## Teacher Questionnaire: Applied Course

## Provincial Results

## About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 1. How often did you meet with other staff members at your school for the following reasons this semester or year? |  |  |
| a. To discuss general school issues |  |  |
| Never or hardly ever | 20 | 2\% |
| A few times | 147 | 12\% |
| Once a month | 514 | 40\% |
| Once every 2 weeks | 154 | 12\% |
| At least once a week | 433 | 34\% |
| No response/ambiguous response | 7 | 1\% |
| b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes |  |  |
| Never or hardly ever | 119 | 9\% |
| A few times | 701 | 55\% |
| Once a month | 260 | 20\% |
| Once every 2 weeks | 105 | 8\% |
| At least once a week | 80 | 6\% |
| No response/ambiguous response | 10 | 1\% |
| c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams) |  |  |
| Never or hardly ever | 61 | 5\% |
| A few times | 486 | 38\% |
| Once a month | 537 | 42\% |
| Once every 2 weeks | 125 | 10\% |
| At least once a week | 54 | 4\% |
| No response/ambiguous response | 12 | 1\% |

[^0]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials) |  |  |
| Never or hardly ever | 72 | 6\% |
| A few times | 345 | 27\% |
| Once a month | 229 | 18\% |
| Once every 2 weeks | 171 | 13\% |
| At least once a week | 446 | 35\% |
| No response/ambiguous response | 12 | 1\% |
| e. To coordinate mathematics instruction among teachers |  |  |
| Never or hardly ever | 115 | 9\% |
| A few times | 295 | 23\% |
| Once a month | 185 | 15\% |
| Once every 2 weeks | 194 | 15\% |
| At least once a week | 474 | 37\% |
| No response/ambiguous response | 12 | 1\% |

[^1]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 2. To what extent do you agree or disagree with the following statements about your school's improvement goals in mathematics this year? |  |  |
| a. The school's improvement goals have been communicated to me. |  |  |
| Strongly disagree or disagree | 65 | 5\% |
| Neither agree nor disagree | 123 | 10\% |
| Agree or strongly agree | 1076 | 84\% |
| No response/ambiguous response | 11 | 1\% |
| b. The school's improvement goals were clear to me. |  |  |
| Strongly disagree or disagree | 79 | 6\% |
| Neither agree nor disagree | 174 | 14\% |
| Agree or strongly agree | 1009 | 79\% |
| No response/ambiguous response | 13 | 1\% |
| c. I had the support of other staff members at the school to help me work toward the improvement goals. |  |  |
| Strongly disagree or disagree | 62 | 5\% |
| Neither agree nor disagree | 191 | 15\% |
| Agree or strongly agree | 1008 | 79\% |
| No response/ambiguous response | 14 | 1\% |
| d. The school provided me with materials to help me work toward the improvement goals. |  |  |
| Strongly disagree or disagree | 86 | 7\% |
| Neither agree nor disagree | 256 | 20\% |
| Agree or strongly agree | 918 | 72\% |
| No response/ambiguous response | 15 | 1\% |

[^2]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| e. The school has taken steps to meet its improvement goals. |  |  |
| Strongly disagree or disagree | 48 | 4\% |
| Neither agree nor disagree | 217 | 17\% |
| Agree or strongly agree | 994 | 78\% |
| No response/ambiguous response | 16 | 1\% |
| f. I had the opportunity to participate in decisions about the school's improvement goals. |  |  |
| Strongly disagree or disagree | 172 | 13\% |
| Neither agree nor disagree | 279 | 22\% |
| Agree or strongly agree | 812 | 64\% |
| No response/ambiguous response | 12 | 1\% |

[^3]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 3. To what extent do you agree or disagree with the following statements about your school? |  |  |
| a. Students take pride in this school. |  |  |
| Strongly disagree or disagree | 106 | 8\% |
| Neither agree nor disagree | 237 | 19\% |
| Agree or strongly agree | 926 | 73\% |
| No response/ambiguous response | 6 | <1\% |
| b. Teachers take pride in this school. |  |  |
| Strongly disagree or disagree | 44 | 3\% |
| Neither agree nor disagree | 126 | 10\% |
| Agree or strongly agree | 1100 | 86\% |
| No response/ambiguous response | 5 | <1\% |
| c. There is strong school spirit in this school. |  |  |
| Strongly disagree or disagree | 179 | 14\% |
| Neither agree nor disagree | 325 | 25\% |
| Agree or strongly agree | 763 | 60\% |
| No response/ambiguous response | 8 | 1\% |
| d. Students at this school respect one another. |  |  |
| Strongly disagree or disagree | 73 | 6\% |
| Neither agree nor disagree | 290 | 23\% |
| Agree or strongly agree | 903 | 71\% |
| No response/ambiguous response | 9 | 1\% |
| e. There is co-operation at this school among students. |  |  |
| Strongly disagree or disagree | 40 | 3\% |
| Neither agree nor disagree | 213 | 17\% |
| Agree or strongly agree | 1016 | 80\% |
| No response/ambiguous response | 6 | <1\% |

[^4]
## Grade 9 Assessment of Mathematics, 2017-2018 <br> Teacher Questionnaire: Applied Course

About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| f. There is co-operation at this school among teachers. |  |  |
| Strongly disagree or disagree | 38 | 3\% |
| Neither agree nor disagree | 121 | 9\% |
| Agree or strongly agree | 1111 | 87\% |
| No response/ambiguous response | 5 | <1\% |
| g. There is co-operation at this school among all staff members. |  |  |
| Strongly disagree or disagree | 99 | 8\% |
| Neither agree nor disagree | 210 | 16\% |
| Agree or strongly agree | 948 | 74\% |
| No response/ambiguous response | 18 | 1\% |
| h. There is co-operation at this school between students and teachers. |  |  |
| Strongly disagree or disagree | 24 | 2\% |
| Neither agree nor disagree | 146 | 11\% |
| Agree or strongly agree | 1092 | 86\% |
| No response/ambiguous response | 13 | 1\% |
| i. There is co-operation at this school between teachers and parents or guardians. |  |  |
| Strongly disagree or disagree | 57 | 4\% |
| Neither agree nor disagree | 298 | 23\% |
| Agree or strongly agree | 910 | 71\% |
| No response/ambiguous response | 10 | 1\% |
| j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school. |  |  |
| Strongly disagree or disagree | 25 | 2\% |
| Neither agree nor disagree | 106 | 8\% |
| Agree or strongly agree | 1138 | 89\% |
| No response/ambiguous response | 6 | <1\% |

[^5]
# Grade 9 Assessment of Mathematics, 2017-2018 <br> Teacher Questionnaire: Applied Course 

About Your School

|  | Province $^{*}$ |  |
| :---: | :---: | :---: |
| Number of Respondents |  |  |
|  | $\#$ | $\%^{\dagger}$ |
| 4. This question is not reported. Currently under field-testing. |  |  |
|  |  |  |

## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## About Your School

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 5a. For which mathematics course are you answering questions 5 to 12? ${ }^{\ddagger}$ |  |  |
| Grade 9 applied | 1275 | 100\% |
| Grade 9 academic | 0 | 0\% |
| No response/ambiguous response | 0 | 0\% |
| 5b. This course is offered over |  |  |
| a semester. | 1188 | 93\% |
| a year. | 73 | 6\% |
| No response/ambiguous response | 14 | 1\% |

[^6]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Use of EQAO Resources

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% |
| 6. How have you used the EQAO sample student assessments and scoring guides this semester or year? ${ }^{\dagger}$ |  |  |
| Independently |  |  |
| a. To show samples of student responses to students | 965 | 76\% |
| b. To help students understand how questions and tasks relate to curriculum expectations | 904 | 71\% |
| c. To communicate with parents and guardians about curriculum expectations | 384 | 30\% |
| d. As a model for designing assessments | 924 | 72\% |
| e. To inform classroom instruction | 965 | 76\% |
| f. In ways other than those listed above | 381 | 30\% |
| g. Did not use | 45 | 4\% |
| With a school team |  |  |
| h. As a model for designing assessments | 459 | 36\% |
| i. To inform classroom instruction | 477 | 37\% |
| j. In ways other than those listed above | 177 | 14\% |
| k. Did not use | 29 | 2\% |

[^7]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Use of EQAO Resources

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% |
| 7. How have you used EQAO data (demographic data, assessment and questionnaire results) this semester or year? ${ }^{\dagger}$ |  |  |
| Independently |  |  |
| a. To identify how well students are meeting curriculum expectations | 470 | 37\% |
| b. To communicate with parents and guardians about student achievement | 245 | 19\% |
| c. To learn more about students at the school (e.g., attitudes, activities outside school) | 322 | 25\% |
| d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs | 544 | 43\% |
| e. To inform planning of your Grade 9 mathematics instructional programs | 589 | 46\% |
| f. To guide school improvement initiatives for mathematics | 363 | 28\% |
| g. In ways other than those listed above | 117 | 9\% |
| h. Did not use | 166 | 13\% |
| With a school team |  |  |
| i. To identify how well students are meeting curriculum expectations | 688 | 54\% |
| j. To communicate with parents and guardians about student achievement | 208 | 16\% |
| k. To learn more about students at the school (e.g., attitudes, activities outside school) | 410 | 32\% |
| 1. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs | 712 | 56\% |
| m . To inform planning of your Grade 9 mathematics instructional programs | 614 | 48\% |
| n . To guide school improvement initiatives for mathematics | 679 | 53\% |
| o. In ways other than those listed above | 101 | 8\% |
| p. Did not use | 63 | 5\% |

[^8]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

## Use of Instructional Resources in Your Classroom

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 8. I. How often did you have the majority of your students use each of the following in class this semester or year? |  |  |
| a. Calculator |  |  |
| Never | 3 | <1\% |
| Seldom | 11 | 1\% |
| Sometimes | 103 | 8\% |
| Frequently | 1142 | 90\% |
| No response/ambiguous response | 16 | 1\% |
| b. Graphing calculator |  |  |
| Never | 613 | 48\% |
| Seldom | 338 | 27\% |
| Sometimes | 211 | 17\% |
| Frequently | 76 | 6\% |
| No response/ambiguous response | 37 | 3\% |
| c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software) |  |  |
| Never | 252 | 20\% |
| Seldom | 428 | 34\% |
| Sometimes | 450 | 35\% |
| Frequently | 125 | 10\% |
| No response/ambiguous response | 20 | 2\% |
| d. The Internet (e.g., to access statistics or other sources of mathematical information) |  |  |
| Never | 181 | 14\% |
| Seldom | 406 | 32\% |
| Sometimes | 461 | 36\% |
| Frequently | 206 | 16\% |
| No response/ambiguous response | 21 | 2\% |

[^9]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes) |  |  |
| Never | 108 | 8\% |
| Seldom | 356 | 28\% |
| Sometimes | 544 | 43\% |
| Frequently | 245 | 19\% |
| No response/ambiguous response | 22 | 2\% |
| f. Measuring device (e.g., ruler, metre stick, protractor) |  |  |
| Never | 12 | 1\% |
| Seldom | 194 | 15\% |
| Sometimes | 573 | 45\% |
| Frequently | 474 | 37\% |
| No response/ambiguous response | 22 | 2\% |
| g. Presentation technology (e.g., interactive white board, LCD projector) |  |  |
| Never | 73 | 6\% |
| Seldom | 68 | 5\% |
| Sometimes | 171 | 13\% |
| Frequently | 945 | 74\% |
| No response/ambiguous response | 18 | 1\% |

[^10]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

## Use of Instructional Resources in Your Classroom

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 8. II. How accessible were each of the following for use in class this semester or year? |  |  |
| a. Calculator |  |  |
| Not accessible | 4 | <1\% |
| Difficult to access | 54 | 4\% |
| Easy to access | 1139 | 89\% |
| No response/ambiguous response | 78 | 6\% |
| b. Graphing calculator |  |  |
| Not accessible | 104 | 8\% |
| Difficult to access | 208 | 16\% |
| Easy to access | 859 | 67\% |
| No response/ambiguous response | 104 | 8\% |
| c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software) |  |  |
| Not accessible | 40 | 3\% |
| Difficult to access | 256 | 20\% |
| Easy to access | 886 | 69\% |
| No response/ambiguous response | 93 | 7\% |
| d. The Internet (e.g., to access statistics or other sources of mathematical information) |  |  |
| Not accessible | 15 | 1\% |
| Difficult to access | 110 | 9\% |
| Easy to access | 1059 | 83\% |
| No response/ambiguous response | 91 | 7\% |
| e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes) |  |  |
| Not accessible | 26 | 2\% |
| Difficult to access | 130 | 10\% |
| Easy to access | 1035 | 81\% |
| No response/ambiguous response | 84 | 7\% |

[^11]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| f. Measuring device (e.g., ruler, metre stick, protractor) |  |  |
| Not accessible | 4 | <1\% |
| Difficult to access | 42 | 3\% |
| Easy to access | 1147 | 90\% |
| No response/ambiguous response | 82 | 6\% |
| g. Presentation technology (e.g., interactive white board, LCD projector) |  |  |
| Not accessible | 27 | 2\% |
| Difficult to access | 55 | 4\% |
| Easy to access | 1106 | 87\% |
| No response/ambiguous response | 87 | 7\% |

[^12]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Some Teaching Practices

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 9. How often did you ask your students to do each of the following during mathematics class this semester or year? |  |  |
| a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model) |  |  |
| Never | 11 | 1\% |
| Seldom | 56 | 4\% |
| Sometimes | 420 | 33\% |
| Frequently | 767 | 60\% |
| No response/ambiguous response | 21 | 2\% |
| b. Solve open-ended problems |  |  |
| Never | 11 | 1\% |
| Seldom | 154 | 12\% |
| Sometimes | 542 | 43\% |
| Frequently | 547 | 43\% |
| No response/ambiguous response | 21 | 2\% |
| c. Work collaboratively to solve problems |  |  |
| Never | 13 | 1\% |
| Seldom | 59 | 5\% |
| Sometimes | 400 | 31\% |
| Frequently | 784 | 61\% |
| No response/ambiguous response | 19 | 1\% |

[^13]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Some Teaching Practices

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| d. Discuss mathematical ideas and relationships |  |  |
| Never | 5 | <1\% |
| Seldom | 63 | 5\% |
| Sometimes | 409 | 32\% |
| Frequently | 776 | 61\% |
| No response/ambiguous response | 22 | 2\% |
| e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process) |  |  |
| Never | 19 | 1\% |
| Seldom | 237 | 19\% |
| Sometimes | 633 | 50\% |
| Frequently | 367 | 29\% |
| No response/ambiguous response | 19 | 1\% |
| f. Explain the reasoning behind their answers |  |  |
| Never | 1 | <1\% |
| Seldom | 18 | 1\% |
| Sometimes | 264 | 21\% |
| Frequently | 973 | 76\% |
| No response/ambiguous response | 19 | 1\% |
| g. Write solutions using mathematical language and symbols |  |  |
| Never | 1 | <1\% |
| Seldom | 7 | 1\% |
| Sometimes | 177 | 14\% |
| Frequently | 1070 | 84\% |
| No response/ambiguous response | 20 | 2\% |

[^14]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Some Teaching Practices

| Number of Respondents | Province $^{*}$ |  |
| :--- | ---: | ---: |
|  | $\mathbf{1 2 7 5}$ |  |
|  | $\#$ | $\%^{\dagger}$ |
| 10a. How often did you assign homework in your mathematics course <br> this semester or year? |  |  |
| Never | 130 | $10 \%$ |
| Occasionally | 474 | $37 \%$ |
| Most classes | 408 | $32 \%$ |
| Every class | 234 | $18 \%$ |
| No response/ambiguous response | 29 | $2 \%$ |
| 10b. If you assign homework, how much time would you expect an |  |  |
| average student to spend on a typical homework assignment? ${ }^{\ddagger}$ |  |  |
| 30 minutes or less | 917 | $82 \%$ |
| Between 31 and 45 minutes | 182 | $16 \%$ |
| More than 45 minutes | 7 | $1 \%$ |
| No response/ambiguous response | 10 | $1 \%$ |

[^15]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 11. About what percentage of parents and guardians would you say you have contact with over a full school year through the following means? |  |  |
| a. School-wide parent-teacher meetings |  |  |
| 0-10\% | 324 | 25\% |
| 11-25\% | 491 | 39\% |
| 26-50\% | 315 | 25\% |
| More than 50\% | 106 | 8\% |
| No response/ambiguous response | 39 | 3\% |
| b. Meetings requested by you or the parents or guardians |  |  |
| 0-10\% | 754 | 59\% |
| 11-25\% | 322 | 25\% |
| 26-50\% | 113 | 9\% |
| More than 50\% | 48 | 4\% |
| No response/ambiguous response | 38 | 3\% |
| c. Telephone |  |  |
| 0-10\% | 339 | 27\% |
| 11-25\% | 432 | 34\% |
| 26-50\% | 307 | 24\% |
| More than 50\% | 161 | 13\% |
| No response/ambiguous response | 36 | 3\% |
| d. E-mail or Web site (class or school) |  |  |
| 0-10\% | 404 | 32\% |
| 11-25\% | 297 | 23\% |
| 26-50\% | 245 | 19\% |
| More than 50\% | 284 | 22\% |
| No response/ambiguous response | 45 | 4\% |

[^16]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

| Number of Respondents | Province $^{*}$ |  |
| :--- | ---: | ---: |
|  | $\mathbf{1 2 7 5}$ |  |
|  | $\#$ | $\%^{\dagger}$ |
| e. Other means |  |  |
| $0-10 \%$ | 496 | $39 \%$ |
| $11-25 \%$ | 53 | $4 \%$ |
| $26-50 \%$ | 34 | $3 \%$ |
| More than $50 \%$ | 60 | $5 \%$ |
| No response/ambiguous response | 632 | $50 \%$ |

[^17]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 12. About what percentage of parents and guardians would you say you have contact with over a full school year for the following reasons? |  |  |
| a. To discuss the link between EQAO assessments and The Ontario Curriculum |  |  |
| 0\% | 736 | 58\% |
| 1-10\% | 308 | 24\% |
| 11-25\% | 82 | 6\% |
| 26-50\% | 43 | 3\% |
| More than 50\% | 65 | 5\% |
| No response/ambiguous response | 41 | 3\% |
| b. To discuss the link between EQAO assessments and instructional or assessment strategies |  |  |
| 0\% | 712 | 56\% |
| 1-10\% | 306 | 24\% |
| 11-25\% | 102 | 8\% |
| 26-50\% | 60 | 5\% |
| More than 50\% | 52 | 4\% |
| No response/ambiguous response | 43 | 3\% |
| c. To discuss their child's learning progress |  |  |
| 0\% | 19 | 1\% |
| 1-10\% | 169 | 13\% |
| 11-25\% | 336 | 26\% |
| 26-50\% | 363 | 28\% |
| More than 50\% | 354 | 28\% |
| No response/ambiguous response | 34 | 3\% |

[^18]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| d. To discuss their child's behaviour |  |  |
| 0\% | 69 | 5\% |
| 1-10\% | 446 | 35\% |
| 11-25\% | 339 | 27\% |
| 26-50\% | 254 | 20\% |
| More than 50\% | 132 | 10\% |
| No response/ambiguous response | 35 | 3\% |
| e. To provide suggestions about how to support learning at home |  |  |
| 0\% | 79 | 6\% |
| 1-10\% | 345 | 27\% |
| 11-25\% | 372 | 29\% |
| 26-50\% | 271 | 21\% |
| More than 50\% | 170 | 13\% |
| No response/ambiguous response | 38 | 3\% |
| f. For other reasons |  |  |
| $0 \%$ | 239 | 19\% |
| 1-10\% | 268 | 21\% |
| 11-25\% | 106 | 8\% |
| 26-50\% | 84 | 7\% |
| More than 50\% | 65 | 5\% |
| No response/ambiguous response | 513 | 40\% |

[^19]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Background and Professional Development

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 13. Including this year, for how many years have you been teaching? |  |  |
| a. In total |  |  |
| 2 years or less | 52 | 4\% |
| $3-5$ years | 120 | 9\% |
| 6-10 years | 306 | 24\% |
| 11 years or more | 774 | 61\% |
| No response/ambiguous response | 23 | 2\% |
| b. Mathematics at the secondary level |  |  |
| 2 years or less | 160 | 13\% |
| $3-5$ years | 172 | 13\% |
| 6-10 years | 284 | 22\% |
| 11 years or more | 627 | 49\% |
| No response/ambiguous response | 32 | 3\% |
| c. Grade 9 mathematics |  |  |
| 2 years or less | 273 | 21\% |
| $3-5$ years | 209 | 16\% |
| 6-10 years | 320 | 25\% |
| 11 years or more | 442 | 35\% |
| No response/ambiguous response | 31 | 2\% |

[^20]
## Grade 9 Assessment of Mathematics, 2017-2018 <br> Teacher Questionnaire: Applied Course

Background and Professional Development

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 14. What best describes your area of study during your post-secondary education? ${ }^{\ddagger}$ |  |  |
| Mathematics major or specialist | 477 | 37\% |
| Mathematics-related major or specialist (e.g., business, science, engineering, computer science) | 430 | 34\% |
| Other major with a mathematics minor | 159 | 12\% |
| Other major with a mathematics-related minor | 67 | 5\% |
| Area of study unrelated to mathematics | 110 | 9\% |
| No response/ambiguous response | 32 | 3\% |

[^21]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Background and Professional Development

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% |
| 15. Which of the following courses have you completed or are you presently enrolled in? ${ }^{\dagger}$ |  |  |
| Intermediate Additional Basic Qualifications in Mathematics | 449 | 35\% |
| Senior Additional Basic Qualifications in Mathematics | 439 | 34\% |
| Honour Specialist Additional Qualifications in Mathematics | 351 | 28\% |
| Additional Qualifications in Integration of Information and Computer Technology in Instruction (Part I or II or Specialist) | 79 | 6\% |
| Additional Qualifications in English as a Second Language (Part I or II or Specialist) | 111 | 9\% |
| Additional Qualifications in Special Education (Part I or II or Specialist) | 441 | 35\% |
| None of the above | 217 | 17\% |

[^22]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

Background and Professional Development

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 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? |  |  |
| a. Mathematics pedagogy or instruction |  |  |
| Yes | 1124 | 88\% |
| No | 118 | 9\% |
| No response/ambiguous response | 33 | 3\% |
| b. Integration of information and computer technology into mathematics instruction |  |  |
| Yes | 911 | 71\% |
| No | 317 | 25\% |
| No response/ambiguous response | 47 | 4\% |
| c. Developing students' critical thinking or problem-solving skills in mathematics |  |  |
| Yes | 999 | 78\% |
| No | 230 | 18\% |
| No response/ambiguous response | 46 | 4\% |
| d. Instructional strategies for differentiated instruction (in any subject) |  |  |
| Yes | 996 | 78\% |
| No | 238 | 19\% |
| No response/ambiguous response | 41 | 3\% |
| e. Teaching students with special needs |  |  |
| Yes | 601 | 47\% |
| No | 606 | 48\% |
| No response/ambiguous response | 68 | 5\% |

[^23]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

| Number of Respondents | Province $^{*}$ |  |
| :--- | ---: | ---: |
|  | $\mathbf{1 2 7 5}$ |  |
|  | $\#$ | $\%^{\dagger}$ |
| 17a. Do you count some or all components of the Grade 9 Assessment <br> of Mathematics as part of your students' class marks? |  |  |
| Yes | 1220 | $96 \%$ |
| No | 30 | $2 \%$ |
| No response/ambiguous response | 25 | $2 \%$ |

[^24]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1220 |  |
|  | \# | \% ${ }^{+}$ |
| 17b. If yes, for how much do they count?* |  |  |
| 1-5\% | 259 | 21\% |
| 6-10\% | 593 | 49\% |
| 11-15\% | 230 | 19\% |
| 16-20\% | 56 | 5\% |
| 21-25\% | 12 | 1\% |
| 26-30\% | 22 | 2\% |
| Other | 19 | 2\% |
| No response/ambiguous response | 29 | 2\% |
| 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., $5 \%, 10 \%$ )? ${ }^{\text {* }}$ |  |  |
| Yes | 1204 | 99\% |
| No | 11 | 1\% |
| No response/ambiguous response | 5 | <1\% |
| 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? ${ }^{\text {* }}$ |  |  |
| Yes | 1020 | 84\% |
| No | 70 | 6\% |
| Undecided | 124 | 10\% |
| No response/ambiguous response | 6 | <1\% |

[^25]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1220 |  |
|  | \# | \% |
| 20. Who decides if some or all components of the Grade 9 Assessment of Mathematics count as part of your students' class marks? ${ }^{\dagger \ddagger}$ |  |  |
| School-board staff | 346 | 28\% |
| Mathematics department | 782 | 64\% |
| School principal or vice-principal | 200 | 16\% |
| Individual Grade 9 mathematics teachers | 217 | 18\% |
| Grade 9 mathematics teachers as a group | 402 | 33\% |
| Don't know | 65 | 5\% |
| Other | 10 | 1\% |
| 21. Who decides which questions count as part of your students' class marks? ${ }^{\dagger \dagger}$ |  |  |
| School-board staff | 109 | 9\% |
| Mathematics department | 568 | 47\% |
| School principal or vice-principal | 68 | 6\% |
| Individual Grade 9 mathematics teachers | 355 | 29\% |
| Grade 9 mathematics teachers as a group | 521 | 43\% |
| Don't know | 40 | 3\% |
| Other | 6 | <1\% |

[^26]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Use of EQAO Assessment in Students' Marks

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1220 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 22. Which types of questions count as part of your students' class marks? ${ }^{\text {* }}$ |  |  |
| a. Open-response questions |  |  |
| All questions | 527 | 43\% |
| Some questions | 477 | 39\% |
| No questions | 157 | 13\% |
| No response/ambiguous response | 59 | 5\% |
| b. Multiple-choice questions |  |  |
| All questions | 968 | 79\% |
| Some questions | 209 | 17\% |
| No questions | 15 | 1\% |
| No response/ambiguous response | 28 | 2\% |

[^27]
## Grade 9 Assessment of Mathematics, 2017-2018

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 720 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 23. Which strands count as part of your students' class marks?* |  |  |
| a. Number Sense and Algebra |  |  |
| All questions | 208 | 29\% |
| Some questions | 432 | 60\% |
| No questions | 3 | <1\% |
| No response/ambiguous response | 77 | 11\% |
| b. Linear Relations |  |  |
| All questions | 205 | 28\% |
| Some questions | 438 | 61\% |
| No questions | 2 | <1\% |
| No response/ambiguous response | 75 | 10\% |
| c. Measurement and Geometry |  |  |
| All questions | 201 | 28\% |
| Some questions | 441 | 61\% |
| No questions | 1 | <1\% |
| No response/ambiguous response | 77 | 11\% |
| d. Analytic Geometry (academic only) |  |  |
| This question is not applicable to the applied course. |  |  |

[^28]
## Grade 9 Assessment of Mathematics, 2017-2018

## Teacher Questionnaire: Applied Course

## Other

|  | Province* |  |
| :---: | :---: | :---: |
| Number of Respondents | 1275 |  |
|  | \# | \% ${ }^{\dagger}$ |
| 24. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient? |  |  |
| Yes | 1164 | 91\% |
| No | 48 | 4\% |
| No response/ambiguous response | 63 | 5\% |
| 25. I would prefer to answer this questionnaire online (through the Internet). |  |  |
| Strongly disagree or disagree | 294 | 23\% |
| Neither agree nor disagree | 378 | 30\% |
| Agree or strongly agree | 546 | 43\% |
| No response/ambiguous response | 57 | 4\% |

[^29]$\dagger$ Percentages may not add up to 100, due to rounding.


[^0]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^1]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^2]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^3]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^4]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^5]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^6]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ Respondents were asked to select only one option.

[^7]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Respondents were able to select all options that applied.

[^8]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Respondents were able to select all options that applied.

[^9]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^10]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^11]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^12]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^13]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^14]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^15]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ Numbers and percentages are based on the number of teachers who answered "Occasionally," "Most classes" or "Every class" to Question 10a.

[^16]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^17]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^18]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^19]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^20]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^21]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ Respondents were asked to select only one option.

[^22]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Respondents were able to select all options that applied.

[^23]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100, due to rounding.

[^24]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.
    $\dagger$ Percentages may not add up to 100 , due to rounding.

[^25]:    * Numbers and percentages for this section apply to Questions 17b-22.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.

[^26]:    * Numbers and percentages for this section apply to Questions 17b-22.
    $\dagger$ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.
    $\ddagger$ Respondents were able to select all options that applied.

[^27]:    * Numbers and percentages for this section apply to Questions 17b-22.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ Numbers and percentages are based on the number of teachers who answered "yes" to Question 17a.

[^28]:    * Numbers and percentages for this section apply to Question 23.
    $\dagger$ Percentages may not add up to 100 , due to rounding.
    $\ddagger$ 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.

[^29]:    * Numbers and percentages are based on the total number of teachers who completed the questionnaire.

