



Odysseyware®

2.49

Curriculum Reports User Guide

Released 06/2019

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Helpful resources

Technical Support

Phone - Toll Free: 877.251.6662

Days/Time - Monday - Friday 7 am - 11 pm (CT) and Saturday - Sunday 1 pm - 7pm (CT)

Go to: <http://www.odysseyware.com/support>

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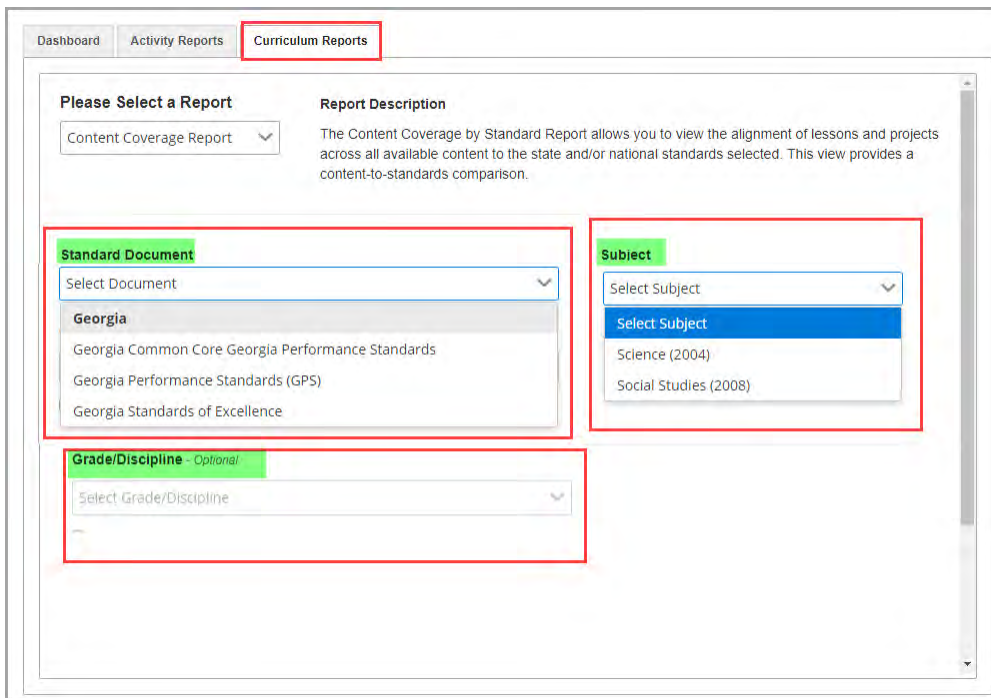


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What's new in this release of Odysseyware® 2.49

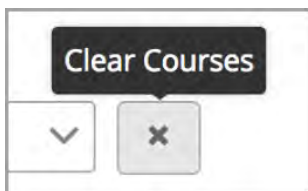
Odysseyware 2.49 contains several improvements for those schools running Curriculum Reports.

The improvements to the **Curriculum Reports** tab provide a cleaner user experience when creating and running Curriculum Reports. All criteria fields are now labeled. When selecting a **Standard Document**, the full name appears so that you can see which document to select. The **Grade/Discipline** field has an "Optional" indicator to let you know that the field is not required.

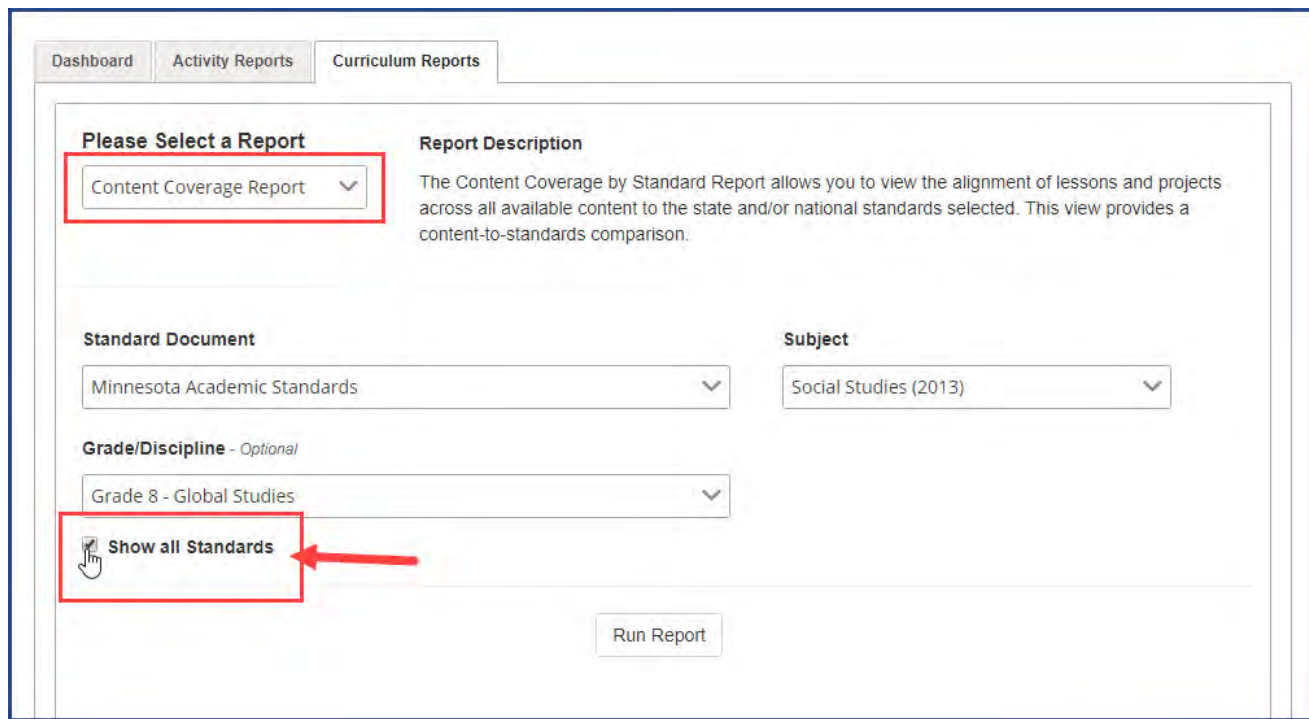


The screenshot shows the 'Curriculum Reports' tab in the Odysseyware interface. It features a 'Please Select a Report' dropdown menu with 'Content Coverage Report' selected. To the right is a 'Report Description' section. Below these are three selection fields: 'Standard Document' (with a dropdown menu showing 'Georgia' and its standards), 'Subject' (with a dropdown menu showing 'Science (2004)' and 'Social Studies (2008)'), and 'Grade/Discipline - Optional' (with a dropdown menu). Red boxes highlight these three selection fields.

When running the **Course Alignment Report**, a new "X" button was added next to the **Select Course** field so that any courses selected could be easily cleared.



An additional improvement was also made to the **Content Coverage Report**. Now, when selecting the "Show all Standards" option, after running the report, you see all strands and associated standards and sub-standards even when no alignments to assignments are available.



This improvement lets you easily see the "gaps" in assignment alignments.

Standard	Description	Course Title	Unit	Unit Title	Lesson Title
8.3.3.6.7	Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement.				
8.3.2.6.8	Describe how the physical and environmental features of Australia/ Oceania affect human activity and settlement. Including how the human populations have adapted to and changed the landscape differently over time.				
Grade 8 - Global Studies > Geography > Human Systems > The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.3.7.1	Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's Independence movement.				
Grade 8 - Global Studies > Geography > Human Systems > Processes of cooperation and conflict among people influences the distribution and control of Earth's surface.					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.3.8.1	Describe the impact of nationalist movements in the 20th century of contemporary geopolitics in Southwest Asia and North Africa.				
Grade 8 - Global Studies > Geography > Human Environment Interaction > The meaning, use, distribution and importance of resources changes over time.					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.4.10.1	Explain how the physical and environmental features of the United States, and other countries, influence human activity and settlement. Describe the impact of the physical and environmental features of the United States on the distribution of labor, commercial districts within urban areas.				
8.3.4.10.2	Describe the physical and environmental features of the United States, and other countries, influence human activity and settlement. Describe the impact of the physical and environmental features of the United States on the distribution of labor, commercial districts within urban areas.				
8.3.4.10.3	Describe the changing role of Latin America in global trade networks.	Twentieth Century American History	5	CHANGE, CONTINUITY, AND CONFLICT	Global Econ
8.3.4.10.4	Describe the role of Europe in the global economy today.				
8.3.4.10.5	Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.				
8.3.4.10.6	Identify the characteristics of a market economy that exists in contemporary China; describe how China's changing economy has impacted the United States and the	Vietnam Era	4	ACHIEVING PEACE WITH HONOR	Secret Diplo

Strands/standards/substandards without assignment alignments shows the "gaps".



Run reports focused on standards aligned to Odysseyware curriculum

You can run reports focused on standards alignments across your entitled content (subjects) or across your entitled courses. Having this standards alignments data helps you to make informed decisions about the lessons and projects you want for your learners' enrollments to ensure your school is offering curriculum aligned to current national and state standards.

The **Reports > Curriculum Reports** sub-tab provides access to two curriculum reports:

- The **Content Coverage Report** shows the alignment of lessons and projects across a selected subject (content), for an optional grade or discipline, based on a selected state and/or national standard. This report is a "content-to-standards" comparison. See ["Run Content Coverage reports" on page 13](#).
- The **Course Alignment Report** shows the alignment of lessons and projects across a selected subject, for a specific course or multiple, selected courses, based on a selected state and/or national standard. This report is a "course-to-standards" comparison. See ["Run Course Alignment reports" on page 14](#).

The screenshot shows the Odysseyware interface for running curriculum reports. The top navigation bar includes links for HOME, ASSIGNMENT ALERTS, SCHOOL SETTINGS, TEACHER/ADMIN, STUDENTS, PARENTS, COURSE ENROLLMENT, GRADEBOOK, COURSES, and REPORTS (highlighted with a red box). Below the navigation bar, the 'Curriculum Reports' tab is selected (also highlighted with a red box). The main content area is titled 'Please Select a Report' and contains a dropdown menu with the following options: 'Select a Report', 'Content Coverage Report', and 'Course Alignment Report'. A red arrow points to the 'Content Coverage Report' option. To the right of the dropdown menu is a 'Report Description' field with the text 'Please select a report to display description.'. Below the dropdown menu are two dropdown menus: 'Standard Document' (with 'Select Document' as the selected option) and 'Subject' (with 'Select Subject' as the selected option). Below these are two more dropdown menus: 'Grade/Discipline - Optional' (with 'Select Grade/Discipline' as the selected option) and a checkbox labeled 'Show all Standards'. At the bottom of the form is a 'Run Report' button.



Permission(s) check: A Glynlyon License Administrator must enable permission for a school to have access to the Curriculum Reports sub-tab. If permission is disabled, the Curriculum Reports sub-tab is not available.

To build a curriculum report, you:

1. Start by selecting the national or state standard document you want to work with. National and state standard documents must be entitled for the school in order to appear in the list. See [How the standards documents get entitled for your school](#).
2. Then, based on your entitled curriculum, you select the subject, and grade or discipline.

For the **Course Alignment Report**, you can select multiple courses (up to 15) to include in the report so that you can see where the alignments to a selected standard are most heavily covered.

By default, both reports show results for lessons and projects *with* alignments to standards. However, the **Show all Standards** option, when selected, lets you see all standards and includes gaps with no aligned assignments.

Curriculum reports download and save as an .XLSX file so that you can easily open the file in Microsoft® Excel® or other supported application and manipulate the data for your needs.

To see tips about how to build the reports and to learn about how the data is structured in the reports, go to ["How to build a report to get the data you need and what that data means"](#) on the facing page.

How the standards documents get entitled for your school

For your school to use standards, two steps must occur:

1. A Glynlyon License Administrator, using the Support Tool application, must enable the **Standards Authority** option and select the states for the standards documents that your school is entitled to see.
2. Then, in the Odysseyware application on the **School Settings > Messages & Display** tab, your school Admin is responsible for disabling and enabling the Standards Documents, based on your states, for your school. By default, standards documents for your states are automatically enabled, but can be disabled by the school Admin. Several national standards documents are automatically included in the list, but must be selected to see those alignments.

Standards Documents

By default, the states selected by the Glynlyon License Admin determine the standards documents available to your school. Your school Admin can then disable or enable Standards Documents used by Curriculum Reports. This is available at School Settings > Messages & Display tab.

Selected	State	Standard
<input checked="" type="checkbox"/>		
<input type="checkbox"/>	Achieve	Achieve NGSS Arranged by Disciplinary Core Idea (DCI)
<input type="checkbox"/>	Achieve	Achieve NGSS Arranged by Topic
<input checked="" type="checkbox"/>	Georgia	Georgia Common Core Georgia Performance Standards
<input checked="" type="checkbox"/>	Georgia	Georgia Performance Standards (GPS)
<input checked="" type="checkbox"/>	Georgia	Georgia Standards of Excellence
<input checked="" type="checkbox"/>	Michigan	Michigan Grade Level and High School Content Expectations
<input checked="" type="checkbox"/>	Michigan	Michigan K-12 Standards
<input checked="" type="checkbox"/>	Minnesota	Minnesota Academic Standards

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How the standards alignments are developed for Odysseyware curriculum

In general terms, *standards* are statements of outcomes all learners should achieve. The Glynlyon Curriculum Team develops its curriculum to be aligned with national and state standards. The alignment data for the curriculum reports comes from a leading academic standards provider, Certica Solutions, Inc. Certica reviews, digitizes and curates standards. The Curriculum Team



submits its curriculum to Certica for review against current standards. Certica then accepts (or rejects) the alignment data. Accepted alignment data is uploaded to the Glynlyon Search Services so that all search methods in the various applications have access to the lessons and projects with updated alignments. The two curriculum reports are run against the Search Services to gather the requested data. Updated standards are pulled from Certica on a regular basis and uploaded to Odysseyware to ensure alignment data is accurate.

How to build a report to get the data you need and what that data means

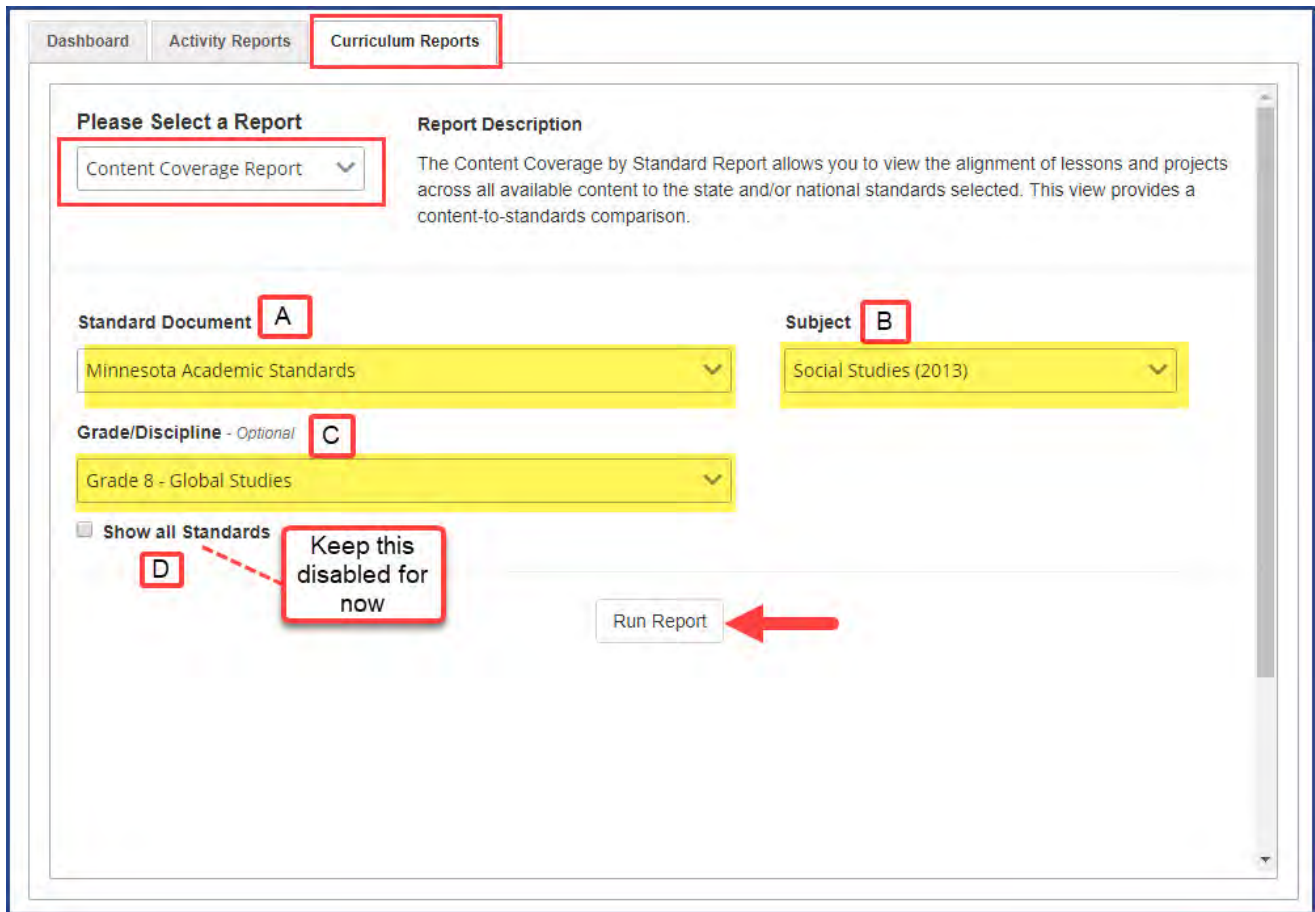
Here's some tips on how to build the curriculum reports to get the results you expect and also what you will see in the report based on your selections.

- On the main nav bar, select **Reports**, then select **Curriculum Reports**.

Select criteria to build a Content Coverage report

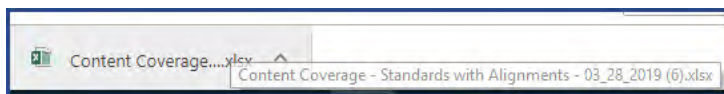
For this example, let's select criteria to see where content coverage is best for an 8th Grade, Global Studies discipline using the Minnesota Academic Standards.

1. From the **Standard Document** list, select the **Minnesota Academic Standards** (see item A below).
2. From the **Subject** list, select **Social Studies** (item B). Once we select the subject, this activates the grade/discipline list.
3. Let's select **Grade 8 - Global Studies** (item C) .
4. We'll keep the **Show all Standards** option (item D) disabled for now. This means the report will only show content (assignments) with alignments to standards.
5. Click **Run Report**.



The report may take a few minutes to collate the data.

- When the report is done, at the bottom of the browser, you see a download indicator for a file called **Content Coverage - Standards with Alignments [current date].xlsx**. Click the report doc to open it.



Data shown in the report

At the top left of the report, you see the criteria you selected for the report. Below the report criteria are the rows and columns containing the collated data:

- Each report has a blue colored row to indicate the "strand" or domain/disciplinary core idea of the standard. Below the strand row, in the first two columns, you see each section number or standard code listed along with the standard text. The section number (code) and standard text may be repeated on several rows because as you scroll over to the right side of the report, you get the breakdown of the aligned Odysseyware curriculum details and a single standard may be aligned to multiple lessons or projects.



How to build a report to get the data you need and what that data means

State: Minnesota
 Document Title: Minnesota Academic Standards
 Subject: Social Studies
 Grade Descr: Grade 8 - Global Studies
 Grade Code: 8
 Year: 2013

Report criteria

The colored rows indicate the "strand" or domain/disciplinary core idea of the standard.

Standard section number

Standard text

Report data showing standard and curriculum alignments

Grade 8 - Global Studies > Citizenship and Government > Relationships of the United States to other nations and organizations > International	Standard	Explain why governments belong to different types of economic alliances and international and regional organizations.
Grade 8 - Global Studies > Citizenship and Government > Relationships of the United States to other nations and organizations > Government	Standard	Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.
Grade 8 - Global Studies > Economics > Economic Reasoning Skills > People make informed economic choices by identifying their goals, interper	Standard	Identify factors which affect economic growth (percentage changes in real Gross Domestic Product—real GDP) and lead to a different standard of living in different

- On the right side of the report, the remaining columns show the aligned Odysseyware curriculum details. You see the Course Title, Unit number, Unit Title, Lesson Title (assignment title) and Lesson Type (project or lesson) as it is aligned to the standard under a given strand. As you scroll down through the report, you see where a standard has an aligned assignment. In the example below, this report shows three different courses. Course 1 and Course 2 have aligned assignments to the same standard under a strand. Course 3 has an aligned assignment to a different standard under a different strand.

For each standard, you see the aligned Course, Unit, Unit Title, Lesson Title and Lesson Type

This example shows three different courses with aligned assignments.

Course Title	Unit	Unit Title	Lesson Title	Lesson Type
Civil War	1	THE PRE-WAR YEARS	Project: The Art of Compromise	PROJECT
Vietnam Era	2	A NATION DIVIDED BY WAR	Project: Vietnam Era Songs	PROJECT
Twentieth Century American History	3	COMING OF AGE	Farmers and Populists	LESSON
Civil War	1	THE PRE-WAR YEARS	Project: Comparing Wars	PROJECT
Twentieth Century American History	3	BOOM TO BUST	Rise of a Consumer Culture	LESSON
Vietnam Era	5	THE LEGACY OF VIETNAM	Prisoner of War	LESSON

Now, let's take a look at the same report, but this time, the **Show all Standards** option was enabled. This means we may see gaps, that is, no curriculum alignments within a given strand. The report name changes to indicate that All Standards has been selected. In the download area, you see **Content Coverage -All Standards [current date].xlsx**. Click the report doc to open it.

- You will notice that if a given strand/standard/substandard does not have curriculum alignments, no data appears in the Course Title, Unit, Unit Title, Assignment, and Lesson Type row. This indicates "gaps" in alignment coverage for the selected subject and grade/discipline (if you included grade/discipline criteria).

8.3.3.6.7	Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement.				
8.3.2.6.8	Describe how the physical and environmental features of Australia/ Oceania affect human activity and settlement. Including how the human populations have adapted to and changed the landscape differently over time.				
Grade 8 - Global Studies > Geography > Human Systems > The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems)					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.3.7.1	Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's Independence movement.				
Grade 8 - Global Studies > Geography > Human Systems > Processes of cooperation and conflict among people influence the division and control of Earth's surfaces.					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.3.8.1	Describe the impact of nationalist movements in the 20th century on contemporary geopolitics in Southwest Asia and North Africa.				
Grade 8 - Global Studies > Geography > Human Environment Interaction > The meaning, use, distribution and importance of resources changes over time.					
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
8.3.4.10.1	Explain how the physical and environmental features of the United States, and other countries, influence human activity and settlement. Including how the human populations have adapted to and changed the landscape differently over time.				
8.3.4.10.2	Describe the changing role of Latin America in global trade networks.				
8.3.4.10.3	Describe the changing role of Latin America in global trade networks.	Twentieth Century American History		5 CHANGE, CONTINUITY, AND CONFLICT	Global Econ
8.3.4.10.4	Describe the role of Europe in the global economy today.				
8.3.4.10.5	Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.				
8.3.4.10.6	Identify the characteristics of a market economy that exists in contemporary China; describe how China's changing economy has impacted the United States and the	Vietnam Era		4 ACHIEVING PEACE WITH HONOR	Secret Diplo

Select criteria to build a Course Alignment report

For this example, let's select criteria to build a report to see where specific course alignment is best for high schoolers (typically grades 9,10,11 and 12) for Mathematics. We'll include three courses for the report - Algebra I, Geometry, and Integrated Math I.

- Let's select a different standard document, so from the **Standard Document** list, select the **Colorado Academic Standards** (item A below).
- For this report, from the **Subject** list, select **Mathematics 2018** (item B). Once we select the subject, this activates the grade/discipline list.
- Then, from the **Grade/Discipline** list, let's select **High School** (item C) .
- For the courses, select **Algebra I**, **Geometry**, and **Integrated Math I** (item D). You can select up to 15 courses, but be aware that using that many courses in one report may take a while for the report to run.
- We'll keep the **Show all Standards** option (item E) disabled for now.
- Click **Run Report**.



How to build a report to get the data you need and what that data means

Dashboard | **Activity Reports** | **Curriculum Reports**

Please Select a Report
 Course Alignment Report

Report Description
 The Course Alignment by Standard Report allows you to view the alignment of lessons and projects in a specific course to the state and/or national standards selected. This view provides a course-to-standards comparison.

Standard Document
 Colorado Academic Standards **A**

Subject
 Mathematics (2018) **B**

Grade/Discipline - Optional
 High School **C**

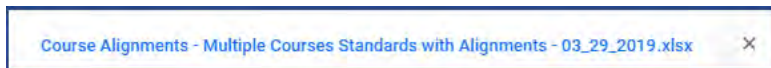
Course
 3 courses selected **D**

Show all Standards **E**

Leave unselected for now

Run Report

- When the report is done, at the bottom of the browser, you see a download indicator for a file called **Course Alignments-Multiple Courses Standards with Alignments [current date].xlsx**. You can also see the report on your download page. Click the report doc to open it.



Data shown in the report

At the top left of the report, you see the criteria you selected for the report. Below the report criteria are the rows and columns containing the collated data:

- On the left side of the report, the first two columns show the standard information. The standards are organized into a structure with strands, standards, and sub-standards. A strand is indicated by the blue row. All standards and sub-standards aligning to a particular strand are listed below the strand with a corresponding section number(standards

code). One section number/code and related standard text could repeat multiple times on several rows because it is aligned to multiple lessons and/or projects which are indicated on the right side of the report.

Report criteria		Comparing three courses to check alignment coverage			
Section	Standard	Course Title	Unit	Unit Title	Lesson Title
10	HS.S-ID.A.1	Algebra I	11	PROBABILITY AND STATISTICS	Dispersion
11	HS.S-ID.A.1	Algebra I	11	PROBABILITY AND STATISTICS	Project: Data Analysis
12	HS.S-ID.A.1	Algebra I	11	PROBABILITY AND STATISTICS	Project: Probability
13	HS.S-ID.A.1	Algebra I	11	PROBABILITY AND STATISTICS	Performance Task
14	HS.S-ID.A.1	Algebra I	11	PROBABILITY AND STATISTICS	Alternate Performance Task
15	HS.S-ID.A.2	Algebra I	2	LINEAR EQUATIONS	Literal Equations
16	HS.S-ID.A.2	Algebra I	11	PROBABILITY AND STATISTICS	Measures of Central Tendency
17	HS.S-ID.A.2	Algebra I	11	PROBABILITY AND STATISTICS	Dispersion
18	HS.S-ID.A.2	Algebra I	11	PROBABILITY AND STATISTICS	Interpreting Data
19	HS.S-ID.A.2	Algebra I	11	PROBABILITY AND STATISTICS	Project: Data Analysis
20	HS.S-ID.A.2	Algebra I	11	PROBABILITY AND STATISTICS	Performance Task

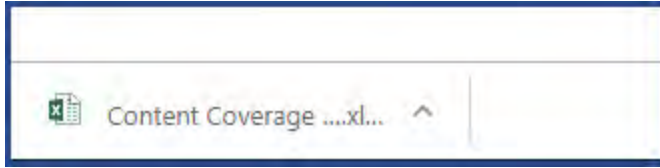
- On the right side of the report, the remaining columns show the aligned Odysseyware assignments based on the course (s) you selected for the report. You see the Course Title, Unit number, Unit Title, Lesson Title (assignment title) and Lesson Type (project or lesson) as it is aligned to the standard under a given strand.

Section	Standard	Course Title	Unit	Unit Title	Lesson Title
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Dispersion
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Interpreting Data
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Project: Data Analysis
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Two-Way Frequency Tables
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Performance Task
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Algebra I	11	PROBABILITY AND STATISTICS	Alternate Performance Task
1	Understand statistical descriptors of data and interpret and be critical of the use of statistics outside of school.	Geometry	12	PROBABILITY	Two-Way Frequency Tables
2	Create, analyze, and synthesize visual representations of statistical data.	Geometry	2	LOGIC	Conjunctions
2	Create, analyze, and synthesize visual representations of statistical data.	Algebra I	11	PROBABILITY AND STATISTICS	Interpreting Data
2	Create, analyze, and synthesize visual representations of statistical data.	Algebra I	11	PROBABILITY AND STATISTICS	Project: Data Analysis
3	Reason about the context of the data separate from the numbers involved and about the numbers separate from the context; move fluidly between contextualized reasoning and decontextualized reasoning.	Geometry	2	LOGIC	Logic
3	Reason about the context of the data separate from the numbers involved and about the numbers separate from the context; move fluidly between contextualized reasoning and decontextualized reasoning.	Geometry	2	LOGIC	Conjunctions
3	Reason about the context of the data separate from the numbers involved and about the numbers separate from the context; move fluidly between contextualized reasoning and decontextualized reasoning.	Geometry	2	LOGIC	Disjunctions
3	Reason about the context of the data separate from the numbers involved and about the numbers separate from the context; move fluidly between contextualized reasoning and decontextualized reasoning.	Geometry	2	LOGIC	Converse, Inverse, Contrapositive

Now, let's take a look at the same report, but this time, the **Show all Standards** option was enabled. This means we may see gaps, that is, standards that do not have aligned assignments. The report name changes to indicate that All Standards has been selected. In the download area, you see **Course Alignment - Multiple Courses All Standards [current date].xlsx**. Click the report doc to open it.

- You will notice that if a standard under a given strand does not have assignment alignments, the columns are empty (blank) to indicate gaps, that is, standards without aligned assignments.





- Click the file to open it. If you are opening it with Excel and you want to change the file name, you may need to enable editing.

Run Course Alignment reports

Use the **Course Alignment Report** to see alignments for a standard by subject, for a specific grade or discipline, and for one or more courses. To get the data for the **Course Alignment Report**, you select the standard document first, then each remaining selection activates the next selection category of data for the report. You can select multiple courses (up to 15) to include in the report so that you can see where the alignments to a standard are most heavily covered.



Tip: By default, the **Show all Standards** option is disabled. This means the generated report only shows assignments (lessons and projects) *with* alignments. If you want to see all standards, including assignment gaps (those with no alignments), select the **Show all Standards** option.

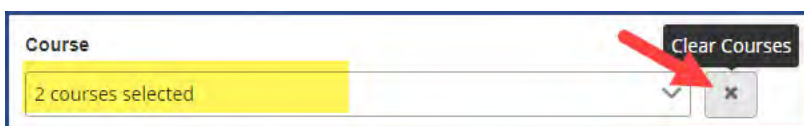
To run a **Course Alignment Report**:

- On the main nav bar, click **Reports**, then click the **Curriculum Reports** sub-tab.
- From the list, select the **Course Alignment Report**.
- From the **Standard Document** list, select the standard document to report on.
- From the **Subject** list, select the curriculum subject.
- If desired, from the **Grade/Discipline** list, select a grade or discipline.



Warning: Running a report without a grade or discipline selection means it may take several minutes to run the report due to the large amount of data involved in the search and collation of the data into the report.

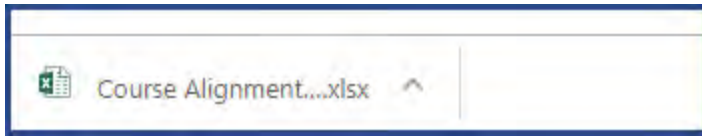
- From the **Course** list, click the arrow to open the list, and then do the following:
 - In the **Search** box, to help you easily find a course, enter the first few characters of the course name. Or, you can scroll the list.
 - Select one or more courses to report on. You can select up to 15 courses, but keep in mind that a large number of courses will take several minutes for the report to run.
 - Click the close **X** to close the list.
 - The number of courses you selected appears on the list. If you only selected one course, that course name appears. If you want to clear your selections, click the **X** button.



Run Course Alignment reports

7. To include alignment gaps in the report, select the **Show all Standards** option.
8. Click **Run Report**.

Depending on your browser, you may see the downloaded file in the left, bottom of your screen. A default name is given for the file as shown in the example below.



9. Click the file to open it. If you are opening it with Excel and you want to change the file name, you may need to enable editing.

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