



# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Provincial Results

#### Classroom Demographics

Number of Respondents	Province <sup>1</sup>	
	#	% <sup>2</sup>
1. How many students are in your classroom?		
1-20	1 143	16%
21-24	1 583	22%
25-28	2 727	38%
29-32	1 262	18%
33 or more	186	3%
no response/ambiguous response	206	3%
2. Is your class a split-grade or multi-grade class?		
Yes	2 608	37%
No	4 235	60%
no response/ambiguous response	264	4%
3. If your class is a split-grade or multi-grade class, how many of your students are in Grade 6?		
1-8	963	37%
9-12	593	23%
13-16	564	22%
17-20	303	12%
21 or more	148	6%
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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
<b>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?</b>		
<b>a. classroom reading materials (textbooks, chapter books, etc.)</b>		
Not at all accessible or not very accessible	255	4%
Accessible or very accessible	6 526	96%
no response/ambiguous response	36	1%
<b>b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)</b>		
Not at all accessible or not very accessible	539	8%
Accessible or very accessible	6 236	91%
no response/ambiguous response	42	1%
<b>c. classroom resources for teaching reading (components of a balanced literacy program)</b>		
Not at all accessible or not very accessible	665	10%
Accessible or very accessible	6 088	89%
no response/ambiguous response	64	1%
<b>d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)</b>		
Not at all accessible or not very accessible	1 211	18%
Accessible or very accessible	5 518	81%
no response/ambiguous response	88	1%
<b>e. computers</b>		
Not at all accessible or not very accessible	1 662	24%
Accessible or very accessible	5 040	74%
no response/ambiguous response	115	2%
<b>f. language-related computer software</b>		
Not at all accessible or not very accessible	2 631	39%
Accessible or very accessible	4 038	59%
no response/ambiguous response	148	2%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
g. language instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	999	15%
Accessible or very accessible	5 729	84%
no response/ambiguous response	89	1%
h. language assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 149	17%
Accessible or very accessible	5 569	82%
no response/ambiguous response	99	1%
i. language instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 139	17%
Accessible or very accessible	5 579	82%
No response/Ambiguous response	99	1%
j. language assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 306	19%
Accessible or very accessible	5 389	79%
no response/ambiguous response	122	2%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	834	12%
Accessible or very accessible	5 872	86%
no response/ambiguous response	111	2%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all accessible or not very accessible	262	4%
Accessible or very accessible	6 473	95%
no response/ambiguous response	82	1%
m. Ministry exemplars and rationales		
Not at all accessible or not very accessible	266	4%
Accessible or very accessible	6 468	95%
no response/ambiguous response	83	1%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all accessible or not very accessible	1 065	16%
Accessible or very accessible	5 545	81%
no response/ambiguous response	207	3%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all accessible or not very accessible	1 851	27%
Accessible or very accessible	4 493	66%
no response/ambiguous response	473	7%
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	687	10%
Accessible or very accessible	5 975	88%
no response/ambiguous response	155	2%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
<b>5. How often do you use the following resources when teaching and assessing students' achievement in reading and writing?</b>		
<b>a. classroom reading materials (textbooks, chapter books, etc.)</b>		
Never or seldom	83	1%
Sometimes or often	6 676	98%
no response/ambiguous response	58	1%
<b>b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)</b>		
Never or seldom	109	2%
Sometimes or often	6 644	97%
no response/ambiguous response	64	1%
<b>c. classroom resources for teaching reading (components of a balanced literacy program)</b>		
Never or seldom	228	3%
Sometimes or often	6 496	95%
no response/ambiguous response	93	1%
<b>d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)</b>		
Never or seldom	1 139	17%
Sometimes or often	5 584	82%
no response/ambiguous response	94	1%
<b>e. computers</b>		
Never or seldom	1 474	22%
Sometimes or often	5 216	77%
no response/ambiguous response	127	2%
<b>f. language-related computer software</b>		
Never or seldom	3 276	48%
Sometimes or often	3 403	50%
no response/ambiguous response	138	2%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
g. language instruction materials developed by you or by other teachers in your school		
Never or seldom	700	10%
Sometimes or often	6 018	88%
no response/ambiguous response	99	1%
h. language assessment materials developed by you or by other teachers in your school		
Never or seldom	734	11%
Sometimes or often	6 004	88%
no response/ambiguous response	79	1%
i. language instruction materials developed by your board or other boards		
Never or seldom	1 102	16%
Sometimes or often	5 629	83%
no response/ambiguous response	86	1%
j. language assessment materials developed by your board or other boards		
Never or seldom	1 213	18%
Sometimes or often	5 512	81%
no response/ambiguous response	92	1%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 360	49%
Sometimes or often	3 367	49%
no response/ambiguous response	90	1%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Never or seldom	748	11%
Sometimes or often	6 005	88%
no response/ambiguous response	64	1%
m. Ministry exemplars and rationales		
Never or seldom	857	13%
Sometimes or often	5 870	86%
no response/ambiguous response	90	1%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Never or seldom	3 664	54%
Sometimes or often	2 916	43%
no response/ambiguous response	237	3%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Never or seldom	4 863	71%
Sometimes or often	1 556	23%
no response/ambiguous response	398	6%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4–6 in Ontario		
Never or seldom	2 457	36%
Sometimes or often	4 210	62%
no response/ambiguous response	150	2%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
<b>6. How useful do you find the following resources when teaching and assessing students' achievement in reading and writing?</b>		
<b>a. classroom reading materials (textbooks, chapter books, etc.)</b>		
Not at all or not very useful	125	2%
Useful or very useful	6 603	97%
no response/ambiguous response	89	1%
<b>b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)</b>		
Not at all or not very useful	149	2%
Useful or very useful	6 570	96%
no response/ambiguous response	98	1%
<b>c. classroom resources for teaching reading (components of a balanced literacy program)</b>		
Not at all or not very useful	263	4%
Useful or very useful	6 420	94%
no response/ambiguous response	134	2%
<b>d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)</b>		
Not at all or not very useful	1 002	15%
Useful or very useful	5 671	83%
no response/ambiguous response	144	2%
<b>e. computers</b>		
Not at all or not very useful	1 339	20%
Useful or very useful	5 292	78%
no response/ambiguous response	186	3%
<b>f. language-related computer software</b>		
Not at all or not very useful	2 388	35%
Useful or very useful	4 175	61%
no response/ambiguous response	254	4%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
g. language instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	431	6%
Useful or very useful	6 237	91%
no response/ambiguous response	149	2%
h. language assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	453	7%
Useful or very useful	6 215	91%
no response/ambiguous response	149	2%
i. language instruction materials developed by your board or other boards		
Not at all or not very useful	812	12%
Useful or very useful	5 874	86%
no response/ambiguous response	131	2%
j. language assessment materials developed by your board or other boards		
Not at all or not very useful	862	13%
Useful or very useful	5 806	85%
no response/ambiguous response	149	2%
k. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	2 973	44%
Useful or very useful	3 643	53%
no response/ambiguous response	201	3%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all or not very useful	682	10%
Useful or very useful	5 983	88%
no response/ambiguous response	152	2%
m. Ministry exemplars and rationales		
Not at all or not very useful	647	9%
Useful or very useful	6 013	88%
no response/ambiguous response	157	2%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Reading and Writing

Province <sup>1</sup>		
Number of Respondents	6 817	
	#	% <sup>2</sup>
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all or not very useful	3 078	45%
Useful or very useful	3 388	50%
no response/ambiguous response	351	5%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all or not very useful	4 158	61%
Useful or very useful	2 137	31%
no response/ambiguous response	522	8%
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	1 678	25%
Useful or very useful	4 927	72%
no response/ambiguous response	212	3%

1. Numbers and percentages are based on the total number of teachers who completed the language section of the questionnaire (questions 4 to 6).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
<b>7. To what degree are the following resources for teaching and assessing mathematics accessible to you and/or the students in your classroom?</b>		
<b>a. mathematics textbooks and/or workbooks</b>		
Not at all accessible or not very accessible	289	4%
Accessible or very accessible	6 282	92%
no response/ambiguous response	224	3%
<b>b. mathematics manipulatives</b>		
Not at all accessible or not very accessible	778	11%
Accessible or very accessible	5 780	85%
no response/ambiguous response	237	3%
<b>c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)</b>		
Not at all accessible or not very accessible	3 128	46%
Accessible or very accessible	3 389	50%
no response/ambiguous response	278	4%
<b>d. calculators</b>		
Not at all accessible or not very accessible	1 055	16%
Accessible or very accessible	5 502	81%
no response/ambiguous response	238	4%
<b>e. computers</b>		
Not at all accessible or not very accessible	1 736	26%
Accessible or very accessible	4 815	71%
no response/ambiguous response	244	4%
<b>f. commercial mathematics-related computer software</b>		
Not at all accessible or not very accessible	2 713	40%
Accessible or very accessible	3 780	56%
no response/ambiguous response	302	4%
<b>g. mathematics-related computer software developed by the Ministry of Education</b>		
Not at all accessible or not very accessible	2 869	42%
Accessible or very accessible	3 474	51%
no response/ambiguous response	452	7%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 061	16%
Accessible or very accessible	5 472	81%
no response/ambiguous response	262	4%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 113	16%
Accessible or very accessible	5 405	80%
no response/ambiguous response	277	4%
j. mathematics instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 632	24%
Accessible or very accessible	4 852	71%
no response/ambiguous response	311	5%
k. mathematics assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 767	26%
Accessible or very accessible	4 710	69%
no response/ambiguous response	318	5%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	1 318	19%
Accessible or very accessible	5 142	76%
no response/ambiguous response	335	5%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all accessible or not very accessible	371	5%
Accessible or very accessible	6 139	90%
no response/ambiguous response	285	4%
n. Ministry exemplars and rationales		
Not at all accessible or not very accessible	450	7%
Accessible or very accessible	6 048	89%
no response/ambiguous response	297	4%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).  
2. Percentages may not add up to 100, due to rounding.

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all accessible or not very accessible	1 865	27%
Accessible or very accessible	4 500	66%
no response/ambiguous response	430	6%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all accessible or not very accessible	2 485	37%
Accessible or very accessible	3 682	54%
no response/ambiguous response	628	9%
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	1 221	18%
Accessible or very accessible	5 236	77%
no response/ambiguous response	338	5%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
<b>8. How often do you use the following resources when teaching and assessing mathematics?</b>		
<b>a. mathematics textbooks and/or workbooks</b>		
Never or seldom	116	2%
Sometimes or often	6 441	95%
no response/ambiguous response	238	4%
<b>b. mathematics manipulatives</b>		
Never or seldom	299	4%
Sometimes or often	6 249	92%
no response/ambiguous response	247	4%
<b>c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)</b>		
Never or seldom	3 341	49%
Sometimes or often	3 180	47%
no response/ambiguous response	274	4%
<b>d. calculators</b>		
Never or seldom	585	9%
Sometimes or often	5 958	88%
no response/ambiguous response	252	4%
<b>e. computers</b>		
Never or seldom	2 485	37%
Sometimes or often	4 062	60%
no response/ambiguous response	248	4%
<b>f. commercial mathematics-related computer software</b>		
Never or seldom	3 580	53%
Sometimes or often	2 928	43%
no response/ambiguous response	287	4%
<b>g. mathematics-related computer software developed by the Ministry of Education</b>		
Never or seldom	3 868	57%
Sometimes or often	2 579	38%
no response/ambiguous response	348	5%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
h. mathematics instruction materials developed by you or by other teachers in your school		
Never or seldom	1 007	15%
Sometimes or often	5 527	81%
no response/ambiguous response	261	4%
i. mathematics assessment materials developed by you or by other teachers in your school		
Never or seldom	1 008	15%
Sometimes or often	5 530	81%
no response/ambiguous response	257	4%
j. mathematics instruction materials developed by your board or other boards		
Never or seldom	1 916	28%
Sometimes or often	4 619	68%
no response/ambiguous response	260	4%
k. mathematics assessment materials developed by your board or other boards		
Never or seldom	2 003	29%
Sometimes or often	4 534	67%
no response/ambiguous response	258	4%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 803	56%
Sometimes or often	2 713	40%
no response/ambiguous response	279	4%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Never or seldom	1 014	15%
Sometimes or often	5 500	81%
no response/ambiguous response	281	4%
n. Ministry exemplars and rationales		
Never or seldom	1 330	20%
Sometimes or often	5 155	76%
no response/ambiguous response	310	5%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Never or seldom	3 940	58%
Sometimes or often	2 405	35%
no response/ambiguous response	450	7%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Never or seldom	4 780	70%
Sometimes or often	1 433	21%
no response/ambiguous response	582	9%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Never or seldom	2 856	42%
Sometimes or often	3 598	53%
no response/ambiguous response	341	5%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).  
2. Percentages may not add up to 100, due to rounding.

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
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	177	3%
Useful or very useful	6 358	94%
no response/ambiguous response	260	4%
b. mathematics manipulatives		
Not at all or not very useful	174	3%
Useful or very useful	6 364	94%
no response/ambiguous response	257	4%
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	2 427	36%
Useful or very useful	4 018	59%
no response/ambiguous response	350	5%
d. calculators		
Not at all or not very useful	475	7%
Useful or very useful	6 036	89%
no response/ambiguous response	284	4%
e. computers		
Not at all or not very useful	1 553	23%
Useful or very useful	4 939	73%
no response/ambiguous response	303	4%
f. commercial mathematics-related computer software		
Not at all or not very useful	2 437	36%
Useful or very useful	3 969	58%
no response/ambiguous response	389	6%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all or not very useful	2 552	38%
Useful or very useful	3 730	55%
no response/ambiguous response	513	8%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	608	9%
Useful or very useful	5 873	86%
no response/ambiguous response	314	5%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	614	9%
Useful or very useful	5 869	86%
no response/ambiguous response	312	5%
j. mathematics instruction materials developed by your board or other boards		
Not at all or not very useful	1 295	19%
Useful or very useful	5 150	76%
no response/ambiguous response	350	5%
k. mathematics assessment materials developed by your board or other boards		
Not at all or not very useful	1 377	20%
Useful or very useful	5 061	74%
no response/ambiguous response	357	5%
l. The Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 177	47%
Useful or very useful	3 232	48%
no response/ambiguous response	386	6%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all or not very useful	810	12%
Useful or very useful	5 672	83%
no response/ambiguous response	313	5%
n. Ministry exemplars and rationales		
Not at all or not very useful	941	14%
Useful or very useful	5 522	81%
no response/ambiguous response	332	5%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Instruction and Assessment Resources for Mathematics

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all or not very useful	3 371	50%
Useful or very useful	2 913	43%
no response/ambiguous response	511	8%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all or not very useful	4 215	62%
Useful or very useful	1 893	28%
no response/ambiguous response	687	10%
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	2 071	30%
Useful or very useful	4 310	63%
no response/ambiguous response	414	6%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).

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

# Grade 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Teacher Collaboration

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
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	1 513	21%
Once every two weeks	890	13%
Once a month	1 968	28%
A few times during the year	1 869	26%
Never or hardly ever	563	8%
no response/ambiguous response	304	4%
b. If you did meet, on average how long were the meetings?		
Less than one hour	4 524	64%
More than one hour	2 014	28%
no response/ambiguous response	569	8%

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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### EQAO Resources

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
11a. How have you used the EQAO scoring guides from the previous year?		
Didn't use	1 705	24%
To illustrate model solutions	4 257	60%
To help students understand how questions and tasks relate to the expectations in the curriculum	3 656	51%
To communicate with parents about the expectations in the curriculum	1 136	16%
As a model for developing assessment units	2 040	29%
To inform program planning	2 332	33%
In a way other than those listed above	661	9%
b. How have you used the sample assessment items posted on the EQAO Web site?		
Didn't use	2 271	32%
To illustrate model solutions	3 795	53%
To help students understand how questions and tasks relate to the expectations in the curriculum	3 363	47%
To communicate with parents about the expectations in the curriculum	966	14%
As a model for developing assessment units	1 584	22%
To inform program planning	1 834	26%
In a way other than those listed above	646	9%
12. How have you used student and school EQAO achievement results and questionnaire data from the Grade 6 Assessment of Reading, Writing and Mathematics?		
Didn't use	1 655	23%
To identify how well students are meeting the expectations in the curriculum	3 619	51%
To communicate with parents about student achievement	1 562	22%
To identify areas of Grade 6 reading, writing and mathematics program strength and areas for improvement	4 401	62%
To inform Grade 6 reading, writing and mathematics program planning	3 160	44%
To guide school improvement initiatives for reading, writing and mathematics	3 737	53%
To determine the effectiveness of improvement initiatives that have been put in place	2 176	31%
In a way other than those listed above	258	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### EQAO Resources

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
13. What topics could EQAO expand upon in its resources to be of most service to you?		
How EQAO assessments are created	1 672	24%
How assessment items relate to curriculum expectations	2 066	29%
How achievement results can be used to help guide improvement planning	2 831	40%
Successful initiatives other schools have implemented to improve performance	3 673	52%
How to prepare students for the assessments	3 742	53%
How large-scale assessments and classroom assessments complement each other	1 869	26%
Topic(s) other than those listed above	414	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
14. Your gender:		
Male	2 043	29%
Female	4 817	68%
no response/ambiguous response	247	3%
15. Including this year, for how many years have you been teaching?		
2 years or less	870	12%
3–5 years	1 437	20%
6–10 years	1 824	26%
11 years or more	2 770	39%
no response/ambiguous response	206	3%
16. Including this year, for how many years have you taught in the junior grades?		
2 years or less	1 794	25%
3–5 years	1 903	27%
6–10 years	1 828	26%
11 years or more	1 372	19%
no response/ambiguous response	210	3%
17. Including this year, for how many years have you taught Grade 6?		
2 years or less	2 883	41%
3–5 years	2 118	30%
6–10 years	1 315	19%
11 years or more	525	7%
no response/ambiguous response	266	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
<b>18. Which of the following Additional Qualification (AQ) courses have you completed or are you currently working on?</b>		
<b>a. Reading</b>		
Part 1	917	13%
Part 2	257	4%
Specialist	447	6%
None	2 813	40%
<b>b. Mathematics</b>		
Part 1	309	4%
Part 2	88	1%
Specialist	101	1%
None	3 199	45%
<b>c. Primary Education</b>		
Part 1	618	9%
Part 2	144	2%
Specialist	284	4%
None	2 905	41%
<b>d. Junior Education</b>		
Part 1	657	9%
Part 2	66	1%
Specialist	262	4%
None	2 854	40%
<b>e. Intermediate Education</b>		
Part 1	824	12%
Part 2	50	1%
Specialist	219	3%
None	2 821	40%

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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
f. Special Education		
Part 1	1 931	27%
Part 2	592	8%
Specialist	934	13%
None	2 234	31%
g. English as a Second Language		
Part 1	544	8%
Part 2	77	1%
Specialist	101	1%
None	3 059	43%
h. French as a Second Language		
Part 1	491	7%
Part 2	109	2%
Specialist	136	2%
None	3 044	43%
i. Computers in the Classroom		
Part 1	625	9%
Part 2	148	2%
Specialist	236	3%
None	2 950	42%

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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
19. What other AQ courses or additional professional development training have you completed or are you currently working on?		
a. Primary Basic		
Yes	1 123	16%
No	2 886	41%
no response/ambiguous response	3 098	44%
b. Junior Basic		
Yes	1 343	19%
No	2 728	38%
no response/ambiguous response	3 036	43%
c. Reading Recovery		
Yes	221	3%
No	3 343	47%
no response/ambiguous response	3 543	50%
d. First Steps		
Yes	1 902	27%
No	2 506	35%
no response/ambiguous response	2 699	38%
e. Board-level training		
Yes	3 416	48%
No	1 466	21%
no response/ambiguous response	2 225	31%
f. Early literacy strategy training in your board		
Yes	1 192	17%
No	2 771	39%
no response/ambiguous response	3 144	44%
g. Early mathematics strategy training in your board		
Yes	943	13%
No	2 868	40%
no response/ambiguous response	3 296	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
h. Junior literacy strategy training in your board		
Yes	3 584	50%
No	1 461	21%
no response/ambiguous response	2 062	29%
i. Junior mathematics strategy training in your board		
Yes	3 058	43%
No	1 708	24%
no response/ambiguous response	2 341	33%
j. Other		
Yes	3 037	43%
No	1 555	22%
no response/ambiguous response	2 515	35%

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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
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	5 760	81%
Writing	5 207	73%
Mathematics	4 799	68%
b. Collaboration with teachers in other classes, schools and boards		
Reading	5 752	81%
Writing	5 408	76%
Mathematics	5 144	72%
c. School-based activity		
Reading	5 121	72%
Writing	4 420	62%
Mathematics	3 715	52%
d. Board-based activity		
Reading	4 772	67%
Writing	4 060	57%
Mathematics	4 026	57%
e. EQAO assessment activities		
Reading	2 742	39%
Writing	2 679	38%
Mathematics	2 648	37%
f. Ministry-based activity		
Reading	1 537	22%
Writing	1 244	18%
Mathematics	1 218	17%
g. University or community college courses (including online courses)		
Reading	994	14%
Writing	639	9%
Mathematics	483	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

### Background Information and Professional Development

Province <sup>1</sup>		
Number of Respondents	7 107	
	#	% <sup>2</sup>
h. Seminars, workshops and conferences (not offered by board, Ministry, university, college or EQAO)		
Reading	1 196	17%
Writing	974	14%
Mathematics	788	11%
i. Subject organizations (Ontario Association for Mathematics Education, English Language Arts Network, Ontario Association of Junior Educators)		
Reading	207	3%
Writing	155	2%
Mathematics	327	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 6 Assessment of Reading, Writing and Mathematics, 2005-2006

## Teacher Questionnaire

Province <sup>1</sup>		
Number of Respondents	6 795	
	#	% <sup>2</sup>
21. Mark the materials that some or all Grade 6 students used during the administration of the assessment.		
polydrons	631	9%
Power Polygons	559	8%
Cuisenaire rods	317	5%
fraction circles or strips	998	15%
base ten blocks	888	13%
metric rulers	4 589	68%
geoboards (10 x 10)	443	7%
pattern blocks	1 063	16%
number lines	827	12%
transparent mirrors (Miras)	1 170	17%
connecting cubes	1 052	15%
number cubes	310	5%
protractors	4 633	68%
grid paper	2 049	30%
isometric dot paper	1 760	26%

1. Numbers and percentages are based on the total number of teachers who completed the mathematics section of the questionnaire (questions 7 to 9 and 21).  
2. Percentages may not add up to 100, due to rounding.