









# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>3. To what extent do you agree or disagree with the following statements about your school?</b>		
<b>a. Students take pride in this school.</b>		
Strongly disagree or disagree	122	5%
Neither agree nor disagree	317	14%
Agree or strongly agree	1 774	80%
No response/ambiguous response	10	<1%
<b>b. Teachers take pride in this school.</b>		
Strongly disagree or disagree	58	3%
Neither agree nor disagree	193	9%
Agree or strongly agree	1 962	88%
No response/ambiguous response	10	<1%
<b>c. There is strong school spirit in this school.</b>		
Strongly disagree or disagree	227	10%
Neither agree nor disagree	491	22%
Agree or strongly agree	1 490	67%
No response/ambiguous response	15	1%
<b>d. Students at this school respect one another.</b>		
Strongly disagree or disagree	82	4%
Neither agree nor disagree	383	17%
Agree or strongly agree	1 745	78%
No response/ambiguous response	13	1%
<b>e. There is co-operation at this school among students.</b>		
Strongly disagree or disagree	47	2%
Neither agree nor disagree	267	12%
Agree or strongly agree	1 895	85%
No response/ambiguous response	14	1%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. There is co-operation at this school among teachers.</b>		
Strongly disagree or disagree	48	2%
Neither agree nor disagree	180	8%
Agree or strongly agree	1 984	89%
No response/ambiguous response	11	<1%
<b>g. There is co-operation at this school among all staff members.</b>		
Strongly disagree or disagree	145	7%
Neither agree nor disagree	346	16%
Agree or strongly agree	1 721	77%
No response/ambiguous response	11	<1%
<b>h. There is co-operation at this school between students and teachers.</b>		
Strongly disagree or disagree	44	2%
Neither agree nor disagree	227	10%
Agree or strongly agree	1 929	87%
No response/ambiguous response	23	1%
<b>i. There is co-operation at this school between teachers and parents or guardians.</b>		
Strongly disagree or disagree	80	4%
Neither agree nor disagree	447	20%
Agree or strongly agree	1 678	75%
No response/ambiguous response	18	1%
<b>j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.</b>		
Strongly disagree or disagree	50	2%
Neither agree nor disagree	173	8%
Agree or strongly agree	1 988	89%
No response/ambiguous response	12	1%

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# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### About Your School

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

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# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>5a. For which mathematics course are you answering questions 5 to 12?‡</b>		
Grade 9 applied	0	0%
Grade 9 academic	2 223	100%
No response/ambiguous response	0	0%
<b>5b. This course is offered over</b>		
a semester.	2 011	90%
a year.	192	9%
No response/ambiguous response	20	1%

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

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

‡ Respondents were asked to select only one option.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>6. How have you used the EQAO sample student assessments and scoring guides this semester or year?†</b>		
<b><u>Independently</u></b>		
a. To show samples of student responses to students	1 756	79%
b. To help students understand how questions and tasks relate to curriculum expectations	1 615	73%
c. To communicate with parents and guardians about curriculum expectations	731	33%
d. As a model for designing assessments	1 458	66%
e. To inform classroom instruction	1 586	71%
f. In ways other than those listed above	628	28%
g. Did not use	80	4%
<b><u>With a school team</u></b>		
h. As a model for designing assessments	773	35%
i. To inform classroom instruction	752	34%
j. In ways other than those listed above	292	13%
k. Did not use	58	3%

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

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>7. How have you used EQAO data (demographic data, assessment and questionnaire results) this semester or year?†</b>		
<b><u>Independently</u></b>		
a. To identify how well students are meeting curriculum expectations	727	33%
b. To communicate with parents and guardians about student achievement	440	20%
c. To learn more about students at the school (e.g., attitudes, activities outside school)	465	21%
d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	843	38%
e. To inform planning of your Grade 9 mathematics instructional programs	920	41%
f. To guide school improvement initiatives for mathematics	509	23%
g. In ways other than those listed above	223	10%
h. Did not use	399	18%
<b><u>With a school team</u></b>		
i. To identify how well students are meeting curriculum expectations	1 107	50%
j. To communicate with parents and guardians about student achievement	361	16%
k. To learn more about students at the school (e.g., attitudes, activities outside school)	595	27%
l. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	1 089	49%
m. To inform planning of your Grade 9 mathematics instructional programs	946	43%
n. To guide school improvement initiatives for mathematics	1 037	47%
o. In ways other than those listed above	178	8%
p. Did not use	138	6%

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

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. I. How often did you have the majority of your students use each of the following in class this semester or year?</b>		
<b>a. Calculator</b>		
Never	6	<1%
Seldom	35	2%
Sometimes	220	10%
Frequently	1 927	87%
No response/ambiguous response	35	2%
<b>b. Graphing calculator</b>		
Never	983	44%
Seldom	571	26%
Sometimes	433	19%
Frequently	168	8%
No response/ambiguous response	68	3%
<b>c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)</b>		
Never	332	15%
Seldom	661	30%
Sometimes	889	40%
Frequently	297	13%
No response/ambiguous response	44	2%
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Never	298	13%
Seldom	648	29%
Sometimes	807	36%
Frequently	434	20%
No response/ambiguous response	36	2%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)</b>		
Never	476	21%
Seldom	845	38%
Sometimes	691	31%
Frequently	168	8%
No response/ambiguous response	43	2%
<b>f. Measuring device (e.g., ruler, metre stick, protractor)</b>		
Never	63	3%
Seldom	461	21%
Sometimes	897	40%
Frequently	765	34%
No response/ambiguous response	37	2%
<b>g. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Never	102	5%
Seldom	137	6%
Sometimes	234	11%
Frequently	1 712	77%
No response/ambiguous response	38	2%

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# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. II. How accessible were each of the following for use in class this semester or year?</b>		
<b>a. Calculator</b>		
Not accessible	9	<1%
Difficult to access	52	2%
Easy to access	2 046	92%
No response/ambiguous response	116	5%
<b>b. Graphing calculator</b>		
Not accessible	253	11%
Difficult to access	354	16%
Easy to access	1 422	64%
No response/ambiguous response	194	9%
<b>c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)</b>		
Not accessible	81	4%
Difficult to access	399	18%
Easy to access	1 592	72%
No response/ambiguous response	151	7%
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Not accessible	25	1%
Difficult to access	208	9%
Easy to access	1 845	83%
No response/ambiguous response	145	7%
<b>e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)</b>		
Not accessible	83	4%
Difficult to access	322	14%
Easy to access	1 660	75%
No response/ambiguous response	158	7%

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# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. Measuring device (e.g., ruler, metre stick, protractor)</b>		
Not accessible	12	1%
Difficult to access	88	4%
Easy to access	1 989	89%
No response/ambiguous response	134	6%
<b>g. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Not accessible	33	1%
Difficult to access	72	3%
Easy to access	1 983	89%
No response/ambiguous response	135	6%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>9. How often did you ask your students to do each of the following during mathematics class this semester or year?</b>		
<b>a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)</b>		
Never	9	<1%
Seldom	81	4%
Sometimes	644	29%
Frequently	1 457	66%
No response/ambiguous response	32	1%
<b>b. Solve open-ended problems</b>		
Never	17	1%
Seldom	196	9%
Sometimes	917	41%
Frequently	1 059	48%
No response/ambiguous response	34	2%
<b>c. Work collaboratively to solve problems</b>		
Never	7	<1%
Seldom	79	4%
Sometimes	667	30%
Frequently	1 434	65%
No response/ambiguous response	36	2%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Discuss mathematical ideas and relationships</b>		
Never	5	<1%
Seldom	55	2%
Sometimes	593	27%
Frequently	1 534	69%
No response/ambiguous response	36	2%
<b>e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process)</b>		
Never	17	1%
Seldom	334	15%
Sometimes	1 077	48%
Frequently	762	34%
No response/ambiguous response	33	1%
<b>f. Explain the reasoning behind their answers</b>		
Never	5	<1%
Seldom	28	1%
Sometimes	367	17%
Frequently	1 790	81%
No response/ambiguous response	33	1%
<b>g. Write solutions using mathematical language and symbols</b>		
Never	3	<1%
Seldom	8	<1%
Sometimes	142	6%
Frequently	2 037	92%
No response/ambiguous response	33	1%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>10a. How often did you assign homework in your mathematics course this semester or year?</b>		
Never	11	<1%
Occasionally	125	6%
Most classes	881	40%
Every class	1 166	52%
No response/ambiguous response	40	2%
<b>10b. If you assign homework, how much time would you expect an average student to spend on a typical homework assignment?‡</b>		
30 minutes or less	896	41%
Between 31 and 45 minutes	1 102	51%
More than 45 minutes	131	6%
No response/ambiguous response	43	2%

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

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>11. About what percentage of parents and guardians would you say you have contact with over a full school year through the following means?</b>		
<b>a. School-wide parent-teacher meetings</b>		
0–10%	413	19%
11–25%	720	32%
26–50%	679	31%
More than 50%	352	16%
No response/ambiguous response	59	3%
<b>b. Meetings requested by you or the parents or guardians</b>		
0–10%	1 340	60%
11–25%	546	25%
26–50%	191	9%
More than 50%	79	4%
No response/ambiguous response	67	3%
<b>c. Telephone</b>		
0–10%	766	34%
11–25%	793	36%
26–50%	420	19%
More than 50%	189	9%
No response/ambiguous response	55	2%
<b>d. E-mail or Web site (class or school)</b>		
0–10%	582	26%
11–25%	528	24%
26–50%	371	17%
More than 50%	669	30%
No response/ambiguous response	73	3%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. Other means</b>		
0–10%	820	37%
11–25%	100	4%
26–50%	46	2%
More than 50%	114	5%
No response/ambiguous response	1 143	51%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>12. About what percentage of parents and guardians would you say you have contact with over a full school year for the following reasons?</b>		
<b>a. To discuss the link between EQAO assessments and <i>The Ontario Curriculum</i></b>		
0%	1 253	56%
1–10%	595	27%
11–25%	119	5%
26–50%	74	3%
More than 50%	120	5%
No response/ambiguous response	62	3%
<b>b. To discuss the link between EQAO assessments and instructional or assessment strategies</b>		
0%	1 177	53%
1–10%	614	28%
11–25%	145	7%
26–50%	95	4%
More than 50%	124	6%
No response/ambiguous response	68	3%
<b>c. To discuss their child's learning progress</b>		
0%	21	1%
1–10%	251	11%
11–25%	541	24%
26–50%	678	30%
More than 50%	680	31%
No response/ambiguous response	52	2%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. To discuss their child's behaviour</b>		
0%	231	10%
1–10%	1 000	45%
11–25%	519	23%
26–50%	258	12%
More than 50%	157	7%
No response/ambiguous response	58	3%
<b>e. To provide suggestions about how to support learning at home</b>		
0%	87	4%
1–10%	615	28%
11–25%	654	29%
26–50%	461	21%
More than 50%	343	15%
No response/ambiguous response	63	3%
<b>f. For other reasons</b>		
0%	396	18%
1–10%	568	26%
11–25%	165	7%
26–50%	112	5%
More than 50%	172	8%
No response/ambiguous response	810	36%

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>13. Including this year, for how many years have you been teaching?</b>		
<b>a. In total</b>		
2 years or less	103	5%
3–5 years	214	10%
6–10 years	427	19%
11 years or more	1 433	64%
No response/ambiguous response	46	2%
<b>b. Mathematics at the secondary level</b>		
2 years or less	229	10%
3–5 years	281	13%
6–10 years	425	19%
11 years or more	1 235	56%
No response/ambiguous response	53	2%
<b>c. Grade 9 mathematics</b>		
2 years or less	412	19%
3–5 years	398	18%
6–10 years	445	20%
11 years or more	918	41%
No response/ambiguous response	50	2%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>14. What best describes your area of study during your post-secondary education?‡</b>		
Mathematics major or specialist	807	36%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	796	36%
Other major with a mathematics minor	289	13%
Other major with a mathematics-related minor	102	5%
Area of study unrelated to mathematics	180	8%
No response/ambiguous response	49	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.

‡ Respondents were asked to select only one option.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%
<b>15. Which of the following courses have you completed or are you presently enrolled in?†</b>		
Intermediate Additional Basic Qualifications in Mathematics	854	38%
Senior Additional Basic Qualifications in Mathematics	835	38%
Honour Specialist Additional Qualifications in Mathematics	590	27%
Additional Qualifications in Integration of Information and Computer Technology in Instruction	146	7%
Additional Qualifications in English as a Second Language	206	9%
Additional Qualifications in Special Education	674	30%
None of the above	395	18%

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

† Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?</b>		
<b>a. Mathematics pedagogy or instruction</b>		
Yes	1 868	84%
No	295	13%
No response/ambiguous response	60	3%
<b>b. Integration of information and computer technology into mathematics instruction</b>		
Yes	1 454	65%
No	684	31%
No response/ambiguous response	85	4%
<b>c. Developing students' critical thinking or problem-solving skills in mathematics</b>		
Yes	1 652	74%
No	494	22%
No response/ambiguous response	77	3%
<b>d. Instructional strategies for differentiated instruction (in any subject)</b>		
Yes	1 619	73%
No	512	23%
No response/ambiguous response	92	4%
<b>e. Teaching students with special needs</b>		
Yes	951	43%
No	1 147	52%
No response/ambiguous response	125	6%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>17a. Do you count some or all components of the Grade 9 Assessment of Mathematics as part of your students' class marks?</b>		
Yes	2 156	97%
No	33	1%
No response/ambiguous response	34	2%

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>17b. If yes, for how much do they count?‡</b>		
1–5%	494	23%
6–10%	1 065	49%
11–15%	355	16%
16–20%	100	5%
21–25%	14	1%
26–30%	64	3%
Other	27	1%
No response/ambiguous response	37	2%
<b>18. Before writing the Grade 9 Assessment of Mathematics, were students informed about the weight it would be given in the calculation of their class mark (e.g., 5%, 10%)?‡</b>		
Yes	2 133	99%
No	21	1%
No response/ambiguous response	2	<1%
<b>19. In your opinion, does counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivate students to take the assessment more seriously?‡</b>		
Yes	1 972	91%
No	57	3%
Undecided	123	6%
No response/ambiguous response	4	<1%

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

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%
<b>20. Who decides if some or all components of the Grade 9 Assessment of Mathematics count as part of your students' class marks?<sup>†‡</sup></b>		
School-board staff	566	26%
Mathematics department	1 417	66%
School principal or vice-principal	379	18%
Individual Grade 9 mathematics teachers	239	11%
Grade 9 mathematics teachers as a group	699	32%
Don't know	143	7%
Other	10	<1%
<b>21. Who decides which questions count as part of your students' class marks?<sup>†‡</sup></b>		
School-board staff	156	7%
Mathematics department	1 126	52%
School principal or vice-principal	131	6%
Individual Grade 9 mathematics teachers	429	20%
Grade 9 mathematics teachers as a group	899	42%
Don't know	99	5%
Other	6	<1%

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

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

‡ Respondents were able to select all options that applied.

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>22. Which types of questions count as part of your students' class marks?‡</b>		
<b>a. Open-response questions</b>		
All questions	894	41%
Some questions	766	36%
No questions	378	18%
No response/ambiguous response	118	5%
<b>b. Multiple-choice questions</b>		
All questions	1 859	86%
Some questions	236	11%
No questions	26	1%
No response/ambiguous response	35	2%

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

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
<b>23. Which strands count as part of your students' class marks?‡</b>		
<b>a. Number Sense and Algebra</b>		
All questions	430	33%
Some questions	706	55%
No questions	5	<1%
No response/ambiguous response	151	12%
<b>b. Linear Relations</b>		
All questions	412	32%
Some questions	733	57%
No questions	1	<1%
No response/ambiguous response	146	11%
<b>c. Measurement and Geometry</b>		
All questions	411	32%
Some questions	734	57%
No questions	0	0%
No response/ambiguous response	147	11%
<b>d. Analytic Geometry (academic only)</b>		
All questions	416	32%
Some questions	725	56%
No questions	1	<1%
No response/ambiguous response	150	12%

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

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

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

# Grade 9 Assessment of Mathematics, 2018–2019

## Teacher Questionnaire: Academic Course

### Other

<i>Number of Respondents</i>	Province*	
	#	%†
<b>24. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?</b>		
Yes	1 913	86%
No	192	9%
No response/ambiguous response	118	5%
<b>25. I would prefer to answer this questionnaire online (through the Internet).</b>		
Strongly disagree <b>or</b> disagree	544	24%
Neither agree nor disagree	625	28%
Agree <b>or</b> strongly agree	973	44%
No response/ambiguous response	81	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.