

Teacher Questionnaire: Academic Course

Provincial Results

About 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 semester or year?		
a. To discuss general school issues		
Never or hardly ever	27	1%
A few times	319	14%
Once a month	963	42%
Once every 2 weeks	306	13%
At least once a week	668	29%
No response/ambiguous response	15	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	270	12%
A few times	1 262	55%
Once a month	439	19%
Once every 2 weeks	170	7%
At least once a week	132	6%
No response/ambiguous response	25	1%
c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	120	5%
A few times	946	41%
Once a month	960	42%
Once every 2 weeks	172	7%
At least once a week	82	4%
No response/ambiguous response	18	1%

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

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	133	6%
A few times	608	26%
Once a month	401	17%
Once every 2 weeks	352	15%
At least once a week	785	34%
No response/ambiguous response	19	1%
e. To coordinate mathematics instruction among teachers		
Never or hardly ever	157	7%
A few times	502	22%
Once a month	307	13%
Once every 2 weeks	339	15%
At least once a week	972	42%
No response/ambiguous response	21	1%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About 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 mathematics this year?		
a. The school's improvement goals have been communicated to me.		
Strongly disagree or disagree	145	6%
Neither agree nor disagree	286	12%
Agree or strongly agree	1 841	80%
No response/ambiguous response	26	1%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	185	8%
Neither agree nor disagree	367	16%
Agree or strongly agree	1 717	75%
No response/ambiguous response	29	1%
c. I had the support of other staff members at the school to help me work toward the improvement goals.		
Strongly disagree or disagree	120	5%
Neither agree nor disagree	418	18%
Agree or strongly agree	1 730	75%
No response/ambiguous response	30	1%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	193	8%
Neither agree nor disagree	559	24%
Agree or strongly agree	1 516	66%
No response/ambiguous response	30	1%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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	94	4%
Neither agree nor disagree	473	21%
Agree or strongly agree	1 694	74%
No response/ambiguous response	37	2%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	346	15%
Neither agree nor disagree	541	24%
Agree or strongly agree	1 379	60%
No response/ambiguous response	32	1%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About 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	120	5%
Neither agree nor disagree	347	15%
Agree or strongly agree	1 812	79%
No response/ambiguous response	19	1%
b. Teachers take pride in this school.		
Strongly disagree or disagree	51	2%
Neither agree nor disagree	227	10%
Agree or strongly agree	2 002	87%
No response/ambiguous response	18	1%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	257	11%
Neither agree nor disagree	532	23%
Agree or strongly agree	1 487	65%
No response/ambiguous response	22	1%
d. Students at this school respect one another.		
Strongly disagree or disagree	92	4%
Neither agree nor disagree	376	16%
Agree or strongly agree	1 805	79%
No response/ambiguous response	25	1%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	44	2%
Neither agree nor disagree	290	13%
Agree or strongly agree	1 945	85%
No response/ambiguous response	19	1%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	66	3%
Neither agree nor disagree	210	9%
Agree or strongly agree	2 006	87%
No response/ambiguous response	16	1%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	142	6%
Neither agree nor disagree	383	17%
Agree or strongly agree	1 749	76%
No response/ambiguous response	24	1%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	39	2%
Neither agree nor disagree	231	10%
Agree or strongly agree	1 998	87%
No response/ambiguous response	30	1%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	92	4%
Neither agree nor disagree	449	20%
Agree or strongly agree	1 738	76%
No response/ambiguous response	19	1%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	49	2%
Neither agree nor disagree	183	8%
Agree or strongly agree	2 050	89%
No response/ambiguous response	16	1%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
5a. For which mathematics course are you answering questions 5 to 12?‡		
Grade 9 applied	0	0%
Grade 9 academic	2 298	100%
No response/ambiguous response	0	0%
5b. This course is offered over		
a semester.	2 093	91%
a year.	182	8%
No response/ambiguous response	23	1%

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‡ Respondents were asked to select only one option.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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 semester or year?†		
<u>Independently</u>		
a. To show samples of student responses to students	1 804	79%
b. To help students understand how questions and tasks relate to curriculum expectations	1 667	73%
c. To communicate with parents and guardians about curriculum expectations	749	33%
d. As a model for designing assessments	1 519	66%
e. To inform classroom instruction	1 618	70%
f. In ways other than those listed above	693	30%
g. Did not use	91	4%
<u>With a school team</u>		
h. As a model for designing assessments	843	37%
i. To inform classroom instruction	787	34%
j. In ways other than those listed above	327	14%
k. Did not use	63	3%

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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 semester or year?†		
<u>Independently</u>		
a. To identify how well students are meeting curriculum expectations	741	32%
b. To communicate with parents and guardians about student achievement	422	18%
c. To learn more about students at the school (e.g., attitudes, activities outside school)	480	21%
d. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	860	37%
e. To inform planning of your Grade 9 mathematics instructional programs	896	39%
f. To guide school improvement initiatives for mathematics	536	23%
g. In ways other than those listed above	211	9%
h. Did not use	389	17%
<u>With a school team</u>		
i. To identify how well students are meeting curriculum expectations	1 178	51%
j. To communicate with parents and guardians about student achievement	401	17%
k. To learn more about students at the school (e.g., attitudes, activities outside school)	649	28%
l. To identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	1 166	51%
m. To inform planning of your Grade 9 mathematics instructional programs	1 001	44%
n. To guide school improvement initiatives for mathematics	1 140	50%
o. In ways other than those listed above	191	8%
p. Did not use	131	6%

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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 semester or year?		
a. Calculator		
Never	5	<1%
Seldom	52	2%
Sometimes	220	10%
Frequently	1 983	86%
No response/ambiguous response	38	2%
b. Graphing calculator		
Never	889	39%
Seldom	706	31%
Sometimes	483	21%
Frequently	147	6%
No response/ambiguous response	73	3%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Never	426	19%
Seldom	682	30%
Sometimes	887	39%
Frequently	255	11%
No response/ambiguous response	48	2%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Never	332	14%
Seldom	774	34%
Sometimes	803	35%
Frequently	339	15%
No response/ambiguous response	50	2%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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	500	22%
Seldom	853	37%
Sometimes	733	32%
Frequently	164	7%
No response/ambiguous response	48	2%
f. Measuring device (e.g., ruler, metre stick, protractor)		
Never	69	3%
Seldom	464	20%
Sometimes	969	42%
Frequently	759	33%
No response/ambiguous response	37	2%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Never	107	5%
Seldom	138	6%
Sometimes	305	13%
Frequently	1 708	74%
No response/ambiguous response	40	2%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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 semester or year?		
a. Calculator		
Not accessible	12	1%
Difficult to access	66	3%
Easy to access	2 080	91%
No response/ambiguous response	140	6%
b. Graphing calculator		
Not accessible	182	8%
Difficult to access	388	17%
Easy to access	1 540	67%
No response/ambiguous response	188	8%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Not accessible	84	4%
Difficult to access	470	20%
Easy to access	1 581	69%
No response/ambiguous response	163	7%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not accessible	24	1%
Difficult to access	229	10%
Easy to access	1 882	82%
No response/ambiguous response	163	7%
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Not accessible	71	3%
Difficult to access	349	15%
Easy to access	1 707	74%
No response/ambiguous response	171	7%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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	9	<1%
Difficult to access	92	4%
Easy to access	2 041	89%
No response/ambiguous response	156	7%
g. Presentation technology (e.g., interactive white board, LCD projector)		
Not accessible	32	1%
Difficult to access	123	5%
Easy to access	1 994	87%
No response/ambiguous response	149	6%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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 semester or year?		
a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)		
Never	2	<1%
Seldom	81	4%
Sometimes	699	30%
Frequently	1 471	64%
No response/ambiguous response	45	2%
b. Solve open-ended problems		
Never	13	1%
Seldom	204	9%
Sometimes	996	43%
Frequently	1 038	45%
No response/ambiguous response	47	2%
c. Work collaboratively to solve problems		
Never	2	<1%
Seldom	86	4%
Sometimes	717	31%
Frequently	1 445	63%
No response/ambiguous response	48	2%

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
d. Discuss mathematical ideas and relationships		
Never	3	<1%
Seldom	61	3%
Sometimes	607	26%
Frequently	1 578	69%
No response/ambiguous response	49	2%
e. Conduct mathematical investigations (e.g., to demonstrate the inquiry process)		
Never	25	1%
Seldom	320	14%
Sometimes	1 171	51%
Frequently	735	32%
No response/ambiguous response	47	2%
f. Explain the reasoning behind their answers		
Never	2	<1%
Seldom	37	2%
Sometimes	376	16%
Frequently	1 837	80%
No response/ambiguous response	46	2%
g. Write solutions using mathematical language and symbols		
Never	1	<1%
Seldom	10	<1%
Sometimes	148	6%
Frequently	2 092	91%
No response/ambiguous response	47	2%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
10a. How often did you assign homework in your mathematics course this semester or year?		
Never	9	<1%
Occasionally	131	6%
Most classes	916	40%
Every class	1 188	52%
No response/ambiguous response	54	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	949	42%
Between 31 and 45 minutes	1 113	50%
More than 45 minutes	133	6%
No response/ambiguous response	40	2%

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

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

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic 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%	432	19%
11–25%	772	34%
26–50%	710	31%
More than 50%	314	14%
No response/ambiguous response	70	3%
b. Meetings requested by you or the parents or guardians		
0–10%	1 370	60%
11–25%	579	25%
26–50%	219	10%
More than 50%	55	2%
No response/ambiguous response	75	3%
c. Telephone		
0–10%	805	35%
11–25%	855	37%
26–50%	407	18%
More than 50%	160	7%
No response/ambiguous response	71	3%
d. E-mail or Web site (class or school)		
0–10%	686	30%
11–25%	579	25%
26–50%	360	16%
More than 50%	582	25%
No response/ambiguous response	91	4%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Other means		
0–10%	927	40%
11–25%	89	4%
26–50%	64	3%
More than 50%	96	4%
No response/ambiguous response	1 122	49%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
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%	1 285	56%
1–10%	638	28%
11–25%	117	5%
26–50%	81	4%
More than 50%	100	4%
No response/ambiguous response	77	3%
b. To discuss the link between EQAO assessments and instructional or assessment strategies		
0%	1 231	54%
1–10%	660	29%
11–25%	138	6%
26–50%	88	4%
More than 50%	98	4%
No response/ambiguous response	83	4%
c. To discuss their child's learning progress		
0%	15	1%
1–10%	271	12%
11–25%	663	29%
26–50%	650	28%
More than 50%	629	27%
No response/ambiguous response	70	3%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. To discuss their child's behaviour		
0%	244	11%
1–10%	1 094	48%
11–25%	497	22%
26–50%	243	11%
More than 50%	147	6%
No response/ambiguous response	73	3%
e. To provide suggestions about how to support learning at home		
0%	96	4%
1–10%	686	30%
11–25%	685	30%
26–50%	439	19%
More than 50%	313	14%
No response/ambiguous response	79	3%
f. For other reasons		
0%	412	18%
1–10%	609	27%
11–25%	171	7%
26–50%	103	4%
More than 50%	130	6%
No response/ambiguous response	873	38%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
13. Including this year, for how many years have you been teaching?		
a. In total		
2 years or less	92	4%
3–5 years	194	8%
6–10 years	456	20%
11 years or more	1 496	65%
No response/ambiguous response	60	3%
b. Mathematics at the secondary level		
2 years or less	228	10%
3–5 years	288	13%
6–10 years	453	20%
11 years or more	1 265	55%
No response/ambiguous response	64	3%
c. Grade 9 mathematics		
2 years or less	404	18%
3–5 years	375	16%
6–10 years	482	21%
11 years or more	965	42%
No response/ambiguous response	72	3%

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Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
14. What best describes your area of study during your post-secondary education?‡		
Mathematics major or specialist	821	36%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	871	38%
Other major with a mathematics minor	271	12%
Other major with a mathematics-related minor	105	5%
Area of study unrelated to mathematics	167	7%
No response/ambiguous response	63	3%

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

‡ Respondents were asked to select only one option.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%
15. Which of the following courses have you completed or are you presently enrolled in?†		
Intermediate Additional Basic Qualifications in Mathematics	874	38%
Senior Additional Basic Qualifications in Mathematics	856	37%
Honour Specialist Additional Qualifications in Mathematics	610	27%
Additional Qualifications in Integration of Information and Computer Technology in Instruction (Part I or II or Specialist)	160	7%
Additional Qualifications in English as a Second Language (Part I or II or Specialist)	167	7%
Additional Qualifications in Special Education (Part I or II or Specialist)	672	29%
None of the above	414	18%

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
16. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?		
a. Mathematics pedagogy or instruction		
Yes	1 927	84%
No	302	13%
No response/ambiguous response	69	3%
b. Integration of information and computer technology into mathematics instruction		
Yes	1 587	69%
No	614	27%
No response/ambiguous response	97	4%
c. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	1 738	76%
No	467	20%
No response/ambiguous response	93	4%
d. Instructional strategies for differentiated instruction (in any subject)		
Yes	1 719	75%
No	483	21%
No response/ambiguous response	96	4%
e. Teaching students with special needs		
Yes	956	42%
No	1 190	52%
No response/ambiguous response	152	7%

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
17a. Do you count some or all components of the Grade 9 Assessment of Mathematics as part of your students' class marks?		
Yes	2 224	97%
No	24	1%
No response/ambiguous response	50	2%

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
17b. If yes, for how much do they count?‡		
1–5%	523	24%
6–10%	1 096	49%
11–15%	391	18%
16–20%	76	3%
21–25%	19	1%
26–30%	56	3%
Other	27	1%
No response/ambiguous response	36	2%
18. Before writing the Grade 9 Assessment of Mathematics, were students informed about the weight it would be given in the calculation of their class mark (e.g., 5%, 10%)?‡		
Yes	2 207	99%
No	14	1%
No response/ambiguous response	3	<1%
19. In your opinion, does counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivate students to take the assessment more seriously?‡		
Yes	2 000	90%
No	68	3%
Undecided	153	7%
No response/ambiguous response	3	<1%

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

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

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%
20. Who decides if some or all components of the Grade 9 Assessment of Mathematics count as part of your students' class marks?^{†‡}		
School-board staff	622	28%
Mathematics department	1 474	66%
School principal or vice-principal	384	17%
Individual Grade 9 mathematics teachers	247	11%
Grade 9 mathematics teachers as a group	705	32%
Don't know	118	5%
Other	14	1%
21. Who decides which questions count as part of your students' class marks?^{†‡}		
School-board staff	176	8%
Mathematics department	1 126	51%
School principal or vice-principal	136	6%
Individual Grade 9 mathematics teachers	437	20%
Grade 9 mathematics teachers as a group	978	44%
Don't know	84	4%
Other	9	<1%

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

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

‡ Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
22. Which types of questions count as part of your students' class marks?‡		
a. Open-response questions		
All questions	917	41%
Some questions	806	36%
No questions	381	17%
No response/ambiguous response	120	5%
b. Multiple-choice questions		
All questions	1 909	86%
Some questions	258	12%
No questions	25	1%
No response/ambiguous response	32	1%

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

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

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
23. Which strands count as part of your students' class marks?‡		
a. Number Sense and Algebra		
All questions	439	33%
Some questions	745	56%
No questions	7	1%
No response/ambiguous response	144	11%
b. Linear Relations		
All questions	432	32%
Some questions	766	57%
No questions	2	<1%
No response/ambiguous response	135	10%
c. Measurement and Geometry		
All questions	423	32%
Some questions	768	58%
No questions	5	<1%
No response/ambiguous response	139	10%
d. Analytic Geometry (academic only)		
All questions	423	32%
Some questions	770	58%
No questions	4	<1%
No response/ambiguous response	138	10%

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

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

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

Grade 9 Assessment of Mathematics, 2017–2018

Teacher Questionnaire: Academic Course

Other

<i>Number of Respondents</i>	Province*	
	#	%†
24. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?		
Yes	1 988	87%
No	206	9%
No response/ambiguous response	104	5%
25. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	579	25%
Neither agree nor disagree	659	29%
Agree or strongly agree	964	42%
No response/ambiguous response	96	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.