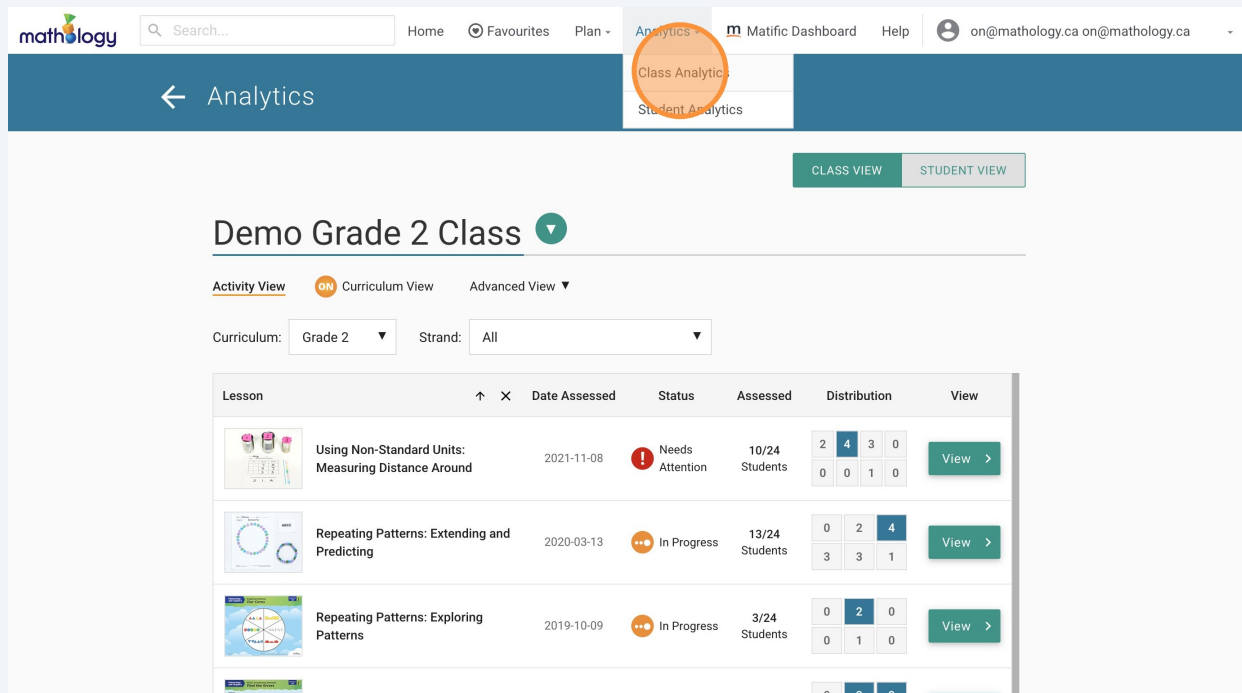






# How to view class Analytics by curriculum

Learn how to view student progress and assessed expectations. This guide helps you filter and export performance reports for your lessons and strands effectively.

## 1 Click "Class Analytics"



The screenshot shows the Mathology web application 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 displayed as on@mathology.ca. Below the navigation bar is a dark blue header with a back arrow and the word 'Analytics'. A dropdown menu is open under 'Analytics', with 'Class Analytics' highlighted by an orange circle. Below the header, there are two buttons: 'CLASS VIEW' (active) and 'STUDENT VIEW'. The main content area is titled 'Demo Grade 2 Class' with a dropdown arrow. Below the title, there are three view options: 'Activity View', 'Curriculum View' (selected with an orange circle), and 'Advanced View'. There are two filters: 'Curriculum: Grade 2' and 'Strand: All'. Below the filters is a table with the following columns: Lesson, Date Assessed, Status, Assessed, Distribution, and View.

| Lesson   | Date Assessed | Status          | Assessed       | Distribution   | View |   |   |                           |   |   |                           |   |                           |
|--|---------------|-----------------|----------------|--|------|---|---|---------------------------|---|---|---------------------------|---|---------------------------|
|  Using Non-Standard Units: Measuring Distance Around | 2021-11-08    | Needs Attention | 10/24 Students | <table border="1"><tr><td>2</td><td>4</td><td>3</td><td>0</td></tr><tr><td>0</td><td>0</td><td>1</td><td>0</td></tr></table> | 2    | 4 | 3 | 0                         | 0 | 0 | 1                         | 0 | <a href="#">View &gt;</a> |
| 2  | 4             | 3               | 0              |  |      |   |   |                           |   |   |                           |   |                           |
| 0  | 0             | 1               | 0              |  |      |   |   |                           |   |   |                           |   |                           |
|  Repeating Patterns: Extending and Predicting       | 2020-03-13    | In Progress     | 13/24 Students | <table border="1"><tr><td>0</td><td>2</td><td>4</td></tr><tr><td>3</td><td>3</td><td>1</td></tr></table>                     | 0    | 2 | 4 | 3                         | 3 | 1 | <a href="#">View &gt;</a> |   |                           |
| 0  | 2             | 4               |                |  |      |   |   |                           |   |   |                           |   |                           |
| 3  | 3             | 1               |                |  |      |   |   |                           |   |   |                           |   |                           |
|  Repeating Patterns: Exploring Patterns             | 2019-10-09    | In Progress     | 3/24 Students  | <table border="1"><tr><td>0</td><td>2</td><td>0</td></tr><tr><td>0</td><td>1</td><td>0</td></tr></table>                     | 0    | 2 | 0 | 0                         | 1 | 0 | <a href="#">View &gt;</a> |   |                           |
| 0  | 2             | 0               |                |  |      |   |   |                           |   |   |                           |   |                           |
| 0  | 1             | 0               |                |  |      |   |   |                           |   |   |                           |   |                           |
|  Repeating Patterns: Exploring Patterns             |               |                 |                | <table border="1"><tr><td>0</td><td>3</td><td>3</td></tr></table>  | 0    | 3 | 3 | <a href="#">View &gt;</a> |   |   |                           |   |                           |
| 0  | 3             | 3               |                |  |      |   |   |                           |   |   |                           |   |                           |

## 2 Click "Class View"

The screenshot shows the Mathology web application 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 displayed as on@mathology.ca. Below the navigation bar is a dark blue header with a back arrow and the word 'Analytics'. The main content area is titled 'Demo Grade 2 Class' with a dropdown arrow. Below the title, there are tabs for 'Activity View', 'Curriculum View' (which is selected and highlighted with an orange circle), and 'Advanced View'. There is also a checkbox for 'show only assessed expectations' which is checked. Below the tabs are two dropdown menus: 'Curriculum: Grade 2' and 'Strand: All'. The main content area displays a list of curriculum items, each with a circular icon containing a number and a description. The items are: 23 B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life; 15 B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life; 10 C1. Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts; 14 C4. Mathematical Modelling: apply the process of mathematical modelling to:; and a partially visible item 11 D1. Data Literacy: access, analyse, and use data to make convincing arguments and informed decisions in various contexts.

## 3 Ensure your grade is showing here

The screenshot shows the Mathology web application interface, similar to the previous one. The 'Curriculum View' tab is selected and highlighted with an orange circle. Below the tabs, there are two dropdown menus: 'Curriculum: Grade 2' and 'Strand: All'. The main content area displays a table with columns: Lesson, Date Assessed, Status, Assessed, Distribution, and View. The table contains three rows of data:

| Lesson  | Date Assessed | Status          | Assessed       | Distribution   | View |   |   |   |   |   |        |   |        |
|---|---------------|-----------------|----------------|--|------|---|---|---|---|---|--------|---|--------|
| Using Non-Standard Units: Measuring Distance Around | 2021-11-08    | Needs Attention | 10/24 Students | <table border="1"><tr><td>2</td><td>4</td><td>3</td><td>0</td></tr><tr><td>0</td><td>0</td><td>1</td><td>0</td></tr></table> | 2    | 4 | 3 | 0 | 0 | 0 | 1      | 0 | View > |
| 2   | 4             | 3               | 0              |  |      |   |   |   |   |   |        |   |        |
| 0   | 0             | 1               | 0              |  |      |   |   |   |   |   |        |   |        |
| Repeating Patterns: Extending and Predicting        | 2020-03-13    | In Progress     | 13/24 Students | <table border="1"><tr><td>0</td><td>2</td><td>4</td></tr><tr><td>3</td><td>3</td><td>1</td></tr></table>                     | 0    | 2 | 4 | 3 | 3 | 1 | View > |   |        |
| 0   | 2             | 4               |                |  |      |   |   |   |   |   |        |   |        |
| 3   | 3             | 1               |                |  |      |   |   |   |   |   |        |   |        |
| Repeating Patterns: Exploring Patterns              | 2019-10-09    | In Progress     | 3/24 Students  | <table border="1"><tr><td>0</td><td>2</td><td>0</td></tr><tr><td>0</td><td>1</td><td>0</td></tr></table>                     | 0    | 2 | 0 | 0 | 1 | 0 | View > |   |        |
| 0   | 2             | 0               |                |  |      |   |   |   |   |   |        |   |        |
| 0   | 1             | 0               |                |  |      |   |   |   |   |   |        |   |        |

#### 4 Click "Curriculum View"(This tutorial shows the Ontario view)

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

← Analytics

CLASS VIEW STUDENT VIEW

### Demo Grade 2 Class

Activity View **Curriculum View** Advanced View

Curriculum: Grade 2 Strand: All

| Lesson  | Date Assessed | Status          | Assessed       | Distribution       | View   |
|---|---------------|-----------------|----------------|--------------------|--------|
| Using Non-Standard Units: Measuring Distance Around | 2021-11-08    | Needs Attention | 10/24 Students | 2 4 3 0<br>0 0 1 0 | View > |
| Repeating Patterns: Extending and Predicting        | 2020-03-13    | In Progress     | 13/24 Students | 0 2 4<br>3 3 1     | View > |
| Repeating Patterns: Exploring Patterns              | 2019-10-09    | In Progress     | 3/24 Students  | 0 2 0<br>0 1 0     | View > |

#### 5 Sort by Strand

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CLASS VIEW STUDENT VIEW

### Demo Grade 2 Class

Activity View **Curriculum View** Advanced View  show only assessed expectations

Curriculum: Grade 2 Strand: All

- 23 B1. Number Sense: demonstrate a variety of ways to represent numbers, understand relationships to the way numbers are used in everyday life
- 15 B2. Operations: use knowledge of addition, subtraction, multiplication, and division to solve real problems encountered in everyday life
- 10 C1. Patterns and Relationships: identify, describe, and extend those found in real-life contexts
- 14 C4. Mathematical Modelling: apply the process of mathematical modelling to:
  - 14.C4.1. identify and describe a real-world situation that can be modeled mathematically
  - 14.C4.2. represent the situation mathematically
  - 14.C4.3. solve the problem
  - 14.C4.4. communicate the solution
- 1 D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life
- 1 E2. Measurement: compare, estimate, and determine measurements in various contexts

6

Click "show only assessed expectations" to lessons where you have placed students in the lesson assessment charts.

The screenshot shows the Mathology interface for a 'Demo Grade 2 Class'. At the top, there is a navigation bar with 'Analytics' and a back arrow. Below this, there are tabs for 'CLASS VIEW' and 'STUDENT VIEW'. The main heading is 'Demo Grade 2 Class'. Underneath, there are options for 'Activity View', 'Curriculum View' (selected), and 'Advanced View'. A checkbox labeled 'show only assessed expectations' is checked and circled in orange. Below this, there are dropdown menus for 'Curriculum: Grade 2' and 'Strand: B. Number'. Two curriculum items are listed: '23 B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life' and '15 B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life'. At the bottom right, there is an 'Export/Print' button.

7

Click arrow to open list of activities that have at least one student placed in the lesson observation chart

The screenshot shows the Mathology interface for a 'Demo Grade 2 Class'. At the top, there is a navigation bar with 'Analytics' and a back arrow. Below this, there are tabs for 'CLASS VIEW' and 'STUDENT VIEW'. The main heading is 'Demo Grade 2 Class'. Underneath, there are options for 'Activity View', 'Curriculum View' (selected), and 'Advanced View'. A checkbox labeled 'show only assessed expectations' is unchecked. Below this, there are dropdown menus for 'Curriculum: Grade 2' and 'Strand: B. Number'. A curriculum item is listed: '23 B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life'. Below this, there is a table with columns: Lesson, Date / assessed, Status, Assessed, Distribution, and View. The table contains four rows of lesson data. The first row is highlighted, and a dropdown arrow next to the 'Date / assessed' column is circled in orange.

| Lesson  | Date / assessed | Status          | Assessed       | Distribution   | View |   |   |        |   |   |        |   |        |
|---|-----------------|-----------------|----------------|--|------|---|---|--------|---|---|--------|---|--------|
| Number Relationships 2: Jumping on the Number Line (Ontario)  | 2024-10-11      | On Track        | 9/24 Students  | <table border="1"><tr><td>0</td><td>3</td><td>0</td></tr><tr><td>0</td><td>2</td><td>4</td></tr></table>                     | 0    | 3 | 0 | 0      | 2 | 4 | View > |   |        |
| 0   | 3               | 0               |                |  |      |   |   |        |   |   |        |   |        |
| 0   | 2               | 4               |                |  |      |   |   |        |   |   |        |   |        |
| Number Relationships 2: Benchmarks on a Number Line (Ontario) | 2024-10-11      | Needs Attention | 1/24 Students  | <table border="1"><tr><td>0</td><td>1</td><td>0</td></tr><tr><td>0</td><td>0</td><td>0</td></tr></table>                     | 0    | 1 | 0 | 0      | 0 | 0 | View > |   |        |
| 0   | 1               | 0               |                |  |      |   |   |        |   |   |        |   |        |
| 0   | 0               | 0               |                |  |      |   |   |        |   |   |        |   |        |
| Number Relationships 1: Ordering Quantities (Ontario)         | 2024-08-19      | In Progress     | 10/24 Students | <table border="1"><tr><td>1</td><td>1</td><td>5</td><td>3</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> | 1    | 1 | 5 | 3      | 0 | 0 | 0      | 0 | View > |
| 1   | 1               | 5               | 3              |  |      |   |   |        |   |   |        |   |        |
| 0   | 0               | 0               | 0              |  |      |   |   |        |   |   |        |   |        |
| Number Relationships 1: Odd and                               |                 |                 | 13/24          | <table border="1"><tr><td>0</td><td>0</td><td>0</td></tr></table>  | 0    | 0 | 0 | View > |   |   |        |   |        |
| 0   | 0               | 0               |                |  |      |   |   |        |   |   |        |   |        |

## 8 Have this box not clicked to see all expectations

CLASS VIEW STUDENT VIEW

### Demo Grade 2 Class ▼






Activity View on Curriculum View Advanced View ▼

Curriculum: Grade 2 ▼ Strand: All ▼

show only assessed expectations

- 0 A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum ▼
- 23 B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life ▼
- 15 B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life ▼
- 10 C1. Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts ▼
- 0 C2. Equations and Inequalities: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts ▼
- 0 C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills ▼
- 14 C4. Mathematical Modelling: apply the process of mathematical modelling to: ▼
- 1 D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life ▼
- 0 D2. Probability: describe the likelihood that events will happen, and use that information to make predictions ▼
- 0 E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them ▼

## 9 Click "Export/Print"











|   |  |            |                          |                |   |   |   |   |   |                                     |   |                                     |
|---|--|------------|--------------------------|----------------|---|---|---|---|---|-------------------------------------|---|-------------------------------------|
|  | Counting: Skip-Counting Forward  | 2019-10-09 | <span>In Progress</span> | 15/24 Students | <table border="1"> <tr><td>0</td><td>2</td><td>4</td></tr> <tr><td>4</td><td>2</td><td>3</td></tr> </table> | 0 | 2 | 4 | 4 | 2                                   | 3 | <span>View</span> <span>&gt;</span> |
| 0   | 2  | 4          |                          |                |   |   |   |   |   |                                     |   |                                     |
| 4   | 2  | 3          |                          |                |   |   |   |   |   |                                     |   |                                     |
|  | Counting: Skip-Counting Flexibly   | 2019-10-09 | <span>On Track</span>    | 12/24 Students | <table border="1"> <tr><td>0</td><td>0</td><td>4</td></tr> <tr><td>3</td><td>2</td><td>3</td></tr> </table> | 0 | 0 | 4 | 3 | 2                                   | 3 | <span>View</span> <span>&gt;</span> |
| 0   | 0  | 4          |                          |                |   |   |   |   |   |                                     |   |                                     |
| 3   | 2  | 3          |                          |                |   |   |   |   |   |                                     |   |                                     |
|  | Counting: Consolidation (Ontario)<br><i>Counting On and Back Behaviours/Strategies</i> | 2024-08-26 | <span>In Progress</span> | 1/24 Students  | <table border="1"> <tr><td>0</td><td>1</td><td>0</td><td>0</td></tr> </table>                               | 0 | 1 | 0 | 0 | <span>View</span> <span>&gt;</span> |   |                                     |
| 0   | 1  | 0          | 0                        |                |   |   |   |   |   |                                     |   |                                     |
|  | Counting: Bridging Tens (Ontario)  | 2025-10-10 | <span>In Progress</span> | 12/24 Students | <table border="1"> <tr><td>1</td><td>5</td><td>5</td></tr> <tr><td>0</td><td>0</td><td>1</td></tr> </table> | 1 | 5 | 5 | 0 | 0                                   | 1 | <span>View</span> <span>&gt;</span> |
| 1   | 5  | 5          |                          |                |   |   |   |   |   |                                     |   |                                     |
| 0   | 0  | 1          |                          |                |   |   |   |   |   |                                     |   |                                     |
|  | Counting: Bridging Tens  | 2024-10-11 | <span>On Track</span>    | 20/24 Students | <table border="1"> <tr><td>0</td><td>3</td><td>4</td></tr> <tr><td>3</td><td>4</td><td>6</td></tr> </table> | 0 | 3 | 4 | 3 | 4                                   | 6 | <span>View</span> <span>&gt;</span> |
| 0   | 3  | 4          |                          |                |   |   |   |   |   |                                     |   |                                     |
| 3   | 4  | 6          |                          |                |   |   |   |   |   |                                     |   |                                     |

15 B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life ▼

Export/Print ▼

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## 10 Download report

|   |   |            |   |                   |   |   |   |   |   |                           |   |                           |
|---|---|------------|---|-------------------|---|---|---|---|---|---------------------------|---|---------------------------|
|  | <b>Counting: Skip-Counting Forward</b>  | 2019-10-09 |  In Progress | 15/24<br>Students | <table border="1"> <tr> <td>0</td> <td>2</td> <td>4</td> </tr> <tr> <td>4</td> <td>2</td> <td>3</td> </tr> </table> | 0 | 2 | 4 | 4 | 2                         | 3 | <a href="#">View &gt;</a> |
| 0   | 2   | 4          |   |                   |   |   |   |   |   |                           |   |                           |
| 4   | 2   | 3          |   |                   |   |   |   |   |   |                           |   |                           |
|  | <b>Counting: Skip-Counting Flexibly</b>   | 2019-10-09 |  On Track    | 12/24<br>Students | <table border="1"> <tr> <td>0</td> <td>0</td> <td>4</td> </tr> <tr> <td>3</td> <td>2</td> <td>3</td> </tr> </table> | 0 | 0 | 4 | 3 | 2                         | 3 | <a href="#">View &gt;</a> |
| 0   | 0   | 4          |   |                   |   |   |   |   |   |                           |   |                           |
| 3   | 2   | 3          |   |                   |   |   |   |   |   |                           |   |                           |
|  | <b>Counting: Consolidation (Ontario)</b><br><i>Counting On and Back Behaviours/Strategies</i> | 2024-08-26 |  In Progress | 1/24<br>Students  | <table border="1"> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table>                                  | 0 | 1 | 0 | 0 | <a href="#">View &gt;</a> |   |                           |
| 0   | 1   | 0          | 0   |                   |   |   |   |   |   |                           |   |                           |
|  | <b>Counting: Bridging Tens (Ontario)</b>  | 2025-10-10 |  In Progress | 12/24<br>Students | <table border="1"> <tr> <td>1</td> <td>5</td> <td>5</td> </tr> <tr> <td>0</td> <td>0</td> <td>1</td> </tr> </table> | 1 | 5 | 5 | 0 | 0                         | 1 | <a href="#">View &gt;</a> |
| 1   | 5   | 5          |   |                   |   |   |   |   |   |                           |   |                           |
| 0   | 0   | 1          |   |                   |   |   |   |   |   |                           |   |                           |
|  | <b>Counting: Bridging Tens</b>  | 2024-10-11 |  On Track    | 20/24<br>Students | <table border="1"> <tr> <td>0</td> <td>3</td> <td>4</td> </tr> <tr> <td>3</td> <td>4</td> <td>6</td> </tr> </table> | 0 | 3 | 4 | 3 | 4                         | 6 | <a href="#">View &gt;</a> |
| 0   | 3   | 4          |   |                   |   |   |   |   |   |                           |   |                           |
| 3   | 4   | 6          |   |                   |   |   |   |   |   |                           |   |                           |

**15** B2. Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

[Print Activity View \(pdf\)](#)

[Print Curriculum View \(pdf\)](#)

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