

ACTS-Infants
ACCESS Classroom Tracking System
Birth to 8 months

Person completing this form: _____ Start Date: _____ End Date: _____

A. APPROACHES TOWARD LEARNING					
Topic	Standard Statement	Children			
Planning, Action and Reflection	1. Act on the environment to meet needs or interests.				
Planning, Action and Reflection	2. Respond to people and objects in their immediate environment based on past experience.				
Attention	3. Demonstrate awareness of happenings in surroundings.				
Persistence	4. Attempt to reproduce interesting and pleasurable effects and events.				
Innovation and Invention	5. Make discoveries about self, others, and the environment.				
Expression of Ideas and Feelings Through the Arts	6. Demonstrate preferences, pleasure or displeasure when interacting with various media.				
Planning, Action and Reflection	7. Act on the environment to meet needs or interests.				

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B. COGNITIVE					
Topic	Standard Statement	Children			
Social Studies- Social Identity	1. Show awareness of self and awareness of other people.				
General Knowledge- Memory	2. Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.				
General Knowledge- Memory	3. Mirror simple actions and facial expressions of others previously experienced.				
General Knowledge- Memory	4. Anticipate next steps in simple familiar routines and games.				
General Knowledge- Symbolic Thought	5. Explore real objects, people and actions.				
Mathematics- Number Sense and Counting Patterning	6. Imitate repeated movements.				

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COGNITIVE page 2					
Topic	Standards Statement	Children			
Mathematics- Spatial Relationships	7. Explore the properties of objects.				
Mathematics- Number Relationships	8. Explore objects and attend to events in the environment.				
Mathematics- Group and Categorize	9. Notice differences between familiar and unfamiliar people, objects and places.				
Mathematics- Describe and Compare Measurable Attributes	10. Explore properties of objects.				
Science- Inquiry	11. Observe, hold, touch and manipulate objects.				
Science- Inquiry	12. Examine objects with lips and tongue.				
Science- Cause and Effect	13. Use simple actions to make things happen.				

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C. LANGUAGE AND LITERACY					
Topic	Standard Statement	Children			
Receptive Language and Comprehension	1. Attend and respond to language and sounds				
Early Reading	2. Show interest in books, pictures, songs and rhymes.				
Phonological Awareness	3. Vocalize sounds.				
Early Writing	4. Show ability to transfer and manipulate an object with hands.				
Expressive Language	5. Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.				
Social Communication	6. Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.				
Reading Comprehension	7. Attend and respond when familiar books are read aloud.				

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D. PHYSICAL HEALTH AND WELL-BEING					
Topic	Standard Statement	Children			
Large Muscle: Balance and Coordination	1. Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.				
Sensory Motor	2. Use senses and movement to explore immediate surroundings.				
Body Awareness	3. Show awareness of own body.				
Small Muscle: Touch, Grasp, Reach, Manipulate	4. Transfer a toy from one hand to another by reaching, grasping and releasing.				

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PHYSICAL HEALTH AND WELL-BEING page 2					
Topic	Standard Statement	Children			
Oral-Motor	5. Use mouth and tongue to explore objects.				
Oral-Motor	6. Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.				
Physical Activity	7. Interact with adults in physical activities.				
Nutrition	8. Express when hungry or full.				
Self Help	9. Demonstrate emerging participation in dressing.				

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E. SOCIAL AND EMOTIONAL DEVELOPMENT					
Topic	Standard Statement	Children			
Interactions with Adults	1. Participate in routines and experiences that involve back and forth interaction with familiar adults.				
Self-Regulation	2. Respond positively to limits and choices offered by adults to help guide behavior.				
Empathy	3. Demonstrate awareness of the feelings expressed by others.				
Self-Comforting	4. Comfort self in a variety of ways.				
Sense of Competence	5. Show a sense of satisfaction when making things happen.				

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SOCIAL AND EMOTIONAL DEVELOPMENT page 2					
Topic	Standard Statement	Children			
Self-Comforting	6. Comfort self in simple ways and communicate needs for help through vocalizations and gestures				
Self-Regulation	7. Express and act on impulses.				
Attachment	8. Initiate interactions and seek close proximity to familiar adults who provide consistent nurturing.				
Peer Interactions and Relationships	9. Repeat actions that elicit social responses from others.				
Empathy	10. React to emotional expressions of others.				