



## Teacher Questionnaire–Grade 3

### Provincial Results

**Response rate for the Province:** 5 492 out of 8 804 (62%)

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>1. How often did you meet with other staff members at your school for the following reasons this year?</b>		
<b>a. To discuss general school issues</b>		
Never or hardly ever	56	1%
A few times	527	10%
Once a month	2 129	39%
Once every 2 weeks	634	12%
At least once a week	1 989	36%
No response/ambiguous response	157	3%
<b>b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes</b>		
Never or hardly ever	380	7%
A few times	2 833	52%
Once a month	1 435	26%
Once every 2 weeks	414	8%
At least once a week	257	5%
No response/ambiguous response	173	3%
<b>c. To track student progress</b>		
Never or hardly ever	389	7%
A few times	2 309	42%
Once a month	1 334	24%
Once every 2 weeks	638	12%
At least once a week	621	11%
No response/ambiguous response	201	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)</b>		
Never or hardly ever	262	5%
A few times	2 485	45%
Once a month	2 263	41%
Once every 2 weeks	220	4%
At least once a week	85	2%
No response/ambiguous response	177	3%
<b>e. To reflect on the delivery of the language curriculum (e.g., to plan lessons, discuss instructional strategies and materials)</b>		
Never or hardly ever	862	16%
A few times	1 964	36%
Once a month	957	17%
Once every 2 weeks	652	12%
At least once a week	889	16%
No response/ambiguous response	168	3%
<b>f. To coordinate language instruction among teachers</b>		
Never or hardly ever	1 329	24%
A few times	1 820	33%
Once a month	810	15%
Once every 2 weeks	555	10%
At least once a week	799	15%
No response/ambiguous response	179	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, to discuss instructional strategies and materials)</b>		
Never or hardly ever	288	5%
A few times	1 812	33%
Once a month	1 415	26%
Once every 2 weeks	758	14%
At least once a week	1 045	19%
No response/ambiguous response	174	3%
<b>h. To coordinate mathematics instruction among teachers</b>		
Never or hardly ever	718	13%
A few times	1 846	34%
Once a month	1 147	21%
Once every 2 weeks	686	12%
At least once a week	924	17%
No response/ambiguous response	171	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### 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 literacy and in mathematics this year?</b>		
<b><u>For reading:</u></b>		
<b>a. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	493	9%
Neither agree nor disagree	812	15%
Agree or strongly agree	3 931	72%
No response/ambiguous response	256	5%
<b>b. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	497	9%
Neither agree nor disagree	921	17%
Agree or strongly agree	3 790	69%
No response/ambiguous response	284	5%
<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	394	7%
Neither agree nor disagree	1 046	19%
Agree or strongly agree	3 764	69%
No response/ambiguous response	288	5%
<b>d. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	631	11%
Neither agree nor disagree	1 151	21%
Agree or strongly agree	3 417	62%
No response/ambiguous response	293	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	358	7%
Neither agree nor disagree	1 224	22%
Agree or strongly agree	3 606	66%
No response/ambiguous response	304	6%
<b>f. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	736	13%
Neither agree nor disagree	1 339	24%
Agree or strongly agree	3 087	56%
No response/ambiguous response	330	6%
<b>For writing:</b>		
<b>g. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	564	10%
Neither agree nor disagree	919	17%
Agree or strongly agree	3 743	68%
No response/ambiguous response	266	5%
<b>h. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	550	10%
Neither agree nor disagree	1 013	18%
Agree or strongly agree	3 634	66%
No response/ambiguous response	295	5%
<b>i. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	448	8%
Neither agree nor disagree	1 121	20%
Agree or strongly agree	3 632	66%
No response/ambiguous response	291	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>j. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	745	14%
Neither agree nor disagree	1 318	24%
Agree or strongly agree	3 130	57%
No response/ambiguous response	299	5%
<b>k. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	417	8%
Neither agree nor disagree	1 364	25%
Agree or strongly agree	3 398	62%
No response/ambiguous response	313	6%
<b>l. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	762	14%
Neither agree nor disagree	1 393	25%
Agree or strongly agree	3 000	55%
No response/ambiguous response	337	6%
<b>For mathematics:</b>		
<b>m. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	166	3%
Neither agree nor disagree	406	7%
Agree or strongly agree	4 659	85%
No response/ambiguous response	261	5%
<b>n. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	197	4%
Neither agree nor disagree	488	9%
Agree or strongly agree	4 519	82%
No response/ambiguous response	288	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>o. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	225	4%
Neither agree nor disagree	707	13%
Agree or strongly agree	4 279	78%
No response/ambiguous response	281	5%
<b>p. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	316	6%
Neither agree nor disagree	708	13%
Agree or strongly agree	4 175	76%
No response/ambiguous response	293	5%
<b>q. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	121	2%
Neither agree nor disagree	615	11%
Agree or strongly agree	4 449	81%
No response/ambiguous response	307	6%
<b>r. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	514	9%
Neither agree nor disagree	984	18%
Agree or strongly agree	3 673	67%
No response/ambiguous response	321	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### 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	313	6%
Neither agree nor disagree	700	13%
Agree or strongly agree	4 228	77%
No response/ambiguous response	251	5%
<b>b. Teachers take pride in this school.</b>		
Strongly disagree or disagree	165	3%
Neither agree nor disagree	484	9%
Agree or strongly agree	4 601	84%
No response/ambiguous response	242	4%
<b>c. There is strong school spirit in this school.</b>		
Strongly disagree or disagree	418	8%
Neither agree nor disagree	970	18%
Agree or strongly agree	3 847	70%
No response/ambiguous response	257	5%
<b>d. Students at this school respect one another.</b>		
Strongly disagree or disagree	579	11%
Neither agree nor disagree	1 105	20%
Agree or strongly agree	3 556	65%
No response/ambiguous response	252	5%
<b>e. There is co-operation at this school among students.</b>		
Strongly disagree or disagree	330	6%
Neither agree nor disagree	847	15%
Agree or strongly agree	4 053	74%
No response/ambiguous response	262	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. There is co-operation at this school among teachers.</b>		
Strongly disagree or disagree	177	3%
Neither agree nor disagree	458	8%
Agree or strongly agree	4 612	84%
No response/ambiguous response	245	4%
<b>g. There is co-operation at this school among all staff members.</b>		
Strongly disagree or disagree	435	8%
Neither agree nor disagree	768	14%
Agree or strongly agree	4 028	73%
No response/ambiguous response	261	5%
<b>h. There is co-operation at this school between students and teachers.</b>		
Strongly disagree or disagree	170	3%
Neither agree nor disagree	663	12%
Agree or strongly agree	4 394	80%
No response/ambiguous response	265	5%
<b>i. There is co-operation at this school between teachers and parents or guardians.</b>		
Strongly disagree or disagree	199	4%
Neither agree nor disagree	903	16%
Agree or strongly agree	4 143	75%
No response/ambiguous response	247	4%
<b>j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.</b>		
Strongly disagree or disagree	94	2%
Neither agree nor disagree	358	7%
Agree or strongly agree	4 797	87%
No response/ambiguous response	243	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

<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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>5. How have you used the EQAO sample student assessments and scoring guides this year?†</b>		
<b><u>Independently</u></b>		
a. To show samples of student responses to students	4 608	84%
b. To help students understand how questions and tasks relate to curriculum expectations	4 183	76%
c. To communicate with parents and guardians about curriculum expectations	3 000	55%
d. As a model for designing assessments	3 573	65%
e. To inform classroom instruction	4 022	73%
f. In ways other than those listed above	1 794	33%
g. Did not use	260	5%
<b><u>With a school team</u></b>		
h. As a model for designing assessments	1 440	26%
i. To inform classroom instruction	1 536	28%
j. In ways other than those listed above	651	12%
k. Did not use	222	4%

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

† Respondents were able to select all options that applied.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>6. How have you used EQAO data (demographic data, assessment and questionnaire results) this year?†</b>		
<b><u>Independently</u></b>		
a. To identify how well students are meeting curriculum expectations	1 738	32%
b. To communicate with parents and guardians about student achievement	1 287	23%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 271	23%
d. To identify areas of strength and areas for improvement in elementary programs	1 742	32%
e. To inform planning of elementary programs	1 666	30%
f. To guide school improvement initiatives	918	17%
g. To support change in teaching practices	1 924	35%
h. In ways other than those listed above	623	11%
i. Did not use	572	10%
<b><u>With a school team</u></b>		
j. To identify how well students are meeting curriculum expectations	3 196	58%
k. To communicate with parents and guardians about student achievement	1 230	22%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	2 051	37%
m. To identify areas of strength and areas for improvement in elementary programs	3 144	57%
n. To inform planning of elementary programs	2 429	44%
o. To guide school improvement initiatives	3 252	59%
p. To support change in teaching practices	2 189	40%
q. In ways other than those listed above	484	9%
r. Did not use	258	5%

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

† Respondents were able to select all options that applied.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>7. How often did you ask that your students use the following resources during language-related activities (reading and writing) this year?</b>		
<b>a. Computer software (e.g., for word processing, to do research)</b>		
Not available	65	1%
Never	209	4%
Occasionally	1 579	29%
Sometimes	1 610	29%
Frequently	1 750	32%
No response/ambiguous response	279	5%
<b>b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)</b>		
Not available	13	<1%
Never	104	2%
Occasionally	521	9%
Sometimes	1 114	20%
Frequently	3 462	63%
No response/ambiguous response	278	5%
<b>c. The Internet (e.g., to access information)</b>		
Not available	27	<1%
Never	178	3%
Occasionally	1 492	27%
Sometimes	1 848	34%
Frequently	1 664	30%
No response/ambiguous response	283	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. How often did you use the following resources for language instruction (reading and writing) this year?</b>		
<b>a. Computer software (e.g., for word processing, to do research)</b>		
Not available	50	1%
Never	187	3%
Occasionally	1 224	22%
Sometimes	1 497	27%
Frequently	2 232	41%
No response/ambiguous response	302	5%
<b>b. Library or resource-centre language materials (e.g., print and audiovisual)</b>		
Not available	64	1%
Never	202	4%
Occasionally	1 151	21%
Sometimes	1 813	33%
Frequently	1 945	35%
No response/ambiguous response	317	6%
<b>c. Presentation technology (e.g., interactive whiteboard, LCD projector)</b>		
Not available	103	2%
Never	129	2%
Occasionally	407	7%
Sometimes	865	16%
Frequently	3 691	67%
No response/ambiguous response	297	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Language instruction materials that you or other teachers at your school developed</b>		
Not available	143	3%
Never	289	5%
Occasionally	873	16%
Sometimes	1 367	25%
Frequently	2 497	45%
No response/ambiguous response	323	6%
<b>e. Language instruction materials that your board or other boards developed</b>		
Not available	177	3%
Never	571	10%
Occasionally	1 587	29%
Sometimes	1 722	31%
Frequently	1 099	20%
No response/ambiguous response	336	6%
<b>f. Language instruction materials that the Ministry of Education developed</b>		
Not available	79	1%
Never	556	10%
Occasionally	1 673	30%
Sometimes	1 738	32%
Frequently	1 109	20%
No response/ambiguous response	337	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Commercial language instruction materials</b>		
Not available	59	1%
Never	288	5%
Occasionally	1 269	23%
Sometimes	2 008	37%
Frequently	1 515	28%
No response/ambiguous response	353	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>9. How often did you ask that your students use the following resources during mathematics-related activities this year?</b>		
<b>a. Calculators</b>		
Not available	92	2%
Never	971	18%
Occasionally	2 260	41%
Sometimes	1 385	25%
Frequently	479	9%
No response/ambiguous response	305	6%
<b>b. Concrete manipulatives (e.g., cubes, tiles)</b>		
Not available	9	<1%
Never	18	<1%
Occasionally	112	2%
Sometimes	564	10%
Frequently	4 473	81%
No response/ambiguous response	316	6%
<b>c. Computer software (e.g., interactive mathematics games, graphing software)</b>		
Not available	68	1%
Never	254	5%
Occasionally	1 081	20%
Sometimes	1 846	34%
Frequently	1 939	35%
No response/ambiguous response	304	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Not available	59	1%
Never	1 215	22%
Occasionally	1 737	32%
Sometimes	1 345	24%
Frequently	823	15%
No response/ambiguous response	313	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire—Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>10. How often did you use the following resources for mathematics instruction this year?</b>		
<b>a. Computer software (e.g., interactive mathematics games, graphing software)</b>		
Not available	56	1%
Never	325	6%
Occasionally	1 192	22%
Sometimes	1 724	31%
Frequently	1 885	34%
No response/ambiguous response	310	6%
<b>b. Library or resource-centre mathematics materials (e.g., print and audiovisual)</b>		
Not available	134	2%
Never	1 003	18%
Occasionally	1 711	31%
Sometimes	1 467	27%
Frequently	835	15%
No response/ambiguous response	342	6%
<b>c. Presentation technology (e.g., interactive whiteboard, LCD projector)</b>		
Not available	115	2%
Never	181	3%
Occasionally	530	10%
Sometimes	975	18%
Frequently	3 373	61%
No response/ambiguous response	318	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Mathematics instruction materials that you or other teachers at your school developed</b>		
Not available	110	2%
Never	242	4%
Occasionally	820	15%
Sometimes	1 479	27%
Frequently	2 514	46%
No response/ambiguous response	327	6%
<b>e. Mathematics instruction materials that your board or other boards developed</b>		
Not available	109	2%
Never	435	8%
Occasionally	1 329	24%
Sometimes	1 900	35%
Frequently	1 389	25%
No response/ambiguous response	330	6%
<b>f. Mathematics instruction materials that the Ministry of Education developed</b>		
Not available	61	1%
Never	420	8%
Occasionally	1 371	25%
Sometimes	1 857	34%
Frequently	1 446	26%
No response/ambiguous response	337	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Commercial mathematics instruction materials</b>		
Not available	54	1%
Never	209	4%
Occasionally	1 080	20%
Sometimes	1 908	35%
Frequently	1 897	35%
No response/ambiguous response	344	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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>11a. How often do you integrate mathematics with other areas of the curriculum?</b>		
N/A	39	1%
Never	57	1%
Occasionally	1 377	25%
Sometimes	2 246	41%
Frequently	1 483	27%
No response/ambiguous response	290	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%
<b>b. Which of the following instructional approaches make up your comprehensive mathematics program?†</b>		
i. Collaborative problem solving	4 894	89%
ii. Collaborative inquiry	3 384	62%
iii. Differentiated instruction	4 931	90%
iv. Direct instruction	4 973	91%
v. Guided mathematics instruction	4 577	83%
vi. Independent practice	5 012	91%
vii. Mental mathematics	4 690	85%
viii. Open-ended problem solving	4 604	84%
ix. Practice of procedures and computations	4 366	79%
x. Other	858	16%

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

† Respondents were able to select all options that applied.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire—Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>c. When do you usually have your mathematics lesson?‡</b>		
In the morning	2 747	50%
In the afternoon	1 216	22%
At midday (for schools with a balanced-day schedule)	793	14%
As often in the morning as in the afternoon	405	7%
No response/ambiguous response	331	6%
<b>d. In a typical day, how much protected classroom time do your students spend on mathematics?‡§</b>		
Less than 40 minutes	47	1%
40–59 minutes	1 303	24%
60–79 minutes	3 147	57%
More than 80 minutes	675	12%
No response/ambiguous response	320	6%
<b>e. In a typical day, how many blocks of protected classroom time do your students spend on mathematics?‡§</b>		
One continuous block of time (e.g., one 60-minute block; one 40-minute block)	3 908	71%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	1 209	22%
No response/ambiguous response	375	7%
<b>f. In a typical week, how much protected classroom time do your students spend on mathematics?‡§</b>		
100 to 199 minutes per week	125	2%
200 to 299 minutes per week	773	14%
300 to 399 minutes per week	3 221	59%
400 minutes or more per week	977	18%
No response/ambiguous response	396	7%

\* 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.

§ For Questions 11d to 11f, “protected” is related to the instructional time focused on mathematics only, apart from when mathematics is integrated into other subjects.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>12. How often did you share the following with the majority of the parents and guardians of your students this year?</b>		
<b>a. The links between EQAO assessments and <i>The Ontario Curriculum</i></b>		
Never	1 873	34%
Once	1 715	31%
2–3 times	1 407	26%
No response/ambiguous response	497	9%
<b>b. The links between EQAO results and instructional and/or assessment practices</b>		
Never	2 233	41%
Once	1 618	29%
2–3 times	1 093	20%
No response/ambiguous response	548	10%
<b>c. Instructional strategies for their child</b>		
Never	229	4%
Once	499	9%
2–3 times	2 239	41%
About once a month	1 353	25%
About once every 2 weeks	420	8%
At least once a week	312	6%
No response/ambiguous response	440	8%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Suggestions for what to do at home to support learning</b>		
Never	80	1%
Once	268	5%
2–3 times	1 742	32%
About once a month	1 815	33%
About once every 2 weeks	559	10%
At least once a week	636	12%
No response/ambiguous response	392	7%
<b>e. Suggestions for resources to use at home to support learning</b>		
Never	126	2%
Once	383	7%
2–3 times	1 986	36%
About once a month	1 689	31%
About once every 2 weeks	503	9%
At least once a week	412	8%
No response/ambiguous response	393	7%
<b>f. Information about their child’s progress</b>		
Never	43	1%
Once	77	1%
2–3 times	1 581	29%
About once a month	1 972	36%
About once every 2 weeks	948	17%
At least once a week	473	9%
No response/ambiguous response	398	7%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>13. How often did you use the following to communicate with the majority of the parents and guardians of your students regarding their child's learning this year?</b>		
<b>a. Meetings</b>		
Never	77	1%
Once	1 157	21%
2–3 times	3 355	61%
About once a month	399	7%
About once every 2 weeks	71	1%
At least once a week	36	1%
No response/ambiguous response	397	7%
<b>b. Phone conversations</b>		
Never	327	6%
Once	751	14%
2–3 times	2 649	48%
About once a month	963	18%
About once every 2 weeks	243	4%
At least once a week	110	2%
No response/ambiguous response	449	8%
<b>c. Student agenda or home-school journal</b>		
Never	400	7%
Once	67	1%
2–3 times	482	9%
About once a month	536	10%
About once every 2 weeks	390	7%
At least once a week	3 160	58%
No response/ambiguous response	457	8%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Student-led conferences</b>		
Never	2 375	43%
Once	1 235	22%
2–3 times	744	14%
About once a month	312	6%
About once every 2 weeks	182	3%
At least once a week	173	3%
No response/ambiguous response	471	9%
<b>e. Student portfolio</b>		
Never	1 801	33%
Once	902	16%
2–3 times	1 109	20%
About once a month	697	13%
About once every 2 weeks	249	5%
At least once a week	241	4%
No response/ambiguous response	493	9%
<b>f. Class newsletter or information package</b>		
Never	811	15%
Once	669	12%
2–3 times	933	17%
About once a month	2 122	39%
About once every 2 weeks	131	2%
At least once a week	387	7%
No response/ambiguous response	439	8%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Electronic tools (e.g., e-mail, blog, class Web site or Web page)</b>		
Never	1 292	24%
Once	141	3%
2–3 times	447	8%
About once a month	723	13%
About once every 2 weeks	609	11%
At least once a week	1 859	34%
No response/ambiguous response	421	8%
<b>h. Means other than those listed above</b>		
Never	1 588	29%
Once	106	2%
2–3 times	283	5%
About once a month	303	6%
About once every 2 weeks	162	3%
At least once a week	403	7%
No response/ambiguous response	2 647	48%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>14a. Are you the classroom (homeroom) teacher for this class?</b>		
Yes	5 060	92%
No	166	3%
No response/ambiguous response	266	5%
<b>b. Do you teach language to this class?</b>		
Yes	5 050	92%
No	165	3%
No response/ambiguous response	277	5%
<b>c. Do you teach mathematics to this class?</b>		
Yes	5 040	92%
No	172	3%
No response/ambiguous response	280	5%
<b>15. How many students are in this class?</b>		
1–20	3 061	56%
21–24	2 045	37%
25–28	111	2%
29–32	5	<1%
33 or more	4	<1%
No response/ambiguous response	266	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16a. Is this class a combined-grade or multi-grade class?</b>		
Yes	2 877	52%
No	2 337	43%
No response/ambiguous response	278	5%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16b. If this class is a combined-grade or multi-grade class, how many of your students are in Grade 3?</b>		
1–8	1 066	37%
9–12	967	34%
13–16	606	21%
17–20	146	5%
21 or more	15	1%
No response/ambiguous response	77	3%

\* Numbers and percentages are based on the number of teachers who answered "yes" to Question 16a.

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

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>17. Including this year, for how many years have you been teaching?‡</b>		
<b>a. In total</b>		
2 years or less	297	5%
3–5 years	513	9%
6–10 years	904	16%
11 years or more	3 381	62%
No response/ambiguous response	397	7%
<b>b. At the elementary level</b>		
2 years or less	326	6%
3–5 years	567	10%
6–10 years	942	17%
11 years or more	3 272	60%
No response/ambiguous response	385	7%
<b>c. In the primary division</b>		
2 years or less	712	13%
3–5 years	1 027	19%
6–10 years	1 230	22%
11 years or more	2 078	38%
No response/ambiguous response	445	8%
<b>d. In Grade 3</b>		
2 years or less	1 902	35%
3–5 years	1 602	29%
6–10 years	994	18%
11 years or more	570	10%
No response/ambiguous response	424	8%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>18. What best describes your area of study during your post-secondary education?‡</b>		
English major or specialist	658	12%
English-related major or specialist (e.g., creative writing, journalism)	130	2%
Other major with an English minor	415	8%
Other major with an English-related minor	265	5%
Area of study unrelated to English	3 669	67%
No response/ambiguous response	355	6%
<b>19. What best describes your area of study during your post-secondary education?‡</b>		
Mathematics major or specialist	77	1%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	295	5%
Other major with a mathematics minor	151	3%
Other major with a mathematics-related minor	220	4%
Area of study unrelated to mathematics	4 363	79%
No response/ambiguous response	386	7%
<b>20. In your teacher training, did you take courses related to the teaching of reading or writing?</b>		
Yes	4 853	88%
No	327	6%
No response/ambiguous response	312	6%
<b>21. In your teacher training, did you take courses related to the teaching of mathematics?</b>		
Yes	4 592	84%
No	579	11%
No response/ambiguous response	321	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.

‡ Respondents were asked to select only one option.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>22. Have you completed or are you presently enrolled in any of the following Additional Qualifications courses?‡</b>		
<b>a. Reading</b>		
No	3 083	56%
Part 1	857	16%
Part 2	123	2%
Specialist	674	12%
No response/ambiguous response	755	14%
<b>b. Writing</b>		
No	4 307	78%
Part 1	134	2%
Part 2	19	<1%
Specialist	49	1%
No response/ambiguous response	983	18%
<b>c. Mathematics, Primary and Junior</b>		
No	3 286	60%
Part 1	877	16%
Part 2	154	3%
Specialist	320	6%
No response/ambiguous response	855	16%
<b>d. Integration of Information and Computer Technology in Instruction</b>		
No	3 994	73%
Part 1	350	6%
Part 2	44	1%
Specialist	109	2%
No response/ambiguous response	995	18%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. English as a Second Language</b>		
No	3 681	67%
Part 1	721	13%
Part 2	76	1%
Specialist	138	3%
No response/ambiguous response	876	16%
<b>f. Special Education</b>		
No	1 984	36%
Part 1	1 819	33%
Part 2	280	5%
Specialist	816	15%
No response/ambiguous response	593	11%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>23. 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. Reading or writing pedagogy or instruction</b>		
Yes	3 266	59%
No	1 800	33%
No response/ambiguous response	426	8%
<b>b. Integration of information and computer technology into language instruction</b>		
Yes	2 818	51%
No	2 216	40%
No response/ambiguous response	458	8%
<b>c. Developing students' critical thinking in reading or writing</b>		
Yes	2 457	45%
No	2 532	46%
No response/ambiguous response	503	9%
<b>d. Mathematics pedagogy or instruction</b>		
Yes	4 453	81%
No	650	12%
No response/ambiguous response	389	7%
<b>e. Integration of information and computer technology into mathematics instruction</b>		
Yes	2 912	53%
No	2 089	38%
No response/ambiguous response	491	9%
<b>f. Developing students' critical thinking or problem-solving skills in mathematics</b>		
Yes	4 014	73%
No	1 049	19%
No response/ambiguous response	429	8%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Instructional strategies for differentiated instruction in any subject</b>		
Yes	3 168	58%
No	1 863	34%
No response/ambiguous response	461	8%
<b>h. Teaching students with special needs</b>		
Yes	2 408	44%
No	2 605	47%
No response/ambiguous response	479	9%

\* 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.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2018–2019

## Teacher Questionnaire–Grade 3

### Other

<i>Number of Respondents</i>	Province*	
	#	%†
<b>24. I would prefer to answer this questionnaire online (through the Internet).</b>		
Strongly disagree or disagree	815	15%
Neither agree nor disagree	1 553	28%
Agree or strongly agree	2 761	50%
No response/ambiguous response	363	7%

\* 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.