Education Quality and Accountability Office

EQAO

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Provincial Results

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
1. How often did you meet with other staff members at your school for the following reasons this past semester or year? *Consider both formal and informal meetings.*		
a. To discuss general school issues		
Never or hardly ever	40	2%
A few times	319	13%
Once a month	1 006	42%
Once every 2 weeks	270	11%
At least once a week	742	31%
No response/ambiguous response	13	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	248	10%
A few times	1 312	55%
Once a month	451	19%
Once every 2 weeks	200	8%
At least once a week	157	7%
No response/ambiguous response	22	1%
c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	125	5%
A few times	1 012	42%
Once a month	975	41%
Once every 2 weeks	170	7%
At least once a week	83	3%
No response/ambiguous response	25	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, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	126	5%
A few times	621	26%
Once a month	469	20%
Once every 2 weeks	335	14%
At least once a week	820	34%
No response/ambiguous response	19	1%
e. To coordinate mathematics instruction among teachers		
Never or hardly ever	155	6%
A few times	558	23%
Once a month	298	12%
Once every 2 weeks	337	14%
At least once a week	1 016	43%
No response/ambiguous response	26	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
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	135	6%
Neither agree nor disagree	280	12%
Agree **or** strongly agree	1 956	82%
No response/ambiguous response	19	1%
b. The school's improvement goals were clear to me.		
Strongly disagree **or** disagree	171	7%
Neither agree nor disagree	382	16%
Agree **or** strongly agree	1 818	76%
No response/ambiguous response	19	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	135	6%
Neither agree nor disagree	452	19%
Agree **or** strongly agree	1 782	75%
No response/ambiguous response	21	1%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree **or** disagree	206	9%
Neither agree nor disagree	584	24%
Agree **or** strongly agree	1 579	66%
No response/ambiguous response	21	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree **or** disagree	96	4%
Neither agree nor disagree	481	20%
Agree **or** strongly agree	1 791	75%
No response/ambiguous response	22	1%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree **or** disagree	382	16%
Neither agree nor disagree	577	24%
Agree **or** strongly agree	1 412	59%
No response/ambiguous response	19	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
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	88	4%
Neither agree nor disagree	325	14%
Agree **or** strongly agree	1 958	82%
No response/ambiguous response	19	1%
b. Teachers take pride in this school.		
Strongly disagree **or** disagree	53	2%
Neither agree nor disagree	205	9%
Agree **or** strongly agree	2 112	88%
No response/ambiguous response	20	1%
c. There is strong school spirit in this school.		
Strongly disagree **or** disagree	201	8%
Neither agree nor disagree	566	24%
Agree **or** strongly agree	1 604	67%
No response/ambiguous response	19	1%
d. Students at this school respect one another.		
Strongly disagree **or** disagree	82	3%
Neither agree nor disagree	349	15%
Agree **or** strongly agree	1 937	81%
No response/ambiguous response	22	1%
e. There is co-operation at this school among students.		
Strongly disagree **or** disagree	34	1%
Neither agree nor disagree	274	11%
Agree **or** strongly agree	2 057	86%
No response/ambiguous response	25	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree **or** disagree	53	2%
Neither agree nor disagree	207	9%
Agree **or** strongly agree	2 108	88%
No response/ambiguous response	22	1%
g. There is co-operation at this school among all staff members.		
Strongly disagree **or** disagree	145	6%
Neither agree nor disagree	395	17%
Agree **or** strongly agree	1 823	76%
No response/ambiguous response	27	1%
h. There is co-operation at this school between students and teachers.		
Strongly disagree **or** disagree	29	1%
Neither agree nor disagree	213	9%
Agree **or** strongly agree	2 117	89%
No response/ambiguous response	31	1%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree **or** disagree	82	3%
Neither agree nor disagree	435	18%
Agree **or** strongly agree	1 849	77%
No response/ambiguous response	24	1%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree **or** disagree	33	1%
Neither agree nor disagree	175	7%
Agree **or** strongly agree	2 161	90%
No response/ambiguous response	21	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

About Your School

	Province*	
Number of Respondents	2 390	
	#	%†
5a. For which mathematics course are you answering questions 5 to 12? *Fill in only one circle.*		
Grade 9 applied	0	0%
Grade 9 academic	2 390	100%
No response/ambiguous response	0	0%
5b. This course is offered over		
a semester.	2 185	91%
a year.	181	8%
No response/ambiguous response	24	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Resources

	Province*	
Number of Respondents	2 390	
	#	%
6. How have you used the EQAO sample student assessments and scoring guides this year? *Fill in all that apply.*		
Independently		
a. To show samples of student responses to students	1 872	78%
b. To help students understand how questions and tasks relate to curriculum expectations	1 761	74%
c. To communicate with parents and guardians about curriculum expectations	796	33%
d. As a model for designing assessments	1 591	67%
e. To inform classroom instruction	1 703	71%
f. In ways other than those listed above	719	30%
g. Did not use	82	3%
With a school team		
h. As a model for designing assessments	876	37%
i. To inform classroom instruction	818	34%
j. In ways other than those listed above	332	14%
k. Did not use	79	3%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Resources

	Province*	
Number of Respondents	2 390	
	#	%
7. How have you used EQAO data (demographic data, assessment and questionnaire results) this year? *Fill in all that apply.*		
Independently		
a. To identify how well students are meeting curriculum expectations	817	34%
b. To communicate with parents and guardians about student achievement	455	19%
c. To learn more about students at the school (e.g., attitudes, activities outside school)	509	21%
d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	884	37%
e. To inform planning of your Grade 9 mathematics instructional programs	955	40%
f. To guide school improvement initiatives for mathematics	549	23%
g. In ways other than those listed above	218	9%
h. Did not use	353	15%
With a school team		
i. To identify how well students are meeting curriculum expectations	1 326	55%
j. To communicate with parents and guardians about student achievement	463	19%
k. To learn more about students at the school (e.g., attitudes, activities outside school)	730	31%
l. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	1 334	56%
m. To inform planning of your Grade 9 mathematics instructional programs	1 125	47%
n. To guide school improvement initiatives for mathematics	1 241	52%
o. In ways other than those listed above	208	9%
p. Did not use	131	5%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

	Province*	
Number of Respondents	2 390	
	#	%†
8. I. How often did you have the majority of your students use each of the following in class this past semester or year?		
a. Calculator		
Never	10	<1%
Seldom	51	2%
Sometimes	227	9%
Frequently	2 074	87%
No response/ambiguous response	28	1%
b. Graphing calculator		
Never	819	34%
Seldom	787	33%
Sometimes	569	24%
Frequently	160	7%
No response/ambiguous response	55	2%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Never	476	20%
Seldom	765	32%
Sometimes	816	34%
Frequently	292	12%
No response/ambiguous response	41	2%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Never	363	15%
Seldom	833	35%
Sometimes	775	32%
Frequently	378	16%
No response/ambiguous response	41	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

	Province*	
Number of Respondents	2 390	
	#	%†
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Never	512	21%
Seldom	973	41%
Sometimes	704	29%
Frequently	168	7%
No response/ambiguous response	33	1%
f. Measuring device (e.g., ruler, metre stick, protractor)		
Never	77	3%
Seldom	511	21%
Sometimes	999	42%
Frequently	772	32%
No response/ambiguous response	31	1%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Never	131	5%
Seldom	162	7%
Sometimes	292	12%
Frequently	1 773	74%
No response/ambiguous response	32	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

	Province*	
Number of Respondents	2 390	
	#	%†
8. II. How accessible were each of the following for use in class this past semester or year?		
a. Calculator		
Not accessible	8	<1%
Difficult to access	55	2%
Easy to access	2 209	92%
No response/ambiguous response	118	5%
b. Graphing calculator		
Not accessible	136	6%
Difficult to access	384	16%
Easy to access	1 708	71%
No response/ambiguous response	162	7%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Not accessible	81	3%
Difficult to access	623	26%
Easy to access	1 547	65%
No response/ambiguous response	139	6%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not accessible	30	1%
Difficult to access	331	14%
Easy to access	1 883	79%
No response/ambiguous response	146	6%
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Not accessible	77	3%
Difficult to access	369	15%
Easy to access	1 790	75%
No response/ambiguous response	154	6%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

	Province*	
Number of Respondents	2 390	
	#	%†
f. Measuring device (e.g., ruler, metre stick, protractor)		
Not accessible	7	<1%
Difficult to access	105	4%
Easy to access	2 142	90%
No response/ambiguous response	136	6%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Not accessible	47	2%
Difficult to access	138	6%
Easy to access	2 074	87%
No response/ambiguous response	131	5%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Some Teaching Practices

	Province*	
Number of Respondents	2 390	
	#	%†
9. How often did you ask your students to do each of the following during mathematics class this past semester or year?		
a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)		
Never	4	<1%
Seldom	107	4%
Sometimes	728	30%
Frequently	1 516	63%
No response/ambiguous response	35	1%
b. Solve open-ended problems		
Never	11	<1%
Seldom	230	10%
Sometimes	1 021	43%
Frequently	1 091	46%
No response/ambiguous response	37	2%
c. Work collaboratively to solve problems		
Never	5	<1%
Seldom	98	4%
Sometimes	830	35%
Frequently	1 417	59%
No response/ambiguous response	40	2%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Some Teaching Practices

	Province*	
Number of Respondents	2 390	
	#	%†
d. Discuss mathematical ideas and relationships		
Never	4	<1%
Seldom	60	3%
Sometimes	603	25%
Frequently	1 676	70%
No response/ambiguous response	47	2%
e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process)		
Never	30	1%
Seldom	353	15%
Sometimes	1 197	50%
Frequently	772	32%
No response/ambiguous response	38	2%
f. Explain the reasoning behind their answers		
Never	3	<1%
Seldom	28	1%
Sometimes	406	17%
Frequently	1 909	80%
No response/ambiguous response	44	2%
g. Write solutions using mathematical language and symbols		
Never	2	<1%
Seldom	16	1%
Sometimes	146	6%
Frequently	2 182	91%
No response/ambiguous response	44	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Some Teaching Practices

	Province*	
Number of Respondents	2 390	
	#	%†
10a. How often did you assign homework in your mathematics course this past semester or year?		
Never	9	<1%
Occasionally	117	5%
Most classes	929	39%
Every class	1 297	54%
No response/ambiguous response	38	2%
10b. If you assign homework, how much time would you expect an average student to spend on a typical homework assignment?‡		
30 minutes or less	944	40%
Between 31 and 45 minutes	1 213	52%
More than 45 minutes	139	6%
No response/ambiguous response	47	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, 2016–2017

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

	Province*	
Number of Respondents	2 390	
	#	%†
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%	394	16%
11–25%	788	33%
26–50%	756	32%
More than 50%	383	16%
No response/ambiguous response	69	3%
b. Meetings requested by you or the parents or guardians		
0–10%	1 469	61%
11–25%	594	25%
26–50%	201	8%
More than 50%	56	2%
No response/ambiguous response	70	3%
c. Telephone		
0–10%	819	34%
11–25%	884	37%
26–50%	442	18%
More than 50%	180	8%
No response/ambiguous response	65	3%
d. E-mail or Web site (class or school)		
0–10%	808	34%
11–25%	565	24%
26–50%	344	14%
More than 50%	594	25%
No response/ambiguous response	79	3%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

	Province*	
Number of Respondents	2 390	
	#	%†
e. Other means		
0–10%	938	39%
11–25%	114	5%
26–50%	53	2%
More than 50%	128	5%
No response/ambiguous response	1 157	48%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

	Province*	
Number of Respondents	2 390	
	#	%†
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%	1 348	56%
1–10%	662	28%
11–25%	118	5%
26–50%	80	3%
More than 50%	113	5%
No response/ambiguous response	69	3%
b. To discuss the link between EQAO assessments and instructional or assessment strategies		
0%	1 275	53%
1–10%	688	29%
11–25%	138	6%
26–50%	94	4%
More than 50%	119	5%
No response/ambiguous response	76	3%
c. To discuss their child's learning progress		
0%	21	1%
1–10%	327	14%
11–25%	606	25%
26–50%	681	28%
More than 50%	689	29%
No response/ambiguous response	66	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

	Province*	
Number of Respondents	2 390	
	#	%†
d. To discuss their child's behaviour		
0%	293	12%
1–10%	1 166	49%
11–25%	461	19%
26–50%	268	11%
More than 50%	132	6%
No response/ambiguous response	70	3%
e. To provide suggestions about how to support learning at home		
0%	96	4%
1–10%	724	30%
11–25%	734	31%
26–50%	450	19%
More than 50%	317	13%
No response/ambiguous response	69	3%
f. For other reasons		
0%	433	18%
1–10%	558	23%
11–25%	173	7%
26–50%	110	5%
More than 50%	142	6%
No response/ambiguous response	974	41%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Background and Professional Development

	Province*	
Number of Respondents	2 390	
	#	%†
13. What is your gender?		
Female	1 412	59%
Male	876	37%
No response/ambiguous response	102	4%
14. Including this year, for how many years have you been teaching?		
a. In total		
2 years or less	68	3%
3–5 years	203	8%
6–10 years	486	20%
11 years or more	1 577	66%
No response/ambiguous response	56	2%
b. Mathematics at the secondary level		
2 years or less	196	8%
3–5 years	265	11%
6–10 years	491	21%
11 years or more	1 361	57%
No response/ambiguous response	77	3%
c. Grade 9 mathematics		
2 years or less	355	15%
3–5 years	369	15%
6–10 years	557	23%
11 years or more	1 037	43%
No response/ambiguous response	72	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Background and Professional Development

	Province*	
Number of Respondents	2 390	
	#	%†
15. What best describes your area of study during your post-secondary education? *Fill in only one circle.*		
Mathematics major or specialist	879	37%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	839	35%
Other major with a mathematics minor	317	13%
Other major with a mathematics-related minor	122	5%
Area of study unrelated to mathematics	177	7%
No response/ambiguous response	56	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Background and Professional Development

	Province*	
Number of Respondents	2 390	
	#	%
16. Which of the following courses have you completed or are you presently enrolled in? *Fill in all that apply.*		
Intermediate Additional Basic Qualifications in Mathematics	882	37%
Senior Additional Basic Qualifications in Mathematics	863	36%
Honour Specialist Additional Qualifications in Mathematics	650	27%
Additional Qualifications in Integration of Information and Computer Technology in Instruction (Part I or II or Specialist)	154	6%
Additional Qualifications in English as a Second Language (Part I or II or Specialist)	182	8%
Additional Qualifications in Special Education (Part I or II or Specialist)	655	27%
None of the above	459	19%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Background and Professional Development

	Province*	
Number of Respondents	2 390	
	#	%†
17. 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	1 982	83%
No	328	14%
No response/ambiguous response	80	3%
b. Integration of information and computer technology into mathematics instruction		
Yes	1 617	68%
No	661	28%
No response/ambiguous response	112	5%
c. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	1 743	73%
No	545	23%
No response/ambiguous response	102	4%
d. Instructional strategies for differentiated instruction (in any subject)		
Yes	1 764	74%
No	520	22%
No response/ambiguous response	106	4%
e. Teaching students with special needs		
Yes	914	38%
No	1 323	55%
No response/ambiguous response	153	6%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

	Province*	
Number of Respondents	2 390	
	#	%†
18a. Do you count some or all components of the Grade 9 Assessment of Mathematics as part of your students' class marks?		
Yes	2 326	97%
No	25	1%
No response/ambiguous response	39	2%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

	Province*	
Number of Respondents	2 326	
	#	%†
18b. If yes, for how much do they count?‡		
1–5%	584	25%
6–10%	1 168	50%
11–15%	351	15%
16–20%	95	4%
21–25%	11	<1%
26–30%	45	2%
Other	29	1%
No response/ambiguous response	43	2%
19. 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%)?‡		
Yes	2 311	99%
No	12	1%
No response/ambiguous response	3	<1%
20. 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?‡		
Yes	2 113	91%
No	52	2%
Undecided	157	7%
No response/ambiguous response	4	<1%

* Numbers and percentages for this section apply to Questions 18b-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 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

	Province*	
Number of Respondents	2 326	
	#	%
21. Who decides if some or all components of the Grade 9 Assessment of Mathematics count as part of your students' class marks? *Fill in all circles that apply.*‡		
School-board staff	587	25%
Mathematics department	1 593	68%
School principal or vice-principal	416	18%
Individual Grade 9 mathematics teachers	257	11%
Grade 9 mathematics teachers as a group	740	32%
Don't know	108	5%
Other	10	<1%
22. Who decides which questions count as part of your students' class marks? *Fill in all circles that apply.*‡		
School-board staff	157	7%
Mathematics department	1 190	51%
School principal or vice-principal	147	6%
Individual Grade 9 mathematics teachers	460	20%
Grade 9 mathematics teachers as a group	1 047	45%
Don't know	67	3%
Other	7	<1%

* Numbers and percentages for this section apply to Questions 18b-23.
‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

	Province*	
Number of Respondents	2 326	
	#	%†
23. Which types of questions count as part of your students' class marks?‡		
a. Open-response questions		
All questions	821	35%
Some questions	867	37%
No questions	471	20%
No response/ambiguous response	167	7%
b. Multiple-choice questions		
All questions	1 993	86%
Some questions	268	12%
No questions	23	1%
No response/ambiguous response	42	2%

* Numbers and percentages for this section apply to Questions 18b-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 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

	Province*	
Number of Respondents	1 533	
	#	%†
24. Which strands count as part of your students' class marks?‡		
a. Number Sense and Algebra		
All questions	466	30%
Some questions	846	55%
No questions	13	1%
No response/ambiguous response	208	14%
b. Linear Relations		
All questions	463	30%
Some questions	860	56%
No questions	12	1%
No response/ambiguous response	198	13%
c. Measurement and Geometry		
All questions	459	30%
Some questions	862	56%
No questions	11	1%
No response/ambiguous response	201	13%
d. Analytic Geometry (academic only)		
All questions	453	30%
Some questions	857	56%
No questions	13	1%
No response/ambiguous response	210	14%

* Numbers and percentages for this section apply to Question 24.
† 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 18a, less those who answered "all questions" for 23a and 23b.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Academic Course

Other

	Province*	
Number of Respondents	2 390	
	#	%†
25. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?		
Yes	1 986	83%
No	292	12%
No response/ambiguous response	112	5%
26. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree **or** disagree	668	28%
Neither agree nor disagree	699	29%
Agree **or** strongly agree	920	38%
No response/ambiguous response	103	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.