

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Provincial Results

Classroom Demographics

Number of Respondents	Province ¹	
	#	% ²
1. How many students are in your classroom?		
1–20	3 659	47%
21–24	3 289	42%
25–28	780	10%
29–32	68	1%
33 or more	9	<1%
no response/ambiguous response	44	1%
2. Is your class a split-grade or multi-grade class?		
Yes	3 005	38%
No	4 751	61%
no response/ambiguous response	93	1%
3. If your class is a split-grade or multi-grade class, how many of your students are in Grade 3?		
1–8	1 316	44%
9–12	946	31%
13–16	529	18%
17–20	147	5%
21 or more	14	<1%
no response/ambiguous response	53	2%

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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Province ¹		
Number of Respondents	7 849	
	#	% 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	229	3%
Accessible or very accessible	7 473	95%
no response/ambiguous response	147	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	661	8%
Accessible or very accessible	7 041	90%
no response/ambiguous response	147	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	7 221	92%
no response/ambiguous response	175	2%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all accessible or not very accessible	1 308	17%
Accessible or very accessible	6 352	81%
no response/ambiguous response	189	2%
e. computers		
Not at all accessible or not very accessible	1 858	24%
Accessible or very accessible	5 782	74%
no response/ambiguous response	209	3%
f. language-related computer software		
Not at all accessible or not very accessible	2 563	33%
Accessible or very accessible	5 037	64%
no response/ambiguous response	249	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 038	13%
Accessible or very accessible	6 587	84%
no response/ambiguous response	224	3%
h. language assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 296	17%
Accessible or very accessible	6 333	81%
no response/ambiguous response	220	3%
i. language instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 155	15%
Accessible or very accessible	6 463	82%
no response/ambiguous response	231	3%
j. language assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 397	18%
Accessible or very accessible	6 213	79%
no response/ambiguous response	239	3%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	938	12%
Accessible or very accessible	6 632	84%
no response/ambiguous response	279	4%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all accessible or not very accessible	216	3%
Accessible or very accessible	7 415	94%
no response/ambiguous response	218	3%
m. Ministry exemplars and rationales		
Not at all accessible or not very accessible	316	4%
Accessible or very accessible	7 320	93%
no response/ambiguous response	213	3%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all accessible or not very accessible	505	6%
Accessible or very accessible	7 096	90%
no response/ambiguous response	248	3%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all accessible or not very accessible	247	3%
Accessible or very accessible	7 363	94%
no response/ambiguous response	239	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	1 512	19%
Accessible or very accessible	5 811	74%
no response/ambiguous response	526	7%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% 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	70	1%
Sometimes or often	7 612	97%
no response/ambiguous response	167	2%
b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)		
Never or seldom	138	2%
Sometimes or often	7 518	96%
no response/ambiguous response	193	2%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Never or seldom	105	1%
Sometimes or often	7 520	96%
no response/ambiguous response	224	3%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Never or seldom	1 240	16%
Sometimes or often	6 399	82%
no response/ambiguous response	210	3%
e. computers		
Never or seldom	2 086	27%
Sometimes or often	5 522	70%
no response/ambiguous response	241	3%
f. language-related computer software		
Never or seldom	3 277	42%
Sometimes or often	4 317	55%
no response/ambiguous response	255	3%

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Never or seldom	689	9%
Sometimes or often	6 959	89%
no response/ambiguous response	201	3%
h. language assessment materials developed by you or by other teachers in your school		
Never or seldom	731	9%
Sometimes or often	6 915	88%
no response/ambiguous response	203	3%
i. language instruction materials developed by your board or other boards		
Never or seldom	1 156	15%
Sometimes or often	6 490	83%
no response/ambiguous response	203	3%
j. language assessment materials developed by your board or other boards		
Never or seldom	1 237	16%
Sometimes or often	6 392	81%
no response/ambiguous response	220	3%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 761	48%
Sometimes or often	3 869	49%
no response/ambiguous response	219	3%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Never or seldom	654	8%
Sometimes or often	6 988	89%
no response/ambiguous response	207	3%
m. Ministry exemplars and rationales		
Never or seldom	677	9%
Sometimes or often	6 975	89%
no response/ambiguous response	197	3%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Never or seldom	1 999	25%
Sometimes or often	5 564	71%
no response/ambiguous response	286	4%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Never or seldom	1 326	17%
Sometimes or often	6 288	80%
no response/ambiguous response	235	3%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4–6 in Ontario		
Never or seldom	4 474	57%
Sometimes or often	2 953	38%
no response/ambiguous response	422	5%

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

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% 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	148	2%
Useful or very useful	7 518	96%
no response/ambiguous response	183	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	178	2%
Useful or very useful	7 471	95%
no response/ambiguous response	200	3%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Not at all or not very useful	146	2%
Useful or very useful	7 464	95%
no response/ambiguous response	239	3%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all or not very useful	1 027	13%
Useful or very useful	6 569	84%
no response/ambiguous response	253	3%
e. computers		
Not at all or not very useful	1 930	25%
Useful or very useful	5 629	72%
no response/ambiguous response	290	4%
f. language-related computer software		
Not at all or not very useful	2 431	31%
Useful or very useful	5 085	65%
no response/ambiguous response	333	4%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
g. language instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	412	5%
Useful or very useful	7 183	92%
no response/ambiguous response	254	3%
h. language assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	428	5%
Useful or very useful	7 172	91%
no response/ambiguous response	249	3%
i. language instruction materials developed by your board or other boards		
Not at all or not very useful	785	10%
Useful or very useful	6 799	87%
no response/ambiguous response	265	3%
j. language assessment materials developed by your board or other boards		
Not at all or not very useful	875	11%
Useful or very useful	6 695	85%
no response/ambiguous response	279	4%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 277	42%
Useful or very useful	4 219	54%
no response/ambiguous response	353	4%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all or not very useful	610	8%
Useful or very useful	6 969	89%
no response/ambiguous response	270	3%
m. Ministry exemplars and rationales		
Not at all or not very useful	578	7%
Useful or very useful	7 012	89%
no response/ambiguous response	259	3%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% ²
n. Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario		
Not at all or not very useful	1 562	20%
Useful or very useful	5 956	76%
no response/ambiguous response	331	4%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all or not very useful	878	11%
Useful or very useful	6 711	86%
no response/ambiguous response	260	3%
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	3 561	45%
Useful or very useful	3 660	47%
no response/ambiguous response	628	8%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% 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	320	4%
Accessible or very accessible	7 338	93%
no response/ambiguous response	191	2%
b. mathematics manipulatives		
Not at all accessible or not very accessible	393	5%
Accessible or very accessible	7 251	92%
no response/ambiguous response	205	3%
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	2 902	37%
Accessible or very accessible	4 685	60%
no response/ambiguous response	262	3%
d. calculators		
Not at all accessible or not very accessible	1 283	16%
Accessible or very accessible	6 348	81%
no response/ambiguous response	218	3%
e. computers		
Not at all accessible or not very accessible	2 001	25%
Accessible or very accessible	5 624	72%
no response/ambiguous response	224	3%
f. commercial mathematics-related computer software		
Not at all accessible or not very accessible	3 065	39%
Accessible or very accessible	4 492	57%
no response/ambiguous response	292	4%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all accessible or not very accessible	3 309	42%
Accessible or very accessible	4 046	52%
no response/ambiguous response	494	6%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 174	15%
Accessible or very accessible	6 422	82%
no response/ambiguous response	253	3%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 252	16%
Accessible or very accessible	6 342	81%
no response/ambiguous response	255	3%
j. mathematics instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 785	23%
Accessible or very accessible	5 786	74%
no response/ambiguous response	278	4%
k. mathematics assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 951	25%
Accessible or very accessible	5 614	72%
no response/ambiguous response	284	4%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	1 462	19%
Accessible or very accessible	6 057	77%
no response/ambiguous response	330	4%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all accessible or not very accessible	323	4%
Accessible or very accessible	7 261	93%
no response/ambiguous response	265	3%
n. Ministry exemplars and rationales		
Not at all accessible or not very accessible	444	6%
Accessible or very accessible	7 144	91%
no response/ambiguous response	261	3%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 849	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all accessible or not very accessible	844	11%
Accessible or very accessible	6 683	85%
no response/ambiguous response	322	4%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all accessible or not very accessible	494	6%
Accessible or very accessible	7 074	90%
no response/ambiguous response	281	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	2 173	28%
Accessible or very accessible	5 068	65%
no response/ambiguous response	608	8%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

		Province ¹	
Number of Respondents		7 849	
		#	% ²
8. How often do you use the following resources when teaching and assessing mathematics?			
a. mathematics textbooks and/or workbooks			
Never or seldom		248	3%
Sometimes or often		7 392	94%
no response/ambiguous response		209	3%
b. mathematics manipulatives			
Never or seldom		45	1%
Sometimes or often		7 591	97%
no response/ambiguous response		213	3%
c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)			
Never or seldom		2 717	35%
Sometimes or often		4 881	62%
no response/ambiguous response		251	3%
d. calculators			
Never or seldom		2 568	33%
Sometimes or often		5 051	64%
no response/ambiguous response		230	3%
e. computers			
Never or seldom		2 853	36%
Sometimes or often		4 760	61%
no response/ambiguous response		236	3%
f. commercial mathematics-related computer software			
Never or seldom		3 929	50%
Sometimes or often		3 635	46%
no response/ambiguous response		285	4%
g. mathematics-related computer software developed by the Ministry of Education			
Never or seldom		4 262	54%
Sometimes or often		3 225	41%
no response/ambiguous response		362	5%

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

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Never or seldom	1 021	13%
Sometimes or often	6 586	84%
no response/ambiguous response	242	3%
i. mathematics assessment materials developed by you or by other teachers in your school		
Never or seldom	998	13%
Sometimes or often	6 601	84%
no response/ambiguous response	250	3%
j. mathematics instruction materials developed by your board or other boards		
Never or seldom	1 984	25%
Sometimes or often	5 616	72%
no response/ambiguous response	249	3%
k. mathematics assessment materials developed by your board or other boards		
Never or seldom	2 103	27%
Sometimes or often	5 501	70%
no response/ambiguous response	245	3%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	4 284	55%
Sometimes or often	3 279	42%
no response/ambiguous response	286	4%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Never or seldom	984	13%
Sometimes or often	6 589	84%
no response/ambiguous response	276	4%
n. Ministry exemplars and rationales		
Never or seldom	1 262	16%
Sometimes or often	6 307	80%
no response/ambiguous response	280	4%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Never or seldom	2 413	31%
Sometimes or often	5 099	65%
no response/ambiguous response	337	4%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Never or seldom	1 633	21%
Sometimes or often	5 883	75%
no response/ambiguous response	333	4%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Never or seldom	4 633	59%
Sometimes or often	2 640	34%
no response/ambiguous response	576	7%

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% 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	281	4%
Useful or very useful	7 338	93%
no response/ambiguous response	230	3%
b. mathematics manipulatives		
Not at all or not very useful	36	<1%
Useful or very useful	7 578	97%
no response/ambiguous response	235	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	2 027	26%
Useful or very useful	5 496	70%
no response/ambiguous response	326	4%
d. calculators		
Not at all or not very useful	1 998	25%
Useful or very useful	5 585	71%
no response/ambiguous response	266	3%
e. computers		
Not at all or not very useful	2 096	27%
Useful or very useful	5 470	70%
no response/ambiguous response	283	4%
f. commercial mathematics-related computer software		
Not at all or not very useful	2 791	36%
Useful or very useful	4 658	59%
no response/ambiguous response	400	5%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all or not very useful	2 941	37%
Useful or very useful	4 329	55%
no response/ambiguous response	579	7%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% ²
h. mathematics instruction materials developed by you or by other teachers in your school		
Not at all or not very useful	587	7%
Useful or very useful	6 947	89%
no response/ambiguous response	315	4%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	607	8%
Useful or very useful	6 929	88%
no response/ambiguous response	313	4%
j. mathematics instruction materials developed by your board or other boards		
Not at all or not very useful	1 291	16%
Useful or very useful	6 197	79%
no response/ambiguous response	361	5%
k. mathematics assessment materials developed by your board or other boards		
Not at all or not very useful	1 388	18%
Useful or very useful	6 062	77%
no response/ambiguous response	399	5%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 591	46%
Useful or very useful	3 837	49%
no response/ambiguous response	421	5%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all or not very useful	786	10%
Useful or very useful	6 758	86%
no response/ambiguous response	305	4%
n. Ministry exemplars and rationales		
Not at all or not very useful	884	11%
Useful or very useful	6 665	85%
no response/ambiguous response	300	4%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Province ¹		
Number of Respondents	7 849	
	#	% ²
o. Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario		
Not at all or not very useful	1 850	24%
Useful or very useful	5 610	71%
no response/ambiguous response	389	5%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all or not very useful	1 121	14%
Useful or very useful	6 399	82%
no response/ambiguous response	329	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	3 907	50%
Useful or very useful	3 231	41%
no response/ambiguous response	711	9%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Teacher Collaboration

Number of Respondents	Province ¹	
	#	% 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	2 122	27%
Once every two weeks	1 187	15%
Once a month	2 330	30%
A few times during the year	1 488	19%
Never or hardly ever	437	6%
no response/ambiguous response	285	4%
b. If you did meet, on average how long were the meetings?		
Less than one hour	4 949	63%
More than one hour	2 403	31%
no response/ambiguous response	497	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

EQAO Resources

Number of Respondents	Province ¹	
	#	% ²
11a. How have you used the EQAO scoring guides from the previous year?		
Didn't use	1 224	16%
To illustrate model solutions	5 459	70%
To help students understand how questions and tasks relate to the expectations in the curriculum	4 373	56%
To communicate with parents about the expectations in the curriculum	2 224	28%
As a model for developing assessment units	2 782	35%
To inform program planning	3 674	47%
In a way other than those listed above	819	10%
b. How have you used the sample assessment items posted on the EQAO Web site?		
Didn't use	1 115	14%
To illustrate model solutions	5 670	72%
To help students understand how questions and tasks relate to the expectations in the curriculum	4 878	62%
To communicate with parents about the expectations in the curriculum	2 532	32%
As a model for developing assessment units	2 594	33%
To inform program planning	3 424	44%
In a way other than those listed above	934	12%
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	1 063	14%
To identify how well students are meeting the expectations in the curriculum	4 737	60%
To communicate with parents about student achievement	2 161	28%
To identify areas of Grade 3 reading, writing and mathematics program strength and areas for improvement	5 928	76%
To inform Grade 3 reading, writing and mathematics program planning	4 656	59%
To guide school improvement initiatives for reading, writing and mathematics	5 163	66%
To determine the effectiveness of improvement initiatives that have been put in place	3 099	39%
In a way other than those listed above	319	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

EQAO Resources

Number of Respondents	Province ¹	
	#	% ²
13. What topics could EQAO expand upon in its resources to be of most service to you?		
How EQAO assessments are created	2 502	32%
How assessment items relate to curriculum expectations	2 772	35%
How achievement results can be used to help guide improvement planning	3 295	42%
Successful initiatives other schools have implemented to improve performance	4 487	57%
How to prepare students for the assessments	4 622	59%
How large-scale assessments and classroom assessments complement each other	2 654	34%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
14. Your gender:		
Male	944	12%
Female	6 664	85%
no response/ambiguous response	241	3%
15. Including this year, for how many years have you been teaching?		
2 years or less	914	12%
3–5 years	1 562	20%
6–10 years	1 932	25%
11 years or more	3 302	42%
no response/ambiguous response	139	2%
16. Including this year, for how many years have you taught in the primary grades?		
2 years or less	1 800	23%
3–5 years	1 875	24%
6–10 years	1 848	24%
11 years or more	2 115	27%
no response/ambiguous response	211	3%
17. Including this year, for how many years have you taught Grade 3?		
2 years or less	3 340	43%
3–5 years	2 273	29%
6–10 years	1 401	18%
11 years or more	576	7%
no response/ambiguous response	259	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

		Province ¹	
Number of Respondents		7 849	
		#	% ²
18. Which of the following Additional Qualification (AQ) courses have you completed or are you currently working on?			
a. Reading			
Part 1		1 391	18%
Part 2		479	6%
Specialist		759	10%
None		2 917	37%
b. Mathematics			
Part 1		391	5%
Part 2		90	1%
Specialist		125	2%
None		3 611	46%
c. Primary Education			
Part 1		1 060	14%
Part 2		318	4%
Specialist		695	9%
None		3 002	38%
d. Junior Education			
Part 1		405	5%
Part 2		40	1%
Specialist		181	2%
None		3 449	44%
e. Intermediate Education			
Part 1		526	7%
Part 2		39	<1%
Specialist		119	2%
None		3 452	44%

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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
f. Special Education		
Part 1	2 346	30%
Part 2	707	9%
Specialist	1 065	14%
None	2 397	31%
g. English as a Second Language		
Part 1	660	8%
Part 2	116	1%
Specialist	112	1%
None	3 454	44%
h. French as a Second Language		
Part 1	544	7%
Part 2	134	2%
Specialist	182	2%
None	3 467	44%
i. Computers in the Classroom		
Part 1	656	8%
Part 2	159	2%
Specialist	181	2%
None	3 412	43%

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
19. What other AQ courses or additional professional development training have you completed or are you currently working on?		
a. Primary Basic		
Yes	1 832	23%
No	3 131	40%
no response/ambiguous response	2 886	37%
b. Junior Basic		
Yes	1 310	17%
No	3 390	43%
no response/ambiguous response	3 149	40%
c. Reading Recovery		
Yes	335	4%
No	3 981	51%
no response/ambiguous response	3 533	45%
d. First Steps		
Yes	2 457	31%
No	2 856	36%
no response/ambiguous response	2 536	32%
e. Board-level training		
Yes	3 857	49%
No	1 836	23%
no response/ambiguous response	2 156	27%
f. Early literacy strategy training in your board		
Yes	3 906	50%
No	1 935	25%
no response/ambiguous response	2 008	26%
g. Early mathematics strategy training in your board		
Yes	3 278	42%
No	2 256	29%
no response/ambiguous response	2 315	29%

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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
h. Junior literacy strategy training in your board		
Yes	1 077	14%
No	3 536	45%
no response/ambiguous response	3 236	41%
i. Junior mathematics strategy training in your board		
Yes	858	11%
No	3 658	47%
no response/ambiguous response	3 333	42%

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% 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	6 803	87%
Writing	6 238	79%
Mathematics	5 384	69%
b. Collaboration with teachers in other classes, schools and boards		
Reading	6 779	86%
Writing	6 471	82%
Mathematics	5 766	73%
c. School-based activity		
Reading	6 170	79%
Writing	5 556	71%
Mathematics	4 090	52%
d. Board-based activity		
Reading	5 049	64%
Writing	4 503	57%
Mathematics	4 086	52%
e. EQAO assessment activities		
Reading	3 761	48%
Writing	3 609	46%
Mathematics	3 502	45%
f. Ministry-based activity		
Reading	1 782	23%
Writing	1 443	18%
Mathematics	1 234	16%
g. University or community college courses (including online courses)		
Reading	1 174	15%
Writing	639	8%
Mathematics	478	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 849	
	#	% ²
h. Seminars, workshops and conferences (not offered by board, Ministry, university, college or EQAO)		
Reading	1 502	19%
Writing	1 198	15%
Mathematics	846	11%
i. Subject organizations (Ontario Association for Mathematics Education, English Language Arts Network, Ontario Association of Junior Educators)		
Reading	175	2%
Writing	120	2%
Mathematics	220	3%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2006–2007

Teacher Questionnaire

Number of Respondents	Province ¹	
	#	% ²
21. Mark the materials that some or all Grade 3 students used during the administration of the assessment.		
calendar	1 262	16%
hundreds chart	2 116	27%
base 10 materials	2 678	34%
money	4 520	58%
metric rulers	6 171	79%
centimetre grid paper	701	9%
clocks	1 442	18%
thermometers	290	4%
3-D models	3 041	39%
pattern blocks	2 441	31%
Power Polygons	396	5%
polydrons	252	3%
number lines	1 771	23%
number cubes	1 119	14%
calculators	5 815	74%

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