

# PCAP Main Administration (2010)

## *School Questionnaire*

# PCAP

Pan-Canadian Assessment Program



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Council of  
Ministers of  
Education,  
Canada

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**Council of Ministers of Education, Canada**

**Pan-Canadian Assessment Program (PCAP)**

**Main Administration (2010)**

**School Questionnaire**

Your school has been selected as one of approximately 1,200 schools in Canada to participate in the Pan-Canadian Assessment Program (PCAP) main administration. PCAP is an assessment of academic achievement in Canada, and its results are important for charting the progress of students in the participating provinces and territories and for shaping curricula and teaching practices.

This questionnaire is addressed to the school principal. The questions are about the characteristics of the school, its staff, its facilities, and the community in which the school is located. Some of the questions ask for specific facts, while others require a judgment or opinion. Since your school is part of a pan-Canadian sample, your responses are very important in helping to describe characteristics of schools across Canada. It is, therefore, important that all questions be answered as carefully and accurately as possible. Please answer the questions by checking the box corresponding to your answer, with regard to the 2009-10 school year.

This questionnaire is confidential. The Council of Ministers of Education, Canada, will not report any result that would allow you, your students, or your school to be identified.

Once you have completed the questionnaire, please return it to your PCAP school coordinator.

**Thank you for your time, effort, and thought  
in completing this questionnaire.**



**Section 1: Background Questions**

- 1. What is the total student enrolment (number of students) in your school?**
- 100 or less .....  1
- 101 to 500 .....  2
- 501 to 1,000 .....  3
- More than 1,000 .....  4
- 
- 2. What is the student enrolment in Grade 8/Year 2 of Secondary Cycle 1?**
- 25 or less .....  1
- 26 to 50 .....  2
- 51 to 75 .....  3
- 76 to 100 .....  4
- More than 100 .....  5
- 
- 3. What grade levels are taught in your school? (Check all that apply.)**
- Pre-kindergarten .....  1
- Kindergarten .....  2
- Grade 1 .....  3
- Grade 2 .....  4
- Grade 3 .....  5
- Grade 4 .....  6
- Grade 5 .....  7
- Grade 6 .....  8
- Grade 7 (Year 1 of Secondary Cycle 1 – QC) .....  9
- Grade 8 (Year 2 of Secondary Cycle 1 – QC) .....  10
- Grade 9 (Secondary 3 – QC) .....  11
- Grade 10 (Secondary 4 – QC; Level I – NL) .....  12
- Grade 11 (Secondary 5 – QC; Level II – NL) .....  13
- Grade 12 (Cégep 1 – QC; Level III – NL) .....  14
- Post-Grade 12 (any program that offers credit beyond Grade 12) .....  15

**4. Which of the following best represents the governing structure of your school?**

A “public” school..... <sub>1</sub>  
*(A school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected public officials)*

A “private” school..... <sub>2</sub>  
*(A school not managed directly or indirectly by a government organization, e.g., one governed by a religious institution, trade union, business, or other private entity)*

**5. What percentage of students in your school is identified as English-as-a-second-language (ESL) learners (i.e., students who are or have been in special classes for those whose first language is not English)?**

None..... <sub>1</sub>

1% to 5% ..... <sub>2</sub>

6% to 10% ..... <sub>3</sub>

11% to 25% ..... <sub>4</sub>

26% to 50% ..... <sub>5</sub>

More than 50% ..... <sub>6</sub>

**6. Approximately what percentage of students in your school is of Canadian Aboriginal ancestry (i.e., First Nations, Métis, or Inuit)?**

None..... <sub>1</sub>

1% to 5% ..... <sub>2</sub>

6% to 10% ..... <sub>3</sub>

11% to 25% ..... <sub>4</sub>

26% to 50% ..... <sub>5</sub>

More than 50% ..... <sub>6</sub>

**7. In what type of community, town, or city is your school located? (For this question, please think of what is generally considered locally to be your community, even if it is located near a larger town or city.)**

Rural community or small town (fewer than 5,000 people) ..... <sub>1</sub>

Medium-sized town (5,000 to 25,000 people) ..... <sub>2</sub>

Small city (25,000 to 100,000 people) ..... <sub>3</sub>

Medium city (100,000 to 500,000 people) ..... <sub>4</sub>

Large city (over 500,000 people) ..... <sub>5</sub>

**Section 2: Time Management**

1. How many minutes does an average Grade 8/Year 2 of Secondary Cycle 1 mathematics class period last in your school? \_\_\_\_\_ minutes per period

2. How many minutes of instruction per week does your school offer in mathematics for Grade 8/Year 2 of Secondary Cycle 1 students? \_\_\_\_\_ minutes per week

3. On a typical day, what percentage of students is absent from your school for reasons other than a school-sponsored activity?

Less than 5% .....  1

5% to 10% .....  2

More than 10% .....  3

### Section 3: Assessment

1. To what extent are mathematics teachers in your school monitored for the following practices?

	Not at all	A little	More than a little	A lot
(a) Teaching of all the curriculum outcomes	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) Use of instructional strategies consistent with the curriculum	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) Use of assessment strategies consistent with the curriculum	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Use of resources that support the curriculum	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

The following question asks your opinion about external large-scale assessments such as the Programme for International Student Assessment (PISA) or the Pan-Canadian Assessment Program (PCAP), which provide provincial/territorial results.

2. To what extent do you agree with the following statements about such assessments?

	Strongly disagree	Disagree	Agree	Strongly agree
(a) These test results are easily obtained.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) These test results are easily interpreted.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) These test results are easy to use in making instructional change.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Teachers actually do use these test results to make changes in their instruction.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e) In our school, we discuss these test results with groups of teachers or at staff meetings.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f) We discuss these results with parents/guardians in our school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(g) These tests take too much time away from teaching and learning.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>



The following question asks your opinion about provincial/territorial assessments that can give results for the school or for students within the school.

3. To what extent do you agree with the following statements about such assessments?

	Strongly disagree	Disagree	Agree	Strongly agree
(a) These test results are easily obtained.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) These test results are easily interpreted.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) These test results are easy to use in making instructional changes.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Teachers actually do use these test results to make changes in their instruction.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e) Principals have a responsibility to develop an action plan in response to these results.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f) In our school, we discuss these test results with groups of teachers or at staff meetings.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(g) We discuss these results with parents/guardians in our school.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(h) School-level results from these tests should be published in newspapers.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(i) These tests take too much time away from teaching and learning.	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

4. In your school, how often are the following types of mathematics assessments of Grade 8/Year 2 of Secondary Cycle 1 students used for the following purposes?

	Classroom assessments			Provincial assessments			Pan-Canadian or international assessments		
	Rarely or never	Sometimes	Often	Rarely or never	Sometimes	Often	Rarely or never	Sometimes	Often
(a) To inform parents/guardians about their children's progress	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(b) To make decisions about students' retention or promotion	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(c) To group students for instruction	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(d) To make judgments about teachers' effectiveness	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(e) To identify aspects of instruction or curriculum that could be improved	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(f) To monitor the school's progress from year to year	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

5. To what extent would you say that each of the following has an influence on your students' learning?

	Not at all	A little	More than a little	A lot
(a) Assessment results from PISA and PCAP	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b) Provincial/territorial assessment results that count toward students' final marks	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c) Provincial/territorial assessment results that do not count toward students' final marks	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d) Results from classroom assessments	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e) Provincial/territorial curriculum	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f) Teachers within departments or subject groups	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(g) Individual teachers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(h) Parent/guardian advisory committees or school councils	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(i) Characteristics of the student body	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(j) Students' voice or representation	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(k) Textbooks and textbook publishers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(l) Access to resources	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(m) Teacher groups external to the school (e.g., district committees, professional associations)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(n) External agencies (e.g., business community)	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(o) Church or religious groups	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

## Section 4: Instructional Climate

### 1. How much do you emphasize the following in teaching mathematics in your school?

	Little or no emphasis	Some emphasis	A lot of emphasis
(a) basic mathematical skills	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(b) understanding concepts and big ideas	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(c) having students perform to the best of their abilities	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(d) the knowledge and understanding needed for students to do well on provincial/territorial assessments	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(e) the knowledge and understanding needed for students to do well on pan-Canadian or international assessments	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(f) computational skills	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(g) developing the well-rounded individual	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(h) using a variety of strategies to challenge each student	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

### 2. How often do the following occur in your school?

	Rarely or never	Sometimes	Often
(a) professional development for teachers of mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(b) parent/guardian information nights specific to mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(c) monitoring the implementation of mathematics curricula	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(d) events such as math fairs, math days, and math contests	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(e) displays about mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
(f) recognition of student achievement in mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**Section 5: Context for Instruction**

**1. To what extent do you consider regular mathematics classes in your school to be affected by the need to attend to students with special needs (sufficient to require intervention by the teacher or other adults)?**

- None..... <sub>1</sub>
- A little..... <sub>2</sub>
- Some ..... <sub>3</sub>
- A lot..... <sub>4</sub>

**2. Under what classroom arrangements are students with special needs (sufficient to require intervention by the teacher or other adults) taught mathematics in your school? (Check all that apply.)**

- In the regular classroom with all other students and the classroom teacher ..... <sub>1</sub>
- In the regular classroom but with other adults, in addition to the classroom teacher, specifically attending to the needs of these students ..... <sub>2</sub>
- In special classrooms with other students with similar needs..... <sub>3</sub>

**3. What is your view of how students with special needs (sufficient to require intervention by the teacher or other adults) should be taught mathematics?**

- In the regular classroom with all other students and the classroom teacher ..... <sub>1</sub>
- In the regular classroom but with other adults, in addition to the classroom teacher, specifically attending to the needs of these students ..... <sub>2</sub>
- In special classrooms with other students with similar needs..... <sub>3</sub>

**4. Does your school offer the following for Grade 8/Year 2 of Secondary Cycle 1 students?**

	Yes	No
(a) Enrichment mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
(b) Remedial mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>
(c) Tutoring for students who have difficulty with mathematics	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>

5. **How many computers with Internet access are available to students in your school?**
- Fewer than 20 .....  1
- 20 to 39 .....  2
- 40 to 59 .....  3
- 60 to 99 .....  4
- 100 or more .....  5
6. **Which of the following configurations of computers can be found for use in the teaching of mathematics in your school? (Check all that apply.)**
- Dedicated computer rooms or laboratories where mathematics classes can be scheduled .....  1
- One computer in all or most mathematics classrooms .....  2
- Multiple computers in all or most mathematics classrooms .....  3
- Computers for student use in library or resource centre .....  4
- Computers for teacher use in mathematics teachers' workspaces .....  5
- Each student has his or her own computer provided by the school .....  6
- Each teacher has his or her own computer provided by the school .....  7
7. **Does your school have sufficient supplies of the manipulatives (e.g., base-ten blocks, colour tiles, geometric solids) recommended for mathematics instruction?**
- Yes .....  1
- No .....  2
8. **Where are these manipulatives (e.g., base-ten blocks, colour tiles, geometric solids) located?**
- In the school library .....  1
- In a common storage area .....  2
- In the staff room .....  3
- In the mathematics teachers' classrooms .....  4
9. **To what extent are the manipulatives (e.g., base-ten blocks, colour tiles, geometric solids) being used during mathematics instruction?**
- Not at all .....  1
- A little .....  2
- More than a little .....  3
- A lot .....  4

***Thank you for taking the time to complete this questionnaire.***