

Teacher Questionnaire: Academic Course

Provincial Results

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 223	
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	40	2%
A few times	295	13%
Once a month	936	42%
Once every 2 weeks	291	13%
At least once a week	642	29%
No response/ambiguous response	19	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	303	14%
A few times	1 205	54%
Once a month	395	18%
Once every 2 weeks	171	8%
At least once a week	126	6%
No response/ambiguous response	23	1%
c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	148	7%
A few times	878	39%
Once a month	927	42%
Once every 2 weeks	162	7%
At least once a week	80	4%
No response/ambiguous response	28	1%

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	137	6%
A few times	623	28%
Once a month	364	16%
Once every 2 weeks	345	16%
At least once a week	731	33%
No response/ambiguous response	23	1%
e. To coordinate mathematics instruction among teachers		
Never or hardly ever	175	8%
A few times	522	23%
Once a month	278	13%
Once every 2 weeks	312	14%
At least once a week	912	41%
No response/ambiguous response	24	1%

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
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	142	6%
Neither agree nor disagree	295	13%
Agree or strongly agree	1 765	79%
No response/ambiguous response	21	1%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	177	8%
Neither agree nor disagree	378	17%
Agree or strongly agree	1 646	74%
No response/ambiguous response	22	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	113	5%
Neither agree nor disagree	409	18%
Agree or strongly agree	1 677	75%
No response/ambiguous response	24	1%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	191	9%
Neither agree nor disagree	518	23%
Agree or strongly agree	1 487	67%
No response/ambiguous response	27	1%

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	92	4%
Neither agree nor disagree	489	22%
Agree or strongly agree	1 615	73%
No response/ambiguous response	27	1%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	360	16%
Neither agree nor disagree	552	25%
Agree or strongly agree	1 284	58%
No response/ambiguous response	27	1%

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

About Your School

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

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

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Grade 9 Assessment of Mathematics, 2018–2019

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

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2018–2019

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	2 223	100%
No response/ambiguous response	0	0%
5b. This course is offered over		
a semester.	2 011	90%
a year.	192	9%
No response/ambiguous response	20	1%

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

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

‡ Respondents were asked to select only one option.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Resources

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

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Resources

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

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
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	6	<1%
Seldom	35	2%
Sometimes	220	10%
Frequently	1 927	87%
No response/ambiguous response	35	2%
b. Graphing calculator		
Never	983	44%
Seldom	571	26%
Sometimes	433	19%
Frequently	168	8%
No response/ambiguous response	68	3%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Never	332	15%
Seldom	661	30%
Sometimes	889	40%
Frequently	297	13%
No response/ambiguous response	44	2%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Never	298	13%
Seldom	648	29%
Sometimes	807	36%
Frequently	434	20%
No response/ambiguous response	36	2%

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

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

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

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

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of Instructional Resources in Your Classroom

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
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	9	<1%
Seldom	81	4%
Sometimes	644	29%
Frequently	1 457	66%
No response/ambiguous response	32	1%
b. Solve open-ended problems		
Never	17	1%
Seldom	196	9%
Sometimes	917	41%
Frequently	1 059	48%
No response/ambiguous response	34	2%
c. Work collaboratively to solve problems		
Never	7	<1%
Seldom	79	4%
Sometimes	667	30%
Frequently	1 434	65%
No response/ambiguous response	36	2%

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Some Teaching Practices

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

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Grade 9 Assessment of Mathematics, 2018–2019

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	11	<1%
Occasionally	125	6%
Most classes	881	40%
Every class	1 166	52%
No response/ambiguous response	40	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	896	41%
Between 31 and 45 minutes	1 102	51%
More than 45 minutes	131	6%
No response/ambiguous response	43	2%

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
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%	413	19%
11–25%	720	32%
26–50%	679	31%
More than 50%	352	16%
No response/ambiguous response	59	3%
b. Meetings requested by you or the parents or guardians		
0–10%	1 340	60%
11–25%	546	25%
26–50%	191	9%
More than 50%	79	4%
No response/ambiguous response	67	3%
c. Telephone		
0–10%	766	34%
11–25%	793	36%
26–50%	420	19%
More than 50%	189	9%
No response/ambiguous response	55	2%
d. E-mail or Web site (class or school)		
0–10%	582	26%
11–25%	528	24%
26–50%	371	17%
More than 50%	669	30%
No response/ambiguous response	73	3%

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

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

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Grade 9 Assessment of Mathematics, 2018–2019

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%	1 253	56%
1–10%	595	27%
11–25%	119	5%
26–50%	74	3%
More than 50%	120	5%
No response/ambiguous response	62	3%
b. To discuss the link between EQAO assessments and instructional or assessment strategies		
0%	1 177	53%
1–10%	614	28%
11–25%	145	7%
26–50%	95	4%
More than 50%	124	6%
No response/ambiguous response	68	3%
c. To discuss their child's learning progress		
0%	21	1%
1–10%	251	11%
11–25%	541	24%
26–50%	678	30%
More than 50%	680	31%
No response/ambiguous response	52	2%

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Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Parental Engagement in Student Learning

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Background and Professional Development

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
14. What best describes your area of study during your post-secondary education?‡		
Mathematics major or specialist	807	36%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	796	36%
Other major with a mathematics minor	289	13%
Other major with a mathematics-related minor	102	5%
Area of study unrelated to mathematics	180	8%
No response/ambiguous response	49	2%

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

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

‡ Respondents were asked to select only one option.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Background and Professional Development

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

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

† Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
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	1 868	84%
No	295	13%
No response/ambiguous response	60	3%
b. Integration of information and computer technology into mathematics instruction		
Yes	1 454	65%
No	684	31%
No response/ambiguous response	85	4%
c. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	1 652	74%
No	494	22%
No response/ambiguous response	77	3%
d. Instructional strategies for differentiated instruction (in any subject)		
Yes	1 619	73%
No	512	23%
No response/ambiguous response	92	4%
e. Teaching students with special needs		
Yes	951	43%
No	1 147	52%
No response/ambiguous response	125	6%

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
17b. If yes, for how much do they count?‡		
1–5%	494	23%
6–10%	1 065	49%
11–15%	355	16%
16–20%	100	5%
21–25%	14	1%
26–30%	64	3%
Other	27	1%
No response/ambiguous response	37	2%
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	2 133	99%
No	21	1%
No response/ambiguous response	2	<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	1 972	91%
No	57	3%
Undecided	123	6%
No response/ambiguous response	4	<1%

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

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

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

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

‡ Respondents were able to select all options that applied.

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

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

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Use of EQAO Assessment in Students' Marks

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

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

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

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

Grade 9 Assessment of Mathematics, 2018–2019

Teacher Questionnaire: Academic Course

Other

<i>Number of Respondents</i>	Province*	
	#	%†
24. Do you believe that the time allotted this year to complete the Grade 9 Assessment of Mathematics was sufficient?		
Yes	1 913	86%
No	192	9%
No response/ambiguous response	118	5%
25. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	544	24%
Neither agree nor disagree	625	28%
Agree or strongly agree	973	44%
No response/ambiguous response	81	4%

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

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