

## Teacher Questionnaire: Applied Course

## Provincial Results

## About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	<b>1 208</b>	
<b>1. How often did you meet with other staff members at your school for the following reasons this semester or year?</b>		
<b>a. To discuss general school issues</b>		
Never or hardly ever	25	2%
A few times	149	12%
Once a month	508	42%
Once every 2 weeks	135	11%
At least once a week	382	32%
No response/ambiguous response	9	1%
<b>b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes</b>		
Never or hardly ever	127	11%
A few times	658	54%
Once a month	251	21%
Once every 2 weeks	82	7%
At least once a week	78	6%
No response/ambiguous response	12	1%
<b>c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)</b>		
Never or hardly ever	75	6%
A few times	461	38%
Once a month	540	45%
Once every 2 weeks	69	6%
At least once a week	50	4%
No response/ambiguous response	13	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials)</b>		
Never or hardly ever	82	7%
A few times	358	30%
Once a month	194	16%
Once every 2 weeks	172	14%
At least once a week	392	32%
No response/ambiguous response	10	1%
<b>e. To coordinate mathematics instruction among teachers</b>		
Never or hardly ever	105	9%
A few times	322	27%
Once a month	171	14%
Once every 2 weeks	149	12%
At least once a week	444	37%
No response/ambiguous response	17	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>2. To what extent do you agree or disagree with the following statements about your school's improvement goals in mathematics this year?</b>		
<b>a. The school's improvement goals have been communicated to me.</b>		
Strongly disagree or disagree	62	5%
Neither agree nor disagree	132	11%
Agree or strongly agree	1 000	83%
No response/ambiguous response	14	1%
<b>b. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	72	6%
Neither agree nor disagree	173	14%
Agree or strongly agree	950	79%
No response/ambiguous response	13	1%
<b>c. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	55	5%
Neither agree nor disagree	183	15%
Agree or strongly agree	955	79%
No response/ambiguous response	15	1%
<b>d. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	97	8%
Neither agree nor disagree	228	19%
Agree or strongly agree	869	72%
No response/ambiguous response	14	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree <b>or</b> disagree	46	4%
Neither agree nor disagree	214	18%
Agree <b>or</b> strongly agree	932	77%
No response/ambiguous response	16	1%
<b>f. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree <b>or</b> disagree	147	12%
Neither agree nor disagree	264	22%
Agree <b>or</b> strongly agree	782	65%
No response/ambiguous response	15	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>3. To what extent do you agree or disagree with the following statements about your school?</b>		
<b>a. Students take pride in this school.</b>		
Strongly disagree or disagree	74	6%
Neither agree nor disagree	235	19%
Agree or strongly agree	891	74%
No response/ambiguous response	8	1%
<b>b. Teachers take pride in this school.</b>		
Strongly disagree or disagree	20	2%
Neither agree nor disagree	113	9%
Agree or strongly agree	1 068	88%
No response/ambiguous response	7	1%
<b>c. There is strong school spirit in this school.</b>		
Strongly disagree or disagree	144	12%
Neither agree nor disagree	313	26%
Agree or strongly agree	742	61%
No response/ambiguous response	9	1%
<b>d. Students at this school respect one another.</b>		
Strongly disagree or disagree	58	5%
Neither agree nor disagree	256	21%
Agree or strongly agree	885	73%
No response/ambiguous response	9	1%
<b>e. There is co-operation at this school among students.</b>		
Strongly disagree or disagree	39	3%
Neither agree nor disagree	183	15%
Agree or strongly agree	977	81%
No response/ambiguous response	9	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. There is co-operation at this school among teachers.</b>		
Strongly disagree or disagree	31	3%
Neither agree nor disagree	92	8%
Agree or strongly agree	1 076	89%
No response/ambiguous response	9	1%
<b>g. There is co-operation at this school among all staff members.</b>		
Strongly disagree or disagree	81	7%
Neither agree nor disagree	182	15%
Agree or strongly agree	933	77%
No response/ambiguous response	12	1%
<b>h. There is co-operation at this school between students and teachers.</b>		
Strongly disagree or disagree	22	2%
Neither agree nor disagree	151	12%
Agree or strongly agree	1 025	85%
No response/ambiguous response	10	1%
<b>i. There is co-operation at this school between teachers and parents or guardians.</b>		
Strongly disagree or disagree	72	6%
Neither agree nor disagree	250	21%
Agree or strongly agree	872	72%
No response/ambiguous response	14	1%
<b>j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.</b>		
Strongly disagree or disagree	30	2%
Neither agree nor disagree	102	8%
Agree or strongly agree	1 066	88%
No response/ambiguous response	10	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>4. This question is not reported. Currently under field-testing.</b>		

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>5a. For which mathematics course are you answering questions 5 to 12?‡</b>		
Grade 9 applied	1 208	100%
Grade 9 academic	0	0%
No response/ambiguous response	0	0%
<b>5b. This course is offered over</b>		
a semester.	1 113	92%
a year.	82	7%
No response/ambiguous response	13	1%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

‡ Respondents were asked to select only one option.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>6. How have you used the EQAO sample student assessments and scoring guides this semester or year?†</b>		
<b><u>Independently</u></b>		
a. To show samples of student responses to students	913	76%
b. To help students understand how questions and tasks relate to curriculum expectations	891	74%
c. To communicate with parents and guardians about curriculum expectations	391	32%
d. As a model for designing assessments	843	70%
e. To inform classroom instruction	923	76%
f. In ways other than those listed above	339	28%
g. Did not use	52	4%
<b><u>With a school team</u></b>		
h. As a model for designing assessments	433	36%
i. To inform classroom instruction	411	34%
j. In ways other than those listed above	159	13%
k. Did not use	33	3%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>7. How have you used EQAO data (demographic data, assessment and questionnaire results) this semester or year?†</b>		
<b><u>Independently</u></b>		
a. To identify how well students are meeting curriculum expectations	450	37%
b. To communicate with parents and guardians about student achievement	247	20%
c. To learn more about students at the school (e.g., attitudes, activities outside school)	311	26%
d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	499	41%
e. To inform planning of your Grade 9 mathematics instructional programs	564	47%
f. To guide school improvement initiatives for mathematics	299	25%
g. In ways other than those listed above	141	12%
h. Did not use	171	14%
<b><u>With a school team</u></b>		
i. To identify how well students are meeting curriculum expectations	619	51%
j. To communicate with parents and guardians about student achievement	196	16%
k. To learn more about students at the school (e.g., attitudes, activities outside school)	380	31%
l. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	627	52%
m. To inform planning of your Grade 9 mathematics instructional programs	537	44%
n. To guide school improvement initiatives for mathematics	606	50%
o. In ways other than those listed above	114	9%
p. Did not use	73	6%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. I. How often did you have the majority of your students use each of the following in class this semester or year?</b>		
<b>a. Calculator</b>		
Never	0	0%
Seldom	8	1%
Sometimes	81	7%
Frequently	1 097	91%
No response/ambiguous response	22	2%
<b>b. Graphing calculator</b>		
Never	605	50%
Seldom	293	24%
Sometimes	194	16%
Frequently	78	6%
No response/ambiguous response	38	3%
<b>c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)</b>		
Never	236	20%
Seldom	396	33%
Sometimes	412	34%
Frequently	140	12%
No response/ambiguous response	24	2%
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Never	149	12%
Seldom	375	31%
Sometimes	438	36%
Frequently	220	18%
No response/ambiguous response	26	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)</b>		
Never	103	9%
Seldom	363	30%
Sometimes	522	43%
Frequently	199	16%
No response/ambiguous response	21	2%
<b>f. Measuring device (e.g., ruler, metre stick, protractor)</b>		
Never	22	2%
Seldom	174	14%
Sometimes	528	44%
Frequently	463	38%
No response/ambiguous response	21	2%
<b>g. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Never	51	4%
Seldom	72	6%
Sometimes	150	12%
Frequently	913	76%
No response/ambiguous response	22	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. II. How accessible were each of the following for use in class this semester or year?</b>		
<b>a. Calculator</b>		
Not accessible	4	<1%
Difficult to access	43	4%
Easy to access	1 097	91%
No response/ambiguous response	64	5%
<b>b. Graphing calculator</b>		
Not accessible	124	10%
Difficult to access	190	16%
Easy to access	785	65%
No response/ambiguous response	109	9%
<b>c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)</b>		
Not accessible	37	3%
Difficult to access	259	21%
Easy to access	828	69%
No response/ambiguous response	84	7%
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Not accessible	14	1%
Difficult to access	111	9%
Easy to access	1 008	83%
No response/ambiguous response	75	6%
<b>e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)</b>		
Not accessible	19	2%
Difficult to access	130	11%
Easy to access	981	81%
No response/ambiguous response	78	6%

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. Measuring device (e.g., ruler, metre stick, protractor)</b>		
Not accessible	4	<1%
Difficult to access	48	4%
Easy to access	1 092	90%
No response/ambiguous response	64	5%
<b>g. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Not accessible	16	1%
Difficult to access	56	5%
Easy to access	1 067	88%
No response/ambiguous response	69	6%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>9. How often did you ask your students to do each of the following during mathematics class this semester or year?</b>		
<b>a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)</b>		
Never	4	<1%
Seldom	43	4%
Sometimes	399	33%
Frequently	736	61%
No response/ambiguous response	26	2%
<b>b. Solve open-ended problems</b>		
Never	11	1%
Seldom	120	10%
Sometimes	526	44%
Frequently	525	43%
No response/ambiguous response	26	2%
<b>c. Work collaboratively to solve problems</b>		
Never	5	<1%
Seldom	61	5%
Sometimes	367	30%
Frequently	749	62%
No response/ambiguous response	26	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Discuss mathematical ideas and relationships</b>		
Never	2	<1%
Seldom	60	5%
Sometimes	351	29%
Frequently	766	63%
No response/ambiguous response	29	2%
<b>e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process)</b>		
Never	21	2%
Seldom	226	19%
Sometimes	580	48%
Frequently	353	29%
No response/ambiguous response	28	2%
<b>f. Explain the reasoning behind their answers</b>		
Never	2	<1%
Seldom	18	1%
Sometimes	252	21%
Frequently	909	75%
No response/ambiguous response	27	2%
<b>g. Write solutions using mathematical language and symbols</b>		
Never	0	0%
Seldom	10	1%
Sometimes	133	11%
Frequently	1 037	86%
No response/ambiguous response	28	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>10a. How often did you assign homework in your mathematics course this semester or year?</b>		
Never	103	9%
Occasionally	444	37%
Most classes	375	31%
Every class	255	21%
No response/ambiguous response	31	3%
<b>10b. If you assign homework, how much time would you expect an average student to spend on a typical homework assignment?‡</b>		
30 minutes or less	839	78%
Between 31 and 45 minutes	205	19%
More than 45 minutes	13	1%
No response/ambiguous response	17	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

‡ Numbers and percentages are based on the number of teachers who answered “Occasionally,” “Most classes” or “Every class” to Question 10a.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>11. About what percentage of parents and guardians would you say you have contact with over a full school year through the following means?</b>		
<b>a. School-wide parent-teacher meetings</b>		
0–10%	284	24%
11–25%	459	38%
26–50%	316	26%
More than 50%	99	8%
No response/ambiguous response	50	4%
<b>b. Meetings requested by you or the parents or guardians</b>		
0–10%	708	59%
11–25%	308	25%
26–50%	102	8%
More than 50%	37	3%
No response/ambiguous response	53	4%
<b>c. Telephone</b>		
0–10%	351	29%
11–25%	388	32%
26–50%	268	22%
More than 50%	154	13%
No response/ambiguous response	47	4%
<b>d. E-mail or Web site (class or school)</b>		
0–10%	335	28%
11–25%	301	25%
26–50%	211	17%
More than 50%	307	25%
No response/ambiguous response	54	4%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. Other means</b>		
0–10%	440	36%
11–25%	46	4%
26–50%	33	3%
More than 50%	66	5%
No response/ambiguous response	623	52%

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# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>12. About what percentage of parents and guardians would you say you have contact with over a full school year for the following reasons?</b>		
<b>a. To discuss the link between EQAO assessments and <i>The Ontario Curriculum</i></b>		
0%	691	57%
1–10%	298	25%
11–25%	67	6%
26–50%	41	3%
More than 50%	56	5%
No response/ambiguous response	55	5%
<b>b. To discuss the link between EQAO assessments and instructional or assessment strategies</b>		
0%	625	52%
1–10%	325	27%
11–25%	90	7%
26–50%	51	4%
More than 50%	56	5%
No response/ambiguous response	61	5%
<b>c. To discuss their child's learning progress</b>		
0%	13	1%
1–10%	153	13%
11–25%	296	25%
26–50%	329	27%
More than 50%	372	31%
No response/ambiguous response	45	4%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. To discuss their child's behaviour</b>		
0%	60	5%
1–10%	400	33%
11–25%	333	28%
26–50%	221	18%
More than 50%	146	12%
No response/ambiguous response	48	4%
<b>e. To provide suggestions about how to support learning at home</b>		
0%	57	5%
1–10%	323	27%
11–25%	339	28%
26–50%	263	22%
More than 50%	179	15%
No response/ambiguous response	47	4%
<b>f. For other reasons</b>		
0%	203	17%
1–10%	261	22%
11–25%	110	9%
26–50%	82	7%
More than 50%	84	7%
No response/ambiguous response	468	39%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>13. Including this year, for how many years have you been teaching?</b>		
<b>a. In total</b>		
2 years or less	44	4%
3–5 years	129	11%
6–10 years	244	20%
11 years or more	756	63%
No response/ambiguous response	35	3%
<b>b. Mathematics at the secondary level</b>		
2 years or less	144	12%
3–5 years	156	13%
6–10 years	245	20%
11 years or more	622	51%
No response/ambiguous response	41	3%
<b>c. Grade 9 mathematics</b>		
2 years or less	231	19%
3–5 years	216	18%
6–10 years	253	21%
11 years or more	466	39%
No response/ambiguous response	42	3%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>14. What best describes your area of study during your post-secondary education?‡</b>		
Mathematics major or specialist	450	37%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	391	32%
Other major with a mathematics minor	140	12%
Other major with a mathematics-related minor	59	5%
Area of study unrelated to mathematics	133	11%
No response/ambiguous response	35	3%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

‡ Respondents were asked to select only one option.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%
<b>15. Which of the following courses have you completed or are you presently enrolled in?†</b>		
Intermediate Additional Basic Qualifications in Mathematics	462	38%
Senior Additional Basic Qualifications in Mathematics	424	35%
Honour Specialist Additional Qualifications in Mathematics	340	28%
Additional Qualifications in Integration of Information and Computer Technology in Instruction	73	6%
Additional Qualifications in English as a Second Language	115	10%
Additional Qualifications in Special Education	426	35%
None of the above	176	15%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?</b>		
<b>a. Mathematics pedagogy or instruction</b>		
Yes	1 056	87%
No	120	10%
No response/ambiguous response	32	3%
<b>b. Integration of information and computer technology into mathematics instruction</b>		
Yes	847	70%
No	320	26%
No response/ambiguous response	41	3%
<b>c. Developing students' critical thinking or problem-solving skills in mathematics</b>		
Yes	955	79%
No	215	18%
No response/ambiguous response	38	3%
<b>d. Instructional strategies for differentiated instruction (in any subject)</b>		
Yes	915	76%
No	246	20%
No response/ambiguous response	47	4%
<b>e. Teaching students with special needs</b>		
Yes	608	50%
No	527	44%
No response/ambiguous response	73	6%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>17a. Do you count some or all components of the Grade 9 Assessment of Mathematics as part of your students' class marks?</b>		
Yes	1 148	95%
No	33	3%
No response/ambiguous response	27	2%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>17b. If yes, for how much do they count?‡</b>		
1–5%	226	20%
6–10%	534	47%
11–15%	240	21%
16–20%	60	5%
21–25%	10	1%
26–30%	41	4%
Other	12	1%
No response/ambiguous response	25	2%
<b>18. Before writing the Grade 9 Assessment of Mathematics, were students informed about the weight it would be given in the calculation of their class mark (e.g., 5%, 10%)?‡</b>		
Yes	1 133	99%
No	14	1%
No response/ambiguous response	1	<1%
<b>19. In your opinion, does counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivate students to take the assessment more seriously?‡</b>		
Yes	981	85%
No	52	5%
Undecided	110	10%
No response/ambiguous response	5	<1%

\* Numbers and percentages for this section apply to Questions 17b-22.

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%
<b>20. Who decides if some or all components of the Grade 9 Assessment of Mathematics count as part of your students' class marks?<sup>†‡</sup></b>		
School-board staff	313	27%
Mathematics department	747	65%
School principal or vice-principal	214	19%
Individual Grade 9 mathematics teachers	193	17%
Grade 9 mathematics teachers as a group	384	33%
Don't know	48	4%
Other	6	1%
<b>21. Who decides which questions count as part of your students' class marks?<sup>†‡</sup></b>		
School-board staff	111	10%
Mathematics department	551	48%
School principal or vice-principal	74	6%
Individual Grade 9 mathematics teachers	325	28%
Grade 9 mathematics teachers as a group	473	41%
Don't know	33	3%
Other	5	<1%

\* Numbers and percentages for this section apply to Questions 17b-22.

† Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.

‡ Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>22. Which types of questions count as part of your students' class marks?‡</b>		
<b>a. Open-response questions</b>		
All questions	514	45%
Some questions	441	38%
No questions	144	13%
No response/ambiguous response	49	4%
<b>b. Multiple-choice questions</b>		
All questions	921	80%
Some questions	194	17%
No questions	17	1%
No response/ambiguous response	16	1%

\* Numbers and percentages for this section apply to Questions 17b-22.

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>23. Which strands count as part of your students' class marks?‡</b>		
<b>a. Number Sense and Algebra</b>		
All questions	189	29%
Some questions	394	61%
No questions	0	0%
No response/ambiguous response	68	10%
<b>b. Linear Relations</b>		
All questions	194	30%
Some questions	389	60%
No questions	0	0%
No response/ambiguous response	68	10%
<b>c. Measurement and Geometry</b>		
All questions	189	29%
Some questions	395	61%
No questions	0	0%
No response/ambiguous response	67	10%
<b>d. Analytic Geometry (academic only)</b>		
This question is not applicable to the applied course.		

\* Numbers and percentages for this section apply to Question 23.

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a, less those who answered "all questions" for 22a and 22b.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Applied Course

### Other

<i>Number of Respondents</i>	Province*	
	#	%†
<b>24. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?</b>		
Yes	1 095	91%
No	56	5%
No response/ambiguous response	57	5%
<b>25. I would prefer to answer this questionnaire online (through the Internet).</b>		
Strongly disagree <b>or</b> disagree	295	24%
Neither agree nor disagree	364	30%
Agree <b>or</b> strongly agree	506	42%
No response/ambiguous response	43	4%

\* Numbers and percentages are based on the total number of teachers who completed the questionnaire.

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