



Nova Scotia Student Information System

Nova Scotia Public Schools

# Comprehensive Early Literacy Support

## User Guide (DRAFT)

**PLEASE NOTE**

This user guide is in draft format. A revised copy is being developed to respond to suggestions expressed by board literacy leads and will be posted when available.

If you have any questions, please contact your board's Early Literacy Support lead.

September 2015

**DRAFT**  
January 6, 2015

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The screen shots in this user guide may contain slight variations to the screens you see in your board PowerSchool version. The CELS Module was developed collaboratively with boards to allow customization at the board level, where appropriate.

## 1 MANAGING EARLY LITERACY SUPPORT DATA IN POWERSCHOOL: THE BASICS

### THE CELS MODULE: AN OVERVIEW

The Comprehensive Early Literacy Support (CELS) Module was developed locally for use by teachers providing this level of support. Teachers can create, manage, and maintain records of participation and assessment data for each student receiving Early Literacy Support (ELS). When an ELS record is created, automatic links are made to the student's cumulative record.

**NOTE: This module operates within PowerSchool Admin—not PowerTeacher.**

#### Recording ELS Support Information and Assessment Data

- ✚ The module contains three main sections for recording support details and assessment data:
  - **Beginning Support**
  - **Ending Support**
  - **Year-End Assessment**
- ✚ Each section includes required fields that must be completed and saved before the next section can be accessed. These fields are marked with an \*.
- ✚ The Ending Support and Year-End sections include summary details about the student's participation in ELS in addition to assessment data.
- ✚ A complete ELS record comprises all three data sections.
  - It is recognized that some students may transfer to another school or board unexpectedly, before a teacher has a chance to complete more than the **Beginning Support** section.
- ✚ The option **Create New Support Block** may be used for students who began ELS in one support block and continue with scheduled ELS in the next or a later support block.

#### Communicating ELS Data

- ✚ If a student participated in ELS in a previous grade and within the same school, the current support teacher can view previous ELS records for that student by changing the term to the previous academic year. The current support teacher can also view the summary of previous ELS records in the cumulative record.

- ✚ If a student participated in ELS in a previous grade but in a different school within the same board, the current support teacher can view the summary of previous ELS records in the cumulative record.
- ✚ If a student transfers to another board, the ELS record cannot be accessed through the receiving school's PowerSchool system at this point in time.

## TIPS FOR NAVIGATING THE USER GUIDE

The following organizational features and icons provide support throughout this document:

- **TIPS** → details that help a user complete a section of the ELS Module; found at the end of each section
- Screen shot → an image of a particular section of the ELS Module as seen on the computer screen
- Bold font → indicates the name of a field or tab in a particular section of the module



→ points out a detail about a given section of the module



→ indicates a helpful reminder

## TIPS FOR NAVIGATING THE CELS MODULE

- ✚ The following organizational features and icons provide support throughout the ELS Module:



→ indicates a required field





→ click or hover to view a description of the data field

(calendar icon)

→ use to select a date for a data field

- ✚ The CELS Module is accessed through PowerSchool Admin. The user name and password are separated by a semicolon. The user name is not case-sensitive but the password is.
- ✚ Users must click **Submit** before closing a page to save data that have been entered or selected.
- ✚ Required fields must be completed in order to save a specific section before closing the page. Otherwise, all new information entered will have to be re-entered.
- ✚ **A page will close automatically if there is no activity (entry or cursor movement) after 40 minutes. Unsaved information will have to be re-entered.**
- ✚ If teaching ELS in multiple schools, a teacher may have been assigned one log-in to access all schools in which they work. If so, the teacher selects the school name from the drop-down list to access students in a particular school.
  - The teacher may also be provided log-in credentials for each individual school.

-  Anecdotal comment boxes are optional and have a maximum of 4,000 characters. A countdown of remaining characters is visible below the comment box.
-  To see more of the page being viewed, users may hide the student's navigation menu (left hand side the screen) by clicking on the arrows below **Start Page > Early Literacy Support**.

## 2 CREATING A NEW EARLY LITERACY SUPPORT RECORD

- Log into PowerSchool Admin.
- Select the school for this student.
- Check that you are on the **Start Page** of PowerSchool.
- Type the student’s “last name,first name” into the search window. (Do not include a space after the comma.)
- If there are multiple students with that name, select the correct student from a pick-list.
- Press the **Enter** key or click on the magnifying glass to access the student’s Home Page.
- Select **Early Literacy Support** from the student’s menu (left hand side) under **Academics**.
- Check that you are on the **Start Page** for **Early Literacy Support**.
  - Any previous ELS records in the current academic year will be listed in the data summary chart. (See screen shot below.)
- Click **Create New Support Block for this Student** to begin a record for this student.
- Note that **New Student Record** is displayed in the blue header at the top of the page.
- You are now on that student’s **Beginning Support** tab. You will not be able to access the **Ending Support** tab or **Year End Assessment** tab until the **Beginning Support** assessment data is saved.
- Proceed to Section 2.1 of this user guide to record details in the **Beginning Support** section. <Place screenshot of top of page>



PowerSchool School: Islands Consolidated School Term: 14-15 Semester 1

Start Page > Early Literacy Support

### Early Literacy Support

Student ✓ HMRM: Red NS Program: J005 NS Funding Type: R

[Add new Support Block for this student](#)

**Student Records**

\* The Board Goal and Text Levels shown below are dependent Text Levels for Fountas & Pinnell.

| Record Id               | School | Grade | Program | Number of Lessons | Ending Block | Date Support Ended | *Text Level at the End | Ending Status | *Board Reading Goal Met | Year End Status | Year End Text Level | Modified By | Modified On |
|-------------------------|--------|-------|---------|-------------------|--------------|--------------------|------------------------|---------------|-------------------------|-----------------|---------------------|-------------|-------------|
| No search result found! |        |       |         |                   |              |                    |                        |               |                         |                 |                     |             |             |

\* Showing total 0 records

*Note: A blue arrow points to the empty table with the text "No Previous Records for this student".*

## TIPS

- The CELS alert icon will be visible next to any student's name for whom a previous ELS record exists, similar to the medical alert icon or TIENET icon.
  - Click the CELS icon to display the academic year(s) in which support was received.
- A summary of data for each year of support is in the student's cumulative record.
- Some students will receive continued support in more than one support block.
  - If **Ending Support** data were entered at the end of the first block the student received support, a new ELS record is required.
  - If no **Ending Support** details were entered at the end of the first support block, a new ELS record is not needed. This is referred to in the module as **Continuous Support**.
    - In this case, the student's file would show one ELS record, spanning more than one support block, with the **Beginning Data** recorded in one support block and the **Ending Data** recorded in a different support block.

## 2.1 BEGINNING SUPPORT

### General Information

- Click **Status** to read the options for creating a new ELS record for this student.
- Select the appropriate option from the drop-down menu.
  - Chose **Create Record and Enter Data Later** if no or partial assessment results are available to enter at this time.
  - Chose **Receiving Support** if all assessment results will be recorded at this time.
- Note that each option requires different fields to be completed before saving and closing this page at this time. A notification will pop up if a required field is incomplete.
- Enter all **General** fields and select the **Assessment Resource**, regardless of the **Status** option selected.
  - These entries create and store the ELS record.
  - See Section 3 for details on returning to edit or to enter data in an existing record.
- Click the calendar icon to select the date ELS lessons began.
- Select the appropriate block of support from the options identified by your board.
  - If the student accesses an additional block of support, this may be added later. See section 2.3.
- Click **Submit** at the bottom right of the page to save the required fields associated with the **Status** option selected.



A required field is indicated by \*.



Hover over  for a description of a data field.

## Beginning Assessment Information

- Note that once the **Assessment Resource** is selected, “Please select” appears in the required assessment fields. This indicates a drop-down menu.
  - Click on the small arrow to the right of the field to access the options.
  - Drop-down menus and the help icon cannot be accessed until the **Assessment Resource** is selected.
- Select the **Instructional Text Level** achieved by the student when assessed at the beginning of support.
  - The **Instructional Text Level** indicates reading achievement based on comprehension, word accuracy, and fluency, per the guidelines of *Fountas & Pinnell Benchmark Assessment System 1: Assessment Guide*, page 37.
  - Your board may require results in these areas to be specified.
    - If so, the results entered must be acceptable values given the **Instructional Text Level** identified. If the not, a **WARNING!** message will appear on the screen, stating that an unacceptable value has been entered.
    - Re-check the assessment data and re-enter accordingly.
    - For clarification of allowable values, please contact your board’s Early Literacy Support lead.
- Notice the **Additional Assessments** table displayed at the bottom of the page.
- Complete required fields as indicated by an asterisk \*.
  - These additional assessment fields are board-specific.

## Additional Assessments

- Insert a check mark in the column labeled **Applicable to Student** to indicate each additional assessment administered at the beginning of support.
- Confirm or revise the **Assessment Date** for each additional assessment checked.
  - The assessment date automatically populates from the date entered in the **Date Support Began** field in the **General** section of this page.
  - If a different date is required, select the date using the calendar icon.
- Enter the **Raw Score** for each additional assessment indicated.
- If applicable to your board, the stanine results of some assessments will be automatically calculated based on the raw score you entered.
- **Comments (optional)**

Record comments related to the assessment process or to the assessment results.

  - A maximum of 4,000 characters can be stored. This includes punctuation and spaces.
  - The number of characters remaining is displayed below the comment box.
  - Confidentiality protocols must be followed. Comments can be viewed by anyone who has been or will be assigned access to the ELS record.



## Closing the Page

- Click **Submit** at the bottom right of the page to save all general information and assessment data entered.
- Complete any missing fields if prompted to do so.
- Check that the **Status** is **Receiving Support** if all assessment data have been entered.
- Once the page is saved, you will be returned to the **Early Literacy Support – Student Home Page**.

## TIPS

- Keep the **Status** as **Create Record and Enter Data Later** to complete this section over a period of time. This **Status** option allows you to enter assessment results as time permits.
  - Be sure to click **Submit** before leaving the page.
- If **Receiving Support** is selected, all required assessment information must be on hand and entered in order to be able to save and close the page.
  - Details entered will be lost and will have to be re-entered, if **Submit** is not clicked.
- The **Date Support Began** reflects the date of the first support lesson, not the date the ELS record was created.
- To re-access the ELS record, open the **Early Literacy Support – Student Home Page** for the student then click on the pencil next to the ELS record you wish to edit

Beginning Support Ending Support Year End Assessment

Beginning support record last updated on Aug 15, 2014 by Parker, Peg

**General**

Status: Create record and enter data later

Date Support Began: 09/15/2014

Block: Cycle 1

Date Support Began: 09/15/2014

Block: Cycle 1

**Beginning Assessment Information**

Assessment Resource: Fountas & Pinnell Benchmark

Instructional Text Level: Dictated Text

Accuracy (%): Please select

Self-Correction Ratio 1: 0

Fluency: 1

Comprehension: 0

Writing Stage: 0

Independent Text Level: Dictated Text

| Additional Assessments     | Applicable to Student?              | Date Assessed (mm/dd/yyyy) | Raw Score | Stanine |
|----------------------------|-------------------------------------|----------------------------|-----------|---------|
| Letter ID                  | <input checked="" type="checkbox"/> | 09/16/2014                 | 25        | 2       |
| Concepts about Print       | <input type="checkbox"/>            |                            | (none)    |         |
| Word Reading               | <input type="checkbox"/>            |                            | (none)    |         |
| Writing Vocabulary         | <input checked="" type="checkbox"/> | 09/24/2014                 | 28        | 7       |
| Hearing & Recording Sounds | <input type="checkbox"/>            |                            | (none)    |         |

Comments (optional)

Delete this record?

## 2.2 ENDING SUPPORT

- Search for and select the student whose ELS record is to be updated.
  - Refer to the beginning of section 2 (**Creating a New Early Literacy Support Record**) for how to search for a student's name.
- Select **Early Literacy Support** from the student's menu (left hand side) under **Academics**.
- Check that you are on the **Student Home Page** for **Early Literacy Support**.
- Click on **Enter End of Block Assessment** indicated by the pencil icon below the student's name at the top of the page.
- Confirm that the **Ending Support** tab is active. The tab background will no longer be shaded.

## General Information

- Note that some of the data in this section are prefilled based on the information entered in the **Beginning Support** tab.
- Enter the remaining details required on this page, as indicated.
  - Look for drop-down menus to provide identified options.
- Click **Status** to read the options that specify end of support recommendations for the student or why support has ended.
- Select the appropriate option from the drop-down.
  - If **Student moved/transferred/absent** is selected, the **End of Support Assessment Information** section is not required. However, **General** information must be entered and data may be entered if assessments were completed.
- Click the calendar icon to select the date ELS lessons ended.
- Confirm that the **Beginning Block** is correct. If a change is required, follow the prompt by hovering over the help icon.
- Select the appropriate **Ending Block** from the drop-down menu.
  - If a student receives support in one block only, the **Beginning Block** and **Ending Block** will be the same.
  - If a student receives continuous support, the **Beginning Block** will differ from the **Ending Block**.
  - If a student receives support in more than one block **and** the board requires **Ending Support** data be entered at the end of **each** block of support, a new student record must be created for each support block.
- Select or enter the details for **Location, Context, Size of Group, Minutes per Session, and Number of Lessons Completed** from the drop-down lists provided.
- Record additional details related to **General** information in the **Comments** section if desired.
  - This section is optional.
  - A maximum of 4,000 characters can be stored. This includes punctuation and spaces.
  - The number of characters remaining is displayed below the comment box.
  - Confidentiality protocols must be followed. Comments can be viewed by anyone who has been or will be assigned access to the ELS record.

## End of Support Assessment Information

- Note that the **Assessment Resource** is automatically populated from the **Beginning Support** tab.
- Select the assessed **Instructional Text Level** for this student, at the time support ended.
  - If applicable, the system will calculate and display the result of **Board Reading Goal Met?** to the right of **Assessment Resource**.
- Complete any remaining fields marked with an asterisk \*, as these are board-specific requirements and the page will not save without them.

## Additional Assessments

- Insert a check mark in the column labeled **Applicable to Student** to indicate each additional assessment administered at the end of support.
  - Additional assessments may differ from those administered at the beginning of support.
- Confirm or revise the **Assessment Date** for each additional assessment checked.
  - The assessment date automatically populates from the date entered in the **Date Support Ended** field in the **General** section of this page.
  - If a different date is required, select the date using the calendar icon.
- Enter the **Ending Raw Score** for each additional assessment indicated.
- If applicable to your board, the stanine results of some assessments will be automatically calculated based on the raw score you entered.

## Ending Support Comments (optional)

- Record comments related to the assessment process or to the assessment results.
  - A maximum of 4,000 characters can be stored. This includes punctuation and spaces.
  - Confidentiality protocols must be followed. Comments can be viewed by anyone who has been or will be assigned access to the ELS record.

## Closing the Page

- Click **Submit** at the bottom right of the page to save all general information and assessment data entered.
  - Details entered will be lost and will have to be re-entered, if **Submit** is not clicked.
- Complete any missing fields if prompted to do so.
- Once the page is saved, you will be returned to the **Early Literacy Support – Student Home Page**.

## TIPS

- The **Date Support Ended** reflects the date of the last support lesson.

## 2.3 ADDING AN ADDITIONAL SUPPORT BLOCK

The pace of a student's progress with reading development cannot be pre-determined. Some students may require more than one block of support within the same academic year. The process for accounting for this within the CELS Module depends on the assessment requirements established by each board. These requirements impact how to record an additional support block in the ELS record, as outlined below.

The two options for recording an additional support block align with support that begins in one block and ends in another block.

- 1) A board may require that assessments be administered and results recorded at the end of **each** support block.
  - a. Create the **Beginning Support** record, as indicated in that section.
  - b. Create an **Ending Support** record, as indicated in that section, **for every support block in which the student participated in ELS lessons during the current academic year.**
    - i. **Beginning Assessment** data and **Ending Assessment** data will be recorded in the same support block.
  - c. Click **Create new Support Block for this Student** on the **Early Literacy Support—Student Home Page**.
  - d. Proceed to create a **New Student Record** for the additional block of support.
  - e. Note that the **Status** is set automatically to **Receiving Support**.
  - f. Repeat the process for each block of support in which the student receives ELS lessons.
    - i. Each block's assessment information will show in the **Student Records** summary on the **Early Literacy Support—Student Home Page**.
  - g. Complete the **Year-End Assessment** section as indicated.
  
- 2) A board may require that assessments be administered and results recorded at the end of the final block of support for the current academic year. This is referred to as **continuous support**.
  - a. Create the **Beginning Support** record, as indicated in that section.
  - b. Create the **Ending Support** record, as indicated in that section, **only when ELS lessons for that student have stopped for the current academic year.**
    - i. **Beginning Assessment** data will be recorded in one support block and **Ending Assessment** data in another.
  - c. Complete the **Year-End Assessment** section as indicated.

## 2.4 RECORDING YEAR-END ASSESSMENT

- Search for and select the student whose ELS record is to be updated.
  - Refer to the beginning of section 2 (**Creating a New Early Literacy Support Record**) for how to search for a student's name.
- Select **Early Literacy Support** from the student's menu (left hand side) under **Academics**.
- Check that you are on the **Student Home Page** for **Early Literacy Support**.
- Click on **Enter or Edit Year-End Assessment** indicated by the pencil icon below the student's name at the top of the page.
- Note that the **Year-End Assessment** tab is active. The tab background will no longer be shaded.

### General Information

- Note that many of the fields in this section are prefilled based on the information entered in the **Beginning Support** and **Ending Support** tabs.
  - If corrections in prefilled fields are required, click on either the **Beginning Support** tab or the **Ending Support** tab to do so. Save the revised tab.
  - Corresponding fields in the **Year-End Assessment** tab will be adjusted accordingly.
- Enter the remaining details required on this page, as indicated.
  - Look for drop-down menus to provide identified options.
- Select the **Year-End Status** option from the drop-down menu that applies to this student.
  - If the student moved, transferred, or was absent for an extended period of time, the **Year-End Assessment Information** section is not required. However, data may be entered if assessments were completed.
- Click the calendar icon to select the date that the year-end assessment was administered.
- Note the **Block(s) student received support** table that displays a brief overview of the support received by this student throughout the current academic year.

### Year-End Assessment Information

- Note that the **Assessment Resource** is pre-populated from the **Beginning Support** tab.
- Select the assessed **Instructional Text Level** for this student, determined within the final weeks of the academic year.
  - If applicable, the system will calculate and display the result of **Provincial Goal Met?** to the right of **Assessment Resource**.
- Complete any remaining fields marked with an asterisk \*, as these are board-specific requirements and the page will not save without them.
- Record **Year End Assessment Comments** related to the assessment process, to the assessment results, or to the student's time receiving ELS.
  - A maximum of 4,000 characters can be stored. This includes punctuation and spaces.
  - The number of characters remaining is displayed below the comment box.
  - Confidentiality protocols must be followed. Comments can be viewed by anyone who has been or will be assigned access to the ELS record.

## Closing the Page

- Click **Submit** at the bottom right of the page to save all general information and assessment data entered.
  - Details entered will be lost and will have to be re-entered, if **Submit** is not clicked.
- Complete any missing fields if prompted to do so.
- Once the page is saved, you will be returned to the **Early Literacy Support – Student Home Page**.
  - Ensure that all applicable fields are complete in the **Student Records** summary table on the **Student Home Page**.



Summary details of a student's participation with Early Literacy Support is automatically populated in the student's cumulative record.

## 3 EDITING AN EXISTING EARLY LITERACY SUPPORT RECORD

- Search for and select the student whose record is to be edited.
  - See Section 2 for steps to search for and select a specific student.
- Select **Early Literacy Support** from the student’s menu under the section **Academics**.
- Click on the pencil icon in the **Record ID** column to access the record you wish to edit.

| Record Id | School                     | Grade | Program | Assessment Resource         | Beginning Block | Date Support Began | *Text Level at the Beginning | Number of Lessons | Ending Block | Date Support Ended | *Text Level at the End | Ending Status                | *Board Reading Goal Met | Year End Status | Year End Text Level | Provincial Goal Met | Modified By | Modified On |
|-----------|----------------------------|-------|---------|-----------------------------|-----------------|--------------------|------------------------------|-------------------|--------------|--------------------|------------------------|------------------------------|-------------------------|-----------------|---------------------|---------------------|-------------|-------------|
| 2444      | Barton Consolidated School | 3     | English | Fountas & Pinnell Benchmark | Cycle 1         | 09/26/2014         | B                            | 5                 | Cycle 2      | 11/28/2014         |                        | Referral to Program Planning |                         |                 |                     |                     | Parker, Peg | 07/30/2014  |

- Ensure that the student’s **Early Literacy Support – Student Record** page is displayed.
- Select the section to edit by clicking on the appropriate tab: **Beginning Support, Ending Support, or Year-End Assessment**.
- Make revisions as needed.
- Click **Submit** at the bottom right of the page to save the revised record. Otherwise revisions entered will be lost.

### TIPS

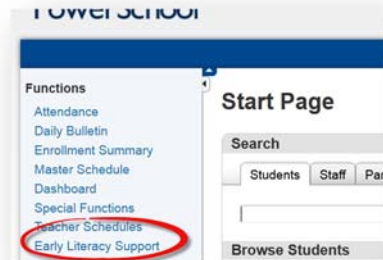
- The **Early Literacy Support – Student Record** page shows the details of a student’s ELS record in the current academic year at a glance. It is a quick way to identify details yet to be entered.
- An ELS record from a previous academic year cannot be edited in this manner. Please contact your board’s Early Literacy Support lead if edits to a previous year’s record are required.
- If you make a mistake and wish to remove an ELS record from the CELS Module, please contact your board’s Early Literacy Support lead.



## 4 SEARCHING FOR STUDENTS WITH EXISTING EARLY LITERACY SUPPORT RECORDS

### CURRENT YEAR

- Log into PowerSchool Admin.
- Select the school for this student.
- Check that you are on the **Start Page** of PowerSchool.
- Click **Early Literacy Support** in the **Functions** menu on the left.



- Click **Search for students receiving Early Literacy Support**
- Notice that the **Search Early Literacy Support Student Records** page displays all students who received ELS during the selected academic year.
- Use the drop down menus in the **Filters** section at the top of the page to narrow the search results.
  - E.g.: Filters can be selected to search by grade or support block.
- Click **Search**. The page will refresh and display only those records that match the filter criteria.
- Click on the pencil icon to view a specific student record or to edit a student record during the current academic year.