



# LifeCubby Aligns to Indiana's Paths to QUALITY Program

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LifeCubby is a web-hosted software platform, with both Software-as-a-Service (SaaS) and Mobile Apps, providing DOCUMENTATION, PARENT-ENGAGEMENT and COMMUNICATIONS services for, by and between child care teachers, parents and administrators. LifeCubby offers research-based assessments that are aligned to state and national standards. LifeCubby's features include portfolios, daily sheets, lesson planning, assessments and more.

The following pages detail how LifeCubby aligns to **Indiana's Paths to QUALITY Program**:  
(see <http://www.in.gov/fssa/pathstoquality/files/CentersPTQStandards.pdf> ).

| Level 2   |  |   |
|-----------|--|---|
| Standards |  | Met by LifeCubby  |
| 2.7       | A system is in place for communicating pertinent information to families, daily and in an annual family conference for each child. | LifeCubby is a system for teachers to communicate with parents using digital daily reporting. |

| Level 3   |   |   |
|-----------|---|---|
| Standards |   | Met by LifeCubby  |
| 3.8       | A written curriculum reflects the program philosophy and goals, is based on child development and appropriate practice and provides for the various ages, ability levels, and developmental stages of the children. This curriculum meets the following requirements: | Staff can use LifeCubby to align to any curriculum of choice.   |
| 3.8.1     | Provides for children's physical, cognitive, language, literacy, and social-emotional development. It includes goals for children that are consistent with the Indiana Foundations for Young Children.  | LifeCubby's Lesson Planning tool can be aligned with any curriculum including the Indiana Foundations for Young Children.                             |
| 3.8.2     | Families are made aware of the curriculum of the program through one or more of the following ways: parent handbooks, newsletters, orientation, and/or family meetings.   | LifeCubby is used to provide information to families, including Parent Handbook, Center operation policies, Orientation materials and Newsletters.    |
| 3.8.3     | Staff members are oriented to the curriculum. Lead teachers plan daily activities with assistants so that curriculum can be implemented effectively to provide support for children in their active learning experiences.   | LifeCubby's Lesson Plan Tool allows Teachers to pull in assessment data and tailor lessons to individual student needs across all developmental goals |

|       |  |  |
|-------|--|--|
| 3.8.4 | The curriculum and goals for children are reflected in everyday practice including through daily, weekly, or monthly written lesson plans.                           | LifeCubby's Lesson Plan Tool allows Teachers to pull in assessment data and tailor lessons to individual student needs across all developmental goals                                      |
| 3.8.5 | Assessment is appropriate to the curriculum and focuses on children's strengths. It may include portfolios, conversations, anecdotal notes, and developmental notes. | LifeCubby Portfolios can include assessments, anecdotal notes, photographs. Rubrics, participation charts, and developmental checklists. LifeCubby offers 18 methods of formal assessment. |

| Level 4   |  |  |
|-----------|--|--|
| Standards |  | Met by LifeCubby   |
| 4.2       | Accreditation by a Bureau of Child Care approved, nationally recognized accrediting body has been achieved and maintained. | Programs can use LifeCubby to compile their documentation for accreditation with the National Association for the Education of Young Children (NAEYC). |

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[info@lifecubby.me](mailto:info@lifecubby.me)

**For an Outline of LifeCubby's Assessments, See Attachment A (next page)**

# LifeCubby's Comprehensive Suite of Assessments

## Attachment A

LifeCubby offers the following three (3) series of **Evidence-Based** Assessments:

- Vine Progress Recording Assessments
- Desired Results Developmental Profile - 2015 (DRDP) - *used by permission*
- Common Core Kindergarten and Common Core 1st Grade Assessments

Photo/Video evidence can be posted to any Assessment. Overlaps exist between these Assessment lines, and programs can choose to use any of the Assessments in any combination.

| Vine Progress 1-3 Months   | Domains                                  | Indicator Count |
|--|--|-----------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 3               |
|  | Social & Emotional Development           | 4               |
|  | Language, Literacy & Communication       | 2               |
|  | Cognition: Math & Science                | 5               |
|  | Perceptual, Motor & Physical Development | 10              |
|  | <b>TOTAL INDICATORS</b>                  | <b>24</b>       |

| Vine Progress 4-7 Months   | Domains                                  | Indicator Count |
|--|--|-----------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 4               |
|  | Social & Emotional Development           | 8               |
|  | Language, Literacy & Communication       | 5               |
|  | Cognition: Math & Science                | 7               |
|  | Perceptual, Motor & Physical Development | 8               |
|  | <b>TOTAL INDICATORS</b>                  | <b>32</b>       |

| Vine Progress 8-12 Months  | Domains                                  | Indicator Count |
|--|--|-----------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 9               |
|  | Social & Emotional Development           | 9               |
|  | Language, Literacy & Communication       | 10              |
|  | Cognition: Math & Science                | 10              |
|  | Perceptual, Motor & Physical Development | 8               |
|  | <b>TOTAL INDICATORS</b>                  | <b>46</b>       |

| <b>Vine Progress 1 Year Old</b>  | <b>Domains</b>                           | <b>Indicator Count</b> |
|--|--|------------------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 8                      |
|  | Social & Emotional Development           | 8                      |
|  | Language, Literacy & Communication       | 12                     |
|  | Cognition: Math & Science                | 15                     |
|  | Perceptual, Motor & Physical Development | 14                     |
|  | <b>TOTAL INDICATORS</b>                  | <b>57</b>              |

| <b>Vine Progress 2 Year Old</b>  | <b>Domains</b>                           | <b>Indicator Count</b> |
|--|--|------------------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 15                     |
|  | Social & Emotional Development           | 14                     |
|  | Language, Literacy & Communication       | 22                     |
|  | Cognition: Math & Science                | 17                     |
|  | Perceptual, Motor & Physical Development | 17                     |
|  | <b>TOTAL INDICATORS</b>                  | <b>85</b>              |

| <b>Vine Progress 3 Year Old</b>  | <b>Domains</b>                           | <b>Indicator Count</b> |
|--|--|------------------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 17                     |
|  | Social & Emotional Development           | 14                     |
|  | Language & Communication                 | 8                      |
|  | Literacy Knowledge & Skills              | 9                      |
|  | Cognition: Mathematics Development       | 10                     |
|  | Cognition: Scientific Reasoning          | 7                      |
|  | Perceptual, Motor & Physical Development | 15                     |
|  | Creative & Cultural Arts                 | 5                      |
| <b>TOTAL INDICATORS</b>  | <b>85</b>                                |                        |

| <b>Vine Progress Pre-Kindergarten</b>  | <b>Domains</b>                           | <b>Indicator Count</b> |
|--|--|------------------------|
| <i>Based on The American Academy of Pediatrics Complete and Authoritative Guide and The Head Start Early Learning Outcomes Framework</i> | Approaches to Learning                   | 24                     |
|  | Social & Emotional Development           | 10                     |
|  | Language & Communication                 | 12                     |
|  | Literacy Knowledge & Skills              | 15                     |
|  | Cognition: Mathematics Development       | 13                     |
|  | Cognition: Scientific Reasoning          | 11                     |
|  | Perceptual, Motor & Physical Development | 20                     |
|  | Creative & Cultural Arts                 | 9                      |
| <b>TOTAL INDICATORS</b>  | <b>114</b>                               |                        |

| <b>Desired Results Developmental Profile – 2015 (DRDP) Infant &amp; Toddler</b> | <b>Domains</b>                           | <b>Measure Count</b> |
|---|--|----------------------|
| <i>Used by Permission</i>   | Approaches to Learning – Self-Regulation | 4                    |
|   | Social and Emotional Development         | 5                    |
|   | Language and Literacy Development        | 5                    |
|   | Cognition, Including Math and Science    | 11                   |
|   | Physical Development - Health            | 8                    |
|   | <b>TOTAL MEASURES</b>                    | <b>33</b>            |

| <b>Desired Results Developmental Profile – 2015 (DRDP) Preschool</b> | <b>Domains</b>                           | <b>Measure Count</b> |
|--|--|----------------------|
| <i>Used by Permission</i>  | Approaches to Learning – Self-Regulation | 6                    |
|  | Social and Emotional Development         | 5                    |
|  | Language and Literacy Development        | 10                   |
|  | English - Language Development           | 4                    |
|  | Cognition, Including Math and Science    | 12                   |
|  | Physical Development - Health            | 10                   |
|  | History – Social Science                 | 5                    |
|  | Visual and Performing Arts               | 4                    |
| <b>TOTAL MEASURES</b>  | <b>56</b>                                |                      |

| <b>Desired Results Developmental Profile – 2015 (DRDP) Kindergarten</b> | <b>Domains</b>                           | <b>Measure Count</b> |
|---|--|----------------------|
| <i>Used by Permission</i>   | Approaches to Learning – Self-Regulation | 4                    |
|   | Social and Emotional Development         | 5                    |
|   | Language and Literacy Development        | 10                   |
|   | English - Language Development           | 4                    |
|   | Cognition: Math                          | 6                    |
|   | Cognition: Science                       | 4                    |
|   | Physical Development                     | 4                    |
|   | Health                                   | 5                    |
|   | History – Social Science                 | 5                    |
|   | Visual and Performing Arts               | 4                    |
| <b>TOTAL MEASURES</b>   | <b>51</b>                                |                      |

| <b>Core Kindergarten</b>        | <b>Domains</b>                         | <b>Indicator Count</b> |
|---------------------------------|--|------------------------|
| <i>Based on The Common Core</i> | Reading Standards: Literature          | 9                      |
|                                 | Reading Standards: Informational Text  | 10                     |
|                                 | Reading Standards: Foundational Skills | 14                     |
|                                 | Writing Standards                      | 7                      |
|                                 | Speaking and Listening Standards       | 7                      |
|                                 | Language Standards                     | 17                     |
|                                 | Counting and Cardinality               | 9                      |
|                                 | Operations and Algebraic Thinking      | 5                      |
|                                 | Number and Operations in Base Ten      | 1                      |
|                                 | Measurement and Data                   | 3                      |
|                                 | Geometry                               | 6                      |
|                                 | <b>TOTAL INDICATORS</b>                |                        |

| <b>Core 1<sup>st</sup> Grade</b> | <b>Domains</b>                         | <b>Indicator Count</b> |
|----------------------------------|--|------------------------|
| <i>Based on The Common Core</i>  | Reading Standards: Literature          | 9                      |
|                                  | Reading Standards: Informational Text  | 10                     |
|                                  | Reading Standards: Foundational Skills | 19                     |
|                                  | Writing                                | 7                      |
|                                  | Speaking and Listening                 | 9                      |
|                                  | Language                               | 27                     |
|                                  | Operations and Algebraic Thinking      | 8                      |
|                                  | Number and Operations in Base Ten      | 9                      |
|                                  | Measurement and Data                   | 4                      |
|                                  | Geometry                               | 3                      |
|                                  | <b>TOTAL INDICATORS</b>                |                        |