



Teacher Questionnaire–Grade 6

Provincial Results

Response rate for the Province: 5 064 out of 7 817 (65%)

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	5 064	
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	62	1%
A few times	519	10%
Once a month	1 992	39%
Once every 2 weeks	561	11%
At least once a week	1 852	37%
No response/ambiguous response	78	2%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	404	8%
A few times	2 732	54%
Once a month	1 311	26%
Once every 2 weeks	343	7%
At least once a week	190	4%
No response/ambiguous response	84	2%
c. To track student progress		
Never or hardly ever	407	8%
A few times	2 072	41%
Once a month	1 286	25%
Once every 2 weeks	589	12%
At least once a week	598	12%
No response/ambiguous response	112	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

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	239	5%
A few times	2 272	45%
Once a month	2 164	43%
Once every 2 weeks	223	4%
At least once a week	79	2%
No response/ambiguous response	87	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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	941	20%
A few times	1 817	38%
Once a month	853	18%
Once every 2 weeks	511	11%
At least once a week	609	13%
No response/ambiguous response	7	<1%
f. To coordinate language instruction among teachers		
Never or hardly ever	1 376	29%
A few times	1 637	35%
Once a month	712	15%
Once every 2 weeks	449	9%
At least once a week	549	12%
No response/ambiguous response	15	<1%

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

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

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	274	6%
A few times	1 614	34%
Once a month	1 276	27%
Once every 2 weeks	691	15%
At least once a week	842	18%
No response/ambiguous response	3	<1%
h. To coordinate mathematics instruction among teachers		
Never or hardly ever	656	14%
A few times	1 673	36%
Once a month	1 047	22%
Once every 2 weeks	579	12%
At least once a week	734	16%
No response/ambiguous response	11	<1%

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

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

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
2. To what extent do you agree or disagree with the following statements about your school's improvement goals in literacy and in mathematics this year?		
For reading:		
a. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	509	10%
Neither agree nor disagree	789	16%
Agree or strongly agree	3 572	71%
No response/ambiguous response	194	4%
b. The school's improvement goals were clear to me.		
Strongly disagree or disagree	509	10%
Neither agree nor disagree	894	18%
Agree or strongly agree	3 441	68%
No response/ambiguous response	220	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	427	8%
Neither agree nor disagree	1 086	21%
Agree or strongly agree	3 322	66%
No response/ambiguous response	229	5%
d. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	614	12%
Neither agree nor disagree	1 138	22%
Agree or strongly agree	3 071	61%
No response/ambiguous response	241	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), 2018–2019

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	342	7%
Neither agree nor disagree	1 246	25%
Agree or strongly agree	3 231	64%
No response/ambiguous response	245	5%
f. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	697	14%
Neither agree nor disagree	1 260	25%
Agree or strongly agree	2 836	56%
No response/ambiguous response	271	5%
For writing:		
g. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	543	11%
Neither agree nor disagree	854	17%
Agree or strongly agree	3 455	68%
No response/ambiguous response	212	4%
h. The school's improvement goals were clear to me.		
Strongly disagree or disagree	546	11%
Neither agree nor disagree	942	19%
Agree or strongly agree	3 351	66%
No response/ambiguous response	225	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	445	9%
Neither agree nor disagree	1 102	22%
Agree or strongly agree	3 274	65%
No response/ambiguous response	243	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), 2018–2019

Teacher Questionnaire–Grade 6

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	666	13%
Neither agree nor disagree	1 188	23%
Agree or strongly agree	2 956	58%
No response/ambiguous response	254	5%
k. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	369	7%
Neither agree nor disagree	1 319	26%
Agree or strongly agree	3 118	62%
No response/ambiguous response	258	5%
l. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	704	14%
Neither agree nor disagree	1 276	25%
Agree or strongly agree	2 799	55%
No response/ambiguous response	285	6%
For mathematics:		
m. The school's improvement goals for student achievement have been communicated to me.		
Strongly disagree or disagree	187	4%
Neither agree nor disagree	352	7%
Agree or strongly agree	4 318	85%
No response/ambiguous response	207	4%
n. The school's improvement goals were clear to me.		
Strongly disagree or disagree	210	4%
Neither agree nor disagree	447	9%
Agree or strongly agree	4 175	82%
No response/ambiguous response	232	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), 2018–2019

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	226	4%
Neither agree nor disagree	693	14%
Agree or strongly agree	3 907	77%
No response/ambiguous response	238	5%
p. The school provided me with materials to help me work toward the improvement goals.		
Strongly disagree or disagree	313	6%
Neither agree nor disagree	657	13%
Agree or strongly agree	3 837	76%
No response/ambiguous response	257	5%
q. The school has taken steps to meet its improvement goals.		
Strongly disagree or disagree	161	3%
Neither agree nor disagree	581	11%
Agree or strongly agree	4 065	80%
No response/ambiguous response	257	5%
r. I had the opportunity to participate in decisions about the school's improvement goals.		
Strongly disagree or disagree	522	10%
Neither agree nor disagree	848	17%
Agree or strongly agree	3 410	67%
No response/ambiguous response	284	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), 2018–2019

Teacher Questionnaire–Grade 6

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	397	8%
Neither agree nor disagree	732	14%
Agree or strongly agree	3 780	75%
No response/ambiguous response	155	3%
b. Teachers take pride in this school.		
Strongly disagree or disagree	172	3%
Neither agree nor disagree	486	10%
Agree or strongly agree	4 256	84%
No response/ambiguous response	150	3%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	480	9%
Neither agree nor disagree	1 004	20%
Agree or strongly agree	3 419	68%
No response/ambiguous response	161	3%
d. Students at this school respect one another.		
Strongly disagree or disagree	604	12%
Neither agree nor disagree	1 050	21%
Agree or strongly agree	3 244	64%
No response/ambiguous response	166	3%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	319	6%
Neither agree nor disagree	841	17%
Agree or strongly agree	3 736	74%
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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	177	3%
Neither agree nor disagree	483	10%
Agree or strongly agree	4 244	84%
No response/ambiguous response	160	3%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	462	9%
Neither agree nor disagree	784	15%
Agree or strongly agree	3 638	72%
No response/ambiguous response	180	4%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	174	3%
Neither agree nor disagree	602	12%
Agree or strongly agree	4 097	81%
No response/ambiguous response	191	4%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	221	4%
Neither agree nor disagree	918	18%
Agree or strongly agree	3 758	74%
No response/ambiguous response	167	3%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	111	2%
Neither agree nor disagree	379	7%
Agree or strongly agree	4 418	87%
No response/ambiguous response	156	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), 2018–2019

Teacher Questionnaire–Grade 6

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

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

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Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	4 131	82%
b. To help students understand how questions and tasks relate to curriculum expectations	3 804	75%
c. To communicate with parents and guardians about curriculum expectations	2 080	41%
d. As a model for designing assessments	3 264	64%
e. To inform classroom instruction	3 547	70%
f. In ways other than those listed above	1 647	33%
g. Did not use	325	6%
<u>With a school team</u>		
h. As a model for designing assessments	1 328	26%
i. To inform classroom instruction	1 408	28%
j. In ways other than those listed above	607	12%
k. Did not use	219	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), 2018–2019

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	1 614	32%
b. To communicate with parents and guardians about student achievement	999	20%
c. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 186	23%
d. To identify areas of strength and areas for improvement in elementary programs	1 656	33%
e. To inform planning of elementary programs	1 470	29%
f. To guide school improvement initiatives	870	17%
g. To support change in teaching practices	1 735	34%
h. In ways other than those listed above	601	12%
i. Did not use	638	13%
<u>With a school team</u>		
j. To identify how well students are meeting curriculum expectations	2 890	57%
k. To communicate with parents and guardians about student achievement	1 025	20%
l. To learn more about students at the school (e.g., their perceptions, their activities outside school)	1 932	38%
m. To identify areas of strength and areas for improvement in elementary programs	2 860	56%
n. To inform planning of elementary programs	2 212	44%
o. To guide school improvement initiatives	2 946	58%
p. To support change in teaching practices	1 996	39%
q. In ways other than those listed above	457	9%
r. Did not use	276	5%

* 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), 2018–2019

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	6	<1%
Never	11	<1%
Occasionally	354	8%
Sometimes	880	19%
Frequently	3 295	72%
No response/ambiguous response	7	<1%
b. Tools to help with writing (e.g., dictionaries, checklists, graphic organizers)		
Not available	1	<1%
Never	28	1%
Occasionally	336	7%
Sometimes	1 109	24%
Frequently	3 072	67%
No response/ambiguous response	7	<1%
c. The Internet (e.g., to access information)		
Not available	2	<1%
Never	12	<1%
Occasionally	281	6%
Sometimes	1 006	22%
Frequently	3 242	71%
No response/ambiguous response	10	<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), 2018–2019

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	6	<1%
Never	27	1%
Occasionally	318	7%
Sometimes	896	20%
Frequently	3 295	72%
No response/ambiguous response	11	<1%
b. Library or resource-centre language materials (e.g., print and audiovisual)		
Not available	40	1%
Never	193	4%
Occasionally	1 167	26%
Sometimes	1 661	36%
Frequently	1 459	32%
No response/ambiguous response	33	1%
c. Presentation technology (e.g., interactive whiteboard, LCD projector)		
Not available	28	1%
Never	40	1%
Occasionally	250	5%
Sometimes	691	15%
Frequently	3 535	78%
No response/ambiguous response	9	<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), 2018–2019

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	110	2%
Never	225	5%
Occasionally	791	17%
Sometimes	1 229	27%
Frequently	2 176	48%
No response/ambiguous response	22	<1%
e. Language instruction materials that your board or other boards developed		
Not available	137	3%
Never	519	11%
Occasionally	1 453	32%
Sometimes	1 504	33%
Frequently	911	20%
No response/ambiguous response	29	1%
f. Language instruction materials that the Ministry of Education developed		
Not available	73	2%
Never	518	11%
Occasionally	1 602	35%
Sometimes	1 534	34%
Frequently	791	17%
No response/ambiguous response	35	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), 2018–2019

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial language instruction materials		
Not available	55	1%
Never	281	6%
Occasionally	1 299	29%
Sometimes	1 730	38%
Frequently	1 143	25%
No response/ambiguous response	45	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), 2018–2019

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	73	2%
Occasionally	629	14%
Sometimes	1 316	29%
Frequently	2 469	55%
No response/ambiguous response	23	1%
b. Concrete manipulatives (e.g., cubes, tiles)		
Not available	1	<1%
Never	7	<1%
Occasionally	354	8%
Sometimes	1 444	32%
Frequently	2 666	59%
No response/ambiguous response	42	1%
c. Computer software (e.g., interactive mathematics games, graphing software)		
Not available	26	1%
Never	180	4%
Occasionally	1 109	25%
Sometimes	1 645	36%
Frequently	1 518	34%
No response/ambiguous response	36	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

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	9	<1%
Never	392	9%
Occasionally	1 519	34%
Sometimes	1 497	33%
Frequently	1 070	24%
No response/ambiguous response	27	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	23	1%
Never	202	4%
Occasionally	1 109	25%
Sometimes	1 564	35%
Frequently	1 586	35%
No response/ambiguous response	30	1%
b. Library or resource-centre mathematics materials (e.g., print and audiovisual)		
Not available	103	2%
Never	1 151	25%
Occasionally	1 543	34%
Sometimes	1 119	25%
Frequently	553	12%
No response/ambiguous response	45	1%
c. Presentation technology (e.g., interactive whiteboard, LCD projector)		
Not available	32	1%
Never	104	2%
Occasionally	397	9%
Sometimes	835	18%
Frequently	3 116	69%
No response/ambiguous response	30	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

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	163	4%
Occasionally	733	16%
Sometimes	1 404	31%
Frequently	2 093	46%
No response/ambiguous response	40	1%
e. Mathematics instruction materials that your board or other boards developed		
Not available	78	2%
Never	354	8%
Occasionally	1 220	27%
Sometimes	1 629	36%
Frequently	1 186	26%
No response/ambiguous response	47	1%
f. Mathematics instruction materials that the Ministry of Education developed		
Not available	52	1%
Never	382	8%
Occasionally	1 308	29%
Sometimes	1 645	36%
Frequently	1 083	24%
No response/ambiguous response	44	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

Use of Instructional Resources in Your Classroom

<i>Number of Respondents</i>	Province*	
	#	%†
g. Commercial mathematics instruction materials		
Not available	31	1%
Never	225	5%
Occasionally	1 062	24%
Sometimes	1 670	37%
Frequently	1 470	33%
No response/ambiguous response	56	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	63	1%
Never	89	2%
Occasionally	1 292	29%
Sometimes	2 033	45%
Frequently	1 008	22%
No response/ambiguous response	29	1%

* 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.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	4 229	94%
ii. Collaborative inquiry	2 978	66%
iii. Differentiated instruction	4 226	94%
iv. Direct instruction	4 298	95%
v. Guided mathematics instruction	3 967	88%
vi. Independent practice	4 352	96%
vii. Mental mathematics	3 849	85%
viii. Open-ended problem solving	3 871	86%
ix. Practice of procedures and computations	3 888	86%
x. Other	749	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), 2018–2019

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	2 909	64%
In the afternoon	728	16%
At midday (for schools with a balanced-day schedule)	490	11%
As often in the morning as in the afternoon	346	8%
No response/ambiguous response	41	1%
d. In a typical day, how much protected classroom time do your students spend on mathematics?‡§		
Less than 40 minutes	41	1%
40–59 minutes	1 288	29%
60–79 minutes	2 712	60%
More than 80 minutes	449	10%
No response/ambiguous response	24	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)	3 546	79%
Two or more continuous blocks of time (e.g., two 30-minute blocks; three 20-minute blocks)	876	19%
No response/ambiguous response	92	2%
f. In a typical week, how much protected classroom time do your students spend on mathematics?‡§		
100 to 199 minutes per week	131	3%
200 to 299 minutes per week	839	19%
300 to 399 minutes per week	2 805	62%
400 minutes or more per week	643	14%
No response/ambiguous response	96	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), 2018–2019

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	2 109	42%
Once	1 613	32%
2–3 times	987	19%
No response/ambiguous response	355	7%
b. The links between EQAO results and instructional and/or assessment practices		
Never	2 335	46%
Once	1 496	30%
2–3 times	826	16%
No response/ambiguous response	407	8%
c. Instructional strategies for their child		
Never	374	7%
Once	663	13%
2–3 times	2 439	48%
About once a month	902	18%
About once every 2 weeks	238	5%
At least once a week	142	3%
No response/ambiguous response	306	6%
d. Suggestions for what to do at home to support learning		
Never	149	3%
Once	431	9%
2–3 times	2 346	46%
About once a month	1 289	25%
About once every 2 weeks	322	6%
At least once a week	250	5%
No response/ambiguous response	277	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), 2018–2019

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	202	4%
Once	535	11%
2–3 times	2 346	46%
About once a month	1 182	23%
About once every 2 weeks	295	6%
At least once a week	222	4%
No response/ambiguous response	282	6%
f. Information about their child's progress		
Never	78	2%
Once	100	2%
2–3 times	1 648	33%
About once a month	1 740	34%
About once every 2 weeks	837	17%
At least once a week	390	8%
No response/ambiguous response	271	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), 2018–2019

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	97	2%
Once	1 162	23%
2–3 times	3 055	60%
About once a month	405	8%
About once every 2 weeks	52	1%
At least once a week	23	<1%
No response/ambiguous response	270	5%
b. Phone conversations		
Never	233	5%
Once	654	13%
2–3 times	2 470	49%
About once a month	1 035	20%
About once every 2 weeks	268	5%
At least once a week	93	2%
No response/ambiguous response	311	6%
c. Student agenda or home-school journal		
Never	894	18%
Once	148	3%
2–3 times	656	13%
About once a month	569	11%
About once every 2 weeks	374	7%
At least once a week	2 039	40%
No response/ambiguous response	384	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), 2018–2019

Teacher Questionnaire–Grade 6

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
d. Student-led conferences		
Never	2 048	40%
Once	1 337	26%
2–3 times	806	16%
About once a month	285	6%
About once every 2 weeks	143	3%
At least once a week	93	2%
No response/ambiguous response	352	7%
e. Student portfolio		
Never	1 798	36%
Once	918	18%
2–3 times	956	19%
About once a month	568	11%
About once every 2 weeks	232	5%
At least once a week	207	4%
No response/ambiguous response	385	8%
f. Class newsletter or information package		
Never	1 298	26%
Once	891	18%
2–3 times	988	20%
About once a month	1 137	22%
About once every 2 weeks	134	3%
At least once a week	261	5%
No response/ambiguous response	355	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), 2018–2019

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	782	15%
Once	125	2%
2–3 times	487	10%
About once a month	777	15%
About once every 2 weeks	547	11%
At least once a week	2 054	41%
No response/ambiguous response	292	6%
h. Means other than those listed above		
Never	1 631	32%
Once	110	2%
2–3 times	275	5%
About once a month	252	5%
About once every 2 weeks	130	3%
At least once a week	381	8%
No response/ambiguous response	2 285	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), 2018–2019

Teacher Questionnaire–Grade 6

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
14a. Are you the classroom (homeroom) teacher for this class?		
Yes	4 565	90%
No	338	7%
No response/ambiguous response	161	3%
b. Do you teach language to this class?		
Yes	4 584	91%
No	316	6%
No response/ambiguous response	164	3%
c. Do you teach mathematics to this class?		
Yes	4 527	89%
No	363	7%
No response/ambiguous response	174	3%
15. How many students are in this class?		
1–20	1 047	21%
21–24	1 288	25%
25–28	1 914	38%
29–32	602	12%
33 or more	48	1%
No response/ambiguous response	165	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), 2018–2019

Teacher Questionnaire–Grade 6

Class Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
16a. Is this class a combined-grade or multi-grade class?		
Yes	2 453	48%
No	2 441	48%
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), 2018–2019

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	930	38%
9–12	518	21%
13–16	510	21%
17–20	313	13%
21 or more	113	5%
No response/ambiguous response	69	3%

* 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), 2018–2019

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	305	6%
3–5 years	633	12%
6–10 years	909	18%
11 years or more	2 940	58%
No response/ambiguous response	277	5%
b. At the elementary level		
2 years or less	438	9%
3–5 years	729	14%
6–10 years	893	18%
11 years or more	2 683	53%
No response/ambiguous response	321	6%
c. In the junior division		
2 years or less	1 003	20%
3–5 years	1 148	23%
6–10 years	1 138	22%
11 years or more	1 434	28%
No response/ambiguous response	341	7%
d. In Grade 6		
2 years or less	1 862	37%
3–5 years	1 333	26%
6–10 years	946	19%
11 years or more	605	12%
No response/ambiguous response	318	6%

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

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

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	650	13%
English-related major or specialist (e.g., creative writing, journalism)	137	3%
Other major with an English minor	439	9%
Other major with an English-related minor	251	5%
Area of study unrelated to English	3 335	66%
No response/ambiguous response	252	5%
19. What best describes your area of study during your post-secondary education?‡		
Mathematics major or specialist	124	2%
Mathematics-related major or specialist (e.g., business, science, engineering, computer science)	422	8%
Other major with a mathematics minor	139	3%
Other major with a mathematics-related minor	250	5%
Area of study unrelated to mathematics	3 850	76%
No response/ambiguous response	279	6%
20. In your teacher training, did you take courses related to the teaching of reading or writing?		
Yes	4 416	87%
No	450	9%
No response/ambiguous response	198	4%
21. In your teacher training, did you take courses related to the teaching of mathematics?		
Yes	4 240	84%
No	612	12%
No response/ambiguous response	212	4%

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

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

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

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	3 147	62%
Part 1	669	13%
Part 2	85	2%
Specialist	503	10%
No response/ambiguous response	660	13%
b. Writing		
No	4 020	79%
Part 1	108	2%
Part 2	8	<1%
Specialist	41	1%
No response/ambiguous response	887	18%
c. Mathematics, Primary and Junior		
No	3 120	62%
Part 1	799	16%
Part 2	137	3%
Specialist	303	6%
No response/ambiguous response	705	14%
d. Integration of Information and Computer Technology in Instruction		
No	3 700	73%
Part 1	328	6%
Part 2	32	1%
Specialist	145	3%
No response/ambiguous response	859	17%

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

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

‡ Respondents were asked to select only one option.

Assessment of Reading, Writing and Mathematics, Junior Division (Grades 4–6), 2018–2019

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
e. English as a Second Language		
No	3 443	68%
Part 1	680	13%
Part 2	46	1%
Specialist	99	2%
No response/ambiguous response	796	16%
f. Special Education		
No	1 616	32%
Part 1	1 812	36%
Part 2	368	7%
Specialist	864	17%
No response/ambiguous response	404	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), 2018–2019

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
23. In the past two years, have you participated in professional development activities (e.g., courses, workshops, conferences, PLCs) related to any of the following topics?		
a. Reading or writing pedagogy or instruction		
Yes	2 834	56%
No	1 897	37%
No response/ambiguous response	333	7%
b. Integration of information and computer technology into language instruction		
Yes	2 881	57%
No	1 849	37%
No response/ambiguous response	334	7%
c. Developing students' critical thinking in reading or writing		
Yes	2 269	45%
No	2 421	48%
No response/ambiguous response	374	7%
d. Mathematics pedagogy or instruction		
Yes	4 138	82%
No	638	13%
No response/ambiguous response	288	6%
e. Integration of information and computer technology into mathematics instruction		
Yes	2 914	58%
No	1 781	35%
No response/ambiguous response	369	7%
f. Developing students' critical thinking or problem-solving skills in mathematics		
Yes	3 723	74%
No	1 019	20%
No response/ambiguous response	322	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), 2018–2019

Teacher Questionnaire–Grade 6

Background and Professional Development

<i>Number of Respondents</i>	Province*	
	#	%†
g. Instructional strategies for differentiated instruction in any subject		
Yes	3 213	63%
No	1 492	29%
No response/ambiguous response	359	7%
h. Teaching students with special needs		
Yes	2 526	50%
No	2 166	43%
No response/ambiguous response	372	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), 2018–2019

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	631	12%
Neither agree nor disagree	1 394	28%
Agree or strongly agree	2 779	55%
No response/ambiguous response	260	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.