

How to Add Comments to Student Math Assessments

Learn how to navigate the student assessment observation tool to provide feedback and track progress on specific math lessons.

1 Click "Assessment"

The screenshot shows the Mathology website interface. At the top, there is a navigation bar with the Mathology logo, a search bar, and links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. The user's email address is visible as on@mathology.ca. Below the navigation bar, the page title is "Early Fractional Thinking: Comparing Fractions 1 (Ontario)". A blue header bar contains a back arrow, the page title, and a heart icon. Below this, a horizontal menu has four tabs: "ABOUT", "LESSON", "ASSESSMENT", and "DIFFERENTIATED SUPPO...". The "ASSESSMENT" tab is highlighted with an orange circle. The main content area is titled "About this lesson" and contains the following text:

This activity focuses on relating the size and number of equal parts in a whole. To start, students discuss everyday situations where they share fairly. Students then read a story about sharing bannock, then use pictures of circular bannock to model sharing it with 2 and 4 people.

ACTIVITY TIME	45-50 min
GROUP SIZE	Pairs

In pairs, students cut or fold squares into 2, 4, and 8 equal parts, then compare one part from pairs of squares to determine which is bigger.

To consolidate, students show how they compared the sizes of the different parts. Then, using the same whole, students decide whether one half, three fourths, or one whole is biggest and explain how they know.

TAGS: [Grade 2](#) [Activity](#) [Number-18](#)

Professional Learning

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Click here to use your current class.(To add a class see tutorial on Adding a class and student names for Observation)

The screenshot shows the Mathology website interface. At the top, there is a navigation bar with the Mathology logo, a search bar, and links for Home, Favourites, Plan, Analytics, Matific Dashboard, and Help. The user's email address is visible as on@mathology.ca. Below the navigation bar is a blue header for the current page: "Early Fractional Thinking: Comparing Fractions 1 (Ontario)". A left-pointing arrow and a heart icon are on either side of the header. Below the header is a tabbed interface with four tabs: "ABOUT", "LESSON", "ASSESSMENT" (which is selected and underlined), and "DIFFERENTIATED SUPPO...". Under the "ASSESSMENT" tab, the "Grade 1 Class" dropdown menu is highlighted with an orange circle. Below the dropdown is a student selection box containing a button labeled "1 Kim M". Below this box is the instruction: "Click a student to select, then click the corresponding box below or drag and drop student to add." Below the instruction is a section titled "Comparing Fractions of a Whole Behaviours/Strategies" with a warning icon and text: "This assessment is for Grade 2, and it aligns only with Grade 2 curriculum". Below this are four assessment boxes, each with a description of a student's behavior. On the right side of the page, there is a vertical sidebar with the text "Professional Learning" and a downward-pointing arrow.

3

Click your current class

The screenshot shows the Mathology website interface, similar to the previous one. The "Grade 1 Class" dropdown menu is open, showing a list of classroom options. The option "Demo Grade 1 Class 2020-2021" is highlighted with an orange circle. The other options in the list are "Demo Grade 2 Class", "Demo Grade 3 Class 2020-2021", "Demo Grade 4 Class 2021-2022", and "Demo Grade 5 Class 2021-2022". The rest of the interface, including the navigation bar, header, tabs, and assessment boxes, is visible in the background. The "Professional Learning" sidebar is also present on the right.

4 Click names. You can click more than one to drag and drop.

mathology Search... Home Favourites Plan Analytics Matific Dashboard Help on@mathology.ca on@

Demo Grade 2 Class

2 Casilio A	1 Jeff A	2 Violet B	2 Abby C	2 Samantha D	2 Jonathan E	
2 Bobby F	Darius F	1 Hayden F	2 Miles F	2 Nicholas G	2 Dorian H	2 Juan J
2 Bridgette M	2 Kim M	2 Raphael N	2 Daniel Q	2 Etinosa R	2 Muhammed R	
2 Fabian S	2 Juliette T	2 Taylor U	2 Corine V	2 Fox Z		

Click a student to select, then click the corresponding box below or drag and drop student to add.

Comparing Fractions of a Whole Behaviours/Strategies ! This assessment is for Grade 2, and it aligns only with Grade 2 curriculum

Student takes a square, but struggles to partition it into equal parts, and parts are not equal.	Student partitions wholes into 2 and 4 equal parts, but struggles to partition whole into 8 equal parts.	Student partitions wholes into equal parts, but struggles to prove that they are equal.	Student partitions wholes into equal parts, but struggles to name the unit (does not know fraction words).
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



5 Click "comment"

struggles to partition it into equal parts, and parts are not equal.	4 equal parts, but struggles to partition whole into 8 equal parts.	parts, but struggles to prove that they are equal.	parts, but struggles to name the unit (does not know fraction words).
	"How do I make 8 equal parts?"	"How do I show they are equal?"	"I don't know what each part is."
Select students from class list above Drag student here or click this box to add	Select students from class list above Drag student here or click this box to add	Select students from class list above Drag student here or click this box to add	<div style="border: 1px solid gray; padding: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 2 Violet B 🗑️ </div> <div style="display: flex; justify-content: space-between; align-items: center;"> 2 Bobby F 🗑️ </div> <div style="display: flex; justify-content: space-between; align-items: center;"> 2 Darius F 🗑️ </div> </div>
Next Steps	Next Steps	Next Steps	Next Steps
Student partitions wholes into equal parts and names the unit, but does not realize that	Student partitions wholes into equal parts and names the unit, but does not realize that	Student partitions wholes into equal parts and names the unit, but struggles to use	Student successfully partitions wholes into equal parts, names the unit,

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Click the "Enter your comments here..." field to add personal notes. Date stamp is automatic.

<p>equal parts, and parts are not equal.</p> 	<p>partition whole into 8 equal parts.</p>  <p>"How do I make 8 equal parts?"</p>	<p>that they are equal.</p>  <p>"How do I show they are equal?"</p>	<p>the unit (does not know fraction words).</p>  <p>"I don't know what each part is."</p>
<p>Select students from class list above</p> <p>Drag student here or click this box to add</p>	<p>Select students from class list above</p> <p>Drag student here or click this box to add</p>	<p>Select students from class list above</p> <p>Drag student here or click this box to add</p>	<p>2 Violen...</p> <p>2 Bo...</p> <p>2 Da...</p> <p>2026-04-09 Box 4</p>
Next Steps	Next Steps	Next Steps	Ne





Navigate Mathology 0

partitions wholes into equal parts and names the unit, but does not realize that dividing a whole	Student partitions wholes into equal parts and names the unit, but does not realize that dividing a whole	Student partitions wholes into equal parts and names the unit, but struggles to use math language to	Student successfully partitions wholes into equal parts, names the unit, and relates the
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Click "Next Steps"

<p>equal parts, and parts are not equal.</p> 	<p>partition whole into 8 equal parts.</p>  <p>"How do I make 8 equal parts?"</p>	<p>that they are equal.</p>  <p>"How do I show they are equal?"</p>	<p>the unit (does not know fraction words).</p>  <p>"I don't know what each part is."</p>
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Navigate Mathology 0

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Review next steps in the moment or review a mini lesson.

square, struggles partition equal parts are equal.

"I don't know what each part is."

Next Steps

In the Moment

Discuss how the number of equal-sized pieces tells us the fraction word (e.g., fourth and four; eighth and eight). Use ordinal words in context when it helps (e.g., fourth in line). Or use [Intervention Activity 7: Naming Fractional Amounts](#).

Additional Next Steps

Intervention 1: Students having difficulty naming the unit (do not know fraction words)

[The Best Birthday](#)

Select from ab
Drag stu or click
Next

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partitions wholes into equal parts and names the unit, but does	Student partitions wholes into equal parts and names the unit, but does	Student partitions wholes into equal parts and names the unit, but	Student successfully partitions wholes into equal parts,
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