

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Provincial Results

Classroom Demographics

Number of Respondents	Province ¹	
	#	% ²
1. How many students are in your classroom?		
1–20	1 327	18%
21–24	1 697	23%
25–28	2 585	35%
29–32	1 307	18%
33 or more	177	2%
no response/ambiguous response	248	3%
2. Is your class a split-grade or multi-grade class?		
Yes	2 925	40%
No	4 113	56%
no response/ambiguous response	303	4%
3. If your class is a split-grade or multi-grade class, how many of your students are in Grade 6?		
1–8	1 104	38%
9–12	624	21%
13–16	620	21%
17–20	374	13%
21 or more	163	6%
no response/ambiguous response	40	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Reading and Writing

Number of Respondents	Province ¹	
	#	% 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	253	4%
Accessible or very accessible	6 713	96%
no response/ambiguous response	35	<1%
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	528	8%
Accessible or very accessible	6 435	92%
no response/ambiguous response	38	1%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Not at all accessible or not very accessible	603	9%
Accessible or very accessible	6 330	90%
no response/ambiguous response	68	1%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all accessible or not very accessible	1 118	16%
Accessible or very accessible	5 812	83%
no response/ambiguous response	71	1%
e. computers		
Not at all accessible or not very accessible	1 617	23%
Accessible or very accessible	5 287	76%
no response/ambiguous response	97	1%
f. language-related computer software		
Not at all accessible or not very accessible	2 511	36%
Accessible or very accessible	4 335	62%
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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	1 050	15%
Accessible or very accessible	5 850	84%
no response/ambiguous response	101	1%
h. language assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 175	17%
Accessible or very accessible	5 728	82%
no response/ambiguous response	98	1%
i. language instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 166	17%
Accessible or very accessible	5 732	82%
no response/ambiguous response	103	1%
j. language assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 328	19%
Accessible or very accessible	5 560	79%
no response/ambiguous response	113	2%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	881	13%
Accessible or very accessible	5 995	86%
no response/ambiguous response	125	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	6 638	95%
no response/ambiguous response	101	1%
m. Ministry exemplars and rationales		
Not at all accessible or not very accessible	329	5%
Accessible or very accessible	6 577	94%
no response/ambiguous response	95	1%

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

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	922	13%
Accessible or very accessible	5 874	84%
no response/ambiguous response	205	3%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all accessible or not very accessible	1 455	21%
Accessible or very accessible	5 125	73%
no response/ambiguous response	421	6%
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	619	9%
Accessible or very accessible	6 236	89%
no response/ambiguous response	146	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	101	1%
Sometimes or often	6 848	98%
no response/ambiguous response	52	1%
b. classroom resources for teaching writing (samples of different forms of writing, dictionaries, spelling and grammar resource materials, etc.)		
Never or seldom	131	2%
Sometimes or often	6 800	97%
no response/ambiguous response	70	1%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Never or seldom	223	3%
Sometimes or often	6 670	95%
no response/ambiguous response	108	2%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Never or seldom	1 071	15%
Sometimes or often	5 843	83%
no response/ambiguous response	87	1%
e. computers		
Never or seldom	1 371	20%
Sometimes or often	5 515	79%
no response/ambiguous response	115	2%
f. language-related computer software		
Never or seldom	3 268	47%
Sometimes or often	3 613	52%
no response/ambiguous response	120	2%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	683	10%
Sometimes or often	6 227	89%
no response/ambiguous response	91	1%
h. language assessment materials developed by you or by other teachers in your school		
Never or seldom	693	10%
Sometimes or often	6 218	89%
no response/ambiguous response	90	1%
i. language instruction materials developed by your board or other boards		
Never or seldom	1 175	17%
Sometimes or often	5 730	82%
no response/ambiguous response	96	1%
j. language assessment materials developed by your board or other boards		
Never or seldom	1 240	18%
Sometimes or often	5 671	81%
no response/ambiguous response	90	1%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 409	49%
Sometimes or often	3 495	50%
no response/ambiguous response	97	1%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Never or seldom	696	10%
Sometimes or often	6 227	89%
no response/ambiguous response	78	1%
m. Ministry exemplars and rationales		
Never or seldom	903	13%
Sometimes or often	6 008	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	3 448	49%
Sometimes or often	3 303	47%
no response/ambiguous response	250	4%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Never or seldom	4 609	66%
Sometimes or often	2 006	29%
no response/ambiguous response	386	6%
p. Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4–6 in Ontario		
Never or seldom	2 204	31%
Sometimes or often	4 657	67%
no response/ambiguous response	140	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	175	2%
Useful or very useful	6 745	96%
no response/ambiguous response	81	1%
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	167	2%
Useful or very useful	6 743	96%
no response/ambiguous response	91	1%
c. classroom resources for teaching reading (components of a balanced literacy program)		
Not at all or not very useful	247	4%
Useful or very useful	6 629	95%
no response/ambiguous response	125	2%
d. library or resource-centre language materials, including print and audiovisual (encyclopedias, magazines, etc.)		
Not at all or not very useful	917	13%
Useful or very useful	5 952	85%
no response/ambiguous response	132	2%
e. computers		
Not at all or not very useful	1 245	18%
Useful or very useful	5 574	80%
no response/ambiguous response	182	3%
f. language-related computer software		
Not at all or not very useful	2 318	33%
Useful or very useful	4 420	63%
no response/ambiguous response	263	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	388	6%
Useful or very useful	6 471	92%
no response/ambiguous response	142	2%
h. language assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	433	6%
Useful or very useful	6 425	92%
no response/ambiguous response	143	2%
i. language instruction materials developed by your board or other boards		
Not at all or not very useful	802	11%
Useful or very useful	6 045	86%
no response/ambiguous response	154	2%
j. language assessment materials developed by your board or other boards		
Not at all or not very useful	890	13%
Useful or very useful	5 955	85%
no response/ambiguous response	156	2%
k. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	2 980	43%
Useful or very useful	3 818	55%
no response/ambiguous response	203	3%
l. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Language		
Not at all or not very useful	650	9%
Useful or very useful	6 209	89%
no response/ambiguous response	142	2%
m. Ministry exemplars and rationales		
Not at all or not very useful	705	10%
Useful or very useful	6 135	88%
no response/ambiguous response	161	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	2 862	41%
Useful or very useful	3 791	54%
no response/ambiguous response	348	5%
o. A Guide to Effective Instruction in Reading, Kindergarten to Grade 3		
Not at all or not very useful	3 829	55%
Useful or very useful	2 668	38%
no response/ambiguous response	504	7%
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	1 493	21%
Useful or very useful	5 324	76%
no response/ambiguous response	184	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	218	3%
Accessible or very accessible	6 527	92%
no response/ambiguous response	331	5%
b. mathematics manipulatives		
Not at all accessible or not very accessible	542	8%
Accessible or very accessible	6 194	88%
no response/ambiguous response	340	5%
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	2 894	41%
Accessible or very accessible	3 794	54%
no response/ambiguous response	388	5%
d. calculators		
Not at all accessible or not very accessible	951	13%
Accessible or very accessible	5 778	82%
no response/ambiguous response	347	5%
e. computers		
Not at all accessible or not very accessible	1 793	25%
Accessible or very accessible	4 928	70%
no response/ambiguous response	355	5%
f. commercial mathematics-related computer software		
Not at all accessible or not very accessible	2 799	40%
Accessible or very accessible	3 878	55%
no response/ambiguous response	399	6%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all accessible or not very accessible	2 953	42%
Accessible or very accessible	3 559	50%
no response/ambiguous response	564	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	1 147	16%
Accessible or very accessible	5 552	78%
no response/ambiguous response	377	5%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all accessible or not very accessible	1 191	17%
Accessible or very accessible	5 504	78%
no response/ambiguous response	381	5%
j. mathematics instruction materials developed by your board or other boards		
Not at all accessible or not very accessible	1 773	25%
Accessible or very accessible	4 904	69%
no response/ambiguous response	399	6%
k. mathematics assessment materials developed by your board or other boards		
Not at all accessible or not very accessible	1 915	27%
Accessible or very accessible	4 767	67%
no response/ambiguous response	394	6%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all accessible or not very accessible	1 341	19%
Accessible or very accessible	5 311	75%
no response/ambiguous response	424	6%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all accessible or not very accessible	349	5%
Accessible or very accessible	6 344	90%
no response/ambiguous response	383	5%
n. Ministry exemplars and rationales		
Not at all accessible or not very accessible	508	7%
Accessible or very accessible	6 180	87%
no response/ambiguous response	388	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).

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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		
Not at all accessible or not very accessible	1 618	23%
Accessible or very accessible	4 935	70%
no response/ambiguous response	523	7%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all accessible or not very accessible	2 136	30%
Accessible or very accessible	4 247	60%
no response/ambiguous response	693	10%
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	1 036	15%
Accessible or very accessible	5 589	79%
no response/ambiguous response	451	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).

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Instruction and Assessment Resources for Mathematics

Number of Respondents	Province ¹	
	#	% ²
8. How often do you use the following resources when teaching and assessing mathematics?		
a. mathematics textbooks and/or workbooks		
Never or seldom	146	2%
Sometimes or often	6 591	93%
no response/ambiguous response	339	5%
b. mathematics manipulatives		
Never or seldom	211	3%
Sometimes or often	6 516	92%
no response/ambiguous response	349	5%
c. library or resource-centre mathematics materials, including print and audiovisual (mathematics dictionaries, mathematics-related story and reference books, etc.)		
Never or seldom	3 235	46%
Sometimes or often	3 464	49%
no response/ambiguous response	377	5%
d. calculators		
Never or seldom	540	8%
Sometimes or often	6 182	87%
no response/ambiguous response	354	5%
e. computers		
Never or seldom	2 473	35%
Sometimes or often	4 249	60%
no response/ambiguous response	354	5%
f. commercial mathematics-related computer software		
Never or seldom	3 624	51%
Sometimes or often	3 071	43%
no response/ambiguous response	381	5%
g. mathematics-related computer software developed by the Ministry of Education		
Never or seldom	3 983	56%
Sometimes or often	2 636	37%
no response/ambiguous response	457	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	1 024	14%
Sometimes or often	5 689	80%
no response/ambiguous response	363	5%
i. mathematics assessment materials developed by you or by other teachers in your school		
Never or seldom	1 013	14%
Sometimes or often	5 691	80%
no response/ambiguous response	372	5%
j. mathematics instruction materials developed by your board or other boards		
Never or seldom	2 055	29%
Sometimes or often	4 654	66%
no response/ambiguous response	367	5%
k. mathematics assessment materials developed by your board or other boards		
Never or seldom	2 120	30%
Sometimes or often	4 586	65%
no response/ambiguous response	370	5%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Never or seldom	3 897	55%
Sometimes or often	2 784	39%
no response/ambiguous response	395	6%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Never or seldom	1 043	15%
Sometimes or often	5 643	80%
no response/ambiguous response	390	6%
n. Ministry exemplars and rationales		
Never or seldom	1 418	20%
Sometimes or often	5 244	74%
no response/ambiguous response	414	6%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	3 738	53%
Sometimes or often	2 767	39%
no response/ambiguous response	571	8%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Never or seldom	4 571	65%
Sometimes or often	1 836	26%
no response/ambiguous response	669	9%
q. Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics in Grades 4–6 in Ontario		
Never or seldom	2 528	36%
Sometimes or often	4 087	58%
no response/ambiguous response	461	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	235	3%
Useful or very useful	6 485	92%
no response/ambiguous response	356	5%
b. mathematics manipulatives		
Not at all or not very useful	150	2%
Useful or very useful	6 551	93%
no response/ambiguous response	375	5%
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	2 315	33%
Useful or very useful	4 310	61%
no response/ambiguous response	451	6%
d. calculators		
Not at all or not very useful	428	6%
Useful or very useful	6 267	89%
no response/ambiguous response	381	5%
e. computers		
Not at all or not very useful	1 573	22%
Useful or very useful	5 108	72%
no response/ambiguous response	395	6%
f. commercial mathematics-related computer software		
Not at all or not very useful	2 408	34%
Useful or very useful	4 161	59%
no response/ambiguous response	507	7%
g. mathematics-related computer software developed by the Ministry of Education		
Not at all or not very useful	2 618	37%
Useful or very useful	3 797	54%
no response/ambiguous response	661	9%

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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	618	9%
Useful or very useful	6 033	85%
no response/ambiguous response	425	6%
i. mathematics assessment materials developed by you or by other teachers in your school		
Not at all or not very useful	626	9%
Useful or very useful	6 020	85%
no response/ambiguous response	430	6%
j. mathematics instruction materials developed by your board or other boards		
Not at all or not very useful	1 372	19%
Useful or very useful	5 217	74%
no response/ambiguous response	487	7%
k. mathematics assessment materials developed by your board or other boards		
Not at all or not very useful	1 462	21%
Useful or very useful	5 112	72%
no response/ambiguous response	502	7%
l. the Ontario Curriculum Unit Planner (Ministry of Education)		
Not at all or not very useful	3 266	46%
Useful or very useful	3 305	47%
no response/ambiguous response	505	7%
m. the four-level achievement chart in The Ontario Curriculum, Grades 1–8: Mathematics		
Not at all or not very useful	845	12%
Useful or very useful	5 790	82%
no response/ambiguous response	441	6%
n. Ministry exemplars and rationales		
Not at all or not very useful	1 024	14%
Useful or very useful	5 601	79%
no response/ambiguous response	451	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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		
Not at all or not very useful	3 144	44%
Useful or very useful	3 281	46%
no response/ambiguous response	651	9%
p. A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3		
Not at all or not very useful	3 957	56%
Useful or very useful	2 338	33%
no response/ambiguous response	781	11%
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	1 827	26%
Useful or very useful	4 743	67%
no response/ambiguous response	506	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	1 512	21%
Once every two weeks	995	14%
Once a month	2 321	32%
A few times during the year	1 722	23%
Never or hardly ever	489	7%
no response/ambiguous response	302	4%
b. If you did meet, on average how long were the meetings?		
Less than one hour	4 645	63%
More than one hour	2 158	29%
no response/ambiguous response	538	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	1 353	18%
To illustrate model solutions	4 812	66%
To help students understand how questions and tasks relate to the expectations in the curriculum	4 007	55%
To communicate with parents about the expectations in the curriculum	1 254	17%
As a model for developing assessment units	2 367	32%
To inform program planning	2 918	40%
In a way other than those listed above	821	11%
b. How have you used the sample assessment items posted on the EQAO Web site?		
Didn't use	1 534	21%
To illustrate model solutions	4 788	65%
To help students understand how questions and tasks relate to the expectations in the curriculum	4 028	55%
To communicate with parents about the expectations in the curriculum	1 206	16%
As a model for developing assessment units	2 104	29%
To inform program planning	2 571	35%
In a way other than those listed above	896	12%
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	1 267	17%
To identify how well students are meeting the expectations in the curriculum	4 090	56%
To communicate with parents about student achievement	1 604	22%
To identify areas of Grade 6 reading, writing and mathematics program strength and areas for improvement	5 044	69%
To inform Grade 6 reading, writing and mathematics program planning	3 881	53%
To guide school improvement initiatives for reading, writing and mathematics	4 346	59%
To determine the effectiveness of improvement initiatives that have been put in place	2 634	36%
In a way other than those listed above	391	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 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	2 009	27%
How assessment items relate to curriculum expectations	2 393	33%
How achievement results can be used to help guide improvement planning	2 946	40%
Successful initiatives other schools have implemented to improve performance	3 857	53%
How to prepare students for the assessments	4 140	56%
How large-scale assessments and classroom assessments complement each other	2 383	32%

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, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
14. Your gender:		
Male	2 079	28%
Female	4 989	68%
no response/ambiguous response	273	4%
15. Including this year, for how many years have you been teaching?		
2 years or less	832	11%
3–5 years	1 348	18%
6–10 years	2 070	28%
11 years or more	2 870	39%
no response/ambiguous response	221	3%
16. Including this year, for how many years have you taught in the junior grades?		
2 years or less	1 754	24%
3–5 years	1 936	26%
6–10 years	1 989	27%
11 years or more	1 419	19%
no response/ambiguous response	243	3%
17. Including this year, for how many years have you taught Grade 6?		
2 years or less	2 943	40%
3–5 years	2 084	28%
6–10 years	1 452	20%
11 years or more	535	7%
no response/ambiguous response	327	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, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
18. Which of the following Additional Qualification (AQ) courses have you completed or are you currently working on?		
a. Reading		
Part 1	922	13%
Part 2	267	4%
Specialist	553	8%
None	2 757	38%
b. Mathematics		
Part 1	306	4%
Part 2	71	1%
Specialist	101	1%
None	3 208	44%
c. Primary Education		
Part 1	591	8%
Part 2	140	2%
Specialist	335	5%
None	2 924	40%
d. Junior Education		
Part 1	644	9%
Part 2	73	1%
Specialist	305	4%
None	2 860	39%
e. Intermediate Education		
Part 1	855	12%
Part 2	53	1%
Specialist	317	4%
None	2 785	38%

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, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Number of Respondents	Province ¹	
	#	% ²
f. Special Education		
Part 1	2 024	28%
Part 2	611	8%
Specialist	1 078	15%
None	2 137	29%
g. English as a Second Language		
Part 1	572	8%
Part 2	84	1%
Specialist	108	1%
None	3 089	42%
h. French as a Second Language		
Part 1	520	7%
Part 2	97	1%
Specialist	155	2%
None	3 060	42%
i. Computers in the Classroom		
Part 1	620	8%
Part 2	152	2%
Specialist	256	3%
None	2 976	41%

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, Junior Division (Grades 4–6), 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	1 204	16%
No	2 881	39%
no response/ambiguous response	3 256	44%
b. Junior Basic		
Yes	1 410	19%
No	2 733	37%
no response/ambiguous response	3 198	44%
c. Reading Recovery		
Yes	211	3%
No	3 422	47%
no response/ambiguous response	3 708	51%
d. First Steps		
Yes	1 924	26%
No	2 562	35%
no response/ambiguous response	2 855	39%
e. Board-level training		
Yes	3 530	48%
No	1 515	21%
no response/ambiguous response	2 296	31%
f. Early literacy strategy training in your board		
Yes	1 282	17%
No	2 796	38%
no response/ambiguous response	3 263	44%
g. Early mathematics strategy training in your board		
Yes	1 051	14%
No	2 909	40%
no response/ambiguous response	3 381	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

Province ¹		
Number of Respondents	7 341	
	#	% ²
h. Junior literacy strategy training in your board		
Yes	3 493	48%
No	1 545	21%
no response/ambiguous response	2 303	31%
i. Junior mathematics strategy training in your board		
Yes	2 961	40%
No	1 789	24%
no response/ambiguous response	2 591	35%
j. Other		
Yes	3 330	45%
No	1 528	21%
no response/ambiguous response	2 483	34%

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, Junior Division (Grades 4–6), 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	6 092	83%
Writing	5 525	75%
Mathematics	4 935	67%
b. Collaboration with teachers in other classes, schools and boards		
Reading	6 072	83%
Writing	5 775	79%
Mathematics	5 208	71%
c. School-based activity		
Reading	5 603	76%
Writing	5 015	68%
Mathematics	3 868	53%
d. Board-based activity		
Reading	4 847	66%
Writing	4 185	57%
Mathematics	3 955	54%
e. EQAO assessment activities		
Reading	3 299	45%
Writing	3 168	43%
Mathematics	2 973	40%
f. Ministry-based activity		
Reading	1 473	20%
Writing	1 237	17%
Mathematics	1 022	14%
g. University or community college courses (including online courses)		
Reading	920	13%
Writing	591	8%
Mathematics	416	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, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Background Information and Professional Development

		Province ¹	
Number of Respondents		7 341	
		#	% ²
h. Seminars, workshops and conferences (not offered by board, Ministry, university, college or EQAO)			
Reading		1 219	17%
Writing		1 012	14%
Mathematics		819	11%
i. Subject organizations (Ontario Association for Mathematics Education, English Language Arts Network, Ontario Association of Junior Educators)			
Reading		212	3%
Writing		140	2%
Mathematics		297	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, Junior Division (Grades 4–6), 2006–2007

Teacher Questionnaire

Number of Respondents	Province ¹	
	#	% ²
21. Mark the materials that some or all Grade 6 students used during the administration of the assessment.		
polydrons	548	8%
Power Polygons	532	8%
Cuisenaire rods	350	5%
fraction circles or strips	1 203	17%
base ten blocks	1 039	15%
metric rulers	5 071	72%
geoboards (10 x 10)	470	7%
pattern blocks	1 287	18%
number lines	865	12%
transparent mirrors (Miras)	1 672	24%
connecting cubes	1 908	27%
number cubes	399	6%
protractors	5 869	83%
grid paper	1 855	26%
isometric dot paper	754	11%
calculators	6 158	87%

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.