 Provide one developmentally appropriate fine motor activity or experience that has been provided to children. All

A.3.06 Provide one developmentally appropriate gross motor activity or experience that has been provided to children. All

A.3.07 Show and describe an example of how educators provide children with opportunities that build healthy hygiene habits. All

A.3.08 Provide 3 examples of books educators have provided to children that represent diverse people, families, cultures, abilities, and/or life experiences. Provide the title and topic of each book. All

A.3.09 Show and describe an example of how an educator adapted a book reading experience to meet the needs or interests of the children. All

A.3.10 Show and describe an example of when educators have modeled the use of writing materials. P K

A.3.11 Provide an example when children have an opportunity to write or dictate their ideas, stories, or messages. P K

A.3.12 Show and describe an example of printed letters, words, or labels that are accessible to children or displayed at children's eye level in the learning environment. P K

A.3.13 Show and describe an example of how educators have provided opportunities for children to recognize, hear, or work with the sounds in spoken words. P K

A.3.15 Show and describe an example of how educators provide opportunities for children to sort or organize materials by shapes, sizes, colors, or other attributes. T P K

A.3.16 Show and describe an example of how educators provide opportunities for children to recognize, create, or copy repeating patterns. P K

A.3.17 Show and describe an example of how educators provide opportunities for children to learn early math skills. P

A.3.18 Show and describe an example of how educators provide opportunities for children to use numbers and math symbols to solve addition, subtraction, or other number problems. K

A.3.19 Show and describe an example of how educators use daily activities and routines to support children's math skills. P K

A.3.21 Show and describe an example of how educators provide opportunities for preschoolers and/or kindergarteners to explore properties of matter. P K

A.3.22 Show and describe an example of how educators provide opportunities for children to engage in scientific practices. P K

A.3.23 Show and describe an example of how educators provide open-ended art experiences that support children's choices and self-expression. P K

O.3.01 Children are provided opportunities to engage in playful learning activities. All

O.3.02 Children are provided opportunities to engage in self-directed play and learning. All

O.3.03 Educators integrate ideas and content across multiple learning domains in observed conversations and activities. All

O.3.05 Children have chances to recognize and name their own and other's feelings. All

O.3.06 Toddlers, preschoolers, and kindergarteners have chances to understand that others may have different thoughts and opinions than their own. T P K

O.3.08 Preschool and kindergarten learning environments provide children with access to a variety of materials and activities that encourage vigorous exercise and physical skills (e.g., catching, running, balancing, jumping, and climbing). P K

O.3.09 Learning environments provide children with access to a variety of materials and activities that encourage development of fine motor skills. All

O.3.10 Toddler, preschool, and kindergarten learning environments provide children with visual displays, and educators use planned conversation or verbal reminders to support healthy hygiene habits. T P K

O.3.11 Learning environments provide children with access to a variety of books that reflect the many diversities of society and also reflect the identities and experiences of the children themselves. All

O.3.13 Toddler, preschool, and kindergarten educators sit with individual children or groups of children to read books and engage them in the story or content. T P K

O.3.14 Preschoolers and Kindergarteners have access to a variety of books (e.g., picture books, content books, rhyming books, books of varying levels of difficulty) in multiple areas within the learning environment. P K

O.3.15 Preschool and kindergarten learning environments provide children with access to writing materials or activities in at least three different learning areas. P K

O.3.16 Educators of toddlers, preschoolers, and kindergarteners use words the children may not understand and provide explanations or examples of these words. T P K

O.3.17 Educators in preschool and kindergarten classrooms regularly use oral blending and segmenting when communicating with children (in planned lessons and throughout the day). P K

O.3.18 The learning environment for toddlers, preschoolers, and kindergarteners provides children with access to materials that allow them to sort or organize shapes, sizes, colors, and other attributes. T P K

O.3.19 The learning environment for preschoolers and kindergarteners provides children with access to materials that allow them to recognize and name repeating patterns. P K

O.3.20 Preschool and kindergarten learning environments provide children with access to a variety of math manipulatives. P K

O.3.21 Kindergarten learning spaces provide children with access to opportunities and materials to measure things. K

O.3.22 Educators in preschool and kindergarten learning environments recognize opportunities to support developing math reasoning throughout the day. P K

O.3.23 Learning environments provide children with access to a variety of developmentally appropriate and interesting materials (colors, textures, sounds, weights, liquids, solids, patterns) with which they can explore and interact with. All

O.3.24 In preschool and kindergarten learning spaces, there are at least two representations of data collection (e.g., drawing or graphing) included in child eye-level displays. P K

O.3.26 Preschool and Kindergarteners have access to a variety of materials with which to create two- and three- dimensional art. P K