



LifeCubby Aligns to WISCONSIN's YoungStar 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 **Wisconsin's YoungStar Program**:
 (see http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_group.pdf)

YoungStar Wisconsin's Child Care Rating Program Group Evaluation Criteria 2014	
B. Learning Environment and Curriculum	
QUALITY INDICATOR B.2.1-2 Wisconsin Model Early Learning Standards or School-Age Curricular Framework	
B.2.2 Curriculum/Programming aligned with WMELS or SACF (pg 14-18)	
FOR 1 POINT	Met by LifeCubby
<p>The program uses a curriculum aligned with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF). ... After developmentally appropriate age expectations have been determined and curriculum and assessment has been selected or developed, the Lead Teacher can determine goals for children based upon data collected from the ongoing assessment process. The goals of the children will assist the Lead Teacher to implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals....</p> <p>Overall, when a Lead Teacher is developing lesson plans, the five domains of the WMELS should be recognized:</p> <ol style="list-style-type: none"> 1. Health and Physical Development 2. Social and Emotional Development 3. Language Development and Communication 4. Approaches to Learning 5. Cognition and General Knowledge <p>Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and</p>	<p>Staff can use LifeCubby to align to any curriculum of choice.</p> <p>Lead Teachers use LifeCubby to collect assessment data to implement in their planning.</p> <p>LifeCubby's Lesson Plan tool is customizable to align with WMELS domains.</p> <p>LifeCubby's Lesson Plan Tool allows Teachers to pull in assessment data</p>

development through the following **three** things:

1. Developmentally appropriate learning experiences are linked to goals/outcomes for children and/or child assessments: Lesson plans include developmentally appropriate practices for the age of children in the classroom. Lead Teachers have responsibility for knowing what the desired goals for the children are and how the program's curriculum is intended to achieve the goals. Developmentally appropriate practices for children's experiences will be linked to the assessment tools if assessment tools are used. The assessment tool is used to inform the planning and implementation of experiences for children's learning.

2. Lesson plans reflect the WMELS five domains with developmentally appropriate practices for learning written on lesson plans: The lesson plans for the day, week or month need to include the five WMELS domains in the key learning areas for the children. In addition, the teacher will have goals for learning for large group, small group, or individual children written on either the lesson plan or an attachment to the lesson plan. The WMELS domains and children's goals for learning will be linked to routines and learning environments that are designed to meet the WMELS domains. ...

In addition to curriculum alignment, WMELS is also used to provide information to families and staff (if applicable). This can be demonstrated through **two or more** of the following:

- Parent handbook
- Document from family meetings, support group meetings and/or other events where the WMELS are reviewed and discussed with families and other interested parties
- Daily information sheets that are given to families
- Family conference reports
- Newsletter
- Orientation materials.

School-Age Curricular Framework

The SACF is NOT a curriculum or an assessment tool, but a framework that guides what staff is teaching and how staff is teaching. A school-age curricular framework is child/youth-centered; developed to meet the unique needs of all children and youth; and requires the staff to be intentional about planning experiences to enhance learning and development. Curricular framework planning is informed by ongoing, appropriate assessment. Programs use a variety of authentic assessment strategies and tools to gauge the effectiveness of curriculum activities in meeting objectives for children/youth. Resource materials are available which contain ideas for school-age program activities.

School-age programming should show evidence of the following:

- Matching up programming/activities with children's general needs in development, scope and sequence, and interests ...

Activities should reflect developmental sequence (from simple to difficult/least mature

and tailor lessons to individual student needs across all developmental goals.

LifeCubby's Lesson Plan tool is customizable to reflect the WMELS five domains. Teachers can document goals for learning in Lesson Plans.

LifeCubby is the preferred means of providing information to families. LifeCubby's communication tools include: eMail, Daily Information Sheets, Newsletter Uploader Tool, eBlasts, etc. Programs can use LifeCubby to publish their Parent Handbook and Orientation materials.

LifeCubby equips staff to be intentional about planning by using ongoing, age-appropriate assessments. LifeCubby offers 18 comprehensive methods of formal assessment LifeCubby is a tool designed to be used on an ongoing basis.

See Attachment A

Staff can use LifeCubby to align to the School-Age Curricular Framework's nine content areas

to more mature skills) that are useful and that provide enough items for children to learn as the children's developmental needs change. ...

Programs that have school-age children must demonstrate how their programming or curriculum aligns with the School-Age Curricular Framework's nine content areas:

1. Language, Literacy, and Numeracy
2. Arts and Culture
3. Global Learning
4. Health and Well-being
5. Media and Technology
6. Science, Technology, Engineering, and Math Education
7. Social Emotional Development/Character Education
8. Environmental Learning
9. Service Learning.

This alignment must be demonstrated through the following **three** things:

- Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans
- Interest areas reflect the School-Age Curricular Framework nine content areas
- Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and:
 - o Are project based, hands on, inquiry based
 - o Are age-appropriate and developmentally appropriate
 - o Include 21st century skill-building and leadership activities: this includes the skills of flexibility, adaptability, taking initiative and having self-direction along with social and cross-cultural skills in working with diverse teams and others. Additionally, productivity, leadership and other life skills can be supported.
 - o Improve life skills and character education: this means supporting the education of children in the social skills necessary to achieve success in life and the character traits of caring, honesty, respect, and responsibility.
 - o Are integrated across multiple curriculum areas: enrichment experiences should be linked or integrated across the multiple curriculum areas in school and afterschool programming.
 - o Are conducted using a variety of grouping levels (individual, small group, full group work)
 - o Are intentional in scope and sequence

...

In addition to curriculum alignment, SACF is also used to provide information to families and staff (if applicable). This can be demonstrated through documentation of **two or more** of the following:

- Parent handbook
- Center operational policies
- Staff training materials
- Documentation from family meetings

LifeCubby's Lesson Plan tool allows teachers to link plans to goals for learning.

LifeCubby's Observation tool gives teachers the opportunity to document GOALS for each child and the program as a whole. Teachers document the outcomes for children using Anecdotal Journaling for individual, small group and full group work. Observations of enrichment experiences can be linked across curriculum areas.

LifeCubby is used to provide information to families, including Parent Handbook, Center operation policies, Orientation materials and Newsletters

<ul style="list-style-type: none"> - Orientation materials - Newsletter 	
VERIFICATION	
<p>Verification of programming alignment will be done by the Technical Consultant/Rating Observer. To use Consultant/Rating Observer time wisely, verification of this indicator can be done in one-third of the groups for no more than three groups. If there are three or fewer groups, Consultant/Rating Observer should verify lesson plans for all groups. The Consultant/Rating Observer must review the most recent consecutive four weeks' lesson plans for this indicator.</p> <p>For WMELS: Child care programs must demonstrate how their curriculum aligns with the Wisconsin Model Early Learning Standards' five domains of early learning and development through the following three things:</p> <ul style="list-style-type: none"> - Developmentally appropriate learning experiences are linked to child assessments and/or goals/outcomes for children and the program as a whole. - Lesson plans reflect the WMELS five domains with goals for children's learning written on lesson plans. - Interest centers reflect the WMELS five domains. <p>Programs must also show how information about how the program implements WMELS/SACF is communicated to families in two or more ways.</p> <p>For SACF: To verify that curriculum is aligned with the School-Age Curricular Framework, consultant must see the following three things in at least one school-age classroom (if present):</p> <ul style="list-style-type: none"> - Lesson plans reflect the School-Age Curricular Framework nine content areas with goals for learning or enrichment written on lesson plans. - Interest areas reflect the School-Age Curricular Framework nine content areas. - Enrichment experiences are linked to the goals/outcomes for children and the program as a whole and are: <ul style="list-style-type: none"> o project based, hands on, inquiry based o age-appropriate and developmentally appropriate o include 21st century skill-building and leadership activities o improve life skills and character education o integrated across multiple curriculum areas o conducted using a variety of grouping levels (individual, small group, full group work) o intentional in scope and sequence 	<p>Lesson Plans published in LifeCubby are reviewable by all who have access and can demonstrate alignment with the Wisconsin Model Early Learning Standards' five domains.</p> <p>Observations of developmentally appropriate learning experiences tie to the assessments as EVIDENTIARY links.</p> <p>LifeCubby equips programs to communicate information to families showing how the program implements WMELS/SACF as all LifeCubby communications include Tags that link to the program's customized content areas, goals and outcomes.</p>

B. Learning Environment and Curriculum	
QUALITY INDICATOR B.3.1-3 Child Outcomes (pg 20)	Met by LifeCubby
<p>NOTE: Indicators B.3.1-3 deal with the process that teachers use to plan for the learning of the children in their care. The indicators are interconnected and address different aspects of the teaching cycle that is used throughout the Wisconsin Model Early Learning Standards (WMELS) training. ...</p>	<p>LifeCubby provides teachers a tool to plan for the learning of the children in their care.</p>

<p>When thinking about indicators B.3.1-3, teachers should be able to answer the following questions, which may be posed to them by raters verifying these points:</p> <ul style="list-style-type: none"> o Where and how do you document what you know about your children's development? o How do you know if this is typical child development and meeting widely held expectations of child's age? o Do you use an assessment tool? (Name of tool) Describe the training you received on any assessment tool you are using. o How do you determine what developmental skills to teach next and/or which environmental changes are needed to support child learning? Give an example. How is this documented? o Where do you keep individual child goals? (anecdotal records and assessment summary) o How often are child goals reviewed and modified? o How often are child goals used to plan activities or environment changes? o What information do you use to plan activities and environment changes? Where do you document the learning activities, teacher strategies, and/or changes to environment that support individual child goals? Describe how this information is shared with all staff working with this group. o When the child engages in an activity or environmental change planned for them, where or how is it documented? ... 	<p>LifeCubby is a comprehensive tool for thorough documentation of children's development.</p> <p>LifeCubby offers 18 comprehensive methods of formal assessment plus informal methods of observation, through anecdotal journaling. <i>See Attachment A</i></p> <p>LifeCubby's Lesson Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom. Teachers can use their Assessment Reports as a part of the referral process or IEP development.</p> <p>LifeCubby is a tool for documenting individual child goals, anecdotal records and assessment summaries. Staff have access to information for the students with whom they work.</p> <p>LifeCubby provides a digital platform for teachers to document when a child engages in an activity.</p>
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B. Learning Environment and Curriculum	
QUALITY INDICATOR	
B.3.1-3 Child Outcomes	
B.3.1 Individual child portfolios (pg 21-23)	Met by LifeCubby
<p>FOR 1 POINT Program uses individual child portfolios to document individual children's progress over time.</p>	
<p>Portfolios are records of the child's process of learning and must document the following five practices (which will be verified by Consultant/Rating Observers):</p> <p>1. What the child has learned and how the child has gone about learning: This can be shown through the study of children's work and processes by which they learn and should include their drawings, constructions (block buildings), conversation or presentations. They give evidence of what a child knows and can do. Children's work products can document individual as well as group experiences. The process used to</p>	<p>LifeCubby is the research-based solution for online Portfolios.</p> <p>Documentation is immediate and automatic as LifeCubby Managers upload anecdotal notes, photographs, videos and artifacts through daily journaling. Group data populates to individual portfolios.</p>

create the product can also be observed and documented in an assessment tool or participation charts. The child will use various styles of learning - verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal.

Some suggestions for documenting these are provided below: ...

- Use tools to document including assessment tools, anecdotal notes, photographs, rubrics, participation charts or developmental checklists.

2. How the child thinks, questions, analyzes, synthesizes, produces, and creates: This can be shown through observing the child in play and the child participating in stories or dramatic play, games, or invention activities.

Some suggestions for documenting these are provided below: ...

- Use tools to document (assessments, anecdotal notes, photographs, rubrics, participation charts or graphs).

3. How the child interacts - intellectually, emotionally and socially - with others:

- This can be shown by observing children's play, storytelling, reenactment of stories, dramatic play, interactions with adults or peers, and how the child initiates play with peers in small or large group. ...

- Documentation of collected information can be done by conducting observations of the child in group settings or with peers. Photographs and anecdotal notes are ways to create additional support documentation of a child's social and emotional development with others. Use of an assessment tool can be used to record the development of social/emotional skills to support the development of goals for children.

4. Goals for child outcomes are included in child portfolios

- At least **one goal per month** should be documented and/or updated in child portfolios. The Lead Teacher would need to make sure the goals for the child correspond to the documentation that is being included in the portfolio. The goal statements cannot just be on the lesson plans because lesson plans are not to be inserted in children's portfolios. A Lead Teacher may consider keeping an ongoing journal or list of goals and adding them to each child's portfolio. Each entry or goal should be dated.

5. Artifacts/samples of the child's work such as a piece of art or a photograph or video of a child working on a goal.

Portfolios for Children Birth to Five

Portfolios should include one observation or piece of evidence from each of the five categories above. Ideally, portfolios would also include child assessments, screening tools, inventories or developmental checklists but this is not necessary to earn the point for this indicator.

LifeCubby Portfolios can include assessments, anecdotal notes, photographs. Rubrics, participation charts, and developmental checklists.

Teachers can use LifeCubby to document evidences for how the child thinks, questions, analyzes, synthesizes, produces and creates.

Teachers can use LifeCubby to document how the child interacts intellectually, emotionally, and socially with others.

LifeCubby documentation can include photographs and anecdotal notes, and assessments.

Goal for child outcomes are included in LifeCubby child portfolios. Lead Teachers link lesson plans, journaling and goals to each child's portfolio. All portfolio entries are automatically dated by LifeCubby,

LifeCubby portfolios include artifacts and samples of the child's work such as photographs and videos.

LifeCubby portfolios include child assessments with observations as evidentiary links.

VERIFICATION

To earn this point, portfolios must be used for every child ages birth to five and must be robust for every child who is in regular attendance. For school-age children, portfolios must be robust for every child who is in regular attendance. ...

To be robust, a portfolio for children who are not school-age should include **at least one** piece of evidence or observation from **each of the five** following categories to be considered complete:

- o What the child has learned and how the child has gone about learning;
- o How the child thinks, questions, analyzes, synthesizes, produces, creates;
- o How the child interacts – intellectually, emotionally and socially – with others;
- o Goals for child outcomes are included in child portfolios; and
- o Artifacts/samples of the child’s work.

To be robust, a portfolio for children who are school-age should have **at least three** pieces of evidence or observations to be considered complete which demonstrate **one or more** of the following:

- o What the child has learned and how he or she has learned it
- o Goals for child outcomes
- o Artifacts/samples of the child’s work or child-completed participation surveys

“Progress over time” can be verified through seeing copies of child portfolios. Ideally, programs will start a portfolio for a child at the time of first enrollment and the portfolio will continue until the child leaves the program. **Programs must be able to demonstrate at least one year of portfolio use.** The Consultant/Rating Observer must use his/her judgment to determine if portfolios are used actively and in an ongoing manner. This means, at a minimum, the portfolios should be updated with a piece of evidence or observation **at least once every three months (four times per year).** ...

Programs using LifeCubby have portfolios for every child in attendance.

LifeCubby portfolios are robust as teachers include evidence or observations for the customized categories. Anecdotal notes and evidences of what the child has learned, how the child thinks, and how the child interacts, as well as assessment data, goals, and artifacts of the child’s work are included in LifeCubby child portfolios.

LifeCubby portfolios for school-age children are robust as teachers include evidence or observations of what the child has learned, goals for the child outcomes, and artifacts of the child’ work.

Programs using LifeCubby start a portfolio for a child at the time of enrollment and the portfolio will continue until the child leaves the program.

B. Learning Environment and Curriculum

QUALITY INDICATOR

B.3.1-3 Child Outcomes

B.3.2 Teacher Uses Intentional Planning to Improve Child Outcomes (pg 27-30)

FOR 1 POINT

Teacher uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.

Met by LifeCubby

Intentional planning means acting purposefully (based on an individual child assessment), with a goal in mind and a plan for accomplishing it. Programs can demonstrate this through assessing individual children and using what is learned from the assessment to establish lesson plans and program areas where they aim to improve child outcomes and refine how they plan and implement activities

LifeCubby offers 18 different methods of formal assessment plus informal methods of observation, through anecdotal journaling. LifeCubby's Lesson

<p>based upon child assessments.</p> <p>Authentic child assessment can be defined as focused observations which use reliable and valid evidence-based methods to incorporate strength-based functional assessment in natural environments using natural supports. It uses everyday relationships, observations of growth and development, consideration of individual learning styles and differences, and utilization of all environments in which the child lives and learns.</p> <p>Assessment is on-going, continuous, and not done on a fixed timeline. Assessments will bring about benefits for children, programs and families. They should not add undue burden to families or programs.</p>	<p>Plan tool connects to the Assessment Reports for challenge lists of unmet skills per classroom equipping Teachers to establish lesson plans aimed to improve child outcomes. <i>See Attachment A</i></p> <p>Observations tie to the assessments as EVIDENTIARY links.</p> <p>LifeCubby is a tool designed to be used on an ongoing, continuous basis, bringing benefit to children, programs and families.</p>
<p>Periodic summarization (at least monthly) to monitor progress in the domains should be done to see what individual children have mastered toward specific outcomes and expectations or what they may need to have continuing help with. Sample periodic summarization tools also called “assessment summaries” are documents that a Lead Teacher would use to track a child’s or a small number of children’s progress at meeting certain learning goals. The goals should be created by reviewing a child’s assessment and determining where the child is currently and what the next learning objective is. In some assessments, the summary is made in an area within the assessment tool.</p>	<p>LifeCubby’s Observation tool gives teachers the opportunity to document GOALS for each child.</p>
<p>The training needed for assessment varies by tool. Lead Teachers must be trained on the assessment tool that they use to inform their practice and individualize instruction for children in their care. ...</p>	<p>LifeCubby offers a free 1-hour training class for teachers.</p>

SCHOOL-AGE

<p>Assessments are tied to children’s daily activities, including child-guided experiences (e.g., in learning areas or work on projects) and peer-to-peer interactions. Staff may record on-the-spot assessments whenever possible (i.e. observe, ask, listen in, check), using the information to shape their teaching, moment by moment with individual children. ...</p> <p>Assessment tools/surveys for school-age children can be customized or adapted to suit the assessment goals of a program and implemented internally without assistance. It is not expected that all school-age programming would address similar outcomes. It is also expected that there can be valid outcomes for programs to achieve that may not be included in assessment/survey tools. Different indicators may be used for different age groups to ensure the outcomes are developmentally appropriate. ...</p>	<p>LifeCubby’s Observation tool allows for on-the-spot recording of children’s progress and activities to be tagged with assessment goals.</p> <p>LifeCubby Assessments are customizable to suit the assessment goals of a program. Different indicators can be used for different age groups to ensure the indicators are developmentally appropriate.</p> <p><i>See Attachment A</i></p>
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VERIFICATION

Program must be able to demonstrate that they do all of the following:

1. Assess individual children

This can be shown by using ongoing assessment practices. Any and all the domains of the child's learning and development can be assessed. A program will gather information to determine the current developmental level of the child by observing the child, using anecdotal notes, or collecting children's work, and then using development milestones checklists or a reliable assessment tool to put together the information on a collection form (assessment summary) to document progress in relation to age-appropriate expectations. The goal is to gauge a child's abilities, attitudes and social skills, prior knowledge and understanding, and skills and habits in relation to what the program emphasizes. The Consultants/Rating Observer will verify that assessment of individual children is taking place by:

* Conducting an interview of the Lead Teacher to verify the following:

o Individual classroom procedures for conducting assessments such as:

- What is the process for documenting that children are moving toward their identified goals?
- How many goals are set for each child each month?
- Is there any identified focus for the observations/evidence collection?
- Is the classroom's focus on a domain a month or on specific assessment indicators?

o Modifications are being made for individual needs of children. Part of the planning process should include reflection on how the current goals are met, what modification needs to be made (both as a group and for each individual child). The program should be able to describe how they identify goals that may need to be added, etc.

* Verifying the frequency of child assessment is **at least twice per year**.

* Verifying the current goals for learning are updated on an assessment summary **monthly**.

* Verifying the program is using what is learned from the assessment to create lesson plans.

NOTE: Any and all the domains of the child's learning and development can be monitored for progress. Best practice shows that a program should assess the child on the schedule recommended by the assessment tool that is used. In 2015, YoungStar will require programs to assess children at the frequency recommended by the tool. All children do not need to be assessed at the same time. For example, the Lead Teacher may choose to assess a few children per week on a rolling basis, making sure each child is assessed at least once per month. The information gathered may be put into portfolios but this is not required for this point. Again, the goal

Teachers use LifeCubby to gather information as they observe children using anecdotal notes, photos, videos and collected children's work. Each piece of information can be linked to domains of learning and to milestone checklists as customized by the program.

Observations tie to the age-appropriate assessments as EVIDENTIARY links gauging the child's abilities, attitudes and social skills, knowledge and understanding, and skills and habits.

LifeCubby provides the process for documenting that children are moving toward their identified goals.

LifeCubby's Observation tool gives teachers the opportunity to document GOALS for each child.

LifeCubby provides teachers a digital platform to document the individual needs of children, and the means to link appropriate information and reflections to each child's identified goals.

LifeCubby data is always date and time stamped.

LifeCubby Assessment Reports can link to Lesson Plans written using the LifeCubby Lesson Planner tool.

LifeCubby Assessments allow teachers to assess children on an ongoing basis to monitor progress. The Information gathered is put into the child's portfolio automatically.

is to gauge a child's abilities, attitudes and social skills, prior knowledge and understanding and skills and habits in relation to what the program emphasizes. The process follows the WMELS "Teaching Cycle".

2. Use what is learned from the assessment process to establish lesson plans and program areas where they aim to improve child outcomes. This can be shown by using curriculum and environment to support the developmental level and goals for individual children, small groups of children and the larger group of children as a whole. This information should be indicated on the lesson plans and in the environment. Various learning areas can be identified on the lesson plan which will allow the Lead Teacher to provide structure for exploration with the materials and environment. Developmental goals that describe what the children will do through environment-based learning centers with curriculum that emerges from the children's interests are written in the planning framework or lesson plan. A lesson plan should include written small group goals, large group goals and individual children's goals. By writing down goals on a lesson plan/activity plan or individual child plan, it keeps focus on the purposes for activities and the ways that learning can be supported for children's development. Technical Consultants/Raters will need to see a direct connection between assessment summaries and the goals identified on lesson plans on a sampling of portfolios. If a program does not have a lesson plan they can still earn this component but must have a way of indicating that they are documenting goals for individual children.

3. Refine how they plan and implement activities based upon child assessments.

This can be shown through implementation of the assessment process, lesson plan and interest areas/learning centers designed for the children. Learning opportunities and activities are guided by supportive interactions and relationships that are age appropriate, individually appropriate, and culturally appropriate. This will be reflected in the course of a series of lesson plans that are used to focus on goals for the children by using curriculum and the environment to design and create exploration, to support adult guidance, and allow information to be collected and documented for a collection/assessment summary for each child or groups of children. The Consultants/Rating Observer will verify that the Lead Teacher can explain how they refine and implement activities based upon child assessments is taking place by:

* Conducting an interview of the Lead Teacher about:

- o How they are supporting children being successful at the stage each child is at and not only the whole group of children
- o modifications that are being made for individual needs of children and use of teacher strategies to support children's learning

* Tracking through **consecutive 4 weeks** of lesson plans with specific children's goals.

LifeCubby's Lesson Plan tool allows Teachers to pull in assessment data and tailor lessons plans to improve child outcomes. Developmental goals and learning areas can be identified using the LifeCubby Lesson Plan tool. Teachers can include written small group goals, large group goals, and individual children's goals using the LifeCubby Lesson Plan tool.

Programs customize LifeCubby to standards and domains, creating direct connection of cohesive documentation among assessments, goals, lesson plans and the observations and reflections collected in child portfolios.

Teachers can refine how they plan and implement activities using LifeCubby instant individual and class assessment reports.

LifeCubby provides a place for information to be collected and documented for a collection/assessment summary for each child and for groups of children.

<p>To earn the point for this Indicator, all classrooms must use intentional planning. To use the verification time wisely, a Consultant/Rating Observer should request to see the most recent consecutive four weeks of lesson plans for one-third of the classrooms, making sure to see at least one classroom from each age group served: infant, toddler, preschool and/or school age. Additionally, individual child assessments/developmental milestone checklists or portfolio entries must be verified for 25% of the children in regular attendance in those selected classrooms. For example, if there were four classrooms, one serving each age group, the Consultant/Rating Observer should see the lesson plans for each classroom and the child assessments/developmental milestone checklists or portfolio entries for 25% of the children in the selected classroom.</p> <p>NOTE: Assessments that are designed by the program may be used if, in the opinion of the Consultant/ Rating Observer, they are appropriate. If the Consultant/Rating Observer has any doubts or wants verification, he or she may send the assessment to DCF for review.</p>	<p>LifeCubby stores Lesson Plans with specific children’s goals as a permanent record.</p> <p>LifeCubby provides a digital platform for programs to use intentional planning in all classrooms and to enter individual child assessments, developmental milestones and portfolio entries.</p> <p>LifeCubby Assessments are customizable to program needs.</p>
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B. Learning Environment and Curriculum	
QUALITY INDICATOR	
B.3.1-3 Child Outcomes	
B.3.3 Individual Child Outcomes Tracked (pg 33-34)	Met by LifeCubby

FOR 1 POINT	
<p>Teacher tracks individual child goals and outcomes to demonstrate that teacher training and child interactions improve children’s individual outcomes. Programs must be able to demonstrate at least six months of tracking child outcomes to earn the points for this indicator. See indicator B.3.2 for examples of assessment tools that may be used. If an initial assessment has been done on the children in the group, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments.</p> <p>Outcomes or standards include developmental domains, but also specify what information or facts children are expected to know. For outcomes or standards to strengthen instruction and boost achievement, they must be receptive to assessment. Outcome statements are written in ways that take into account the unique ways that children develop and learn. The program must be able to document child outcomes (the knowledge, skills, and dispositions children demonstrate).</p> <p>Child outcomes describe the knowledge and skills children should acquire by the end of the year. Comprehensive child outcomes define the range of</p>	<p>Teachers track individual child goals and outcomes in LifeCubby.</p> <p>LifeCubby offers 18 comprehensive methods of formal assessment. LifeCubby’s assessments are customizable to include Wisconsin developmental domains.</p> <p>LifeCubby is a tool for documenting child outcomes.</p>

knowledge and skills that children should master. They can also extend beyond knowledge and skills, describing the kinds of habits, attitudes, and dispositions children are expected to develop as a result of classroom experiences.

Learning expectations, curriculum, and assessment should align. Once expectations for learning are agreed on, the curriculum should align with those expectations (curriculum should teach children the things they will be expected to have learned). Assessment tools should align with both outcomes and the curriculum, measuring what the outcomes specify and what the curriculum teaches.

Programs should use a cycle of:

- Assessment of children to learn where children are;
- Planning of goals for child outcomes;
- Implementation of those plans; and
- Review of child outcomes after implementation to learn which strategies worked to further the children's development.

Alignment of learning expectations, curriculum and assessment is easily documented in LifeCubby.

LifeCubby is a digital tool for:

- Assessment of children
- Planning of goals
- Collection of observational data of child outcomes

VERIFICATION

To earn this point, programs must be able to demonstrate at least six months of tracking child outcomes for every child in regular attendance. To earn the point for this indicator, all classrooms must track individual outcomes but to use verification time wisely, a Consultant/Rating Observer should request to see **the most recent consecutive four weeks** of lesson plans for one classrooms from each age group served: infant, toddler, preschool and/or school age. For the classrooms selected, the Consultant/Rating Observer must also cross-check **the most recent four weeks** of lesson plans with the individual child assessments and portfolios for the children that are listed on the lesson plans.

To earn this point, Consultants and Rating Observers should ensure the Director shows an understanding of child outcomes and can explain how individual child outcomes are tracked over the duration of a child's enrollment. Individual teachers must be able to demonstrate they track child outcomes through portfolios and lesson plans. The teacher must show that lesson plans are adapted to reflect goals from individual child assessments.

If an initial assessment has been done on the children in the classroom, and because of the timing of the rating, a follow up assessment has not been completed, the program may still earn the point by demonstrating past assessments. If the program is in the process of performing assessments for the first time and has not completed the first round of assessments, the program **MAY NOT** earn the point for assessments.

LifeCubby provides a place for programs to continuously track child outcomes for every child in regular attendance and to store lesson plans for every classroom served. LifeCubby allows cross-checking of lesson plans with individual child assessments and portfolios.

Individual child outcomes are tracked over the duration of a child's enrollment as LifeCubby portfolios transition with the child over the years.

C. Business and Professional Practices		
QUALITY INDICATOR		
C.2 Business Practices		
C.2.1 Ongoing Yearly Budget/Budget Review/Record-Keeping/Taxes (pg 37-38)		Met by LifeCubby
REQUIRED for 3, 4, and 5 Stars For 1 point	<p>The program does all of the following:</p> <ol style="list-style-type: none"> 1. Develops an annual line-item budget which includes funding for at least one item in the program's Quality Improvement Plan 2. Reviews the budget annually and makes adjustments to future budgets if necessary 3. Demonstrates record-keeping practices that track income and expenses including meals and snacks served 4. Completes timely and accurate tax documents 	LifeCubby keeps records including meals and snacks served.

VERIFICATION

<p>... 3. Record-Keeping Practices: The program demonstrates record-keeping practices that track income and expenses including tracking meals and snacks. All of the following must be verified for this indicator:</p> <p>a. Tracking income and expenses: ...</p> <p>b. Tracking Meals and Snacks: CACFP claims (last 2 months and an in-progress claim) would satisfy this requirement. This supports good business practice as this information can be used to provide documentation for development of future budgets. Programs that provide meals and snacks for children and that are not on CACFP must provide records (Technical Consultant/Rating Observer can request up to 3 months' worth) documenting:</p> <ol style="list-style-type: none"> i. Menus ii. Meal/snack components (what was actually served if different from printed/posted menu) iii. Children served that meal/snack (programs not on CACFP will need to keep track of number of children served meal/snack to meet this requirement) iv. Date meal/snack was served v. Time meal/snack was served ... 	LifeCubby provides a place to document the meals and snacks served to children, including the date and time served.
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C. Business and Professional Practices		
Quality Indicator		
C.5.1-6 Family Involvement (pg 57)		Met by LifeCubby
1 point is awarded if TWO of the following practices are evident 2 points are	<p>o C.5.1—Families given philosophy, orientation and resources: A written policy is available to families that details the program's philosophy. The materials for families are provided in their native language or resources are made available to families so that they will understand the materials. A written procedure is available explaining how new families are oriented. A written policy is available to families encouraging them to observe the program prior to enrolling and</p>	LifeCubby provides a platform to publish information to families, including program philosophy and orientation materials written in any language.

<p>awarded if THREE or more of the following practices are evident</p>	<p>periodically while enrolled. If evidence of materials in another language is not available, this is verified through the program having a written policy stating how materials and resources will be provided to families who speak other languages.</p> <p>o C.5.2—Families provide input on program policies and procedures: A written policy is available to families explaining how their input on program policies and procedures will be gathered. Families are given the opportunity to participate in advisory committee, board membership or other committees. If the program uses family surveys and has a process for using the results of the survey to inform their practice, and notify families about the changes made as a result of the surveys, the program can earn the credit for this indicator. Family surveys alone (without follow up) do not meet this requirement. If changes to programming or policies were made as a result of a survey and that change can be documented and verified, that would meet the intent of this indicator.</p> <p>o C.5.3—Family conferences are held at least annually and more often if needed to discuss children’s progress: Documentation of dated conference agenda with any additional notes from the meeting available for each child who has been enrolled for at least 12 months (best practice: documentation includes family signatures or initials). Sign-up sheet or notes on calendar/planner is not enough to show that the meeting <i>actually</i> happened; only that it was planned. If the family refused a conference, documentation of attempts (phone call/email/letter to families) should be presented to the TC/RO.</p> <p>o C.5.4—Frequent, on-going, regular communication between staff and families: The program has documentation showing that there is frequent, on-going communication between staff and families. For this indicator, the program should ensure general information about the program is communicated to families. This could be changes at the center, changes in staffing, changes in procedures, new things happening, or family events upcoming - the large picture of the culture at the center. Documentation may include notes, emails, newsletters, phone call logs, text messages and logs of face-to-face conversations. Three types of communication must be documented.</p> <p>o C.5.5—Family outreach, education and social opportunities two times per year: Outreach activities are scheduled at least two times per year. Families are given notice of the activities. Notices can include parent handbook, newsletters, emails, phone calls or other methods to ensure that all families are informed of the activities.</p> <p>o C.5.6—Information about individual child’s day-to-day activities shared with families: The program has documentation of at least</p>	<p>LifeCubby's communication tools equip programs to provide policies and surveys to families. Programs can use LifeCubby to email parents information on opportunities to participate in committees and board membership.. LifeCubby offers 2-way communication via eMail that parents can respond to.</p> <p>LifeCubby provides a place for programs to document dated notes on family conferences in each child’s portfolio.</p> <p>LifeCubby is a communication tool for frequent, on-going communication between staff and families. LifeCubby is a digital platform for communication of general information to families via newsletters, email blasts, and text messages.</p> <p>Programs use LifeCubby to publish their parent handbook, newsletters, and send emails to ensure that all families are informed of activities.</p> <p>LifeCubby Digital Daily Sheets automatically share</p>
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	<p>three types of communication with families on their individual child's activities, development and progress. Documentation can include day to day communication forms, photos and videos, email messages, text messages, logs of face-to-face conversations and other methods. The communication is specific to the child.</p>	<p>information about the individual child's day-to-day activities with families. Links to photos and videos, and email messages are sent using LifeCubby communication tools.</p>
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D. Health and Well-Being		
QUALITY INDICATOR		
D.1.2-4 Health and Well-being		
D.1.2 60 minutes of physical activity (pg 61-62)		Met by LifeCubby
VERIFICATION	... Lesson plans, observation and/or daily schedules can be used to verify this indicator.	LifeCubby stores Lesson plans, observations and daily schedules.

Appendix D (pg 71-72)		Met by LifeCubby
<p>The Teaching Cycle is cyclical and includes the following:</p> <p>Assessment: ongoing gathering of information to determine what the child can do and what the child is ready to learn. This includes data collection through ongoing observations, anecdotal notes, developmental screening information, work samples, children's journaling excerpts, etc. It also includes use of an individual child assessment tool. Programs are able to assess individual children and by developing appropriate activities in lesson plans and appropriate environments, they can refine the planning, goal setting and implementation process where they aim to improve child outcomes.</p> <p>Evaluation Criteria Indicators that include assessment: B.3.1 Individual child portfolios B.3.2 Program Uses Intentional Planning to Improve Child Outcomes B.3.3 Individual Child Outcomes Tracked</p> <p>Planning and Curriculum Goals: deciding what should be done to promote development and what we want children to learn. This includes planning and identifying the curriculum materials, the teaching strategies that will be used for individual children and groups of children, and identifying materials in the environment that are necessary to support the developmental level and goals of the children.</p> <p>Evaluation Criteria Indicators that include planning and curriculum goals: B.2.2 Curriculum/Programming aligned with WMELS or SACF.</p>		<p>LifeCubby offers 18 comprehensive methods of formal assessment plus informal methods of observation, through anecdotal notes, developmental screening information, and children's work samples. Programs use assessments to develop appropriate activities in lesson plans in LifeCubby.</p> <p><i>See Attachment A</i></p> <p>LifeCubby is a tool for:</p> <ul style="list-style-type: none"> - Individual Child Portfolios - Intentional Planning to Improve Child Outcomes - Tracking Individual Child Outcomes <p>LifeCubby can be used with Curriculum and Programming aligned with WMELS or SACF.</p> <p>LifeCubby is a tool for documenting individual and group goals and reflections, equipping teachers to use intentional planning as they consider appropriate learning opportunities.</p>

Implementation: providing meaningful, experiential activities that support individual and group goals guided by supportive interaction and relationship and is to be intentional. Teachers will consider how learning opportunities and activities are guided by supportive interactions and relationships. Teachers are to also consider how the learning opportunities and activities are age appropriate, individually appropriate, and culturally appropriate.

Evaluation Criteria Indicators that include implementation:
B.3.2 Program Uses Intentional Planning to Improve Child Outcomes

It is all of the above that determines whether what actually happens in a classroom is or is not developmentally appropriate. In this decision-making process, keep in mind the desired outcomes for children's learning and development. NAEYC states that in the core of developmentally appropriate practice, it is important to understand that:

- knowledge must inform decision making,
- goals must be challenging and achievable and
- teaching must be intentional to be effective.

A Note on Child Goals

By writing individual children's goals, a program can capture data for tracking and evaluating the achievement of goals by individual children. Outcomes are designed to best capture what a program aims to accomplish, in this case what a program aims to accomplish for children enrolled in the program.

Use of outcomes allows a program to select a specific outcome that they hope to achieve and to determine to what extent they have achieved it.

By using children's goals and tracking them, teachers are able to be more intentional about the goals that are written for children to help all children in the program achieve outcomes that have been determined.

The following are **examples** of child outcomes. Programs may develop other outcomes that capture the unique aims of the program. The outcomes used should reflect the program's philosophy and goals.

Early Childhood -Children:

- Demonstrate that children and their families communicate.
- Demonstrate positive social-emotional skills (including social relationships).
- Acquire and gain knowledge and skills as indicated in the five domains of WMELS.

School-Age Children:

LifeCubby has a contract with NAEYC, giving programs a digital platform for creating their Program Portfolios and Classroom Portfolios using LifeCubby (*currently in pilot*).

Programs use LifeCubby to document individual child goals, and to store the data captured for tracking the achievement of goals by individual children.

Programs can customize LifeCubby to track the outcomes that have been determined according to the unique aims, philosophy and goals of the program.

LifeCubby is a tool for creating portfolios for Early Childhood Children documenting the development of social-emotional skills, and the knowledge and skills gained as indicated in the five domains of WMELS.

LifeCubby is a tool for creating portfolios for School-Age Children documenting the development of age-appropriate social skills, problem-solving skills, knowledge about healthy lifestyles, and the knowledge and skills gained.

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| <ul style="list-style-type: none">- Demonstrate age-appropriate social skills.- Demonstrate problem-solving skills.- Demonstrate knowledge about healthy lifestyles.- Acquire and gain knowledge and skills | |
|--|--|

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	