CSL Tool Instructions

CSL Tool is a web application for assessment, communicating student learning to parents and students, and generating report cards.

1. Go to *CSL Tool* at https://csltool.sd61.bc.ca.

2. Log in using your district username and password.

3. You should see:
   a. "Welcome <u>Your First Name</u>" in the top left corner of the screen. This shows you are logged into the *CSL Tool* so you can securely access your class lists.
   b. Your past *CSL Tool* report card class templates.

4. To create a new report card:
   a. Add class template.
   b. Work on each child's report card.

5. Select "School Year".

6. Go to "Add Class Template".

7. Select "School Name", "Grade", "Division".

8. If school year is not accurate beside "Division", go back to previous screen and correct.

9. If you have a teaching partner that shares your division, add "Additional Teacher".

10. For each subject:
    a. Select the "Big Ideas" you wish to insert.   If you don't put anything, this won't appear on the report card template.
       i. Editable
       ii. Where there are two levels you can select all or the individual items under each header.

    b. Select the "Curricular Competencies". If you don't put anything, this won't appear on the report card template.
       i. Editable
       ii. Where there are two levels you can select all or the individual items under each header.

    c. Select the "Content". If you don't put anything, this won't appear on the report card template.

      i.   Editable

     ii.   Where there are two levels you can select all or the individual items under each header.

  d. Create any "Custom" content by selecting the "Edit Text" and editing it. Note CSL creates a bullet point for each item you select. So you may want to select multiple items from the "Available" column and edit each one individually with your own content.   That will produce a flat bulleted list.

      If you wanted to group items together, then add a title in the text area and then your own bulleted list within the header.

11. CSL auto-saves as you navigate each tab or leave the page.

12. Go to Report Card tab. (Top right corner of your screen.)

13. Your class list will appear. Select the specific report card you want to work on.

14. In each child's report you will select:
   a. Term
   b. Regular template or adapted template
   c. Indicate if the student has an IEP or AEP (ELL IEP).
   d. Add Teacher Comments. See appendix for what your comments need to include.
   e. For each subject:
      i. Set the Performance Scale or Letter Grade for your student
      ii. If you chose Adapted Template, set the level of the support the student needs
      iii. If you wish, add comments to Reading/Writing/Listening/Speaking and Math. If you do not write anything, the box will not appear.
      iv. Daily Physical Activity will automatically go to "Yes".
      v. Attendance is automatically imported for you upon printing
      vi. Student Reflections can be shown at the beginning or end of the report. These can be used electronically or hard copy. Student reflections can be tied to a competency that has been an area of growth for the student that term.

15. When you are finished a student's report, you can:
   a. Toggle to the next report using the blue triangular arrows
   b. Go back to report card tab and select another student's report card template
   c. Click 'Print Preview' to see the student's report card. This will display the report as a PDF file. If you want to edit, you need to close the PDF file (box in top right corner) and edit the template.

16. When you are finished a report card for the term, you indicate it's ready for review for a principal/vice principal by clicking the "Ready for Review" button.   A P/VP at your school will then be able to see your report card and add "Administrator Comments" and sign off.

17. The P/VP may also enter comments requiring that you make corrections/amendments to the report card. If so, the report card will appear as "Resent to Teacher" in your class list, and there may be comments beside some of the content areas (they appear as a gold info icon to the right of the content area). Once you make your corrections, you click "Ready for Review" to send the report card back to the principal.

18. When reports have been signed electronically, they can be printed as a class set. To print as a class set:

    a. Go to the 'report card' screen which shows your class list and report cards by term.
    b. Click 'Print Report Cards' button in top left corner. All report cards will print back to back but will separate between students.

Appendix

Teacher Comments must include:

Term Summary:
1. What the student is able to do; references learning standards in subject areas
2. Includes descriptions of student behavior including attitudes, effort, work habits and social responsibility. Description of student behavior can be included in term summary or within personal/social competencies.
3. Areas in which the student requires further attention or development

Ways to support student learning (These can be listed within the term summary or in bullet form at the end of teacher comments as goals for next term.)

Core Competencies must be included for 2015-2016
- Description of student behavior can be included in term summary or within personal/social competencies.
- Competencies can be listed in strength-based order, so that the child's strongest competency is listed first.
- A competency can be omitted if necessary to show the area(s) focused on this term.

Personal/Social Competencies:
   Personal/social competency comments can refer to:
   o Social responsibility:
      https://curriculum.gov.bc.ca/competencies/social-responsibility
      o Build relationships
         ▪ With some support, can be part of a group
         ▪ Is kind to others, works and plays co-operatively, builds friendships
         ▪ Identifies when others need support and give it
         ▪ Is aware of how others feel and help
         ▪ Builds and sustains positive relationships
      o Solves problems in peaceful ways
         ▪ Solves problems on own and identifies when to ask for help
         ▪ Identifies problems and can use strategies to solve
         ▪ Clarifies problems, considers alternatives and evaluates strategies
         ▪ Clarifies problems, generates solutions, weights consequences, can be flexible and evaluates actions
      o Contributes to community and caring for the environment
         ▪ Can be part of a group
         ▪ Participates in group activities to improve the class, school, community or natural world
         ▪ Identifies how own actions and actions of others affects own environment and can work to make a positive change

- Analyzes complex social or environmental issues from multiple perspectives and can take action to influence positive, sustainable change

- o Values diversity - advocates for others
  - Demonstrates respectful and inclusive behavior
  - Explains when something is unfair and advocates for others
  - Takes action to support diversity and defend human rights

Personal awareness and responsibility
https://curriculum.gov.bc.ca/competencies/personal-awareness-responsibility
- o Self-determination:
  - Can show a sense of accomplishment and celebrate own hard work
  - Advocates for self and others
  - Imagines and works toward change in self and the world
  - Takes initiative to learn
- o Self-regulation:
  - Identifies emotions
  - Uses strategies to manage feelings
  - Perseveres with challenging tasks
  - Implements, monitors and adjusts a plan and assess results
  - Takes ownership of goals, learning and behavior
- o Well-being:
  - Uses strategies to find peace in stressful times
  - Sustains a healthy and balanced lifestyle
  - Makes good choices for own well-being and health
  - Takes some responsibility for my physical and emotional well-being
  - Participates in activities that support my well-being

- o Positive personal and cultural identity:
  https://curriculum.gov.bc.ca/competencies/ppci
  - o Personal strengths and abilities
    - Describes own attributes, characteristics and skills
    - Reflects on own strengths and identifies own potential as a leader
    - Understands the importance of continuing to develop new abilities and strengths to help meet new challenges
  - o Personal values and choices
    - Can tell what is important to me
    - Explains own values and how they affect own choices
    - Can tell how some important aspects of own life have influenced values
    - Understands how own values shape choices
  - o Relationships and cultural contexts
    - Understands identity is made up of may interconnected aspects (experiences, family history, heritage, peer groups)

- Understands that learning is continuous and concept of self and identity will continue to evolve

Examples:

Competency profiles and examples/illustrations can be found at:
https://curriculum.gov.bc.ca/competencies/ppci

Thinking

- o Critical Thinking: https://curriculum.gov.bc.ca/competencies/critical_thinking
  - Develops and designs
  - Questions and investigates
  - Analyzes and critiques
- o Creative Thinking:
  https://curriculum.gov.bc.ca/competencies/creative_thinking
  - Novelty and value
    - Gets ideas when playing
    - Gets new ideas or builds on other's ideas to create new things
    - Generates new ideas while exploring own interests
    - Gets ideas that are new to peers
    - Develops a body of creative work over time in an area that I am passionate about
  - Generates ideas
    - Gets ideas when using senses to explore
    - Builds on others' ideas and adds ideas of own
    - Deliberately learns a lot about something
    - Has self-calming strategies
    - Has interests and passions that are pursued over time

Communication

Communication: https://curriculum.gov.bc.ca/competencies/communication
- o how the student: connects and engages with others to share and develop ideas;
- o acquires, interprets and presents information including inquiries;
- o collaborates to plan, carry out, and review constructions and activities;
- o explains and reflects on experiences and accomplishments.