

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Provincial Results

**Response rate for the Province:** 6 862 out of 9 224 (74%)

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>1. How often did you meet with other staff members at your school for the following reasons this year? Consider both formal and informal meetings.</b>		
<b>a. To discuss general school issues</b>		
Never or hardly ever	70	1%
A few times	710	10%
Once a month	2 625	38%
Once every 2 weeks	791	12%
At least once a week	2 581	38%
No response/ambiguous response	85	1%
<b>b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes</b>		
Never or hardly ever	495	7%
A few times	3 774	55%
Once a month	1 667	24%
Once every 2 weeks	469	7%
At least once a week	356	5%
No response/ambiguous response	101	1%
<b>c. To track student progress</b>		
Never or hardly ever	562	8%
A few times	2 980	43%
Once a month	1 661	24%
Once every 2 weeks	772	11%
At least once a week	759	11%
No response/ambiguous response	128	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.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)</b>		
Never or hardly ever	298	4%
A few times	3 058	45%
Once a month	2 934	43%
Once every 2 weeks	366	5%
At least once a week	99	1%
No response/ambiguous response	107	2%
<b>e. To reflect on the delivery of the language curriculum (e.g., to plan lessons, discuss instructional strategies and materials)</b>		
Never or hardly ever	1 137	17%
A few times	2 534	37%
Once a month	1 158	17%
Once every 2 weeks	797	12%
At least once a week	1 135	17%
No response/ambiguous response	101	1%
<b>f. To coordinate language instruction among teachers</b>		
Never or hardly ever	1 704	25%
A few times	2 321	34%
Once a month	981	14%
Once every 2 weeks	728	11%
At least once a week	1 022	15%
No response/ambiguous response	106	2%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, to discuss instructional strategies and materials)</b>		
Never or hardly ever	405	6%
A few times	2 173	32%
Once a month	1 781	26%
Once every 2 weeks	982	14%
At least once a week	1 413	21%
No response/ambiguous response	108	2%
<b>h. To coordinate mathematics instruction among teachers</b>		
Never or hardly ever	888	13%
A few times	2 312	34%
Once a month	1 486	22%
Once every 2 weeks	851	12%
At least once a week	1 219	18%
No response/ambiguous response	106	2%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	<b>6 862</b>	
<b>2. To what extent do you agree or disagree with the following statements about your school's improvement goals in literacy and in mathematics this year?</b>		
<b><u>For reading:</u></b>		
<b>a. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	696	10%
Neither agree nor disagree	1 051	15%
Agree or strongly agree	4 900	71%
No response/ambiguous response	215	3%
<b>b. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	725	11%
Neither agree nor disagree	1 117	16%
Agree or strongly agree	4 781	70%
No response/ambiguous response	239	3%
<b>c. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	597	9%
Neither agree nor disagree	1 353	20%
Agree or strongly agree	4 667	68%
No response/ambiguous response	245	4%
<b>d. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	917	13%
Neither agree nor disagree	1 467	21%
Agree or strongly agree	4 232	62%
No response/ambiguous response	246	4%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	485	7%
Neither agree nor disagree	1 671	24%
Agree or strongly agree	4 452	65%
No response/ambiguous response	254	4%
<b>f. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	917	13%
Neither agree nor disagree	1 679	24%
Agree or strongly agree	3 986	58%
No response/ambiguous response	280	4%
<b>For writing:</b>		
<b>g. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	765	11%
Neither agree nor disagree	1 207	18%
Agree or strongly agree	4 666	68%
No response/ambiguous response	224	3%
<b>h. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	782	11%
Neither agree nor disagree	1 266	18%
Agree or strongly agree	4 569	67%
No response/ambiguous response	245	4%
<b>i. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	664	10%
Neither agree nor disagree	1 459	21%
Agree or strongly agree	4 488	65%
No response/ambiguous response	251	4%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>j. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	1 028	15%
Neither agree nor disagree	1 687	25%
Agree or strongly agree	3 897	57%
No response/ambiguous response	250	4%
<b>k. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	552	8%
Neither agree nor disagree	1 870	27%
Agree or strongly agree	4 170	61%
No response/ambiguous response	270	4%
<b>l. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	936	14%
Neither agree nor disagree	1 767	26%
Agree or strongly agree	3 875	56%
No response/ambiguous response	284	4%
<b>For mathematics:</b>		
<b>m. The school's improvement goals for student achievement have been communicated to me.</b>		
Strongly disagree or disagree	233	3%
Neither agree nor disagree	449	7%
Agree or strongly agree	5 935	86%
No response/ambiguous response	245	4%
<b>n. The school's improvement goals were clear to me.</b>		
Strongly disagree or disagree	282	4%
Neither agree nor disagree	542	8%
Agree or strongly agree	5 800	85%
No response/ambiguous response	238	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>o. I had the support of other staff members at the school to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	328	5%
Neither agree nor disagree	828	12%
Agree or strongly agree	5 467	80%
No response/ambiguous response	239	3%
<b>p. The school provided me with materials to help me work toward the improvement goals.</b>		
Strongly disagree or disagree	441	6%
Neither agree nor disagree	865	13%
Agree or strongly agree	5 309	77%
No response/ambiguous response	247	4%
<b>q. The school has taken steps to meet its improvement goals.</b>		
Strongly disagree or disagree	169	2%
Neither agree nor disagree	752	11%
Agree or strongly agree	5 690	83%
No response/ambiguous response	251	4%
<b>r. I had the opportunity to participate in decisions about the school's improvement goals.</b>		
Strongly disagree or disagree	630	9%
Neither agree nor disagree	1 128	16%
Agree or strongly agree	4 834	70%
No response/ambiguous response	270	4%

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## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>3. To what extent do you agree or disagree with the following statements about your school?</b>		
<b>a. Students take pride in this school.</b>		
Strongly disagree or disagree	371	5%
Neither agree nor disagree	849	12%
Agree or strongly agree	5 478	80%
No response/ambiguous response	164	2%
<b>b. Teachers take pride in this school.</b>		
Strongly disagree or disagree	219	3%
Neither agree nor disagree	691	10%
Agree or strongly agree	5 789	84%
No response/ambiguous response	163	2%
<b>c. There is strong school spirit in this school.</b>		
Strongly disagree or disagree	616	9%
Neither agree nor disagree	1 252	18%
Agree or strongly agree	4 817	70%
No response/ambiguous response	177	3%
<b>d. Students at this school respect one another.</b>		
Strongly disagree or disagree	690	10%
Neither agree nor disagree	1 322	19%
Agree or strongly agree	4 681	68%
No response/ambiguous response	169	2%
<b>e. There is co-operation at this school among students.</b>		
Strongly disagree or disagree	371	5%
Neither agree nor disagree	1 036	15%
Agree or strongly agree	5 275	77%
No response/ambiguous response	180	3%

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## Teacher Questionnaire–Grade 3

### Your School

<i>Number of Respondents</i>	Province*	
	#	%†
<b>f. There is co-operation at this school among teachers.</b>		
Strongly disagree or disagree	270	4%
Neither agree nor disagree	678	10%
Agree or strongly agree	5 744	84%
No response/ambiguous response	170	2%
<b>g. There is co-operation at this school among all staff members.</b>		
Strongly disagree or disagree	663	10%
Neither agree nor disagree	1 093	16%
Agree or strongly agree	4 915	72%
No response/ambiguous response	191	3%
<b>h. There is co-operation at this school between students and teachers.</b>		
Strongly disagree or disagree	214	3%
Neither agree nor disagree	778	11%
Agree or strongly agree	5 685	83%
No response/ambiguous response	185	3%
<b>i. There is co-operation at this school between teachers and parents or guardians.</b>		
Strongly disagree or disagree	319	5%
Neither agree nor disagree	1 151	17%
Agree or strongly agree	5 234	76%
No response/ambiguous response	158	2%
<b>j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.</b>		
Strongly disagree or disagree	136	2%
Neither agree nor disagree	464	7%
Agree or strongly agree	6 099	89%
No response/ambiguous response	163	2%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>5. How have you used the EQAO sample student assessments and scoring guides this year? Fill in all that apply.</b>		
<b><u>Independently</u></b>		
a. To show samples of student responses to students	5 892	86%
b. To help students understand how questions and tasks relate to curriculum expectations	5 323	78%
c. To communicate with parents and guardians about curriculum expectations	3 798	55%
d. As a model for designing assessments	4 523	66%
e. To inform classroom instruction	5 044	74%
f. In ways other than those listed above	2 235	33%
g. Did not use	318	5%
<b><u>With a school team</u></b>		
h. As a model for designing assessments	1 915	28%
i. To inform classroom instruction	2 004	29%
j. In ways other than those listed above	866	13%
k. Did not use	291	4%

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## Teacher Questionnaire–Grade 3

### Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
<b>6. How have you used EQAO data (demographic data, assessment and questionnaire results) this year? Fill in all that apply.</b>		
<b><u>Independently</u></b>		
a. To identify how well students are meeting curriculum expectations	2 060	30%
b. To communicate with parents and guardians about student achievement	1 574	23%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 512	22%
d. To identify areas of strength and areas for improvement in elementary programs	2 128	31%
e. To inform planning of elementary programs	2 019	29%
f. To guide school improvement initiatives	1 068	16%
g. To support change in teaching practices	2 392	35%
h. In ways other than those listed above	716	10%
i. Did not use	776	11%
<b><u>With a school team</u></b>		
j. To identify how well students are meeting curriculum expectations	4 082	59%
k. To communicate with parents and guardians about student achievement	1 651	24%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	2 643	39%
m. To identify areas of strength and areas for improvement in elementary programs	4 169	61%
n. To inform planning of elementary programs	3 247	47%
o. To guide school improvement initiatives	4 321	63%
p. To support change in teaching practices	3 042	44%
q. In ways other than those listed above	639	9%
r. Did not use	348	5%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>7. How often did you ask that your students use the following resources during language-related activities (reading and writing) this year? "Your students" means the majority of students in your class.</b>		
<b>a. Computer software (e.g., for word processing, to do research)</b>		
Not available	90	1%
Never	206	3%
Occasionally	2 119	31%
Sometimes	2 064	30%
Frequently	2 215	32%
No response/ambiguous response	168	2%
<b>b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)</b>		
Not available	11	<1%
Never	113	2%
Occasionally	597	9%
Sometimes	1 373	20%
Frequently	4 597	67%
No response/ambiguous response	171	2%
<b>c. Internet (e.g., to access information)</b>		
Not available	40	1%
Never	183	3%
Occasionally	1 765	26%
Sometimes	2 484	36%
Frequently	2 212	32%
No response/ambiguous response	178	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>8. How often did you use the following resources for language instruction (reading and writing) this year?</b>		
<b>a. Computer software (e.g., for word processing, to do research)</b>		
Not available	65	1%
Never	229	3%
Occasionally	1 495	22%
Sometimes	1 969	29%
Frequently	2 925	43%
No response/ambiguous response	179	3%
<b>b. Library or resource-centre language materials (e.g., print and audiovisual)</b>		
Not available	61	1%
Never	250	4%
Occasionally	1 364	20%
Sometimes	2 346	34%
Frequently	2 633	38%
No response/ambiguous response	208	3%
<b>c. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Not available	120	2%
Never	165	2%
Occasionally	589	9%
Sometimes	1 155	17%
Frequently	4 642	68%
No response/ambiguous response	191	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Language instruction materials that you or other teachers at your school developed</b>		
Not available	204	3%
Never	408	6%
Occasionally	1 201	18%
Sometimes	1 710	25%
Frequently	3 130	46%
No response/ambiguous response	209	3%
<b>e. Language instruction materials that your board or other boards developed</b>		
Not available	236	3%
Never	759	11%
Occasionally	2 128	31%
Sometimes	2 216	32%
Frequently	1 300	19%
No response/ambiguous response	223	3%
<b>f. Language instruction materials that the Ministry of Education developed</b>		
Not available	121	2%
Never	641	9%
Occasionally	2 169	32%
Sometimes	2 331	34%
Frequently	1 365	20%
No response/ambiguous response	235	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Commercial language instruction materials</b>		
Not available	63	1%
Never	330	5%
Occasionally	1 738	25%
Sometimes	2 528	37%
Frequently	1 975	29%
No response/ambiguous response	228	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>9. How often did you ask that your students use the following resources during mathematics-related activities this year? “Your students” means the majority of students in your class.</b>		
<b>a. Calculators</b>		
Not available	98	1%
Never	1 095	16%
Occasionally	2 940	43%
Sometimes	1 892	28%
Frequently	610	9%
No response/ambiguous response	227	3%
<b>b. Concrete manipulatives (e.g., cubes, tiles)</b>		
Not available	14	<1%
Never	14	<1%
Occasionally	121	2%
Sometimes	693	10%
Frequently	5 789	84%
No response/ambiguous response	231	3%
<b>c. Computer software (e.g., interactive mathematics games, graphing software)</b>		
Not available	78	1%
Never	326	5%
Occasionally	1 321	19%
Sometimes	2 443	36%
Frequently	2 459	36%
No response/ambiguous response	235	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. The Internet (e.g., to access statistics or other sources of mathematical information)</b>		
Not available	75	1%
Never	1 559	23%
Occasionally	2 143	31%
Sometimes	1 759	26%
Frequently	1 084	16%
No response/ambiguous response	242	4%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>10. How often did you use the following resources for mathematics instruction this year?</b>		
<b>a. Computer software (e.g., interactive mathematics games, graphing software)</b>		
Not available	64	1%
Never	456	7%
Occasionally	1 545	23%
Sometimes	2 196	32%
Frequently	2 376	35%
No response/ambiguous response	225	3%
<b>b. Library or resource-centre mathematics materials (e.g., print and audiovisual)</b>		
Not available	187	3%
Never	1 274	19%
Occasionally	2 228	32%
Sometimes	1 933	28%
Frequently	982	14%
No response/ambiguous response	258	4%
<b>c. Presentation technology (e.g., interactive white board, LCD projector)</b>		
Not available	141	2%
Never	279	4%
Occasionally	705	10%
Sometimes	1 185	17%
Frequently	4 319	63%
No response/ambiguous response	233	3%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Mathematics instruction materials that you or other teachers at your school developed</b>		
Not available	141	2%
Never	341	5%
Occasionally	1 063	15%
Sometimes	1 869	27%
Frequently	3 197	47%
No response/ambiguous response	251	4%
<b>e. Mathematics instruction materials that your board or other boards developed</b>		
Not available	173	3%
Never	678	10%
Occasionally	1 782	26%
Sometimes	2 375	35%
Frequently	1 593	23%
No response/ambiguous response	261	4%
<b>f. Mathematics instruction materials that the Ministry of Education developed</b>		
Not available	92	1%
Never	509	7%
Occasionally	1 839	27%
Sometimes	2 427	35%
Frequently	1 734	25%
No response/ambiguous response	261	4%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Commercial mathematics instruction materials</b>		
Not available	58	1%
Never	254	4%
Occasionally	1 429	21%
Sometimes	2 445	36%
Frequently	2 413	35%
No response/ambiguous response	263	4%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>11a. How often do you integrate mathematics with other areas of the curriculum?</b>		
N/A	46	1%
Never	72	1%
Occasionally	1 946	28%
Sometimes	2 884	42%
Frequently	1 713	25%
No response/ambiguous response	201	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.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%
<b>b. Which of the following instructional approaches make up your comprehensive mathematics program? Fill in all that apply.</b>		
i. Collaborative problem solving	6 286	92%
ii. Collaborative inquiry	4 352	63%
iii. Differentiated instruction	6 369	93%
iv. Direct instruction	6 378	93%
v. Guided mathematics instruction	5 790	84%
vi. Independent practice	6 432	94%
vii. Mental mathematics	5 854	85%
viii. Open-ended problem solving	5 947	87%
ix. Practice of procedures and computations	5 571	81%
x. Other	1 033	15%

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

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire—Grade 3

### Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
<b>c. When do you usually have your mathematics lesson? Fill in only one circle.</b>		
In the morning	3 436	50%
In the afternoon	1 583	23%
At midday (for schools with a balanced-day schedule)	1 082	16%
As often in the morning as in the afternoon	499	7%
No response/ambiguous response	262	4%
<b>d. In a typical day, how much protected classroom time do your students spend on mathematics? Fill in only one circle.</b>		
Less than 40 minutes	95	1%
40–59 minutes	1 663	24%
60–79 minutes	4 122	60%
More than 80 minutes	748	11%
No response/ambiguous response	234	3%
<b>e. In a typical day, how many blocks of protected time do your students spend on mathematics? Fill in only one circle.</b>		
One continuous block of time (e.g., one 60-minute block; one 40-minute block)	5 013	73%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	1 527	22%
No response/ambiguous response	322	5%
<b>f. In a typical week, how much protected time do your students spend on mathematics? Fill in only one circle.</b>		
100 to 199 minutes per week	194	3%
200 to 299 minutes per week	1 180	17%
300 to 399 minutes per week	4 064	59%
400 or more	1 078	16%
No response/ambiguous response	346	5%

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

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

Note: N/D “No data available” is used to indicate that there were no teachers in that group.



# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>12. How often did you share the following with the majority of the parents and guardians of your students this year?</b>		
<b>a. The links between EQAO assessments and <i>The Ontario Curriculum</i></b>		
Never	2 355	34%
Once	2 274	33%
2–3 times	1 845	27%
No response/ambiguous response	388	6%
<b>b. The links between EQAO results and instructional and/or assessment practices</b>		
Never	2 749	40%
Once	2 184	32%
2–3 times	1 466	21%
No response/ambiguous response	463	7%
<b>c. Instructional strategies for their child</b>		
Never	283	4%
Once	626	9%
2–3 times	3 036	44%
About once a month	1 775	26%
About once every 2 weeks	431	6%
At least once a week	361	5%
No response/ambiguous response	350	5%

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

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

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Suggestions for what to do at home to support learning</b>		
Never	94	1%
Once	341	5%
2–3 times	2 421	35%
About once a month	2 379	35%
About once every 2 weeks	630	9%
At least once a week	723	11%
No response/ambiguous response	274	4%
<b>e. Suggestions for resources to use at home to support learning</b>		
Never	165	2%
Once	494	7%
2–3 times	2 708	39%
About once a month	2 166	32%
About once every 2 weeks	550	8%
At least once a week	504	7%
No response/ambiguous response	275	4%
<b>f. Information about their child’s progress</b>		
Never	55	1%
Once	91	1%
2–3 times	2 134	31%
About once a month	2 502	36%
About once every 2 weeks	1 234	18%
At least once a week	562	8%
No response/ambiguous response	284	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.

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>13. How often did you use the following to communicate with the majority of the parents and guardians of your students regarding their child’s learning this year?</b>		
<b>a. Meetings</b>		
Never	84	1%
Once	1 471	21%
2–3 times	4 441	65%
About once a month	481	7%
About once every 2 weeks	64	1%
At least once a week	41	1%
No response/ambiguous response	280	4%
<b>b. Phone conversations</b>		
Never	347	5%
Once	987	14%
2–3 times	3 651	53%
About once a month	1 172	17%
About once every 2 weeks	259	4%
At least once a week	102	1%
No response/ambiguous response	344	5%
<b>c. Student agenda or home-school journal</b>		
Never	352	5%
Once	94	1%
2–3 times	605	9%
About once a month	774	11%
About once every 2 weeks	588	9%
At least once a week	4 102	60%
No response/ambiguous response	347	5%

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>d. Student-led conferences</b>		
Never	3 195	47%
Once	1 559	23%
2–3 times	944	14%
About once a month	380	6%
About once every 2 weeks	215	3%
At least once a week	209	3%
No response/ambiguous response	360	5%
<b>e. Student portfolio</b>		
Never	2 237	33%
Once	1 326	19%
2–3 times	1 515	22%
About once a month	790	12%
About once every 2 weeks	312	5%
At least once a week	259	4%
No response/ambiguous response	423	6%
<b>f. Class newsletter or information package</b>		
Never	926	13%
Once	708	10%
2–3 times	1 292	19%
About once a month	3 012	44%
About once every 2 weeks	185	3%
At least once a week	417	6%
No response/ambiguous response	322	5%

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Electronic tools (e.g., e-mail, blog, class Web site or Web page)</b>		
Never	2 234	33%
Once	198	3%
2–3 times	595	9%
About once a month	936	14%
About once every 2 weeks	650	9%
At least once a week	1 940	28%
No response/ambiguous response	309	5%
<b>h. Means other than those listed above</b>		
Never	2 170	32%
Once	123	2%
2–3 times	369	5%
About once a month	381	6%
About once every 2 weeks	184	3%
At least once a week	499	7%
No response/ambiguous response	3 136	46%

\* 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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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>14a. Are you the classroom (homeroom) teacher for this class?</b>		
Yes	6 481	94%
No	230	3%
No response/ambiguous response	151	2%
<b>b. Do you teach language to this class?</b>		
Yes	6 546	95%
No	156	2%
No response/ambiguous response	160	2%
<b>c. Do you teach mathematics to this class?</b>		
Yes	6 503	95%
No	198	3%
No response/ambiguous response	161	2%
<b>15. How many students are in this class?</b>		
1–20	3 846	56%
21–24	2 675	39%
25–28	169	2%
29–32	4	<1%
33 or more	6	<1%
No response/ambiguous response	162	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.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16a. Is this class a combined-grade or multi-grade class?</b>		
Yes	3 783	55%
No	2 916	42%
No response/ambiguous response	163	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.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
<b>16b. If this class is a combined-grade or multi-grade class, how many of your students are in Grade 3?</b>		
1–8	1 485	39%
9–12	1 232	33%
13–16	809	21%
17–20	162	4%
21 or more	15	<1%
No response/ambiguous response	80	2%

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

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Note: N/D "No data available" is used to indicate that there were no teachers in that group.



# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
	<b>6 862</b>	
<b>17. What is your gender?</b>		
Female	5 771	84%
Male	825	12%
No response/ambiguous response	266	4%
<b>18. Including this year, for how many years have you been teaching? Fill in only one circle per line.</b>		
<b>a. In total</b>		
2 years or less	236	3%
3–5 years	694	10%
6–10 years	1 334	19%
11 years or more	4 235	62%
No response/ambiguous response	363	5%
<b>b. At the elementary level</b>		
2 years or less	265	4%
3–5 years	752	11%
6–10 years	1 368	20%
11 years or more	4 147	60%
No response/ambiguous response	330	5%
<b>c. In the primary division</b>		
2 years or less	935	14%
3–5 years	1 336	19%
6–10 years	1 630	24%
11 years or more	2 513	37%
No response/ambiguous response	448	7%
<b>d. In Grade 3</b>		
2 years or less	2 541	37%
3–5 years	1 939	28%
6–10 years	1 301	19%
11 years or more	680	10%
No response/ambiguous response	401	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.

Note: N/D “No data available” is used to indicate that there were no teachers in that group.

# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>19. What best describes your area of study during your post-secondary education? Fill in only one circle.</b>		
English major or specialist	874	13%
English-related major or specialist (e.g., creative writing, journalism)	154	2%
Other major with an English minor	538	8%
Other major with an English-related minor	286	4%
Area of study unrelated to English	4 724	69%
No response/ambiguous response	286	4%
<b>20. What best describes your area of study during your post-secondary education? Fill in only one circle.</b>		
Mathematics major or specialist	112	2%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	367	5%
Other major with a mathematics minor	145	2%
Other major with a mathematics-related minor	283	4%
Area of study unrelated to mathematics	5 652	82%
No response/ambiguous response	303	4%
<b>21. In your teacher training, did you take courses related to the teaching of reading or writing?</b>		
Yes	6 115	89%
No	548	8%
No response/ambiguous response	199	3%
<b>22. In your teacher training, did you take courses related to the teaching of mathematics?</b>		
Yes	5 702	83%
No	946	14%
No response/ambiguous response	214	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.

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire—Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>23. Have you completed or are you presently enrolled in any of the following Additional Qualifications courses? Fill in only one circle per line.</b>		
<b>a. Reading</b>		
No	3 852	56%
Part 1	1 135	17%
Part 2	158	2%
Specialist	929	14%
No response/ambiguous response	788	11%
<b>b. Writing</b>		
No	5 427	79%
Part 1	159	2%
Part 2	11	<1%
Specialist	60	1%
No response/ambiguous response	1 205	18%
<b>c. Mathematics, Primary and Junior</b>		
No	4 355	63%
Part 1	939	14%
Part 2	178	3%
Specialist	362	5%
No response/ambiguous response	1 028	15%
<b>d. Integration of Information and Computer Technology in Instruction</b>		
No	5 052	74%
Part 1	413	6%
Part 2	44	1%
Specialist	149	2%
No response/ambiguous response	1 204	18%

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>e. English as a Second Language</b>		
No	4 653	68%
Part 1	875	13%
Part 2	79	1%
Specialist	163	2%
No response/ambiguous response	1 092	16%
<b>f. Special Education</b>		
No	2 485	36%
Part 1	2 263	33%
Part 2	415	6%
Specialist	1 087	16%
No response/ambiguous response	612	9%

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>24. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?</b>		
<b>a. Reading or writing pedagogy or instruction</b>		
Yes	4 194	61%
No	2 314	34%
No response/ambiguous response	354	5%
<b>b. Integration of information and computer technology into language instruction</b>		
Yes	4 032	59%
No	2 465	36%
No response/ambiguous response	365	5%
<b>c. Developing students' critical thinking in reading or writing</b>		
Yes	3 310	48%
No	3 118	45%
No response/ambiguous response	434	6%
<b>d. Mathematics pedagogy or instruction</b>		
Yes	5 759	84%
No	805	12%
No response/ambiguous response	298	4%
<b>e. Integration of information and computer technology into mathematics instruction</b>		
Yes	3 923	57%
No	2 548	37%
No response/ambiguous response	391	6%
<b>f. Developing students' critical thinking or problem-solving skills in mathematics</b>		
Yes	5 307	77%
No	1 222	18%
No response/ambiguous response	333	5%

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

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
<b>g. Instructional strategies for differentiated instruction in any subject</b>		
Yes	4 174	61%
No	2 293	33%
No response/ambiguous response	395	6%
<b>h. Teaching students with special needs</b>		
Yes	2 973	43%
No	3 436	50%
No response/ambiguous response	453	7%

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

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# Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2016–2017

## Teacher Questionnaire–Grade 3

### Other

<i>Number of Respondents</i>	Province*	
	#	%†
<b>25. I would prefer to answer this questionnaire online (through the Internet).</b>		
Strongly disagree or disagree	1 137	17%
Neither agree nor disagree	2 065	30%
Agree or strongly agree	3 328	48%
No response/ambiguous response	332	5%

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

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