

Teacher Questionnaire: Applied Course

Provincial Results

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
1. How often did you meet with other staff members at your school for the following reasons this past semester or year? <i>Consider both formal and informal meetings.</i>		
a. To discuss general school issues		
Never or hardly ever	25	2%
A few times	181	13%
Once a month	586	43%
Once every 2 weeks	154	11%
At least once a week	419	30%
No response/ambiguous response	13	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	129	9%
A few times	725	53%
Once a month	286	21%
Once every 2 weeks	129	9%
At least once a week	99	7%
No response/ambiguous response	10	1%
c. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	53	4%
A few times	488	35%
Once a month	621	45%
Once every 2 weeks	138	10%
At least once a week	69	5%
No response/ambiguous response	9	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, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
d. To reflect on the delivery of the mathematics curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	85	6%
A few times	399	29%
Once a month	274	20%
Once every 2 weeks	179	13%
At least once a week	434	31%
No response/ambiguous response	7	1%
e. To coordinate mathematics instruction among teachers		
Never or hardly ever	144	10%
A few times	367	27%
Once a month	185	13%
Once every 2 weeks	187	14%
At least once a week	481	35%
No response/ambiguous response	14	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
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	67	5%
Neither agree nor disagree	133	10%
Agree or strongly agree	1 167	85%
No response/ambiguous response	11	1%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	81	6%
Neither agree nor disagree	187	14%
Agree or strongly agree	1 098	80%
No response/ambiguous response	12	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	76	6%
Neither agree nor disagree	221	16%
Agree or strongly agree	1 069	78%
No response/ambiguous response	12	1%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	102	7%
Neither agree nor disagree	267	19%
Agree or strongly agree	996	72%
No response/ambiguous response	13	1%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2016–2017

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

About Your School

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
	1 378	
6. How have you used the EQAO sample student assessments and scoring guides this year? Fill in all that apply.		
<u>Independently</u>		
a. To show samples of student responses to students	1 032	75%
b. To help students understand how questions and tasks relate to curriculum expectations	989	72%
c. To communicate with parents and guardians about curriculum expectations	424	31%
d. As a model for designing assessments	981	71%
e. To inform classroom instruction	1 058	77%
f. In ways other than those listed above	433	31%
g. Did not use	70	5%
<u>With a school team</u>		
h. As a model for designing assessments	518	38%
i. To inform classroom instruction	503	37%
j. In ways other than those listed above	193	14%
k. Did not use	35	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Resources

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

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
8. I. How often did you have the majority of your students use each of the following in class this past semester or year?		
a. Calculator		
Never	3	<1%
Seldom	11	1%
Sometimes	84	6%
Frequently	1 264	92%
No response/ambiguous response	16	1%
b. Graphing calculator		
Never	605	44%
Seldom	399	29%
Sometimes	230	17%
Frequently	112	8%
No response/ambiguous response	32	2%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Never	287	21%
Seldom	479	35%
Sometimes	454	33%
Frequently	139	10%
No response/ambiguous response	19	1%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Never	205	15%
Seldom	414	30%
Sometimes	517	38%
Frequently	227	16%
No response/ambiguous response	15	1%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
8. II. How accessible were each of the following for use in class this past semester or year?		
a. Calculator		
Not accessible	6	<1%
Difficult to access	60	4%
Easy to access	1 234	90%
No response/ambiguous response	78	6%
b. Graphing calculator		
Not accessible	97	7%
Difficult to access	237	17%
Easy to access	924	67%
No response/ambiguous response	120	9%
c. Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		
Not accessible	43	3%
Difficult to access	335	24%
Easy to access	902	65%
No response/ambiguous response	98	7%
d. The Internet (e.g., to access statistics or other sources of mathematical information)		
Not accessible	17	1%
Difficult to access	176	13%
Easy to access	1 091	79%
No response/ambiguous response	94	7%
e. Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		
Not accessible	27	2%
Difficult to access	132	10%
Easy to access	1 127	82%
No response/ambiguous response	92	7%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of Instructional Resources in Your Classroom

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
9. How often did you ask your students to do each of the following during mathematics class this past semester or year?		
a. Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)		
Never	9	1%
Seldom	62	4%
Sometimes	482	35%
Frequently	804	58%
No response/ambiguous response	21	2%
b. Solve open-ended problems		
Never	19	1%
Seldom	136	10%
Sometimes	634	46%
Frequently	567	41%
No response/ambiguous response	22	2%
c. Work collaboratively to solve problems		
Never	12	1%
Seldom	68	5%
Sometimes	471	34%
Frequently	804	58%
No response/ambiguous response	23	2%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
10a. How often did you assign homework in your mathematics course this past semester or year?		
Never	123	9%
Occasionally	489	35%
Most classes	449	33%
Every class	292	21%
No response/ambiguous response	25	2%
10b. If you assign homework, how much time would you expect an average student to spend on a typical homework assignment?‡		
30 minutes or less	975	79%
Between 31 and 45 minutes	221	18%
More than 45 minutes	17	1%
No response/ambiguous response	17	1%

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

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
11. About what percentage of parents and guardians would you say you have contact with over a full school year through the following means?		
a. School-wide parent-teacher meetings		
0–10%	373	27%
11–25%	506	37%
26–50%	353	26%
More than 50%	105	8%
No response/ambiguous response	41	3%
b. Meetings requested by you or the parents or guardians		
0–10%	841	61%
11–25%	327	24%
26–50%	120	9%
More than 50%	42	3%
No response/ambiguous response	48	3%
c. Telephone		
0–10%	376	27%
11–25%	487	35%
26–50%	292	21%
More than 50%	185	13%
No response/ambiguous response	38	3%
d. E-mail or Web site (class or school)		
0–10%	482	35%
11–25%	326	24%
26–50%	234	17%
More than 50%	283	21%
No response/ambiguous response	53	4%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
12. About what percentage of parents and guardians would you say you have contact with over a full school year for the following reasons?		
a. To discuss the link between EQAO assessments and <i>The Ontario Curriculum</i>		
0%	796	58%
1–10%	353	26%
11–25%	79	6%
26–50%	57	4%
More than 50%	51	4%
No response/ambiguous response	42	3%
b. To discuss the link between EQAO assessments and instructional or assessment strategies		
0%	730	53%
1–10%	370	27%
11–25%	97	7%
26–50%	72	5%
More than 50%	61	4%
No response/ambiguous response	48	3%
c. To discuss their child's learning progress		
0%	13	1%
1–10%	200	15%
11–25%	370	27%
26–50%	362	26%
More than 50%	391	28%
No response/ambiguous response	42	3%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Parental Engagement in Student Learning

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

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

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%
16. Which of the following courses have you completed or are you presently enrolled in? Fill in all that apply.		
Intermediate Additional Basic Qualifications in Mathematics	475	34%
Senior Additional Basic Qualifications in Mathematics	482	35%
Honour Specialist Additional Qualifications in Mathematics	389	28%
Additional Qualifications in Integration of Information and Computer Technology in Instruction (Part I or II or Specialist)	78	6%
Additional Qualifications in English as a Second Language (Part I or II or Specialist)	110	8%
Additional Qualifications in Special Education (Part I or II or Specialist)	448	33%
None of the above	233	17%

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
	1 378	
17. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?		
a. Mathematics pedagogy or instruction		
Yes	1 210	88%
No	137	10%
No response/ambiguous response	31	2%
b. Integration of information and computer technology into mathematics instruction		
Yes	973	71%
No	359	26%
No response/ambiguous response	46	3%
c. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	1 102	80%
No	234	17%
No response/ambiguous response	42	3%
d. Instructional strategies for differentiated instruction (in any subject)		
Yes	1 106	80%
No	228	17%
No response/ambiguous response	44	3%
e. Teaching students with special needs		
Yes	688	50%
No	612	44%
No response/ambiguous response	78	6%

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Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

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

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

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
18b. If yes, for how much do they count?‡		
1–5%	325	25%
6–10%	609	47%
11–15%	243	19%
16–20%	41	3%
21–25%	10	1%
26–30%	31	2%
Other	25	2%
No response/ambiguous response	22	2%
19. Before writing the Grade 9 Assessment of Mathematics, were students informed about the weight it would be given in the calculation of their class mark (e.g., 5%, 10%)?‡		
Yes	1 282	98%
No	19	1%
No response/ambiguous response	5	<1%
20. In your opinion, does counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivate students to take the assessment more seriously?‡		
Yes	1 141	87%
No	61	5%
Undecided	99	8%
No response/ambiguous response	5	<1%

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

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

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

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

<i>Number of Respondents</i>	Province*	
	#	%†
	1 306	
23. Which types of questions count as part of your students' class marks?‡		
a. Open-response questions		
All questions	524	40%
Some questions	487	37%
No questions	232	18%
No response/ambiguous response	63	5%
b. Multiple-choice questions		
All questions	1 045	80%
Some questions	221	17%
No questions	18	1%
No response/ambiguous response	22	2%

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

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 18a.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Use of EQAO Assessment in Students' Marks

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

* Numbers and percentages for this section apply to Question 24.

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

‡ Numbers and percentages are based on the number of teachers who answered "yes" to Question 18a, less those who answered "all questions" for 23a and 23b.

Grade 9 Assessment of Mathematics, 2016–2017

Teacher Questionnaire: Applied Course

Other

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

* 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.