

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Provincial Results

Response rate for the Province: 5 467 out of 7 788 (70%)

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	58	1%
A few times	599	11%
Once a month	2 177	40%
Once every 2 weeks	655	12%
At least once a week	1 912	35%
No response/ambiguous response	66	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	361	7%
A few times	2 923	53%
Once a month	1 471	27%
Once every 2 weeks	416	8%
At least once a week	231	4%
No response/ambiguous response	65	1%
c. To track student progress		
Never or hardly ever	449	8%
A few times	2 231	41%
Once a month	1 408	26%
Once every 2 weeks	643	12%
At least once a week	639	12%
No response/ambiguous response	97	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.

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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	251	5%
A few times	2 387	44%
Once a month	2 367	43%
Once every 2 weeks	315	6%
At least once a week	90	2%
No response/ambiguous response	57	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. To reflect on the delivery of the language curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	1 018	20%
A few times	1 981	38%
Once a month	895	17%
Once every 2 weeks	610	12%
At least once a week	678	13%
No response/ambiguous response	8	<1%
f. To coordinate language instruction among teachers		
Never or hardly ever	1 513	29%
A few times	1 797	35%
Once a month	752	14%
Once every 2 weeks	510	10%
At least once a week	608	12%
No response/ambiguous response	10	<1%

* Numbers and percentages are based on the total number of teachers who answered Questions 1e and 1f.

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Teacher Questionnaire–Grade 6

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	287	6%
A few times	1 753	34%
Once a month	1 364	26%
Once every 2 weeks	758	15%
At least once a week	982	19%
No response/ambiguous response	8	<1%
h. To coordinate mathematics instruction among teachers		
Never or hardly ever	691	13%
A few times	1 758	34%
Once a month	1 142	22%
Once every 2 weeks	684	13%
At least once a week	860	17%
No response/ambiguous response	17	<1%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	5 467	
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	547	10%
Neither agree nor disagree	852	16%
Agree or strongly agree	3 881	71%
No response/ambiguous response	187	3%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	566	10%
Neither agree nor disagree	943	17%
Agree or strongly agree	3 745	69%
No response/ambiguous response	213	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	453	8%
Neither agree nor disagree	1 159	21%
Agree or strongly agree	3 622	66%
No response/ambiguous response	233	4%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	670	12%
Neither agree nor disagree	1 266	23%
Agree or strongly agree	3 286	60%
No response/ambiguous response	245	4%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

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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	377	7%
Neither agree nor disagree	1 356	25%
Agree or strongly agree	3 489	64%
No response/ambiguous response	245	4%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	701	13%
Neither agree nor disagree	1 341	25%
Agree or strongly agree	3 142	57%
No response/ambiguous response	283	5%
For writing:		
g. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	568	10%
Neither agree nor disagree	926	17%
Agree or strongly agree	3 771	69%
No response/ambiguous response	202	4%
h. The school's improvement goals were clear to me.		
Strongly disagree or disagree	586	11%
Neither agree nor disagree	1 006	18%
Agree or strongly agree	3 654	67%
No response/ambiguous response	221	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	459	8%
Neither agree nor disagree	1 203	22%
Agree or strongly agree	3 559	65%
No response/ambiguous response	246	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	703	13%
Neither agree nor disagree	1 353	25%
Agree or strongly agree	3 150	58%
No response/ambiguous response	261	5%
k. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	392	7%
Neither agree nor disagree	1 431	26%
Agree or strongly agree	3 377	62%
No response/ambiguous response	267	5%
l. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	710	13%
Neither agree nor disagree	1 383	25%
Agree or strongly agree	3 078	56%
No response/ambiguous response	296	5%
For mathematics:		
m. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	189	3%
Neither agree nor disagree	363	7%
Agree or strongly agree	4 706	86%
No response/ambiguous response	209	4%
n. The school's improvement goals were clear to me.		
Strongly disagree or disagree	232	4%
Neither agree nor disagree	437	8%
Agree or strongly agree	4 566	84%
No response/ambiguous response	232	4%

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Teacher Questionnaire–Grade 6

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	237	4%
Neither agree nor disagree	704	13%
Agree or strongly agree	4 267	78%
No response/ambiguous response	259	5%
p. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	335	6%
Neither agree nor disagree	710	13%
Agree or strongly agree	4 152	76%
No response/ambiguous response	270	5%
q. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	155	3%
Neither agree nor disagree	629	12%
Agree or strongly agree	4 412	81%
No response/ambiguous response	271	5%
r. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	500	9%
Neither agree nor disagree	860	16%
Agree or strongly agree	3 814	70%
No response/ambiguous response	293	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	383	7%
Neither agree nor disagree	754	14%
Agree or strongly agree	4 173	76%
No response/ambiguous response	157	3%
b. Teachers take pride in this school.		
Strongly disagree or disagree	186	3%
Neither agree nor disagree	580	11%
Agree or strongly agree	4 548	83%
No response/ambiguous response	153	3%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	529	10%
Neither agree nor disagree	1 065	19%
Agree or strongly agree	3 707	68%
No response/ambiguous response	166	3%
d. Students at this school respect one another.		
Strongly disagree or disagree	576	11%
Neither agree nor disagree	1 048	19%
Agree or strongly agree	3 688	67%
No response/ambiguous response	155	3%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	322	6%
Neither agree nor disagree	828	15%
Agree or strongly agree	4 150	76%
No response/ambiguous response	167	3%

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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	215	4%
Neither agree nor disagree	537	10%
Agree or strongly agree	4 554	83%
No response/ambiguous response	161	3%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	528	10%
Neither agree nor disagree	833	15%
Agree or strongly agree	3 937	72%
No response/ambiguous response	169	3%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	177	3%
Neither agree nor disagree	640	12%
Agree or strongly agree	4 477	82%
No response/ambiguous response	173	3%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	257	5%
Neither agree nor disagree	1 002	18%
Agree or strongly agree	4 045	74%
No response/ambiguous response	163	3%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	130	2%
Neither agree nor disagree	429	8%
Agree or strongly agree	4 753	87%
No response/ambiguous response	155	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	4 553	83%
b. To help students understand how questions and tasks relate to curriculum expectations	4 125	75%
c. To communicate with parents and guardians about curriculum expectations	2 302	42%
d. As a model for designing assessments	3 530	65%
e. To inform classroom instruction	3 815	70%
f. In ways other than those listed above	1 796	33%
g. Did not use	336	6%
<u>With a school team</u>		
h. As a model for designing assessments	1 479	27%
i. To inform classroom instruction	1 614	30%
j. In ways other than those listed above	668	12%
k. Did not use	238	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	1 715	31%
b. To communicate with parents and guardians about student achievement	1 061	19%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 297	24%
d. To identify areas of strength and areas for improvement in elementary programs	1 737	32%
e. To inform planning of elementary programs	1 588	29%
f. To guide school improvement initiatives	941	17%
g. To support change in teaching practices	1 845	34%
h. In ways other than those listed above	649	12%
i. Did not use	657	12%
<u>With a school team</u>		
j. To identify how well students are meeting curriculum expectations	3 229	59%
k. To communicate with parents and guardians about student achievement	1 208	22%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	2 118	39%
m. To identify areas of strength and areas for improvement in elementary programs	3 263	60%
n. To inform planning of elementary programs	2 524	46%
o. To guide school improvement initiatives	3 320	61%
p. To support change in teaching practices	2 316	42%
q. In ways other than those listed above	567	10%
r. Did not use	270	5%

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† Respondents were able to select all options that applied.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	4	<1%
Never	10	<1%
Occasionally	383	8%
Sometimes	1 020	21%
Frequently	3 534	71%
No response/ambiguous response	6	<1%
b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)		
Not available	3	<1%
Never	26	1%
Occasionally	391	8%
Sometimes	1 217	25%
Frequently	3 309	67%
No response/ambiguous response	11	<1%
c. Internet (e.g., to access information)		
Not available	2	<1%
Never	9	<1%
Occasionally	278	6%
Sometimes	1 116	23%
Frequently	3 538	71%
No response/ambiguous response	14	<1%

* Numbers and percentages are based on the total number of teachers who answered Questions 7 and 8.

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

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	4	<1%
Never	12	<1%
Occasionally	353	7%
Sometimes	1 040	21%
Frequently	3 531	71%
No response/ambiguous response	17	<1%
b. Library or resource-centre language materials (e.g., print and audiovisual)		
Not available	44	1%
Never	212	4%
Occasionally	1 287	26%
Sometimes	1 825	37%
Frequently	1 549	31%
No response/ambiguous response	40	1%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	27	1%
Never	36	1%
Occasionally	248	5%
Sometimes	745	15%
Frequently	3 882	78%
No response/ambiguous response	19	<1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire—Grade 6

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	114	2%
Never	278	6%
Occasionally	867	17%
Sometimes	1 357	27%
Frequently	2 310	47%
No response/ambiguous response	31	1%
e. Language instruction materials that your board or other boards developed		
Not available	142	3%
Never	643	13%
Occasionally	1 602	32%
Sometimes	1 586	32%
Frequently	941	19%
No response/ambiguous response	43	1%
f. Language instruction materials that the Ministry of Education developed		
Not available	75	2%
Never	585	12%
Occasionally	1 716	35%
Sometimes	1 637	33%
Frequently	902	18%
No response/ambiguous response	42	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial language instruction materials		
Not available	59	1%
Never	327	7%
Occasionally	1 435	29%
Sometimes	1 900	38%
Frequently	1 177	24%
No response/ambiguous response	59	1%

* Numbers and percentages are based on the total number of teachers who answered Questions 7 and 8.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	4	<1%
Never	64	1%
Occasionally	616	12%
Sometimes	1 425	29%
Frequently	2 788	56%
No response/ambiguous response	39	1%
b. Concrete manipulatives (e.g., cubes, tiles)		
Not available	5	<1%
Never	7	<1%
Occasionally	360	7%
Sometimes	1 576	32%
Frequently	2 935	59%
No response/ambiguous response	53	1%
c. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	27	1%
Never	195	4%
Occasionally	1 259	26%
Sometimes	1 813	37%
Frequently	1 587	32%
No response/ambiguous response	55	1%

* Numbers and percentages are based on the total number of teachers who answered Questions 9, 10 and 11.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

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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	12	<1%
Never	375	8%
Occasionally	1 676	34%
Sometimes	1 635	33%
Frequently	1 198	24%
No response/ambiguous response	40	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	28	1%
Never	222	4%
Occasionally	1 211	25%
Sometimes	1 789	36%
Frequently	1 652	33%
No response/ambiguous response	34	1%
b. Library or resource-centre mathematics materials (e.g., print and audiovisual)		
Not available	127	3%
Never	1 200	24%
Occasionally	1 709	35%
Sometimes	1 261	26%
Frequently	584	12%
No response/ambiguous response	55	1%
c. Presentation technology (e.g., interactive white board, LCD projector)		
Not available	35	1%
Never	97	2%
Occasionally	464	9%
Sometimes	908	18%
Frequently	3 391	69%
No response/ambiguous response	41	1%

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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	81	2%
Never	210	4%
Occasionally	818	17%
Sometimes	1 511	31%
Frequently	2 271	46%
No response/ambiguous response	45	1%
e. Mathematics instruction materials that your board or other boards developed		
Not available	90	2%
Never	437	9%
Occasionally	1 353	27%
Sometimes	1 782	36%
Frequently	1 222	25%
No response/ambiguous response	52	1%
f. Mathematics instruction materials that the Ministry of Education developed		
Not available	43	1%
Never	404	8%
Occasionally	1 389	28%
Sometimes	1 772	36%
Frequently	1 284	26%
No response/ambiguous response	44	1%

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Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial mathematics instruction materials		
Not available	42	1%
Never	231	5%
Occasionally	1 193	24%
Sometimes	1 818	37%
Frequently	1 585	32%
No response/ambiguous response	67	1%

* Numbers and percentages are based on the total number of teachers who answered Questions 9, 10 and 11.

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
11a. How often do you integrate mathematics with other areas of the curriculum?		
N/A	59	1%
Never	85	2%
Occasionally	1 447	29%
Sometimes	2 304	47%
Frequently	1 004	20%
No response/ambiguous response	37	1%

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	4 623	94%
ii. Collaborative inquiry	3 294	67%
iii. Differentiated instruction	4 642	94%
iv. Direct instruction	4 718	96%
v. Guided mathematics instruction	4 345	88%
vi. Independent practice	4 764	97%
vii. Mental mathematics	4 152	84%
viii. Open-ended problem solving	4 279	87%
ix. Practice of procedures and computations	4 229	86%
x. Other	841	17%

* Numbers and percentages are based on the total number of teachers who answered Questions 9, 10 and 11.

† Respondents were able to select all options that applied.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Some Teaching Practices

<i>Number of Respondents</i>	Province*	
	#	%†
c. When do you usually have your mathematics lesson?‡		
In the morning	3 143	64%
In the afternoon	858	17%
At midday (for schools with a balanced-day schedule)	549	11%
As often in the morning as in the afternoon	338	7%
No response/ambiguous response	48	1%
d. In a typical day, how much protected classroom time do your students spend on mathematics?‡§		
Less than 40 minutes	38	1%
40–59 minutes	1 366	28%
60–79 minutes	3 070	62%
More than 80 minutes	429	9%
No response/ambiguous response	33	1%
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)	3 897	79%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	970	20%
No response/ambiguous response	69	1%
f. In a typical week, how much protected classroom time do your students spend on mathematics?‡§		
100 to 199 minutes per week	111	2%
200 to 299 minutes per week	931	19%
300 to 399 minutes per week	3 133	63%
400 or more	677	14%
No response/ambiguous response	84	2%

* Numbers and percentages are based on the total number of teachers who answered Questions 9, 10 and 11.

† 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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire—Grade 6

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	2 256	41%
Once	1 824	33%
2–3 times	1 054	19%
No response/ambiguous response	333	6%
b. The links between EQAO results and instructional and/or assessment practices		
Never	2 538	46%
Once	1 644	30%
2–3 times	904	17%
No response/ambiguous response	381	7%
c. Instructional strategies for their child		
Never	379	7%
Once	728	13%
2–3 times	2 738	50%
About once a month	935	17%
About once every 2 weeks	232	4%
At least once a week	146	3%
No response/ambiguous response	309	6%
d. Suggestions for what to do at home to support learning		
Never	176	3%
Once	514	9%
2–3 times	2 581	47%
About once a month	1 286	24%
About once every 2 weeks	368	7%
At least once a week	291	5%
No response/ambiguous response	251	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Suggestions for resources to use at home to support learning		
Never	240	4%
Once	610	11%
2–3 times	2 597	48%
About once a month	1 201	22%
About once every 2 weeks	347	6%
At least once a week	224	4%
No response/ambiguous response	248	5%
f. Information about their child’s progress		
Never	75	1%
Once	104	2%
2–3 times	1 803	33%
About once a month	1 885	34%
About once every 2 weeks	925	17%
At least once a week	425	8%
No response/ambiguous response	250	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	101	2%
Once	1 269	23%
2–3 times	3 378	62%
About once a month	372	7%
About once every 2 weeks	55	1%
At least once a week	29	1%
No response/ambiguous response	263	5%
b. Phone conversations		
Never	296	5%
Once	713	13%
2–3 times	2 797	51%
About once a month	1 049	19%
About once every 2 weeks	238	4%
At least once a week	100	2%
No response/ambiguous response	274	5%
c. Student agenda or home-school journal		
Never	853	16%
Once	135	2%
2–3 times	729	13%
About once a month	648	12%
About once every 2 weeks	419	8%
At least once a week	2 323	42%
No response/ambiguous response	360	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. Student-led conferences		
Never	2 291	42%
Once	1 451	27%
2–3 times	815	15%
About once a month	316	6%
About once every 2 weeks	141	3%
At least once a week	116	2%
No response/ambiguous response	337	6%
e. Student portfolio		
Never	1 938	35%
Once	998	18%
2–3 times	1 053	19%
About once a month	664	12%
About once every 2 weeks	248	5%
At least once a week	196	4%
No response/ambiguous response	370	7%
f. Class newsletter or information package		
Never	1 388	25%
Once	962	18%
2–3 times	1 045	19%
About once a month	1 283	23%
About once every 2 weeks	127	2%
At least once a week	318	6%
No response/ambiguous response	344	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	1 032	19%
Once	141	3%
2–3 times	528	10%
About once a month	784	14%
About once every 2 weeks	594	11%
At least once a week	2 103	38%
No response/ambiguous response	285	5%
h. Means other than those listed above		
Never	1 731	32%
Once	98	2%
2–3 times	309	6%
About once a month	283	5%
About once every 2 weeks	140	3%
At least once a week	439	8%
No response/ambiguous response	2 467	45%

* 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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
14a. Are you the classroom (homeroom) teacher for this class?		
Yes	4 941	90%
No	361	7%
No response/ambiguous response	165	3%
b. Do you teach language to this class?		
Yes	4 999	91%
No	306	6%
No response/ambiguous response	162	3%
c. Do you teach mathematics to this class?		
Yes	4 947	90%
No	356	7%
No response/ambiguous response	164	3%
15. How many students are in this class?		
1–20	1 117	20%
21–24	1 386	25%
25–28	2 095	38%
29–32	656	12%
33 or more	56	1%
No response/ambiguous response	157	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire—Grade 6

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
16a. Is this class a combined-grade or multi-grade class?		
Yes	2 798	51%
No	2 499	46%
No response/ambiguous response	170	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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 6?		
1–8	1 037	37%
9–12	596	21%
13–16	611	22%
17–20	365	13%
21 or more	135	5%
No response/ambiguous response	54	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	243	4%
3–5 years	650	12%
6–10 years	1 060	19%
11 years or more	3 264	60%
No response/ambiguous response	250	5%
b. At the elementary level		
2 years or less	379	7%
3–5 years	713	13%
6–10 years	1 063	19%
11 years or more	3 032	55%
No response/ambiguous response	280	5%
c. In the junior division		
2 years or less	1 050	19%
3–5 years	1 257	23%
6–10 years	1 296	24%
11 years or more	1 555	28%
No response/ambiguous response	309	6%
d. In Grade 6		
2 years or less	2 006	37%
3–5 years	1 383	25%
6–10 years	1 099	20%
11 years or more	682	12%
No response/ambiguous response	297	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.

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire—Grade 6

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	667	12%
English-related major or specialist (e.g., creative writing, journalism)	151	3%
Other major with an English minor	448	8%
Other major with an English-related minor	285	5%
Area of study unrelated to English	3 700	68%
No response/ambiguous response	216	4%
19. What best describes your area of study during your post-secondary education?‡		
Mathematics major or specialist	116	2%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	404	7%
Other major with a mathematics minor	159	3%
Other major with a mathematics-related minor	253	5%
Area of study unrelated to mathematics	4 284	78%
No response/ambiguous response	251	5%
20. In your teacher training, did you take courses related to the teaching of reading or writing?		
Yes	4 713	86%
No	590	11%
No response/ambiguous response	164	3%
21. In your teacher training, did you take courses related to the teaching of mathematics?		
Yes	4 503	82%
No	796	15%
No response/ambiguous response	168	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.

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

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	3 482	64%
Part 1	690	13%
Part 2	93	2%
Specialist	548	10%
No response/ambiguous response	654	12%
b. Writing		
No	4 428	81%
Part 1	98	2%
Part 2	16	<1%
Specialist	30	1%
No response/ambiguous response	895	16%
c. Mathematics, Primary and Junior		
No	3 508	64%
Part 1	740	14%
Part 2	138	3%
Specialist	307	6%
No response/ambiguous response	774	14%
d. Integration of Information and Computer Technology in Instruction		
No	4 092	75%
Part 1	333	6%
Part 2	35	1%
Specialist	142	3%
No response/ambiguous response	865	16%

* 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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
e. English as a Second Language		
No	3 847	70%
Part 1	642	12%
Part 2	61	1%
Specialist	104	2%
No response/ambiguous response	813	15%
f. Special Education		
No	1 844	34%
Part 1	1 833	34%
Part 2	318	6%
Specialist	1 019	19%
No response/ambiguous response	453	8%

* 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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
	5 467	
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	3 009	55%
No	2 151	39%
No response/ambiguous response	307	6%
b. Integration of information and computer technology into language instruction		
Yes	3 129	57%
No	2 024	37%
No response/ambiguous response	314	6%
c. Developing students' critical thinking in reading or writing		
Yes	2 466	45%
No	2 647	48%
No response/ambiguous response	354	6%
d. Mathematics pedagogy or instruction		
Yes	4 492	82%
No	726	13%
No response/ambiguous response	249	5%
e. Integration of information and computer technology into mathematics instruction		
Yes	3 098	57%
No	2 021	37%
No response/ambiguous response	348	6%
f. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	4 097	75%
No	1 076	20%
No response/ambiguous response	294	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
g. Instructional strategies for differentiated instruction in any subject		
Yes	3 482	64%
No	1 666	30%
No response/ambiguous response	319	6%
h. Teaching students with special needs		
Yes	2 593	47%
No	2 531	46%
No response/ambiguous response	343	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, Junior Division (Grades 4–6), 2017–2018

Teacher Questionnaire–Grade 6

Other

<i>Number of Respondents</i>	Province*	
	#	%†
24. I would prefer to answer this questionnaire online (through the Internet).		
Strongly disagree or disagree	730	13%
Neither agree nor disagree	1 462	27%
Agree or strongly agree	3 048	56%
No response/ambiguous response	227	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.