



Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Provincial Results

Classroom Demographics

Number of Respondents	Province ¹	
	#	% ²
1. How many students are in your classroom?		
1–20	2 159	30%
21–24	3 168	44%
25–28	1 678	23%
29–32	205	3%
33 or more	14	<1%
no response/ambiguous response	46	1%
2. Is your class a split-grade or multi-grade class?		
Yes	2 677	37%
No	4 502	62%
no response/ambiguous response	91	1%
3. If your class is a split-grade or multi-grade class, how many of your students are in Grade 3?		
1–8	1 001	37%
9–12	863	32%
13–16	533	20%
17–20	201	8%
21 or more	42	2%
no response/ambiguous response	37	1%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
4. To what degree are the following resources for teaching and assessing reading and writing accessible to you and/or the students in your classroom?		
a. classroom reading materials (textbooks, chapter books, etc.)		
Not at all accessible or not very accessible	204	3%
Accessible or very accessible	6 932	95%
no response/ambiguous response	134	2%
b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)		
Not at all accessible or not very accessible	597	8%
Accessible or very accessible	6 537	90%
no response/ambiguous response	136	2%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Not at all accessible or not very accessible	453	6%
Accessible or very accessible	6 651	91%
no response/ambiguous response	166	2%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all accessible or not very accessible	1 245	17%
Accessible or very accessible	5 839	80%
no response/ambiguous response	186	3%
e. computers		
Not at all accessible or not very accessible	1 809	25%
Accessible or very accessible	5 253	72%
no response/ambiguous response	208	3%
f. language-related computer software		
Not at all accessible or not very accessible	2 492	34%
Accessible or very accessible	4 545	63%
no response/ambiguous response	233	3%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.
2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	992	14%
Accessible or very accessible	6 070	83%
no response/ambiguous response	208	3%
h. language assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 167	16%
Accessible or very accessible	5 896	81%
no response/ambiguous response	207	3%
i. language instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 042	14%
Accessible or very accessible	6 007	83%
No response/Ambiguous response	221	3%
j. language assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 204	17%
Accessible or very accessible	5 847	80%
no response/ambiguous response	219	3%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	862	12%
Accessible or very accessible	6 156	85%
no response/ambiguous response	252	3%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all accessible or not very accessible	257	4%
Accessible or very accessible	6 797	93%
no response/ambiguous response	216	3%
m. Ministry exemplars and rationales		
Not at all accessible or not very accessible	209	3%
Accessible or very accessible	6 852	94%
no response/ambiguous response	209	3%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all accessible or not very accessible	421	6%
Accessible or very accessible	6 598	91%
no response/ambiguous response	251	3%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all accessible or not very accessible	229	3%
Accessible or very accessible	6 816	94%
no response/ambiguous response	225	3%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4-6 in Ontario		
Not at all accessible or not very accessible	1 697	23%
Accessible or very accessible	5 005	69%
no response/ambiguous response	568	8%

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2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
5. How often do you use the following resources when teaching and assessing students' achievement in reading and writing?		
a. classroom reading materials (textbooks, chapter books, etc.)		
Never or seldom	77	1%
Sometimes or often	7 040	97%
no response/ambiguous response	153	2%
b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)		
Never or seldom	110	2%
Sometimes or often	6 990	96%
no response/ambiguous response	170	2%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Never or seldom	114	2%
Sometimes or often	6 958	96%
no response/ambiguous response	198	3%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Never or seldom	1 235	17%
Sometimes or often	5 842	80%
no response/ambiguous response	193	3%
e. computers		
Never or seldom	2 073	29%
Sometimes or often	4 958	68%
no response/ambiguous response	239	3%
f. language-related computer software		
Never or seldom	3 193	44%
Sometimes or often	3 857	53%
no response/ambiguous response	220	3%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Never or seldom	640	9%
Sometimes or often	6 419	88%
no response/ambiguous response	211	3%
h. language assessment materials developed by you or by other teachers in your school		
Never or seldom	653	9%
Sometimes or often	6 420	88%
no response/ambiguous response	197	3%
i. language instruction materials developed by your board or other boards		
Never or seldom	1 032	14%
Sometimes or often	6 039	83%
no response/ambiguous response	199	3%
j. language assessment materials developed by your board or other boards		
Never or seldom	1 122	15%
Sometimes or often	5 954	82%
no response/ambiguous response	194	3%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 516	48%
Sometimes or often	3 562	49%
no response/ambiguous response	192	3%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Never or seldom	689	9%
Sometimes or often	6 393	88%
no response/ambiguous response	188	3%
m. Ministry exemplars and rationales		
Never or seldom	616	8%
Sometimes or often	6 453	89%
no response/ambiguous response	201	3%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Never or seldom	1 912	26%
Sometimes or often	5 076	70%
no response/ambiguous response	282	4%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Never or seldom	1 218	17%
Sometimes or often	5 808	80%
no response/ambiguous response	244	3%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4–6 in Ontario		
Never or seldom	4 508	62%
Sometimes or often	2 320	32%
no response/ambiguous response	442	6%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
6. How useful do you find the following resources when teaching and assessing students' achievement in reading and writing?		
a. classroom reading materials (textbooks, chapter books, etc.)		
Not at all or not very useful	145	2%
Useful or very useful	6 953	96%
no response/ambiguous response	172	2%
b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)		
Not at all or not very useful	169	2%
Useful or very useful	6 909	95%
no response/ambiguous response	192	3%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Not at all or not very useful	137	2%
Useful or very useful	6 922	95%
no response/ambiguous response	211	3%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all or not very useful	1 116	15%
Useful or very useful	5 903	81%
no response/ambiguous response	251	3%
e. computers		
Not at all or not very useful	1 975	27%
Useful or very useful	4 998	69%
no response/ambiguous response	297	4%
f. language-related computer software		
Not at all or not very useful	2 380	33%
Useful or very useful	4 555	63%
no response/ambiguous response	335	5%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	355	5%
Useful or very useful	6 649	91%
no response/ambiguous response	266	4%
h. language assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	378	5%
Useful or very useful	6 630	91%
no response/ambiguous response	262	4%
i. language instruction materials developed by your board or other boards		
Not at all or not very useful	722	10%
Useful or very useful	6 272	86%
no response/ambiguous response	276	4%
j. language assessment materials developed by your board or other boards		
Not at all or not very useful	776	11%
Useful or very useful	6 199	85%
no response/ambiguous response	295	4%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 072	42%
Useful or very useful	3 854	53%
no response/ambiguous response	344	5%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all or not very useful	599	8%
Useful or very useful	6 400	88%
no response/ambiguous response	271	4%
m. Ministry exemplars and rationales		
Not at all or not very useful	497	7%
Useful or very useful	6 518	90%
no response/ambiguous response	255	4%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 270	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all or not very useful	1 430	20%
Useful or very useful	5 548	76%
no response/ambiguous response	292	4%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all or not very useful	821	11%
Useful or very useful	6 179	85%
no response/ambiguous response	270	4%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4–6 in Ontario		
Not at all or not very useful	3 687	51%
Useful or very useful	2 933	40%
no response/ambiguous response	650	9%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
7. To what degree are the following resources for teaching and assessing mathematics accessible to you and/or the students in your classroom?		
a. mathematics textbooks and/or workbooks		
Not at all accessible or not very accessible	292	4%
Accessible or very accessible	6 816	94%
no response/ambiguous response	162	2%
b. mathematics manipulatives		
Not at all accessible or not very accessible	370	5%
Accessible or very accessible	6 722	92%
no response/ambiguous response	178	2%
c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)		
Not at all accessible or not very accessible	2 770	38%
Accessible or very accessible	4 280	59%
no response/ambiguous response	220	3%
d. calculators		
Not at all accessible or not very accessible	1 112	15%
Accessible or very accessible	5 959	82%
no response/ambiguous response	199	3%
e. computers		
Not at all accessible or not very accessible	1 945	27%
Accessible or very accessible	5 123	70%
no response/ambiguous response	202	3%
f. commercial mathematics-related computer software		
Not at all accessible or not very accessible	2 869	39%
Accessible or very accessible	4 142	57%
no response/ambiguous response	259	4%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all accessible or not very accessible	3 186	44%
Accessible or very accessible	3 649	50%
no response/ambiguous response	435	6%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 081	15%
Accessible or very accessible	5 950	82%
no response/ambiguous response	239	3%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 161	16%
Accessible or very accessible	5 862	81%
no response/ambiguous response	247	3%
j. mathematics instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 554	21%
Accessible or very accessible	5 443	75%
no response/ambiguous response	273	4%
k. mathematics assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 709	24%
Accessible or very accessible	5 288	73%
no response/ambiguous response	273	4%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	1 435	20%
Accessible or very accessible	5 529	76%
no response/ambiguous response	306	4%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all accessible or not very accessible	326	4%
Accessible or very accessible	6 696	92%
no response/ambiguous response	248	3%
n. Ministry exemplars and rationales		
Not at all accessible or not very accessible	341	5%
Accessible or very accessible	6 686	92%
no response/ambiguous response	243	3%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all accessible or not very accessible	726	10%
Accessible or very accessible	6 262	86%
no response/ambiguous response	282	4%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all accessible or not very accessible	400	6%
Accessible or very accessible	6 615	91%
no response/ambiguous response	255	4%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Not at all accessible or not very accessible	2 376	33%
Accessible or very accessible	4 276	59%
no response/ambiguous response	618	9%

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2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
8. How often do you use the following resources when teaching and assessing mathematics?		
a. mathematics textbooks and/or workbooks		
Never or seldom	233	3%
Sometimes or often	6 861	94%
no response/ambiguous response	176	2%
b. mathematics manipulatives		
Never or seldom	49	1%
Sometimes or often	7 034	97%
no response/ambiguous response	187	3%
c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)		
Never or seldom	2 681	37%
Sometimes or often	4 375	60%
no response/ambiguous response	214	3%
d. calculators		
Never or seldom	2 221	31%
Sometimes or often	4 841	67%
no response/ambiguous response	208	3%
e. computers		
Never or seldom	2 797	38%
Sometimes or often	4 267	59%
no response/ambiguous response	206	3%
f. commercial mathematics-related computer software		
Never or seldom	3 779	52%
Sometimes or often	3 249	45%
no response/ambiguous response	242	3%
g. mathematics-related computer software developed by the Ministry of Education		
Never or seldom	4 062	56%
Sometimes or often	2 879	40%
no response/ambiguous response	329	5%

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2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Never or seldom	953	13%
Sometimes or often	6 100	84%
no response/ambiguous response	217	3%
i. mathematics assessment materials developed by you or by other teachers in your school		
Never or seldom	948	13%
Sometimes or often	6 098	84%
no response/ambiguous response	224	3%
j. mathematics instruction materials developed by your board or other boards		
Never or seldom	1 759	24%
Sometimes or often	5 292	73%
no response/ambiguous response	219	3%
k. mathematics assessment materials developed by your board or other boards		
Never or seldom	1 880	26%
Sometimes or often	5 171	71%
no response/ambiguous response	219	3%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 945	54%
Sometimes or often	3 063	42%
no response/ambiguous response	262	4%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Never or seldom	920	13%
Sometimes or often	6 094	84%
no response/ambiguous response	256	4%
n. Ministry exemplars and rationales		
Never or seldom	1 084	15%
Sometimes or often	5 932	82%
no response/ambiguous response	254	3%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Never or seldom	2 217	30%
Sometimes or often	4 749	65%
no response/ambiguous response	304	4%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Never or seldom	1 454	20%
Sometimes or often	5 530	76%
no response/ambiguous response	286	4%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Never or seldom	4 507	62%
Sometimes or often	2 164	30%
no response/ambiguous response	599	8%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
9. How useful do you find the following resources when teaching and assessing students' achievement in mathematics?		
a. mathematics textbooks and/or workbooks		
Not at all or not very useful	246	3%
Useful or very useful	6 819	94%
no response/ambiguous response	205	3%
b. mathematics manipulatives		
Not at all or not very useful	31	<1%
Useful or very useful	7 031	97%
no response/ambiguous response	208	3%
c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)		
Not at all or not very useful	2 014	28%
Useful or very useful	4 961	68%
no response/ambiguous response	295	4%
d. calculators		
Not at all or not very useful	1 691	23%
Useful or very useful	5 347	74%
no response/ambiguous response	232	3%
e. computers		
Not at all or not very useful	2 063	28%
Useful or very useful	4 946	68%
no response/ambiguous response	261	4%
f. commercial mathematics-related computer software		
Not at all or not very useful	2 687	37%
Useful or very useful	4 231	58%
no response/ambiguous response	352	5%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all or not very useful	2 745	38%
Useful or very useful	3 997	55%
no response/ambiguous response	528	7%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	557	8%
Useful or very useful	6 421	88%
no response/ambiguous response	292	4%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	568	8%
Useful or very useful	6 405	88%
no response/ambiguous response	297	4%
j. mathematics instruction materials developed by your board or other boards		
Not at all or not very useful	1 234	17%
Useful or very useful	5 707	79%
no response/ambiguous response	329	5%
k. mathematics assessment materials developed by your board or other boards		
Not at all or not very useful	1 352	19%
Useful or very useful	5 563	77%
no response/ambiguous response	355	5%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 373	46%
Useful or very useful	3 534	49%
no response/ambiguous response	363	5%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all or not very useful	758	10%
Useful or very useful	6 233	86%
no response/ambiguous response	279	4%
n. Ministry exemplars and rationales		
Not at all or not very useful	811	11%
Useful or very useful	6 185	85%
no response/ambiguous response	274	4%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 270	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all or not very useful	1 739	24%
Useful or very useful	5 178	71%
no response/ambiguous response	353	5%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all or not very useful	1 045	14%
Useful or very useful	5 936	82%
no response/ambiguous response	289	4%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Not at all or not very useful	3 926	54%
Useful or very useful	2 675	37%
no response/ambiguous response	669	9%

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Teacher Collaboration

Province ¹		
Number of Respondents	7 270	
	#	% ²
10a. During this school year, how often did you meet with teachers in your division to plan or discuss curriculum and/or assessment?		
Once a week	1 840	25%
Once every two weeks	994	14%
Once a month	2 023	28%
A few times during the year	1 705	23%
Never or hardly ever	432	6%
no response/ambiguous response	276	4%
b. If you did meet, on average how long were the meetings?		
Less than one hour	4 585	63%
More than one hour	2 176	30%
no response/ambiguous response	509	7%

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2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

EQAO Resources

Province ¹		
Number of Respondents	7 270	
	#	% ²
11a. How have you used the EQAO scoring guides from the previous year?		
Didn't use	1 497	21%
To illustrate model solutions	4 660	64%
To help students understand how questions and tasks relate to the expectations in the curriculum	3 855	53%
To communicate with parents about the expectations in the curriculum	2 126	29%
As a model for developing assessment units	2 381	33%
To inform program planning	2 851	39%
In a way other than those listed above	598	8%
b. How have you used the sample assessment items posted on the EQAO Web site?		
Didn't use	1 807	25%
To illustrate model solutions	4 410	61%
To help students understand how questions and tasks relate to the expectations in the curriculum	3 931	54%
To communicate with parents about the expectations in the curriculum	2 141	29%
As a model for developing assessment units	1 995	27%
To inform program planning	2 348	32%
In a way other than those listed above	660	9%
12. How have you used student and school EQAO achievement results and questionnaire data from the Grade 3 Assessment of Reading, Writing and Mathematics?		
Didn't use	1 413	19%
To identify how well students are meeting the expectations in the curriculum	3 995	55%
To communicate with parents about student achievement	1 979	27%
To identify areas of Grade 3 reading, writing and mathematics program strength and areas for improvement	4 920	68%
To inform Grade 3 reading, writing and mathematics program planning	3 658	50%
To guide school improvement initiatives for reading, writing and mathematics	4 299	59%
To determine the effectiveness of improvement initiatives that have been put in place	2 620	36%
In a way other than those listed above	275	4%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

EQAO Resources

Province ¹		
Number of Respondents	7 270	
	#	% ²
13. What topics could EQAO expand upon in its resources to be of most service to you?		
How EQAO assessments are created	1 863	26%
How assessment items relate to curriculum expectations	2 178	30%
How achievement results can be used to help guide improvement planning	3 133	43%
Successful initiatives other schools have implemented to improve performance	4 146	57%
How to prepare students for the assessments	4 049	56%
How large-scale assessments and classroom assessments complement each other	2 065	28%
Topic(s) other than those listed above	394	5%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
14. Your gender:		
Male	847	12%
Female	6 197	85%
no response/ambiguous response	226	3%
15. Including this year, for how many years have you been teaching?		
2 years or less	896	12%
3–5 years	1 416	19%
6–10 years	1 705	23%
11 years or more	3 100	43%
no response/ambiguous response	153	2%
16. Including this year, for how many years have you taught in the primary grades?		
2 years or less	1 633	22%
3–5 years	1 749	24%
6–10 years	1 692	23%
11 years or more	1 996	27%
no response/ambiguous response	200	3%
17. Including this year, for how many years have you taught Grade 3?		
2 years or less	2 975	41%
3–5 years	2 201	30%
6–10 years	1 284	18%
11 years or more	566	8%
no response/ambiguous response	244	3%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
18. Which of the following Additional Qualification (AQ) courses have you completed or are you currently working on?		
a. Reading		
Part 1	1 286	18%
Part 2	419	6%
Specialist	600	8%
None	2 835	39%
b. Mathematics		
Part 1	340	5%
Part 2	107	1%
Specialist	96	1%
None	3 479	48%
c. Primary Education		
Part 1	987	14%
Part 2	326	4%
Specialist	666	9%
None	2 891	40%
d. Junior Education		
Part 1	378	5%
Part 2	43	1%
Specialist	160	2%
None	3 332	46%
e. Intermediate Education		
Part 1	475	7%
Part 2	30	<1%
Specialist	111	2%
None	3 322	46%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
f. Special Education		
Part 1	2 101	29%
Part 2	637	9%
Specialist	944	13%
None	2 351	32%
g. English as a Second Language		
Part 1	603	8%
Part 2	108	1%
Specialist	98	1%
None	3 321	46%
h. French as a Second Language		
Part 1	514	7%
Part 2	99	1%
Specialist	177	2%
None	3 354	46%
i. Computers in the Classroom		
Part 1	644	9%
Part 2	151	2%
Specialist	194	3%
None	3 254	45%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
19. What other AQ courses or additional professional development training have you completed or are you currently working on?		
a. Primary Basic		
Yes	1 579	22%
No	3 027	42%
no response/ambiguous response	2 664	37%
b. Junior Basic		
Yes	1 119	15%
No	3 285	45%
no response/ambiguous response	2 866	39%
c. Reading Recovery		
Yes	316	4%
No	3 798	52%
no response/ambiguous response	3 156	43%
d. First Steps		
Yes	2 478	34%
No	2 594	36%
no response/ambiguous response	2 198	30%
e. Board-level training		
Yes	3 782	52%
No	1 640	23%
no response/ambiguous response	1 848	25%
f. Early literacy strategy training in your board		
Yes	3 930	54%
No	1 663	23%
no response/ambiguous response	1 677	23%
g. Early mathematics strategy training in your board		
Yes	3 451	47%
No	1 931	27%
no response/ambiguous response	1 888	26%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
h. Junior literacy strategy training in your board		
Yes	914	13%
No	3 420	47%
no response/ambiguous response	2 936	40%
i. Junior mathematics strategy training in your board		
Yes	679	9%
No	3 548	49%
no response/ambiguous response	3 043	42%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
20. For each of the following sources of professional development, indicate your participation in the past two years.		
a. Self-instruction or professional reading		
Reading	6 250	86%
Writing	5 740	79%
Mathematics	5 191	71%
b. Collaboration with teachers in other classes, schools and boards		
Reading	6 137	84%
Writing	5 881	81%
Mathematics	5 530	76%
c. School-based activity		
Reading	5 445	75%
Writing	4 867	67%
Mathematics	4 113	57%
d. Board-based activity		
Reading	4 640	64%
Writing	4 234	58%
Mathematics	4 155	57%
e. EQAO assessment activities		
Reading	2 942	40%
Writing	2 882	40%
Mathematics	2 880	40%
f. Ministry-based activity		
Reading	1 728	24%
Writing	1 497	21%
Mathematics	1 518	21%
g. University or community college courses (including online courses)		
Reading	1 117	15%
Writing	607	8%
Mathematics	449	6%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 270	
	#	% ²
h. Seminars, workshops and conferences (not offered by board, Ministry, university, college or EQAO)		
Reading	1 456	20%
Writing	1 159	16%
Mathematics	888	12%
i. Subject organizations (Ontario Association for Mathematics Education, English Language Arts Network, Ontario Association of Junior Educators)		
Reading	130	2%
Writing	80	1%
Mathematics	228	3%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

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Grade 3 Assessment of Reading, Writing and Mathematics, 2005-2006

Teacher Questionnaire

Province ¹		
Number of Respondents	7 270	
	#	% ²
21. Mark the materials that some or all Grade 3 students used during the administration of the assessment.		
calendar	1 277	18%
hundreds chart	2 117	29%
base 10 materials	1 486	20%
money	2 112	29%
metric rulers	5 363	74%
centimetre grid paper	704	10%
clocks	2 199	30%
thermometers	510	7%
3-D models	2 829	39%
pattern blocks	1 929	27%
Power Polygons	353	5%
polydrons	269	4%
number lines	1 746	24%
number cubes	1 191	16%

1. Numbers and percentages are based on the total number of teachers who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.