



LifeCubby Aligns to the IOWA QRS Program

www.lifecubby.me 6240-B Frost Road, Westerville OH 43082 614-432-7815

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 **Iowa's Iowa QRS Program** and **Iowa's IQPPS Program**:

Iowa's QRS Program

(see <http://dhs.iowa.gov/iqrs/>).

| Environment | | |
|-------------|---|---|
| Points | | Met by LifeCubby |
| 18 | Accreditation by NAEYC, Council on Accreditation (afterschool or 8th edition standards), or NAA | Programs can use LifeCubby to prepare their portfolios for NAEYC accreditation. |

Iowa's IQPPS Program:

(see <https://www.educateiowa.gov/sites/files/ed/documents/IQPPS%20Complete%20Criteria%20Summary.pdf>)

| Program Standard 1 - Relationships | | |
|------------------------------------|--|--|
| IQPPS Number | | Met by LifeCubby |
| 1.1 | Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication. | LifeCubby is the preferred means of providing information to families. LifeCubby's communication tools include: eMail, Daily Information Sheets, Newsletter, eBlasts, etc. |

| Program Standard 2 - Curriculum | | |
|---------------------------------|---|---|
| IQPPS Number | | Met by LifeCubby |
| 2.1 | The program has a written statement of philosophy and uses one or more written curricula or curriculum frameworks consistent with the philosophy that address central aspects of child development. | Staff can use LifeCubby to align to any curriculum. |

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| 2.2 | A clearly stated curriculum or curriculum framework provides a coherent focus for planning children's experiences. It allows for adaptations and modifications to ensure access to the curriculum for all children. | Staff can use LifeCubby to align to any curriculum, and its Lesson Plan tool can be customized to fit any curriculum changes. The Lesson Plan form is customizable. |
| 2.5 | Curriculum goals and objectives guide teachers' ongoing assessment of children's progress. | LifeCubby's observation tool can be customized to include standards and indicators that align with the curriculum. Teachers can document each child's progress as an observation that can be linked to each child's assessment as evidence. |
| 2.6 | The curriculum guides teachers to integrate assessment information with curriculum goals to support individualized learning. | LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom. Teachers can use their Assessment Reports tailor lesson plans to fit child needs. |

| Program Standard 4 – Assessment of Child Progress | | |
|--|---|--|
| IQPPS Number | | Met by LifeCubby |
| 4.1 | The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes <ul style="list-style-type: none"> • conditions under which children will be assessed, • timelines associated with assessments that occur throughout the year, • procedures to keep individual child records confidential, • ways to involve families in planning and implementing assessments, and • methods to effectively communicate assessment information to families. | LifeCubby offers 18 methods of formal assessment. Each child's assessment is made available to that child's parent(s) once it has been published. The assessment is easily accessed by the child's parent(s) and is visible only to the parent(s) of each child. |
| 4.3 | Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language; are meaningful and accurate; and are used in settings familiar to the children. | LifeCubby's assessments are outlined in Attachment A. |
| 4.4 | Assessments obtain information on all areas of children's development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills). | LifeCubby's assessments are outlined in Attachment A. |
| 4.7 | Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the | LifeCubby offers a variety of methods to document a child's developmental progress including Observations, Daily |

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| | program's curriculum areas. Staff with diverse expertise and skills collect information across the full range of children's experiences. | Sheets, and Assessments. |
| 4.9 | Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions. | LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom. Teachers can use their Assessment Reports tailor lesson plans to fit child needs. |
| 4.12 | Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress. | LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom. Teachers can use their Assessment Reports tailor lesson plans to fit child needs. |
| 4.13 | Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching. | LifeCubby is a comprehensive tool for thorough documentation of children's development. Documentation is immediate and automatic as LifeCubby Managers upload anecdotal notes, photographs, videos and artifacts through daily journaling. |
| 4.14 | Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. | Families have instant access to their child's LifeCubby account, including all content that teachers have posted from the classroom. |

| Program Standard 7 - Families | | |
|--------------------------------------|---|---|
| IQPPS Number | | Met by LifeCubby |
| 7.3 | Program staff inform families about the program's systems for formally and informally assessing children's progress. This information includes the purposes of the assessment, the procedures used for assessment, procedures for gathering family input and information, the timing of assessments, the way assessment results or information will be shared with families, and the ways the program will use the information. | LifeCubby's assessment tool shares the assessment information with a child's parent(s) once the assessment has been published. Only Parents will see their child's assessment. |
| 7.5 | Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicate through established alternative means. | LifeCubby is the preferred means of providing information to families. LifeCubby's communication tools include: eMail, Daily Information Sheets, Newsletter, eBlasts, etc. Programs can use LifeCubby to publish their Parent Handbook, Orientation materials, and other information. |

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

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 |
| | TOTAL INDICATORS | 24 |

| 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 |
| | TOTAL INDICATORS | 32 |

| 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 |
| | TOTAL INDICATORS | 46 |

| Vine Progress 1 Year Old | 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 | 8 |
| | Social & Emotional Development | 8 |
| | Language, Literacy & Communication | 12 |
| | Cognition: Math & Science | 15 |
| | Perceptual, Motor & Physical Development | 14 |
| | TOTAL INDICATORS | 57 |

| Vine Progress 2 Year Old | 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 | 15 |
| | Social & Emotional Development | 14 |
| | Language, Literacy & Communication | 22 |
| | Cognition: Math & Science | 17 |
| | Perceptual, Motor & Physical Development | 17 |
| | TOTAL INDICATORS | 85 |

| Vine Progress 3 Year Old | 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 | 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 |
| TOTAL INDICATORS | 85 | |

| Vine Progress Pre-Kindergarten | 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 | 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 |
| TOTAL INDICATORS | 114 | |

| Desired Results Developmental Profile – 2015 (DRDP) Infant & Toddler | Domains | Measure Count |
|---|--|----------------------|
| <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 |
| | TOTAL MEASURES | 33 |

| Desired Results Developmental Profile – 2015 (DRDP) Preschool | Domains | Measure Count |
|--|--|----------------------|
| <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 |
| TOTAL MEASURES | 56 | |

| Desired Results Developmental Profile – 2015 (DRDP) Kindergarten | Domains | Measure Count |
|---|--|----------------------|
| <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 |
| TOTAL MEASURES | 51 | |

| Core Kindergarten | Domains | Indicator Count |
|---------------------------------|--|------------------------|
| <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 |
| | TOTAL INDICATORS | |

| Core 1st Grade | Domains | Indicator Count |
|----------------------------------|--|------------------------|
| <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 |
| | TOTAL INDICATORS | |