

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	65	5%
Neither agree nor disagree	237	17%
Agree or strongly agree	1 060	77%
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	213	15%
Neither agree nor disagree	303	22%
Agree or strongly agree	846	61%
No response/ambiguous response	16	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.

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Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
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	91	7%
Neither agree nor disagree	258	19%
Agree or strongly agree	1 022	74%
No response/ambiguous response	7	1%
b. Teachers take pride in this school.		
Strongly disagree or disagree	37	3%
Neither agree nor disagree	156	11%
Agree or strongly agree	1 177	85%
No response/ambiguous response	8	1%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	151	11%
Neither agree nor disagree	347	25%
Agree or strongly agree	867	63%
No response/ambiguous response	13	1%
d. Students at this school respect one another.		
Strongly disagree or disagree	70	5%
Neither agree nor disagree	265	19%
Agree or strongly agree	1 032	75%
No response/ambiguous response	11	1%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	40	3%
Neither agree nor disagree	208	15%
Agree or strongly agree	1 119	81%
No response/ambiguous response	11	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	38	3%
Neither agree nor disagree	137	10%
Agree or strongly agree	1 193	87%
No response/ambiguous response	10	1%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	114	8%
Neither agree nor disagree	224	16%
Agree or strongly agree	1 027	75%
No response/ambiguous response	13	1%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	26	2%
Neither agree nor disagree	160	12%
Agree or strongly agree	1 174	85%
No response/ambiguous response	18	1%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	71	5%
Neither agree nor disagree	302	22%
Agree or strongly agree	992	72%
No response/ambiguous response	13	1%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	35	3%
Neither agree nor disagree	111	8%
Agree or strongly agree	1 223	89%
No response/ambiguous response	9	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

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

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Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
5a. For which mathematics course are you answering questions 5 to 12? Fill in only one circle.		
Grade 9 applied	1 378	100%
Grade 9 academic	0	0%
No response/ambiguous response	0	0%
5b. This course is offered over		
a semester.	1 274	92%
a year.	84	6%
No response/ambiguous response	20	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
6. How have you used the EQAO sample student assessments and scoring guides this year? Fill in all that apply.		
<u>Independently</u>		
a. To show samples of student responses to students	1 032	75%
b. To help students understand how questions and tasks relate to curriculum expectations	989	72%
c. To communicate with parents and guardians about curriculum expectations	424	31%
d. As a model for designing assessments	981	71%
e. To inform classroom instruction	1 058	77%
f. In ways other than those listed above	433	31%
g. Did not use	70	5%
<u>With a school team</u>		
h. As a model for designing assessments	518	38%
i. To inform classroom instruction	503	37%
j. In ways other than those listed above	193	14%
k. Did not use	35	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
7. How have you used EQAO data (demographic data, assessment and questionnaire results) this year? Fill in all that apply.		
<u>Independently</u>		
a. To identify how well students are meeting curriculum expectations	521	38%
b. To communicate with parents and guardians about student achievement	270	20%
c. To learn more about students at the school (e.g., attitudes, activities outside school)	378	27%
d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	592	43%
e. To inform planning of your Grade 9 mathematics instructional programs	650	47%
f. To guide school improvement initiatives for mathematics	394	29%
g. In ways other than those listed above	153	11%
h. Did not use	192	14%
<u>With a school team</u>		
i. To identify how well students are meeting curriculum expectations	781	57%
j. To communicate with parents and guardians about student achievement	245	18%
k. To learn more about students at the school (e.g., attitudes, activities outside school)	483	35%
l. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	815	59%
m. To inform planning of your Grade 9 mathematics instructional programs	700	51%
n. To guide school improvement initiatives for mathematics	757	55%
o. In ways other than those listed above	132	10%
p. Did not use	59	4%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
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	3	<1%
Seldom	11	1%
Sometimes	84	6%
Frequently	1 264	92%
No response/ambiguous response	16	1%
b. Graphing calculator		
Never	605	44%
Seldom	399	29%
Sometimes	230	17%
Frequently	112	8%
No response/ambiguous response	32	2%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Never	287	21%
Seldom	479	35%
Sometimes	454	33%
Frequently	139	10%
No response/ambiguous response	19	1%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Never	205	15%
Seldom	414	30%
Sometimes	517	38%
Frequently	227	16%
No response/ambiguous response	15	1%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Never	128	9%
Seldom	381	28%
Sometimes	603	44%
Frequently	250	18%
No response/ambiguous response	16	1%
f. Measuring device (e.g., ruler, metre stick, protractor)		
Never	17	1%
Seldom	182	13%
Sometimes	652	47%
Frequently	513	37%
No response/ambiguous response	14	1%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Never	82	6%
Seldom	82	6%
Sometimes	189	14%
Frequently	1 011	73%
No response/ambiguous response	14	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
8. II. How accessible were each of the following for use in class this past semester or year?		
a. Calculator		
Not accessible	6	<1%
Difficult to access	60	4%
Easy to access	1 234	90%
No response/ambiguous response	78	6%
b. Graphing calculator		
Not accessible	97	7%
Difficult to access	237	17%
Easy to access	924	67%
No response/ambiguous response	120	9%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Not accessible	43	3%
Difficult to access	335	24%
Easy to access	902	65%
No response/ambiguous response	98	7%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not accessible	17	1%
Difficult to access	176	13%
Easy to access	1 091	79%
No response/ambiguous response	94	7%
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Not accessible	27	2%
Difficult to access	132	10%
Easy to access	1 127	82%
No response/ambiguous response	92	7%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
f. Measuring device (e.g., ruler, metre stick, protractor)		
Not accessible	4	<1%
Difficult to access	40	3%
Easy to access	1 254	91%
No response/ambiguous response	80	6%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Not accessible	38	3%
Difficult to access	75	5%
Easy to access	1 182	86%
No response/ambiguous response	83	6%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
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	9	1%
Seldom	62	4%
Sometimes	482	35%
Frequently	804	58%
No response/ambiguous response	21	2%
b. Solve open-ended problems		
Never	19	1%
Seldom	136	10%
Sometimes	634	46%
Frequently	567	41%
No response/ambiguous response	22	2%
c. Work collaboratively to solve problems		
Never	12	1%
Seldom	68	5%
Sometimes	471	34%
Frequently	804	58%
No response/ambiguous response	23	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
d. Discuss mathematical ideas and relationships		
Never	9	1%
Seldom	61	4%
Sometimes	451	33%
Frequently	833	60%
No response/ambiguous response	24	2%
e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process)		
Never	27	2%
Seldom	232	17%
Sometimes	690	50%
Frequently	408	30%
No response/ambiguous response	21	2%
f. Explain the reasoning behind their answers		
Never	3	<1%
Seldom	20	1%
Sometimes	298	22%
Frequently	1 032	75%
No response/ambiguous response	25	2%
g. Write solutions using mathematical language and symbols		
Never	4	<1%
Seldom	11	1%
Sometimes	185	13%
Frequently	1 154	84%
No response/ambiguous response	24	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
10a. How often did you assign homework in your mathematics course this past semester or year?		
Never	123	9%
Occasionally	489	35%
Most classes	449	33%
Every class	292	21%
No response/ambiguous response	25	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	975	79%
Between 31 and 45 minutes	221	18%
More than 45 minutes	17	1%
No response/ambiguous response	17	1%

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

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

‡ 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: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
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%	373	27%
11–25%	506	37%
26–50%	353	26%
More than 50%	105	8%
No response/ambiguous response	41	3%
b. Meetings requested by you or the parents or guardians		
0–10%	841	61%
11–25%	327	24%
26–50%	120	9%
More than 50%	42	3%
No response/ambiguous response	48	3%
c. Telephone		
0–10%	376	27%
11–25%	487	35%
26–50%	292	21%
More than 50%	185	13%
No response/ambiguous response	38	3%
d. E-mail or Web site (class or school)		
0–10%	482	35%
11–25%	326	24%
26–50%	234	17%
More than 50%	283	21%
No response/ambiguous response	53	4%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Other means		
0–10%	547	40%
11–25%	57	4%
26–50%	36	3%
More than 50%	62	4%
No response/ambiguous response	676	49%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
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 <i>The Ontario Curriculum</i>		
0%	796	58%
1–10%	353	26%
11–25%	79	6%
26–50%	57	4%
More than 50%	51	4%
No response/ambiguous response	42	3%
b. To discuss the link between EQAO assessments and instructional or assessment strategies		
0%	730	53%
1–10%	370	27%
11–25%	97	7%
26–50%	72	5%
More than 50%	61	4%
No response/ambiguous response	48	3%
c. To discuss their child's learning progress		
0%	13	1%
1–10%	200	15%
11–25%	370	27%
26–50%	362	26%
More than 50%	391	28%
No response/ambiguous response	42	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
d. To discuss their child's behaviour		
0%	99	7%
1–10%	503	37%
11–25%	341	25%
26–50%	257	19%
More than 50%	138	10%
No response/ambiguous response	40	3%
e. To provide suggestions about how to support learning at home		
0%	81	6%
1–10%	388	28%
11–25%	376	27%
26–50%	280	20%
More than 50%	211	15%
No response/ambiguous response	42	3%
f. For other reasons		
0%	246	18%
1–10%	298	22%
11–25%	101	7%
26–50%	76	6%
More than 50%	91	7%
No response/ambiguous response	566	41%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
13. What is your gender?		
Female	766	56%
Male	543	39%
No response/ambiguous response	69	5%
14. Including this year, for how many years have you been teaching?		
a. In total		
2 years or less	35	3%
3–5 years	106	8%
6–10 years	323	23%
11 years or more	880	64%
No response/ambiguous response	34	2%
b. Mathematics at the secondary level		
2 years or less	127	9%
3–5 years	185	13%
6–10 years	328	24%
11 years or more	698	51%
No response/ambiguous response	40	3%
c. Grade 9 mathematics		
2 years or less	246	18%
3–5 years	224	16%
6–10 years	347	25%
11 years or more	524	38%
No response/ambiguous response	37	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
15. What best describes your area of study during your post-secondary education? Fill in only one circle.		
Mathematics major or specialist	508	37%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	453	33%
Other major with a mathematics minor	148	11%
Other major with a mathematics-related minor	71	5%
Area of study unrelated to mathematics	160	12%
No response/ambiguous response	38	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%
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	475	34%
Senior Additional Basic Qualifications in Mathematics	482	35%
Honour Specialist Additional Qualifications in Mathematics	389	28%
Additional Qualifications in Integration of Information and Computer Technology in Instruction (Part I or II or Specialist)	78	6%
Additional Qualifications in English as a Second Language (Part I or II or Specialist)	110	8%
Additional Qualifications in Special Education (Part I or II or Specialist)	448	33%
None of the above	233	17%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
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	1 210	88%
No	137	10%
No response/ambiguous response	31	2%
b. Integration of information and computer technology into mathematics instruction		
Yes	973	71%
No	359	26%
No response/ambiguous response	46	3%
c. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	1 102	80%
No	234	17%
No response/ambiguous response	42	3%
d. Instructional strategies for differentiated instruction (in any subject)		
Yes	1 106	80%
No	228	17%
No response/ambiguous response	44	3%
e. Teaching students with special needs		
Yes	688	50%
No	612	44%
No response/ambiguous response	78	6%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
18a. Do you count some or all components of the Grade 9 Assessment of Mathematics as part of your students' class marks?		
Yes	1 306	95%
No	50	4%
No response/ambiguous response	22	2%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
18b. If yes, for how much do they count?‡		
1–5%	325	25%
6–10%	609	47%
11–15%	243	19%
16–20%	41	3%
21–25%	10	1%
26–30%	31	2%
Other	25	2%
No response/ambiguous response	22	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	1 282	98%
No	19	1%
No response/ambiguous response	5	<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	1 141	87%
No	61	5%
Undecided	99	8%
No response/ambiguous response	5	<1%

* Numbers and percentages for this section apply to Questions 18b-23.

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‡ 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: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%
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	344	26%
Mathematics department	892	68%
School principal or vice-principal	250	19%
Individual Grade 9 mathematics teachers	215	16%
Grade 9 mathematics teachers as a group	433	33%
Don't know	53	4%
Other	8	1%
22. Who decides which questions count as part of your students' class marks? Fill in all circles that apply.‡		
School-board staff	91	7%
Mathematics department	636	49%
School principal or vice-principal	87	7%
Individual Grade 9 mathematics teachers	399	31%
Grade 9 mathematics teachers as a group	521	40%
Don't know	31	2%
Other	3	<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: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
23. Which types of questions count as part of your students' class marks?‡		
a. Open-response questions		
All questions	524	40%
Some questions	487	37%
No questions	232	18%
No response/ambiguous response	63	5%
b. Multiple-choice questions		
All questions	1 045	80%
Some questions	221	17%
No questions	18	1%
No response/ambiguous response	22	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: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
	808	
24. Which strands count as part of your students' class marks?‡		
a. Number Sense and Algebra		
b. Linear Relations		
All questions	249	31%
No questions	2	<1%
c. Measurement and Geometry		
All questions	243	30%
No questions	3	<1%
d. Analytic Geometry (academic only)		
This question is not applicable to the applied course.		

* 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: Applied Course

Other

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
25. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?		
Yes	1 164	84%
No	122	9%
No response/ambiguous response	92	7%
26. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	346	25%
Neither agree nor disagree	414	30%
Agree or strongly agree	565	41%
No response/ambiguous response	53	4%

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