

ECATS Translation Quick Reference Guide

Associated Data Fields

Document translation is enabled based on the Document Language data field found on the student's Personal Information page. Only authorized LEA users may edit this field. (Refer to the most recent User Type permissions guide under ECATS Resources for a list of authorized user types.) If a language is missing or incorrect for a student in the system, the authorized user must update the Document Language field.

Currently, ECATS offers document translation when one of the following languages is set as the Document Language: Spanish, Chinese, French, German, Hmong, Italian, Japanese, Korean, Portuguese, Russian, and Vietnamese.

Impacts to Interface and Accessing Translated Documents

Editing the Document Language Field:

- 1. Only authorized LEA users may edit this field. (Refer to the most recent User Type permissions guide under ECATS Resources for a list of authorized user types.)
- 2. Navigate to Student Infor>Personal Information





3. On the Personal Information page, data fields imported from PowerSchool will remain view-only. However, the Document Language Field may be edited.

Medicaid Parental Consent Signature Date		
Medicaid Parental Consent Begin Date:	\checkmark	
Consent Type:	English	
Length of School Day:	Spanish	
English as a Second Language	Chinese	
PowerSchool ID	French	
	German	
Document Language:	Italian	UPDATE DOCUMENT LANGUAGE
	Japanese	
	Korean) 65431
	Portuguese	
ninistrator	Russian	
	Hindi	
	Hmong/Hmong-Mien/Hmongie/Chaug	
	Vietnamese	

4. Select the preferred language from the dropdown menu and click UPDATE DOCUMENT LANGUAGE to save to ECATS.

English as a Second Language	No		
PowerSchool ID	44090		
Document Language:	Chinese	~	UPDATE DOCUMENT LANGUAGE
			Powerschool ID

Translation Features in the System

- 1. Once a student's document translation language is set in the system, users will see additional options for document translation within the different process pages in ECATS.
- 2. Any page in the system that prints information from that page onto the PDF document will have an additional "Show Section in [student's language]" button. Click the button to view what the information on this page will look like in the translated PDF document.

ECAIS	
Area in Need of SDI	
For each Area(s) Assessed specify if the Area is in Need of SDI.	
Speech/Language:	~
BACK SHOW SECTION IN CHINESE SAVE & CONTINUE >>	

Creating a Draft and Final Translated Document

 Users will need to create a draft translated version before completing a final version. Once the translated draft version is created, the user can create a final translated document. When creating a draft or final version of a document, an additional checkbox will display above the "Create Draft" and "Create Final" buttons. Select the checkbox to generate a translated version of the document.



2. When you generate a draft or final document and select the checkbox indicating that a translated version of the document should be generated, you will see both an English and translated version of the document. An English version of the document will always be generated alongside the translated version.

IEP Document Documents				
Document ID	Date Created	Created By	Document	Status
333444	07/08/2024	Elizabeth Loring	IEP Document	(Draft)
333445	07/08/2024	Elizabeth Loring	IEP Document (translated to Chinese)	(Draft)



Translated Progress Reports can be created from the Progress Report Wizard or from the Documents tab for a single Progress Report.

- 1. From the Progress Report Wizard:
 - a. Once the information has been updated in the Wizard, the user will scroll to the bottom of the screen for the creation options.
 - b. Choose the translation version to include and choose either:
 - i. "Create Draft Progress Report and Move to the Next Student" or
 - ii. "Create Final Progress Report and Move on to the Next Student".



2. When creating a single Progress Report from the Documents Tab, the user **must choose Create Draft** to create a translated version.





3. Click Create Draft, choose the Reporting Period, click Create Draft Document.



4. Once the Progress Report is updated with the new data, scroll to the bottom and choose the box to include the translated version of the document, click Create Draft Progress Report.



5. The document will be created in both English and the chosen translated version and the user will be able to view each from the next screen.



6. Once the draft document is created, the user can then create a final document that includes the translated version by following steps 1-4.

Translating the Progress Monitoring Summary Document

For the users that utilize the Progress Monitoring Tool in ECATS, the Progress Monitoring Summary Document can also be translated to the designated language.



 Navigate to the Documents tab for the chosen student. Choose Progress Monitoring on the left and then choose the Progress Monitoring Summary. The user can then either Create a Draft or Create a Final Document.

Documents:	General	O Progress Monitoring Summary
	Progress Monitoring	
	MTSS	
		Letters: (No Letters Available) Draft or Final
		CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)
		CREATE FINAL DOCUMENT (WILL BE SAVED)
		UPLOAD EXTERNAL DOCUMENT(S)

2. Once the document creation choice has been made, the next screen had many options for the user. On the left-hand side, the user can choose which goals to include in the Progress Monitoring Summary. On the right-hand side of the list, the user can choose to include or remove the Aim Line from the document. At the bottom of the screen, choose "Include the Translated Version of the Document" and Create the Draft/Final Document.

The following information is required before you can create this Final Document	
Progress Monitoring Summary	
Create Progress Monitoring Summary for	
Print	Print Aim Line
Area of feed: Math	
9/2024 when shown a number between 0-30 and given base 10 blocks, will verbally identify the number and demonstrate the place value of the number for 8/10 numbers on 4/5 trials	
By 9/2024, When given a real world scenario with displaying a fraction, will identify the fraction and show her understanding of fractions (part of a whole) to assist in activities of daily living such as cooking, and laundry with 80% accuracy for 4/5 trials	
Area of teed: Reading	
By 9/2024, when presented with a CORE vocabulary word, will verbally identify the word for 9/10 words for 4/5 trials.	
By 9/2024, when given academic vocabulary words based on the current unit, will demonstrate her understanding of the word meaning by matching the correct picture symbol to the word for 9/10 words for 4/5 trials	
Area of treed: Adapted Physical Education	
By 9/2024 When participating in a gross motor activity, will increase her overall coordination skills by completing gross motor skills and/or eye/hand coordination skills with 80% accuracy for 4/5 skills	
Area of treed: Written Expression	
By 9/2024 When given a model of the information to be typed (i.e. a sentence; short message; or demographic info), will correctly type the information with 2 or less errors on 4 out of 5 trials.	
Of ball By 09/2024 will independently copy all capital and lower case letters with good letter formation, while demonstrating good line placement and letter size within a 2 inch well defined boundary with 75% accuracy on 4 of 5 trials.	
Area of heed: Independent Living Skills	
By 19/2024 when shown or told the a dollar amount of an item within \$30, will use the next dollar strategy to count out the correct number of bills to pay for the item for 9/10 prices on 4/5 trials	
by 9/2024 When given a picture task analysis of the steps to complete a laundry skill (i.e. sort/prepare, use washer etc), will follow the task analysis and perform each step independently for 4 out 5 laundry skills	
SAVE	
□ Include a Chinese version of the document	
CREATE FINAL DOCUMENT	