

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Provincial Results

Response rate for the Province: 6 596 out of 9 242 (71%)

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
1. How often did you meet with other staff members at your school for the following reasons this year?		
a. To discuss general school issues		
Never or hardly ever	53	1%
A few times	681	10%
Once a month	2 579	39%
Once every 2 weeks	734	11%
At least once a week	2 405	36%
No response/ambiguous response	144	2%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	459	7%
A few times	3 554	54%
Once a month	1 639	25%
Once every 2 weeks	436	7%
At least once a week	358	5%
No response/ambiguous response	150	2%
c. To track student progress		
Never or hardly ever	482	7%
A few times	2 842	43%
Once a month	1 657	25%
Once every 2 weeks	730	11%
At least once a week	702	11%
No response/ambiguous response	183	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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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	285	4%
A few times	3 010	46%
Once a month	2 765	42%
Once every 2 weeks	310	5%
At least once a week	85	1%
No response/ambiguous response	141	2%
e. To reflect on the delivery of the language curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	1 092	17%
A few times	2 376	36%
Once a month	1 139	17%
Once every 2 weeks	769	12%
At least once a week	1 069	16%
No response/ambiguous response	151	2%
f. To coordinate language instruction among teachers		
Never or hardly ever	1 600	24%
A few times	2 251	34%
Once a month	965	15%
Once every 2 weeks	689	10%
At least once a week	940	14%
No response/ambiguous response	151	2%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
g. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, to discuss instructional strategies and materials)		
Never or hardly ever	377	6%
A few times	2 131	32%
Once a month	1 745	26%
Once every 2 weeks	884	13%
At least once a week	1 302	20%
No response/ambiguous response	157	2%
h. To coordinate mathematics instruction among teachers		
Never or hardly ever	814	12%
A few times	2 256	34%
Once a month	1 429	22%
Once every 2 weeks	779	12%
At least once a week	1 156	18%
No response/ambiguous response	162	2%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
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?		
<u>For reading:</u>		
a. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	647	10%
Neither agree nor disagree	1 008	15%
Agree or strongly agree	4 683	71%
No response/ambiguous response	258	4%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	664	10%
Neither agree nor disagree	1 141	17%
Agree or strongly agree	4 517	68%
No response/ambiguous response	274	4%
c. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	501	8%
Neither agree nor disagree	1 303	20%
Agree or strongly agree	4 519	69%
No response/ambiguous response	273	4%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	805	12%
Neither agree nor disagree	1 438	22%
Agree or strongly agree	4 060	62%
No response/ambiguous response	293	4%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	459	7%
Neither agree nor disagree	1 577	24%
Agree or strongly agree	4 262	65%
No response/ambiguous response	298	5%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	825	13%
Neither agree nor disagree	1 734	26%
Agree or strongly agree	3 711	56%
No response/ambiguous response	326	5%
For writing:		
g. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	714	11%
Neither agree nor disagree	1 169	18%
Agree or strongly agree	4 448	67%
No response/ambiguous response	265	4%
h. The school's improvement goals were clear to me.		
Strongly disagree or disagree	723	11%
Neither agree nor disagree	1 283	19%
Agree or strongly agree	4 309	65%
No response/ambiguous response	281	4%
i. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	543	8%
Neither agree nor disagree	1 413	21%
Agree or strongly agree	4 357	66%
No response/ambiguous response	283	4%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
j. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	911	14%
Neither agree nor disagree	1 655	25%
Agree or strongly agree	3 732	57%
No response/ambiguous response	298	5%
k. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	512	8%
Neither agree nor disagree	1 744	26%
Agree or strongly agree	4 031	61%
No response/ambiguous response	309	5%
l. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	844	13%
Neither agree nor disagree	1 817	28%
Agree or strongly agree	3 599	55%
No response/ambiguous response	336	5%
For mathematics:		
m. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	207	3%
Neither agree nor disagree	449	7%
Agree or strongly agree	5 673	86%
No response/ambiguous response	267	4%
n. The school's improvement goals were clear to me.		
Strongly disagree or disagree	261	4%
Neither agree nor disagree	554	8%
Agree or strongly agree	5 503	83%
No response/ambiguous response	278	4%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
o. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	293	4%
Neither agree nor disagree	790	12%
Agree or strongly agree	5 227	79%
No response/ambiguous response	286	4%
p. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	396	6%
Neither agree nor disagree	857	13%
Agree or strongly agree	5 053	77%
No response/ambiguous response	290	4%
q. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	156	2%
Neither agree nor disagree	733	11%
Agree or strongly agree	5 405	82%
No response/ambiguous response	302	5%
r. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	576	9%
Neither agree nor disagree	1 206	18%
Agree or strongly agree	4 491	68%
No response/ambiguous response	323	5%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
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	365	6%
Neither agree nor disagree	852	13%
Agree or strongly agree	5 152	78%
No response/ambiguous response	227	3%
b. Teachers take pride in this school.		
Strongly disagree or disagree	202	3%
Neither agree nor disagree	623	9%
Agree or strongly agree	5 546	84%
No response/ambiguous response	225	3%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	587	9%
Neither agree nor disagree	1 106	17%
Agree or strongly agree	4 668	71%
No response/ambiguous response	235	4%
d. Students at this school respect one another.		
Strongly disagree or disagree	689	10%
Neither agree nor disagree	1 304	20%
Agree or strongly agree	4 363	66%
No response/ambiguous response	240	4%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	405	6%
Neither agree nor disagree	1 032	16%
Agree or strongly agree	4 923	75%
No response/ambiguous response	236	4%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	247	4%
Neither agree nor disagree	612	9%
Agree or strongly agree	5 504	83%
No response/ambiguous response	233	4%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	565	9%
Neither agree nor disagree	979	15%
Agree or strongly agree	4 799	73%
No response/ambiguous response	253	4%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	223	3%
Neither agree nor disagree	779	12%
Agree or strongly agree	5 347	81%
No response/ambiguous response	247	4%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	277	4%
Neither agree nor disagree	1 092	17%
Agree or strongly agree	4 995	76%
No response/ambiguous response	232	4%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	114	2%
Neither agree nor disagree	457	7%
Agree or strongly agree	5 797	88%
No response/ambiguous response	228	3%

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

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
5. How have you used the EQAO sample student assessments and scoring guides this year?†		
<u>Independently</u>		
a. To show samples of student responses to students	5 604	85%
b. To help students understand how questions and tasks relate to curriculum expectations	5 060	77%
c. To communicate with parents and guardians about curriculum expectations	3 578	54%
d. As a model for designing assessments	4 332	66%
e. To inform classroom instruction	4 819	73%
f. In ways other than those listed above	2 124	32%
g. Did not use	280	4%
<u>With a school team</u>		
h. As a model for designing assessments	1 840	28%
i. To inform classroom instruction	1 936	29%
j. In ways other than those listed above	841	13%
k. Did not use	261	4%

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

† Respondents were able to select all options that applied.

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Teacher Questionnaire–Grade 3

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
6. How have you used EQAO data (demographic data, assessment and questionnaire results) this year?†		
<u>Independently</u>		
a. To identify how well students are meeting curriculum expectations	2 097	32%
b. To communicate with parents and guardians about student achievement	1 569	24%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 504	23%
d. To identify areas of strength and areas for improvement in elementary programs	2 099	32%
e. To inform planning of elementary programs	1 909	29%
f. To guide school improvement initiatives	1 060	16%
g. To support change in teaching practices	2 187	33%
h. In ways other than those listed above	733	11%
i. Did not use	725	11%
<u>With a school team</u>		
j. To identify how well students are meeting curriculum expectations	3 903	59%
k. To communicate with parents and guardians about student achievement	1 546	23%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	2 489	38%
m. To identify areas of strength and areas for improvement in elementary programs	3 928	60%
n. To inform planning of elementary programs	3 061	46%
o. To guide school improvement initiatives	4 083	62%
p. To support change in teaching practices	2 855	43%
q. In ways other than those listed above	613	9%
r. Did not use	310	5%

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Teacher Questionnaire–Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
7. How often did you ask that your students use the following resources during language-related activities (reading and writing) this year?		
a. Computer software (e.g., for word processing, to do research)		
Not available	102	2%
Never	218	3%
Occasionally	2 026	31%
Sometimes	1 879	28%
Frequently	2 117	32%
No response/ambiguous response	254	4%
b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)		
Not available	17	<1%
Never	126	2%
Occasionally	630	10%
Sometimes	1 403	21%
Frequently	4 172	63%
No response/ambiguous response	248	4%
c. Internet (e.g., to access information)		
Not available	39	1%
Never	193	3%
Occasionally	1 645	25%
Sometimes	2 335	35%
Frequently	2 127	32%
No response/ambiguous response	257	4%

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Teacher Questionnaire—Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
8. How often did you use the following resources for language instruction (reading and writing) this year?		
a. Computer software (e.g., for word processing, to do research)		
Not available	68	1%
Never	221	3%
Occasionally	1 466	22%
Sometimes	1 914	29%
Frequently	2 658	40%
No response/ambiguous response	269	4%
b. Library or resource-centre language materials (e.g., print and audiovisual)		
Not available	67	1%
Never	248	4%
Occasionally	1 387	21%
Sometimes	2 285	35%
Frequently	2 319	35%
No response/ambiguous response	290	4%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	119	2%
Never	146	2%
Occasionally	534	8%
Sometimes	1 110	17%
Frequently	4 424	67%
No response/ambiguous response	263	4%

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Teacher Questionnaire—Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
d. Language instruction materials that you or other teachers at your school developed		
Not available	193	3%
Never	369	6%
Occasionally	1 132	17%
Sometimes	1 736	26%
Frequently	2 884	44%
No response/ambiguous response	282	4%
e. Language instruction materials that your board or other boards developed		
Not available	206	3%
Never	751	11%
Occasionally	2 099	32%
Sometimes	2 031	31%
Frequently	1 218	18%
No response/ambiguous response	291	4%
f. Language instruction materials that the Ministry of Education developed		
Not available	106	2%
Never	654	10%
Occasionally	2 157	33%
Sometimes	2 133	32%
Frequently	1 247	19%
No response/ambiguous response	299	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial language instruction materials		
Not available	87	1%
Never	322	5%
Occasionally	1 641	25%
Sometimes	2 421	37%
Frequently	1 809	27%
No response/ambiguous response	316	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
9. How often did you ask that your students use the following resources during mathematics-related activities this year?		
a. Calculators		
Not available	96	1%
Never	1 147	17%
Occasionally	2 844	43%
Sometimes	1 619	25%
Frequently	599	9%
No response/ambiguous response	291	4%
b. Concrete manipulatives (e.g., cubes, tiles)		
Not available	9	<1%
Never	15	<1%
Occasionally	117	2%
Sometimes	678	10%
Frequently	5 487	83%
No response/ambiguous response	290	4%
c. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	66	1%
Never	322	5%
Occasionally	1 303	20%
Sometimes	2 327	35%
Frequently	2 287	35%
No response/ambiguous response	291	4%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not available	78	1%
Never	1 459	22%
Occasionally	2 077	31%
Sometimes	1 631	25%
Frequently	1 054	16%
No response/ambiguous response	297	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
10. How often did you use the following resources for mathematics instruction this year?		
a. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	62	1%
Never	449	7%
Occasionally	1 453	22%
Sometimes	2 122	32%
Frequently	2 212	34%
No response/ambiguous response	298	5%
b. Library or resource-centre mathematics materials (e.g., print and audiovisual)		
Not available	167	3%
Never	1 218	18%
Occasionally	2 138	32%
Sometimes	1 830	28%
Frequently	909	14%
No response/ambiguous response	334	5%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	118	2%
Never	250	4%
Occasionally	650	10%
Sometimes	1 159	18%
Frequently	4 112	62%
No response/ambiguous response	307	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

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Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
d. Mathematics instruction materials that you or other teachers at your school developed		
Not available	118	2%
Never	327	5%
Occasionally	1 004	15%
Sometimes	1 836	28%
Frequently	2 985	45%
No response/ambiguous response	326	5%
e. Mathematics instruction materials that your board or other boards developed		
Not available	141	2%
Never	614	9%
Occasionally	1 736	26%
Sometimes	2 230	34%
Frequently	1 556	24%
No response/ambiguous response	319	5%
f. Mathematics instruction materials that the Ministry of Education developed		
Not available	86	1%
Never	503	8%
Occasionally	1 729	26%
Sometimes	2 248	34%
Frequently	1 704	26%
No response/ambiguous response	326	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

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Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial mathematics instruction materials		
Not available	76	1%
Never	254	4%
Occasionally	1 293	20%
Sometimes	2 419	37%
Frequently	2 214	34%
No response/ambiguous response	340	5%

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Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
11a. How often do you integrate mathematics with other areas of the curriculum?		
N/A	46	1%
Never	80	1%
Occasionally	1 785	27%
Sometimes	2 798	42%
Frequently	1 612	24%
No response/ambiguous response	275	4%

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

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Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%
b. Which of the following instructional approaches make up your comprehensive mathematics program?†		
i. Collaborative problem solving	5 997	91%
ii. Collaborative inquiry	4 221	64%
iii. Differentiated instruction	5 997	91%
iv. Direct instruction	6 033	91%
v. Guided mathematics instruction	5 532	84%
vi. Independent practice	6 082	92%
vii. Mental mathematics	5 580	85%
viii. Open-ended problem solving	5 648	86%
ix. Practice of procedures and computations	5 258	80%
x. Other	1 027	16%

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

† Respondents were able to select all options that applied.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
c. When do you usually have your mathematics lesson?‡		
In the morning	3 409	52%
In the afternoon	1 435	22%
At midday (for schools with a balanced-day schedule)	955	14%
As often in the morning as in the afternoon	454	7%
No response/ambiguous response	343	5%
d. In a typical day, how much protected classroom time do your students spend on mathematics?‡§		
Less than 40 minutes	78	1%
40–59 minutes	1 554	24%
60–79 minutes	3 883	59%
More than 80 minutes	777	12%
No response/ambiguous response	304	5%
e. In a typical day, how many blocks of protected classroom time do your students spend on mathematics?‡§		
One continuous block of time (e.g., one 60-minute block; one 40-minute block)	4 740	72%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	1 441	22%
No response/ambiguous response	415	6%
f. In a typical week, how much protected classroom time do your students spend on mathematics?‡§		
100 to 199 minutes per week	177	3%
200 to 299 minutes per week	1 059	16%
300 to 399 minutes per week	3 842	58%
400 or more	1 066	16%
No response/ambiguous response	452	7%

* 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.

§ For Questions 11d to 11f, “protected” is related to the instructional time focused on mathematics only, apart from when mathematics is integrated into other subjects.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
12. How often did you share the following with the majority of the parents and guardians of your students this year?		
a. The links between EQAO assessments and <i>The Ontario Curriculum</i>		
Never	2 239	34%
Once	2 161	33%
2–3 times	1 750	27%
No response/ambiguous response	446	7%
b. The links between EQAO results and instructional and/or assessment practices		
Never	2 739	42%
Once	1 980	30%
2–3 times	1 354	21%
No response/ambiguous response	523	8%
c. Instructional strategies for their child		
Never	280	4%
Once	614	9%
2–3 times	2 892	44%
About once a month	1 691	26%
About once every 2 weeks	405	6%
At least once a week	324	5%
No response/ambiguous response	390	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. Suggestions for what to do at home to support learning		
Never	93	1%
Once	337	5%
2–3 times	2 242	34%
About once a month	2 286	35%
About once every 2 weeks	662	10%
At least once a week	642	10%
No response/ambiguous response	334	5%
e. Suggestions for resources to use at home to support learning		
Never	145	2%
Once	476	7%
2–3 times	2 594	39%
About once a month	2 073	31%
About once every 2 weeks	588	9%
At least once a week	383	6%
No response/ambiguous response	337	5%
f. Information about their child’s progress		
Never	56	1%
Once	89	1%
2–3 times	1 983	30%
About once a month	2 459	37%
About once every 2 weeks	1 168	18%
At least once a week	523	8%
No response/ambiguous response	318	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
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?		
a. Meetings		
Never	90	1%
Once	1 400	21%
2–3 times	4 081	62%
About once a month	522	8%
About once every 2 weeks	93	1%
At least once a week	57	1%
No response/ambiguous response	353	5%
b. Phone conversations		
Never	321	5%
Once	912	14%
2–3 times	3 377	51%
About once a month	1 175	18%
About once every 2 weeks	270	4%
At least once a week	133	2%
No response/ambiguous response	408	6%
c. Student agenda or home-school journal		
Never	417	6%
Once	70	1%
2–3 times	604	9%
About once a month	746	11%
About once every 2 weeks	495	8%
At least once a week	3 846	58%
No response/ambiguous response	418	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. Student-led conferences		
Never	3 009	46%
Once	1 455	22%
2–3 times	873	13%
About once a month	413	6%
About once every 2 weeks	185	3%
At least once a week	214	3%
No response/ambiguous response	447	7%
e. Student portfolio		
Never	2 190	33%
Once	1 136	17%
2–3 times	1 424	22%
About once a month	821	12%
About once every 2 weeks	283	4%
At least once a week	281	4%
No response/ambiguous response	461	7%
f. Class newsletter or information package		
Never	882	13%
Once	787	12%
2–3 times	1 207	18%
About once a month	2 679	41%
About once every 2 weeks	177	3%
At least once a week	469	7%
No response/ambiguous response	395	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
g. Electronic tools (e.g., e-mail, blog, class Web site or Web page)		
Never	1 854	28%
Once	154	2%
2–3 times	522	8%
About once a month	888	13%
About once every 2 weeks	744	11%
At least once a week	2 041	31%
No response/ambiguous response	393	6%
h. Means other than those listed above		
Never	1 983	30%
Once	115	2%
2–3 times	362	5%
About once a month	354	5%
About once every 2 weeks	167	3%
At least once a week	473	7%
No response/ambiguous response	3 142	48%

* 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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
14a. Are you the classroom (homeroom) teacher for this class?		
Yes	6 143	93%
No	215	3%
No response/ambiguous response	238	4%
b. Do you teach language to this class?		
Yes	6 170	94%
No	184	3%
No response/ambiguous response	242	4%
c. Do you teach mathematics to this class?		
Yes	6 128	93%
No	211	3%
No response/ambiguous response	257	4%
15. How many students are in this class?		
1–20	3 742	57%
21–24	2 435	37%
25–28	165	3%
29–32	10	<1%
33 or more	4	<1%
No response/ambiguous response	240	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
16a. Is this class a combined-grade or multi-grade class?		
Yes	3 503	53%
No	2 849	43%
No response/ambiguous response	244	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
16b. If this class is a combined-grade or multi-grade class, how many of your students are in Grade 3?		
1–8	1 377	39%
9–12	1 179	34%
13–16	685	20%
17–20	176	5%
21 or more	15	<1%
No response/ambiguous response	71	2%

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

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

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
17. Including this year, for how many years have you been teaching?‡		
a. In total		
2 years or less	258	4%
3–5 years	691	10%
6–10 years	1 193	18%
11 years or more	4 096	62%
No response/ambiguous response	358	5%
b. At the elementary level		
2 years or less	298	5%
3–5 years	729	11%
6–10 years	1 194	18%
11 years or more	4 014	61%
No response/ambiguous response	361	5%
c. In the primary division		
2 years or less	820	12%
3–5 years	1 322	20%
6–10 years	1 480	22%
11 years or more	2 535	38%
No response/ambiguous response	439	7%
d. In Grade 3		
2 years or less	2 332	35%
3–5 years	1 937	29%
6–10 years	1 244	19%
11 years or more	673	10%
No response/ambiguous response	410	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.

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
18. What best describes your area of study during your post-secondary education?‡		
English major or specialist	841	13%
English-related major or specialist (e.g., creative writing, journalism)	134	2%
Other major with an English minor	462	7%
Other major with an English-related minor	296	4%
Area of study unrelated to English	4 526	69%
No response/ambiguous response	337	5%
19. What best describes your area of study during your post-secondary education?‡		
Mathematics major or specialist	106	2%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	346	5%
Other major with a mathematics minor	150	2%
Other major with a mathematics-related minor	238	4%
Area of study unrelated to mathematics	5 366	81%
No response/ambiguous response	390	6%
20. In your teacher training, did you take courses related to the teaching of reading or writing?		
Yes	5 803	88%
No	527	8%
No response/ambiguous response	266	4%
21. In your teacher training, did you take courses related to the teaching of mathematics?		
Yes	5 475	83%
No	842	13%
No response/ambiguous response	279	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.

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
22. Have you completed or are you presently enrolled in any of the following Additional Qualifications courses?‡		
a. Reading		
No	3 755	57%
Part 1	1 085	16%
Part 2	170	3%
Specialist	830	13%
No response/ambiguous response	756	11%
b. Writing		
No	5 274	80%
Part 1	146	2%
Part 2	23	<1%
Specialist	51	1%
No response/ambiguous response	1 102	17%
c. Mathematics, Primary and Junior		
No	4 089	62%
Part 1	1 020	15%
Part 2	173	3%
Specialist	374	6%
No response/ambiguous response	940	14%
d. Integration of Information and Computer Technology in Instruction		
No	4 907	74%
Part 1	396	6%
Part 2	51	1%
Specialist	131	2%
No response/ambiguous response	1 111	17%

* 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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
e. English as a Second Language		
No	4 522	69%
Part 1	877	13%
Part 2	77	1%
Specialist	159	2%
No response/ambiguous response	961	15%
f. Special Education		
No	2 364	36%
Part 1	2 204	33%
Part 2	356	5%
Specialist	1 070	16%
No response/ambiguous response	602	9%

* 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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
23. 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. Reading or writing pedagogy or instruction		
Yes	3 868	59%
No	2 327	35%
No response/ambiguous response	401	6%
b. Integration of information and computer technology into language instruction		
Yes	3 509	53%
No	2 666	40%
No response/ambiguous response	421	6%
c. Developing students' critical thinking in reading or writing		
Yes	2 948	45%
No	3 161	48%
No response/ambiguous response	487	7%
d. Mathematics pedagogy or instruction		
Yes	5 392	82%
No	857	13%
No response/ambiguous response	347	5%
e. Integration of information and computer technology into mathematics instruction		
Yes	3 471	53%
No	2 668	40%
No response/ambiguous response	457	7%
f. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	4 877	74%
No	1 326	20%
No response/ambiguous response	393	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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
g. Instructional strategies for differentiated instruction in any subject		
Yes	3 882	59%
No	2 276	35%
No response/ambiguous response	438	7%
h. Teaching students with special needs		
Yes	2 838	43%
No	3 272	50%
No response/ambiguous response	486	7%

* 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.

Assessment of Reading, Writing and Mathematics, Primary Division (Grades 1–3), 2017–2018

Teacher Questionnaire–Grade 3

Other

<i>Number of Respondents</i>	Province*	
	#	%†
24. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	994	15%
Neither agree nor disagree	1 888	29%
Agree or strongly agree	3 374	51%
No response/ambiguous response	340	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.