

# Student Writing: The Canadian Context

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**S A I P**

School Achievement  
Indicators Program

Writing III

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Council of Ministers  
of Education, Canada

The Council of Ministers of Education, Canada (CMEC), created in 1967, provides the ministers responsible for education in the provinces and territories with a mechanism for consultation on educational matters of mutual interest and concern and facilitates cooperation among the provinces and territories on a broad range of activities at the elementary, secondary, and postsecondary levels. CMEC Secretariat offices are located in Toronto.

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# INTRODUCTION

## The School Achievement Indicators Program (SAIP)

Canadians, like citizens of many other countries, want their children to have the best educational preparation possible. Consequently, they are asking how well our educational systems prepare students for lifelong learning and for participation in the global economy.

To help answer this question, ministries<sup>1</sup> of education have participated in a variety of studies since the mid-1980s. Most recently, at the international level, Canadian provinces took part in the Programme for International Student Assessment (PISA) operated by the Organisation for Economic Co-operation and Development (OECD). During the past decade, individual jurisdictions have also participated in achievement studies such as the International Adult Literacy Study (IALS) and the Third International Mathematics and Science Study (TIMSS). In addition, most ministries enhanced their procedures for assessing student achievement at different stages of schooling within their own jurisdictions.

Since all ministers of education wish to bring the highest degree of effectiveness and quality to their systems, they have long recognized a need for collective action to assess these systems. They acknowledge that achievement in school subjects is generally considered to be one worthwhile indicator of the performance of an education system. In particular, the ministers wanted to answer as clearly as possible the question: “How well are our students doing in mathematics, language, and science?”

In that context, the Council for the Ministers of Education, Canada (CMEC) initiated in 1989 the School Achievement Indicators Program (SAIP). It was a first-ever attempt by the ministers of education of all provinces and territories to arrive at a consensus on the elements of a pan-Canadian assessment. In a memorandum of understanding signed in December 1991, the ministers agreed to assess the achievement of 13-year-old and 16-year-old students in reading, writing, and mathematics. In September 1993, the ministers further agreed to include the assessment of science. They decided to administer the same assessment instruments to the two age groups to study the change in student knowledge and skills due to the additional years of instruction. The information collected through the SAIP assessments would be used by each jurisdiction to set educational priorities and plan program improvements.

<sup>1</sup> In this report, “ministry” means “department” as well, and “jurisdiction” means both “province” and “territory.”

The first two cycles of assessments took place between 1993 and 1999. The third cycle began with mathematics in 2001, followed by writing in 2002. This report is a companion to the public report on the 2002 Writing Assessment. It presents the results from student, teacher, and school questionnaires that were designed to enhance the achievement results by providing much more comprehensive information on the context of student writing than was available in earlier assessments.

## The SAIP Questionnaires

Learning is a complex process, affected by many factors within student background and experience, school and classroom conditions, resources, motivation, quality of schooling and teaching, attitudes and expectations. SAIP had originally been thought of as a comprehensive indicators program, through which data would be gathered on many of the factors that might influence learning. Earlier SAIP assessments had included brief student questionnaires that gathered some data on student backgrounds and activities. However, little use was made of this information other than the inclusion of brief summaries as supplements to the main achievement reports.

In September 1998, CMEC approved a proposal to enhance SAIP through the administration of comprehensive school, teacher, and student questionnaires. Since the 1999 science assessment, all students completing the achievement assessments were asked to complete a questionnaire. Additionally, teachers identified as teaching Language Arts to the sampled students, along with the principals of all sampled schools, were also asked to complete questionnaires. The questionnaires included items on student backgrounds and activities, school characteristics, decision making, resources, classroom practices, opportunity to learn, attitudes toward school and writing, writing habits and behaviours, and teacher backgrounds and specialization.

## Questionnaire Framework

The structure of the questionnaires was based on a conceptual framework developed from an initial Input→Process→Outcome model of learning. This model was elaborated on the basis of a comprehensive synthesis of research conducted by Wang, Haertel and Walberg (1993). Specifically, items were included under seven major categories:

1. the provincial/district context (e.g., size, autonomy, resource allocation)

2. the out-of-school context (e.g., community size and type, home environment, home language)
3. the school context (e.g., structure and size, leadership style, policies, programs)
4. student characteristics (e.g., aspirations, attributions of success/failure, importance of school and of writing)
5. program design (e.g., implemented curriculum, lesson planning, materials use)
6. teacher characteristics (e.g., qualifications, experience, views on writing and the teaching of writing)
7. classroom instruction and climate (e.g., classroom routines, use of time, classroom climate, homework)

To the extent that the content of the questionnaires was subject-specific, the original questionnaires referred to science. Appropriate modifications were made for SAIP Mathematics in 2001 and for SAIP Writing in 2002. The main changes for writing involved the inclusion of more items on writing-related activities outside the school and modification of an item on “opportunity to learn,” reflecting specific components of how writing is taught and learned.

A more detailed outline of specifications for the questionnaires appears in the appendix of the document *Science Learning: The Canadian Context*, SAIP 1999 (CMEC, 2000).

## Populations and Samples

In April and May 2002, the third writing assessment — both assessment tasks and questionnaires — was administered to random samples of students drawn from a total of 17 different populations, representing all of the provinces and territories except Nunavut, along with separate language groups within the provinces of Manitoba, Ontario, Quebec, New Brunswick, and Nova Scotia. The sampling scheme was designed to yield representative student groups of sufficient size to permit separate reporting for each population. Approximately 24,000 students made up the total sample, 13,000 13-year-olds and 11,000 16-year-olds. Close to 18,000 students completed the assessment in English and 6,000 in French.

For large populations, an initial representative sample of schools was selected; for smaller populations, all schools having students in the relevant age groups were selected. The school questionnaires were completed by the principals of all schools taking part in the assessment, a total of just under 1,700 schools. For some provinces and territories, where the total number of students was small, all students in the two relevant age groups were selected.

The teacher questionnaire sample was derived from the student sampling scheme. The teacher sample was defined as all teachers who taught Language Arts courses in the 2001–2002 school year to any of the students completing the assessment. This means that more

than one teacher in a school may have completed the questionnaire. A total of about 5,000 teachers completed the questionnaire. However, it was not possible to determine if all possible teachers had been identified or if teachers in particular types of schools were over- or under-represented in the sample.

## Sampling Error

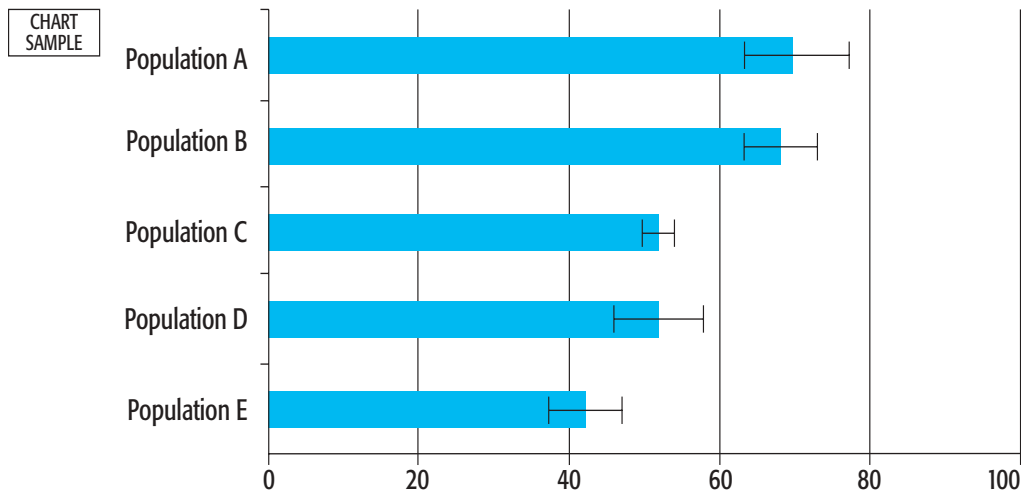
Most of the results presented here are in the form of percentages responding to a particular category or combination of categories. Because the responses are based on samples, they are only estimates of the responses that would have been received had all members of the relevant populations been surveyed. It is common practice in survey research to give a range, known as a confidence interval, within which the actual population value is expected to fall, with a known degree of confidence (usually 95%). The width of the confidence interval is typically related to the sample size and whether the response is near the middle or at the extremes of the scale (e.g., responses near 10% or 90% have smaller errors than those near 50%). The confidence interval is related to population size only if the population is relatively small. The confidence interval is zero if the sample consists of a census (that is, all members of the population are surveyed). Since the samples for some of the smaller populations (such as those in the territories and some francophone populations) were close to a census, the confidence intervals are narrower for those populations than would be the case for the same size samples drawn from larger populations.

Comparisons between populations are made with reference to the confidence intervals. Differences are said to be statistically significant if the confidence intervals do not overlap. Confidence intervals are given in this report for the school and student results, in the form of “error bars” on the charts. In comparing two provinces, for example, the difference should be considered significant only if the two error bars do not overlap. Confidence intervals could not be computed accurately for the teacher results because the teacher sample could not be considered as a probability sample. Comparisons across jurisdictions for the teacher questionnaire are therefore made cautiously.

In practice, with large samples, the difference required for policy or practical importance is in most cases much larger than the width of the typical confidence interval. For example, confidence intervals for student responses are typically  $\pm 4\%$  or less. However, readers are cautioned not to attach much practical significance to observed differences less than  $\pm 10\%$ . In almost all cases, the differences highlighted in this report are much larger than the width of the confidence intervals.

It is important to note that the Canadian English and French composite results and the overall results for Canada (labelled CANE, CANF, and CAN in the charts) given for the school and

## MEAN PERCENTAGE RESPONSE OF POPULATIONS WITH ERROR BARS REPRESENTING CONFIDENCE INTERVALS



student questionnaires are “weighted” to account for differences in sizes of the different populations. Large populations, particularly Ontario English and Quebec French, contribute more to the Canadian composite than smaller populations. The Canadian composite could not be computed for the teacher questionnaire because the size of the teacher population was not known.

### Sample Chart

The chart above is provided to illustrate error bars and to help readers interpret the confidence intervals given in this report. In this chart, Populations A and B are not significantly different from each other but are significantly different from the other three populations. Population C is significantly different from population E but not from population D. Populations D and E are not significantly different from each other.

### Purpose and Structure of This Report

The ultimate goal for questionnaire analysis is to link the responses on the three questionnaires with the achievement levels of students, in order to examine in detail how contextual factors are related to achievement. In this report, the results are first presented descriptively for each population, with a view to giving

a snapshot of students, teachers, and schools in Canada and in the separate populations used by SAIP. The discussion of these results is based on comparisons across populations and, where appropriate, across age groups. This is followed by an analysis of correlations between questionnaire responses and achievement for students and schools. Correlations could not be computed for teachers because of difficulties in matching teachers with individual students. The emphasis in the correlational analysis is on patterns of correlation that are consistent across jurisdictions. These results are generally not useful for comparing jurisdictions. Instead, they are examined for consistent patterns that show relationships that may be important for policy, practice, or further research.

### References

Council of Ministers of Education, Canada. (2000). *Science Learning: The Canadian Context, SAIP 1999*. Toronto: The Council.

Wang, M.C., Haertel, G.D., and Walberg, H.J. (1994). Toward a knowledge base for school learning. *Review of Educational Research*. 63(3), 249–294.

# STUDENT PERCEPTIONS

The student questionnaire contained 55 questions about student home backgrounds, educational and career aspirations, perceptions of school and writing, out-of-school activities, attributions for success and failure, and classroom practices. Students were also asked questions about classroom practices and resources similar to those asked of teachers. Many of these questions contained several specific items requiring separate responses, giving a total of close to 200 item responses. To keep the report at a manageable size, some selection was made of items on which to present detailed results in chart form. For some other items, response patterns are simply summarized without reference to separate charts. Results on all questions are included in the Technical Report (to be released later this year).

In most cases, the charts in this section contain separate breakdowns for the two age groups. In cases where there were no significant age differences, the two age groups have been combined.

## Immigration Status and Languages Used

**Charts 1** through **7** give some data on student immigration status and language use at home and at school.

**Chart 1** shows a distinct pattern of higher proportions of students born outside Canada being found in the larger provinces. The Eastern provinces and the territories as well as Saskatchewan and Manitoba French have relatively few students in this category.

For languages spoken in the home, the data in **Charts 2** and **3** show that almost all students in anglophone populations often speak English at home. However, only in Quebec and New Brunswick is a similar pattern found for francophone students, while the remaining three francophone populations show that around 60% speak French at home and slightly larger proportions speak English at home. Generally, less than 10% of students in anglophone populations speak French at home, while close to 20% in Quebec francophone and 30% in New Brunswick francophone populations often speak English at home.

The populations are defined by the official language of the schools. However, this is not necessarily the same as the language spoken by students at school but outside of classes. **Charts 4** and **5** actually show a pattern very similar to that for home language. In general, the results indicate that substantial numbers of francophone students speak English at school, while only small proportions of anglophone students speak French at school. Again, the

pattern for the Manitoba, Ontario, and Nova Scotia francophone populations is different from that for francophone students in Quebec and New Brunswick.

Further light can be shed on language use by examining the data in **Chart 6**, which gives the proportions of students speaking two or more languages regularly. These proportions are substantially higher among francophone than among most anglophone populations. However, the anglophone proportions are surprisingly high, especially among 13-year-olds. In some jurisdictions, this no doubt reflects the existence of a variety of immigrant and Aboriginal languages. Indeed, the proportions speaking three or more languages are highest in those jurisdictions with large immigrant populations, especially Ontario and Quebec.

For anglophone jurisdictions, speaking two or more languages is also likely related to whether students are enrolled in French Immersion programs. The proportions enrolled in such programs at the time of the test are given in **Chart 7**. These proportions vary substantially across populations, with the highest proportions being found in New Brunswick English and Prince Edward Island. Significantly more 13-year-olds than 16-year-olds are enrolled in these programs. This suggests that students may drop out of French Immersion programs as they progress from elementary school to secondary.

## Home Backgrounds

Percentages of 16-year-olds having parents at the lowest (less than high school completion) and highest (university graduation) levels of education are reported in **Charts 8** and **9**. (Here 13-year-olds are omitted because large numbers reported that they did not know their parents' level of education). In general, more fathers than mothers were reported having less than high school completion. Eastern jurisdictions tended to have higher proportions in this category than Western jurisdictions. The picture is more mixed for university graduation. While significant jurisdictional differences are apparent, there is no obvious regional or language pattern in these differences. There are also fewer differences between the two parents than found in the data for less-than-high-school graduation.

Several questions were asked about possessions in the home that might be related to school work. The percentage of students reporting having a dictionary, encyclopedia, and study desk was uniformly high, averaging more than 80%. As shown in **Chart 10**,



the percentage having computers at home exceeds 80% in all jurisdictions except New Brunswick French. (No age breakdowns are given here because these figures were not considered age-specific.) The figures for Internet connections are slightly lower and more variable.

More specific questions about items that may be more closely related to language development yielded more variable responses. **Charts 11** and **12** show the percentage of students reporting that they or their families subscribe to or buy a variety of print materials. Daily newspapers and magazines other than newsmagazines are the most common materials generally, with anglophone students reporting these slightly more often than francophone students. Substantially fewer students reported having newsmagazines in their homes than other materials, with only small differences across populations.

The final item in this category asked students to estimate the number of books in their homes. The percentage reporting that they possess 200 or more books is given in **Chart 13**. Few of these figures exceed 40%. Again, the pattern is for fewer books in the homes of francophone than of anglophone students.

### Educational Aspirations

Students almost universally have high educational aspirations. More than 90% of all students in all jurisdictions indicated that they intend to continue education beyond high school. By far the most common destination indicated by 16-year-olds was university or college education, with trades/technology education far behind, as shown in **Chart 14**. A third category, specialized work or trade training, is omitted from the chart but accounts for more than 10% of Newfoundland and Labrador, Quebec French, and Saskatchewan students. The highest percentages aspiring to university are found in Ontario (both languages) and the lowest in Quebec French. Indeed, there is a striking difference between the Quebec French population and others in the relative percentages aspiring to university or college versus technical or technology training. In earlier SAIP assessments, this question was worded slightly differently, raising the issue of whether the terms “university” and “college” have different meanings in different jurisdictions, particularly in Quebec compared to others. In this assessment, college was combined with university to avoid this confusion. Even with this change, the pattern for Quebec francophone students stands out from others. Unfortunately, it is still not possible to be certain if this is a matter of terminology or if it reflects a difference in the aspirations of Quebec francophone students compared to others.

### Importance of Doing Well in School and in Writing

Students were asked if they felt that their parents, friends, teachers, and themselves thought it very important, important, unimportant, or very unimportant that they do well in school.

Generally high proportions (close to 80% in most cases) reported that parents think it is very important for them to do well in school. Ratings for friends’ perceptions were much lower, with less than 15% of students indicating that their friends think it is very important that they do well. Only small age and population differences were found for these questions. The results for teachers are presented in **Chart 15**. Overall ratings for teachers are lower than for parents. More 13-year-olds than 16-year-olds in all jurisdictions felt that their teachers think it is very important for them to do well.

As for their own views of the importance of doing well in school, **Chart 16** shows moderately high ratings, with some variations across jurisdictions. In most jurisdictions, francophone students tended to give higher ratings than anglophone students in this area.

Similar patterns were observed in response to the same set of questions, with the reference point being Language Arts. Responses to the parent question are given in **Chart 17** because differences are more pronounced here than for the same question on the importance of doing well in school. In general, fewer students reported that their parents believe it is important to do well in Language Arts than in school generally. Age differences are also apparent with 16-year-olds having less positive perceptions than 13-year-olds of their parents’ views of the importance of Language Arts. Language differences in this case show francophone students with more positive views than anglophone students.

The figures for student reports of Language Arts teachers’ perceptions of the importance of doing well in Language Arts are similar to those shown in **Chart 15**. However, much lower ratings were given to the perceptions of other teachers on the importance of doing well in Language Arts. In this case, age differences were in the direction of higher ratings by 13-year-olds, and language differences showed francophone students giving higher ratings than anglophone students. As for their own perceptions, these were lower for the importance of doing well in Language Arts than for doing well in school, with small language differences in the direction of higher ratings being given by francophone students.

### Out-of-School Activities Related to School Work and to Writing

**Chart 18** shows the percentage of students reporting that they take extra lessons or are being tutored. There are strong language differences here, with more francophone than anglophone students reporting these activities. Among anglophone students, tutoring tends to be more prevalent at age 16, while the opposite is true for Quebec and Manitoba francophone students. A more specific question about having ever had a tutor for Language Arts yielded somewhat lower percentages, averaging about 15%. In this case, 13-year-old francophone students in Manitoba and Nova Scotia had higher levels of tutoring than others.

**Chart 19** shows that almost 50% of students spend one hour or more per week on Language Arts homework. Overall, the age difference in doing homework is small, though statistically significant. However, the language by age interaction is stronger, with homework being more frequent among anglophone 16-year-olds and francophone 13-year-olds. It is interesting to note that this pattern is not found in responses to a question about homework in other subjects, where homework is more prevalent among 16-year-olds in both language groups.

The figures for students spending more than one hour per week reading for enjoyment are given in **Chart 20**. These figures are generally in the 40% range with few overall language or age differences. However, students in Newfoundland and Labrador show significantly lower levels of reading, and those in British Columbia, Quebec English, and the Northwest Territories higher levels of reading, than in most other jurisdictions.

The figures for students using a computer one hour or more per week for school work are given in **Chart 21**. The overall percentages are around the 50% range, with an age difference favouring 16-year-olds. Individual populations show substantial variation, with the highest percentages being found in Ontario and the lowest in New Brunswick.

Computer use for school work may be contrasted with that for entertainment. Close to 90% of students reported at least some use of the computer for entertainment. The percentages reporting three hours or more of computer entertainment per week are shown in **Chart 22**. An age difference is apparent here in all populations. Across individual jurisdictions, it is interesting to note that usage is highest among Nova Scotia francophone and lowest among New Brunswick francophone and Yukon students. In general, it may be concluded that about half the students spend one hour or more per week using the computer for school work, while slightly higher proportions use the computer for entertainment three hours or more per week.

The student questionnaire included a set of ten items on out-of-school activities specific to writing and reading. These included writing in a journal or diary; writing letters; e-mail and Internet use; writing poems, songs, or stories; reading books, newspapers, and magazines; and writing for the school newspaper or yearbook. The results may be summarized as follows:

- Just under 30% of students reported that they write in a journal or diary a few times a month or more. Variations by age, language, and population were relatively small.
- Just over 40% of students reported writing letters to friends or pen pals, with this activity being slightly more prevalent among 13-year-old francophone students than other groups. Saskatchewan

students reported significantly lower levels of this activity than most others.

- More than 50% of students reported using e-mail, with substantial variation across populations. In particular, this activity was substantially less prevalent among francophone students in Manitoba and New Brunswick than elsewhere. Chatting on the Internet was more prevalent than e-mail use, at more than 50% overall. This activity was more frequent among 13-year-olds than 16-year-olds.
- About 20% of students reported that they write stories once a month or more, with this activity being more prevalent among 13-year-olds than 16-year-olds. Poetry writing was somewhat more common, with about 30% engaging in this activity once a month or more and only small language, age, or population differences.
- On average, 28% of 13-year-olds and 43% of 16-year-olds read a daily newspaper a few days a week or more. This activity varies substantially across populations, with rates for 16-year-olds exceeding 50% in Manitoba English, Prince Edward Island, and the two territories but dropping to less than 30% in Newfoundland and Labrador and Nova Scotia French.
- Levels for reading magazines are slightly higher and less variable than for newspapers.
- Small but significant correlations (in the .25 range) were found between reading newspapers and magazines and the availability of these media in the home.

## Perceptions of Writing

There was almost universal agreement with the proposition that writing is an important part of school work and that many good jobs require writing skills. On the other hand, only about 30% of students with only small language and age differences agreed with the proposition that writing is more difficult than other school subjects.

As **Chart 23** shows, the proportions agreeing that writing is important for their own future studies are also high, though variable. Students in francophone populations were more likely to support this proposition than those in anglophone populations.

Responses to two statements about interest in writing are shown in **Charts 24** and **25**. The percentages agreeing that they are not very interested in writing (**Chart 24**) were fairly small and varied by language, with anglophone students showing more negative views than francophone students. In particular, the proportion agreeing with this statement was lowest among Quebec francophone students. Slightly larger proportions indicated that they would like to do more writing in school (**Chart 25**). Larger proportions of Ontario English and Yukon students tended to agree with this proposition than students elsewhere.

## Motivation and Attributions

Questions in this cluster had to do with those to whom students attribute success or failure and those to whom they would turn for help if they were having difficulty in writing.

More than 80% of students agreed that in order to write well you need to work hard at your writing. Francophone students in New Brunswick and Quebec, however, were slightly less likely than others to support this proposition. There was also strong agreement that doing well in writing requires a good teacher. The percentages indicating that natural ability is needed to be able to write well are given in **Chart 26**. These figures show substantial age and language differences — 16-year-olds were more likely than 13-year-olds and francophone students less likely than anglophone students to agree with this proposition.

More specifically, students were asked about the part played by study, teacher marking, luck, course difficulty, and quality of teaching as factors affecting either unusually high or low marks in Language Arts assignments. Again, the results may be summarized as follows:

- Large percentages of students strongly agreed that high marks resulted from working especially hard (70% range overall) and low marks from not working hard enough (80% range overall). Quebec students (both languages) were less likely than others to attribute low marks to not studying hard enough. Francophone students in all jurisdictions were less likely than their anglophone counterparts to attribute high marks to working especially hard.
- About 30% of students overall attributed unusually low marks to the teacher marking too hard. Significant age differences were evident here, with 16-year-olds being more likely than 13-year-olds to agree with this proposition. Slightly more students overall agreed with the opposite proposition that unusually high marks are due to the teacher marking too easy. In this case there were strong language differences, with anglophone students being almost twice as likely as francophone students to attribute high marks to easy marking.
- Almost all students agreed that high marks are due to the course being well taught, but fewer than 40% attributed poor marks to poor teaching. Age differences were evident in the latter, with more 16-year-olds than 13-year-olds attributing low marks to poor teaching.
- About the same proportions of students (around 60% overall) tended to attribute low marks to difficult courses and high marks to easy courses.
- Overall, close to 30% of students attributed high marks to good luck, but only about 20% attributed low marks to bad luck. Ontario English and Prince Edward Island students stood out with higher percentages attributing low marks to bad luck than in other populations.

Students were asked about their marks in Language Arts courses this year and how satisfied they are with these marks. The percentages reporting average marks of 70 or above are shown in **Chart 27**. Slight age differences favouring 13-year-olds are apparent here. The lowest marks were reported by students in Alberta and the two territories. The highest marks for 13-year-olds were found in New Brunswick English and Prince Edward Island.

The percentages satisfied and very satisfied with their marks appear in **Chart 28**. An age difference is apparent here, with 13-year-olds being more satisfied than 16-year-olds. It is interesting to note that satisfaction with marks is highly correlated with actual marks.

The final set of questions in this area had to do with asking for help and persistence in the face of difficulties in writing. The percentages agreeing that they would ask the teacher for help are shown in **Chart 29**. These figures were quite high generally, indicating that most students see their teachers as a source of help. Students in the Northwest Territories were slightly less likely than others to ask the teacher for help. Small language differences are evident here, with francophone students being slightly more likely than anglophone students to ask for help. Just under 70% of students indicated that they would ask a friend for help, with only small age, language, and jurisdictional differences.

**Chart 30** shows the percentage indicating that they would ask their parents for help with difficulties in writing. The age differences here are striking. Substantially fewer 16-year-olds than 13-year-olds agreed with this proposition. Language differences are smaller but significant, with more francophone than anglophone students reporting that they would ask their parents for help.

Persistence is obviously a trait of most students, with close to 80% overall indicating that they would keep trying to overcome a writing difficulty until satisfied. Only small differences by age or language were observed here. As expected, an item on giving up before solving the problem yielded the opposite response, with only small percentages (fewer than 15% overall) agreeing.

## Quality of School Life

Students were asked to respond to a 15-item agree/disagree scale, containing a series of propositions about the quality of their school life. Generally, the responses showed a pattern of highly positive feelings about school. More than 90% of students agreed that they have a lot of friends in school, that they get along with other students, and that they like to learn new things. There were small age differences on these items, with 16-year-olds giving more positive responses than 13-year-olds.

Generally close to 80% reported that they know how to cope with school work, that people in the school respect them, and that teachers treat them fairly and give them the marks they deserve. There were significant age differences on the “respect” and “teachers treat me fairly” items, again in the direction of more favourable responses by 16-year-olds. Language differences were also found on these items, favouring francophone students on respect and anglophone students on teachers treating fairly.

Some other items showed less positive feelings and more mixed results across jurisdictions. Responses to two positive and two negative statements are reported in **Charts 31 to 34**. Other related items show similar response patterns.

**Chart 31** gives the percentages of students agreeing with the statement “I feel good about school.” The language differences here are striking, with anglophone students showing much more positive responses than francophone students. A similar, though less extreme, pattern is found in responses to the statement “I enjoy going to school,” as shown in **Chart 32**.

As **Chart 33** indicates, over 50% of students overall agreed with the negative statement “I am usually bored in school.” The statement, “I am bossed around too much in school” (**Chart 34**) yielded lower percentages of agreement. Language differences are notable here, especially for the “bossed around in school” statement. Since this difference is larger than for most other items, it is possible that this is an artefact of item wording or translation.

**Chart 35** shows the percentages of students reporting being absent for six or more days this year. There is a tendency for absenteeism to be highest in the Yukon and lowest among Quebec, New Brunswick, and Nova Scotia francophone students. More generally, absenteeism is lower among francophone than anglophone students and lower among 13-year-old than 16-year-old students.

## Writing Habits and Behaviours

Only small percentages of students (generally less than 20%) indicated that they enjoy writing or that they feel very confident as a writer. More francophone than anglophone students reported being very confident. In addition, more francophone students (close to 55%) than anglophone students (just over 40%) reported that they believed writing skills to be useful in adult life. About 30% of students reported that they write more than 10 pages per month in addition to school writing, with no significant age or language differences.

**Chart 36** indicates that there are large language differences, favouring francophone students, and moderate age differences, favouring 13-year-olds, in the percentage of students reporting that they

now see someone at home writing usually every day. The results are most pronounced for Quebec and New Brunswick francophones, where the figures for 13-year-olds exceed 60% compared to closer to 40% on average. A similar pattern was observed for an item about seeing someone at home writing when they were younger.

The questionnaire contained a list of 14 items dealing with student writing habits and activities. The most striking feature was differences between the language groups on many of these items. Rather than giving a chart for every item, we give the following brief summary of the responses:

- Overall, close to half of the students reported that they usually write down ideas as they think about writing assignments. This practice is more common among francophone than anglophone students.
- The use of writing strategies such as webbing, drafting, note-taking, and highlighting was reported by just over 40% of students, again with higher percentages for francophone than anglophone students.
- Revising and editing was reported as a writing strategy by about 60% of students, again with greater frequency for francophone students.
- Similar results were obtained for items on using tools such as dictionaries, thesauruses, and grammar handbooks and on keeping their writing in portfolios.

**Chart 37** shows large jurisdictional differences, with no distinct pattern specific to language, on the use of computers for writing. In this case, francophone students in Quebec and New Brunswick reported lower levels of computer use, while Ontario, Manitoba, and Nova Scotia francophone students were among the highest in such use.

## Interaction with Parents on School Work

Students were asked how often they work with their parents on Language Arts and other homework and how often they discuss various matters with their parents. Overall, more than 80% of students reported that they discuss their daily activities with parents a few times a month or more, with few language or age differences. Similar results were found for discussing school work, assignments, and projects.

Results for working with parents on Language Arts homework are reported in **Chart 38**. Here the age differences are obvious, with 13-year-olds much more often reporting working with parents on Language Arts homework a few times a month or more. A similar pattern, but with higher overall percentages, was evident for working with parents on homework in other subjects.

The results for discussing their future with parents appear in **Chart 39**. Here the percentages are quite high, with 16-year-olds doing this more often than 13-year-olds. Minor language differences exist, with higher percentages for francophone students.

### Classroom Writing Activities

A question containing 20 separate items was asked about the frequency with which certain writing activities occur in Language Arts classes. A large number of these items yield high percentage responses across all populations and both ages for categories representing a few times a month or more. These included writing for different purposes, writing on a variety of assigned topics, practising different types of writing, discussing examples of good writing, revising writing after comments by the teacher (higher frequencies for francophone students were found here), working alone on writing assignments, talking with the teacher about their writing, and analyzing models of good writing (more frequent in classes of 16-year-olds than of 13-year-olds).

Some other items in this set yielded fairly large differences as to age, language, or individual populations. Again, because of the large number of items, only a selection is given.

**Chart 40** gives responses to the item on students choosing their own form of writing in Language Arts classes. This is significantly less prevalent among Quebec francophone students than elsewhere. Age differences are also apparent among francophone populations in general, with 13-year-olds being more likely than 16-year-olds to be able to select their own writing forms. Similar patterns are observed for the items “We choose our own topics” and “We work on writing assignments in pairs or in small groups.”

The prevalence of the study of formal grammar and vocabulary was addressed in three items. Responses to the item “We study grammar, punctuation, and spelling” are shown in **Chart 41**. While frequent in all jurisdictions, these activities are significantly more prevalent in francophone than in anglophone classes and in classes of 13-year-olds than of 16-year-olds. Classes of 16-year-old anglophones in Quebec and Manitoba are lower than others in frequency of these activities. Similar response patterns were found for items in improving vocabulary and studying sentence structure.

### Language Arts Classroom Activities and Resource Use

Students were asked to respond to a series of items on frequency of use of various activities in their Language Arts classrooms. (These same items were also asked of teachers. Comments on comparisons are made in the teacher section).

The single most prevalent activity reported in Language Arts classrooms was questioning. Students asking the teacher questions a few times a week or more was reported by about 80% of

students, with only small language and age differences. Teachers questioning students was slightly less frequent, at about 70% overall. Although population differences were observed here, they did not appear to occur in any particular pattern.

**Chart 42** gives the percentages reporting that they engage in silent reading, using self-chosen materials, a few times a week or more. This activity varies widely across populations. The pattern is one of higher prevalence for anglophone classes and classes of 13-year-olds.

Responses to an item on whether the teacher works with individual students a few times a week or more are given in **Chart 43**. There is a distinct language pattern in these responses, with francophone students reporting this activity much more frequently than anglophone students.

Three items in this series dealt with the disruption of classroom work. Responses to the item on whether the class discusses or does things other than the topic of the lesson are presented in **Chart 44**. Students in anglophone classrooms are substantially more likely to report such off-task activities than those in francophone classrooms. The level of such activities is particularly low in Quebec and New Brunswick francophone classrooms and particularly high in those in the Yukon. Similar response patterns were found for items on losing 5 or 10 minutes in a class period because of disruptions and the existence of noise or disorder in the classroom.

Results for a selection of the items on resource use are presented in **Charts 45, 46, and 47**. Responses for print magazines or newspapers are given in **Chart 45**. Fairly large population differences are evident here, with Quebec classrooms being especially low and Manitoba francophone classes high in use of these resources. Quebec classrooms (both languages) were also lowest in their use of media such as overhead projectors, slides, films, or videos.

As **Chart 46** shows, school libraries or resource centres are frequently used in Language Arts courses. Classes in Quebec (both languages), New Brunswick English, and Nova Scotia English make less frequent use of this resource than classes in other populations.

The prevalence of computer use for word processing in Language Arts classes is given in **Chart 47**. Here we see a pattern of fairly frequent usage, with lower use in Quebec and New Brunswick (there is an age difference favouring 13-year-olds in New Brunswick) than elsewhere. As might be expected, a similar pattern was found for use of instructional software and the Internet or World Wide Web. Instructional software was actually used less frequently than other computer-related resources in all populations.

The issue of how writing is treated in areas of the curriculum other than Language Arts was addressed in several questions on the amount of writing done and specific writing activities in other courses. First, the amounts of writing in Language Arts and other subjects are compared in **Chart 48**. Overall, clearly more writing is required in other subjects than in Language Arts. The amount of writing in Language Arts is distinctly lower for Manitoba and Nova Scotia francophone students than for others. On the other hand, francophone students in general do more writing than anglophone students in other subjects.

**Chart 49** gives the percentage reporting that, in courses other than Language Arts, their teachers explain the writing forms used in their subjects. There are clear age differences here, with this occurring more often in classes for 13-year-olds. As well, jurisdictional differences indicate that this is done more at age 13 in Ontario (both languages) and the Yukon. Similar response patterns

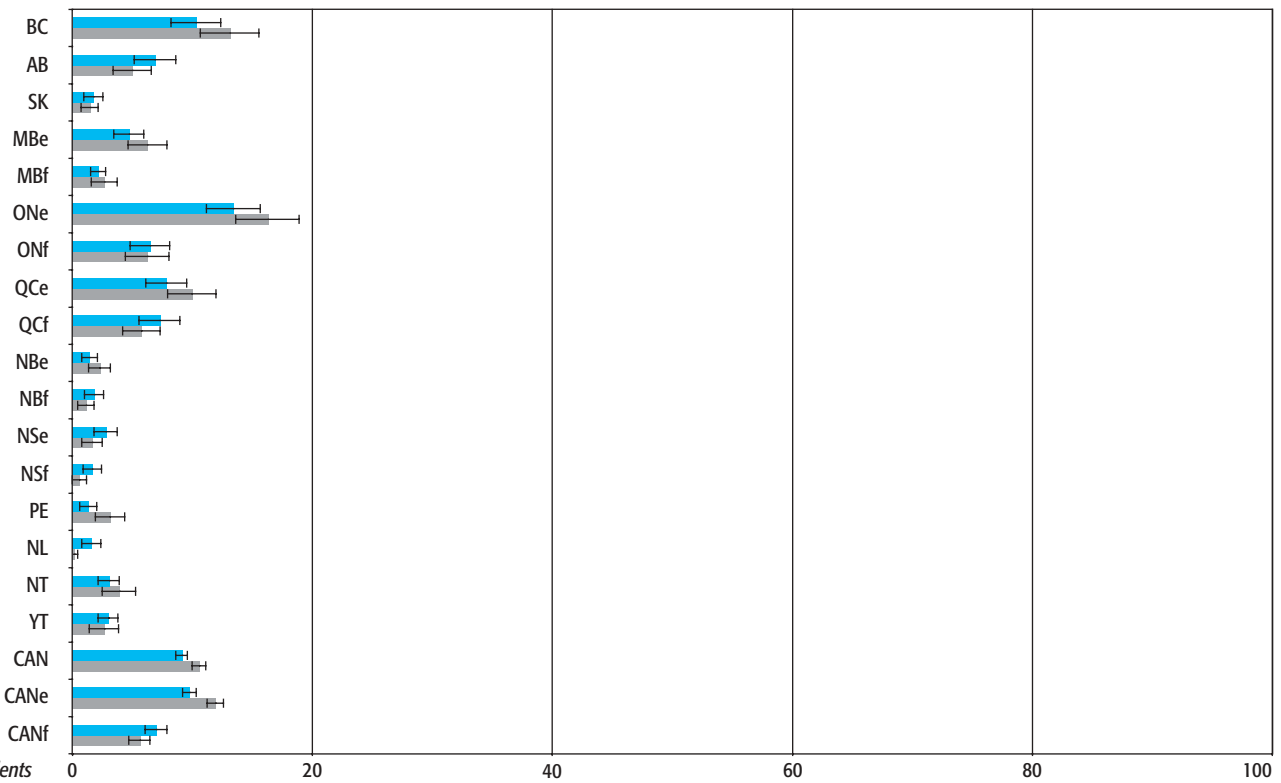
were found for the items on whether the teacher corrects student writing and explains how to improve it and whether or not writing is counted as part of student marks. There were small language differences in the latter case, with francophone students reporting lower incidence of counting writing as part of marks.

### Watching Television

A single item was used to measure the number of hours per week spent watching television. The percentages of students indicating that they spend 15 hours or more per week watching television are given in **Chart 50**. While not very high generally, these percentages varied somewhat by age and language. The 13-year-olds reported more television watching than 16-year-olds and anglophone students more than francophone students. Television watching by 13-year-olds was particularly high in Newfoundland and Labrador and Prince Edward Island, with the former also having the highest rate for 16-year-olds.

## PERCENTAGE OF STUDENTS BORN OUTSIDE OF CANADA

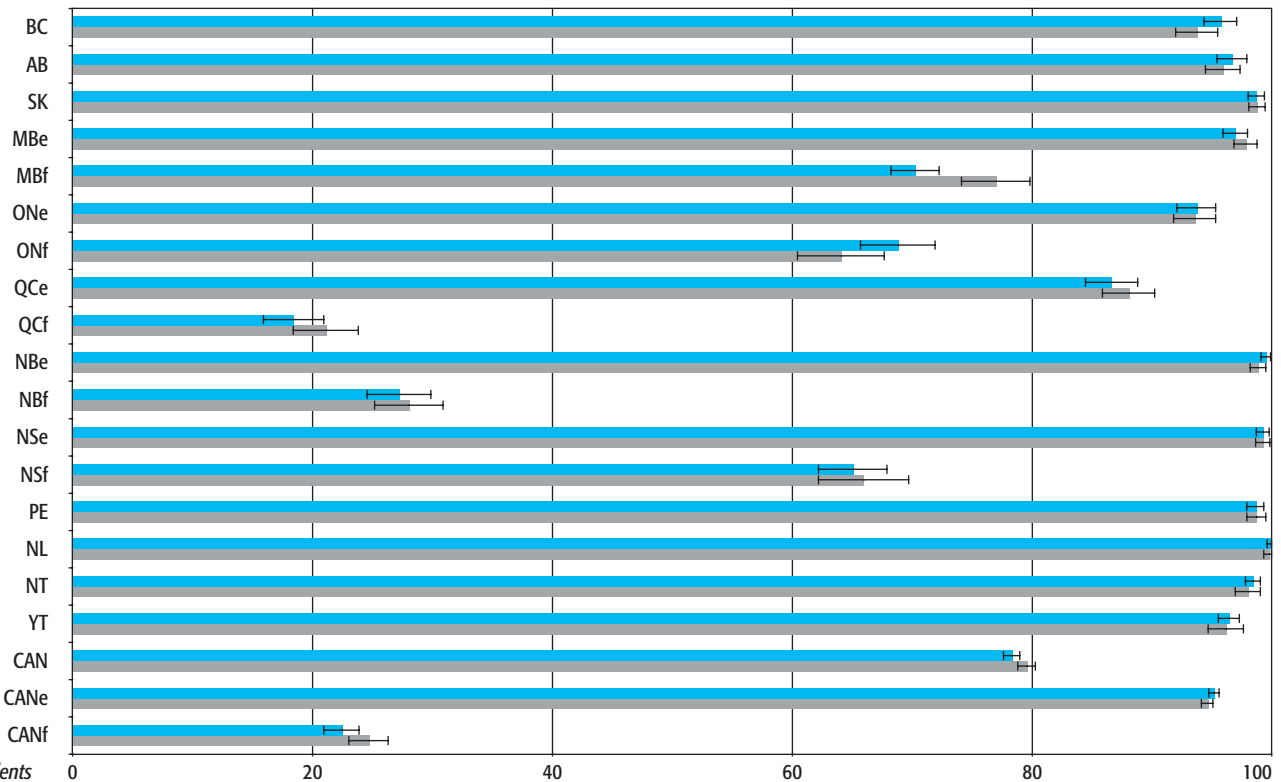
**CHART 1**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	10	7	2	5	2	13	6	8	7	1	2	3	2	1	2	3	3	9	10	7
16-year-olds	13	5	1	6	3	16	6	10	6	2	1	2	1	3	0	4	3	11	12	6

## PERCENTAGE OF STUDENTS OFTEN SPEAKING ENGLISH AT HOME

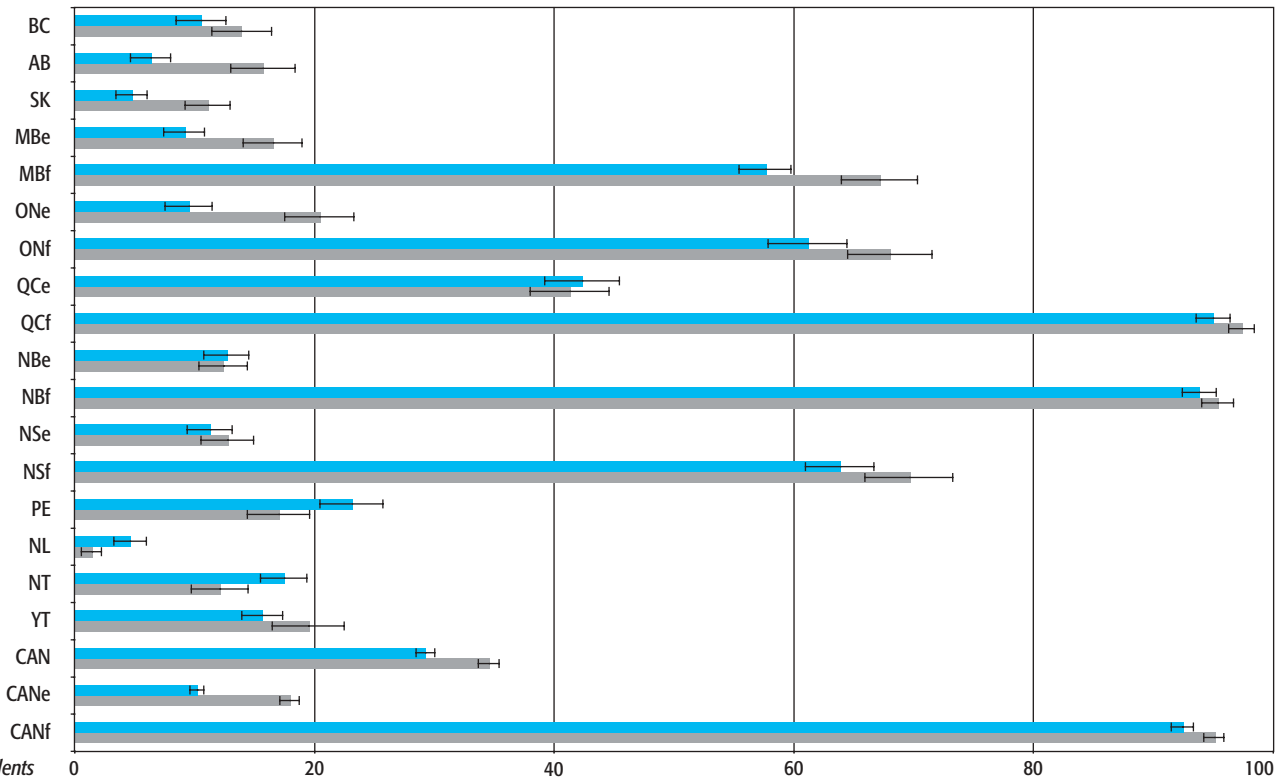
**CHART 2**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	96	97	99	97	70	94	69	87	18	99	27	99	65	99	100	98	96	78	95	22
16-year-olds	94	96	99	98	77	94	64	88	21	99	28	99	66	99	100	98	96	80	95	25

PERCENTAGE OF STUDENTS OFTEN SPEAKING FRENCH AT HOME

CHART 3

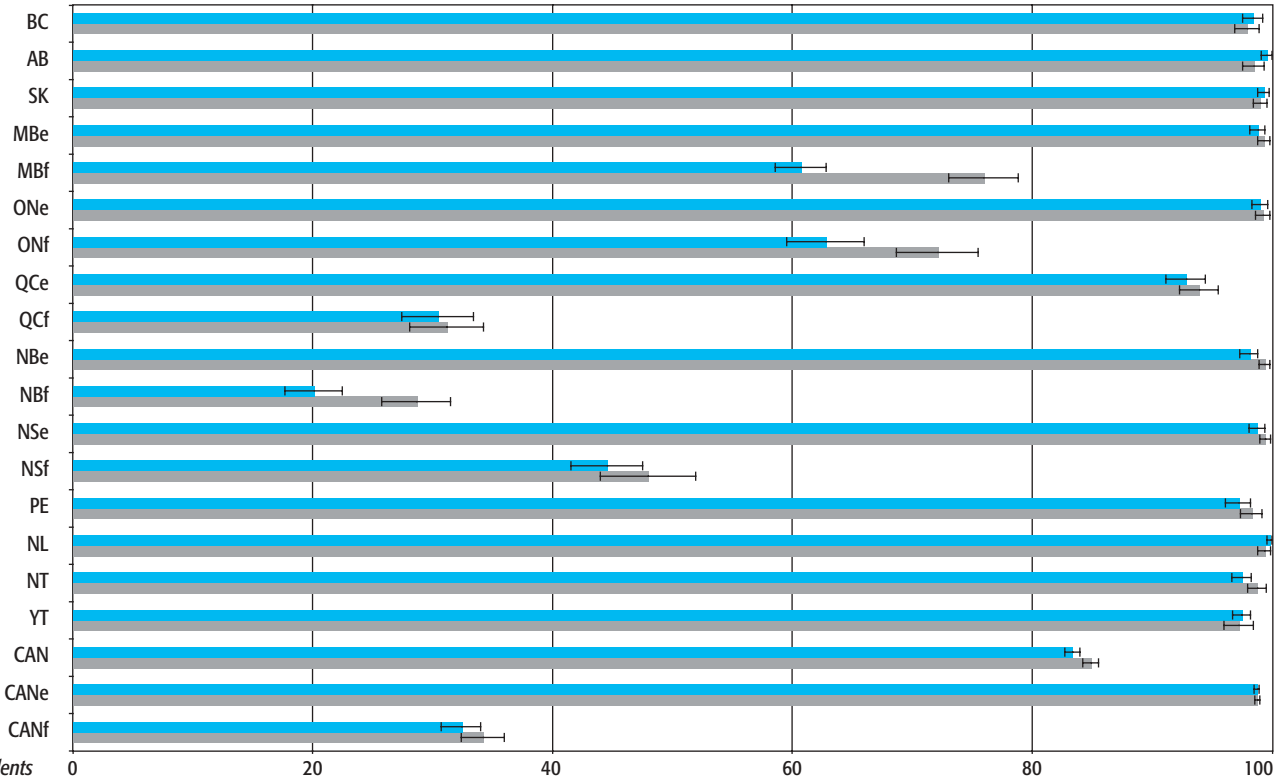


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	11	6	5	9	58	10	61	42	95	13	94	11	64	23	5	17	16	29	10	92
16-year-olds	14	16	11	17	67	20	68	41	97	12	95	13	70	17	1	12	20	35	18	95

PERCENTAGE OF STUDENTS OFTEN SPEAKING ENGLISH AT SCHOOL DURING LUNCH AND OTHER BREAKS

CHART 4



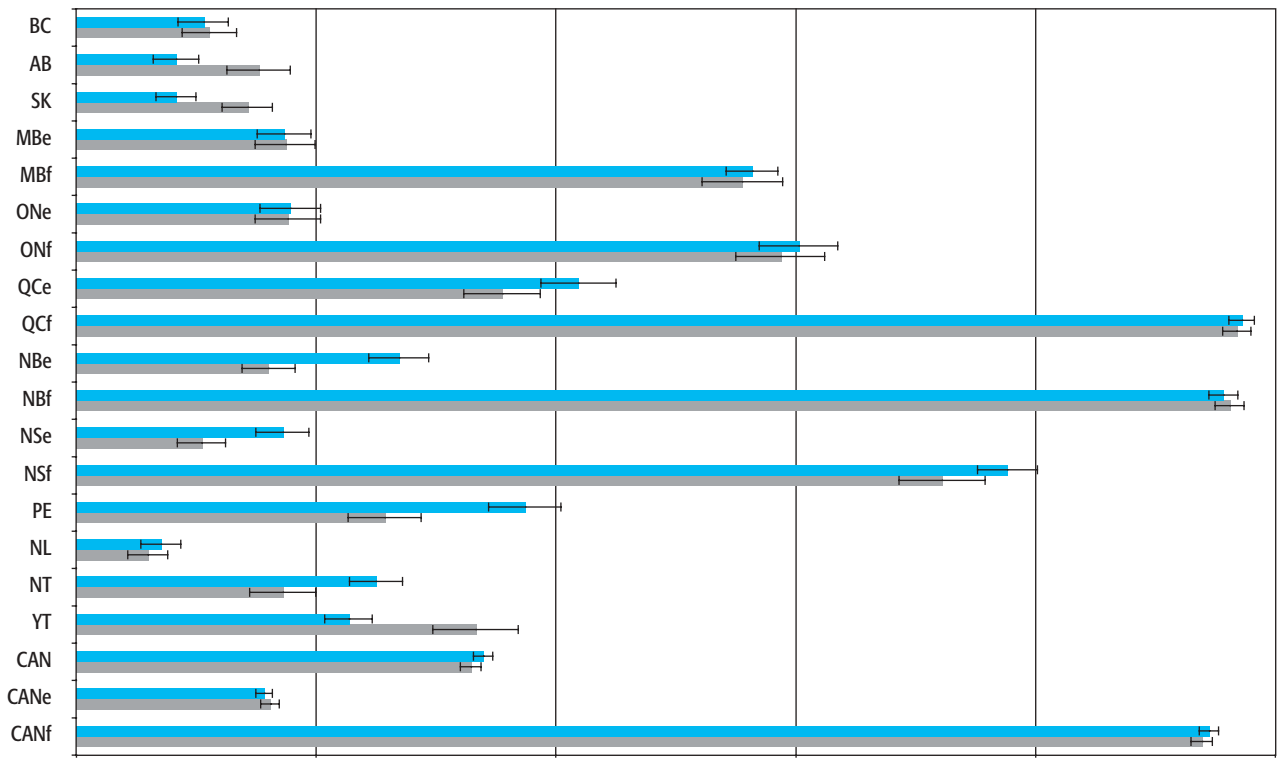
Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	98	100	99	99	61	99	63	93	30	98	20	99	45	97	100	98	98	83	99	32
16-year-olds	98	99	99	99	76	99	72	94	31	99	29	99	48	98	99	99	97	85	99	34



PERCENTAGE OF STUDENTS OFTEN SPEAKING FRENCH AT SCHOOL DURING LUNCH AND OTHER BREAKS

CHART 5

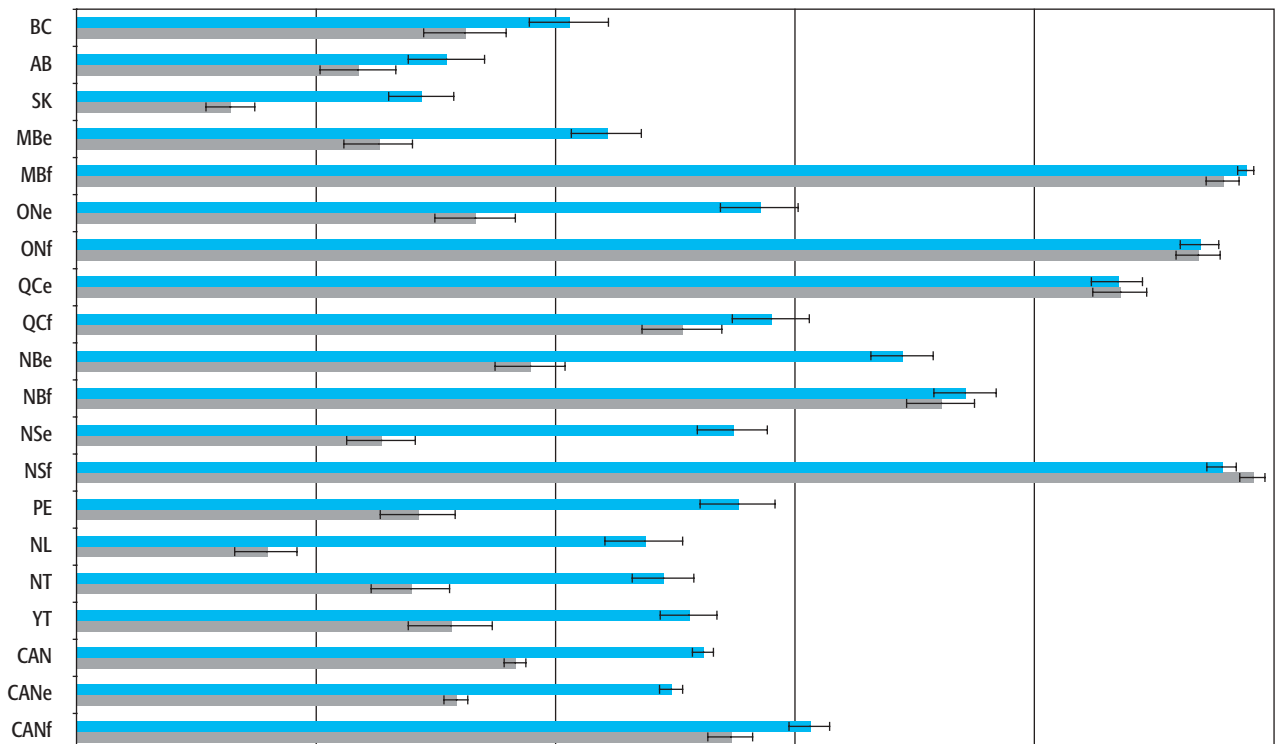


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QcF	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	11	8	8	17	56	18	60	42	97	27	96	17	78	37	7	25	23	34	16	94
16-year-olds	11	15	14	17	56	18	59	36	97	16	96	10	72	26	6	17	33	33	16	94

PERCENTAGE OF STUDENTS SPEAKING TWO OR MORE LANGUAGES REGULARLY

CHART 6

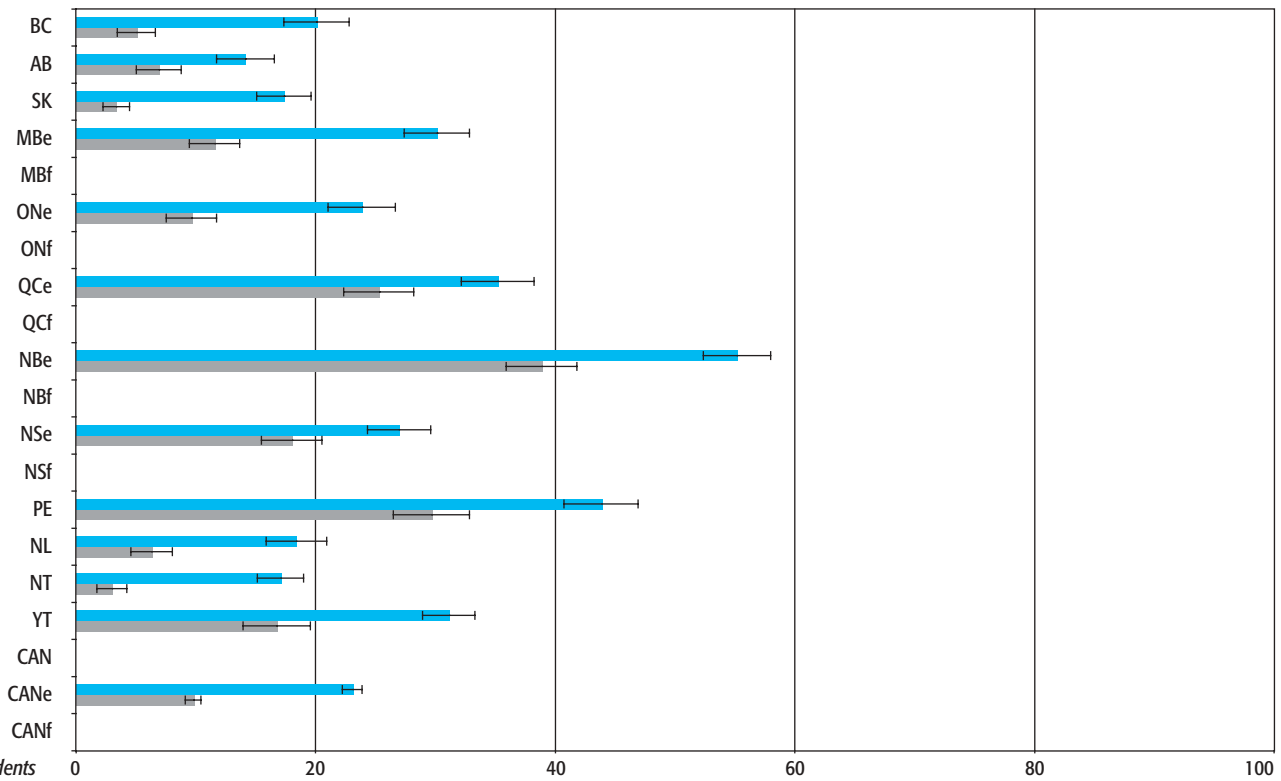


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QcF	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	41	31	29	44	98	57	94	87	58	69	74	55	96	55	47	49	51	52	50	61
16-year-olds	32	23	13	25	96	33	94	87	51	38	72	25	98	29	16	28	31	37	32	55

PERCENTAGE OF STUDENTS TAKING PART IN FRENCH IMMERSION PROGRAM THIS YEAR

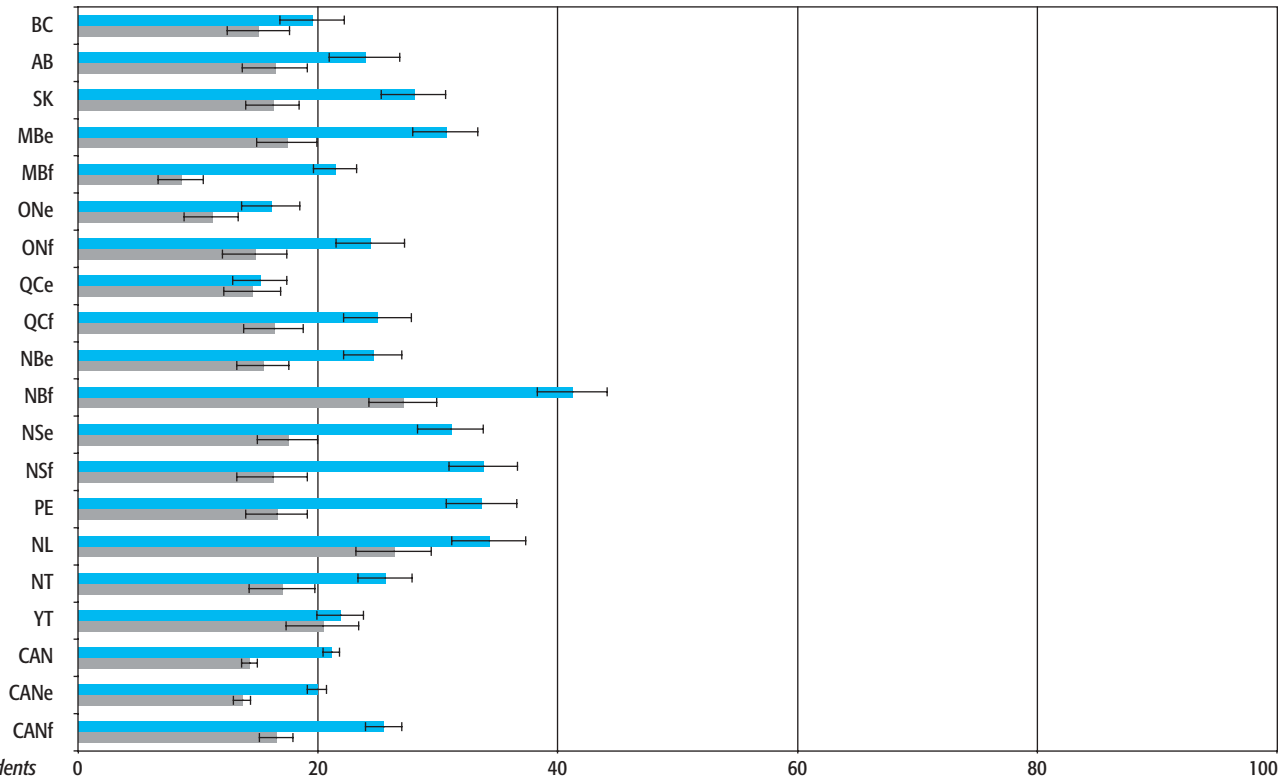
CHART 7



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	20	14	17	30	-	24	-	35	-	55	-	27	-	44	18	17	31	-	23	-
■ 16-year-olds	5	7	3	12	-	10	-	25	-	39	-	18	-	30	6	3	17	-	10	-

PERCENTAGE OF 16-YEAR-OLD STUDENTS WHOSE PARENTS DID NOT COMPLETE HIGH SCHOOL

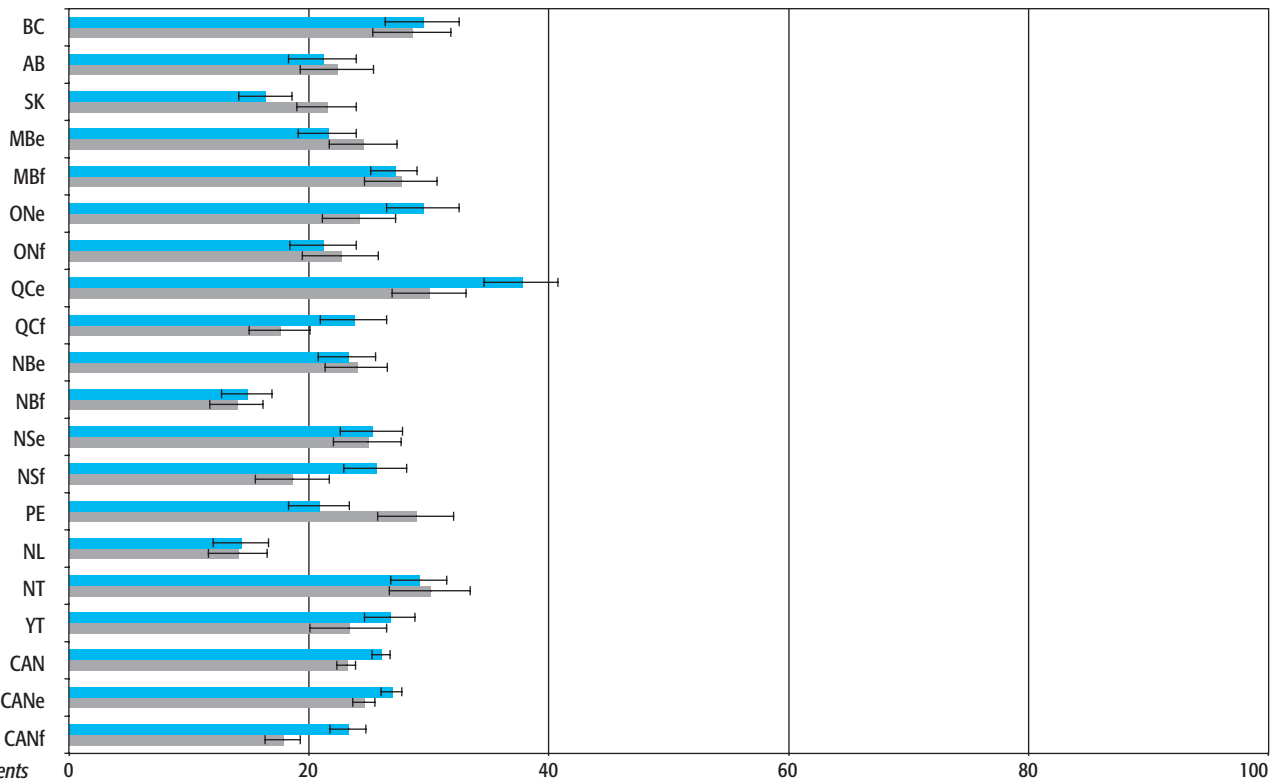
CHART 8



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ Father	20	24	28	31	21	16	24	15	25	25	41	31	34	34	34	26	22	21	20	25
■ Mother	15	16	16	17	9	11	15	15	16	15	27	17	16	17	26	17	20	14	14	17

PERCENTAGE OF 16-YEAR-OLD STUDENTS WHOSE PARENTS COMPLETED UNIVERSITY

CHART 9

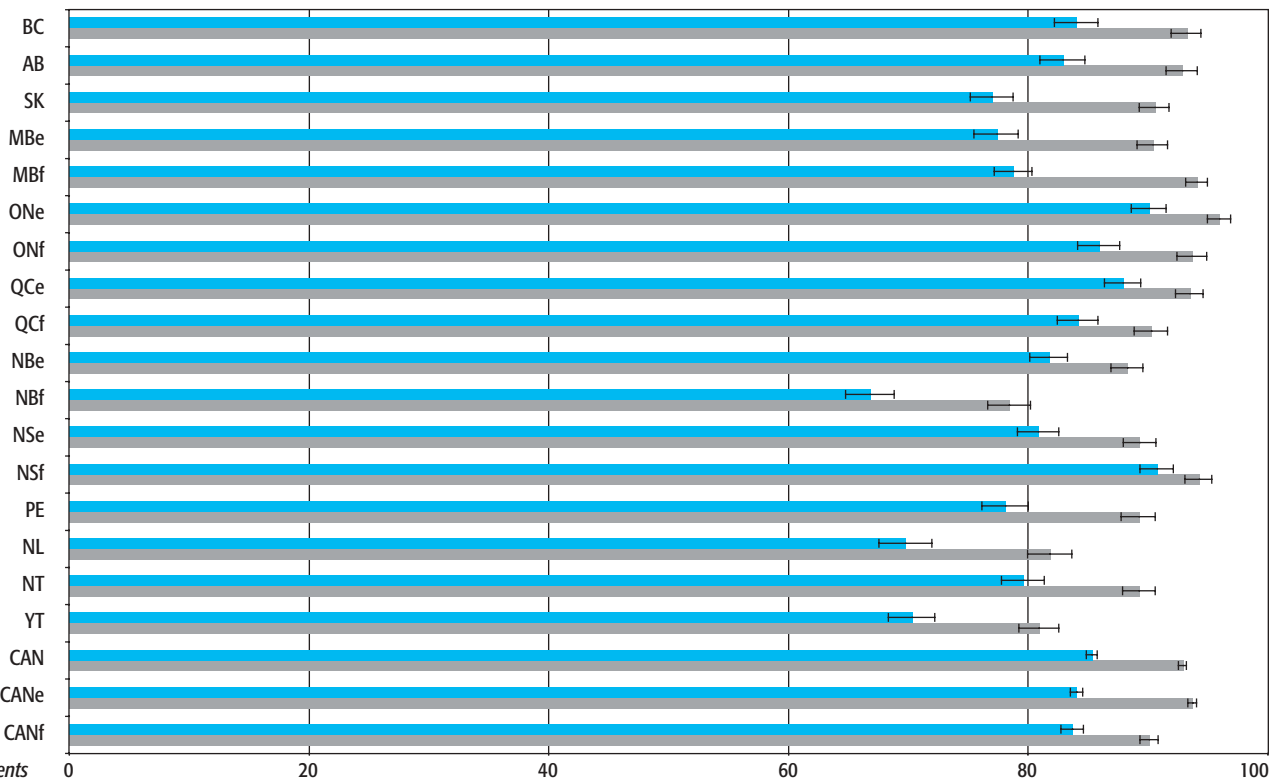


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Father	29	21	16	22	27	30	21	38	24	23	15	25	26	21	14	29	27	26	27	23
Mother	29	22	21	25	28	24	23	30	18	24	14	25	19	29	14	30	23	23	25	18

PERCENTAGE OF STUDENTS WHO HAVE INTERNET CONNECTION OR COMPUTERS IN THEIR HOMES

CHART 10

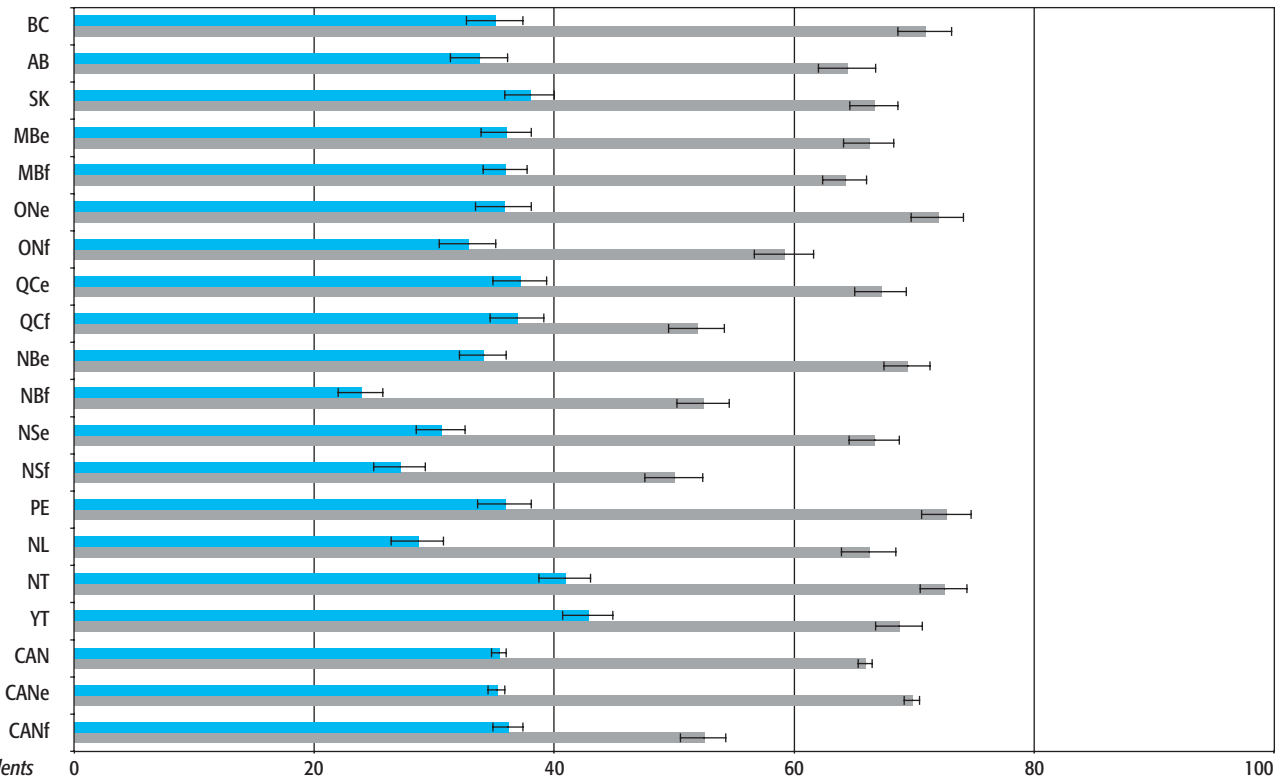


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Internet Connection	84	83	77	77	79	90	86	88	84	82	67	81	91	78	70	80	70	85	86	84
Computer	93	93	91	90	94	96	94	93	90	88	78	89	94	89	82	89	81	93	94	90

PERCENTAGE OF STUDENTS WHO HAVE A NEWSMAGAZINE OR DAILY NEWSPAPER IN THEIR HOMES

CHART 11

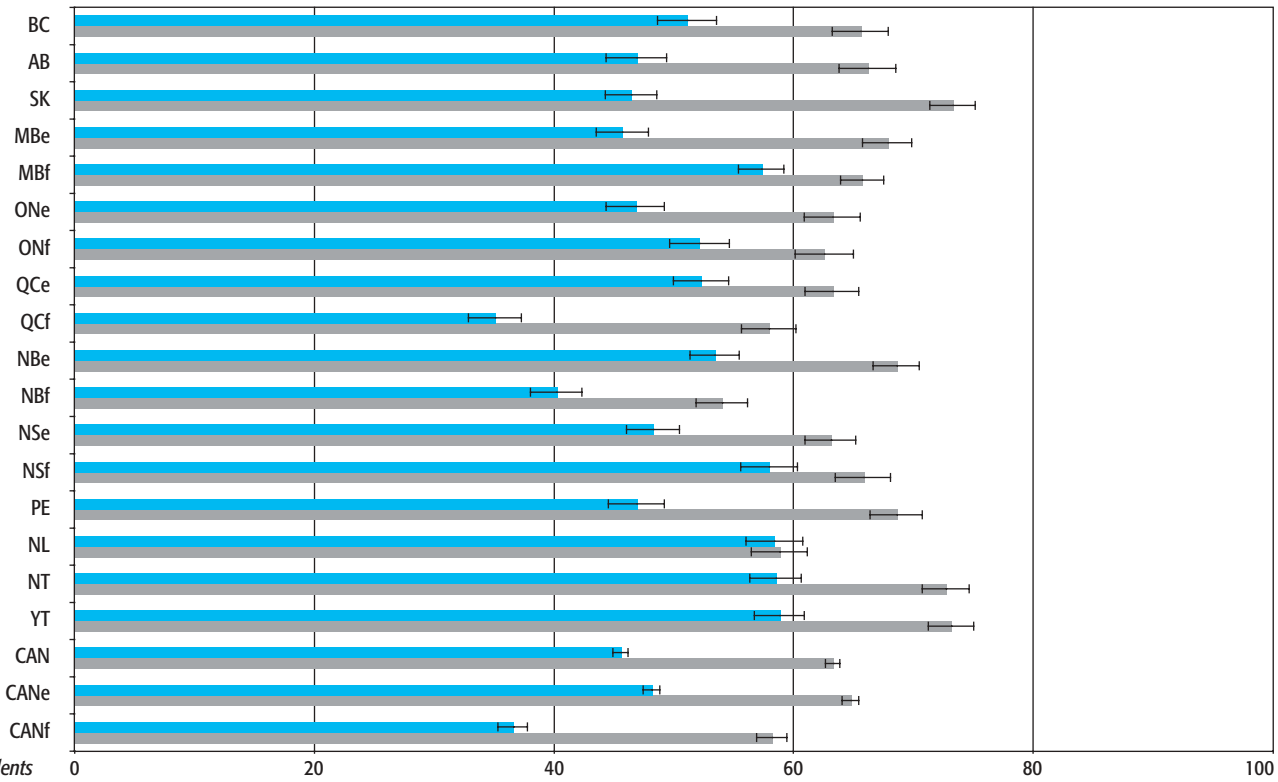


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ Newsmagazine	35	34	38	36	36	36	33	37	37	34	24	31	27	36	29	41	43	35	35	36
■ Daily Newspaper	71	64	67	66	64	72	59	67	52	69	52	67	50	73	66	73	69	66	70	52

PERCENTAGE OF STUDENTS WHO HAVE BOOKS OR OTHER MAGAZINES IN THEIR HOMES

CHART 12

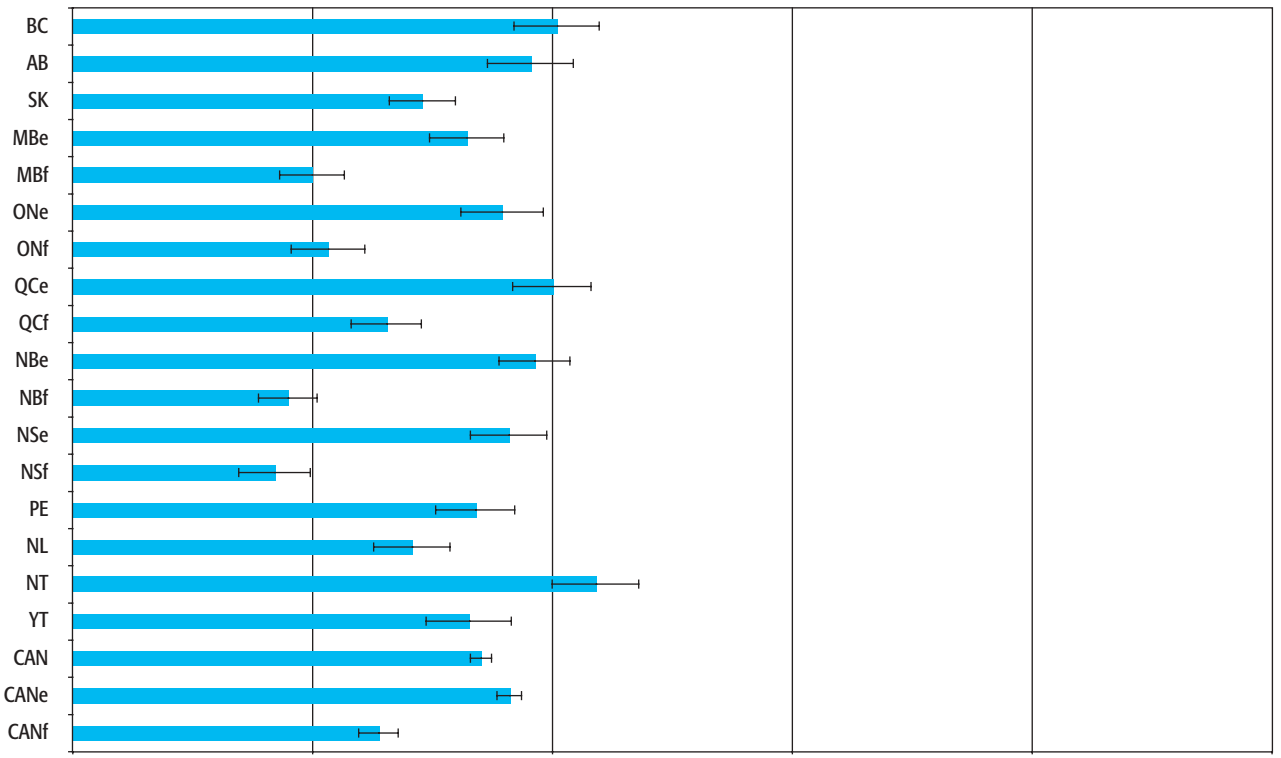


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ Books	51	47	46	46	57	47	52	52	35	53	40	48	58	47	58	59	59	46	48	37
■ Other Magazines	66	66	73	68	66	63	63	63	58	69	54	63	66	69	59	73	73	63	65	58

PERCENTAGE OF STUDENTS WHO HAVE 200 OR MORE BOOKS AT HOME

CHART 13

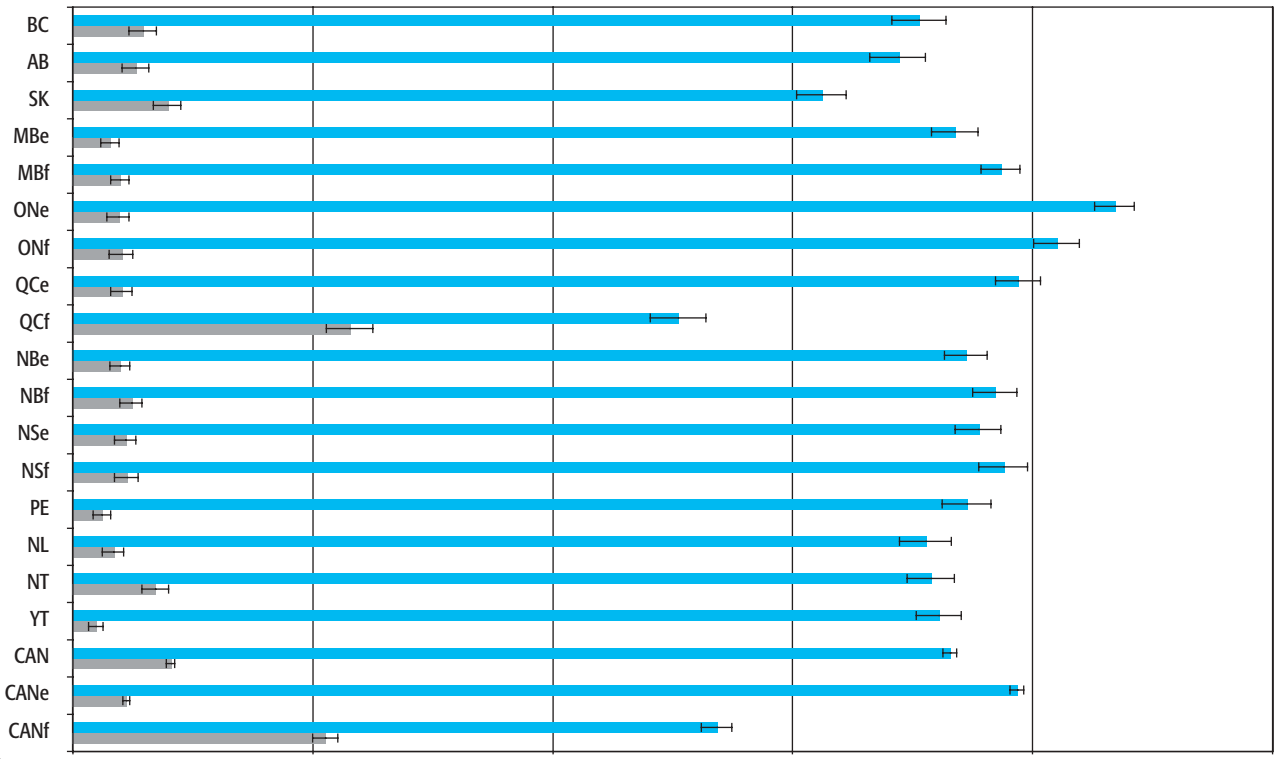


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 200 or more	40	38	29	33	20	36	21	40	26	39	18	36	17	34	28	44	33	34	36	26

PERCENTAGE OF 16-YEAR-OLD STUDENTS PLANNING TO ATTEND UNIVERSITY OR TECHNICAL SCHOOL

CHART 14

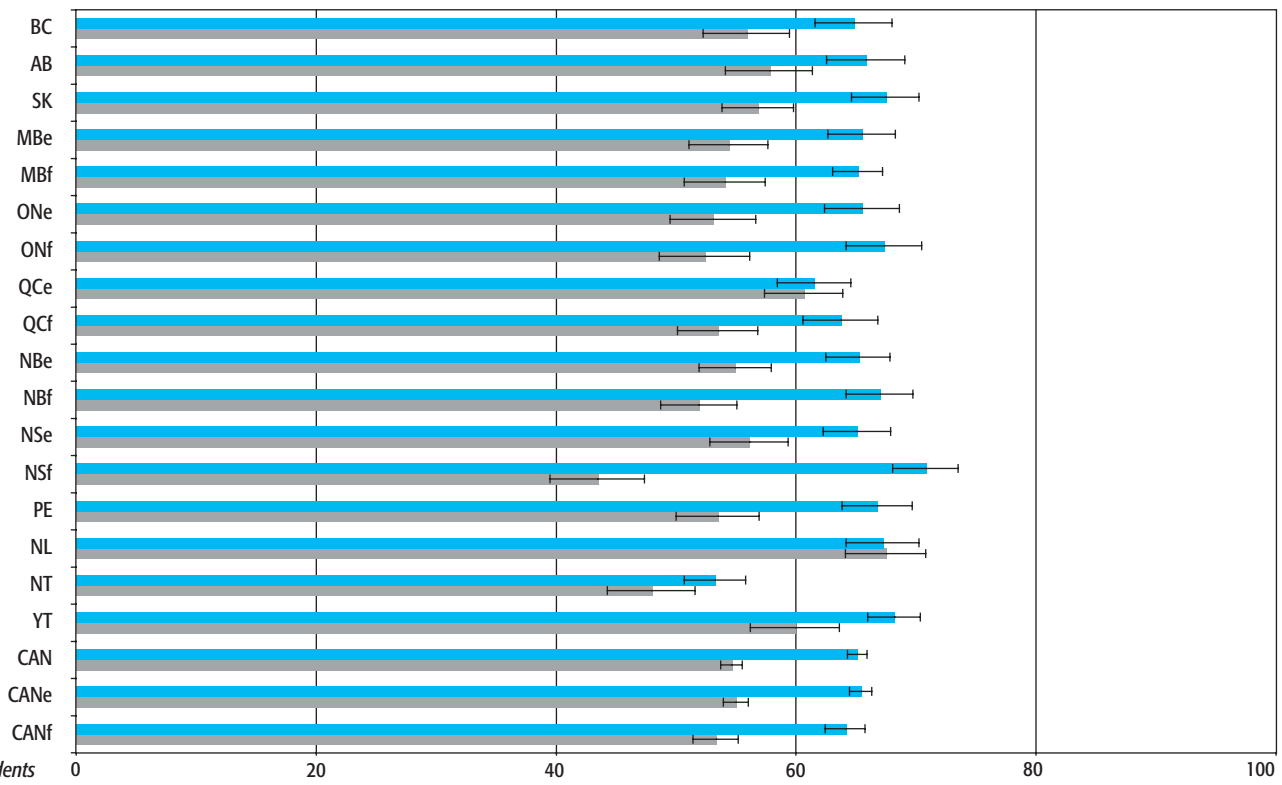


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ University or college	71	69	62	74	77	87	82	79	50	74	77	75	78	74	71	72	72	73	79	54
■ Technical or technology training	6	5	8	3	4	4	4	4	23	4	5	4	4	2	3	7	2	8	4	21

PERCENTAGE OF STUDENTS REPORTING THAT TEACHERS THINK IT IS VERY IMPORTANT FOR THEM TO DO WELL IN SCHOOL

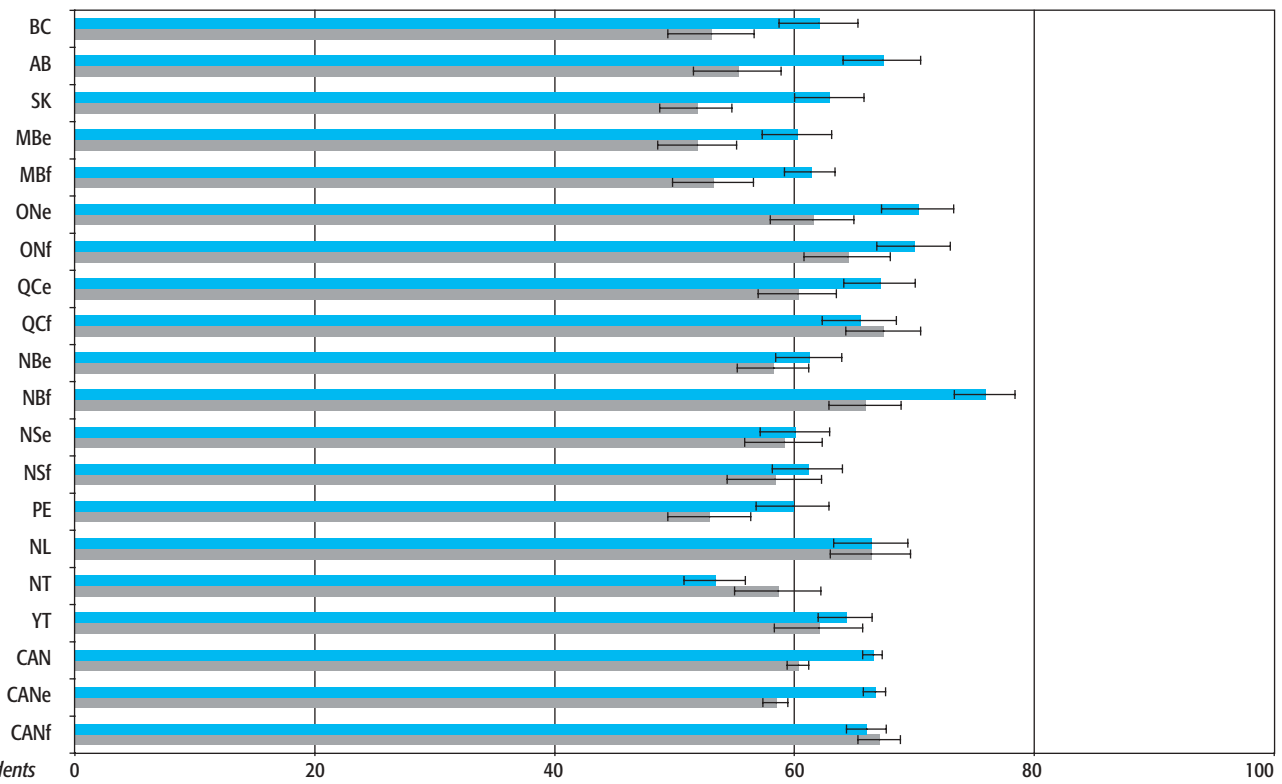
CHART  
15



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	65	66	67	65	65	66	67	62	64	65	67	65	71	67	67	53	68	65	65	64
16-year-olds	56	58	57	54	54	53	52	61	53	55	52	56	43	53	67	48	60	55	55	53

PERCENTAGE OF STUDENTS REPORTING THAT THEY BELIEVE IT IS VERY IMPORTANT FOR THEM TO DO WELL IN SCHOOL

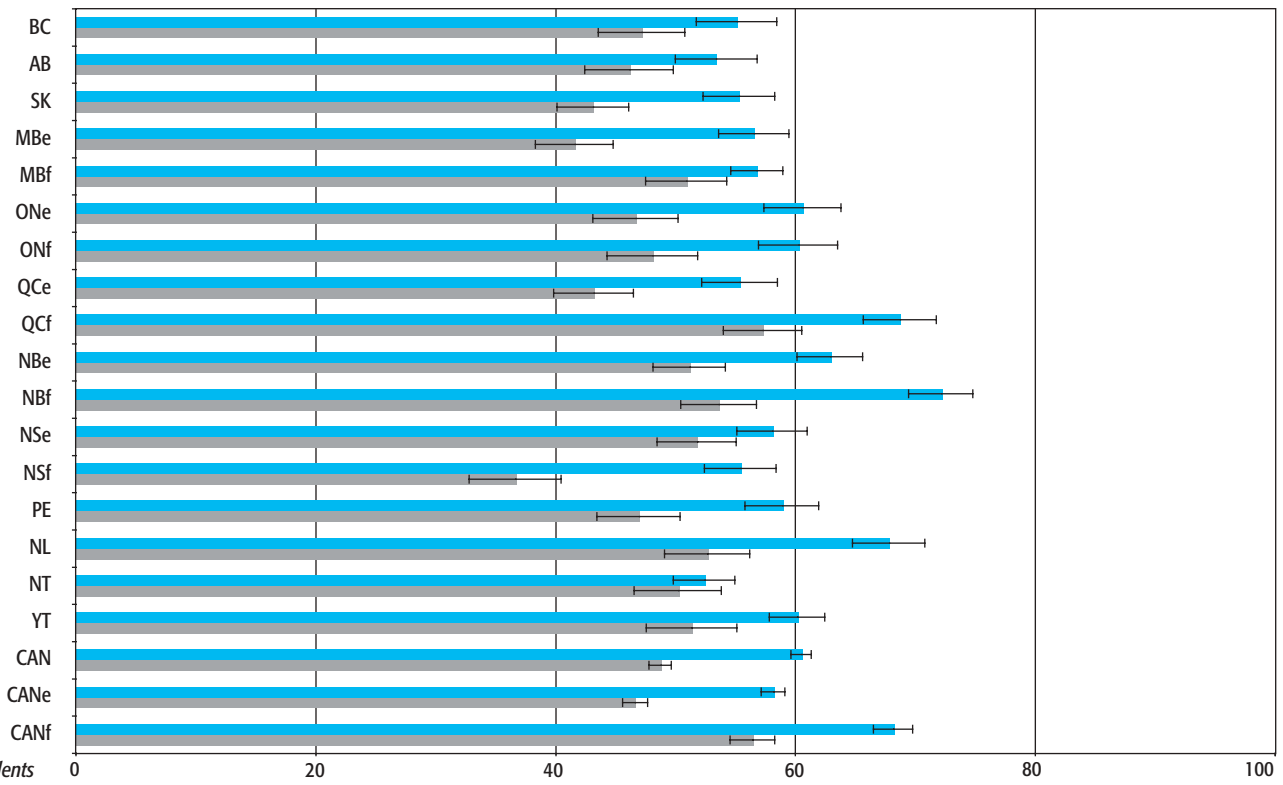
CHART  
16



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	62	67	63	60	61	70	70	67	65	61	76	60	61	60	66	53	64	67	67	66
16-year-olds	53	55	52	52	53	61	64	60	67	58	66	59	58	53	66	59	62	60	58	67

PERCENTAGE OF STUDENTS REPORTING THAT PARENTS THINK IT IS VERY IMPORTANT FOR THEM TO DO WELL IN LANGUAGE ARTS

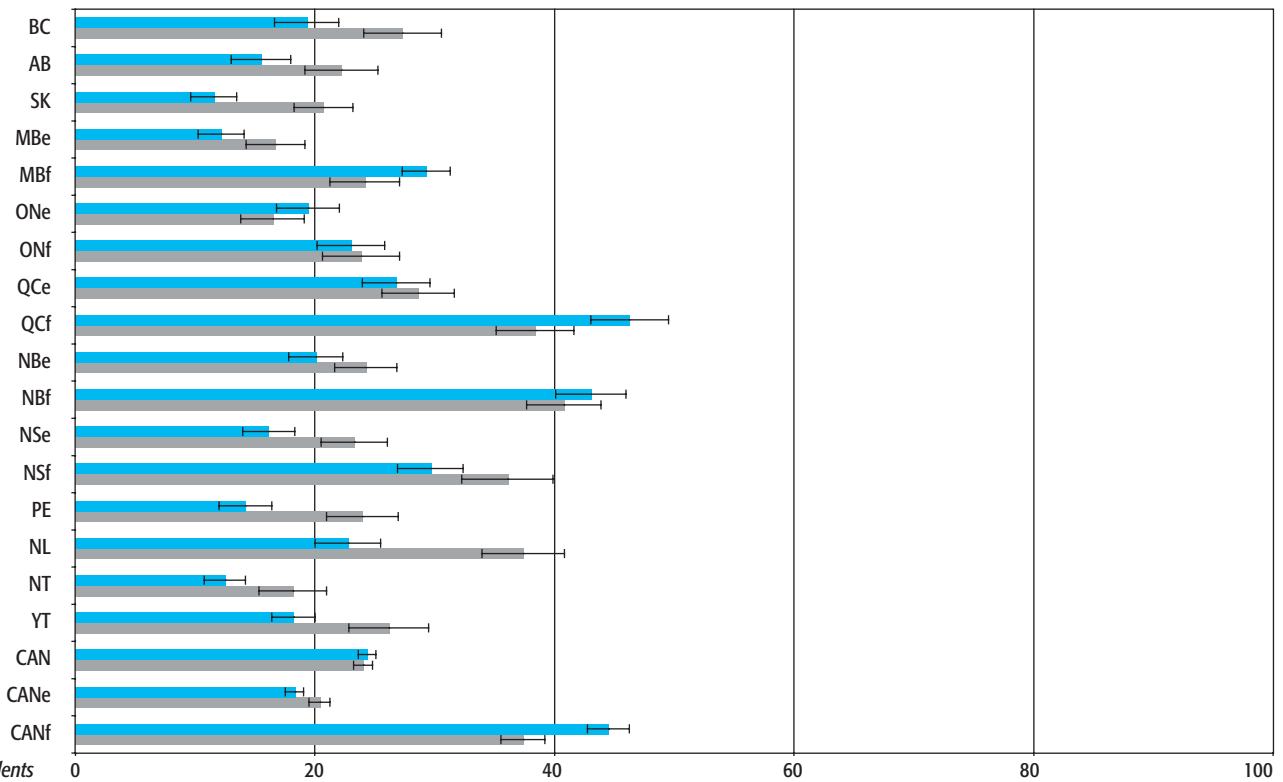
CHART 17



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	55	53	55	57	57	61	60	55	69	63	72	58	55	59	68	52	60	60	58	68
■ 16-year-olds	47	46	43	42	51	47	48	43	57	51	54	52	37	47	53	50	51	49	47	56

PERCENTAGE OF STUDENTS REPORTING ANY TIME SPENT HAVING TUTORING OR EXTRA LESSONS IN LANGUAGE ARTS

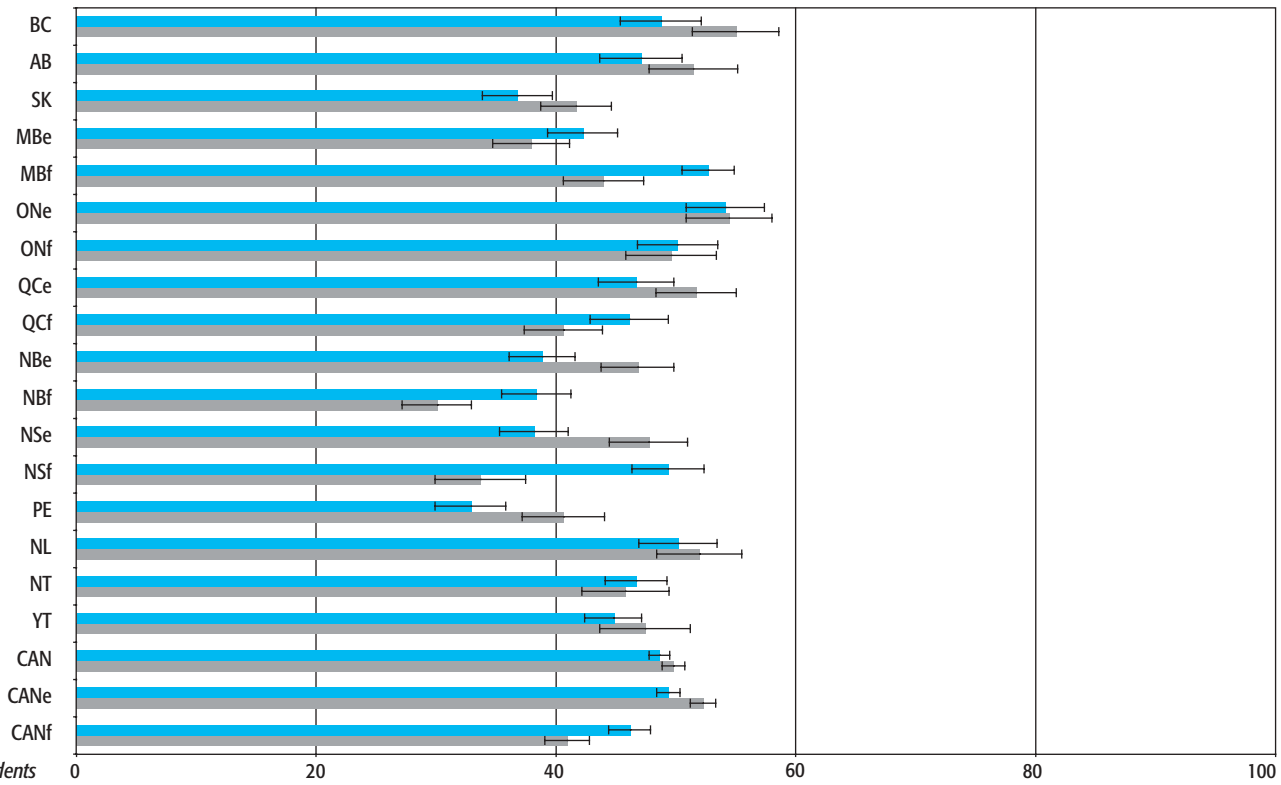
CHART 18



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	19	16	12	12	29	19	23	27	46	20	43	16	30	14	23	13	18	24	18	45
■ 16-year-olds	27	22	21	17	24	17	24	29	38	24	41	23	36	24	37	18	26	24	20	37

PERCENTAGE OF STUDENTS REPORTING ONE HOUR OR MORE PER WEEK STUDYING OR DOING HOMEWORK IN LANGUAGE ARTS

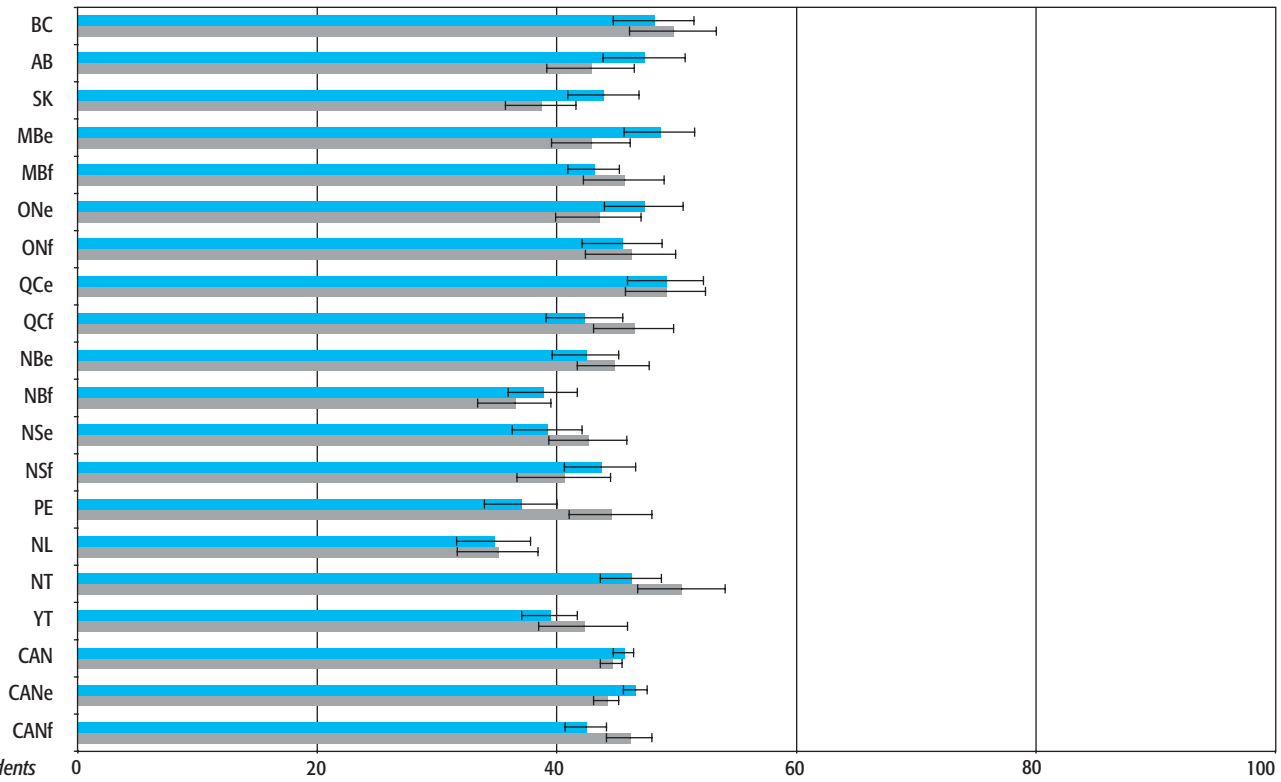
CHART  
19



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	49	47	37	42	53	54	50	47	46	39	38	38	49	33	50	47	45	49	49	46
16-year-olds	55	51	42	38	44	54	50	52	41	47	30	48	34	41	52	46	47	50	52	41

PERCENTAGE OF STUDENTS REPORTING ONE HOUR OR MORE PER WEEK READING FOR ENJOYMENT OUTSIDE OF SCHOOL HOURS

CHART  
20

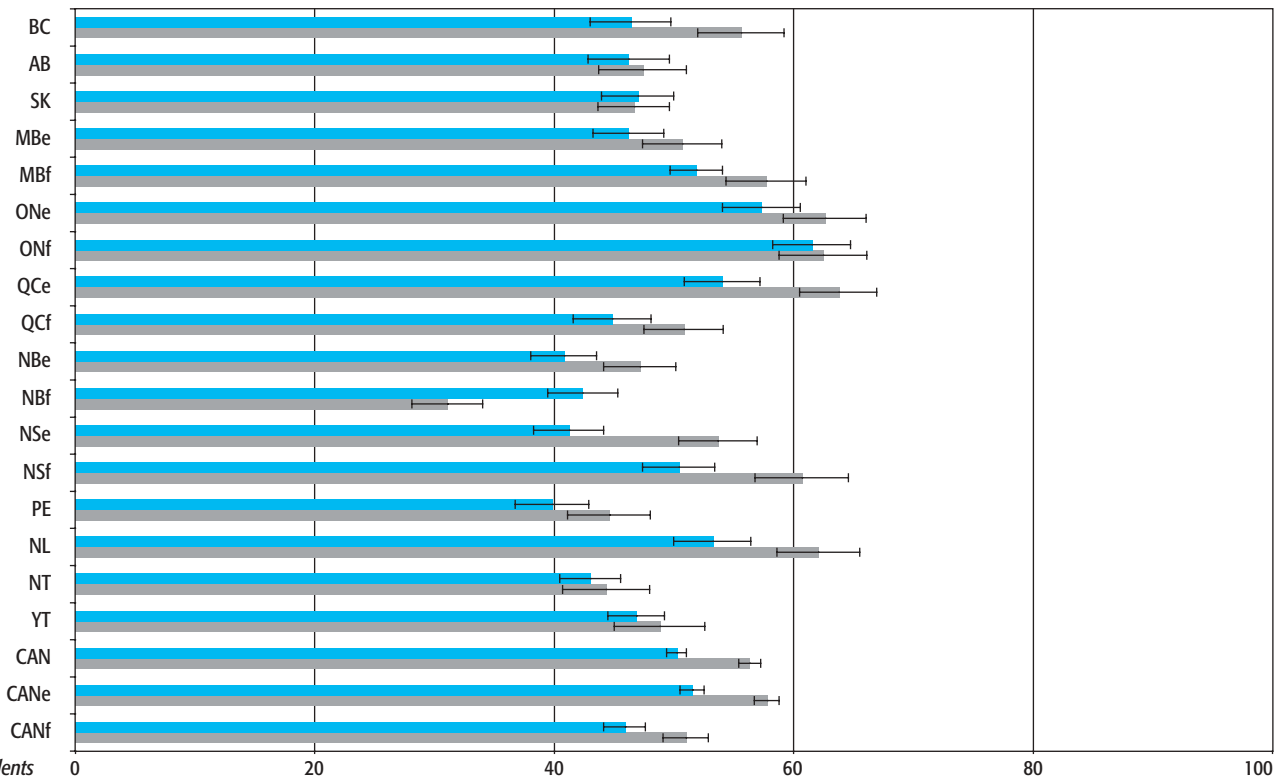


	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	48	47	44	49	43	47	45	49	42	42	39	39	44	37	35	46	39	46	47	42
16-year-olds	50	43	39	43	46	43	46	49	46	45	36	43	41	44	35	50	42	45	44	46



PERCENTAGE OF STUDENTS REPORTING ONE HOUR OR MORE PER WEEK USING A COMPUTER FOR SCHOOL PURPOSES

**CHART 21**

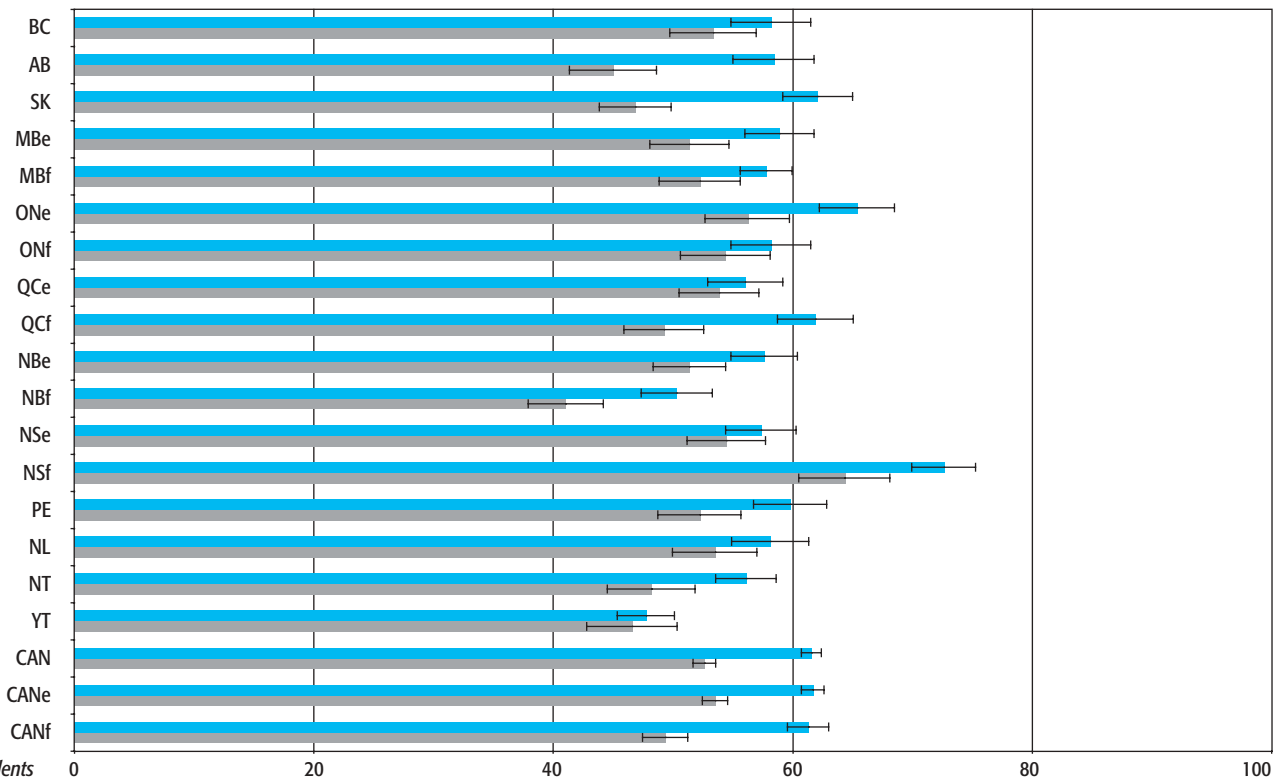


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	46	46	47	46	52	57	62	54	45	41	42	41	50	40	53	43	47	50	52	46
■ 16-year-olds	56	47	47	51	58	63	62	64	51	47	31	54	61	45	62	44	49	56	58	51

PERCENTAGE OF STUDENTS REPORTING THREE HOURS OR MORE PER WEEK USING A COMPUTER FOR ENTERTAINMENT

**CHART 22**

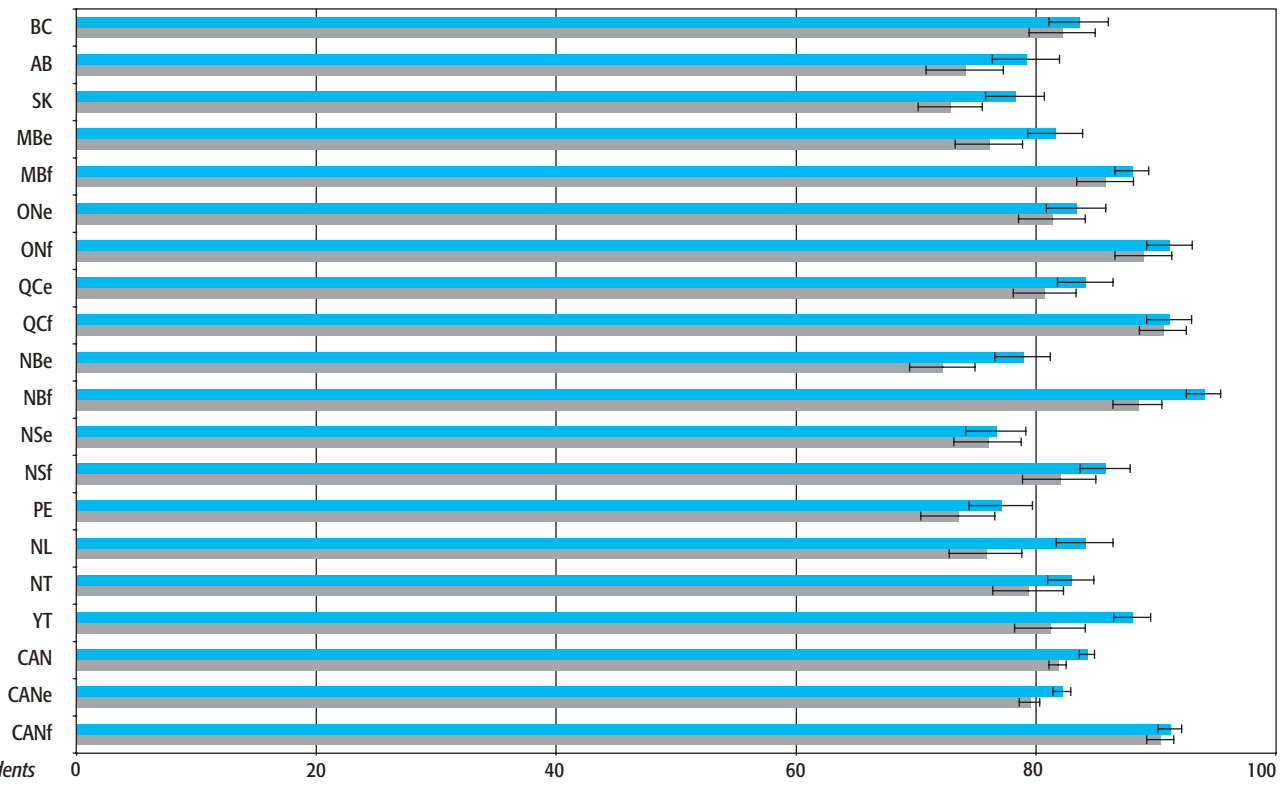


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	58	58	62	59	58	65	58	56	62	58	50	57	73	60	58	56	48	62	62	61
■ 16-year-olds	53	45	47	51	52	56	54	54	49	51	41	54	64	52	54	48	47	53	54	49

PERCENTAGE OF STUDENTS AGREEING THAT WRITING IS IMPORTANT FOR THEIR FUTURE STUDIES

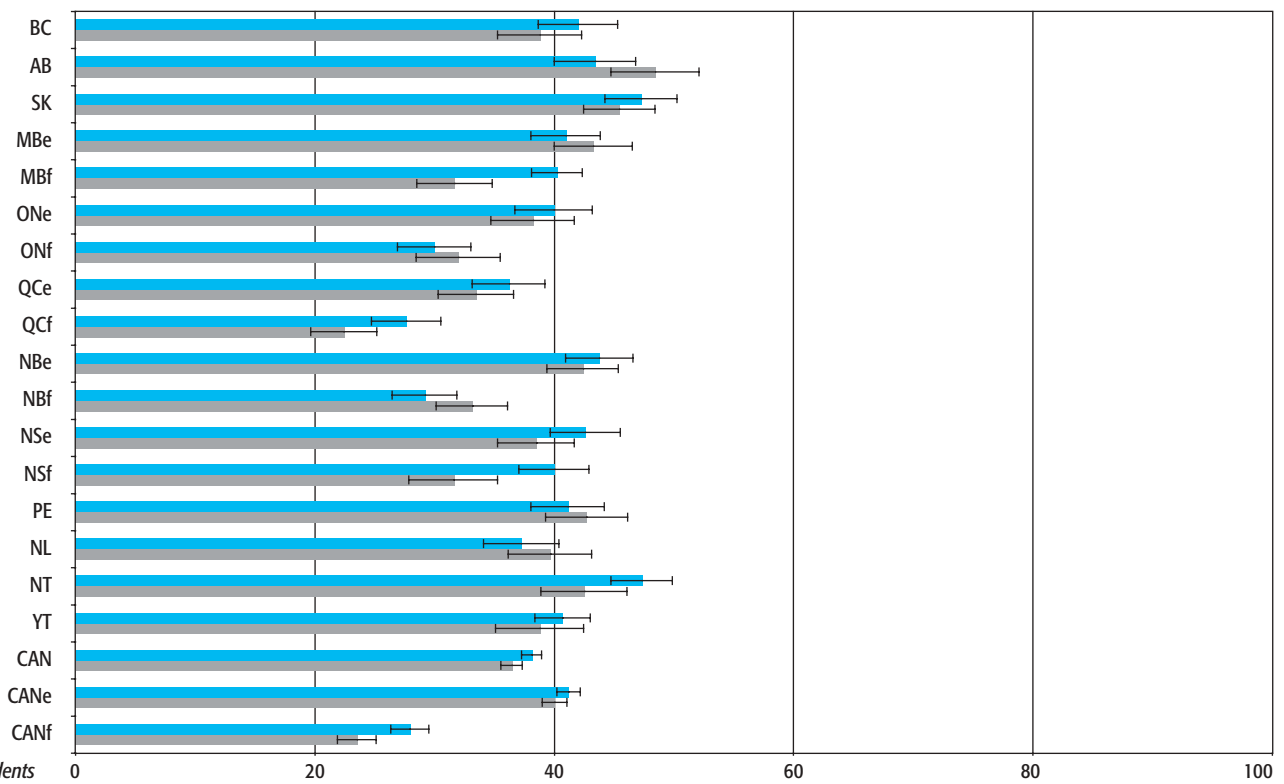
CHART  
23



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	84	79	78	82	88	83	91	84	91	79	94	77	86	77	84	83	88	84	82	91
16-year-olds	82	74	73	76	86	81	89	81	91	72	88	76	82	74	76	79	81	82	80	90

PERCENTAGE OF STUDENTS AGREEING THAT THEY ARE NOT VERY INTERESTED IN WRITING

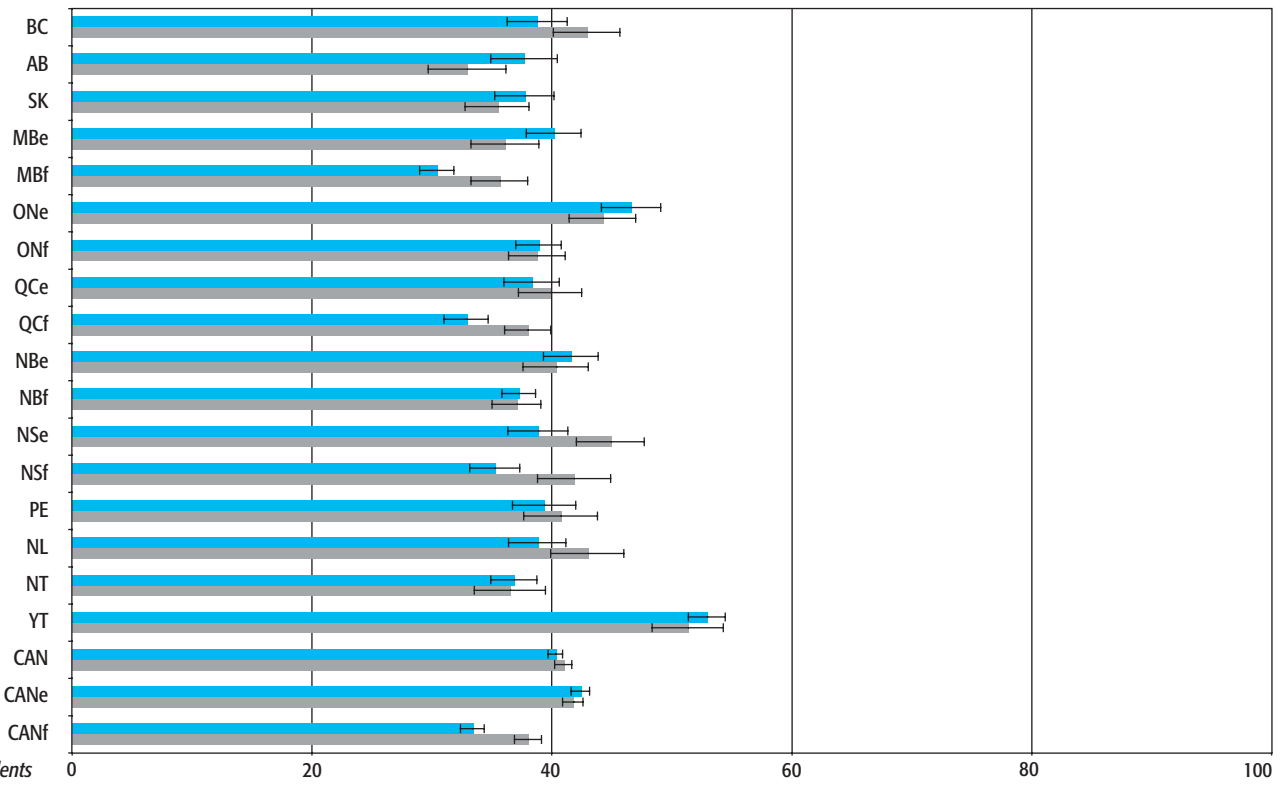
CHART  
24



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	42	43	47	41	40	40	30	36	28	44	29	43	40	41	37	47	41	38	41	28
16-year-olds	39	48	45	43	32	38	32	33	22	42	33	39	32	43	40	43	39	36	40	24

PERCENTAGE OF STUDENTS AGREEING THAT THEY WOULD LIKE TO DO MORE WRITING IN SCHOOL

CHART  
25

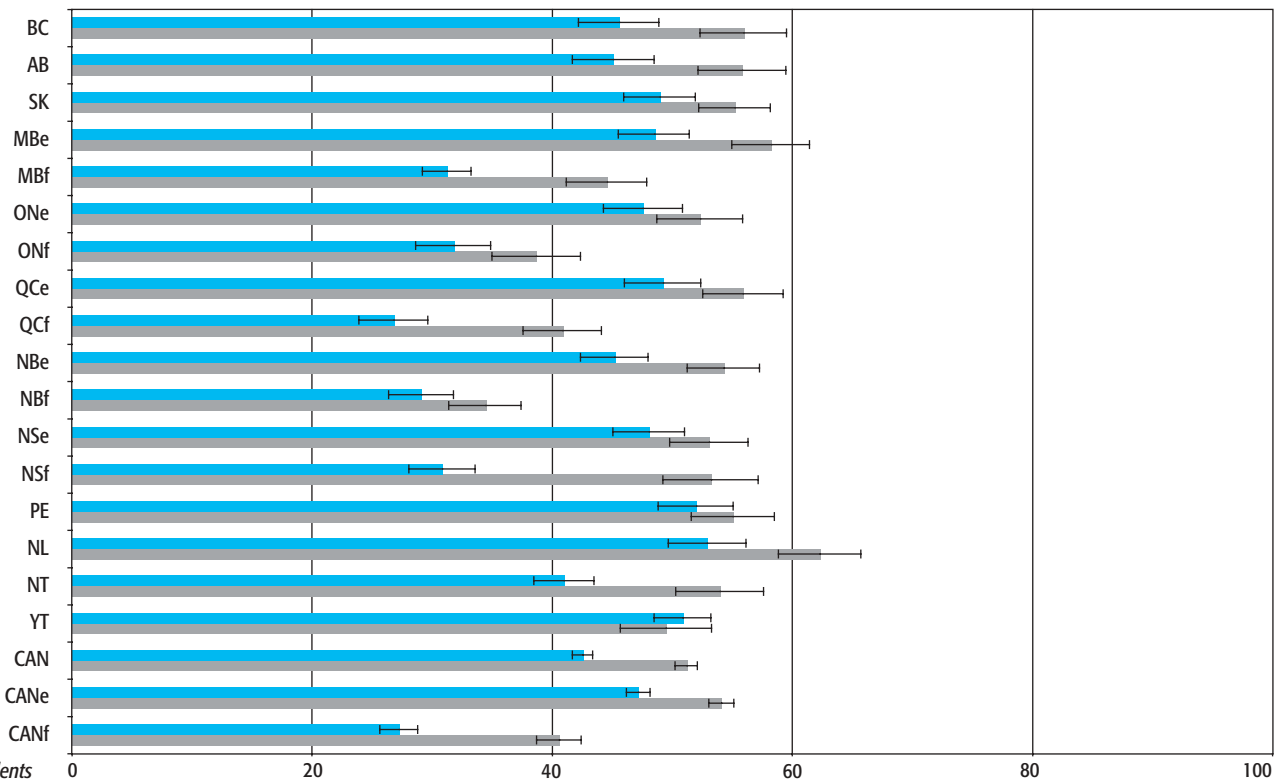


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	39	38	38	40	30	47	39	38	33	42	37	39	35	39	39	37	53	40	42	33
16-year-olds	43	33	35	36	36	44	39	40	38	40	37	45	42	41	43	37	51	41	42	38

PERCENTAGE OF STUDENTS AGREEING THAT TO BE ABLE TO WRITE WELL YOU NEED LOTS OF NATURAL ABILITY

CHART  
26

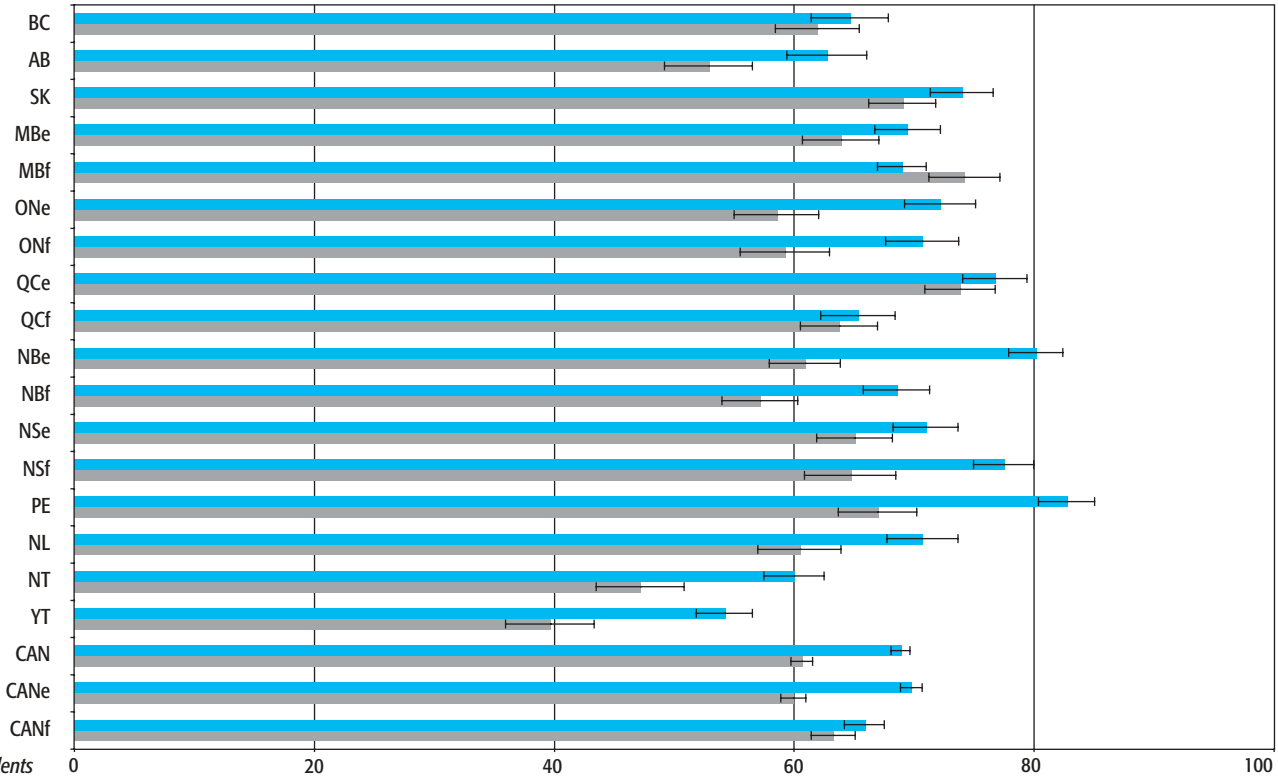


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	46	45	49	48	31	48	32	49	27	45	29	48	31	52	53	41	51	43	47	27
16-year-olds	56	56	55	58	45	52	39	56	41	54	34	53	53	55	62	54	49	51	54	41

PERCENTAGE OF STUDENTS REPORTING AVERAGE MARKS OF 70 OR MORE IN LANGUAGE ARTS THIS YEAR

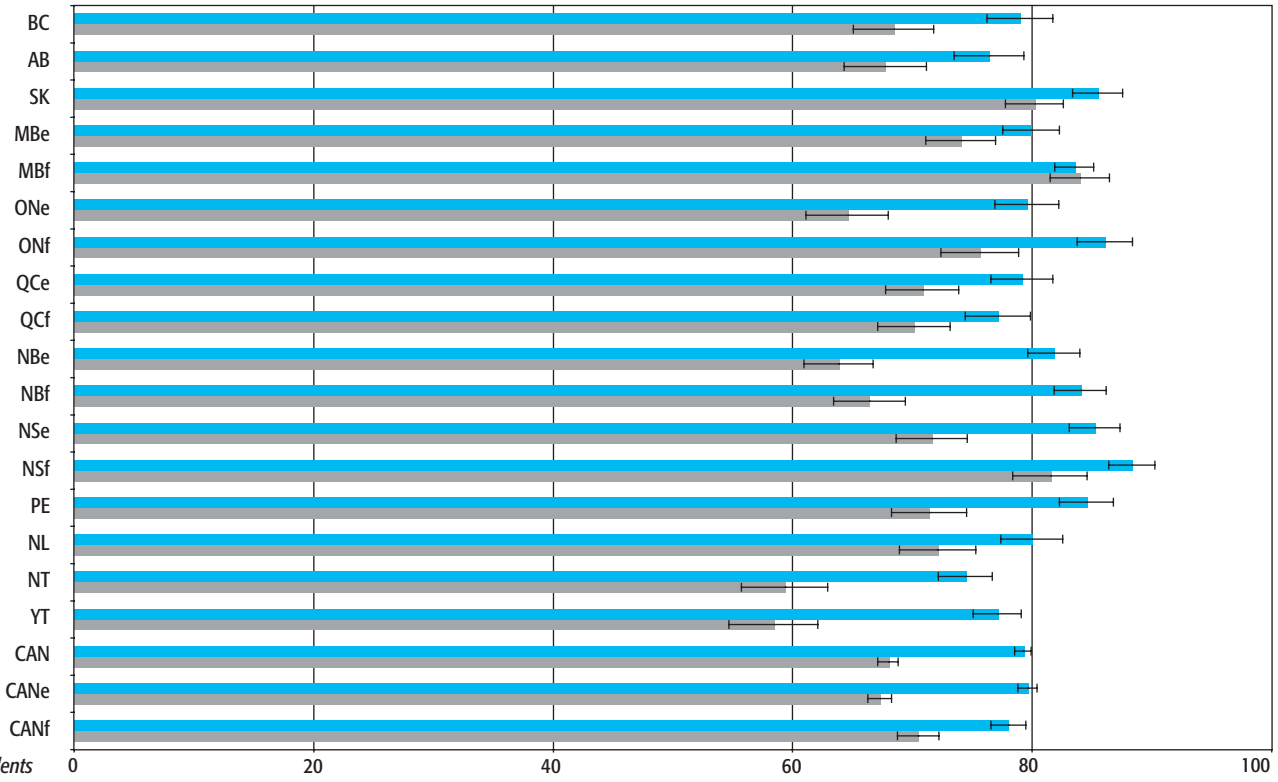
CHART  
27



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	65	63	74	69	69	72	71	77	65	80	69	71	77	83	71	60	54	69	70	66
■ 16-year-olds	62	53	69	64	74	59	59	74	64	61	57	65	65	67	60	47	40	61	60	63

PERCENTAGE OF STUDENTS SATISFIED WITH THEIR LANGUAGE ARTS MARKS THIS YEAR

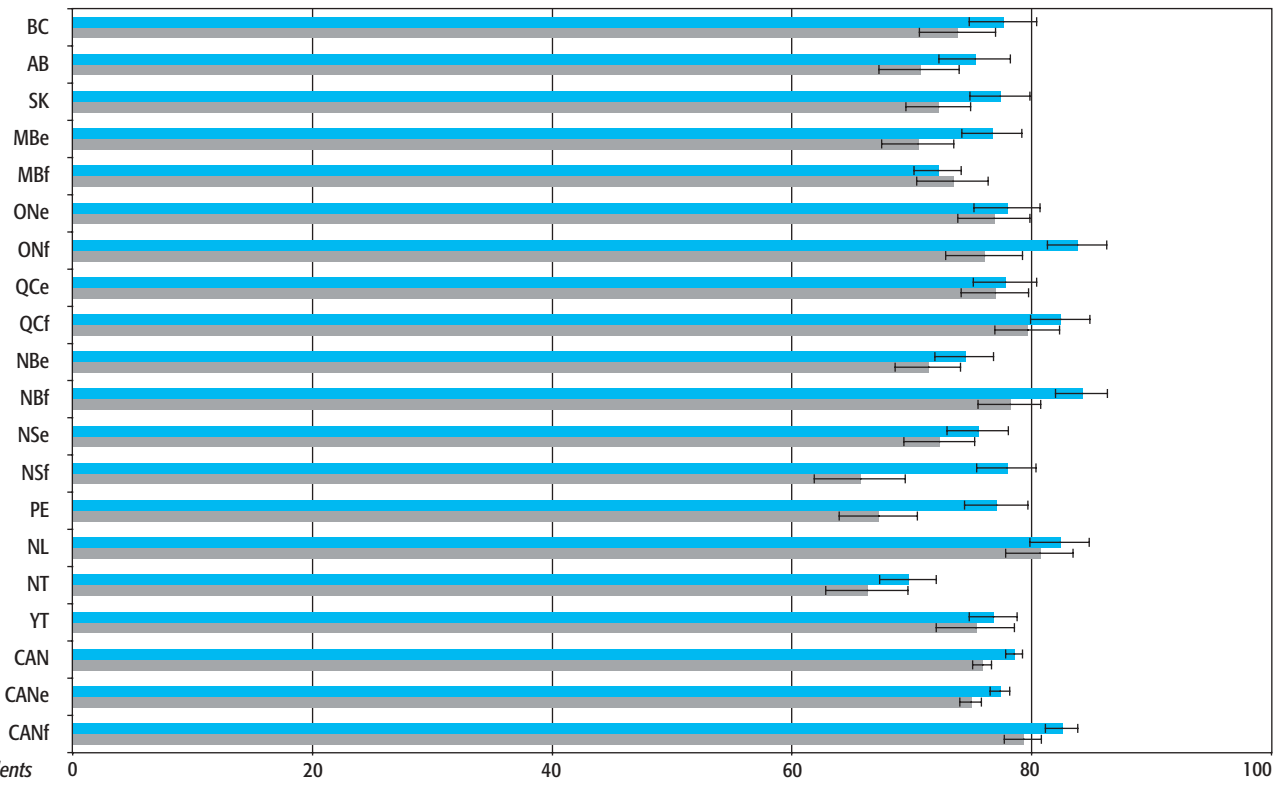
CHART  
28



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	79	76	85	80	84	80	86	79	77	82	84	85	88	85	80	74	77	79	80	78
■ 16-year-olds	68	68	80	74	84	65	76	71	70	64	66	72	82	71	72	59	58	68	67	70

PERCENTAGE OF STUDENTS REPORTING THAT THEY WOULD LIKELY ASK THE TEACHER FOR HELP WITH DIFFICULTIES IN WRITING

CHART  
29

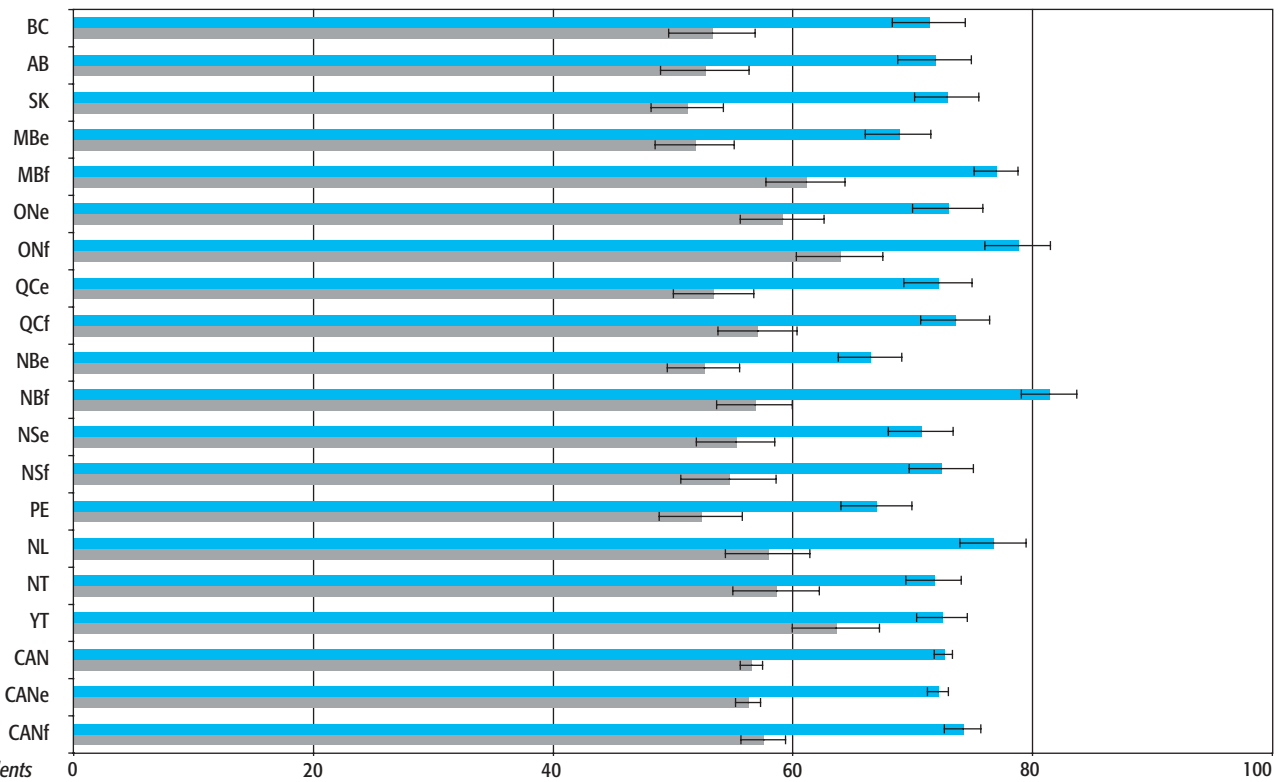


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	78	75	77	77	72	78	84	78	82	74	84	76	78	77	82	70	77	79	77	83
16-year-olds	74	71	72	71	73	77	76	77	80	71	78	72	66	67	81	66	75	76	75	79

PERCENTAGE OF STUDENTS REPORTING THAT THEY WOULD LIKELY ASK PARENTS FOR HELP WITH DIFFICULTIES IN WRITING

CHART  
30

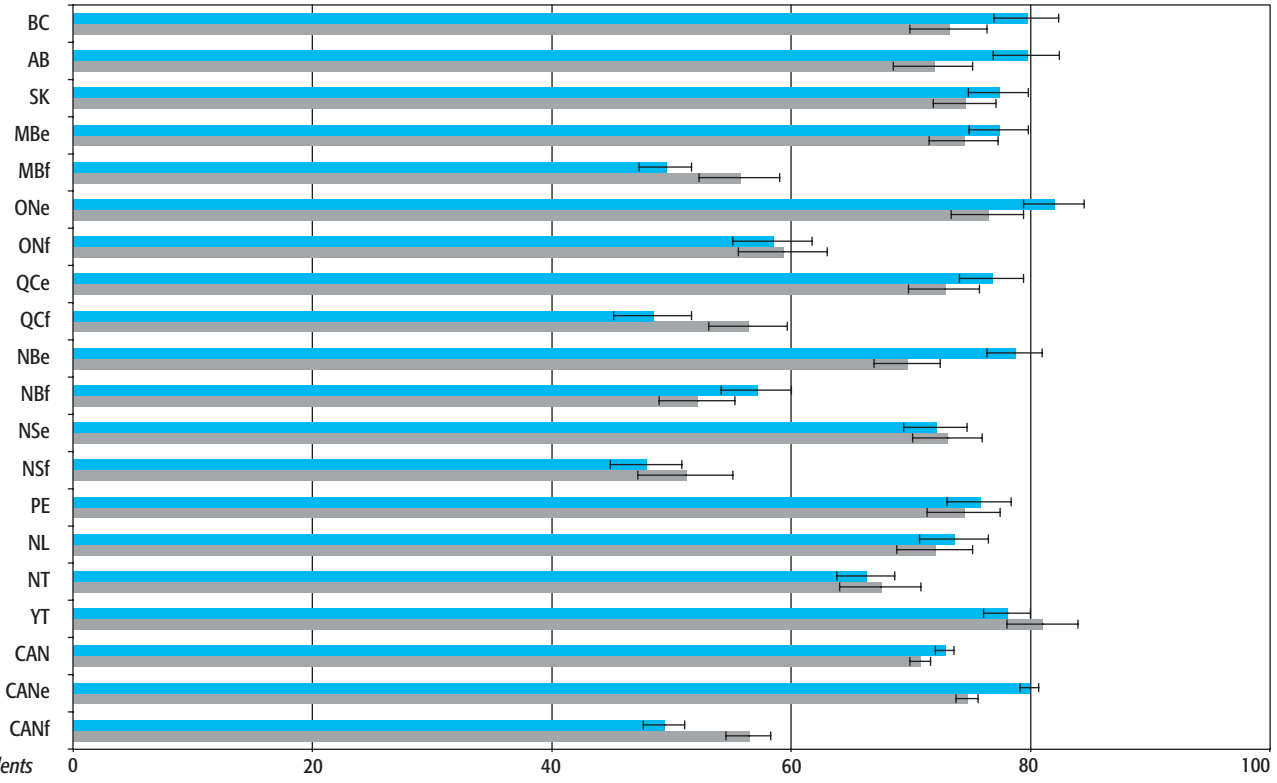


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	71	72	73	69	77	73	79	72	74	66	81	71	72	67	77	72	72	73	72	74
16-year-olds	53	53	51	52	61	59	64	53	57	53	57	55	55	52	58	59	64	57	56	58

PERCENTAGE OF STUDENTS AGREEING THAT THEY FEEL GOOD ABOUT SCHOOL

CHART  
31

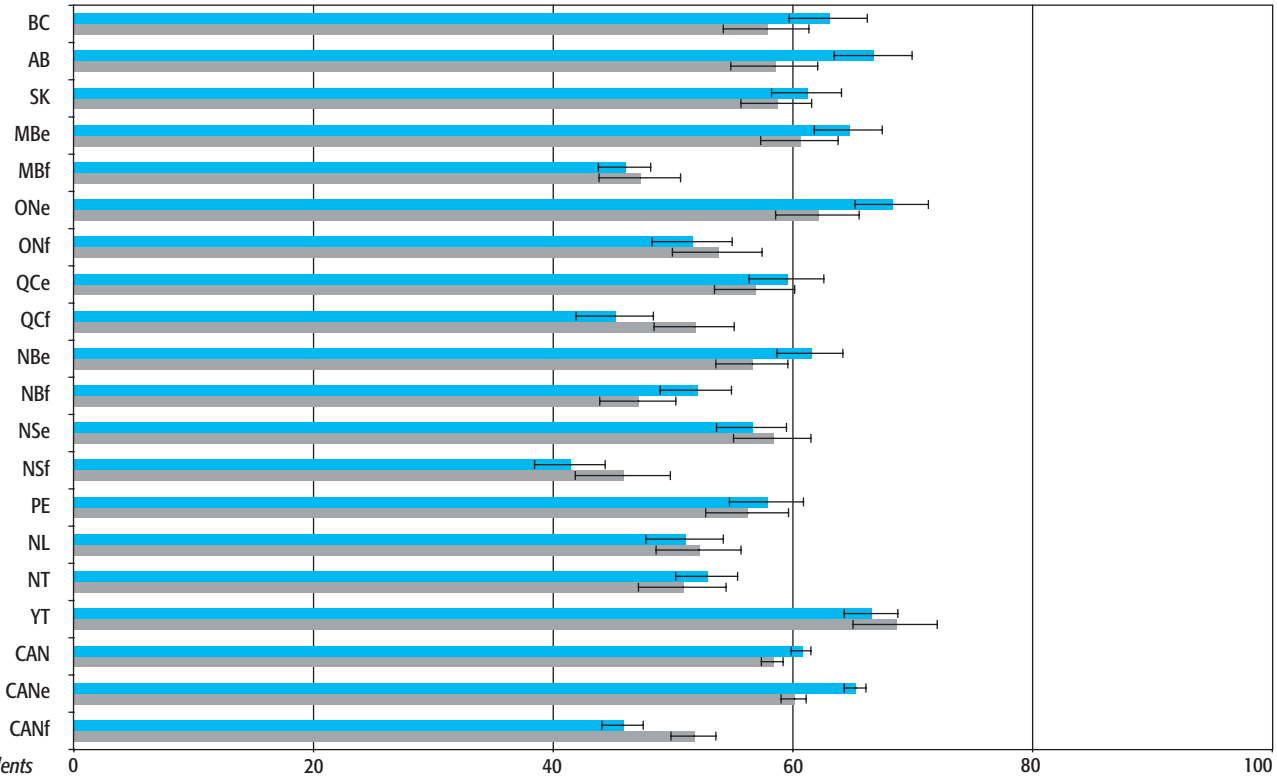


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	80	80	77	77	50	82	58	77	48	79	57	72	48	76	74	66	78	73	80	49
■ 16-year-olds	73	72	75	74	56	76	59	73	56	70	52	73	51	74	72	67	81	71	75	56

PERCENTAGE OF STUDENTS AGREEING THAT THEY ENJOY GOING TO SCHOOL

CHART  
32

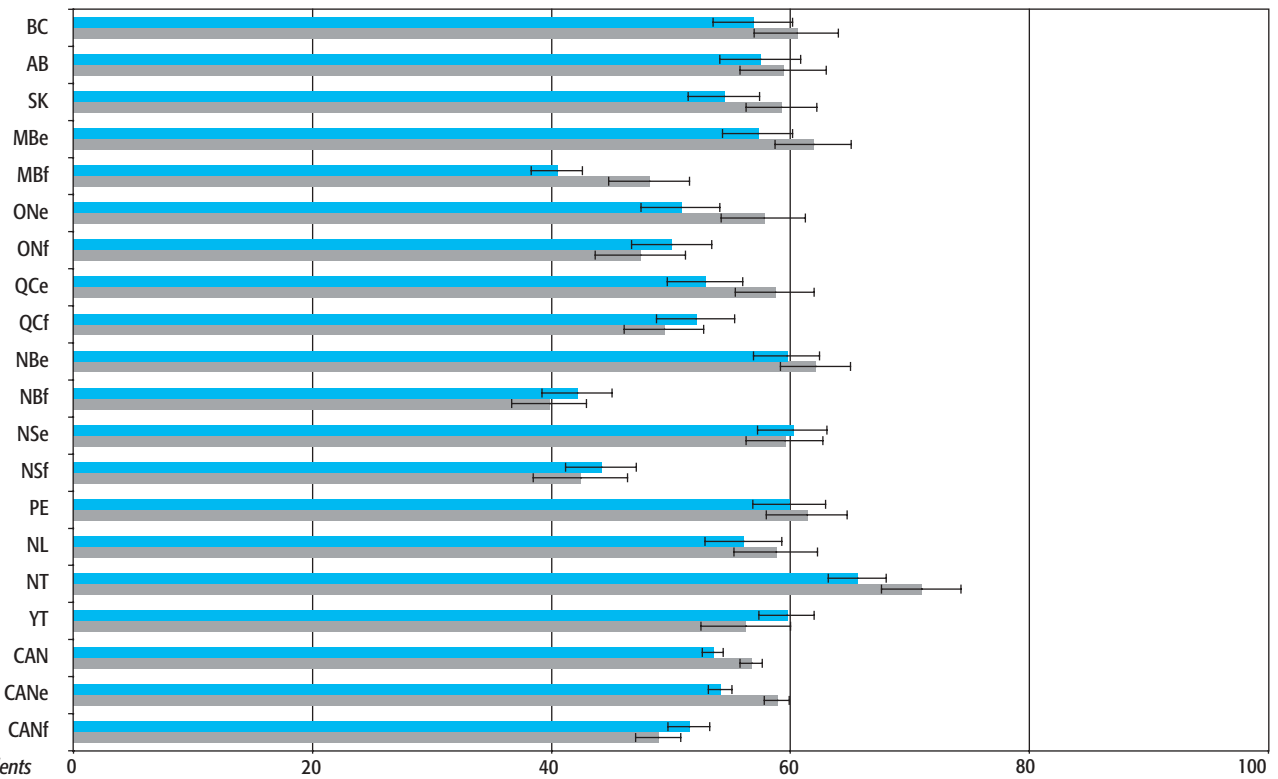


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	63	67	61	65	46	68	52	59	45	61	52	57	41	58	51	53	67	61	65	46
■ 16-year-olds	58	58	59	61	47	62	54	57	52	57	47	58	46	56	52	51	69	58	60	52

PERCENTAGE OF STUDENTS AGREEING THAT THEY ARE USUALLY BORED IN SCHOOL

CHART  
33

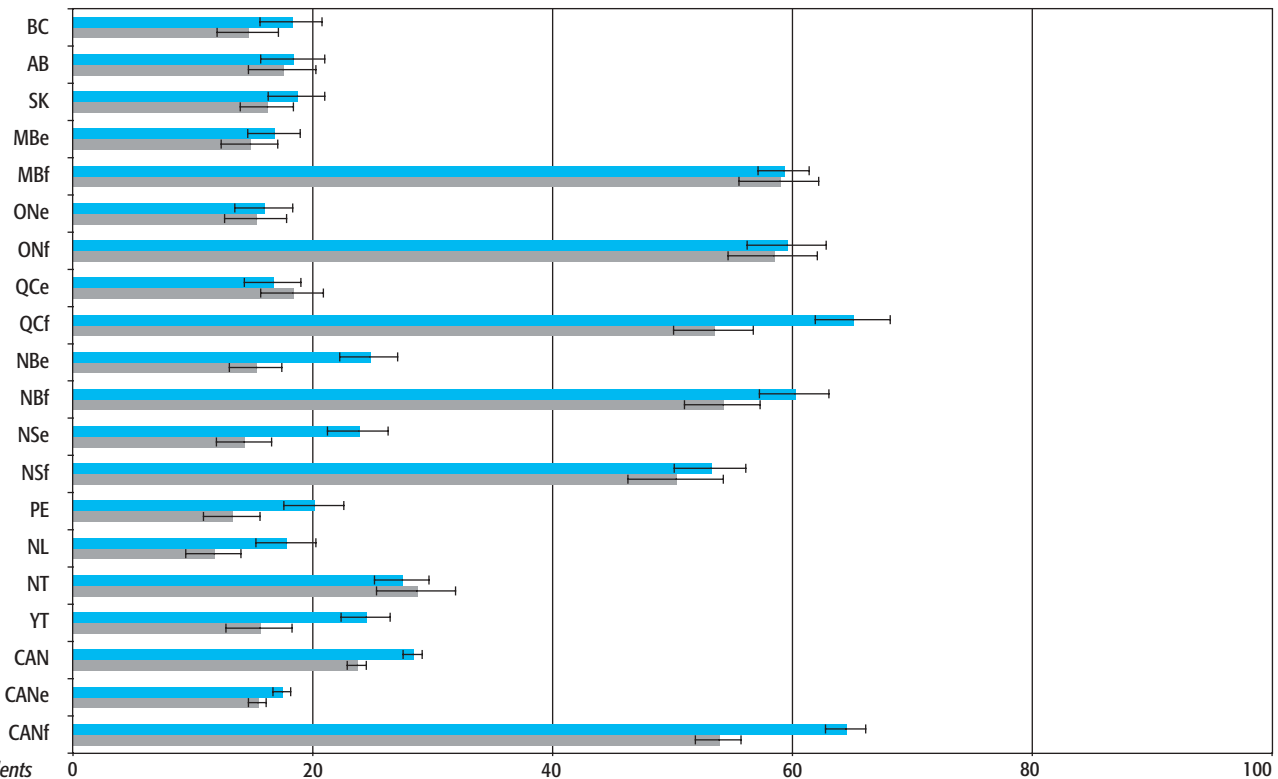


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	57	57	54	57	40	51	50	53	52	60	42	60	44	60	56	66	60	54	54	52
16-year-olds	61	59	59	62	48	58	47	59	49	62	40	60	42	61	59	71	56	57	59	49

PERCENTAGE OF STUDENTS AGREEING THAT THEY ARE BOSSED AROUND TOO MUCH IN SCHOOL

CHART  
34

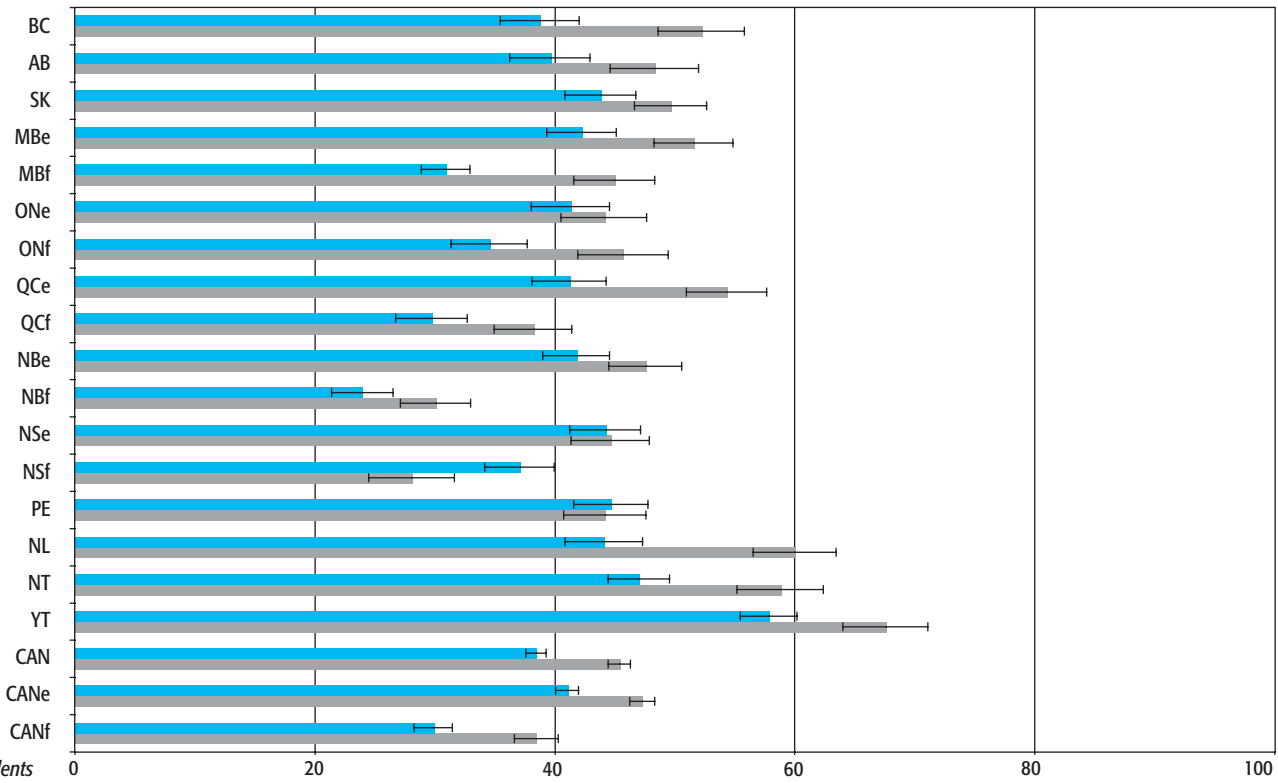


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	18	18	19	17	59	16	60	17	65	25	60	24	53	20	18	27	24	28	17	64
16-year-olds	15	17	16	15	59	15	58	18	53	15	54	14	50	13	12	29	16	24	15	54

PERCENTAGE OF STUDENTS ABSENT FROM SCHOOL 6 DAYS OR MORE THIS YEAR

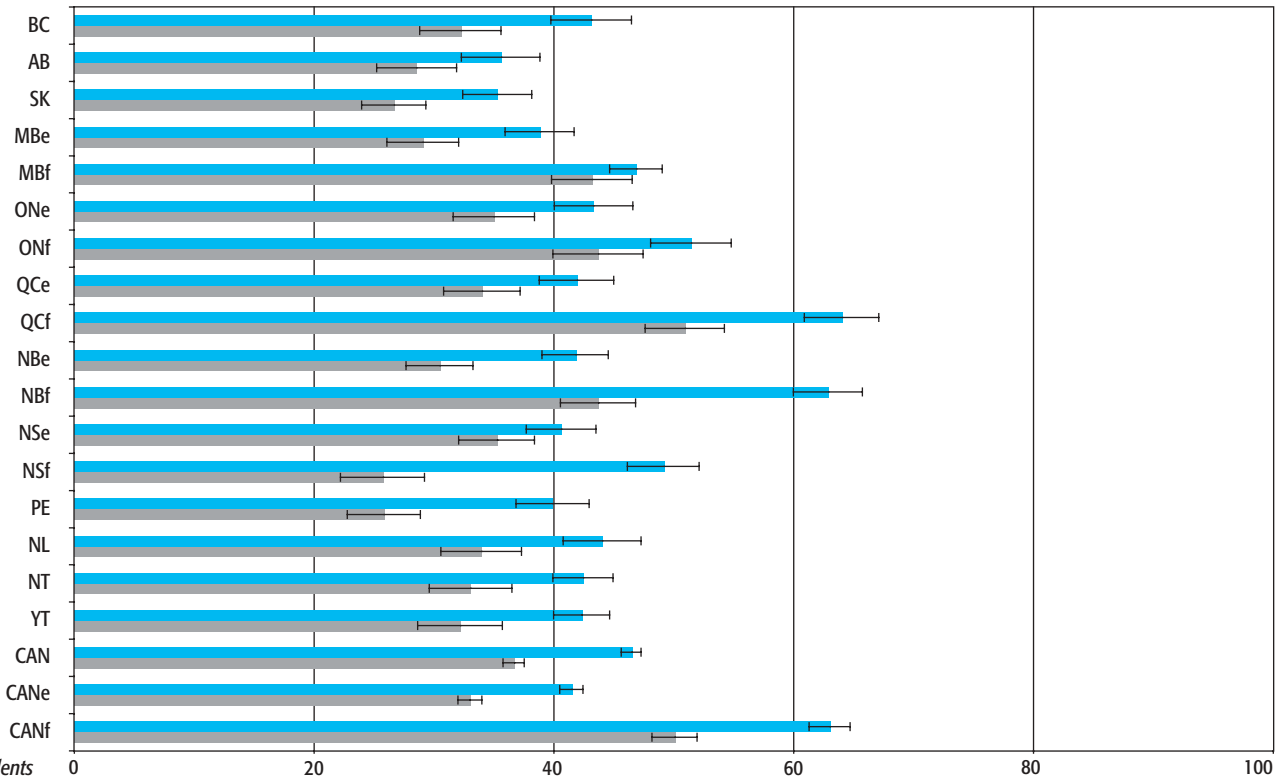
CHART  
35



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	39	40	44	42	31	41	35	41	30	42	24	44	37	45	44	47	58	38	41	30
16-year-olds	52	48	50	52	45	44	46	54	38	48	30	45	28	44	60	59	68	45	47	38

PERCENTAGE OF STUDENTS NOW SEEING SOMEONE IN THEIR HOME WRITING USUALLY EVERY DAY

CHART  
36

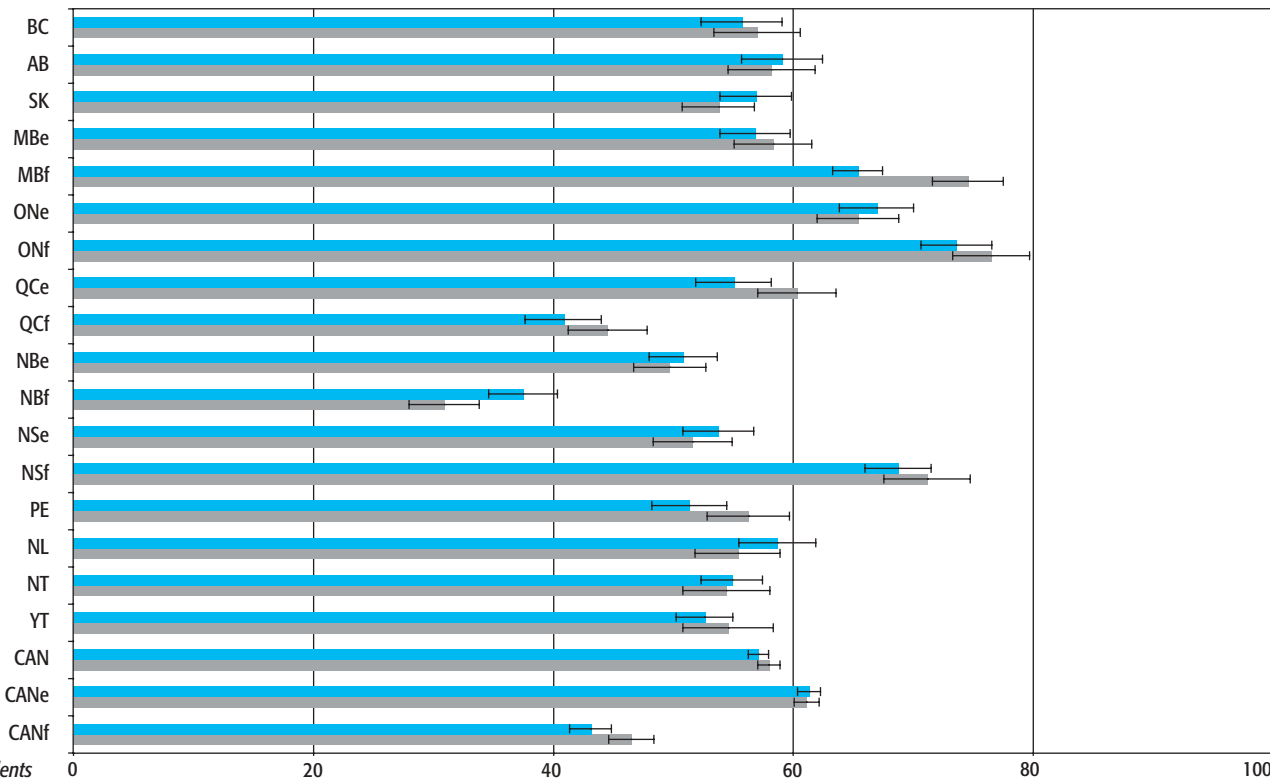


	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	43	36	35	39	47	43	51	42	64	42	63	41	49	40	44	42	42	46	41	63
16-year-olds	32	29	27	29	43	35	44	34	51	30	44	35	26	26	34	33	32	37	33	50



PERCENTAGE OF STUDENTS WHO USUALLY USE A COMPUTER WHEN WRITING

CHART 37

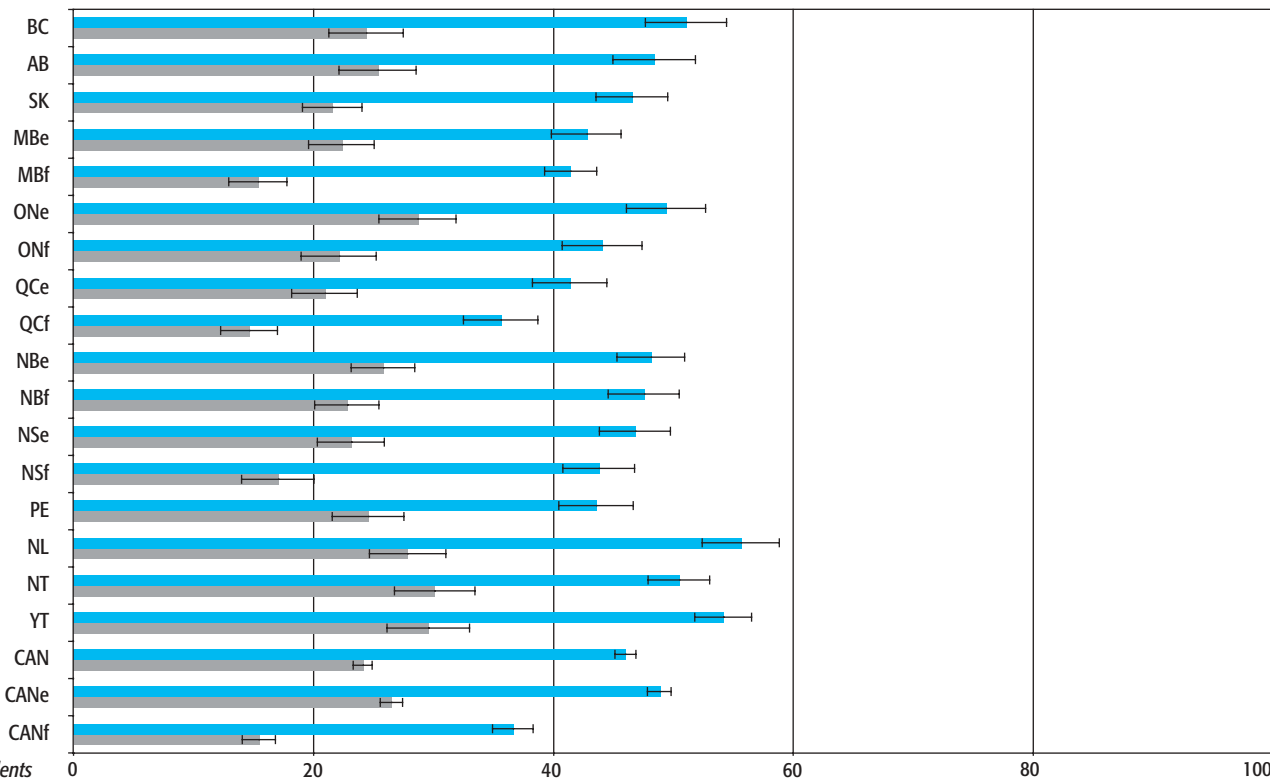


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	56	59	57	57	65	67	74	55	41	51	37	54	69	51	59	55	53	57	61	43
16-year-olds	57	58	54	58	75	65	77	60	45	50	31	52	71	56	55	54	55	58	61	47

PERCENTAGE OF STUDENTS WHO WORK WITH PARENTS ON LANGUAGE ARTS HOMEWORK A FEW TIMES A MONTH OR MORE

CHART 38

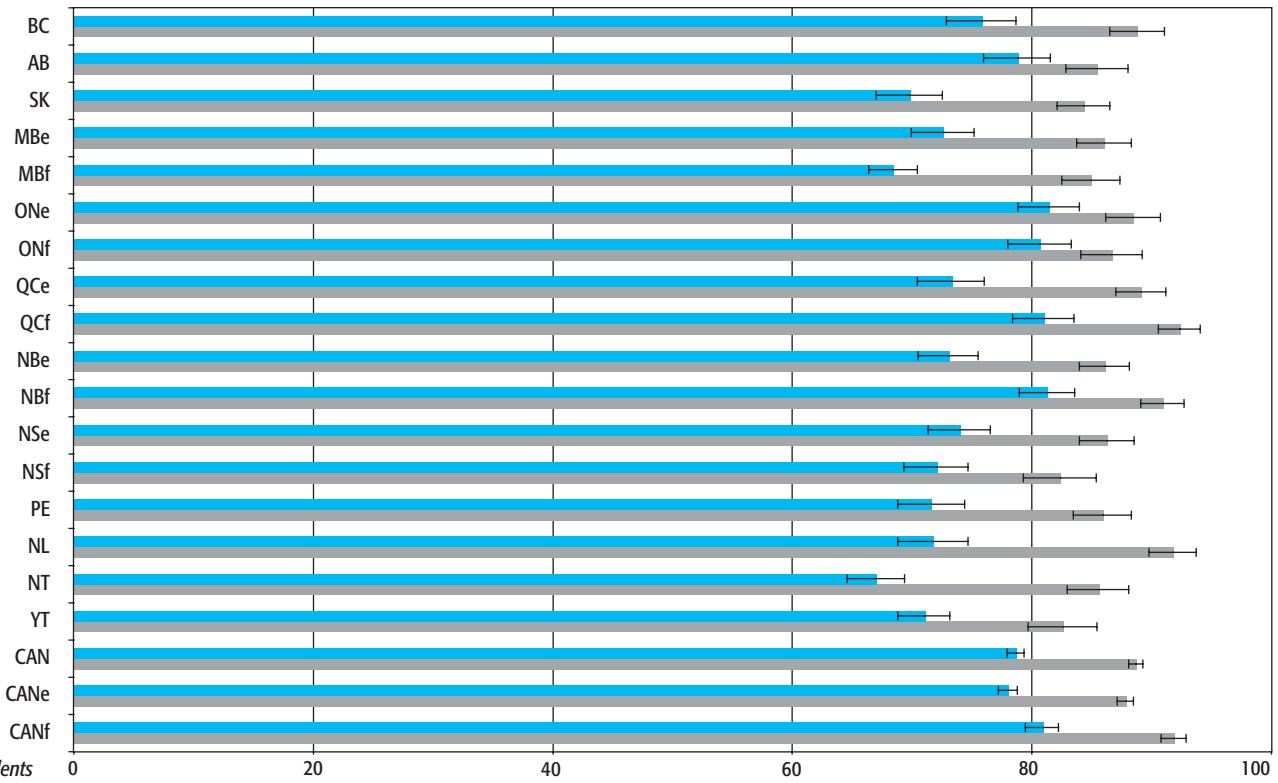


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	51	48	47	43	41	49	44	41	36	48	48	47	44	44	56	50	54	46	49	37
16-year-olds	24	25	22	22	15	29	22	21	15	26	23	23	17	25	28	30	30	24	27	15

PERCENTAGE OF STUDENTS WHO DISCUSS THEIR FUTURE WITH PARENTS A FEW TIMES A MONTH OR MORE

CHART  
39

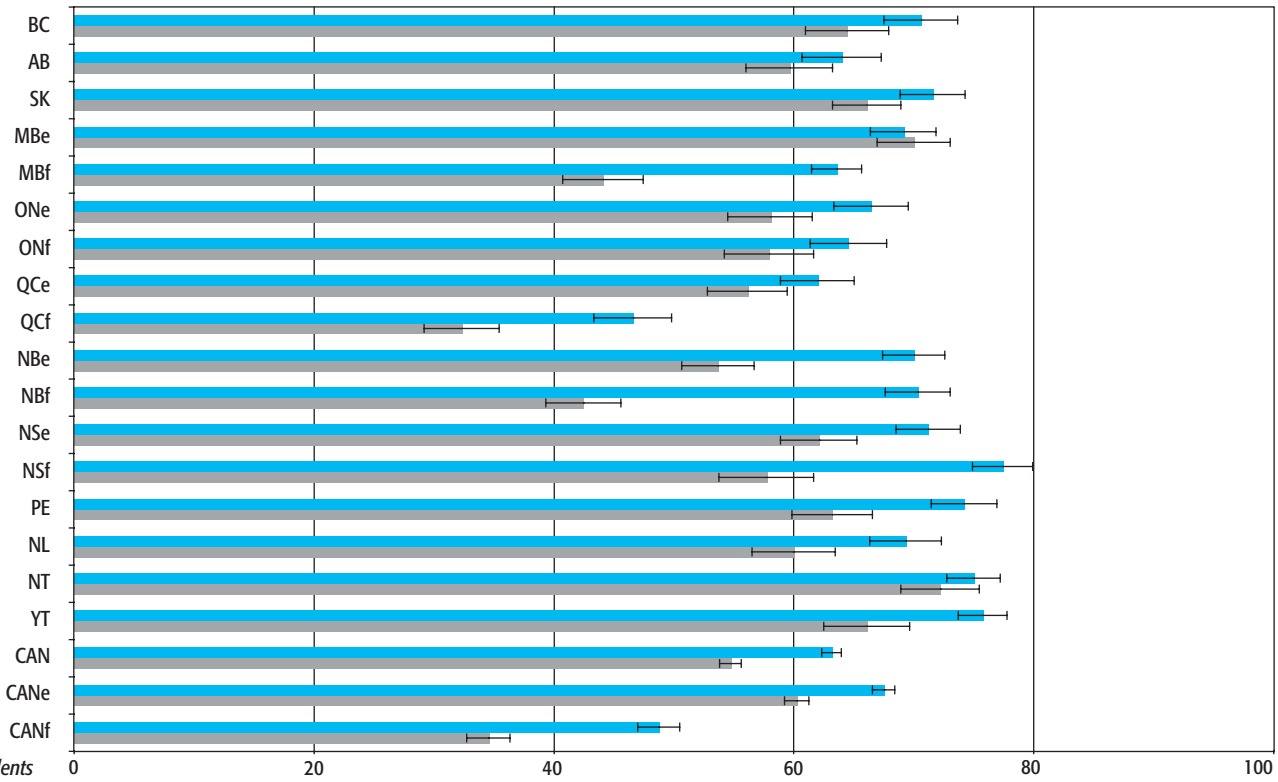


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	76	79	70	73	68	81	81	73	81	73	81	74	72	72	72	67	71	79	78	81
16-year-olds	89	85	84	86	85	88	87	89	92	86	91	86	82	86	92	86	83	89	88	92

PERCENTAGE OF STUDENTS WHO CHOOSE THE FORM OF WRITING IN LANGUAGE ARTS COURSES A FEW TIMES A MONTH OR MORE

CHART  
40

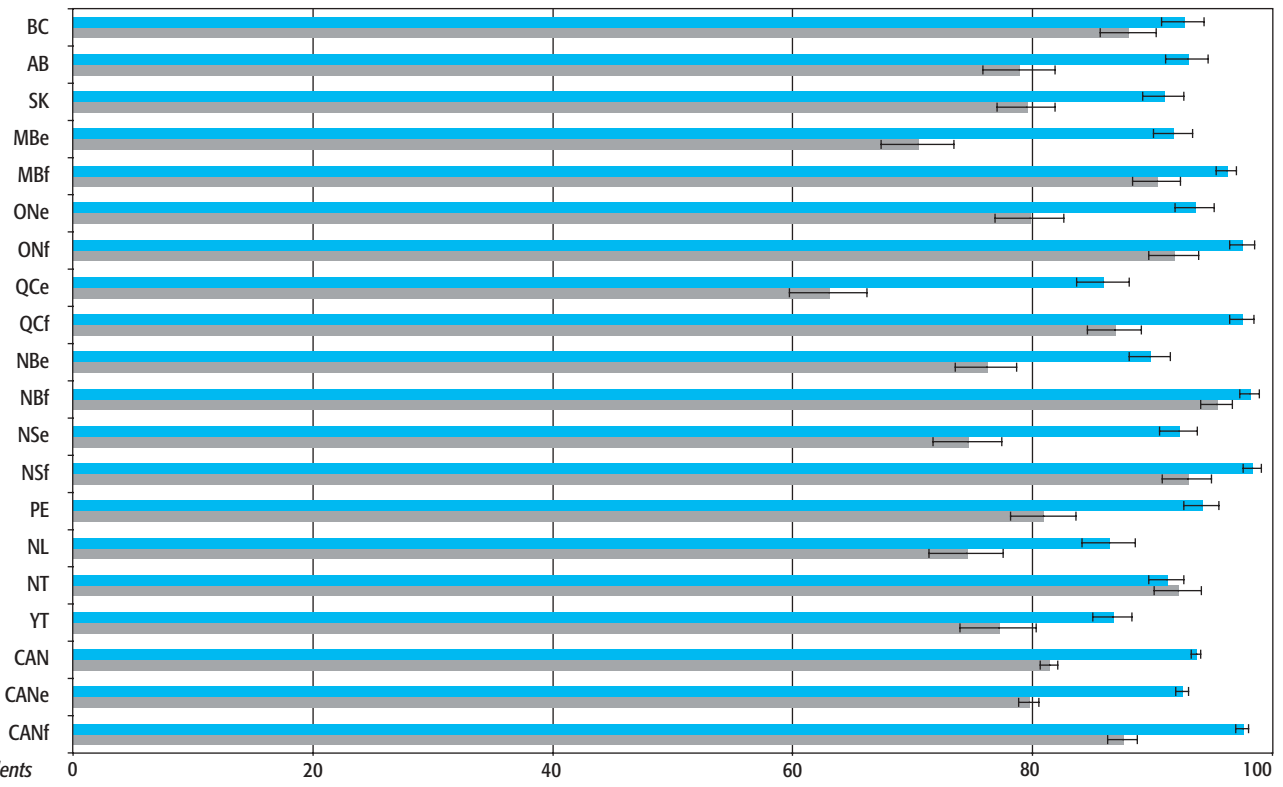


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	71	64	72	69	64	66	65	62	47	70	70	71	77	74	69	75	76	63	68	49
16-year-olds	64	60	66	70	44	58	58	56	32	54	42	62	58	63	60	72	66	55	60	35

PERCENTAGE OF STUDENTS WHO STUDY GRAMMAR, PUNCTUATION, AND SPELLING IN LANGUAGE ARTS A FEW TIMES A MONTH OR MORE

CHART  
41

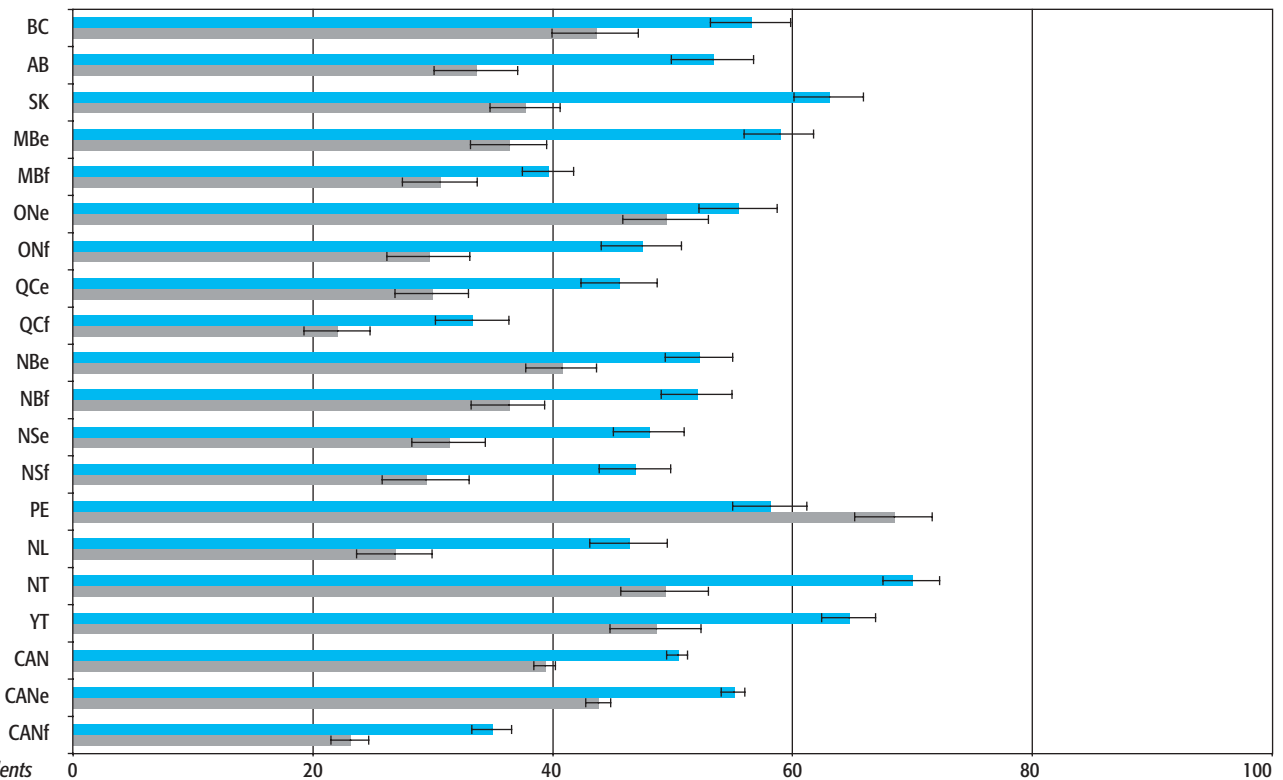


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	93	93	91	92	96	94	97	86	97	90	98	92	98	94	86	91	87	94	92	98
16-year-olds	88	79	79	70	90	80	92	63	87	76	95	75	93	81	74	92	77	81	80	88

PERCENTAGE OF STUDENTS WHO READ SILENTLY, USING MATERIALS CHOSEN THEMSELVES, IN LANGUAGE ARTS COURSES A FEW TIMES A WEEK OR MORE

CHART  
42

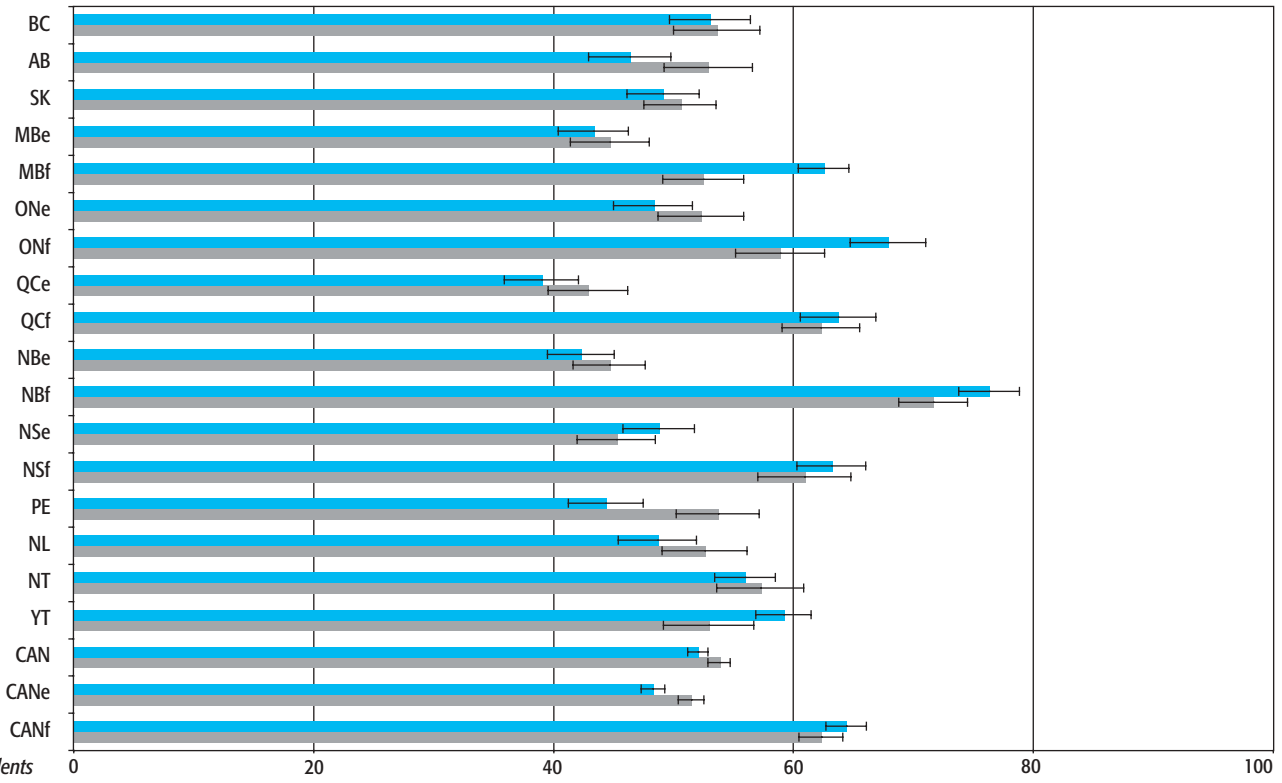


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	56	53	63	59	40	55	47	46	33	52	52	48	47	58	46	70	65	50	55	35
16-year-olds	44	34	38	36	31	49	30	30	22	41	36	31	29	68	27	49	49	39	44	23

PERCENTAGE OF STUDENTS REPORTING THAT THE TEACHER WORKS WITH INDIVIDUAL STUDENTS IN LANGUAGE ARTS A FEW TIMES A WEEK OR MORE

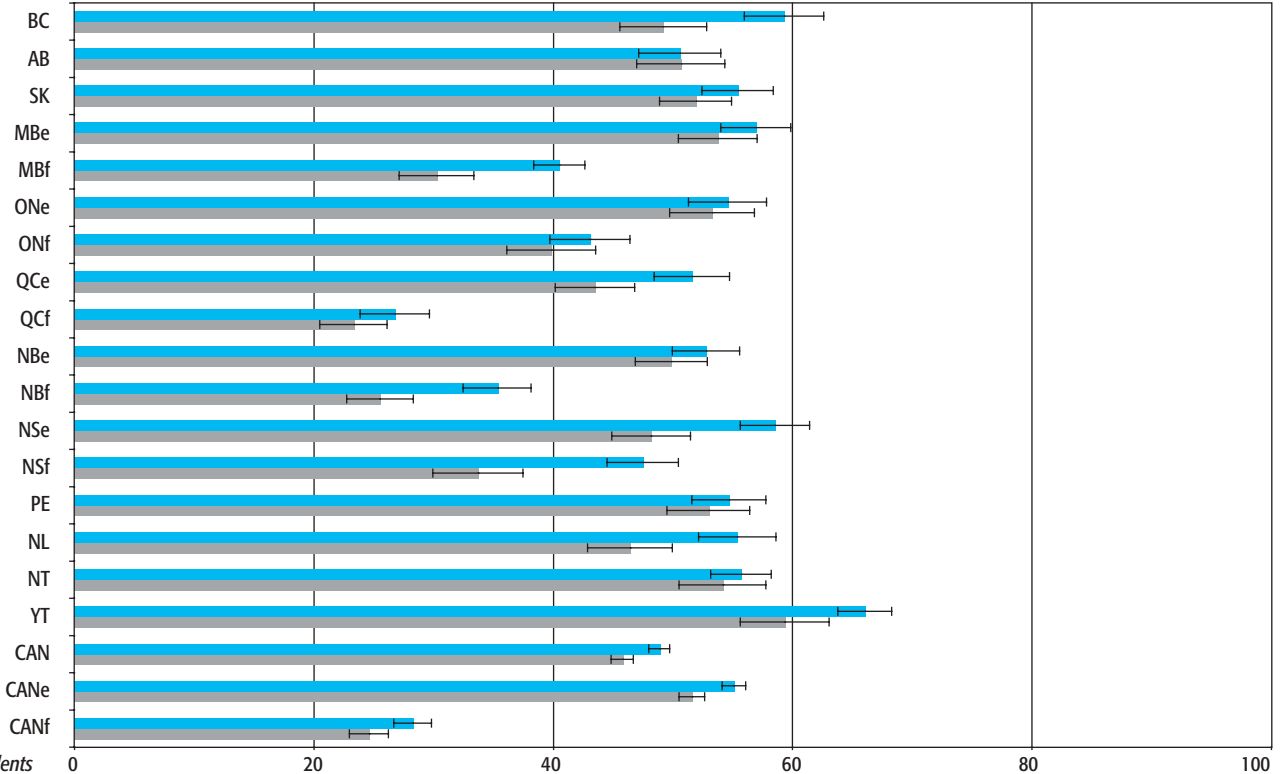
CHART  
43



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	53	46	49	43	63	48	68	39	64	42	76	49	63	44	49	56	59	52	48	64
16-year-olds	54	53	51	45	53	52	59	43	62	45	72	45	61	54	53	57	53	54	52	62

PERCENTAGE OF STUDENTS WHO DO THINGS OTHER THAN THE TOPIC OF THE LESSON IN LANGUAGE ARTS COURSES A FEW TIMES A WEEK OR MORE

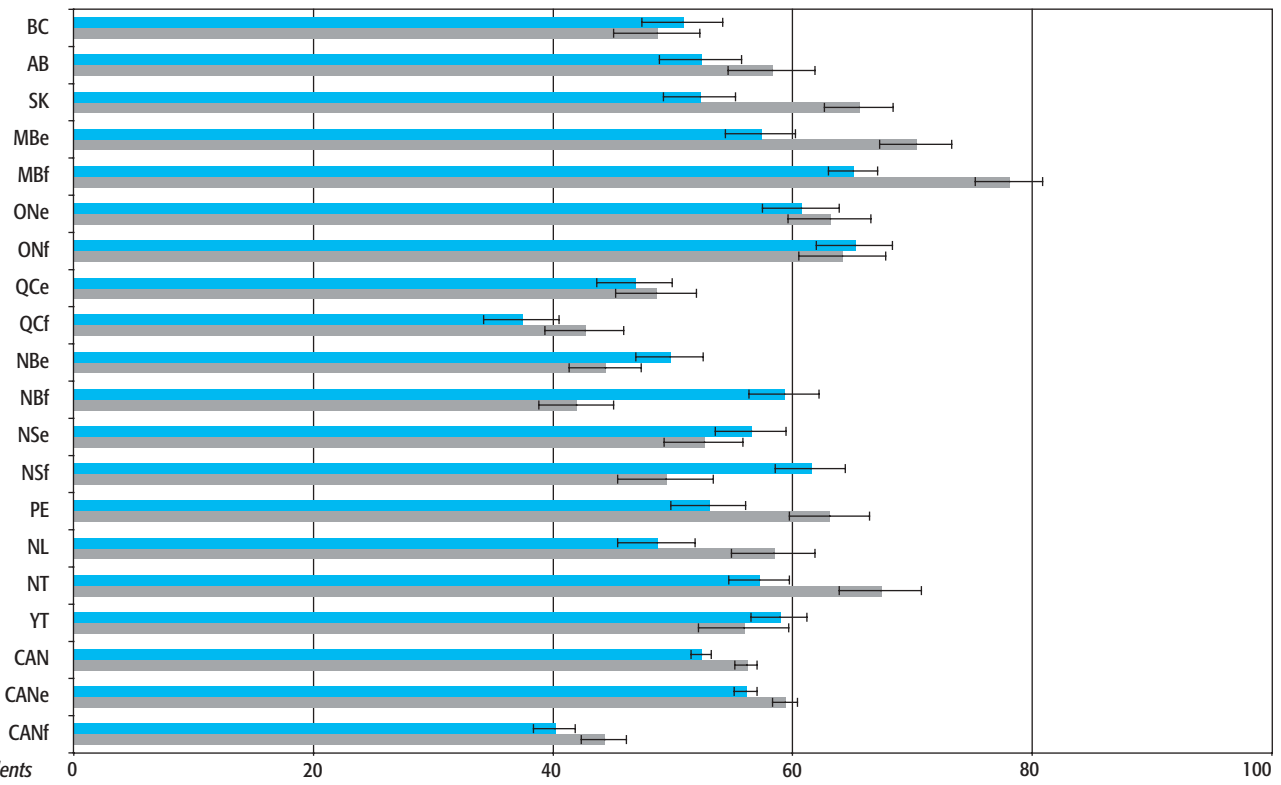
CHART  
44



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	59	51	55	57	41	55	43	52	27	53	35	59	48	55	55	56	66	49	55	28
16-year-olds	49	51	52	54	30	53	40	43	23	50	26	48	34	53	46	54	59	46	52	25

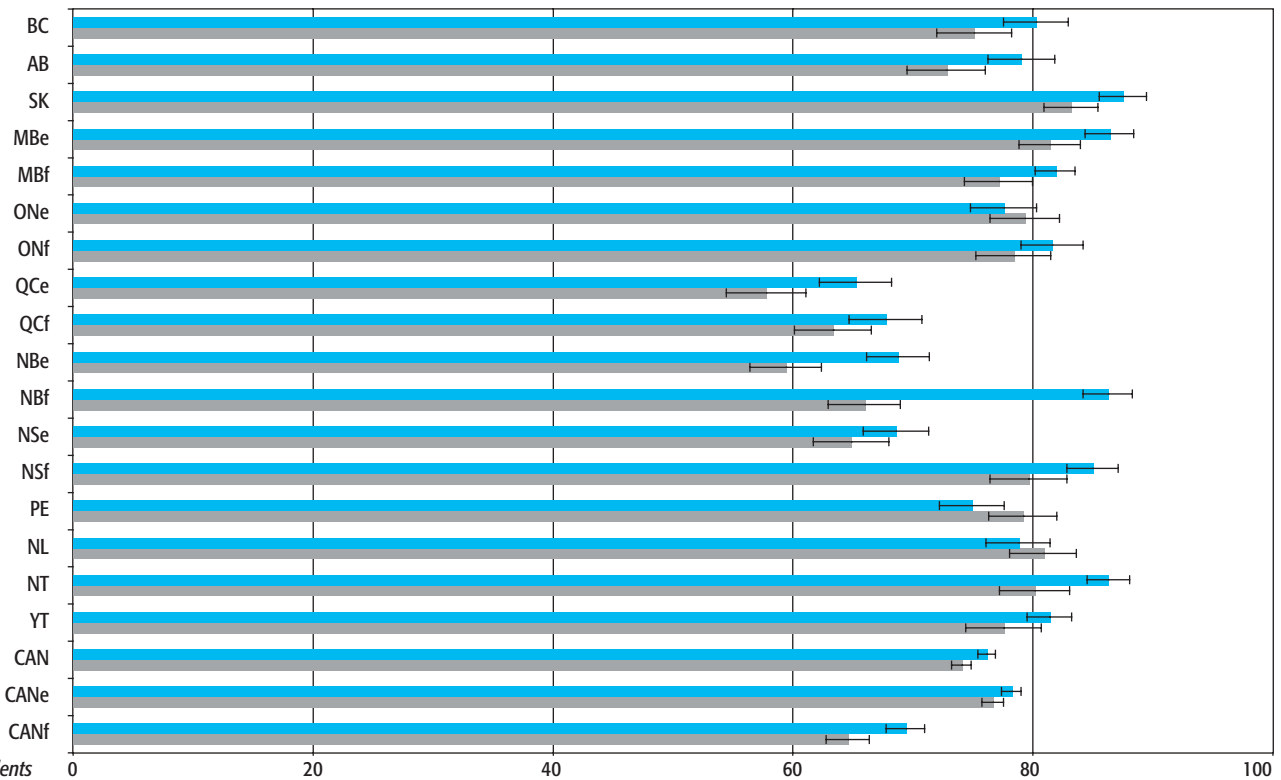
PERCENTAGE OF STUDENTS WHO USE MAGAZINES OR NEWSPAPERS IN LANGUAGE ARTS COURSES A FEW TIMES A MONTH OR MORE

CHART  
45



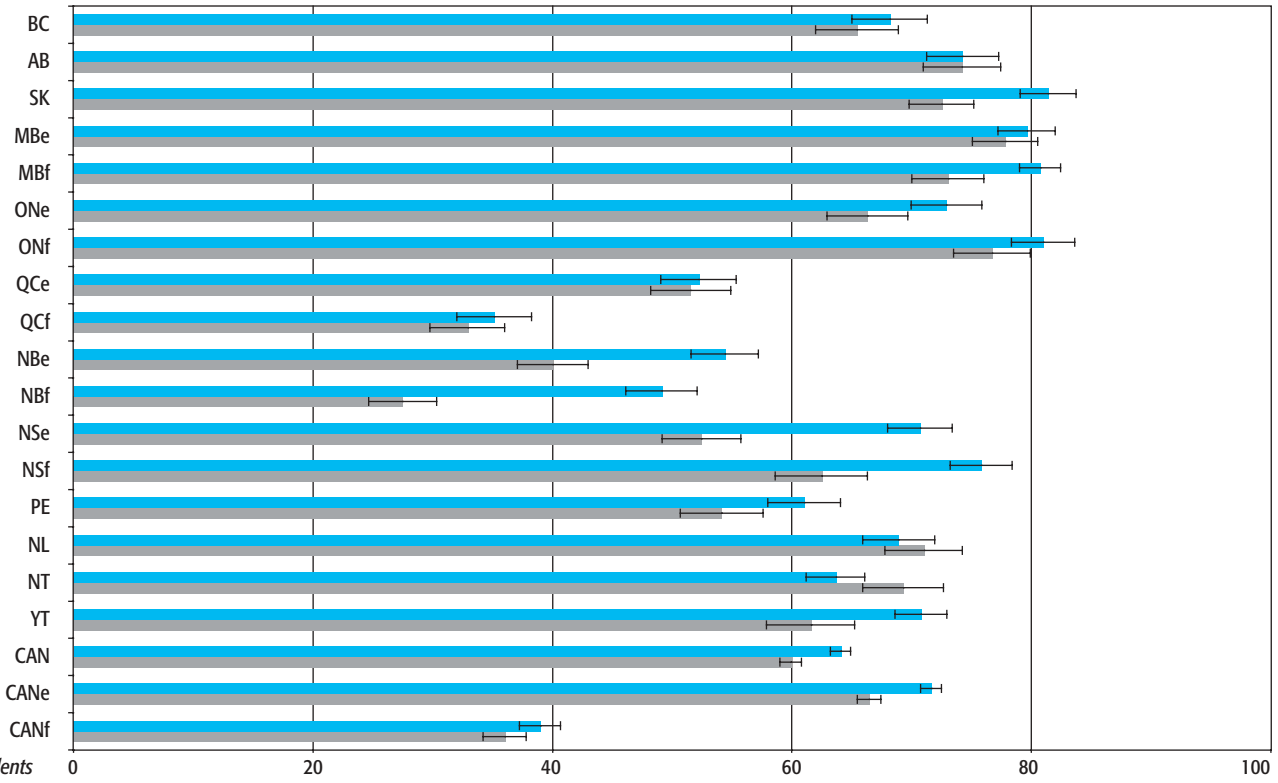
PERCENTAGE OF STUDENTS REPORTING THAT THE SCHOOL LIBRARY OR RESOURCE CENTRE IS USED IN LANGUAGE ARTS A FEW TIMES A MONTH OR MORE

CHART  
46



PERCENTAGE OF STUDENTS REPORTING THAT COMPUTERS ARE USED FOR WORD PROCESSING IN LANGUAGE ARTS A FEW TIMES A MONTH OR MORE

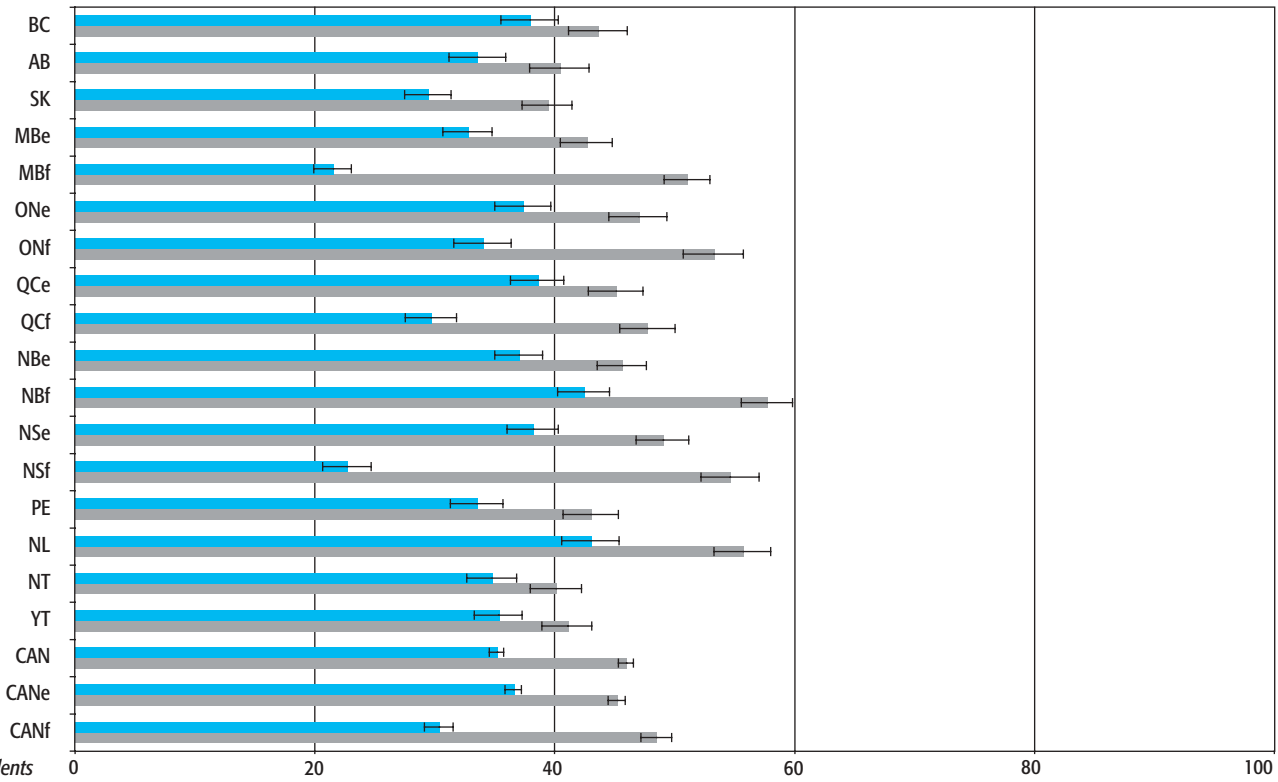
CHART 47



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	68	74	81	80	81	73	81	52	35	54	49	71	76	61	69	64	71	64	72	39
■ 16-year-olds	65	74	73	78	73	66	77	52	33	40	27	52	63	54	71	69	62	60	66	36

PERCENTAGE OF STUDENTS WHO WRITE 10 PAGES OR MORE A MONTH IN LANGUAGE ARTS COURSES COMPARED WITH OTHER COURSES

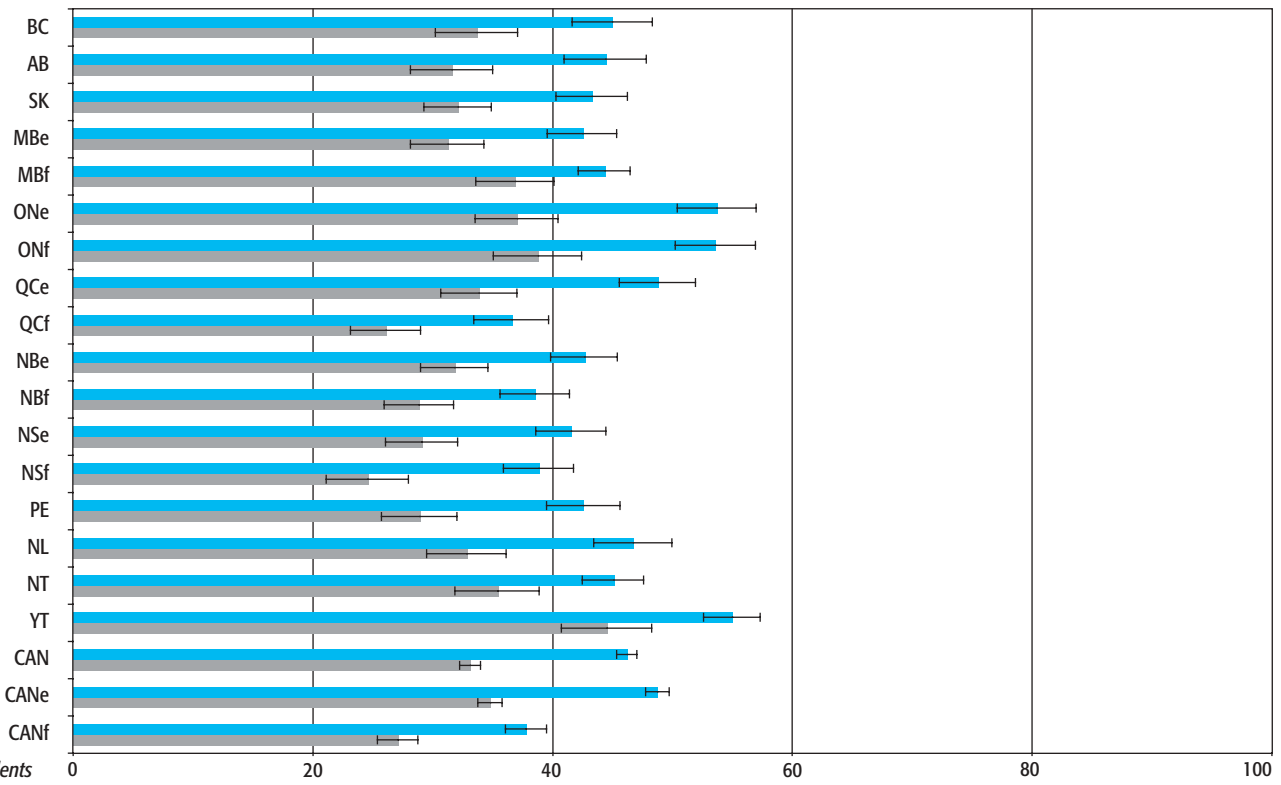
CHART 48



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ Language Arts	38	34	29	33	22	37	34	39	30	37	42	38	23	34	43	35	35	35	37	30
■ Other	44	40	39	43	51	47	53	45	48	46	58	49	55	43	56	40	41	46	45	48

PERCENTAGE OF STUDENTS REPORTING THAT, IN COURSES OTHER THAN LANGUAGE ARTS, TEACHERS EXPLAIN THE FORMS OF WRITING USED

**CHART**  
**49**

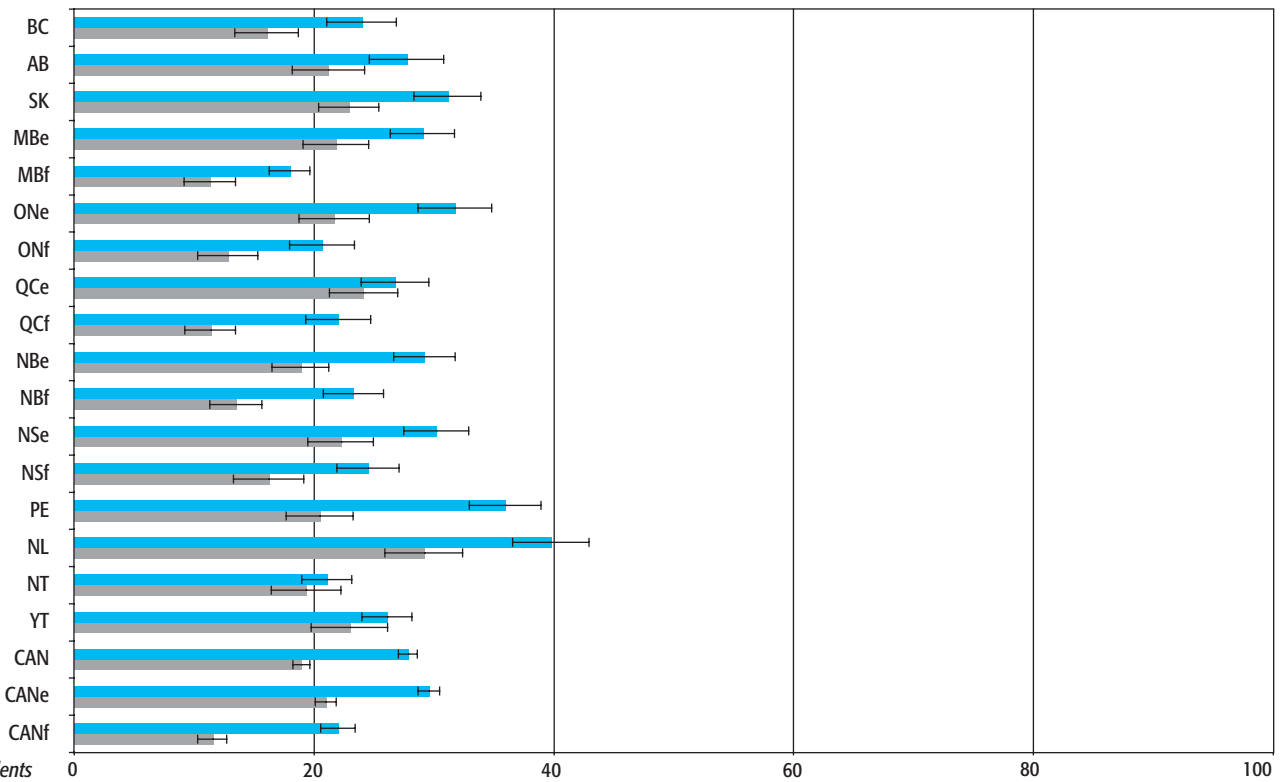


Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	45	44	43	42	44	54	54	49	37	43	39	42	39	43	47	45	55	46	49	38
■ 16-year-olds	34	32	32	31	37	37	39	34	26	32	29	29	25	29	33	35	45	33	35	27

PERCENTAGE OF STUDENTS WHO SPEND 15 HOURS OR MORE PER WEEK WATCHING TELEVISION

**CHART**  
**50**



Percent of Students

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 13-year-olds	24	28	31	29	18	32	21	27	22	29	23	30	25	36	40	21	26	28	30	22
■ 16-year-olds	16	21	23	22	11	22	13	24	11	19	13	22	16	20	29	19	23	19	21	12

The teacher questionnaire contained 33 questions. Many of these contained several specific items or scales requiring separate responses, for a total of more than 200 teacher responses. Questions were asked about teachers' professional background and experience, teaching assignments and duties, class sizes, interaction with parents and other teachers, lesson planning, classroom activities, resource use, constraints on teaching, homework, and student evaluation. Teachers were also asked to indicate their agreement or disagreement with a number of propositions about the nature of writing, factors affecting student learning and streaming for high school students. Finally an item on "opportunity to learn" was included, in which teachers were asked to indicate whether or not various topics or themes related to writing were being taught or had been previously taught.

Confidence intervals cannot be computed for the teacher data because not enough is known about the properties of the teacher sample. In the absence of confidence intervals, comparisons should be interpreted essentially as descriptive of the samples rather than as inferences about the populations. While many of the noted differences are quite large, we cannot estimate the probability that these differences are due to sampling error.

Also because of sampling limitations, weights cannot be computed to adjust for different population sizes in computing results for Canada as a whole. For this reason, Canadian averages and language group averages are not reported. Where regional or language patterns are noted, they are less likely than individual population comparisons to represent chance effects because the effects are replicated over several jurisdictions. Some of the observed differences between populations are quite large, and it is unlikely, even allowing for some sampling bias, that these would be due to chance.

## Teacher Background and Experience

**Charts 51 to 55** give teachers' responses to questions on their background and experience. Generally, close to 60% of Language Arts teachers are female. The lowest proportions of female teachers are found in three of the five francophone populations, with wide variations in anglophone and francophone proportions in these same populations.

**Chart 52** shows that the median years of experience vary substantially by population. Quebec anglophone, Nova Scotia anglophone, and Newfoundland and Labrador teachers tend to have substantially longer experience, while those in the Northwest Territories

and the Yukon tend to have much less experience than others. Since experience is a close proxy for age, the chart suggests that substantial numbers of teachers in the three jurisdictions with the highest experience are approaching retirement age. Indeed, this point is reinforced by the broader distribution of experience. The data show that teachers have tended to spend most of their careers teaching Language Arts.

Almost all teachers hold university degrees. The most prevalent degree is the B.Ed. or equivalent, as shown in **Chart 53**. More than 80% of all teachers hold this degree in most populations. Quebec francophone teachers are a notable exception to this pattern. The measure of specialization in Language Arts is given by the proportion holding degrees in English or French language arts, as shown in **Chart 54**. Nationally, this proportion is around 50%, with wide variations across jurisdictions. The percentage holding language arts degrees is highest in Ontario English and Newfoundland and Labrador and lowest in Alberta, Saskatchewan, and the Northwest Territories. Large numbers of teachers hold more than one undergraduate degree, with the most common combination being a B.A. in language and a B.Ed.

The proportions of teachers with an advanced degree (master's or equivalent) range from about 10% to 30% (**Chart 55**). Quebec anglophone, Nova Scotia anglophone, and Newfoundland and Labrador teachers have the highest proportion of advanced degrees. The specific type of master's degree also varies by population, with the M.Ed. being most common in Nova Scotia and Newfoundland and Labrador, and a master's degree in language (either English or French) being more common among Quebec anglophone and Yukon teachers than elsewhere.

More than 70% of teachers overall reported that they specialize in Language Arts teaching and prefer to teach in that area. This percentage was highest among Quebec francophone teachers and lowest in the two territories. Also, about half of all teachers reported having completed professional development courses dealing specifically with writing, with the highest proportion being in Alberta and the lowest in the Quebec anglophone sector.

## Class Size

Teachers were asked to give the average size of the classes they teach, as well as their largest and smallest class sizes. Median values for average class sizes in Language Arts courses appear in **Chart 56**. The largest class sizes are found in Quebec francophone and Prince Edward Island schools, while the smallest are in Nova



Scotia francophone schools and schools in the territories. Data on smallest and largest class sizes show similar patterns. The largest average class sizes are around 30 and the smallest around 13 in many populations.

### Time Allocation and Use

The median total number of hours per week of teacher scheduled class time is constant at 25 hours across most jurisdictions, with slightly higher hours in Alberta, Manitoba, and the two territories. Because this figure was found not to vary much across teachers, it seems likely that teachers were reporting the statutory hours per week in their jurisdictions, rather than their own individual assigned hours.

The difference between total time and time assigned to writing or Language Arts generally is a measure of the degree to which teachers are specialized. Assignments in writing and in Language Arts generally are shown in **Chart 57**. In most populations, teachers reported spending 5 to 6 hours teaching writing courses. Francophone teachers in Manitoba and Nova Scotia, however, reported only 2.5 and 2 hours respectively. The figures were much more variable for other Language Arts courses, indicating that the degree of specialization varies by population. In particular, less specialization in Language Arts is found in francophone populations and in the territories than elsewhere. This is further supported by data on teaching other subjects, where teachers low in Language Arts specialization tended to be high on teaching other subjects. The exception here is for Quebec francophone teachers, who reported only small amounts of time on other subjects.

Teachers were asked about time spent on a variety of activities outside of scheduled school hours. These times were added to scheduled class hours and preparation time to give an estimated total work hours per week. Median total hours reported are given in **Chart 58**. Teachers in most jurisdictions reported medians of close to 40 hours, with relatively small variations across jurisdictions. Among the specific categories outside of regular school hours, planning and preparation and marking were reported as taking the most time, with medians in the range of 4 or 5 hours in most jurisdictions. Most other activities had medians of one hour or less per week. Taking the least time were preparation of individualized educational plans and parent-teacher conferences.

In most schools, some time is allocated for planning and preparation during the regular school day. Median scheduled times for these activities are given in **Chart 59**. These medians were either three or four hours across most jurisdictions, with the extremes being found in Saskatchewan (2 hours) and Quebec English (6 hours).

Teachers were asked about the amount of scheduled time lost because of class cancellations, school closures and the like, as

well as about time lost during class periods through disruptions of various kinds in a school year. Responses to these questions are shown in **Charts 60 and 61**. About half the populations reported losing close to 10 hours or the equivalent of 2 school days. Time lost is generally greater, at 20 or more hours, in the Atlantic Provinces and the Northwest Territories. The most total hours (30 hours or 6 days equivalent) are lost in Nova Scotia (both languages) and Prince Edward Island. As for minutes lost per class period, a median 5 minutes was reported by most populations, with larger medians in Ontario (both languages) and the Northwest Territories.

### Contact with Parents

**Chart 62** shows the percentage of teachers reporting that they meet with parents once a week or more to discuss individual students. Overall, the figures are in the 50% range. Variations seem more by jurisdiction than by language, with teachers in Quebec and New Brunswick having the lowest rates and Ontario francophone teachers the highest.

Looking at the same issue in a different way, teachers were asked to estimate the proportion of parents with whom they had contact over the school year, both in parent-teacher interviews and on other occasions. The percentage of parents in contact with teachers once a month or more appears in **Chart 63**. It is clear from this chart that teacher contact with parents occurs primarily through interviews and that there is relatively little contact of other forms. Total contact varies widely by jurisdiction, with no clear pattern.

Taking the results of **Charts 62 and 63** together suggests that teachers may have fairly frequent contact with a relatively small proportion of parents and no contact, other than through interviews, with a large majority of parents. It would be interesting to pursue this point in more detail and especially to determine the nature of this contact and whether it tends to be teacher-initiated or parent-initiated.

### Lesson Planning

The extent of collaboration among teachers was examined by asking how often respondents meet with other teachers for planning purposes. The percentage reporting that they meet once a week or more is shown in **Chart 64**. The figures show fairly substantial variation across jurisdictions. In Manitoba, Ontario, and Nova Scotia, francophone teachers reported less collaboration than anglophone teachers within the same province.

Teachers were asked how often they used a selection of resources in their lesson planning, including their own previously prepared lessons, materials prepared by other teachers, textbooks, other resource books, curriculum documents, and Internet or other computer-based materials. Because the patterns here are complex, a selection has been made of resources that show large population variations or that are judged to be of greatest policy relevance.

**Chart 65** gives the percentage of teachers reporting that they use their own previously prepared lessons a few times a week or more. Overall, this is the single most common resource used. However, even here, there are sizable variations, with the lowest rates generally being found in francophone populations.

The figures for student textbook use, given in **Chart 66**, also show relatively high usage, again with large population variations. While the variations appear more jurisdictional than language-based, it is notable that the greatest extremes are found in Quebec, with anglophone teachers showing the least use and francophone teachers the greatest use of student textbooks. An even more varied pattern is apparent for the use of teacher's guides or teacher's editions of textbooks, as shown in **Chart 67**. In this case, there are language differences within jurisdictions, with francophone teachers making greater use of these resources than anglophone teachers in the same jurisdiction.

**Chart 68** again shows a pattern of strong variation for teacher use of provincial curriculum documents. Quebec teachers, in both languages, again stand out as widely different from others, showing very limited use of such documents. On the other hand, two francophone populations, Ontario and Nova Scotia, have the highest prevalence of use.

Use of evaluation materials is an important issue because of the increased prevalence of provincial assessment systems. Data on teacher use of such materials appear in **Chart 69**. Relatively high usage was reported by teachers in Alberta, Ontario anglophone, and the Northwest Territories, with the lowest levels again being found in Quebec.

Close to 30% of teachers overall report frequent use of the Internet and other computer resources, with Nova Scotia francophone teachers standing out as having much higher use than others and Quebec francophone teachers showing the least use. Use of other media-generated resources was relatively uncommon compared to other resources, with less than 20% of teachers indicating frequent use.

### Views on the Nature of Writing and Learning to Write

A four-point scale (strongly disagree, disagree, agree, strongly agree) was used to examine teacher opinions on a number of propositions about the nature and purposes of writing, the role of talent in writing, the importance of rules of language and of writing across the curriculum, and the role of home environment, talent, and ability in student learning.

There was almost universal agreement, with few population differences, with the following propositions: 1) writing is a process of gathering information and ideas, constructing and conveying meaning; 2) to write well students need to know the basic rules of

language, grammar, and syntax; 3) the main purpose of writing is communication with others; 4) writing should be taught in all subjects, not just in Language Arts; and 5) assessment is an integral part of the learning process. On the other hand, very few (less than 5% overall) teachers agreed with the proposition that knowing the basic rules of spelling, grammar, and syntax is no longer of great importance.

**Charts 70** and **71** show language variations in response to items on whether every student has the potential to become a good writer and the role of talent versus teaching in writing ability. With the exception of those in Nova Scotia, more francophone than anglophone teachers agreed that writing is more a matter of talent than of teaching, while more anglophone than francophone teachers agreed that every student has the potential to become an effective writer.

Two further items were concerned with the impact of student home environment and ability on learning. The percentage of teachers agreeing with the proposition that "a student's home environment has a greater influence on achievement than the school environment" are shown in **Chart 72**. These figures are relatively high in most jurisdictions, with New Brunswick francophone teachers and those in the two territories showing the greatest agreement and Nova Scotia francophone teachers the least. Even higher overall levels of agreement were found for the proposition that "there are limits to what a teacher can accomplish because student ability has an influence on learning." Nova Scotia francophone teachers again stood out as having considerably lower levels of agreement in this case.

The final question in this series had to do with streaming. As **Chart 73** shows, there was substantial agreement with the proposition that there should be different streams of courses in Language Arts for high school students. In general, anglophone teachers were more likely than francophone teachers to support the idea of streaming. The percentage for Nova Scotia francophone teachers was substantially lower even than those for their counterparts in other provinces.

### Classroom Activities

Teachers were asked to report the frequency of use of a fairly lengthy list of writing activities that might be used in Language Arts classrooms, along with a few more general items of classroom practice. Again because of the large number of items, only a selection will be reported in chart form. However, this should be sufficient to reveal distinct jurisdictional and language differences in activities surrounding the teaching of writing.

**Chart 74** gives the percentage of teachers who have their students write essays or other pieces more than one paragraph in length a few times a week or more. In general, the pattern here shows that

this activity is less prevalent in francophone than anglophone classes, especially in Quebec, where the language difference is greater than in any other province. A similar pattern, with lower overall frequencies, is shown in **Chart 75** for work on long-term writing projects.

With a few exceptions, the pattern shown for these two items is repeated for specific forms of writing — expository, narrative, descriptive, and demand. A distinctly opposite pattern is evident, however, in the results for working on grammar and syntax, as shown in **Chart 76**. Teachers in francophone populations clearly do more of this than their anglophone counterparts. Very few teachers (under 5% in most cases) in any population have their students write poetry a few times a week or more.

The pattern of language differences is again evident in responses to an item on student choice of writing topics. As **Chart 77** shows, fewer francophone than anglophone teachers reported giving such choice. A very similar pattern was found for an item on student choice of writing forms. As for writing across the curriculum, as shown in **Chart 78**, the lowest rates are found in three of the five francophone populations, with a relatively low level also being reported by Quebec anglophone teachers and those in Newfoundland and Labrador. A very similar pattern is found in responses to the question of whether writing counts for marks in subjects other than Language Arts. There was almost universal agreement with the proposition that writing **should** be taught in other subjects.

The pattern of language differences persists in responses to questions about more general classroom activities. This is illustrated by **Charts 79 to 81**. Use of workbooks or worksheets is substantially more prevalent in francophone than in anglophone classes. However, francophone teachers tend to work less often with individual students and spend less time discussing or doing things other than the lesson topic.

Finally, a series of questions about the writing activities that teachers expect of students in their Language Arts courses overlapped to some degree with earlier items on classroom activities, with similar results. The one different item in this series asked about expectations for diary or journal writing. Responses to this item appear in **Chart 82**. Again, this illustrates the pattern of language differences, with francophone teachers reporting lower frequency for this expectation than anglophone teachers.

Overall, these results indicate a clear tendency for more writing and greater writing variety in anglophone than in francophone schools. On the other hand, there is evidence of more direct teaching of writing skills in francophone schools.

Where teacher and student items are comparable, teacher responses to classroom activities are similar to student responses. The one

notable exception is reports of the teacher working with individual students (compare **Charts 43 and 80**), where francophone students report this activity more than anglophone students, while francophone teachers report less time on this activity than anglophone teachers.

## Learning Resources

**Chart 83** indicates that Language Arts classes in New Brunswick and Quebec, and particularly francophone classes in these provinces, make less frequent use of computers for word processing in Language Arts than others. This is also true for use of the Internet or World Wide Web. Other francophone populations actually report relatively high use of computers. This result is confirmed by the data on use of instructional software (**Chart 84**), which shows the highest use in Manitoba, Ontario, and Nova Scotia francophone classrooms. The pattern seen here is consistent with that reported by students for comparable questions.

A question on the use of print magazines or newspapers yielded quite high frequencies of use throughout (in the 70% range for use a few times a month or more), but with lower use in Quebec francophone classrooms. A similar pattern was found for use of overhead projectors and other media and use of provincial curriculum guides. The latter result is similar to that found for use of provincial documents in lesson planning (Chart 68).

Items in this set were the same for teachers and students. Although it is not possible to make direct comparisons, the overall response patterns were similar enough to suggest consistency in reporting by teachers and students.

## Questioning

Questioning is one of the most common teaching acts. A series of items on the questionnaire was designed to shed light on patterns of questioning. Substantial differences were found in the extent to which various questioning and response techniques were used. The most common form of teacher questioning throughout is asking questions of the class as a whole, with more than 80% of teachers reporting that this is done several times a class or more. Asking questions of individual students by name is slightly less common, in the 65% range. Few jurisdictional or language differences are apparent in these responses.

Substantial language differences did emerge in response to items about targeting specific students or groups for questioning. This is apparent in **Chart 85** for asking questions of reticent students. Francophone teachers clearly use this questioning technique more often than anglophone teachers. The same pattern was found for asking questions of students the teacher feels are not paying attention and asking questions of the best students. In general, therefore, it appears as if francophone teachers are more likely than anglophone teachers to use targeted questions.

**Chart 86** shows that about 50% of teachers overall use questions requiring elaborated student responses. The highest rates of such questioning are found in Ontario (both languages) and the lowest among Nova Scotia francophone teachers. The overall rate for asking questions requiring only brief responses was about the same as for elaborated responses. While some variations were found across populations, these did not seem to form any particular pattern.

The most common form of student question reported by teachers was questions requiring a brief teacher response. About 60% of teachers reported this form of questioning several times a class or more. Student questions requiring elaborated teacher response were also reported relatively frequently (close to 50% overall). Student questions requiring response by other students are relatively rare, with about 20% of teachers reporting frequent occurrence.

### Challenges to the Teaching of Language Arts

About half of all teachers indicated that the range of student abilities restricts (quite a lot or a great deal) their ability to teach, with no particular pattern of variation across populations. In general, range of student home backgrounds is perceived by teachers as less of a problem than range of abilities, as **Chart 87** indicates. In this case, Ontario and Nova Scotia francophone teachers, along with teachers in the territories, perceive this as more of a challenge than teachers elsewhere.

On the more specific question of students with special needs, as shown in **Chart 88**, this is seen as a major challenge by about 25% of teachers overall, with more of those in the territories and in New Brunswick and Nova Scotia francophone schools viewing this as a problem than elsewhere.

**Chart 89** shows that teachers in four of the five francophone populations, along with those in the Northwest Territories, appear to perceive uninterested students to be more of a challenge than others. A similar pattern is revealed for responses to a question on the effects of disruptive students.

Inadequate facilities or shortages of equipment or other resources are not seen as a problem by most teachers; that is, generally less than 20% considered it a problem. Teachers in Ontario and New Brunswick anglophone schools were more likely to report shortages of material and equipment, and those in Ontario and Nova Scotia were more likely to report inadequate physical facilities than others.

Results for large class size as a challenge to teaching are presented in **Chart 90**. There are fairly wide jurisdictional differences in this area, but no obvious language or regional patterns.

School morale is not widely seen as a concern. However, **Chart 91** indicates that substantial jurisdictional differences exist in this area. The highest levels of concern here are among francophone teachers, with the exception of those in Nova Scotia.

Several other items in this series may be summarized briefly. Concerns with personal safety or safety of students, pressure from parents, inadequate curriculum, external examinations, lack of professional development, or limitations in teachers' own backgrounds are viewed as problems by only small numbers of teachers. More generally, it seems reasonable to conclude that student-related factors present much greater challenges to teachers than school or program factors.

### Homework

**Chart 92** gives the percentage of teachers assigning homework more than 3 times per week and expecting more than 30 minutes work in doing this homework. Overall, fewer than half the teachers assign homework 3 or 4 times a week or more and even fewer expect 30 minutes or more to be spent on homework. Substantial variations exist across jurisdictions, but with no obvious pattern. No correlation was found between frequency and amount, suggesting that teachers do not generally compensate for more frequent homework by expecting less time per homework assignment.

The most common types of homework activity are writing essays or narratives, editing and proofreading, individual long-term writing projects, and preparing oral reports. Francophone teachers in Quebec and New Brunswick showed lower levels of use of essays and narratives and individual long-term reports than others. Keeping a diary or journal is also a fairly common homework activity, but with language differences similar to those reported earlier for in-class diary writing (**Chart 82**).

About 70% of teachers reported that they record a few times a week or more whether students have completed their homework, with the highest rates of recording being found for Manitoba francophone teachers and the lowest rates for teachers in Newfoundland and Labrador and the Northwest Territories. **Charts 93** and **94** give some specifics on how teachers deal with homework once it is submitted. **Chart 93** shows wide variations in the percentage of teachers who correct and return homework assignments to students a few times a week or more. These proportions are lowest in four of the five francophone populations and Newfoundland and Labrador and are highest in Alberta, British Columbia, and the two territories. On the other hand, as **Chart 94** indicates, francophone teachers are much more likely than anglophone teachers to have students mark their own homework in class. The language difference is also apparent for teachers having students exchange assignments and mark them in class, although this occurs relatively infrequently overall.

The proportion of teachers frequently using homework to contribute toward grades or marks varies quite widely, as **Chart 95** indicates. The observed differences are related to language. However, jurisdictional differences are also apparent. Such usage is generally lower in Ontario, Quebec, Prince Edward Island, and Newfoundland and Labrador than elsewhere.

## Student Assessment

Teachers use a variety of different ways of assessing students' work, including tests, homework, and other forms of formal assignments, as well as informal techniques such as observation and student participation. Some interesting jurisdictional differences emerged in response to a series of questions on assessment.

First, **Chart 96** shows the weights given by teachers to standardized tests produced outside the school. While not high in any jurisdictions, there are distinct jurisdictional differences here, with the highest proportions being found in Alberta and among Quebec, New Brunswick, and Manitoba francophone teachers.

**Chart 97** shows weights given by teachers to two different forms of teacher-made tests, namely short answer/essay tests and multiple choice or similar tests. Much more weight is given to short answer/essay than to objectively scored tests in all jurisdictions. Francophone teachers tend to give relatively more weight to short answer/essay tests compared to anglophone teachers in the same jurisdictions.

Differences between the two language groups are more evident in the weight given to samples of the student's own writing, as shown in **Chart 98**, with anglophone teachers giving more weight to this than francophone teachers. As illustrated by **Chart 99**, francophone teachers give more weight than anglophone teachers to attendance in class. For the other measures of student participation, more weight is also given by francophone teachers than by anglophone teachers to items such as the use of interviews or observations and improvement over the year.

Most teachers reported using ten or more different scores or marks in computing student final marks. However, this varies substantially across populations, as **Chart 100** shows. Ontario and Quebec francophone teachers, in particular, tend to use many fewer marks.

## Opportunity to Learn

One of the main issues in trying to make sense of achievement data is whether students have had an opportunity to learn the material included on the assessments. Although the concept of opportunity to learn (OTL) has been less explicit in the SAIP frameworks than in some other studies, this is nevertheless important, especially in interpreting interjurisdictional differences, as it is possible that curriculum differences may result in differences in opportunity to learn the specific concepts tested.

Even under the same curriculum, teachers may choose to emphasize different areas of learning, thus giving another source of differences in opportunity to learn.

The approach taken in the design of the earlier science and mathematics questionnaire was to ask teachers about their expectations for teaching a sample of the topics derived from the SAIP framework and hence included in the SAIP assessments. This approach was found not to work as well for writing because writing is not as readily divided into discrete topics as science or mathematics. Nevertheless, it was possible to devise a set of competencies judged to be essential to good writing and to the teaching of writing. These included broad areas such as developing a thesis statement, developing transitions, and developing a persuasive argument; specific language skills such as choice of words and sentence structure; and technical skills such as word processing and spelling and grammar checking.

Teachers were asked to indicate whether they expected students to have learned the competency in previous years, whether it was taught in the current year, or whether they did not expect students to develop the competency until later grades. Responses were added across items and expressed in the form of percentage of items expected in previous years and taught this year.

Results for 13- and 16-year-olds are given in **Charts 101** and **102**. First, **Chart 101** indicates that teachers of 13-year-olds taught more topics in the current year than they expected students to have been taught previously. Generally about 50% of the topics were reported as being taught this year. This suggests the probability that the SAIP assessment is reasonably aligned with the curriculum to which 13-year-olds are exposed.

**Chart 102** indicates a clear progression from 13-year-olds to 16-year-olds, as teachers at the latter level expect more topics to have been taught previously and expect to teach fewer this year. This, of course, is the expected progression and fits the general expectation (and result) that 16-year-olds perform better than 13-year-olds on the SAIP assessments. Jurisdictional differences are difficult to discern here because of the combination of previous and current learning.

No obvious language or jurisdictional patterns can be discerned here. However, it is interesting to note that the sum of the previous and current expectations was close to 100% in all cases at both levels.<sup>2</sup> This indicates that teachers expect their students to be able to do almost all of the things identified, whatever the age

<sup>2</sup> A few teachers gave multiple responses to these items, indicating that a topic was taught both previously and this year. In some cases, for 16-year-olds, the figures thus total slightly more than 100%. Nevertheless, a total close to or exceeding 100% probably indicates an expectation that all topics would have been taught either this year or previously.

level. The limitation of this analysis is that it does not identify the degree of competency expected of students at the two age levels. Unlike other topic-based subjects, it may be argued that all major aspects of writing are being (or should be) taught at all levels, with a progression in overall writing competence rather than in discrete topics being expected.

Although the overall jurisdictional and language differences are small, this is not the case for individual items. In general, these data convey a wealth of information about the expectations that teachers have for writing competencies, which may be used within jurisdictions for program development purposes. While the data on individual items are too extensive to be conveyed in chart form, some of the more notable differences may be summarized as follows:

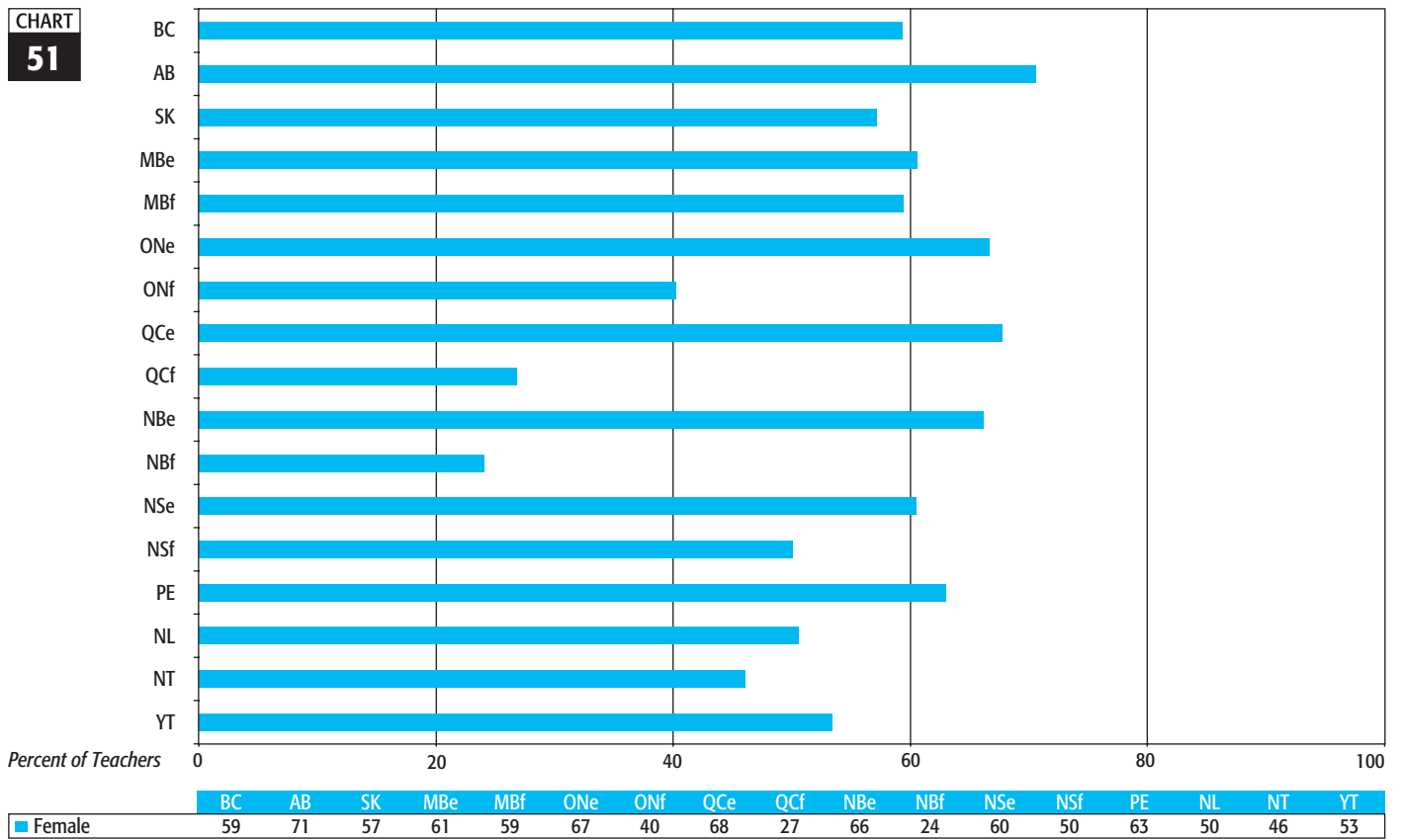
- There is high agreement that some topics should be taught before students reach age 16. For example, more than 75% of teachers overall indicated that they expected 16-year-olds to use correct subject-verb agreement, to use complete sentences,

and to use correct punctuation and capitalization. These figures are closer to 50% for 13-year-olds, indicating that fewer teachers expect these topics to have been dealt with before age 13.

- A few other topics were at the opposite extreme. For example, only about 10% of teachers indicated that 13-year-olds should be able to develop a persuasive argument before the current year. This increased to nearly 60% for the current year, suggesting that many teachers view this as an appropriate topic to be taught to students at this age. A similar pattern was found for developing a thesis statement.
- There were large language differences on several items. These include developing a thesis statement, developing a consistent flow of ideas under a theme, being able to demonstrate engagement with a subject, and being able to use imagery, metaphor, and other literary devices to convey ideas. In all of these cases, more francophone than anglophone teachers expected students to be able to do these things before age 13.

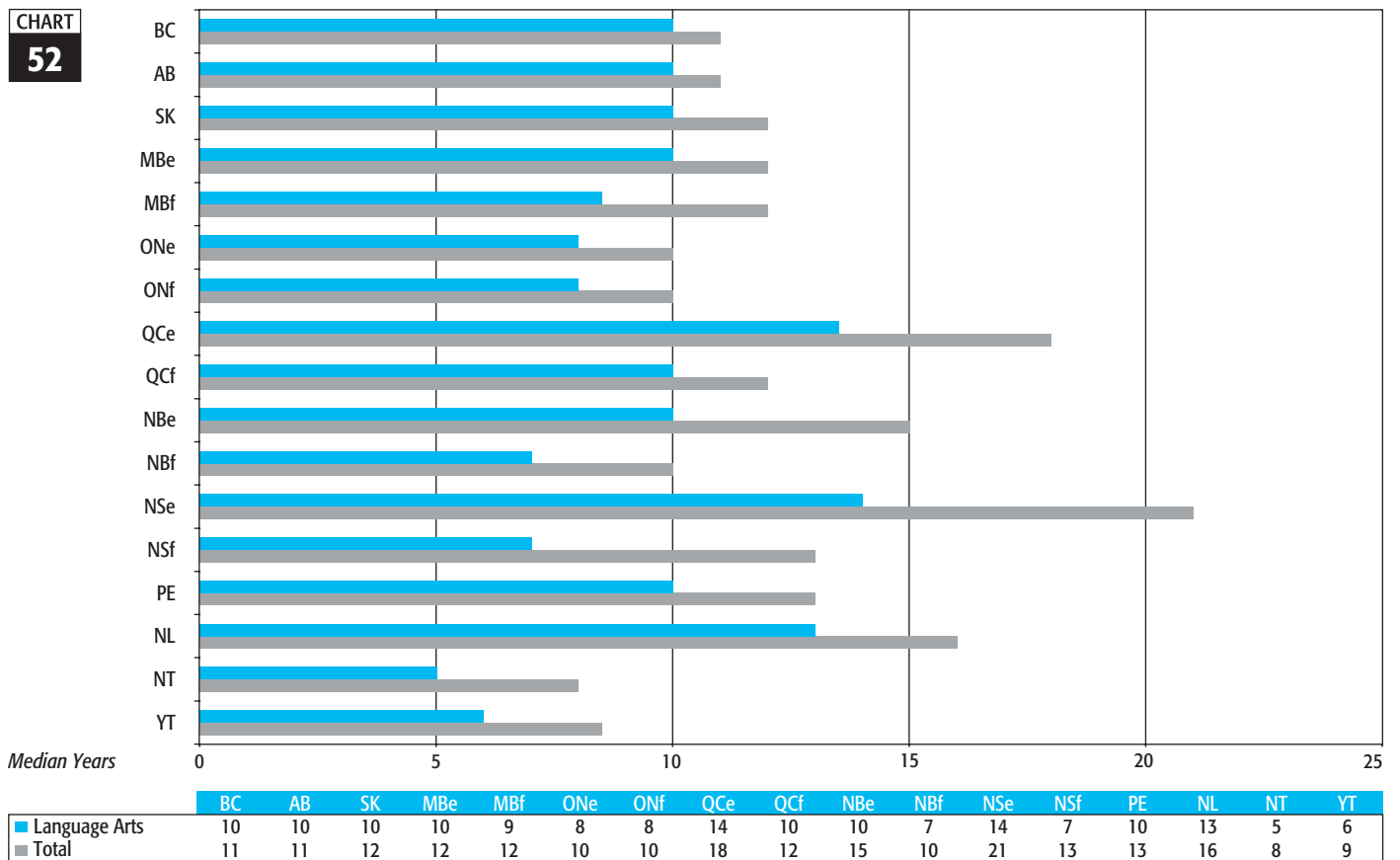
PERCENTAGE OF LANGUAGE ARTS TEACHERS WHO ARE FEMALE

CHART  
51



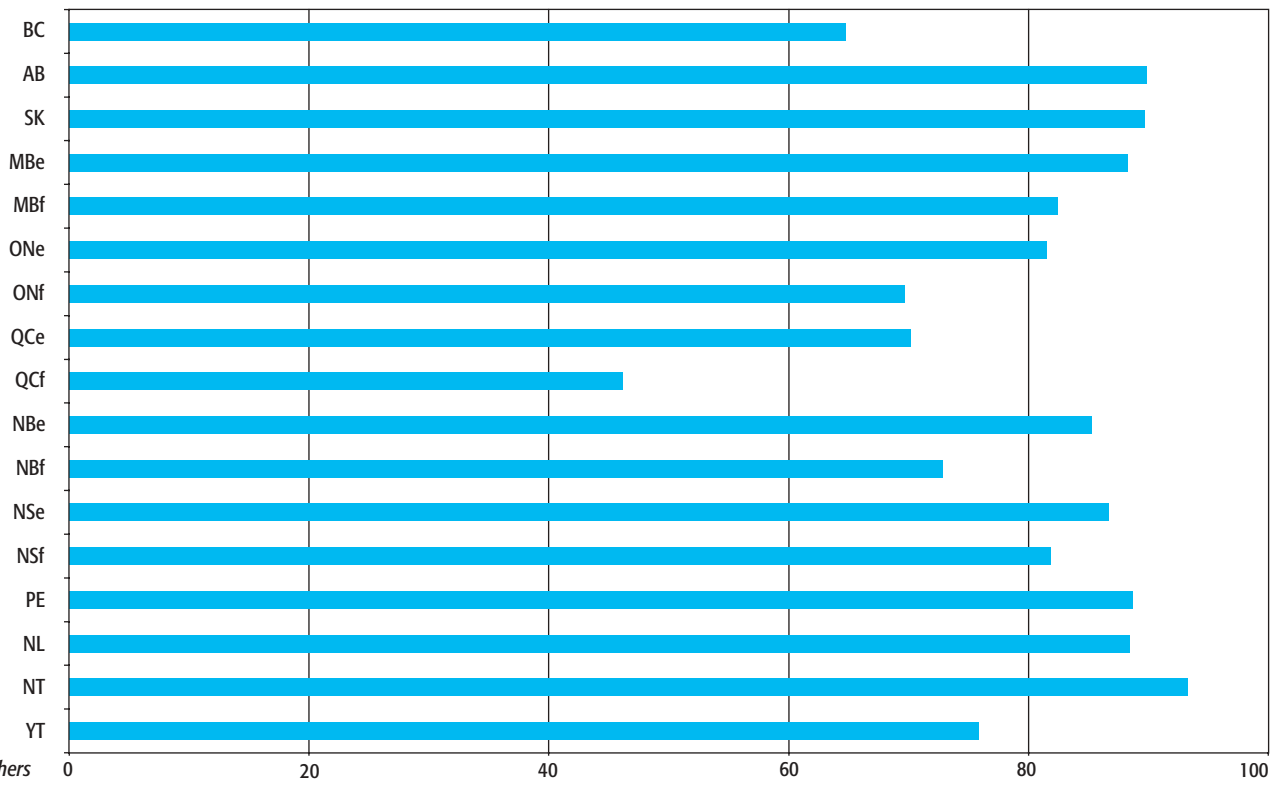
MEDIAN YEARS OF TEACHING EXPERIENCE AND OF EXPERIENCE TEACHING LANGUAGE ARTS

CHART  
52



PERCENTAGE OF TEACHERS HOLDING A B.ED. OR EQUIVALENT (E.G., AT LEAST ONE YEAR OF TEACHER TRAINING)

CHART  
53

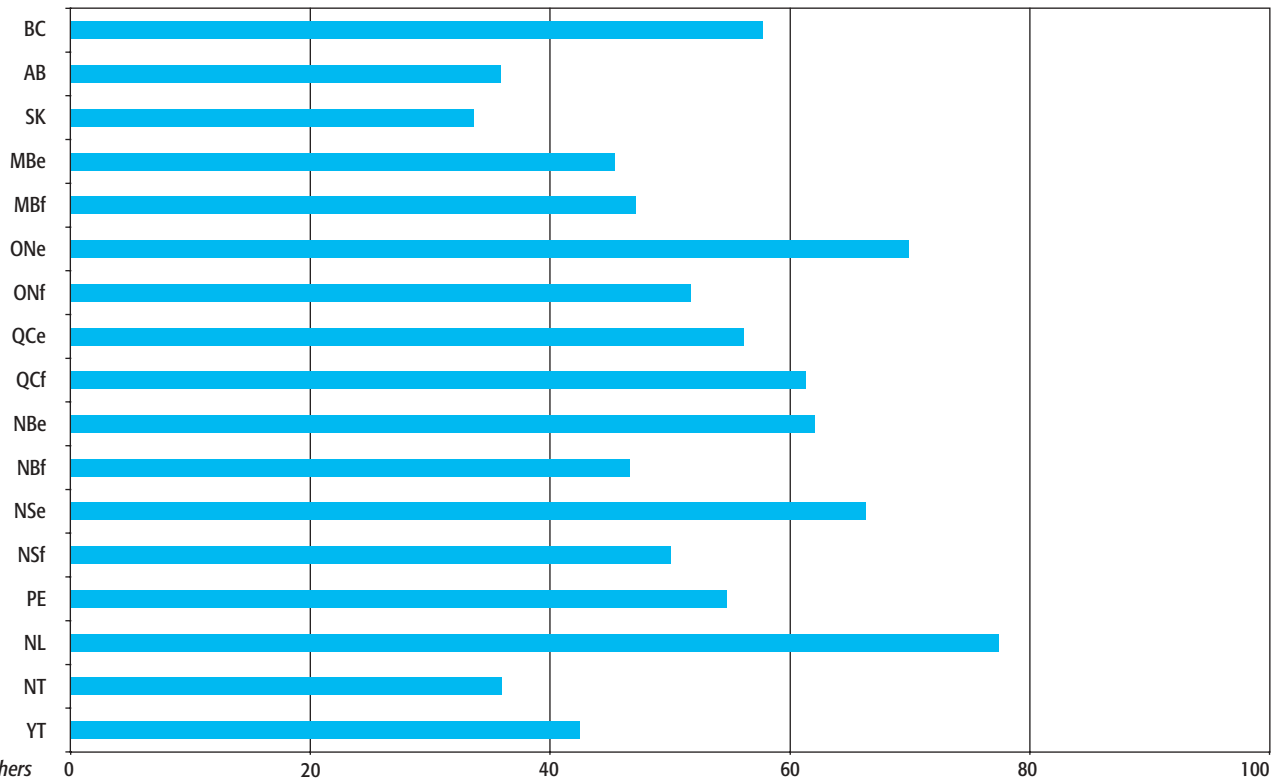


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Yes	65	90	90	88	82	81	70	70	46	85	73	87	82	89	88	93	76

PERCENTAGE OF TEACHERS HOLDING A B.A. OR EQUIVALENT IN ENGLISH OR FRENCH LANGUAGE ARTS OR A RELATED AREA

CHART  
54



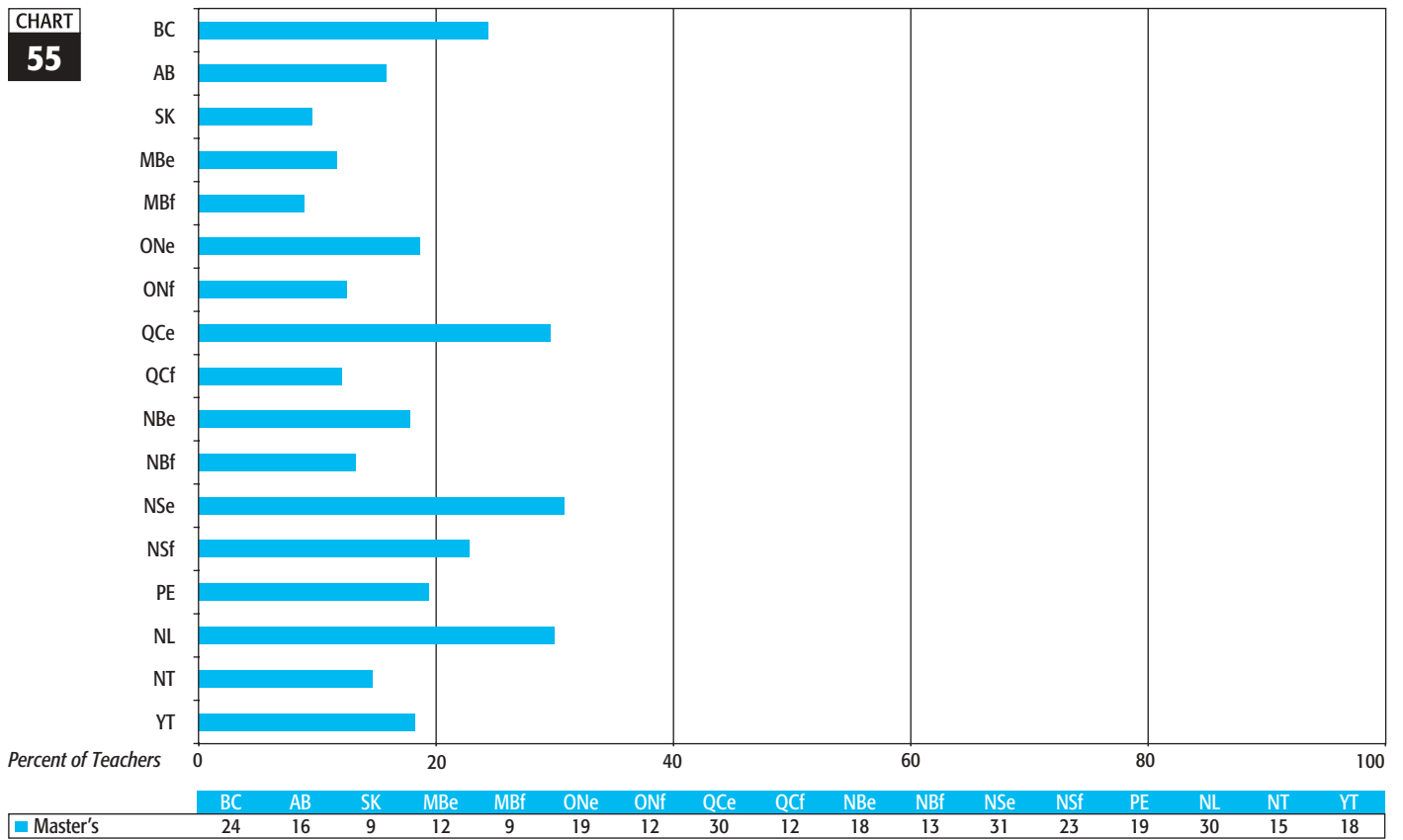
Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Yes	58	36	34	45	47	70	52	56	61	62	47	66	50	55	77	36	42



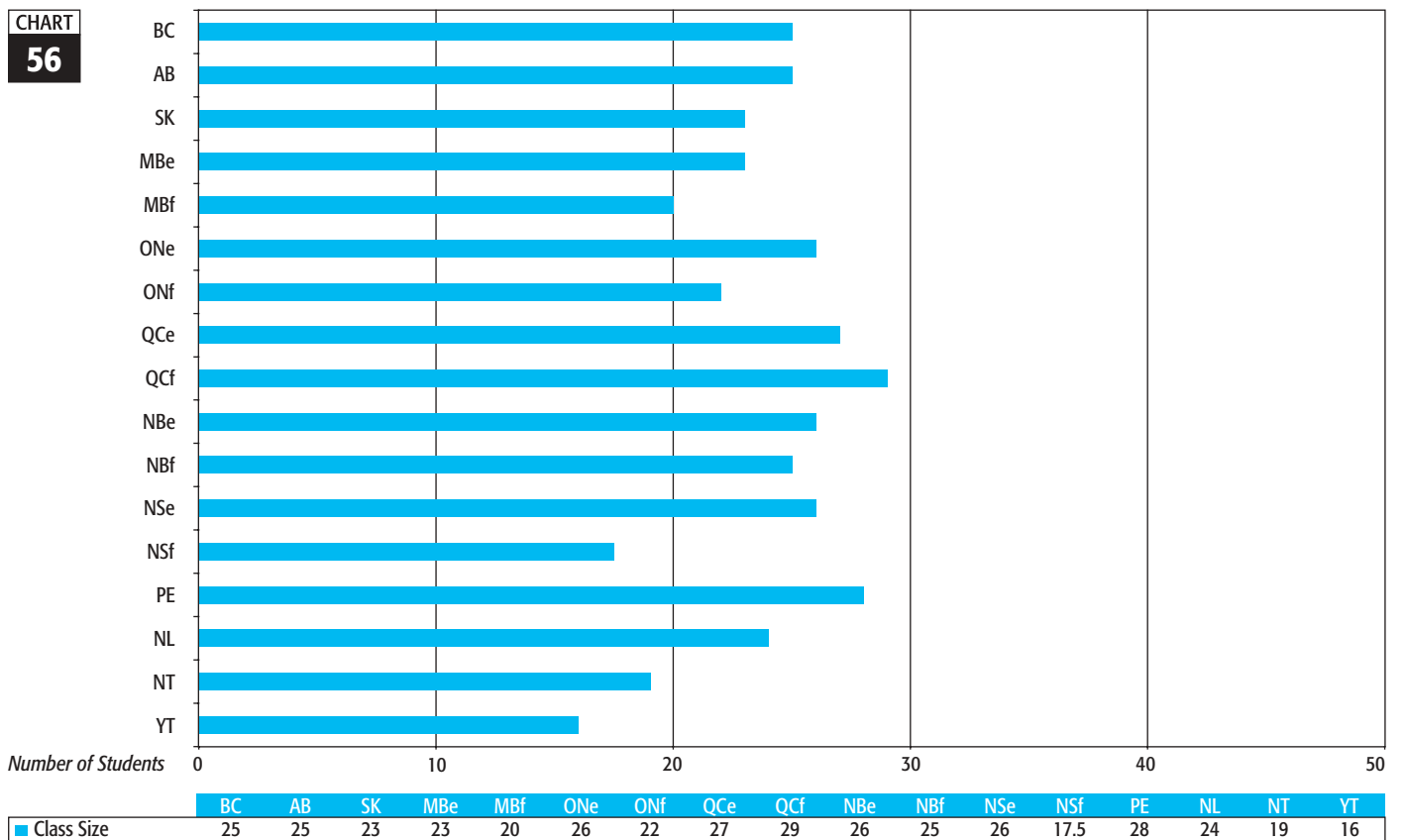
PERCENTAGE OF TEACHERS HOLDING A MASTER'S DEGREE

CHART  
55



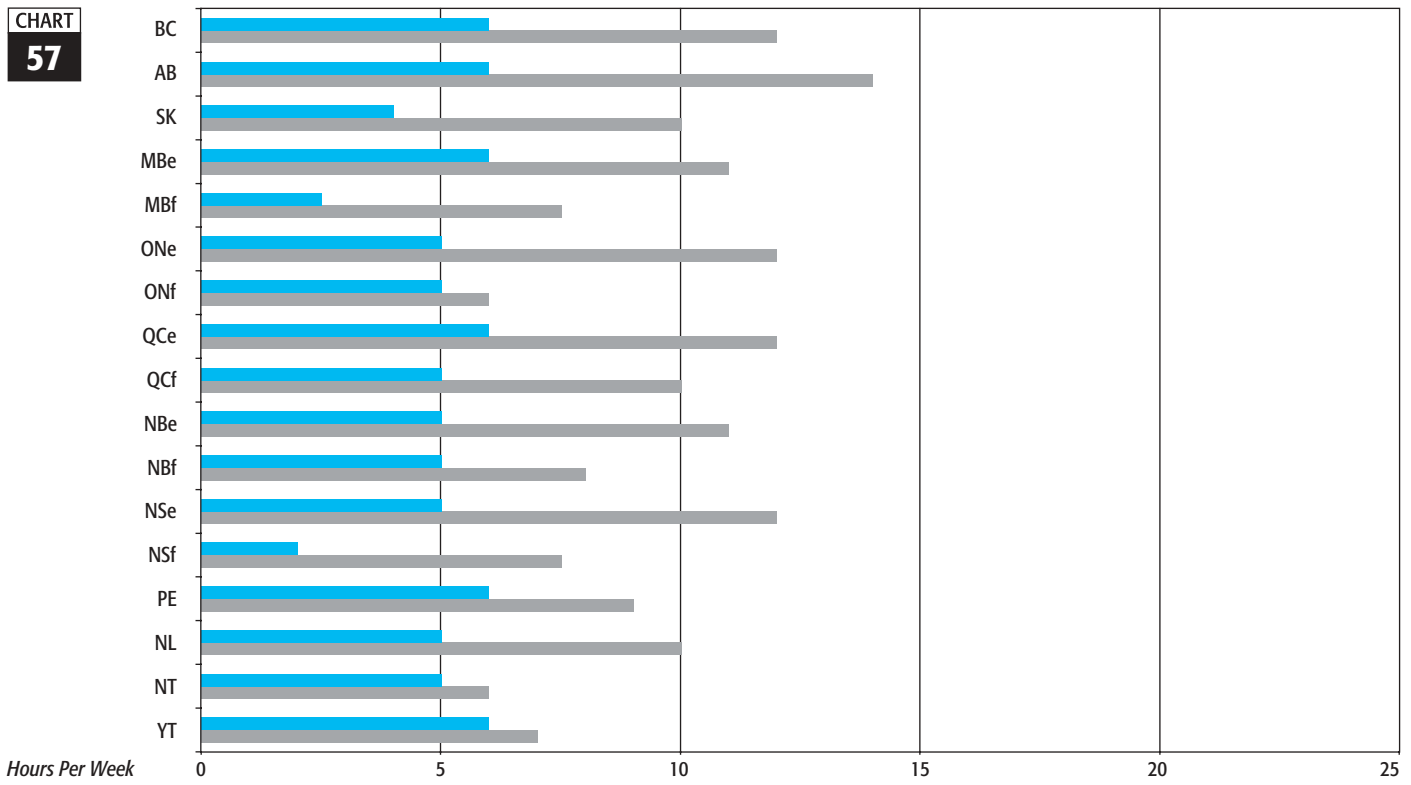
AVERAGE NUMBER OF STUDENTS IN LANGUAGE ARTS CLASSES

CHART  
56



## MEDIAN HOURS PER WEEK TEACHER IS SCHEDULED TO TEACH WRITING AND OTHER LANGUAGE ARTS COURSES

CHART  
57



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Writing	6	6	4	6	2.5	5	5	6	5	5	5	5	2	6	5	5	6
■ Other LA	12	14	10	11	7.5	12	6	12	10	11	8	12	7.5	9	10	6	7

## MEDIAN TOTAL TEACHER WORK HOURS PER WEEK

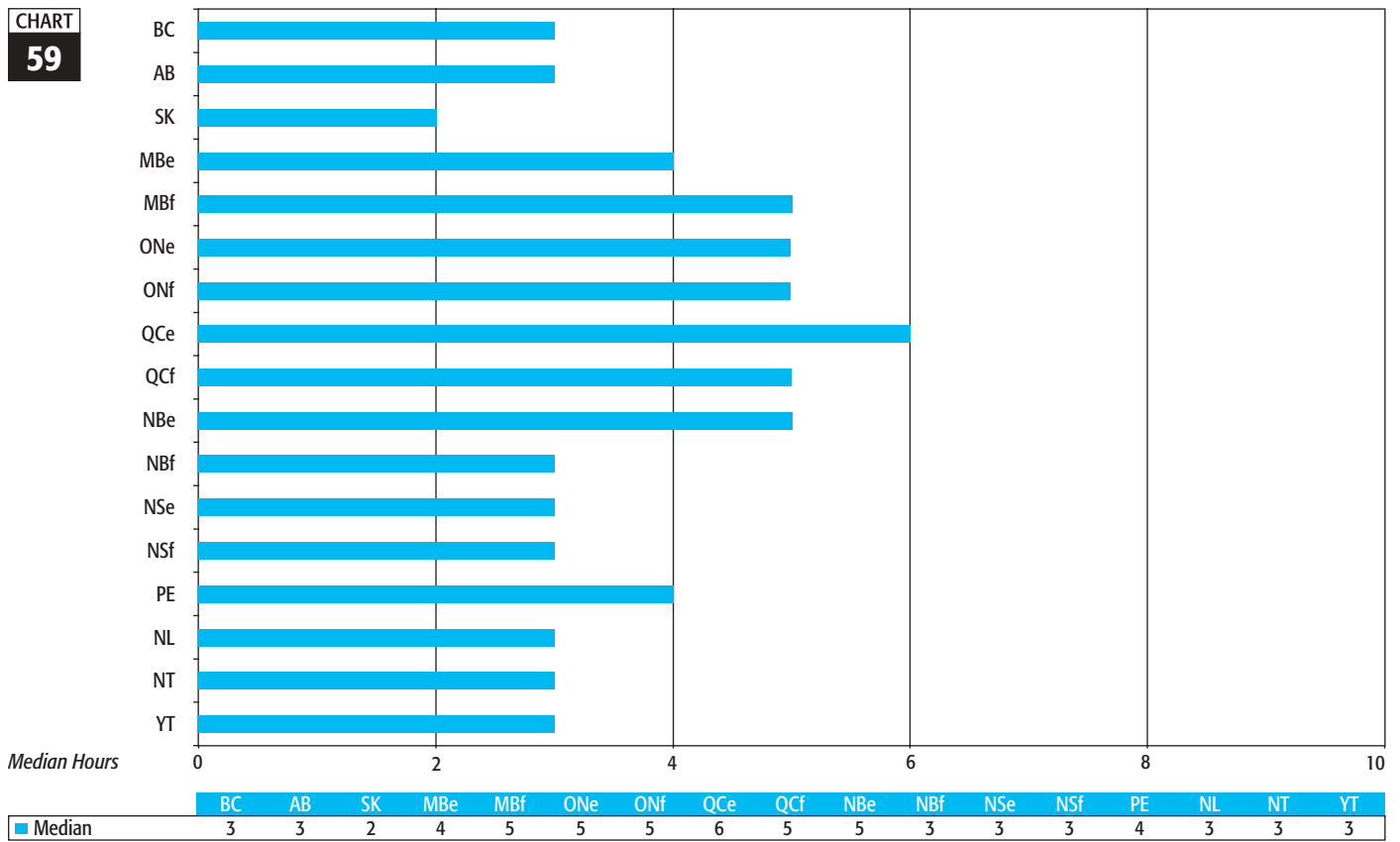
CHART  
58



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Median	40	42	39	41	36	41	40	38	34	39	35	40	40	40	43	44	36

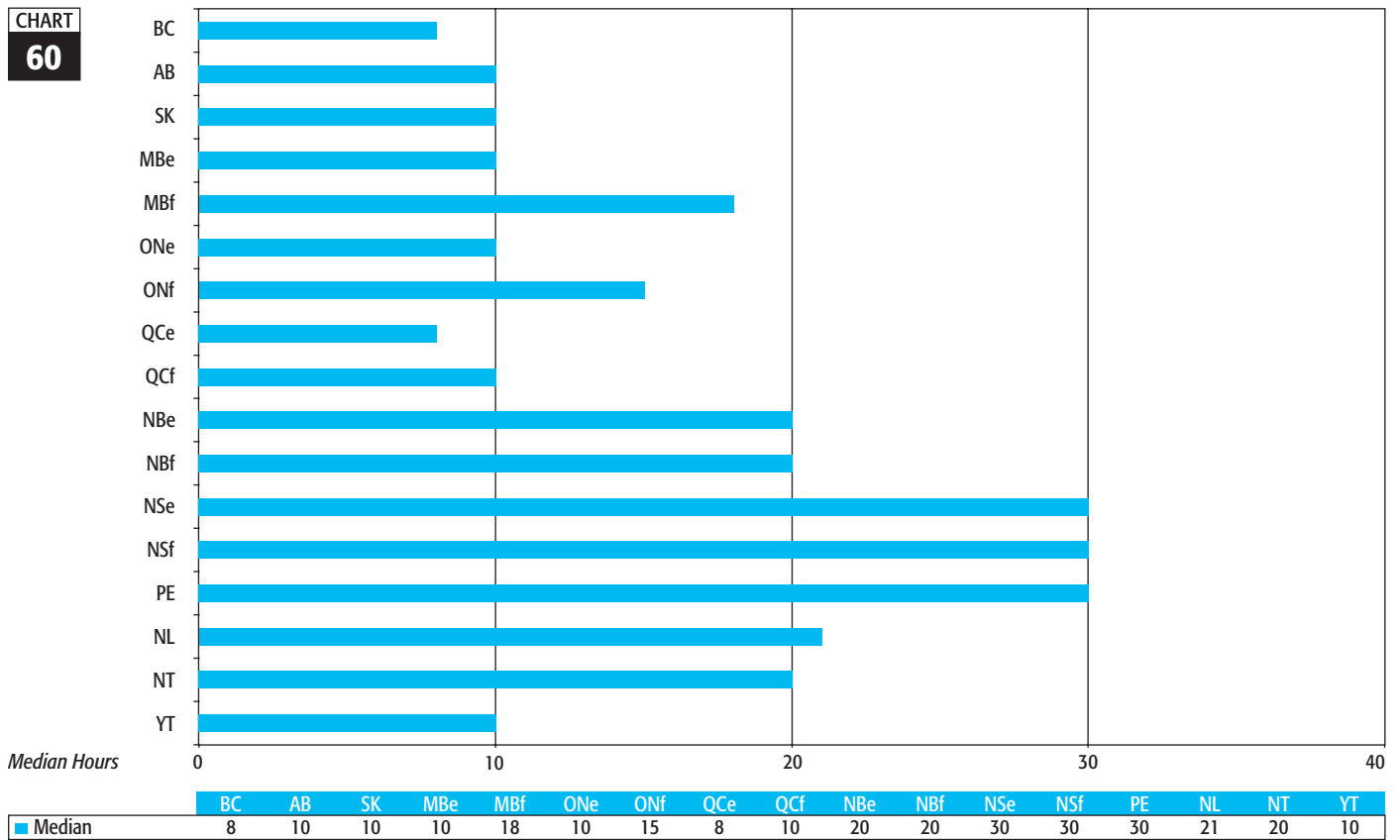
**MEDIAN HOURS PER WEEK SCHEDULED FOR PLANNING AND PREPARATION DURING REGULAR SCHOOL HOURS**

**CHART 59**



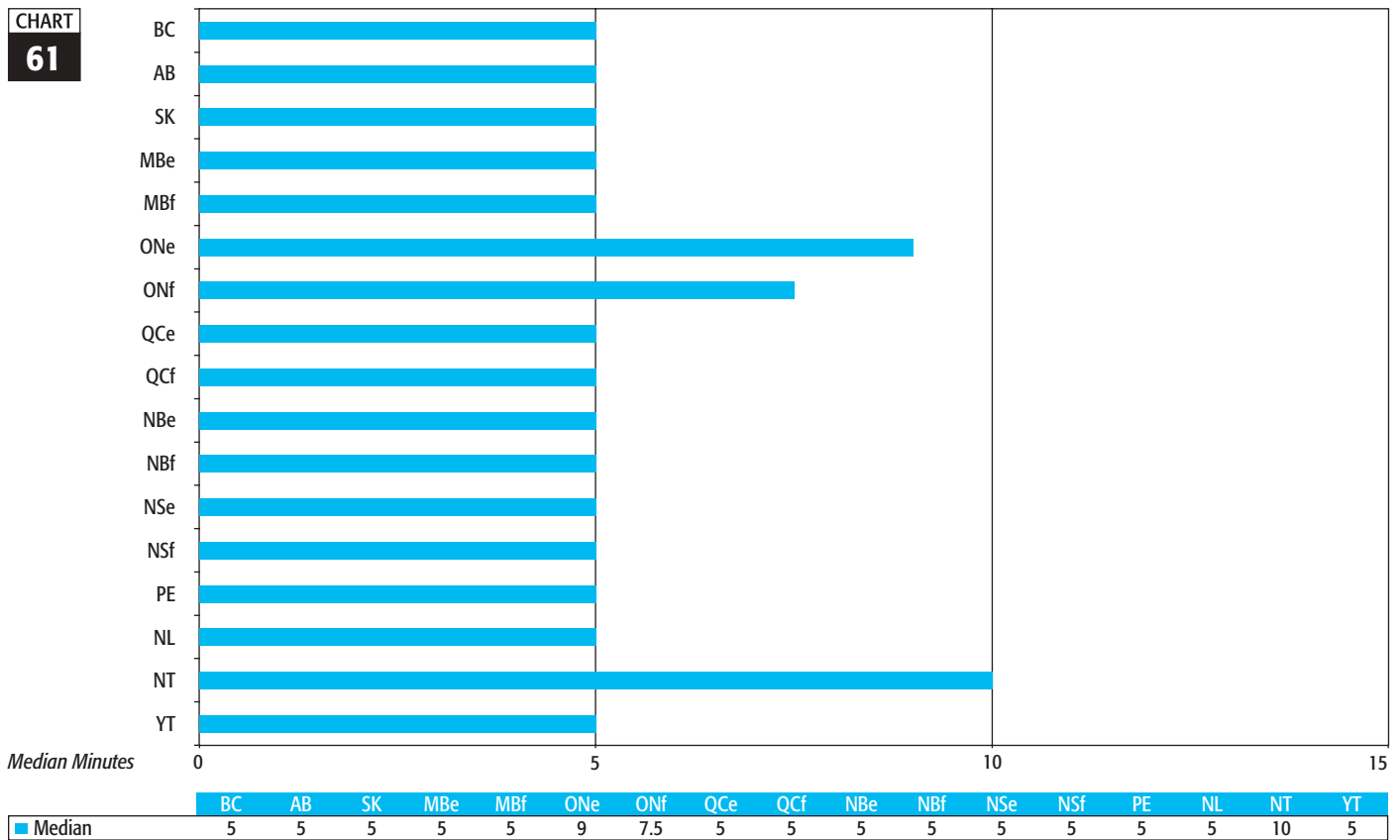
**MEDIAN HOURS OF SCHEDULED TEACHING TIME LOST IN A SCHOOL YEAR BECAUSE OF CLASS CANCELLATIONS, SCHOOL CLOSURES, OR OTHER LOSSES**

**CHART 60**



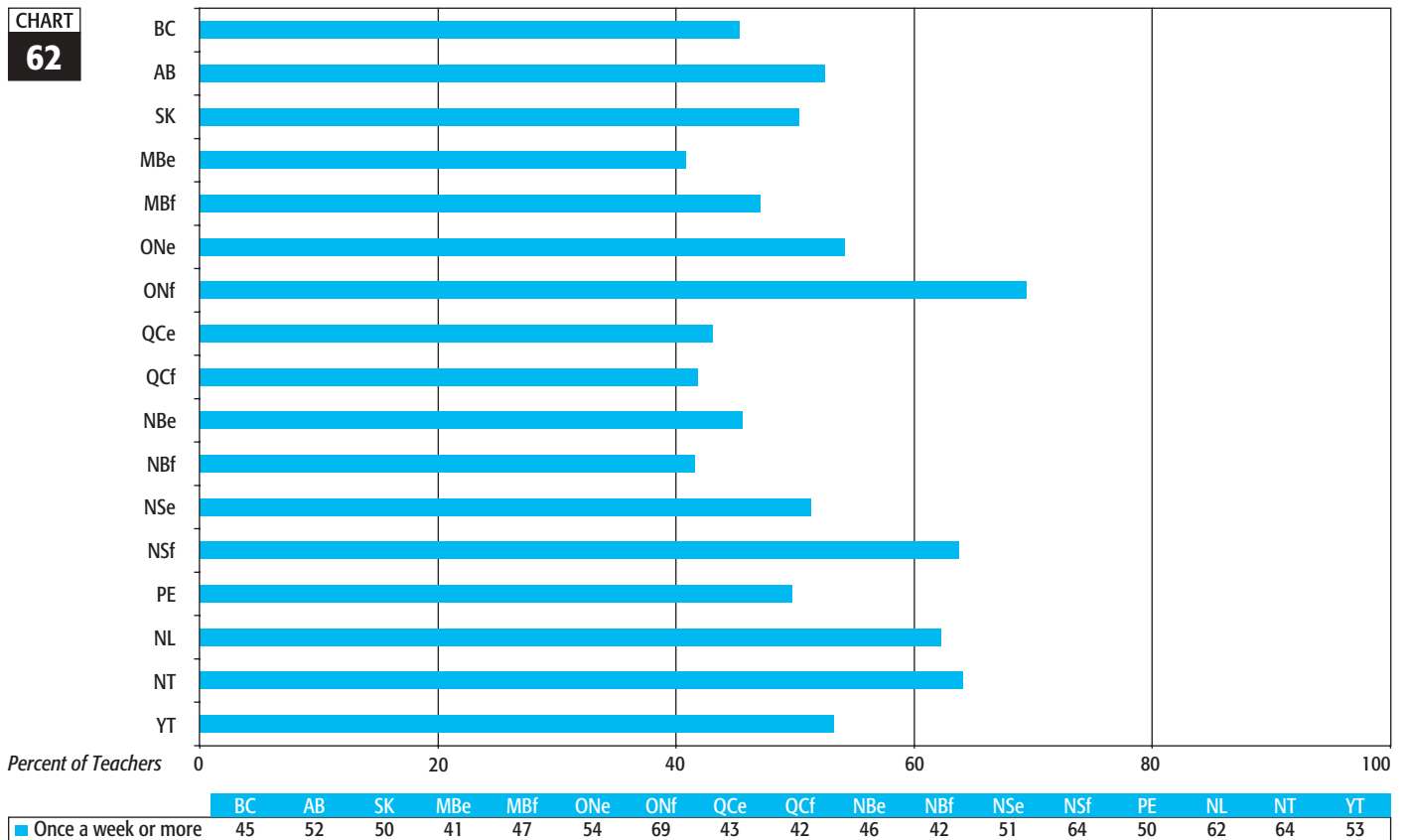
## MEDIAN MINUTES PER PERIOD LOST BECAUSE OF DISRUPTIONS

CHART  
61



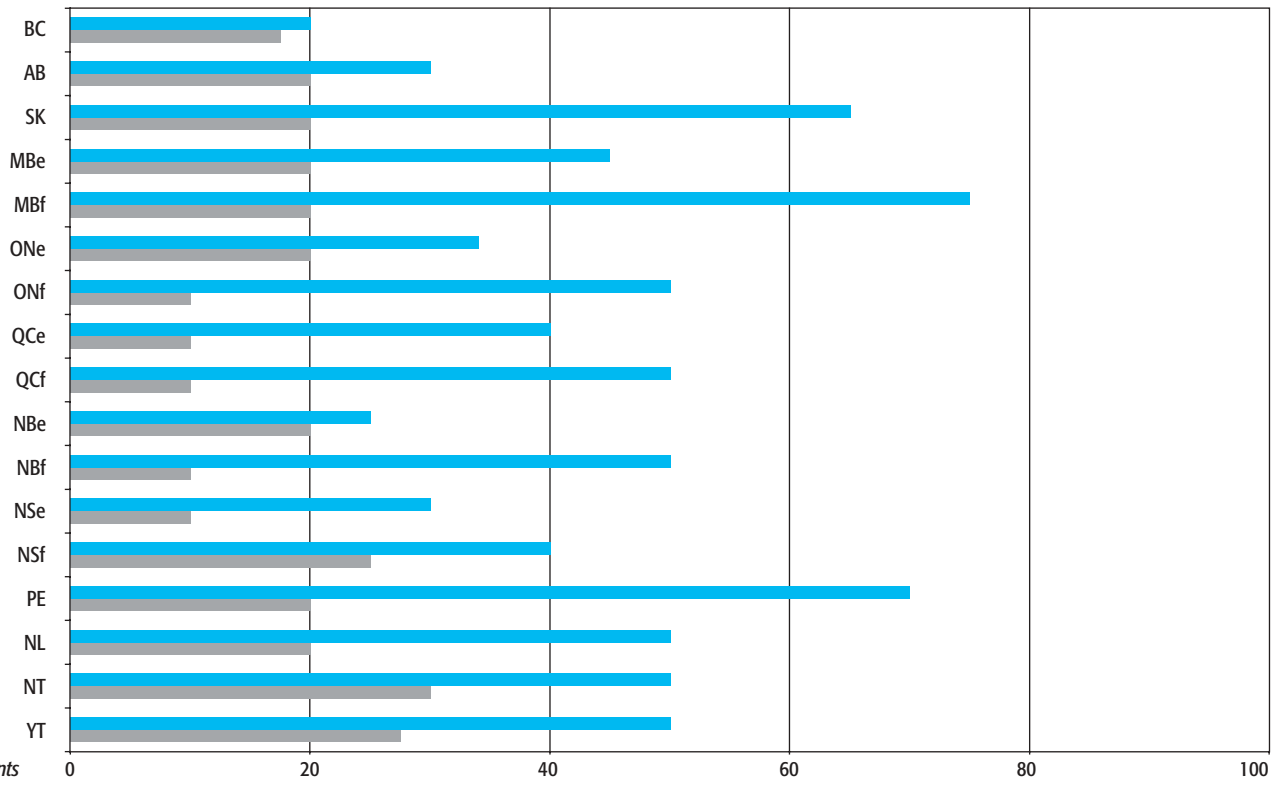
## PERCENTAGE OF TEACHERS WHO MEET WITH OR SPEAK BY TELEPHONE TO PARENTS TO DISCUSS INDIVIDUAL STUDENTS

CHART  
62



MEAN PERCENTAGE OF PARENTS IN CONTACT WITH TEACHERS ONCE A MONTH OR MORE

CHART  
63

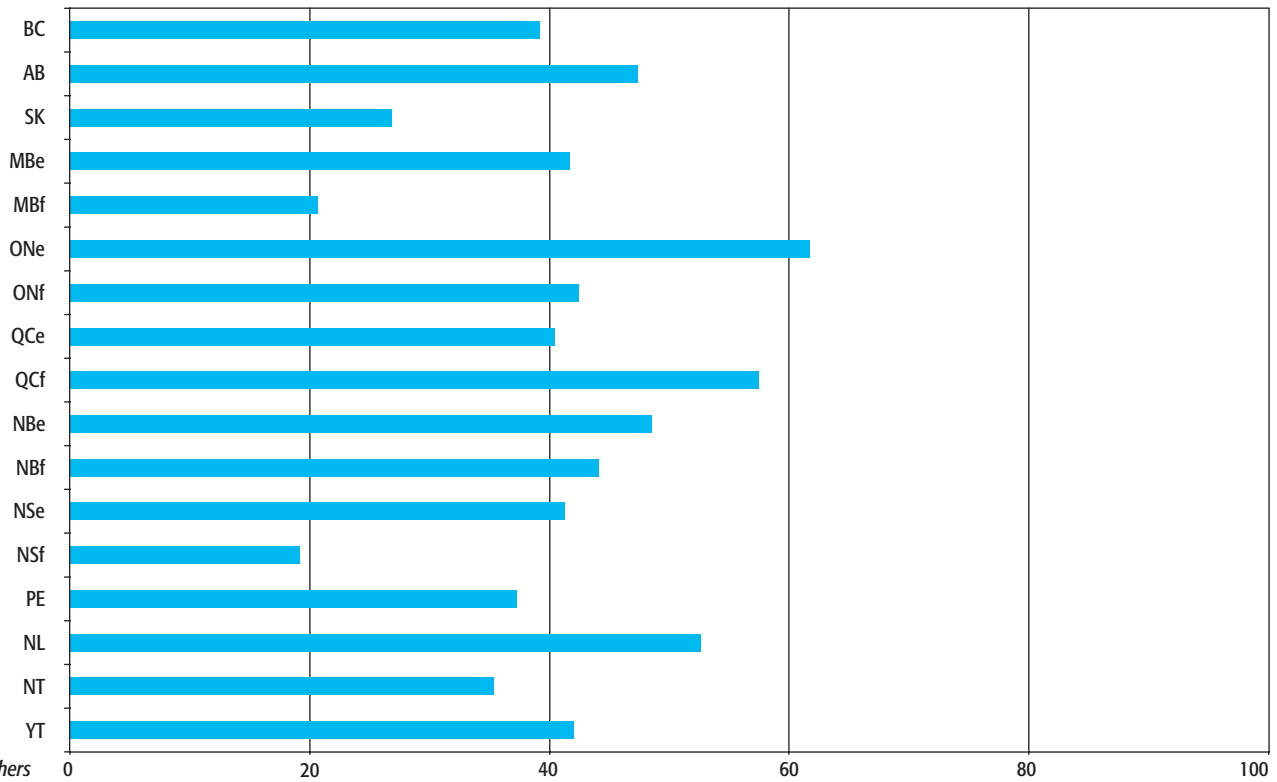


Percent of Parents

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Interviews	20	30	65	45	75	34	50	40	50	25	50	30	40	70	50	50	50
Other	18	20	20	20	20	20	10	10	10	20	10	10	25	20	20	30	28

PERCENTAGE OF TEACHERS MEETING WITH OTHER TEACHERS TO PLAN LESSONS OR DISCUSS PROGRAM MATTERS

CHART  
64

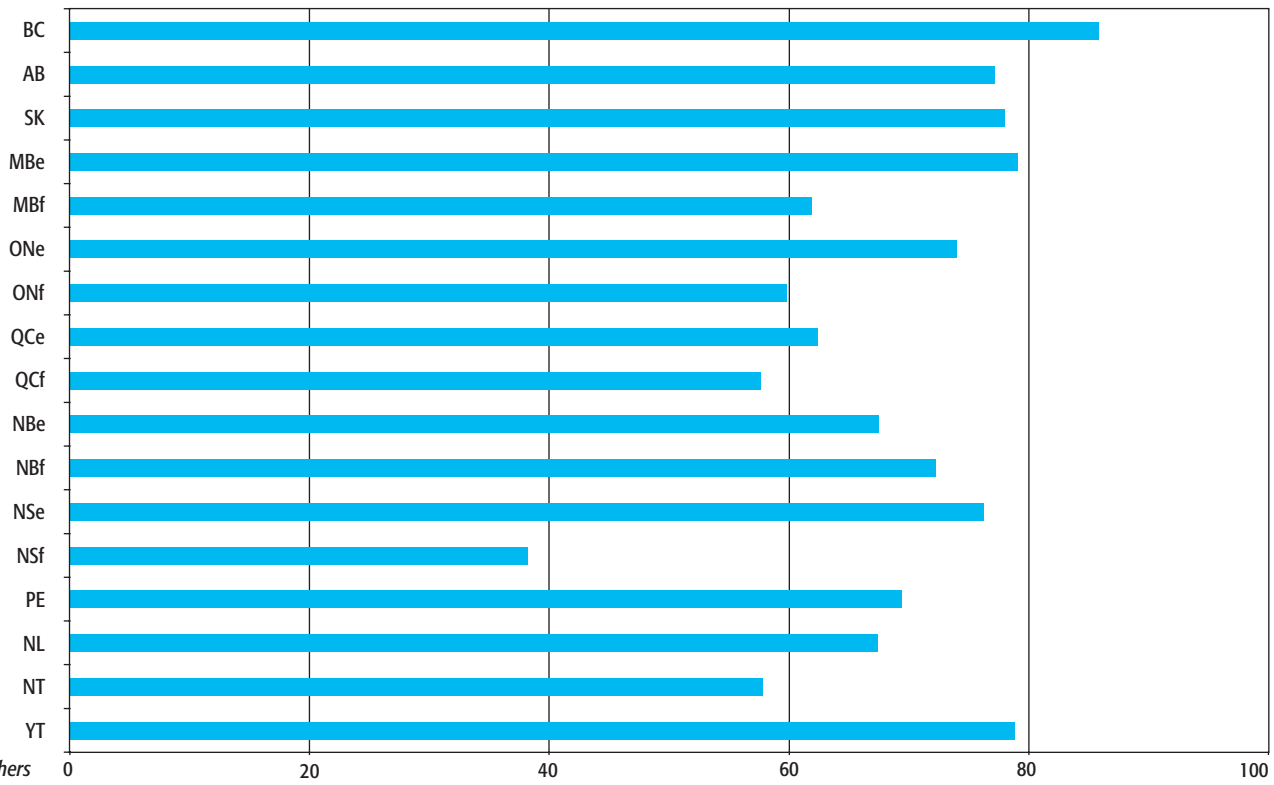


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Once a week or more	39	47	27	42	21	62	42	40	57	48	44	41	19	37	53	35	42

PERCENTAGE OF TEACHERS USING THEIR OWN PREVIOUSLY PREPARED LESSONS IN PLANNING LANGUAGE ARTS LESSONS

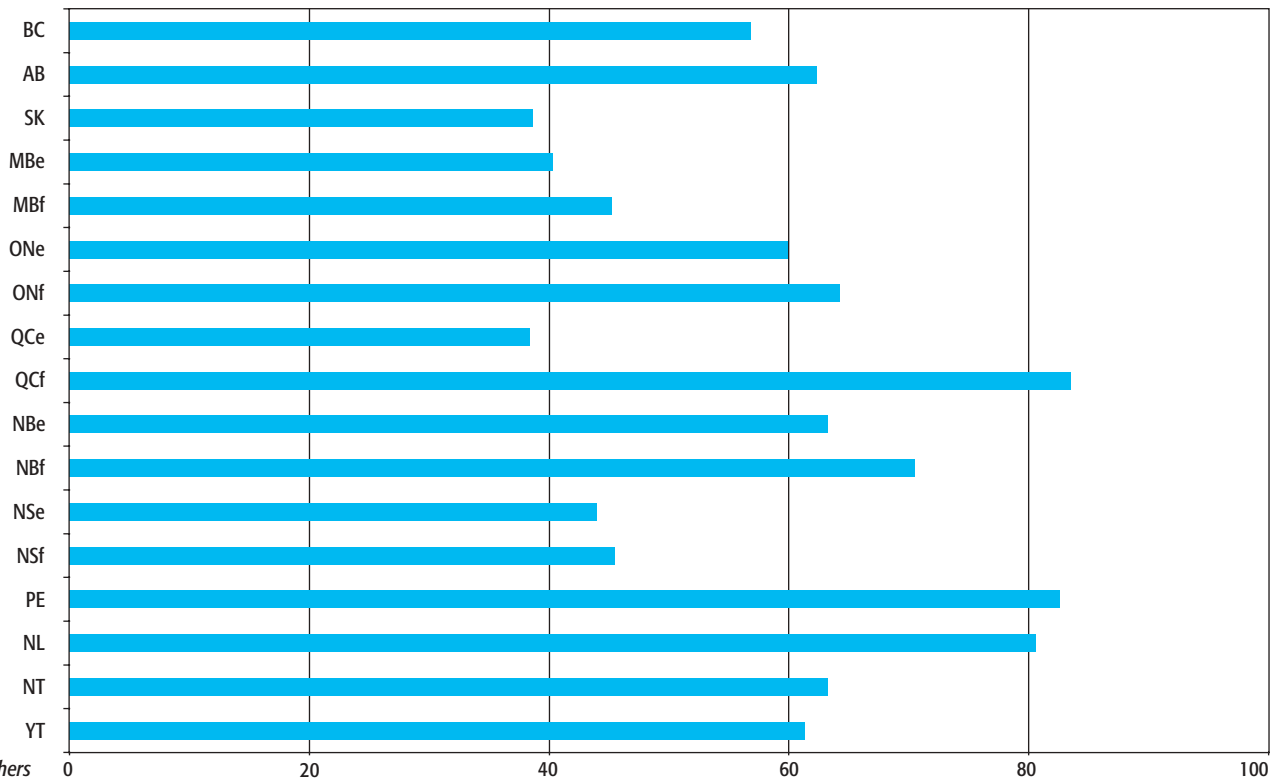
CHART  
65



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	86	77	78	79	62	74	60	62	58	67	72	76	38	69	67	58	79

PERCENTAGE OF TEACHERS USING STUDENT TEXTBOOKS IN PLANNING LANGUAGE ARTS LESSONS

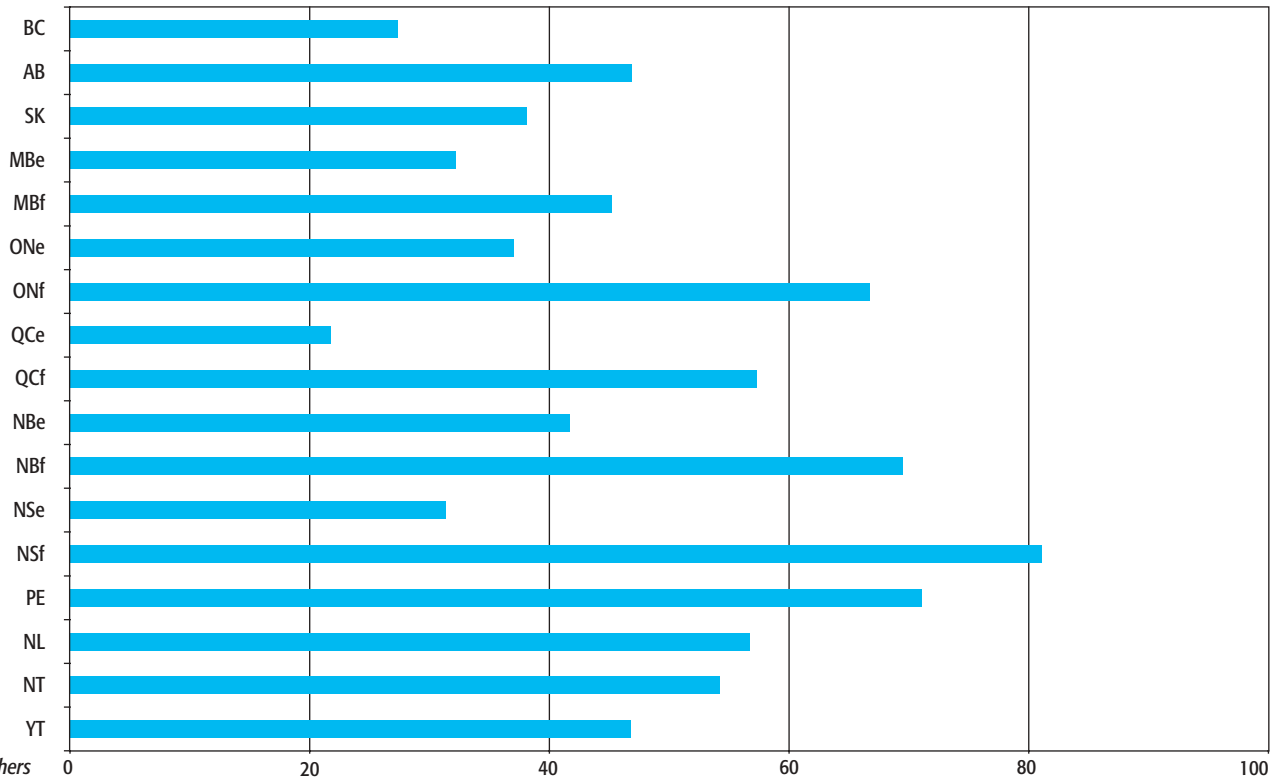
CHART  
66



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	57	62	39	40	45	60	64	38	83	63	70	44	45	83	81	63	61

PERCENTAGE OF TEACHERS USING TEACHER'S GUIDES OR TEACHER'S EDITIONS OF TEXTBOOKS IN PLANNING LANGUAGE ARTS LESSONS

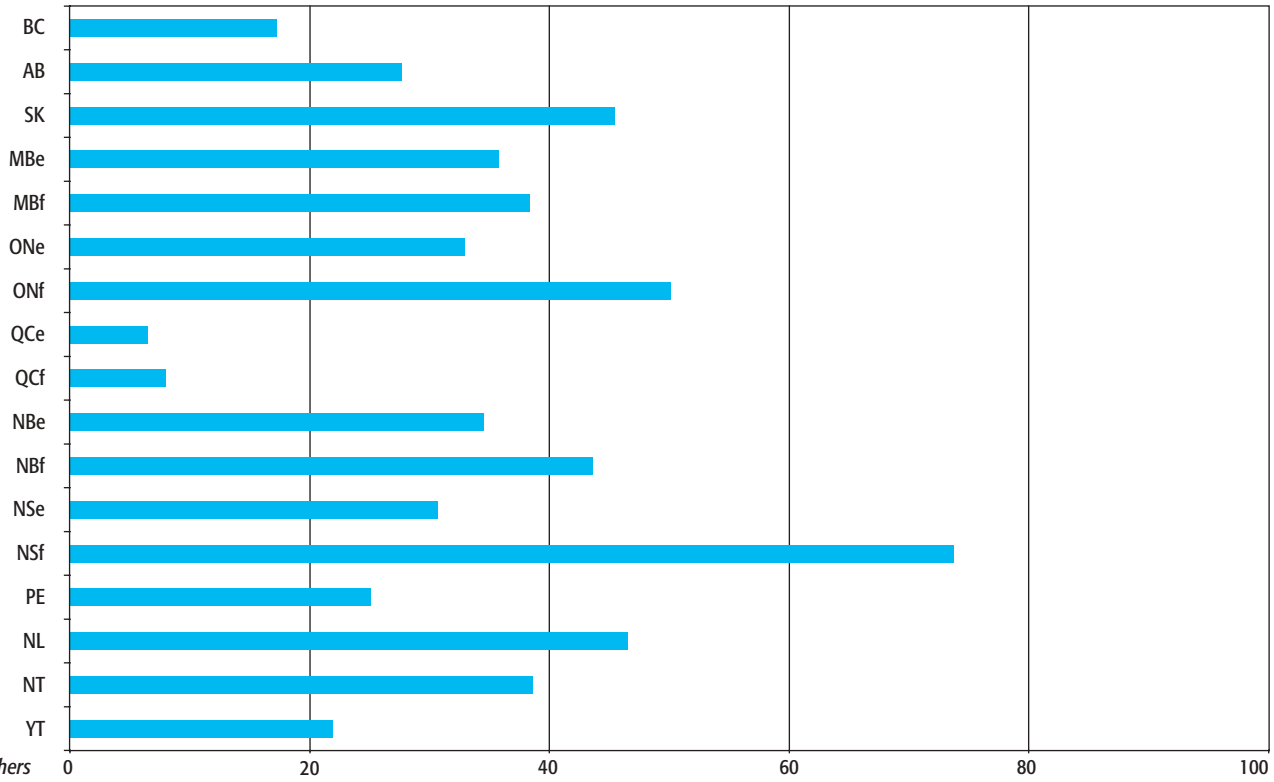
CHART  
67



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	27	47	38	32	45	37	67	22	57	42	69	31	81	71	57	54	47

PERCENTAGE OF TEACHERS USING PROVINCIAL CURRICULUM DOCUMENTS IN PLANNING LANGUAGE ARTS LESSONS

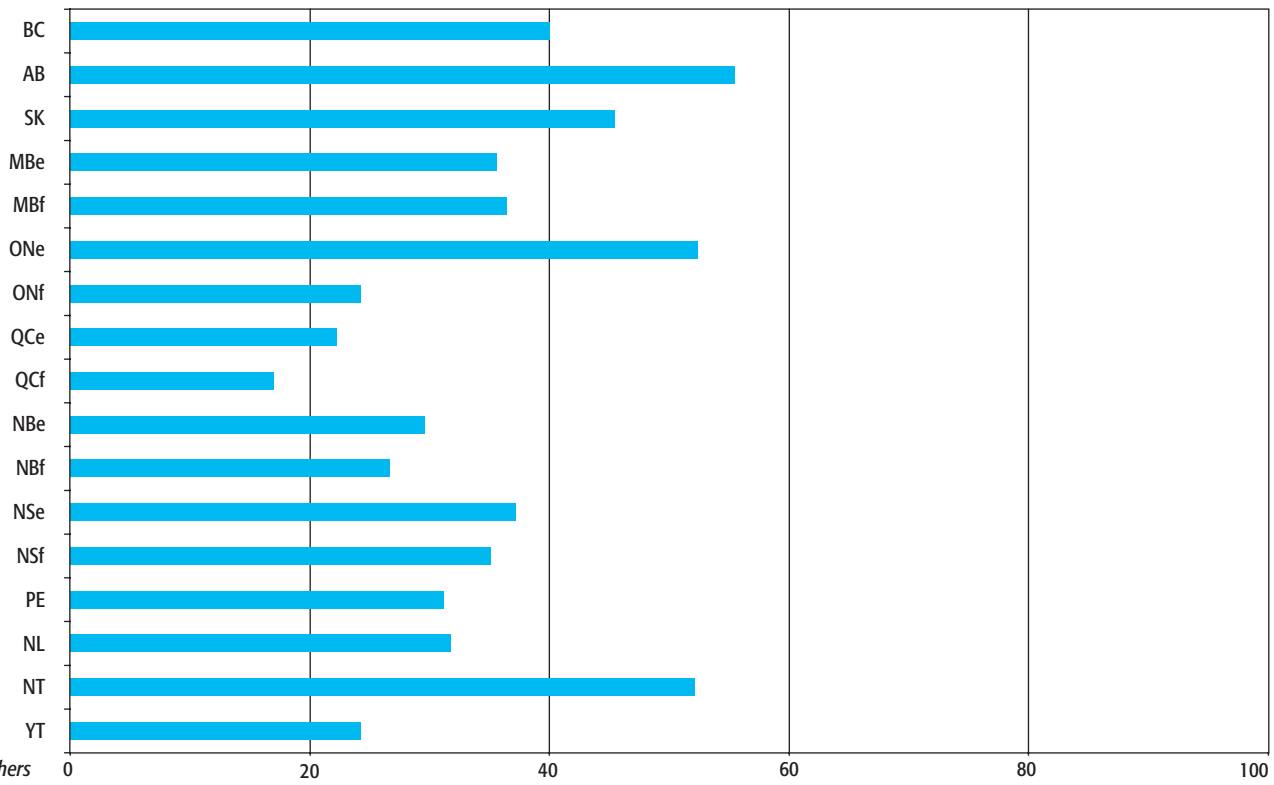
CHART  
68



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	17	28	45	36	38	33	50	6	8	34	44	31	74	25	46	39	22

PERCENTAGE OF TEACHERS USING EVALUATION MATERIALS IN PLANNING LANGUAGE ARTS LESSONS

CHART  
69

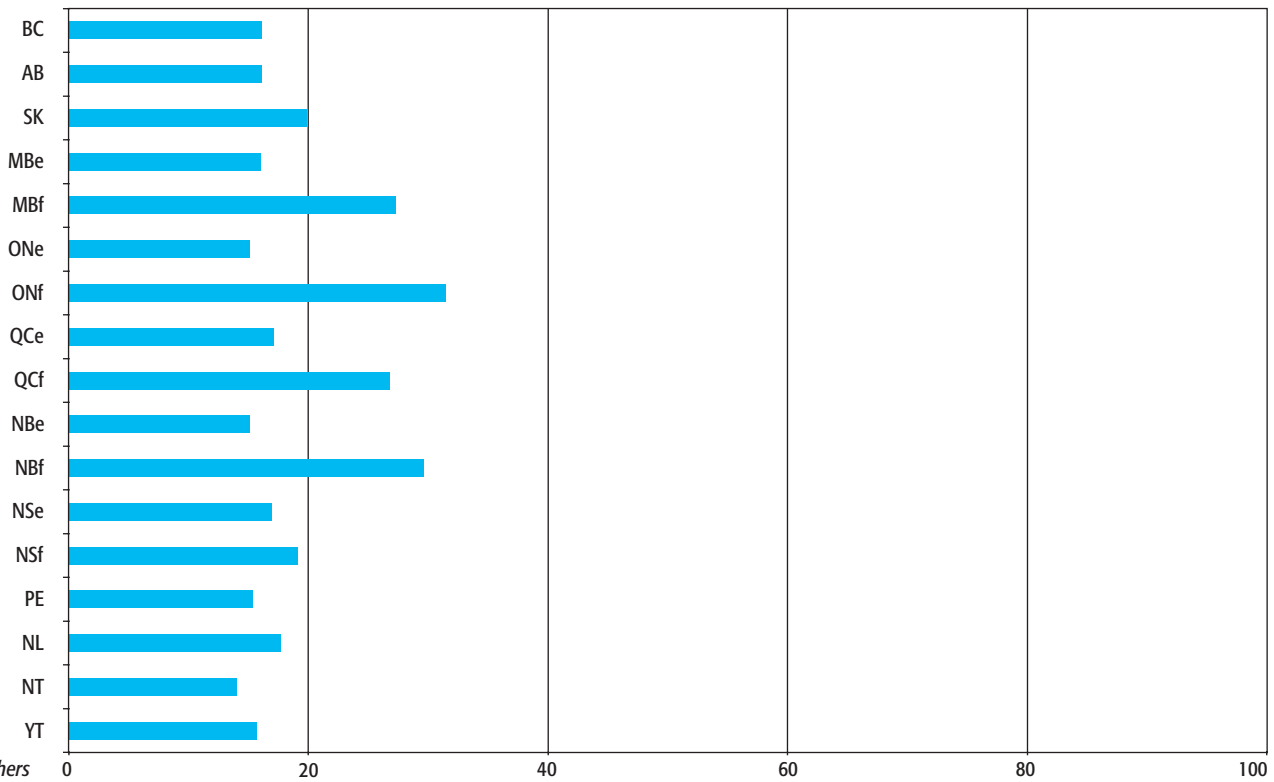


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Q Cf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	40	55	45	36	36	52	24	22	17	30	27	37	35	31	32	52	24

PERCENTAGE OF TEACHERS AGREEING THAT ABILITY TO WRITE IS MORE A MATTER OF TALENT THAN OF TEACHING

CHART  
70



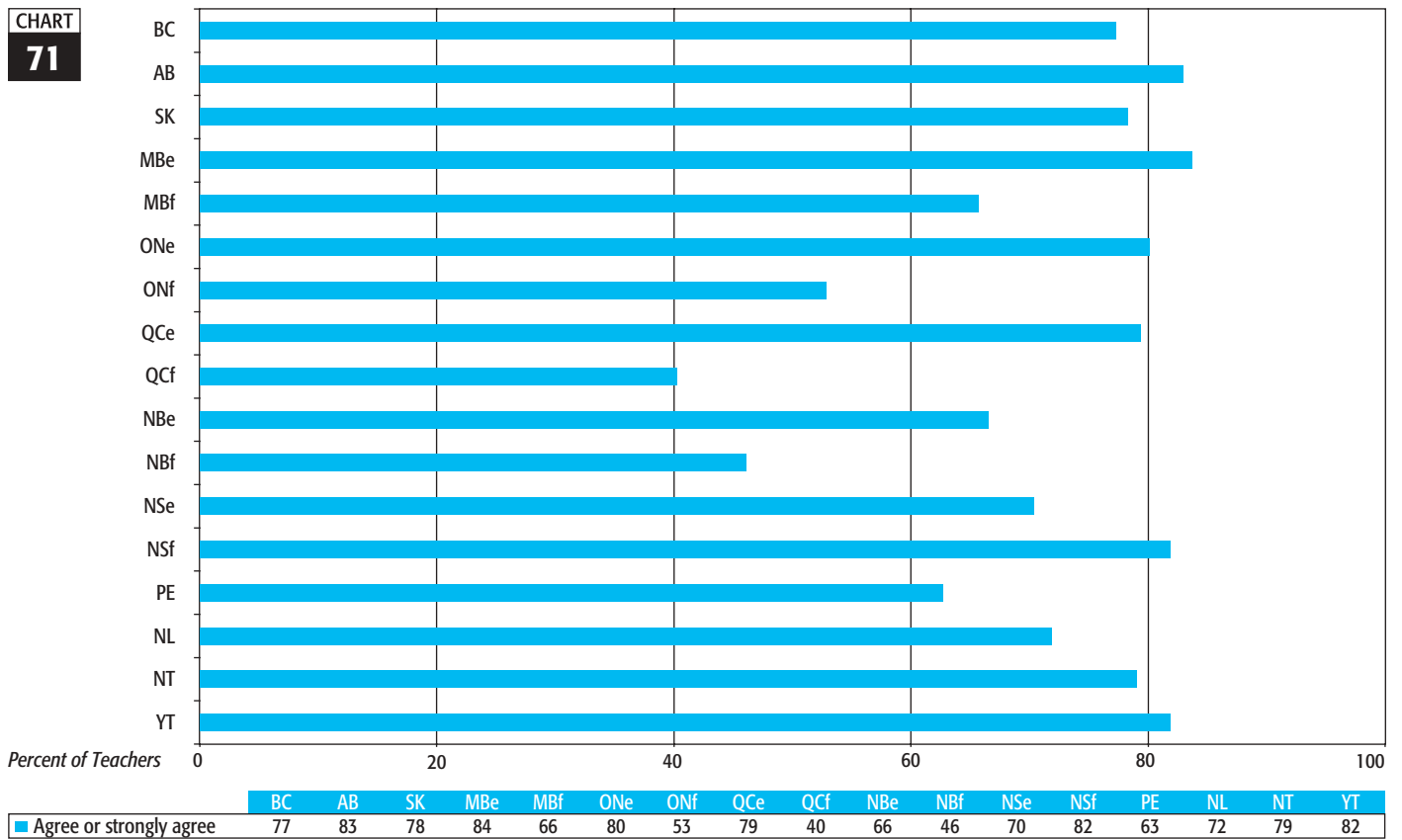
Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Q Cf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Agree or strongly agree	16	16	20	16	27	15	31	17	27	15	30	17	19	15	18	14	16



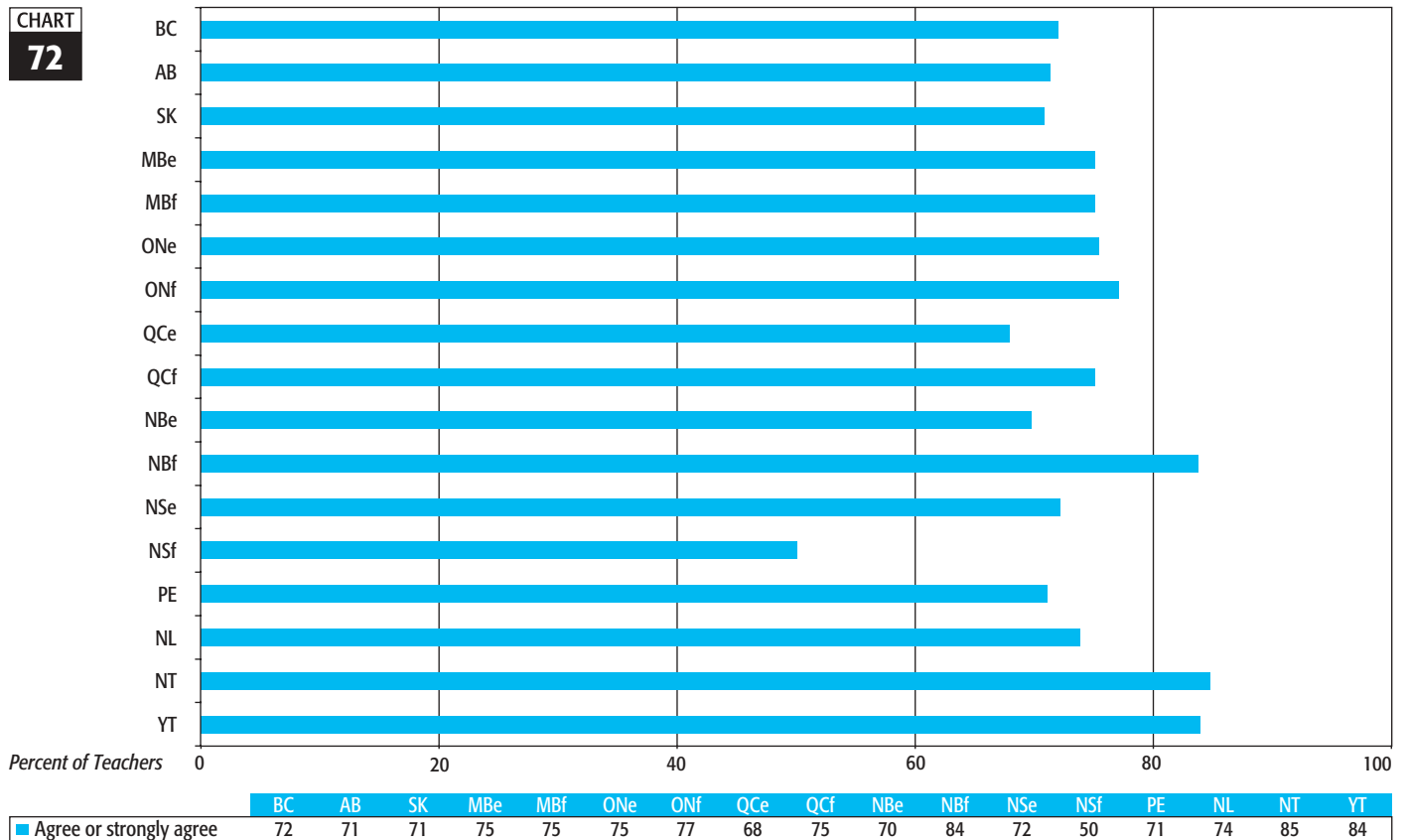
PERCENTAGE OF TEACHERS AGREEING THAT EVERY STUDENT HAS THE POTENTIAL TO BECOME AN EFFECTIVE WRITER

CHART  
71



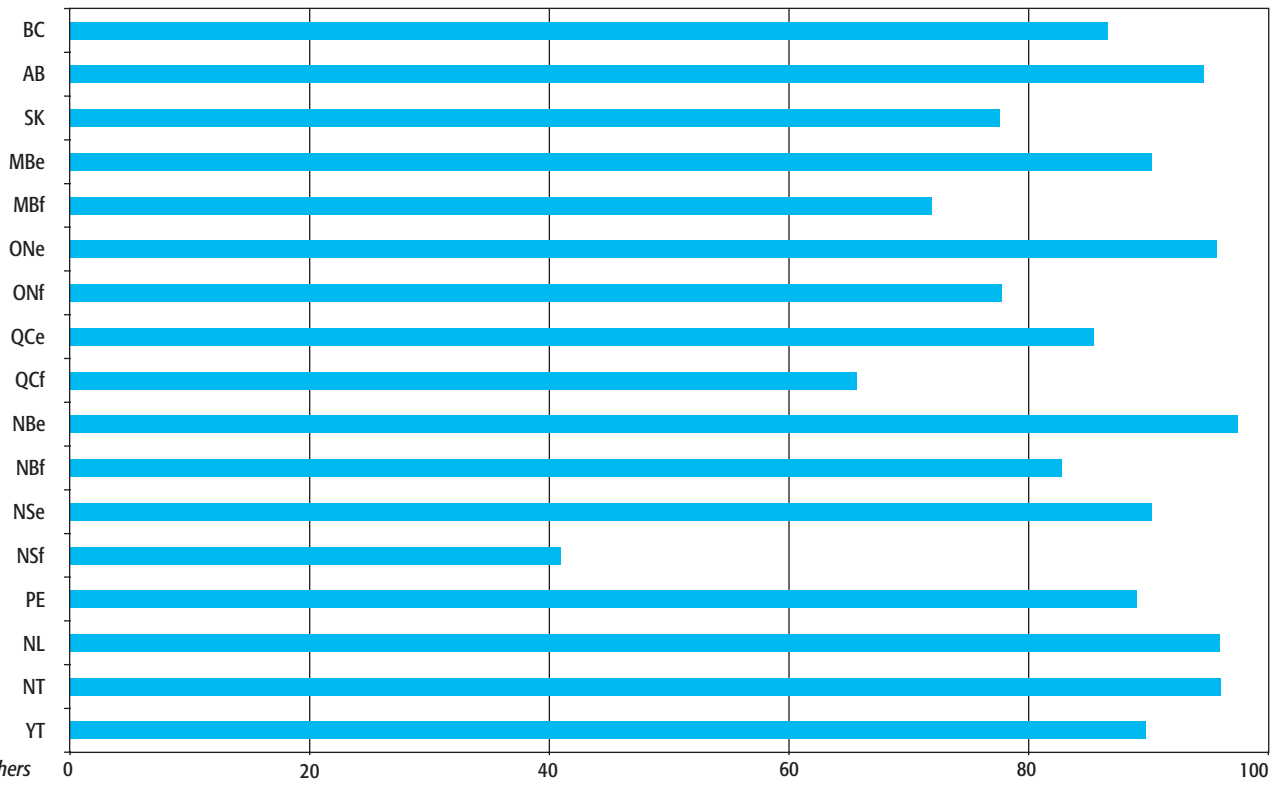
PERCENTAGE OF TEACHERS AGREEING THAT A STUDENT'S HOME ENVIRONMENT HAS GREATER INFLUENCE ON ACHIEVEMENT THAN THE SCHOOL ENVIRONMENT

CHART  
72



PERCENTAGE OF TEACHERS AGREEING THAT THERE SHOULD BE DIFFERENT STREAMS OF COURSES IN LANGUAGE ARTS FOR HIGH SCHOOL STUDENTS

CHART  
73

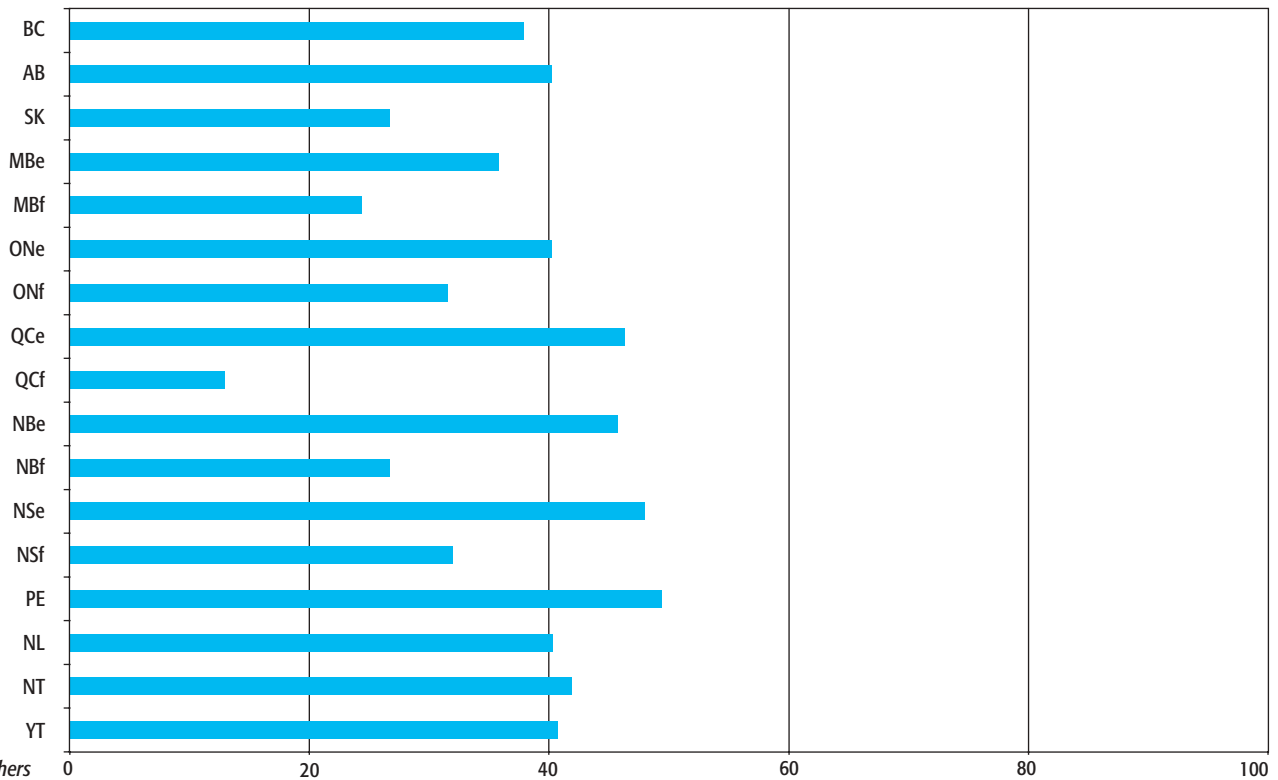


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Agree or strongly agree	86	95	78	90	72	96	78	85	66	97	83	90	41	89	96	96	90

PERCENTAGE OF TEACHERS WHOSE STUDENTS WRITE ESSAYS OR OTHER PIECES MORE THAN ONE PARAGRAPH IN LENGTH A FEW TIMES A WEEK OR MORE

CHART  
74

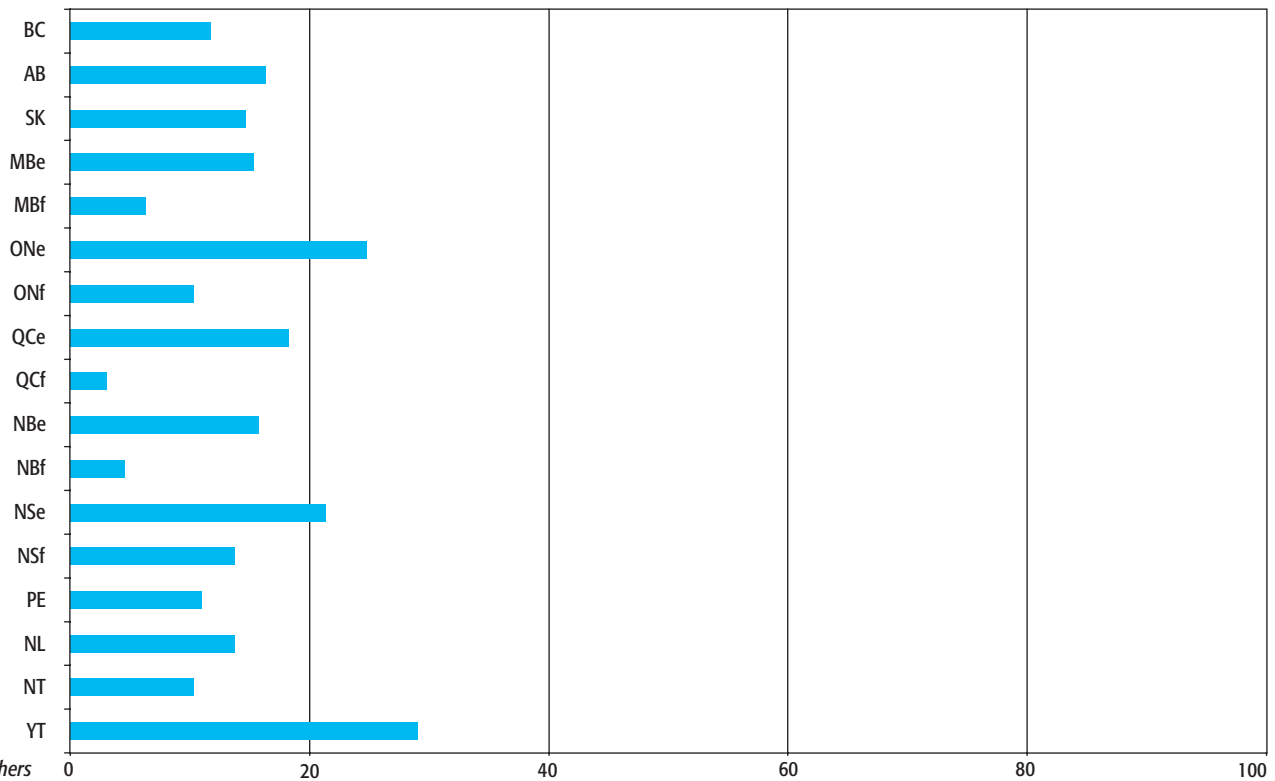


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	38	40	27	36	24	40	31	46	13	46	27	48	32	49	40	42	41

PERCENTAGE OF TEACHERS WHOSE STUDENTS WORK ON LONG-TERM WRITING PROJECTS A FEW TIMES A WEEK OR MORE

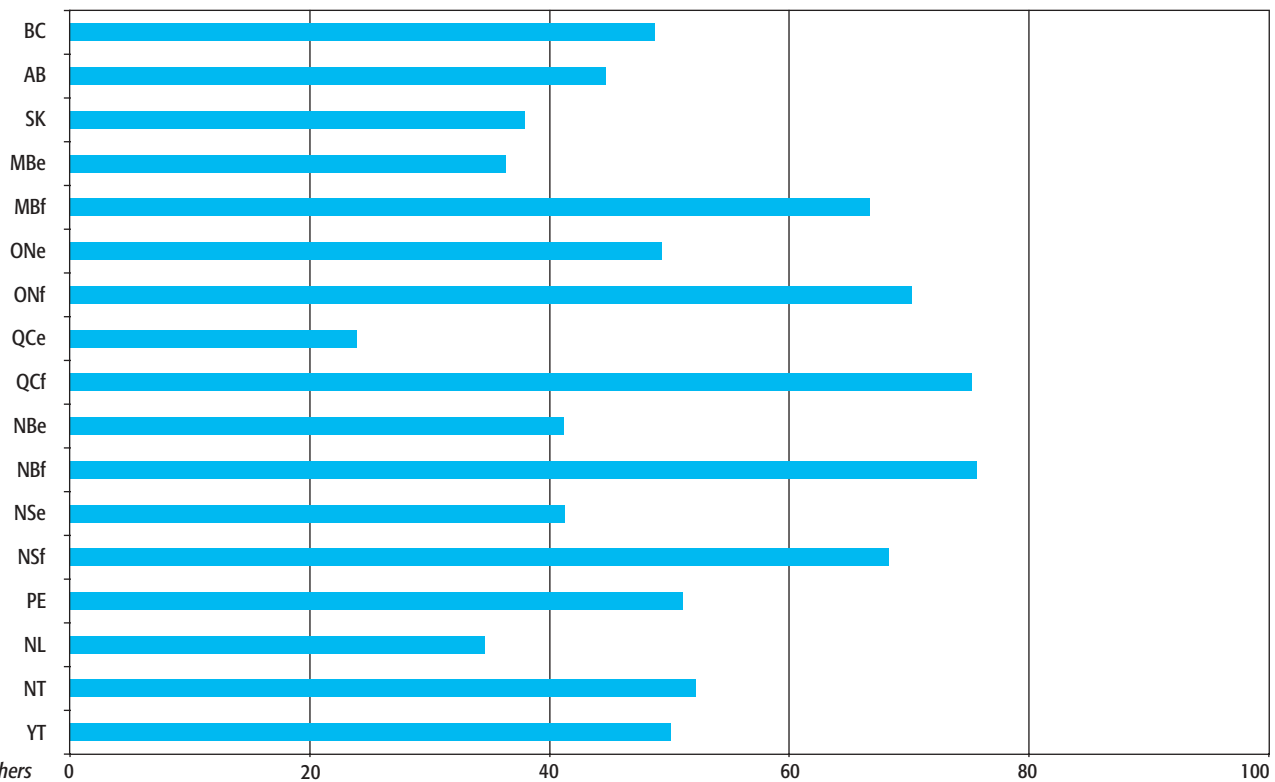
CHART  
75



Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Q Cf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	12	16	15	15	6	25	10	18	3	16	4	21	14	11	14	10	29

PERCENTAGE OF TEACHERS WHOSE STUDENTS WORK ON ASPECTS OF GRAMMAR AND SYNTAX A FEW TIMES A WEEK OR MORE

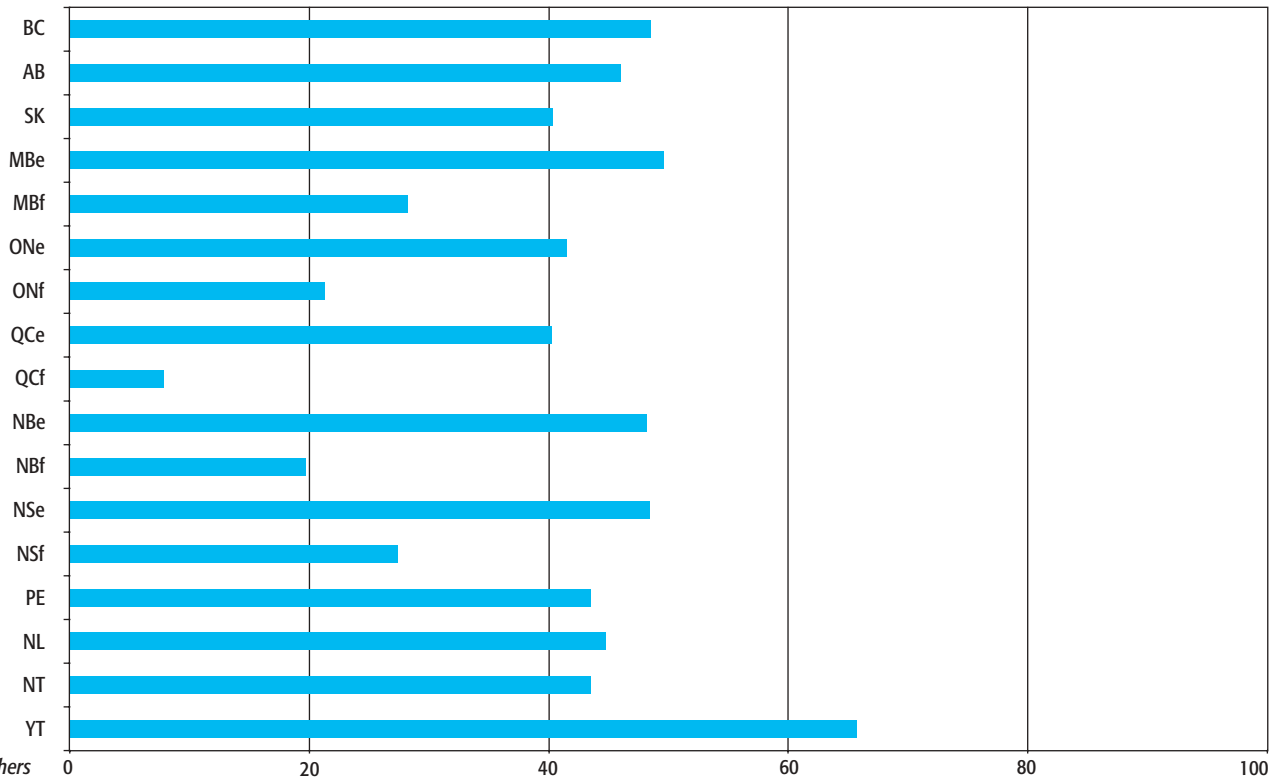
CHART  
76



Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Q Cf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	49	45	38	36	67	49	70	24	75	41	76	41	68	51	35	52	50

PERCENTAGE OF TEACHERS WHOSE STUDENTS HAVE A CHOICE OF TOPICS A FEW TIMES A WEEK OR MORE

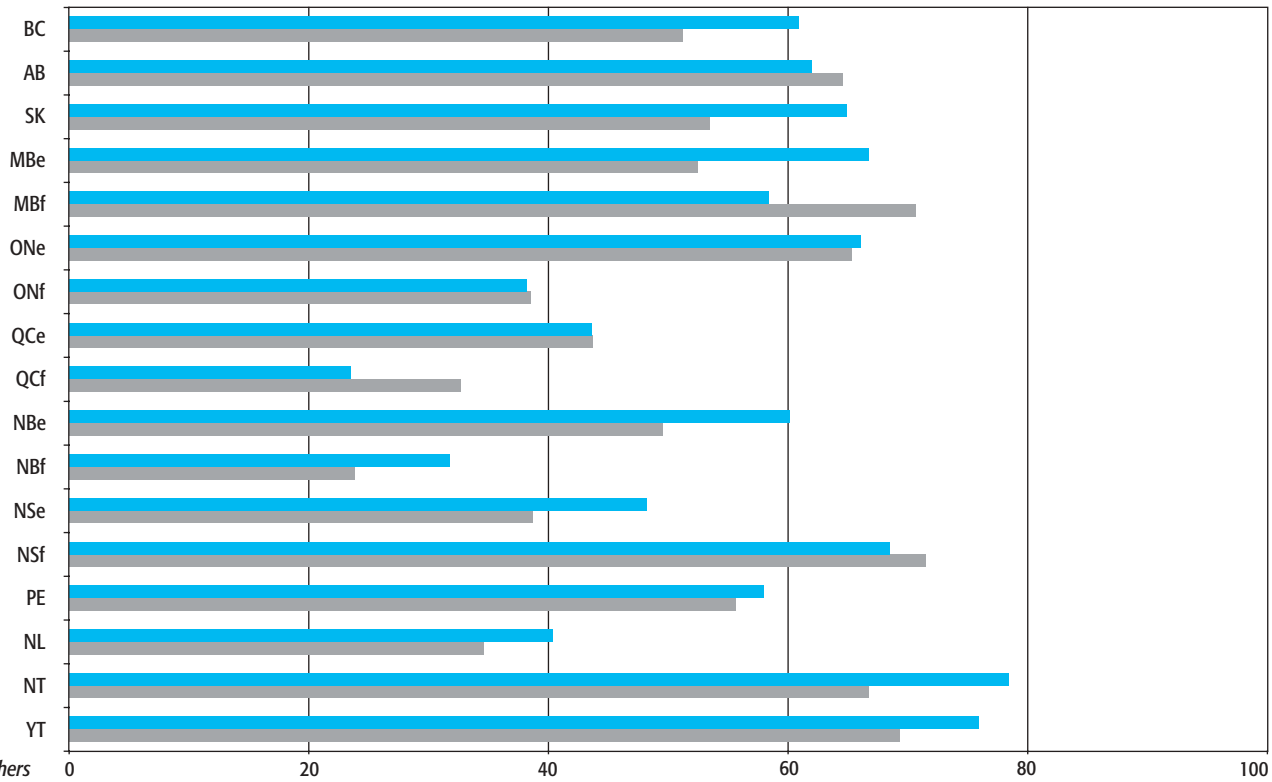
CHART  
77



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	48	46	40	50	28	41	21	40	8	48	20	48	27	43	45	43	66

PERCENTAGE OF TEACHERS REPORTING THAT WRITING IS TAUGHT IN SUBJECTS OTHER THAN LANGUAGE ARTS

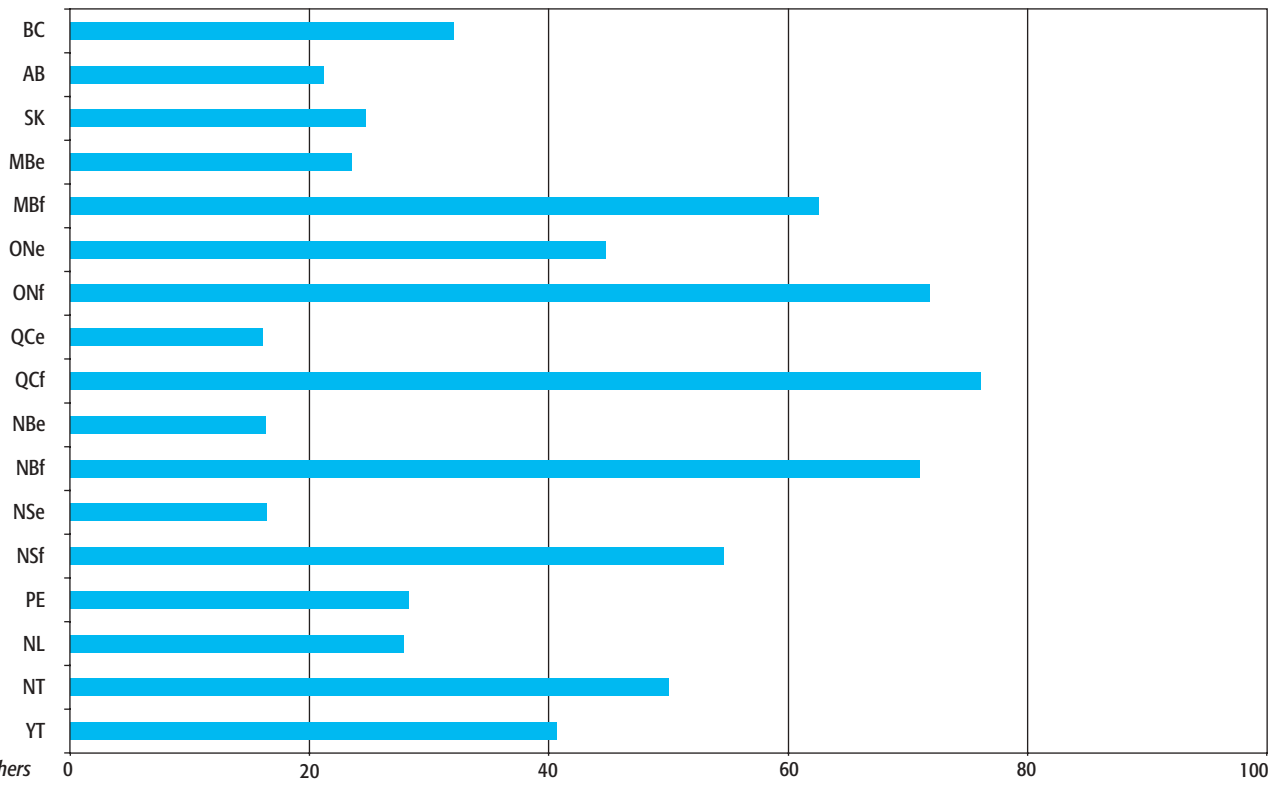
CHART  
78



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ 13-year-olds	61	62	65	67	58	66	38	44	23	60	32	48	68	58	40	78	76
■ 16-year-olds	51	64	53	52	71	65	38	44	33	49	24	39	71	56	35	67	69

PERCENTAGE OF TEACHERS WHOSE STUDENTS USE WORKBOOKS OR WORKSHEETS A FEW TIMES A WEEK OR MORE

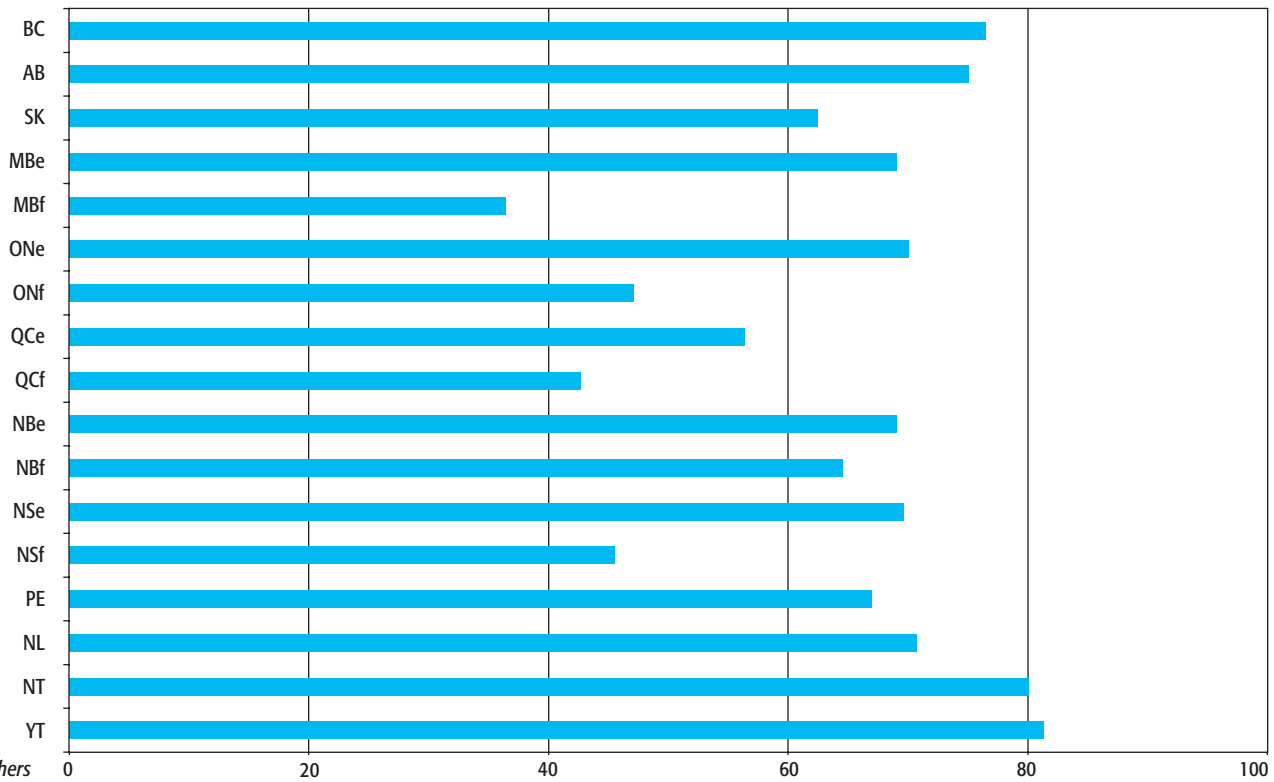
CHART  
79



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	32	21	25	24	63	45	72	16	76	16	71	16	55	28	28	50	41

PERCENTAGE OF TEACHERS WHO WORK WITH INDIVIDUAL STUDENTS A FEW TIMES A WEEK OR MORE

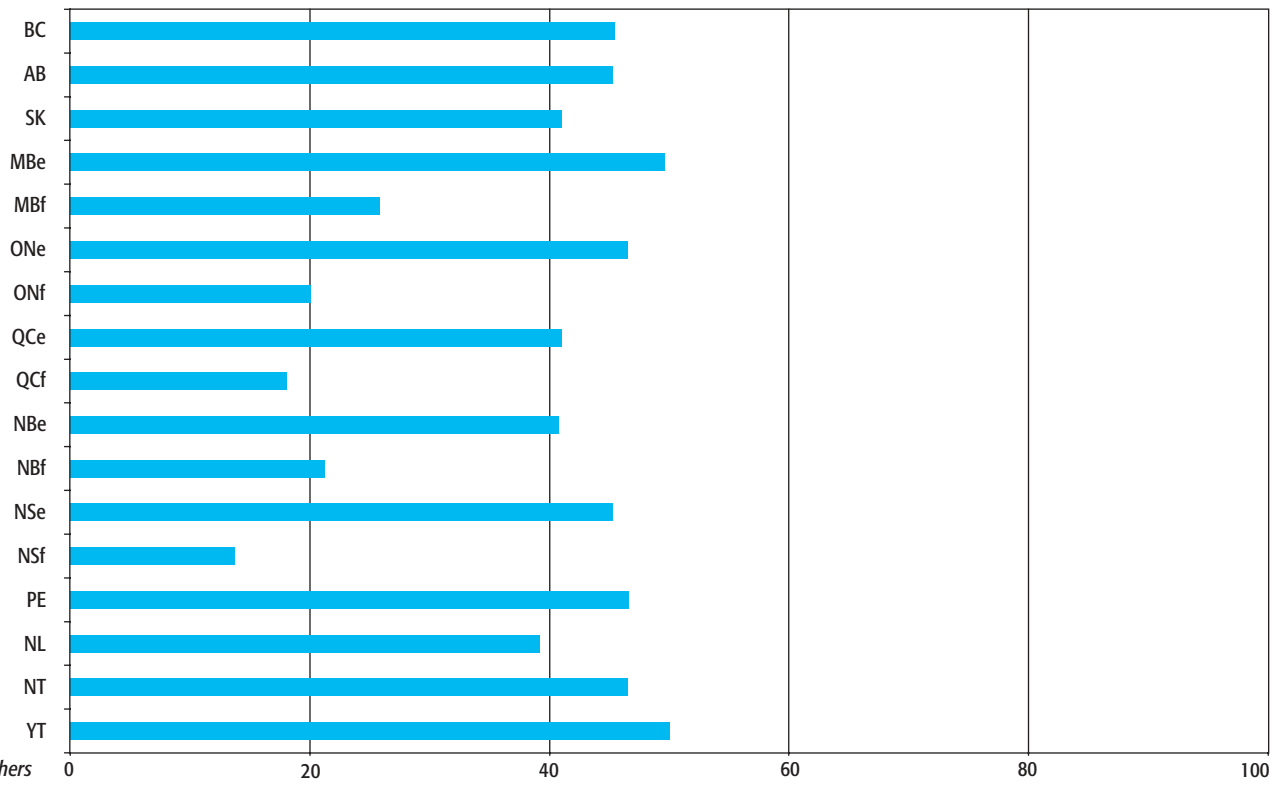
CHART  
80



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a week or more	76	75	62	69	36	70	47	56	43	69	65	70	45	67	71	80	81

PERCENTAGE OF TEACHERS WHO DISCUSS OR DO THINGS OTHER THAN THE TOPIC OF THE LESSON A FEW TIMES A WEEK OR MORE

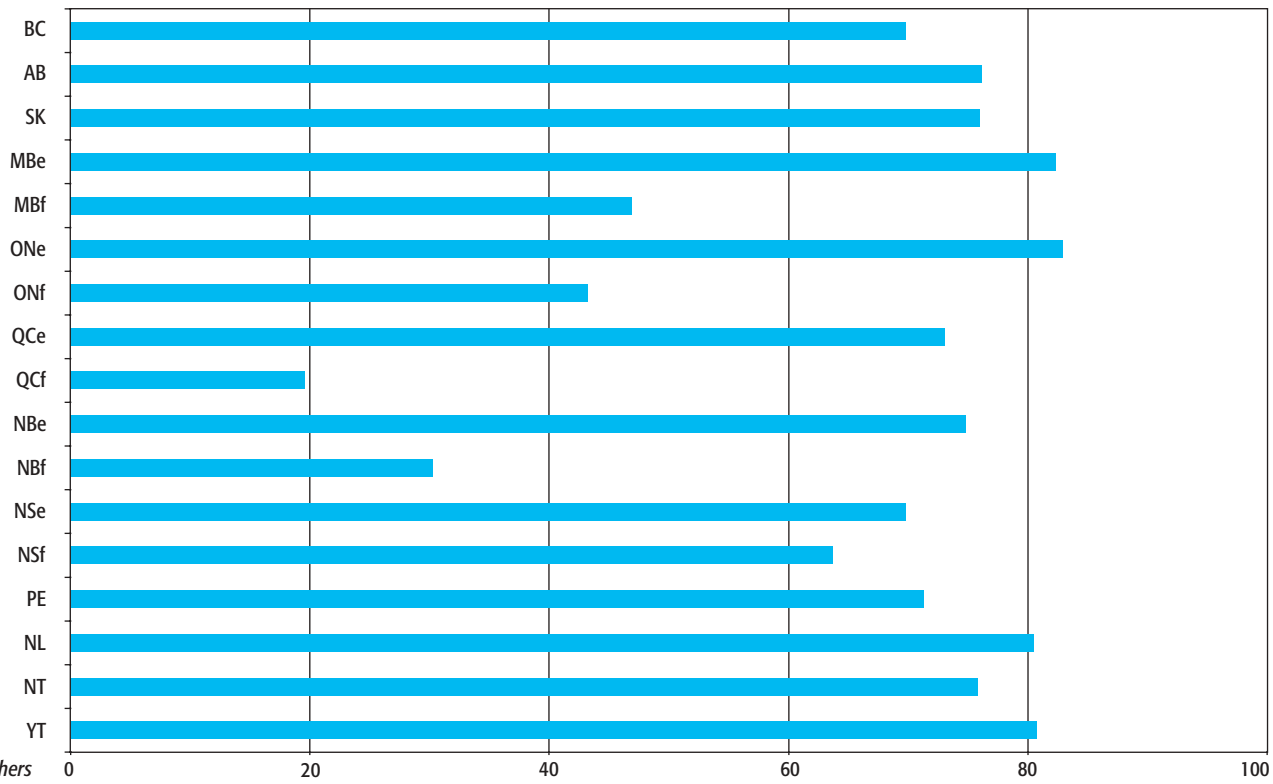
CHART  
81



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Qcf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	45	45	41	50	26	46	20	41	18	41	21	45	14	47	39	46	50

PERCENTAGE OF TEACHERS WHO EXPECT STUDENTS TO WRITE IN A DIARY OR JOURNAL A FEW TIMES A MONTH OR MORE

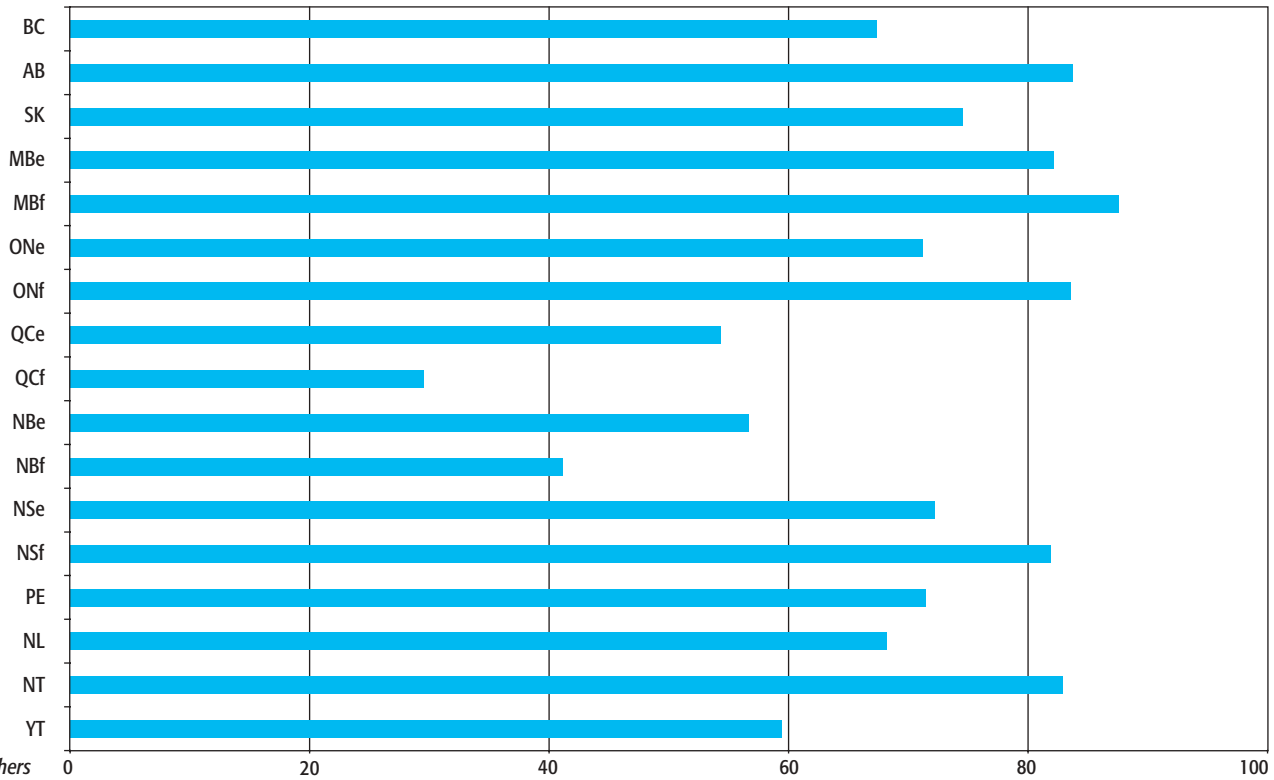
CHART  
82



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	Qcf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a month or more	70	76	76	82	47	83	43	73	20	75	30	70	64	71	80	76	81

**PERCENTAGE OF TEACHERS REPORTING THAT COMPUTERS FOR WORD PROCESSING ARE USED IN LANGUAGE ARTS CLASSES A FEW TIMES A MONTH OR MORE**

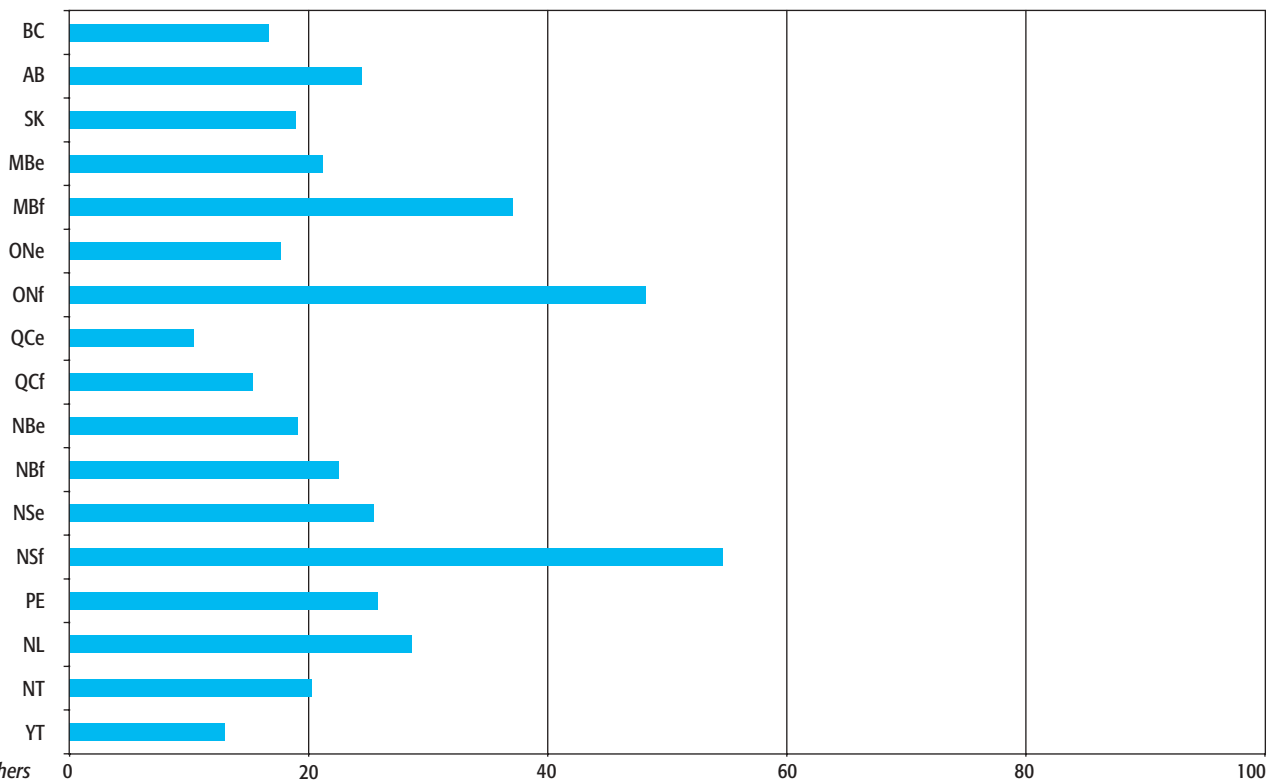
**CHART**  
**83**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a month or more	67	84	74	82	88	71	84	54	29	57	41	72	82	71	68	83	59

**PERCENTAGE OF TEACHERS WHO USE INSTRUCTIONAL SOFTWARE A FEW TIMES A MONTH OR MORE**

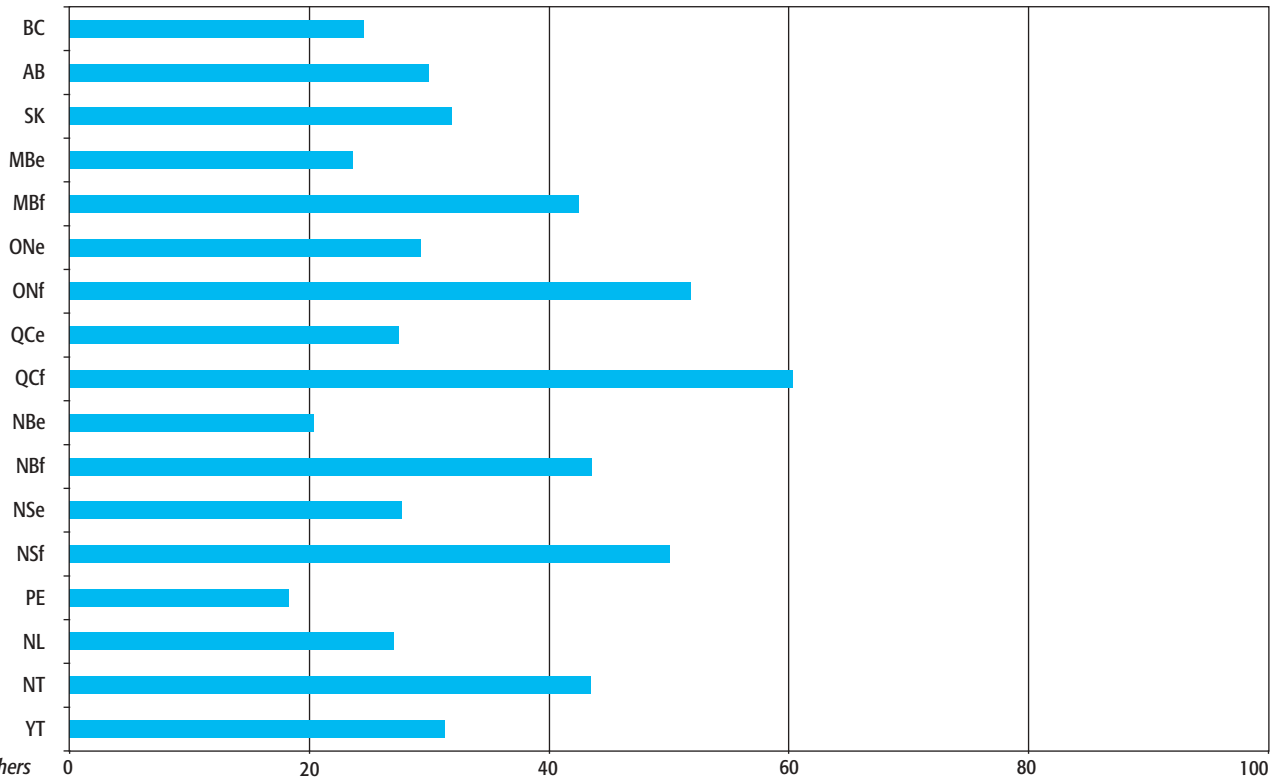
**CHART**  
**84**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
A few times a month or more	17	24	19	21	37	18	48	10	15	19	22	25	55	26	29	20	13

PERCENTAGE OF TEACHERS ASKING QUESTIONS OF RETICENT STUDENTS TO HELP IMPROVE THEIR PARTICIPATION SEVERAL TIMES A CLASS OR MORE

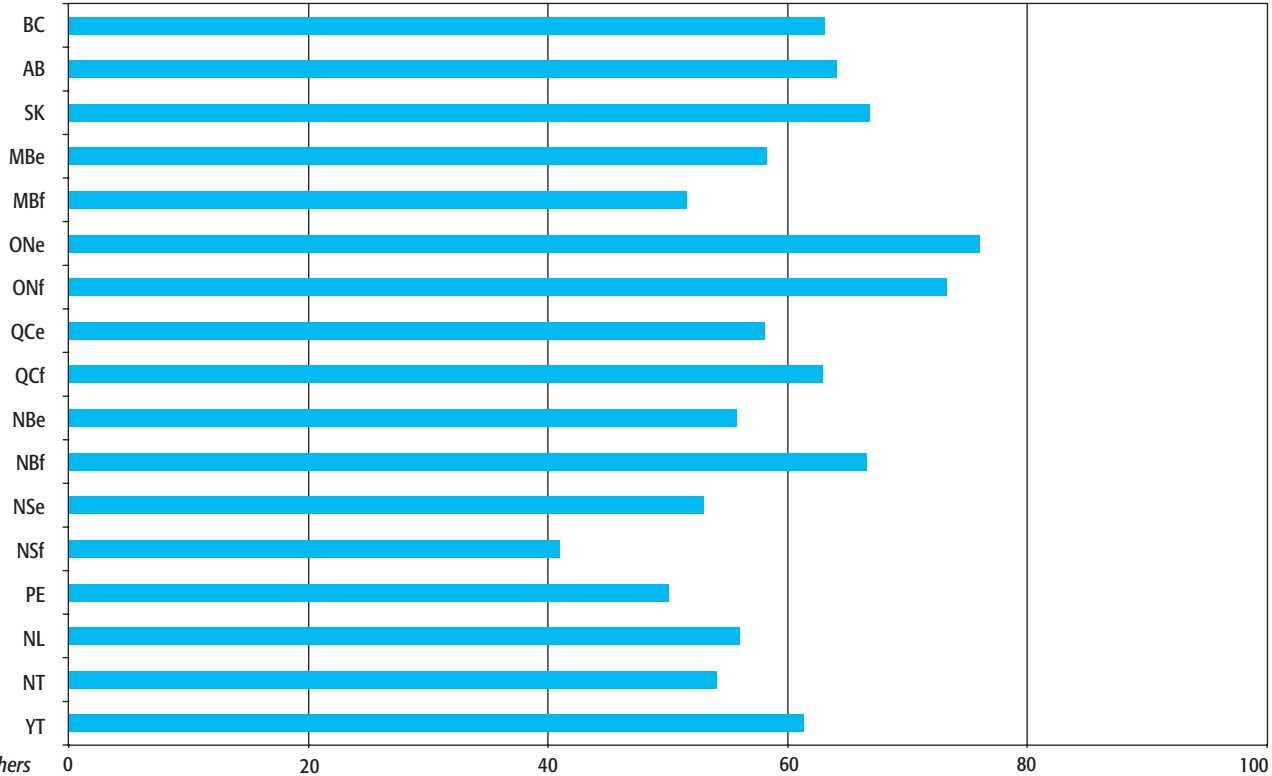
CHART  
85



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Several times a class or more	24	30	32	24	42	29	52	27	60	20	44	28	50	18	27	43	31

PERCENTAGE OF TEACHERS ASKING QUESTIONS REQUIRING MORE ELABORATED RESPONSES (E.G., A FEW SENTENCES) SEVERAL TIMES A CLASS OR MORE

CHART  
86

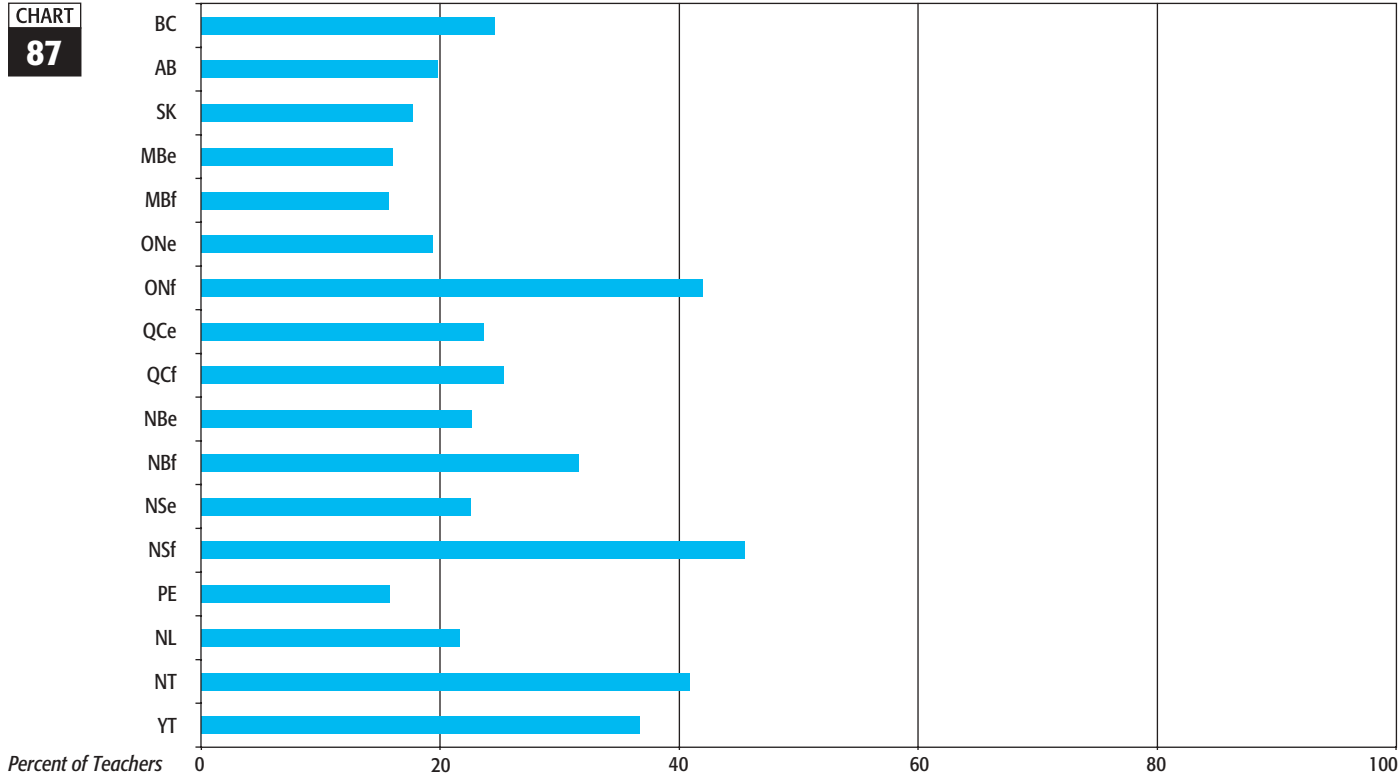


	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Several times a class or more	63	64	67	58	52	76	73	58	63	56	67	53	41	50	56	54	61



PERCENTAGE OF TEACHERS REPORTING THAT DIFFERENCES IN STUDENTS' BACKGROUNDS LIMIT OR RESTRICT HOW THEY TEACH LANGUAGE ARTS CLASSES

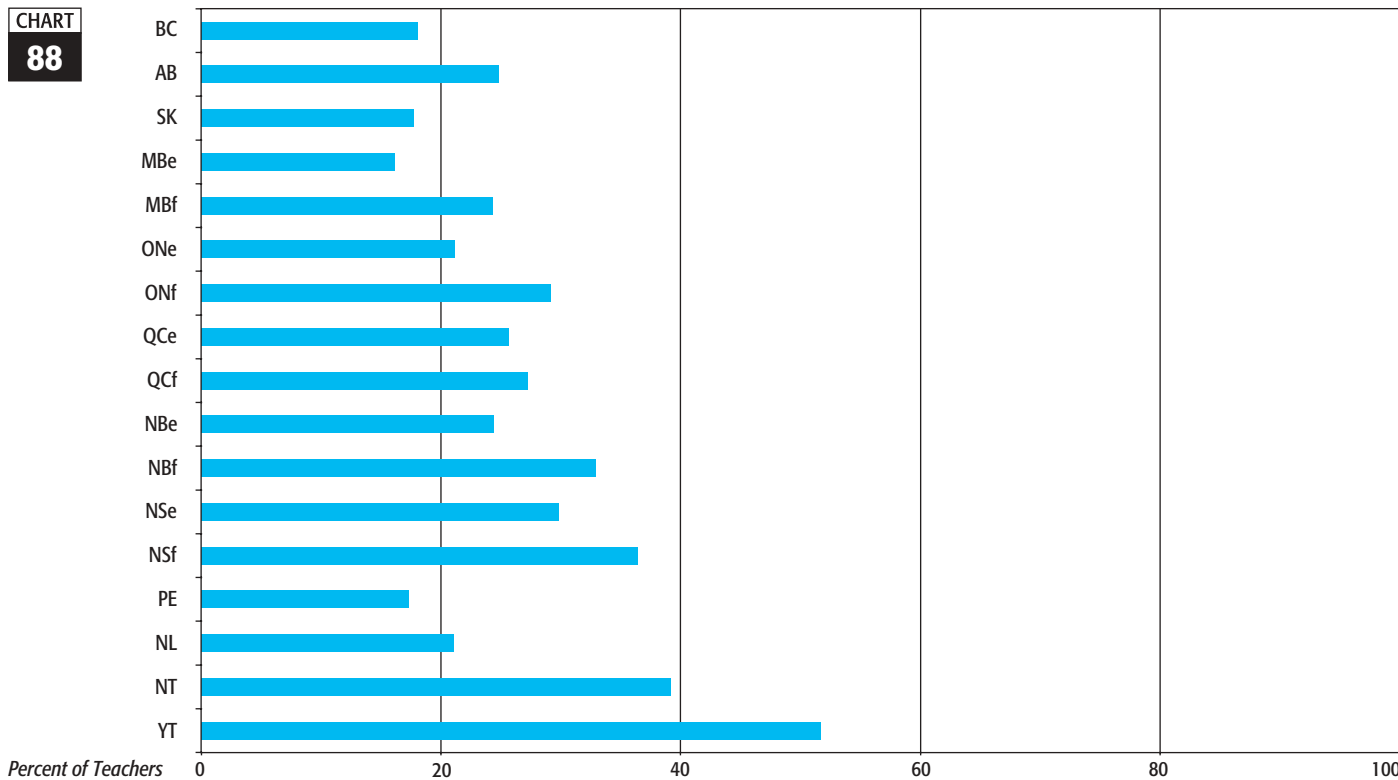
CHART 87



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Quite a lot or a great deal	25	20	18	16	16	19	42	24	25	23	32	23	45	16	22	41	37

PERCENTAGE OF TEACHERS REPORTING THAT THE PRESENCE OF STUDENTS WITH SPECIAL NEEDS LIMITS OR RESTRICTS HOW THEY TEACH

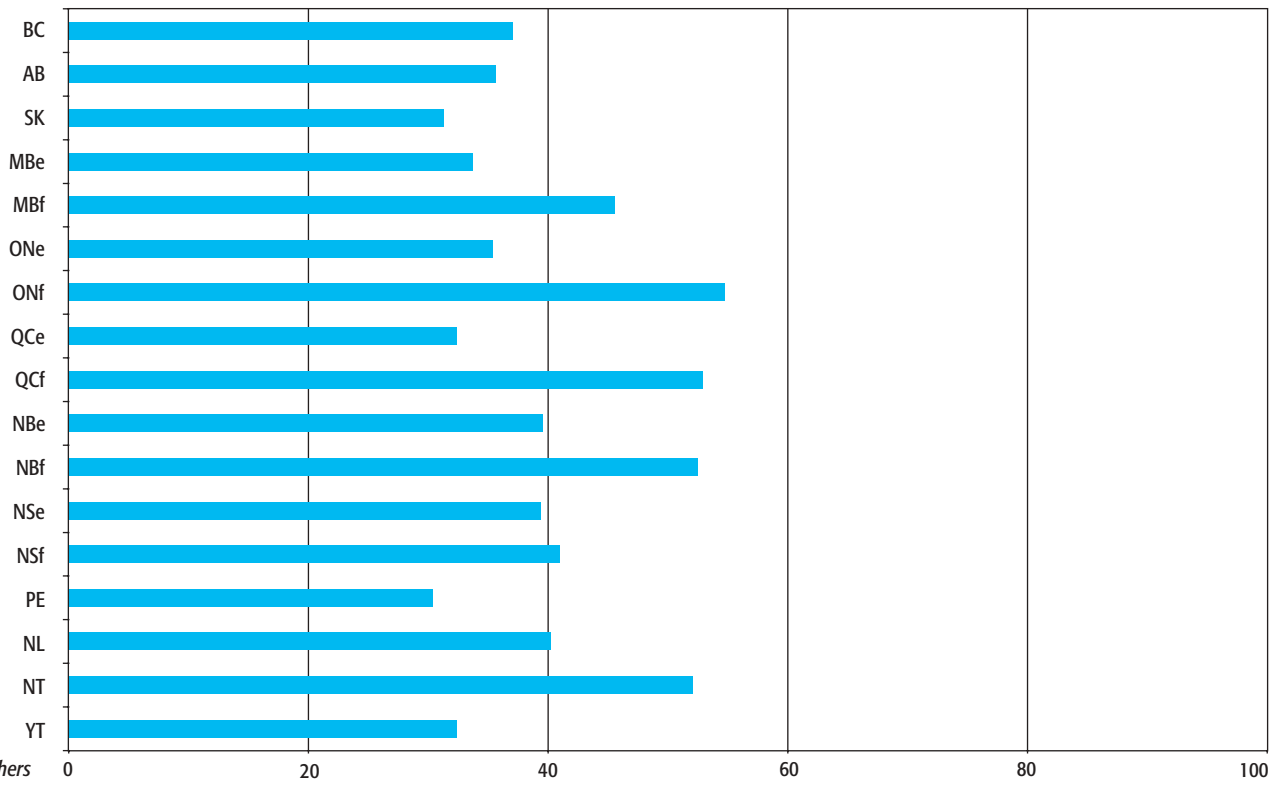
CHART 88



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Quite a lot or a great deal	18	25	18	16	24	21	29	26	27	24	33	30	36	17	21	39	52

PERCENTAGE OF TEACHERS REPORTING THAT UNINTERESTED STUDENTS LIMIT OR RESTRICT HOW THEY TEACH LANGUAGE ARTS CLASSES

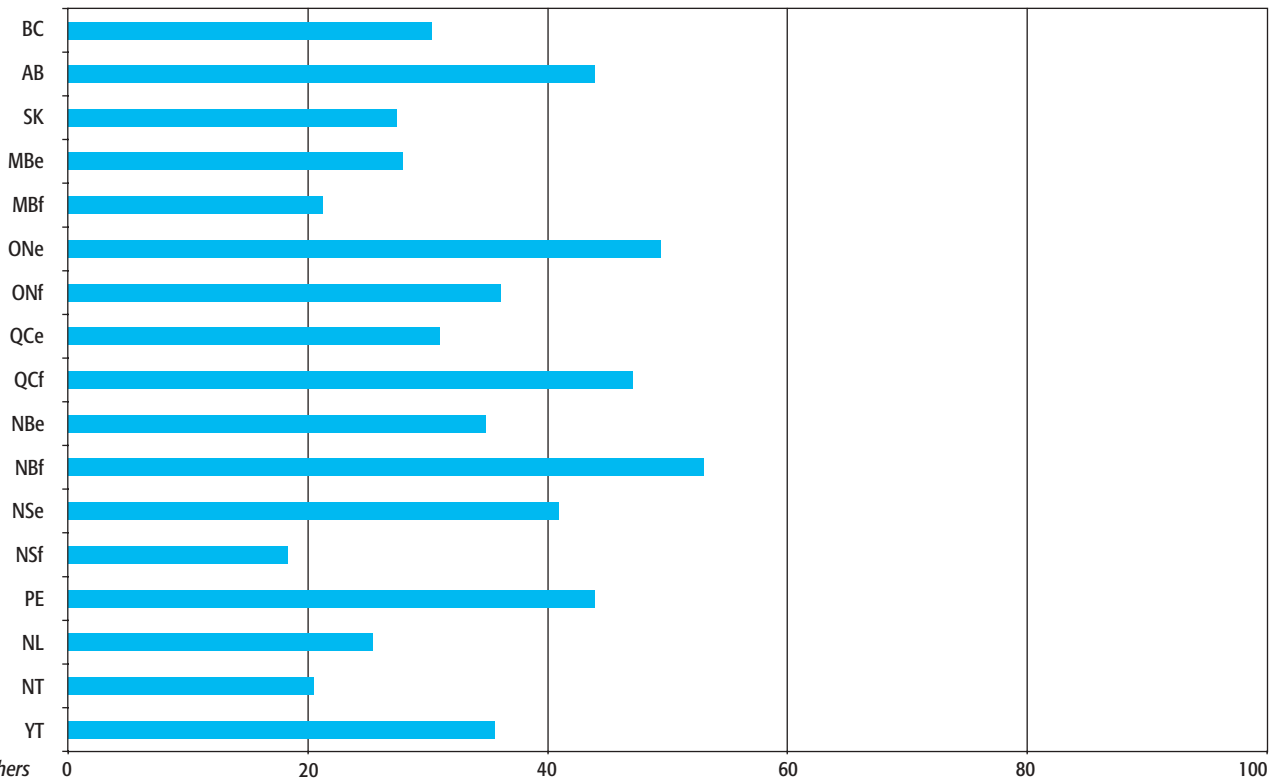
CHART  
89



Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Quite a lot or a great deal	37	36	31	34	45	35	55	32	53	39	52	39	41	30	40	52	32

PERCENTAGE OF TEACHERS REPORTING THAT LARGE CLASS SIZES LIMIT OR RESTRICT HOW THEY TEACH LANGUAGE ARTS CLASSES

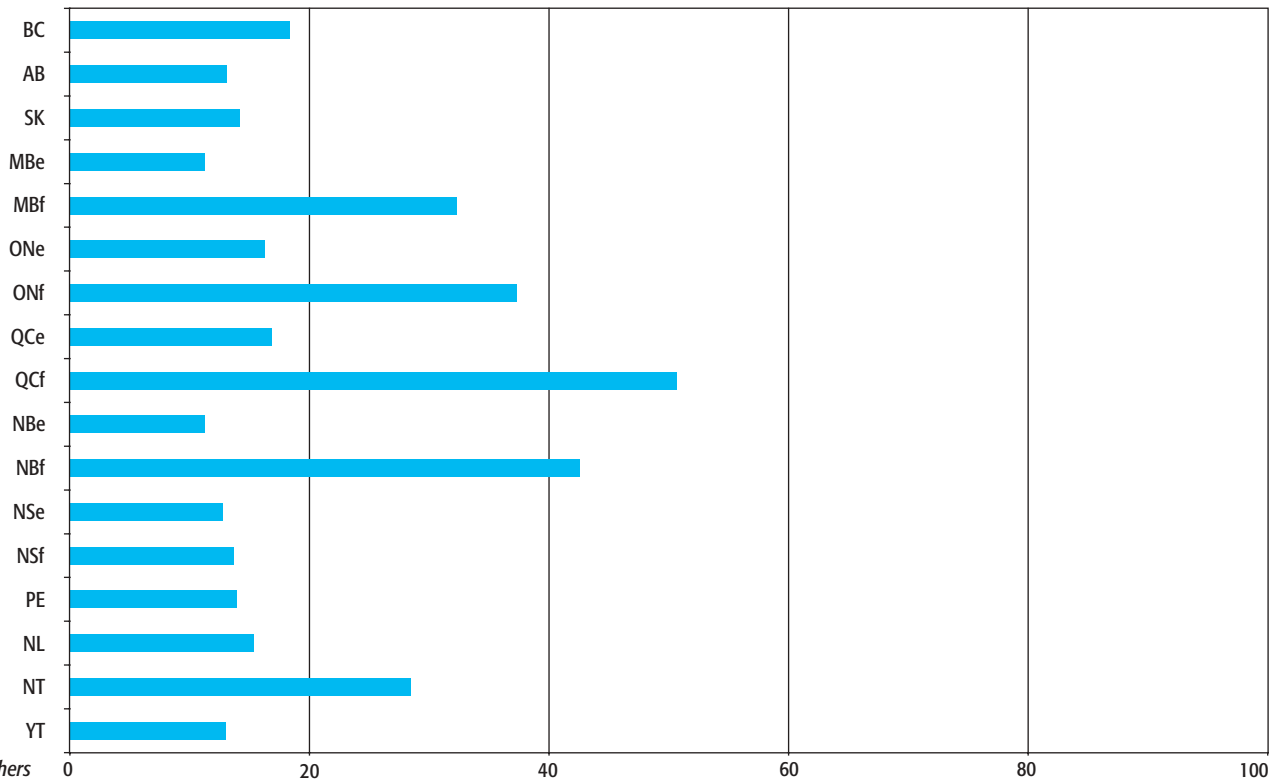
CHART  
90



Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Quite a lot or a great deal	30	44	27	28	21	49	36	31	47	35	53	41	18	44	25	20	35

PERCENTAGE OF TEACHERS REPORTING THAT LOW MORALE IN THE SCHOOL LIMITS OR RESTRICTS HOW THEY TEACH LANGUAGE ARTS

CHART  
91

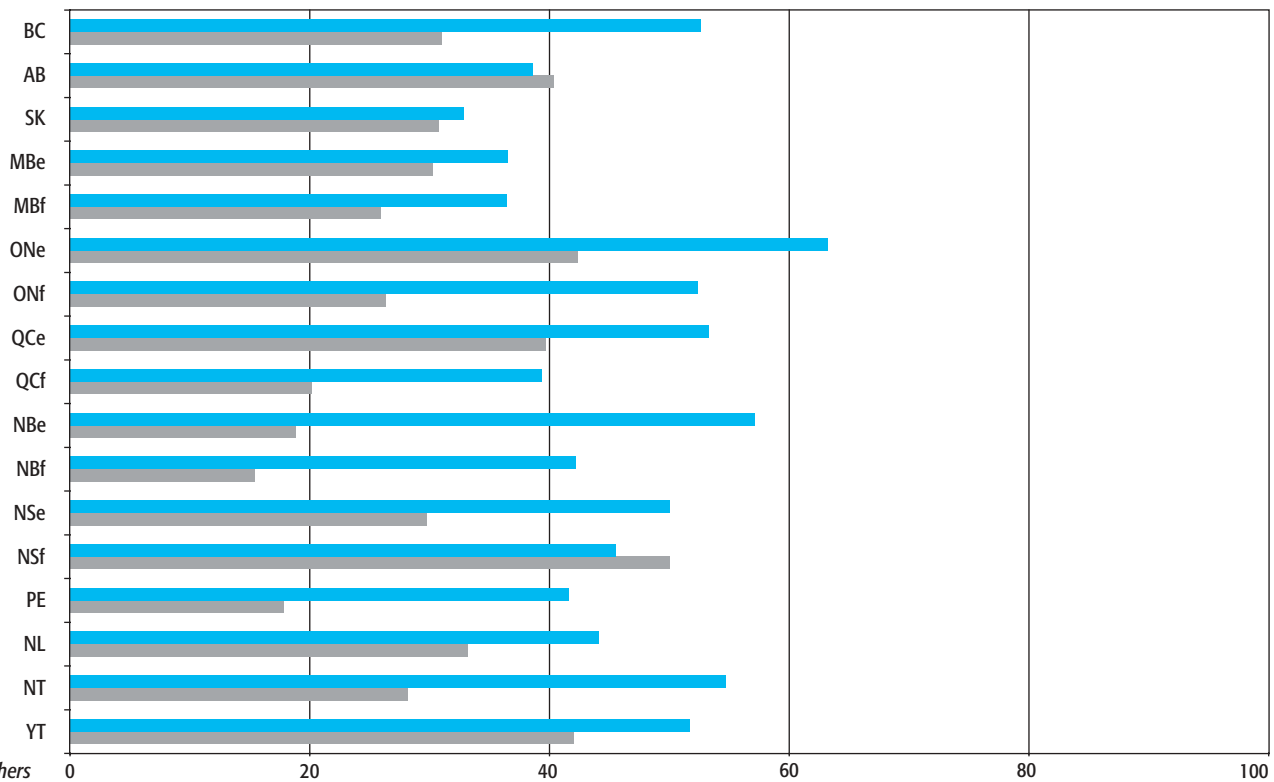


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Quite a lot or a great deal	18	13	14	11	32	16	37	17	51	11	43	13	14	14	15	28	13

PERCENTAGE OF TEACHERS WHO ASSIGN HOMEWORK IN LANGUAGE ARTS CLASSES 3 OR 4 TIMES A WEEK OR MORE AND 30 MINUTES OR MORE

CHART  
92

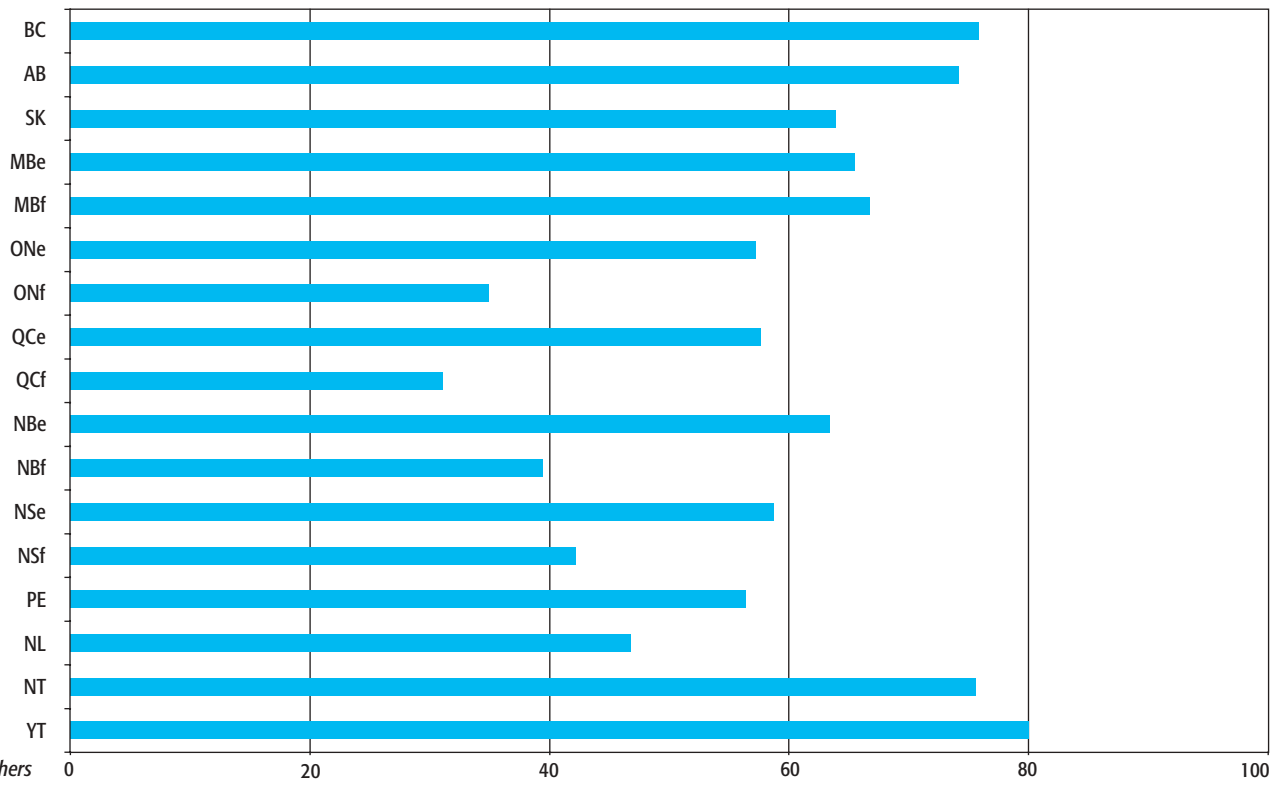


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
3 or 4 times a week or more	53	39	33	36	36	63	52	53	39	57	42	50	45	41	44	55	52
30 minutes or more	31	40	31	30	26	42	26	40	20	19	15	30	50	18	33	28	42

PERCENTAGE OF TEACHERS WHO COLLECT, MARK, AND RETURN WRITING ASSIGNMENTS TO STUDENTS A FEW TIMES A WEEK OR MORE

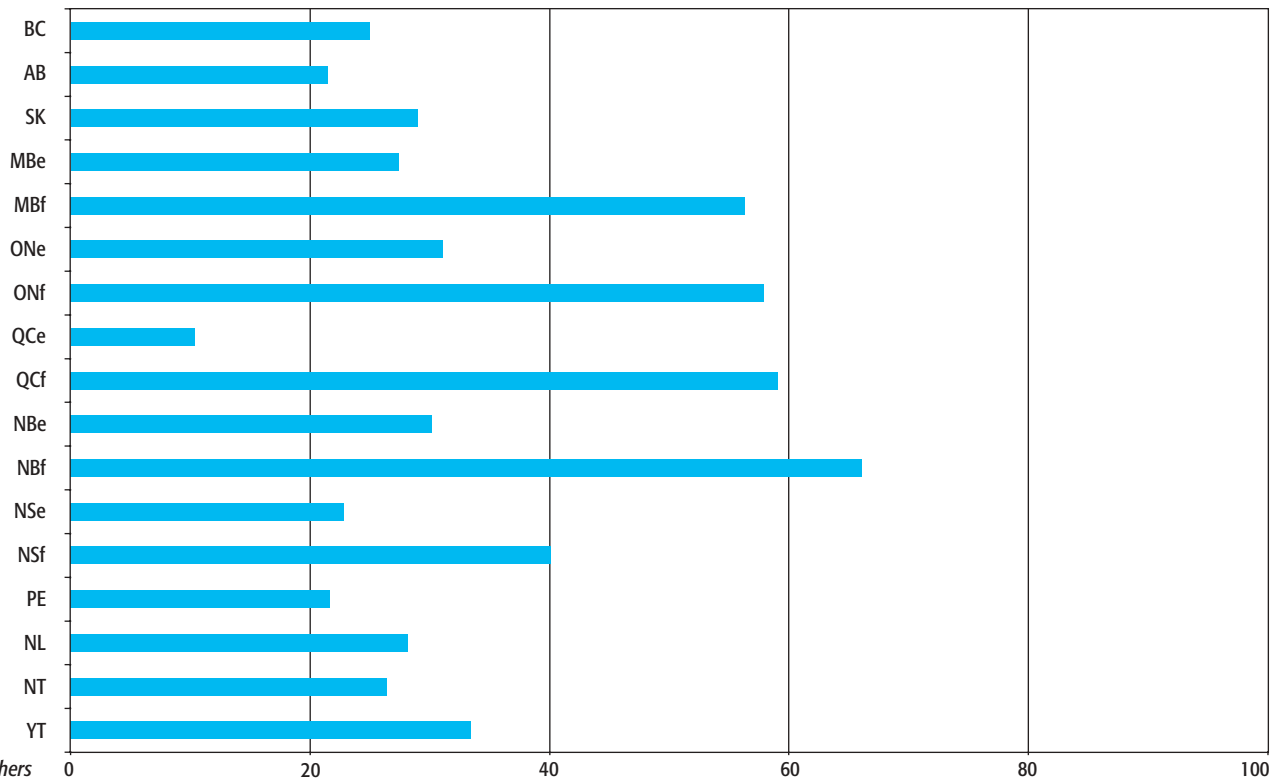
CHART  
93



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QcF	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	76	74	64	65	67	57	35	58	31	63	39	59	42	56	47	76	80

PERCENTAGE OF TEACHERS WHO HAVE STUDENTS MARK THEIR OWN HOMEWORK IN CLASS A FEW TIMES A WEEK OR MORE

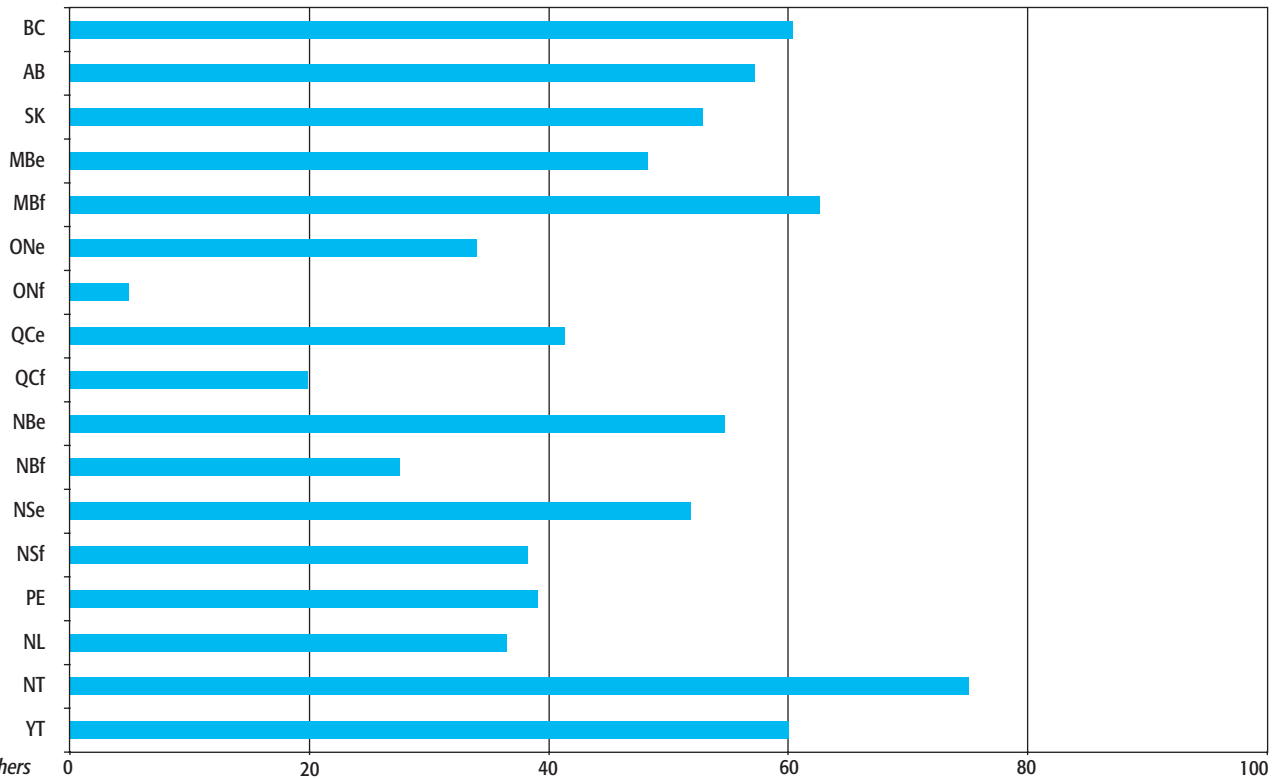
CHART  
94



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QcF	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	25	21	29	27	56	31	58	10	59	30	66	23	40	22	28	26	33

PERCENTAGE OF TEACHERS USING HOMEWORK TO CONTRIBUTE TOWARD STUDENTS' GRADES OR MARKS A FEW TIMES A WEEK OR MORE

CHART  
95

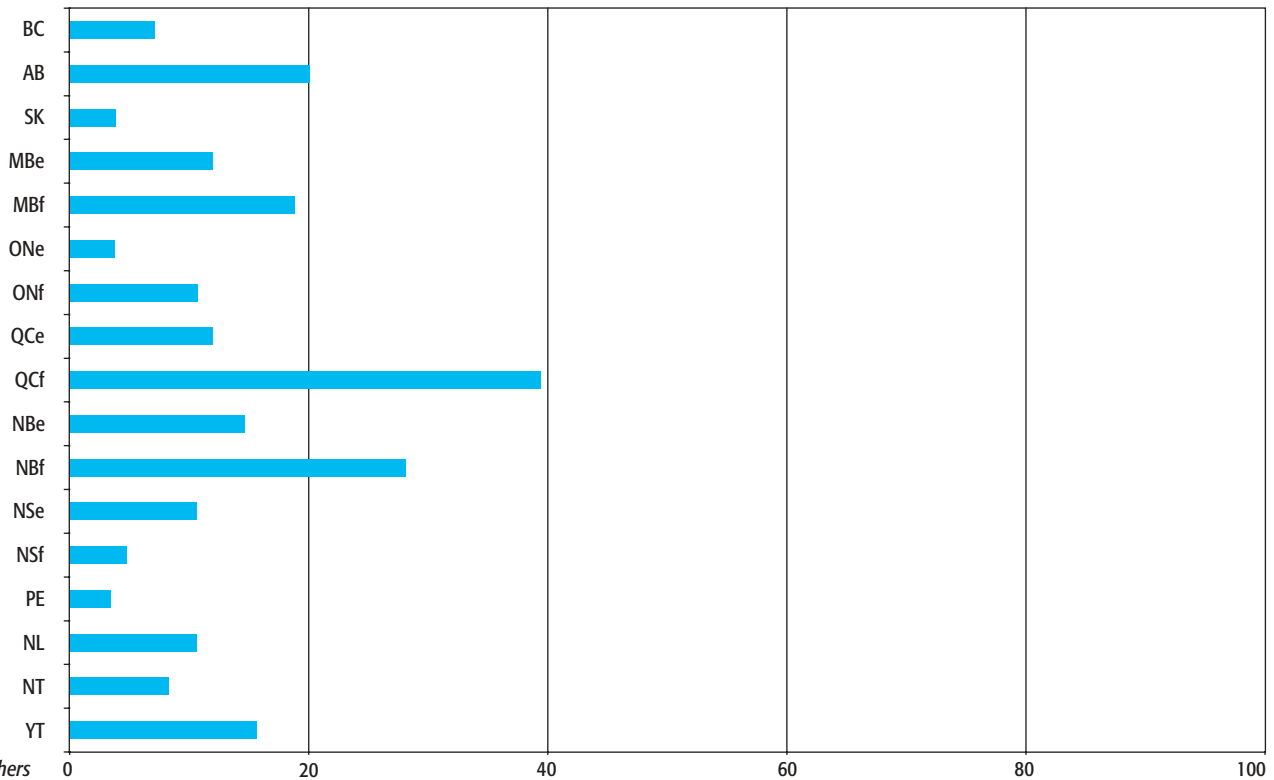


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ A few times a week or more	60	57	53	48	63	34	5	41	20	55	27	52	38	39	36	75	60

PERCENTAGE OF TEACHERS GIVING QUITE A LOT OR A GREAT DEAL OF WEIGHT TO STANDARDIZED TESTS PRODUCED OUTSIDE THE SCHOOL

CHART  
96

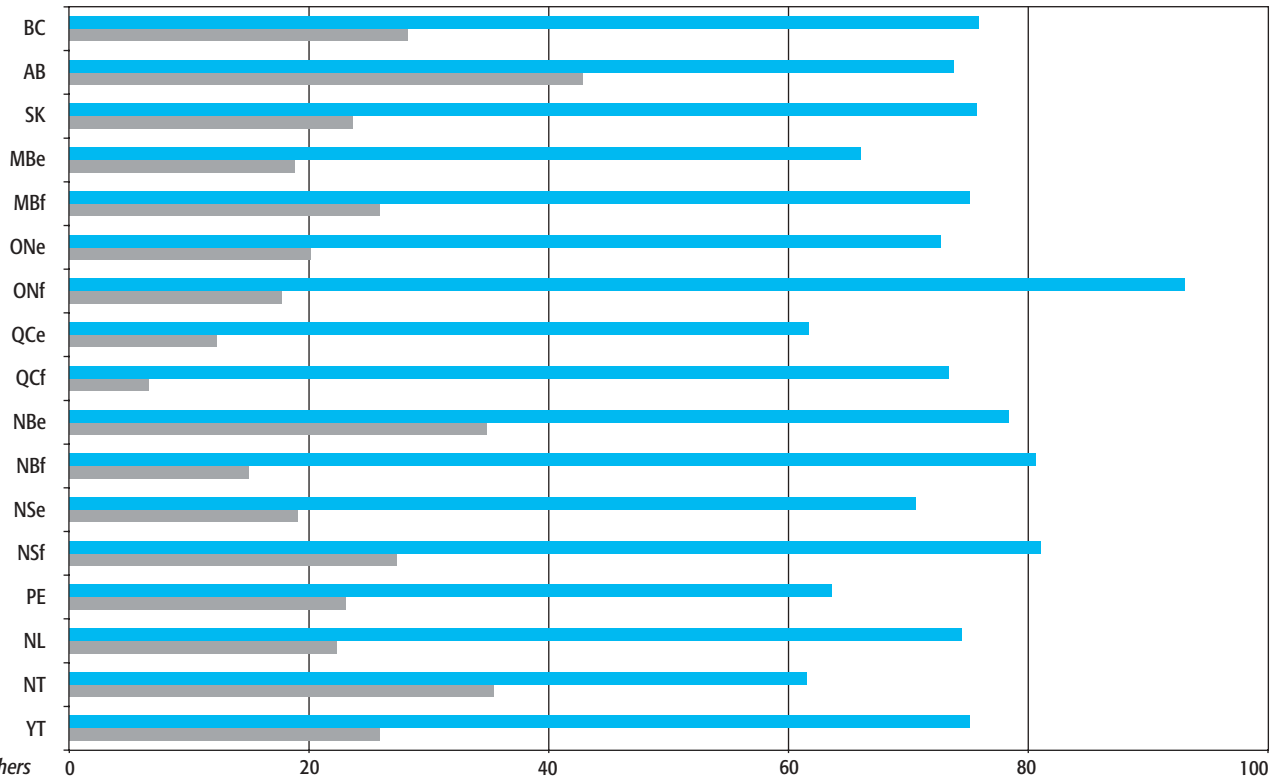


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Quite a lot or a great deal	7	20	4	12	19	4	11	12	39	15	28	11	5	3	11	8	16

PERCENTAGE OF TEACHERS GIVING QUITE A LOT OR A GREAT DEAL OF WEIGHT TO TEACHER-MADE SHORT ANSWER OR ESSAY TESTS AND MULTIPLE CHOICE OR SIMILAR

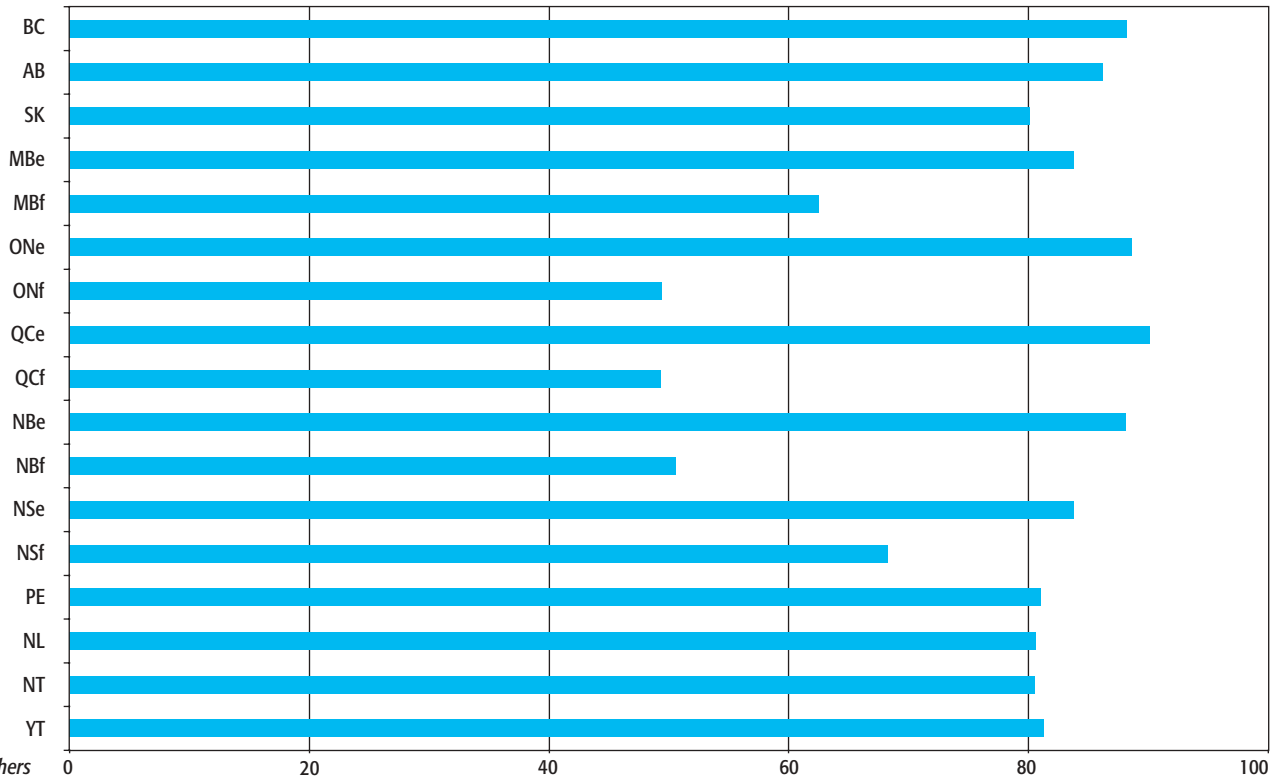
CHART  
97



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Short answer or essay	76	74	76	66	75	73	93	62	73	78	81	71	81	64	74	61	75
■ Multiple choice or similar	28	43	24	19	26	20	18	12	7	35	15	19	27	23	22	35	26

PERCENTAGE OF TEACHERS GIVING QUITE A LOT OR A GREAT DEAL OF WEIGHT TO EXAMPLES OF THE STUDENT'S OWN WRITING

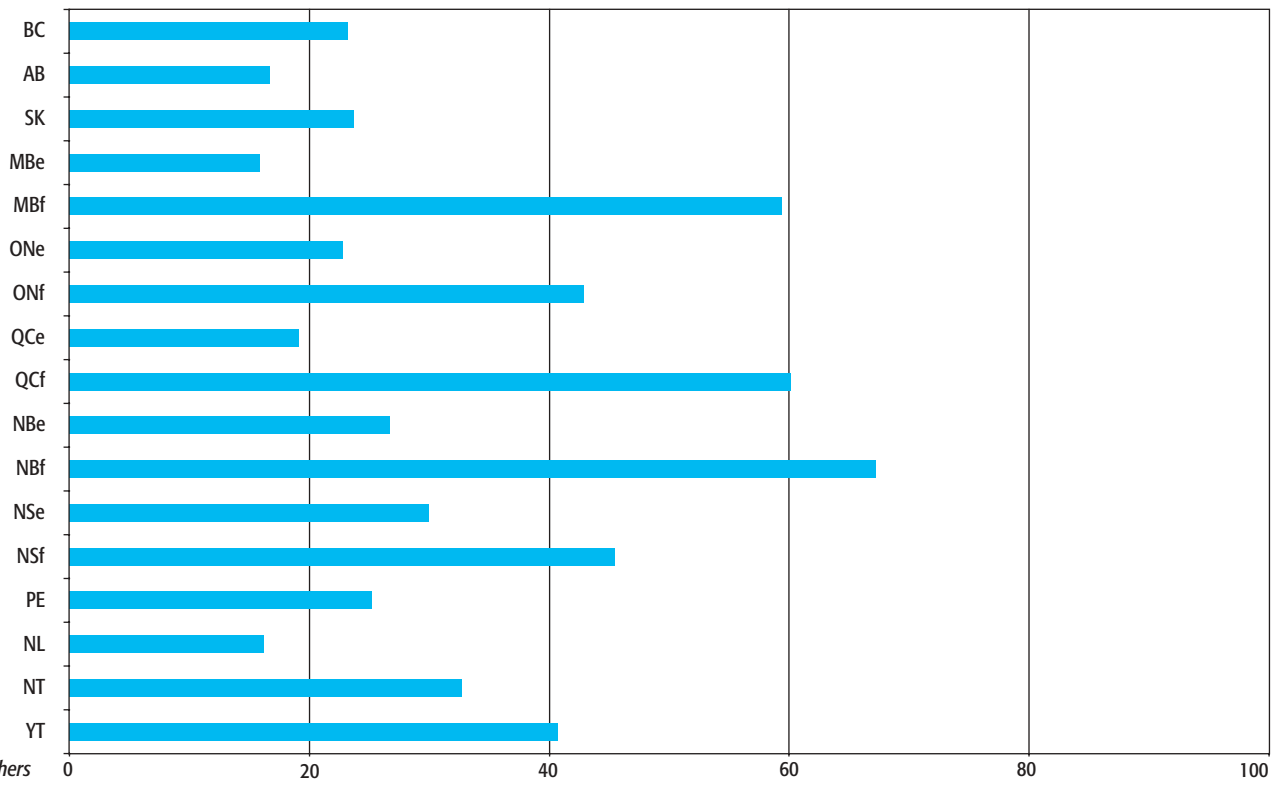
CHART  
98



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Quite a lot or a great deal	88	86	80	84	63	89	49	90	49	88	51	84	68	81	81	80	81

PERCENTAGE OF TEACHERS GIVING QUITE A LOT OR A GREAT DEAL OF WEIGHT TO ATTENDANCE IN CLASS

CHART  
99

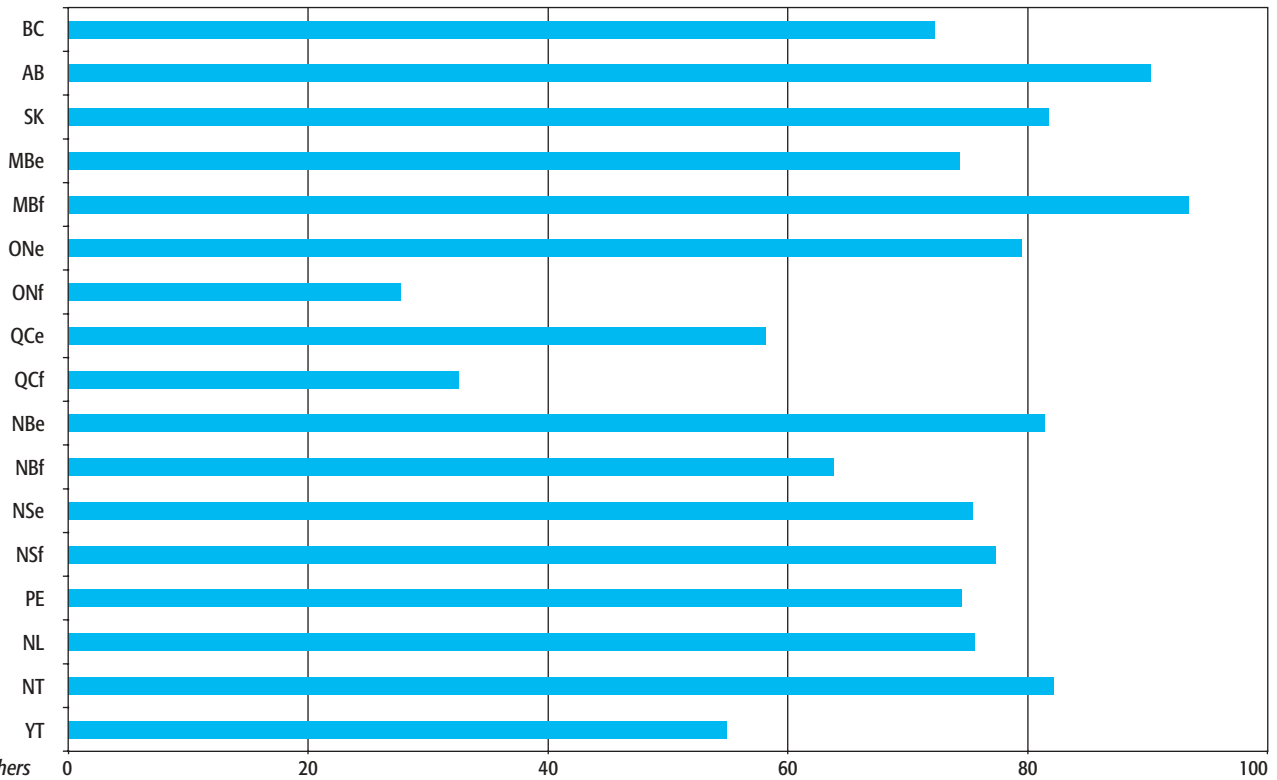


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Quite a lot or a great deal	23	17	24	16	59	23	43	19	60	27	67	30	45	25	16	33	41

PERCENTAGE OF TEACHERS USING TEN OR MORE DIFFERENT SCORES OR GRADES IN COMPUTING FINAL MARKS

CHART  
100

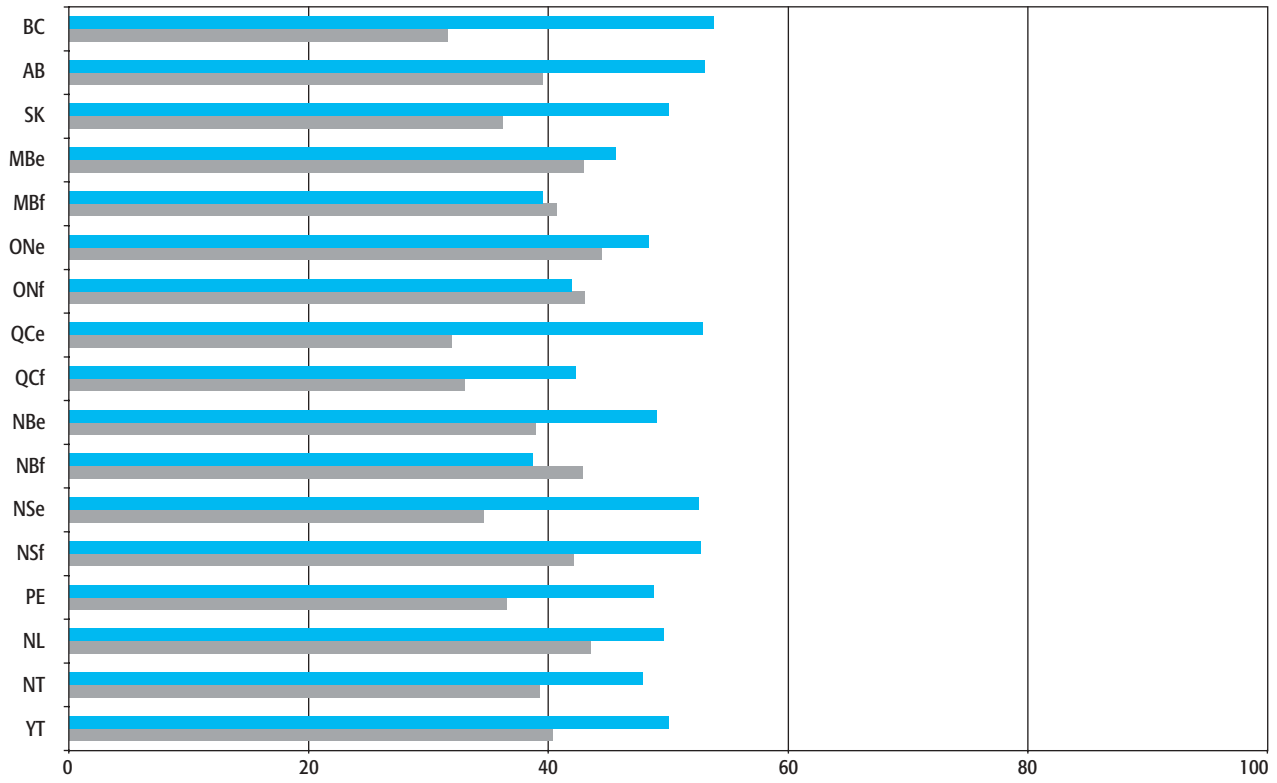


Percent of Teachers

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ Ten or more	72	90	82	74	93	80	28	58	33	81	64	75	77	74	76	82	55

## MEAN OPPORTUNITY TO LEARN: 13-YEAR-OLDS

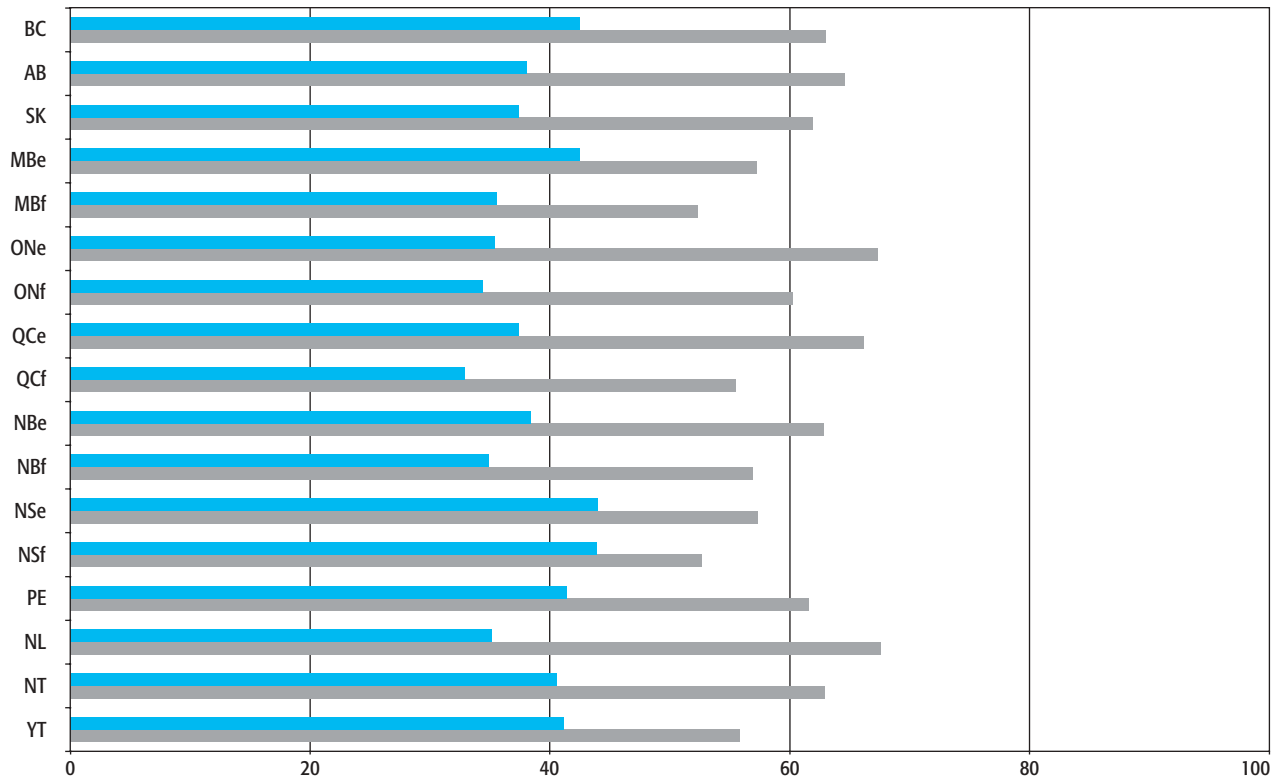
CHART  
101



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ This year	54	53	50	46	39	48	42	53	42	49	39	52	53	49	50	48	50
■ Previous years	32	29	36	43	41	44	43	32	33	39	43	35	42	36	43	39	40

## MEAN OPPORTUNITY TO LEARN: 16-YEAR-OLDS

CHART  
102



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
■ This year	42	38	37	42	36	35	34	37	33	38	35	44	44	41	35	40	41
■ Previous years	63	65	62	57	52	67	60	66	55	63	57	57	53	62	68	63	56



## Note on Confidence Intervals

The confidence intervals given in these charts are based on a “finite population adjustment” used when the samples are selected from relatively small populations. This results in narrower confidence intervals than would be found for the same sample sizes selected from large populations. The width of the confidence interval thus reflects both sample and population size. Confidence intervals for the school data are much wider than those for student data because both sample and population sizes are smaller. The confidence interval is zero for the Northwest Territories because all schools in this population were sampled. Confidence intervals could not be computed for questions with age breakdowns because separate school weights were not available by age. Confidence intervals are also not given for charts with medians or modes as values.

The school questionnaire was completed by the principal. It contained 33 items covering school demographics and student characteristics, policies on matters such as school improvement, collaboration, student evaluation, homework, absenteeism, locus of decision making and sources of influence on the school, factors limiting the school’s capacity to provide instruction, computers and their use, course organization, streaming, remediation, and enrichment. The questionnaire also asked principals for their opinions on a range of issues related to factors affecting student learning, school spirit and morale, and support for the school.

## School Demographics

Principals were asked to describe the type of community in which their school was located by selecting from one of six categories.

**Chart 103** shows the results for the two smallest types (rural, small town) and the two largest types (medium or large city). As expected, a general East-Central-West division is apparent here, with many more schools in the East (and North) located in rural or small-town areas than in the Central or Western jurisdictions, while in Ontario and Quebec, there are fewer rural/small town-schools than in other provinces, either Eastern or Western.

**Chart 104** shows the percentage of schools with fewer than 100 or more than 500 students. Generally speaking, school size tends

to follow population size and the urban/rural distribution. However, Nova Scotia and New Brunswick anglophone populations do have a relatively larger proportion of 500+ schools than their overall population would indicate. This no doubt reflects the relatively small geographical size of these provinces, which facilitates school consolidation.

An indication of the prevalence of community-based, rather than consolidated, schools is given by the percentage of students who live within walking distance of their school, as shown in **Chart 105**. A unique pattern occurs here for the territories where, despite (or perhaps because of) their large geographical areas, they manage to preserve mainly community schools. Beyond this, an East-West division is again apparent, with Western provinces and Ontario anglophone schools having more students walking to school than Central or Eastern jurisdictions. This is likely linked in a complex way to school size, the proportion of rural and urban schools in a jurisdiction, and policies on transportation distances.

The underlying issue in whether students can walk to school or have to be transported is the impact on the school schedule of travel requirements. **Chart 106** shows the percentage of schools for which principals reported their schedules being substantially or severely restricted by student travel. The greatest proportions are found in the Ontario, Quebec, and Nova Scotia francophone populations. This problem is less prevalent in the territories, Saskatchewan, and Manitoba English than in other jurisdictions.

## Student Characteristics

**Chart 107** shows the percentage of schools with 10% or more of their students having a first language other than the language of the school. Aside from the Northwest Territories, where Aboriginal languages would be prevalent, the most interesting feature here is the relatively high proportion in most of the francophone populations (with the exception of New Brunswick) outside Quebec and in the Quebec anglophone population. This suggests that a difference between school and home language may be more prevalent among minority official-language groups than among immigrant populations. One possibility is that minority official-language schools may be attracting students from the majority language group. There are also indications that some French Immersion students were counted as part of the francophone population because they wrote the assessment in French. Finally, it is possible that many students with official minority-language status may

actually speak the majority language at home. This, in fact, is suggested by the student data on language spoken at home.

The percentage of schools with more than 25% of their students reported as having learning problems requiring special attention is given in **Chart 108**. Here, the Northwest Territories are distinguished by having much higher proportions of such schools than others. It is interesting to note that, while the proportions for 25% or more were fairly low for most populations, more than 50% of schools in all jurisdictions reported 10% or more of their students having special needs.

Studies have shown that children from single-parent families tend to have greater learning problems than others (although it is debatable whether family status or poverty is the underlying problem). **Chart 109** shows the percentage of schools with more than 25% of their students from single-parent families. The results here show wide variations across populations. Overall percentages are lower in francophone than anglophone populations.

### Class Size and Arrangements for Teaching Language Arts

Principals were asked to estimate average class sizes in their school as a whole and in Language Arts classes at the two SAIP age levels. **Chart 110** gives the percentage of schools with an overall class size average of 25 or more students. A similar picture is found for Language Arts classes at the two age levels. The between-jurisdiction differences are substantial. While there is no overall average language difference, minority-language schools tend to have smaller classes than those of the majority-language group in the same province. It is likely that this is related to other factors such as school size and multi-grading or multi-course teaching in the same classroom.

**Chart 111** shows that a majority of schools have their Language Arts courses for 16-year-olds semestered. Semester courses are much less prevalent for 13-year-olds. The proportion of schools using semester courses varies substantially by jurisdiction. Quebec and Newfoundland and Labrador stand out as making little use of semester courses at either level. More courses are semestered for 13-year-olds in British Columbia than in other jurisdictions.

The percentage of schools having three or more courses in Language Arts available for the two age groups is shown in **Chart 112**. Relatively few schools overall have three or more courses for 13-year-olds. The figures are larger and more variable for 16-year-olds. In general, more anglophone than francophone schools have three or more courses. Quebec (both languages), Nova Scotia francophone, and Yukon schools tend to have fewer courses than others at either level.

**Chart 113** indicates that Language Arts classes for 16-year-olds are taught primarily by specialized subject teachers in almost all jurisdictions. However, the pattern is much more variable for 13-year-olds, where there tends to be less specialization in smaller than in larger jurisdictions and in minority-language relative to majority-language groups within jurisdictions. British Columbia, Alberta, and Quebec stand out as having almost all classes at both ages taught by specialists.

These patterns no doubt reflect broader differences in the organization of schools in different jurisdictions and the structure of senior secondary school grades, where 16-year-olds are found, compared to middle or intermediate grades, which include most 13-year-olds. Course credit systems along with program differentiation and choice are more characteristic of later than of earlier school years.

### School Policies and Decision Making

The school questionnaire contained a large number of items on sources of influence on and control of school policies and decision making. The most direct point of interest here was in the degree of internal versus external control of school affairs and on the existence of policies in a number of areas such as discipline, homework, and school improvement.

Principals were asked to indicate whether or not their schools have active school-improvement teams and plans, policies to recognize teacher excellence, regular staff meetings, written policies on evaluation, discipline, and absenteeism. Almost all schools reported having goals and plans for improvement and having regular staff meetings. Most also reported having written policies on discipline and absenteeism. The latter showed jurisdictional differences, with Alberta, British Columbia, Yukon, and Quebec francophone schools more often having absenteeism policies, and Northwest Territories and Nova Scotia francophone schools less often.

In general, fewer schools in Quebec than in other jurisdictions tended to have policies promoting collaboration and improvement. Relatively few schools in any jurisdiction reported having a policy to recognize teacher excellence. Policies on homework showed the greatest jurisdictional differences, as indicated in **Chart 114**. However, there appears to be no distinct geographical or language pattern here as is found in many other areas.

The locus of decision making was the subject of a series of questions in which principals were asked to identify the level at which decisions are made or influence is exerted on these decisions. Here, the most interesting point of contrast is between within-school and external decision making, as this is a measure

of school autonomy. Wide differences between jurisdictions were identified for a number of important areas of decision making. Because of the complexity of the data, only a selection of results is presented here.

**Chart 115**<sup>3</sup> shows the relative influence of the school district and the principal on teacher hiring decisions. It is clear that in most jurisdictions, these two sources account for most of the decisions on hiring. Keeping in mind that these are the perceptions of principals, the obvious point of contrast between jurisdictions is on the internal/external dimension, where in some cases most of the decision making is at the district level, in others it is at the principal level, and in still others the balance is close to even.

A second important area of decision making lies in the choice of textbooks. **Chart 116** shows the influence of the school and of the province. Remaining sources of influence may be taken as internal to the school. Here again the obvious contrast is between within-school versus external decision making, with widely different total external influence being found across jurisdictions. In particular, there is a general East-West division here, with provincial influence being much more prevalent in the Atlantic Provinces (and in the Yukon) than elsewhere. Clearly the Atlantic Provinces and the territories have much more centralized textbook decision making than other jurisdictions. At the opposite extreme is Quebec French, where very few principals reported textbook decisions being made outside the school.

For most other areas, such as discipline, absenteeism, homework, contact with parents, and courses offered, decision making was reported as primarily within the school. Determining course content was generally reported as a provincial responsibility. The exceptions were Quebec (both languages) and Manitoba French, where the two levels were reported as close to equal.

Much can be learned about decision making by examining who controls various components of the school budget. Again, because of the large number of separate items, only a general summary will be presented — showing that there are sharp contrasts in locus of control between jurisdictions and between specific budget items.

- Teacher salaries are almost universally controlled outside the school. Responses indicated either overwhelming provincial/territorial or equally overwhelming district control. Specifically, this was identified as a district responsibility in Ontario, Manitoba, and Alberta. This does not vary by language within a province, and is presumably dependent on whether collective

bargaining is conducted at a provincial/territorial or district level.

- In most cases, capital expenditures were reported as being controlled by the district, as was the case for maintenance expenditures. Quebec francophone schools were exceptional in reporting greater responsibility on the part of the principal. Schools in the two territories were more likely than others to report central territorial control of maintenance.
- Salaries of non-teaching staff were reported as being a district responsibility in Ontario and the Western Provinces. In Quebec, New Brunswick, and Newfoundland and Labrador more of a balance was reported between district and province. In the Yukon, this was seen by all as a territorial responsibility.
- Responsibility for materials and supplies, including instructional materials and new technologies, varied between districts and principals among the jurisdictions. The latter item was seen more often as a provincial/territorial responsibility in Prince Edward Island and the Yukon, and more often as a principal responsibility in Quebec.

Locus of influence was also examined in a series of questions about how much influence various organizations, groups, and individuals have on the school's overall program and activities. Generally speaking, the provincial or territorial ministry, the school board, the principal, and teachers, both collectively and individually, were almost universally perceived as having some or a lot of influence. The exception was for the influence of individual teachers, which was viewed as lower by francophone than by anglophone principals.

Beyond this, a more mixed picture emerged. For example, while principals in most jurisdictions widely reported that parent advisory committees or school councils have "some" influence, these bodies were much more rarely seen as having "a lot of" influence compared to the previous groups. Similarly, students were not often seen as having a lot of influence, nor were textbook publishers, external committees, or professional associations, the business community, or church or religious groups (the latter showed stronger influence in Ontario, the Western Provinces, and in the Yukon than elsewhere). More francophone principals than anglophone principals tended to view textbook publishers as having more influence and students as having less influence. Teacher groups outside the school were not seen as strongly influential. This influence was seen as relatively higher by New Brunswick and Nova Scotia francophone principals and lower by principals in Quebec (both languages).

Because of the emphasis in recent years on accountability and the implementation of public examinations and other forms of provincial testing, along with SAIP and various international testing programs, it is worth looking in more detail at the influence of external examinations, tests, or standards on school programs.

<sup>3</sup> The items in this section were designed to yield a single response, for the agency or individual exerting "most influence." However, many principals checked more than one category. For this reason comparisons over multiple categories may total more than 100%.

The percentage of principals reporting some or a lot of influence from this source is given in **Chart 117**. This chart shows relatively strong influence in most populations, with the notable exceptions of Saskatchewan and Prince Edward Island.

A number of specific questions were asked about the level of parental involvement in various aspects of the life of the school. Relatively low levels of involvement, with substantial variation across jurisdictions, were found on such matters as volunteering in classrooms, monitoring student behaviour, and serving on committees. Somewhat higher, but also quite variable, levels of involvement were found for decisions on selection of the principal and teachers, despite other information suggesting that parents are not the primary sources of influence in these decisions.

Parent involvement in interaction with staff on matters affecting their own children was in the 80% range for most populations, with slightly lower levels in Quebec. In the area of fundraising, involvement was generally in the 50-60% range with lower levels among Quebec francophone schools and those in the territories. Levels of parent involvement on committees on matters of finance and administration and in selection of the school principal are shown in **Charts 118** and **119**. While not high overall, these areas are notable for their variations, with Quebec schools reporting relatively high levels of parent involvement on committees, and with Manitoba franco-phone, New Brunswick (both languages), and Yukon schools showing higher levels of involvement than others in the selection of the principal or teachers.

### Factors Limiting Ability to Provide Instruction

Two sets of questions were asked on this issue. The first was concerned with external factors such as parental support, student backgrounds, and community conditions and the second with school resources and facilities.

**Chart 120** shows the percentage of principals reporting that community conditions and lack of parental support are limiting factors. Nova Scotia francophone and Northwest Territories schools show the greatest concern in both of these areas. Schools in the Yukon and Manitoba francophone populations also show relatively high levels of concern with community conditions.

A similar pattern is found for the range of student ability and home background, as shown in **Chart 121**. Concern in these areas is relatively high in the two territories, New Brunswick, Newfoundland and Labrador, and Nova Scotia anglophone populations. On the other hand, the Nova Scotia francophone population shows the lowest levels of concern in this area.

**Chart 122** shows the percentage of principals indicating that instruction in their schools is limited by a shortage or inadequacy of teachers specialized in Language Arts and other specialists such

as guidance counsellors. Only Northwest Territories schools show a relatively high level of concern with shortage of Language Arts specialists. Concern with lack of other specialists is more pronounced in anglophone than in francophone populations. More generally, shortage of Language Arts specialists was seen as less of a problem than shortage of other specialists.

Responses to other items in this set may be summarized as follows:

- The only jurisdiction where principals indicated relatively high levels of concern with shortage or inadequacy of non-teaching staff was the Northwest Territories (about 60% compared to 23% overall).
- Shortage or inadequacy of teaching materials was a concern for about 60% of Ontario principals, compared to about 40% overall and around 20% in Quebec, which had the lowest level of concern.
- Shortage or inadequacy of budget for supplies was also significantly higher in Ontario anglophone schools and significantly lower in Quebec francophone, Nova Scotia francophone, and Yukon schools than elsewhere.
- Shortage or inadequacy of library resources was reported more often by Nova Scotia francophone principals and less often by Quebec francophone and Yukon principals than elsewhere.

### Computers and Their Use

The number of computers available in schools was found to vary quite widely and was strongly related to school size. The median number of students to each computer is shown in **Chart 123**. These ratios vary from just over 3 to close to 8 students per computer. The highest ratios are found in Ontario anglophone, Quebec, and New Brunswick schools. The lowest is in the Yukon.

**Chart 124** gives the views of principals reporting a shortage or inadequacy of computers for Language Arts instruction. More anglophone than francophone principals reported this as a concern. More principals reported this as a problem in Newfoundland and Labrador and New Brunswick than elsewhere.

Principals were asked a series of questions on the particular configuration in which computers can be found in their schools. **Chart 125** shows the percentage of schools reporting that they have a dedicated computer room where Language Arts classes can be scheduled. Such a configuration is commonly found in anglophone schools but is much less prevalent in francophone schools.

As **Chart 126** indicates, just over 50% of schools have one computer in Language Arts classrooms. While there is an overall language difference favouring anglophone schools, this is not consistent across jurisdictions, as both the highest and lowest levels of such a configuration are found in francophone schools. There seems to be no particular link between the patterns in these

two charts, suggesting that there is no strong trade-off between one location and another. Indeed, the most prevalent location for computers in all jurisdictions was neither of these, but was the school library or resource centre.

## Time

The length of the school year is generally a matter of provincial legislation. All schools within a jurisdiction would therefore be expected to report the same value for the number of instructional days in the school year. In most cases, there was a strong modal value (the value reported by the largest number of schools), indicating that schools typically reported the statutory value. The modal figures are reported in **Chart 127**.<sup>4</sup> This chart shows that most school years are close to 190 days, with variations from 180 to 197.

Despite the clear modes in most cases, considerable variation across schools was found in some jurisdictions. This suggests the possibility of some ambiguity in principals' interpretations of the actual requirement, even though the question clearly indicated that only the actual number of days students are in classes or exams should be reported.

The length of the school day was reported as five hours in all jurisdictions. Again, this is a statutory requirement and no variations would be expected within jurisdictions.

The number of teacher professional development days by jurisdiction is given in **Chart 128**. Again, because this is usually characteristic of a province rather than a school (because of regulations or collective agreements), strong modes were observed, with fewer variations than for the school year as a whole. What is obvious here is the variation across jurisdictions. In this case, Quebec stands out with its 20 days being double that of any other jurisdiction. The lowest numbers are for Ontario and the Yukon, with 4 and 3 days respectively.

The final question in this area had to do with length of class periods in the school for the two SAIP age groups. Median period lengths for the two age groups are shown in **Chart 129**. The main patterns here indicate longer periods for 16-year-olds and greater variation among jurisdictions for 13-year-olds. Quebec, Nova Scotia francophone, and Newfoundland and Labrador show the greatest consistency by age, with exactly the same median for both age groups. However, this median varies by language in Quebec, with francophone schools having longer periods than anglophone

<sup>4</sup> Strictly speaking, there should be no differences between schools in responses to questions requiring reporting of statutory values. Any differences observed are therefore likely due to varying interpretations of what was being asked or possibly to differences between public and independent schools in a few cases.

schools. In contrast, Ontario shows large variation by age but little variation by language.

## Streaming and Course Choice

**Chart 130** shows the percentage reporting that they have two or more distinct streams or ability groups for Language Arts. It is clear that streaming is much more prevalent for 16-year-olds than for 13-year-olds. Streaming for 16-year-olds is also more prevalent in anglophone than in francophone schools. Beyond these patterns, there is also considerable jurisdictional variation. The lowest level of streaming for 16-year-olds is found in Nova Scotia francophone schools. None of the schools in this population reported streaming for 13-year-olds.

Schools were asked a number of questions about factors influencing decisions on student assignment to Language Arts courses. As **Chart 131** indicates, general academic ability is reported by a large majority of schools in anglophone populations as having some or a lot of influence on this decision. This factor is less important in four of the five francophone jurisdictions (with Ontario as the exception) and is particularly low in Nova Scotia francophone schools.

Language differences are also apparent in the proportion of schools reporting that students' own wishes have an influence on course choice, as shown in **Chart 132**. Student wishes are also relatively lower in influence for both languages in Quebec. A very similar pattern was observed in response to the question on the influence of parents' wishes. Again, Ontario francophone schools are the exception to the language pattern.

**Chart 133** indicates that teacher recommendations are a source of influence for deciding which language arts courses a student will take in more than 70% of schools in most jurisdictions. Again, the lowest influence is apparent in three of the five francophone populations.

These results raise the question of what factors show high levels of influence in francophone schools. One explanation likely lies in the lower prevalence of streaming in francophone schools. If there is less streaming, there is less reason to have to make a decision on course choice. Among the factors given in the questionnaire, the only one that showed greater influence for francophone than anglophone schools overall was performance on entrance examinations, as shown in **Chart 134**. However, compared to the other factors examined, this factor was not particularly strong anywhere and the language pattern is not clearly consistent across the francophone jurisdictions. Indeed, the strongest influence of this factor appears in Quebec anglophone schools.

## Arrangements for Special-Needs Students

A number of questions were asked about whether schools provide remedial teaching or enrichment programs or activities in Language Arts. **Chart 135** shows the percentages of schools reporting these activities. Large differences occur between the two areas, with remedial support being provided much more frequently than enrichment in almost all jurisdictions. There is also much more variability in provision of enrichment programs than remedial teaching. Both remediation and enrichment were more prevalent in anglophone than in francophone schools.

Schools reported a wide variety of specific types of support for both of the extreme groups of students. Rather than presenting a lengthy series of charts, the results in this area are described in general terms.

Withdrawal from regular classes, separate or modified courses, and extra help outside of regular school hours were all reported by more than half of schools in anglophone jurisdictions and somewhat fewer schools in francophone jurisdictions as means of providing remedial support. Grouping within regular classes is used slightly less often overall. Programs outside the school were reported by only a few schools in any population. As for enrichment, the only activities reported by more than 20% of schools overall were forming groups within regular classes and separate or modified courses. Language differences for specific activities paralleled the overall picture, with fewer instances of all activities in francophone compared to anglophone schools.

## Views on School Learning and Support for the School

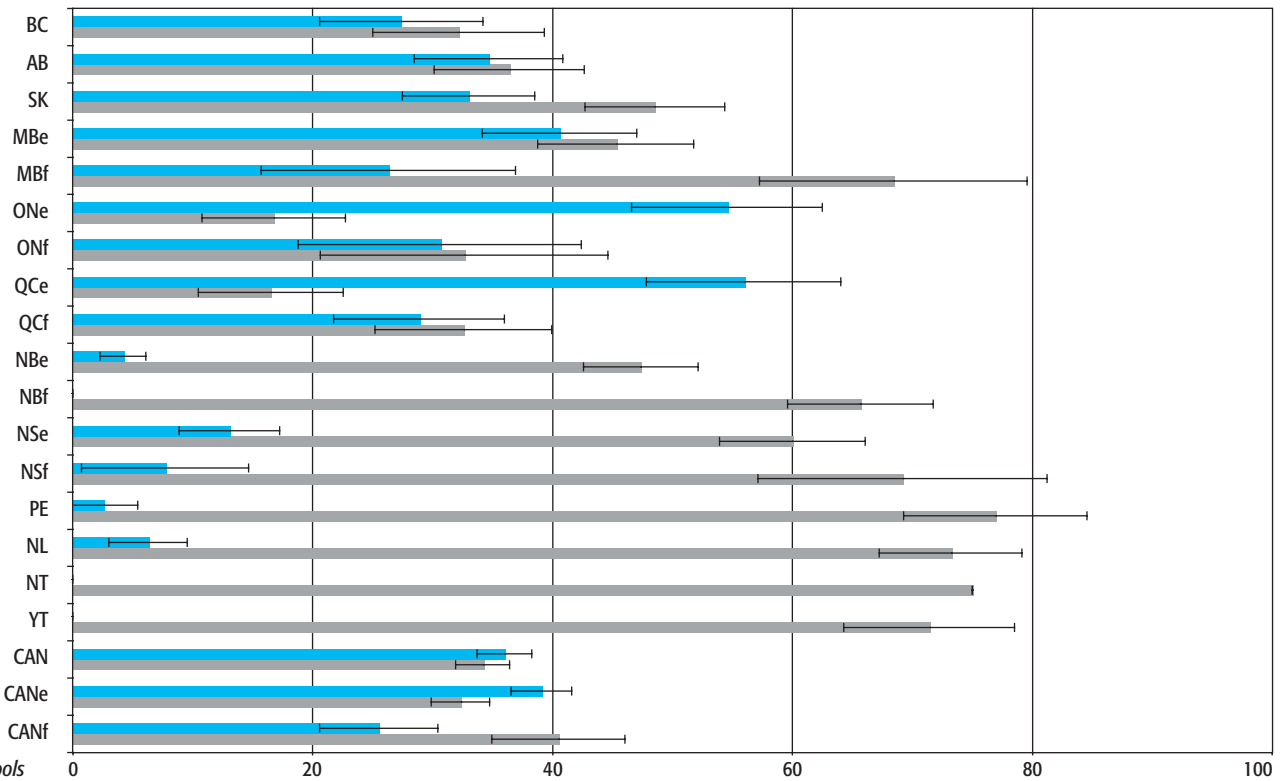
Principals were asked a number of questions about their views on factors influencing student learning, whether or not secondary school should be streamed, and the state of staff morale and support for the school. There was strong agreement (more than 80% in most populations) that student ability has a major influence on achievement. Similar results were found for the statement (generally more than 70% throughout) that there are limits to what a school can accomplish because home background has a large influence on achievement. Manitoba francophone schools are an exception to the latter pattern, with significantly lower agreement (in the 40% range). On the other hand, there is also strong agreement (generally more than 90%) that students can achieve at high levels if they work hard and if they are taught well.

Principals tended to give strong positive support (more than 80% in most cases) to statements about school spirit, staff morale, pride in the school, and community support for the school. Quebec francophone principals are less positive than others about community support, with about 55% of Quebec francophone principals agreeing with this proposition.

Finally, as **Chart 136** shows, support for streaming is generally high but variable. Support for streaming is higher among francophone than anglophone principals, despite the fact that streaming is actually less prevalent in francophone schools (Chart 28). Among anglophone populations, support for streaming is lowest in British Columbia, Saskatchewan, Manitoba, and Quebec. For anglophone schools, there was a significant positive correlation between support for streaming and the number of streams in the school. This correlation was not statistically significant for francophone schools.

PERCENTAGE LOCATED IN MEDIUM/LARGE CITY OR RURAL/SMALL TOWN

CHART 103

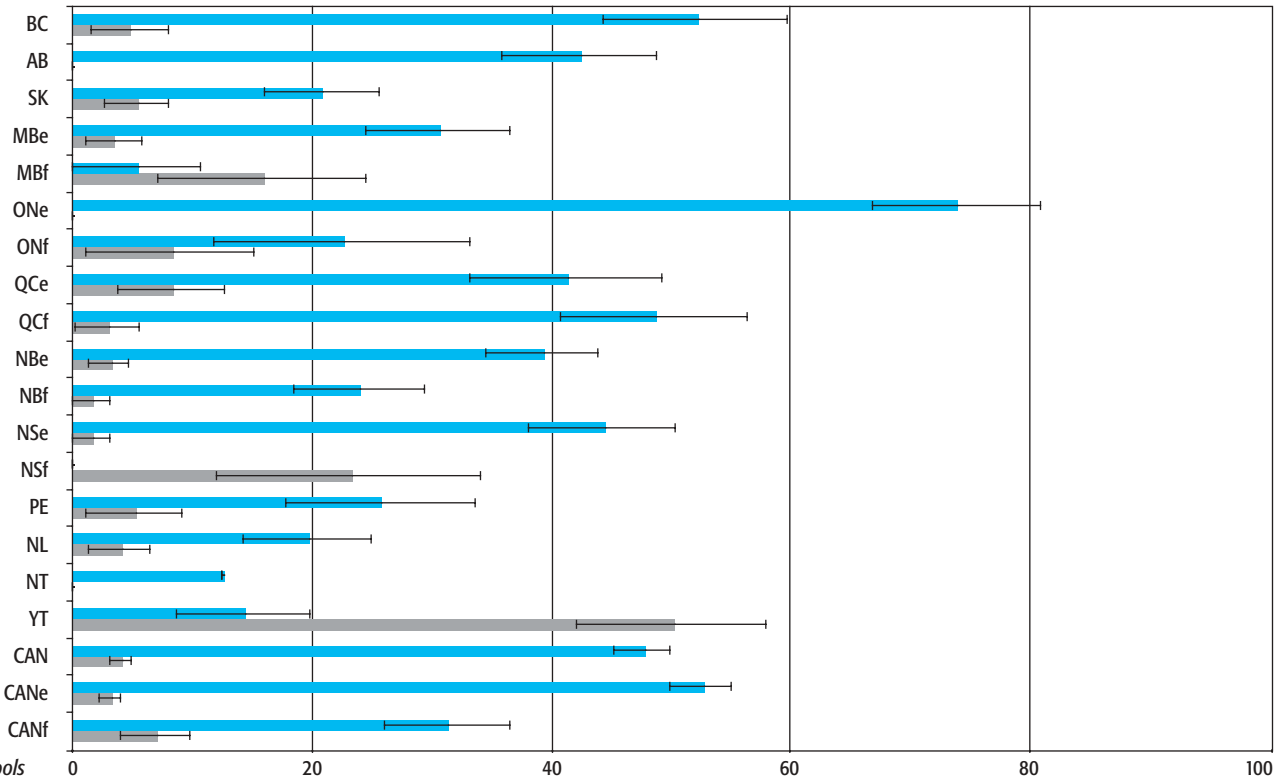


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Medium/Large City	27	35	33	41	26	55	31	56	29	4	0	13	8	3	6	0	0	36	39	26
Rural/Small Town	32	36	49	45	68	17	33	17	33	47	66	60	69	77	73	75	71	34	32	40

PERCENTAGE WITH MORE THAN 500 OR FEWER THAN 100 STUDENTS

CHART 104

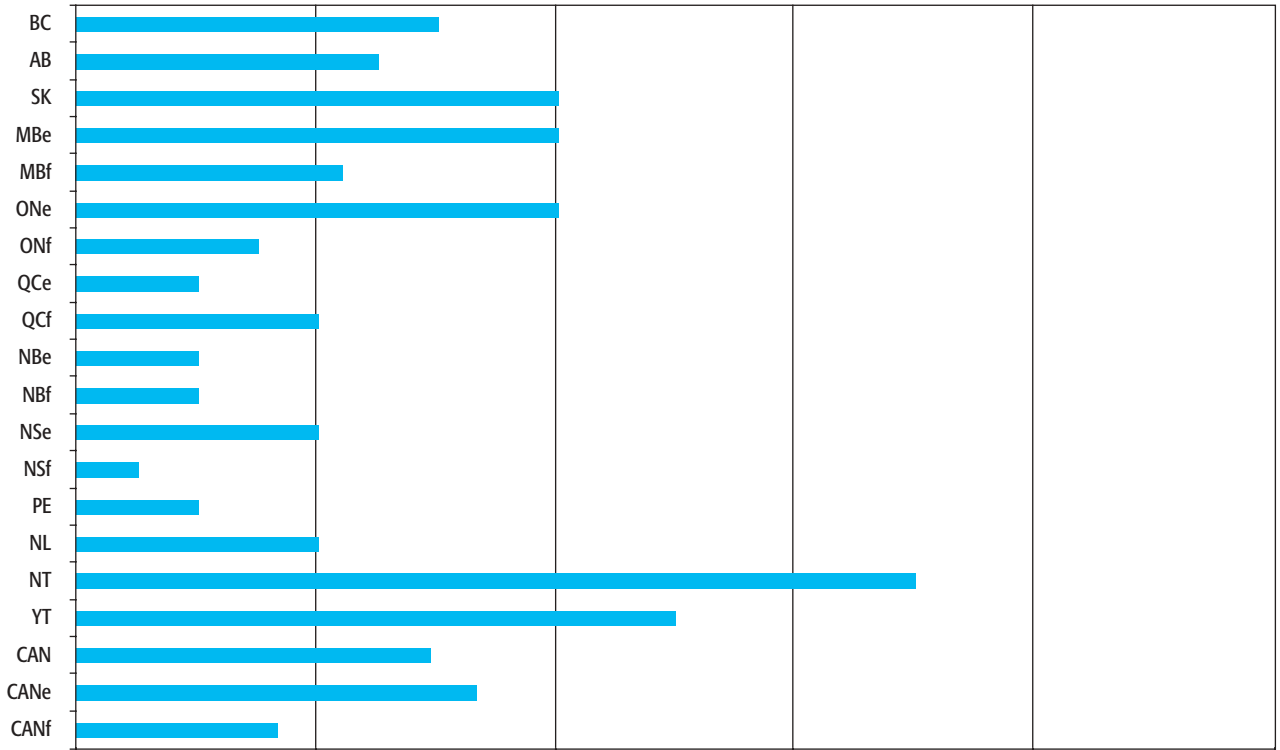


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
500+	52	42	21	30	5	74	22	41	49	39	24	44	0	26	20	13	14	48	52	31
0-99	5	0	5	5	16	0	8	8	3	3	1	2	23	5	4	0	50	4	3	7

**MEDIAN PERCENTAGE OF STUDENTS LIVING WITHIN WALKING DISTANCE OF THE SCHOOL**

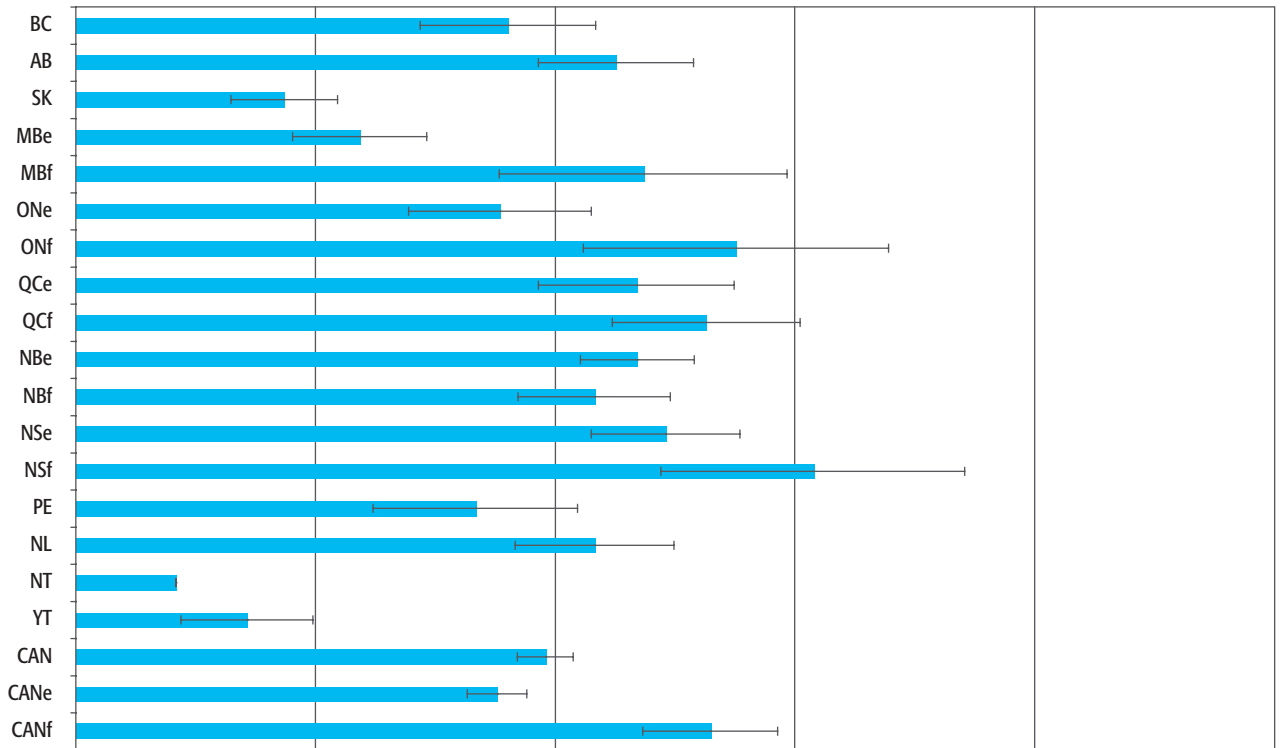
**CHART 105**



Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Median %	30	25	40	40	22	40	15	10	20	10	10	20	5	10	20	70	50	29	33	17

**PERCENTAGE WITH SCHEDULES SUBSTANTIALLY OR SEVERELY RESTRICTED BY THE TRAVEL REQUIREMENTS OF STUDENTS**

**CHART 106**

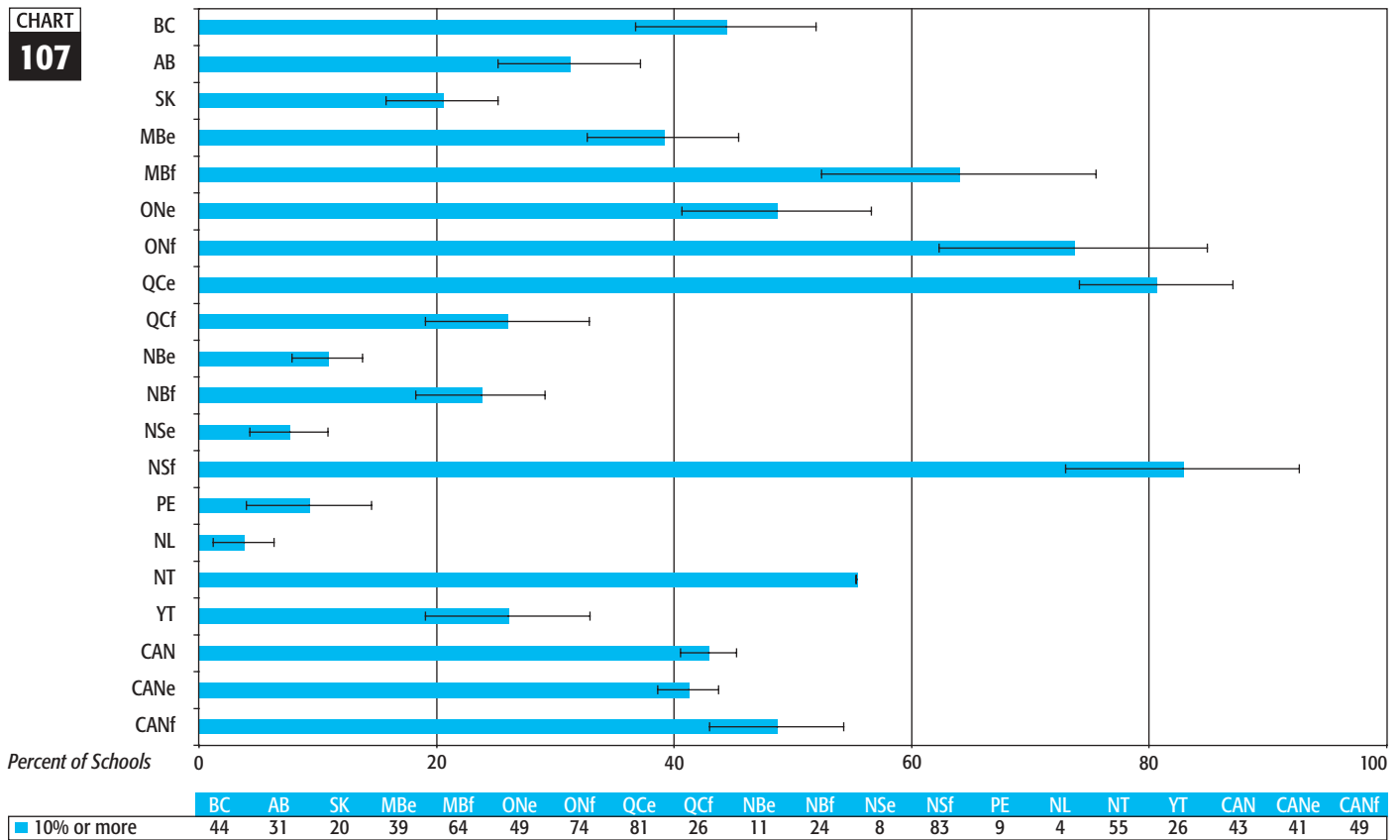


Province/Territory	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Substantially or severely	36	45	17	24	47	35	55	47	53	47	43	49	62	33	43	8	14	39	35	53



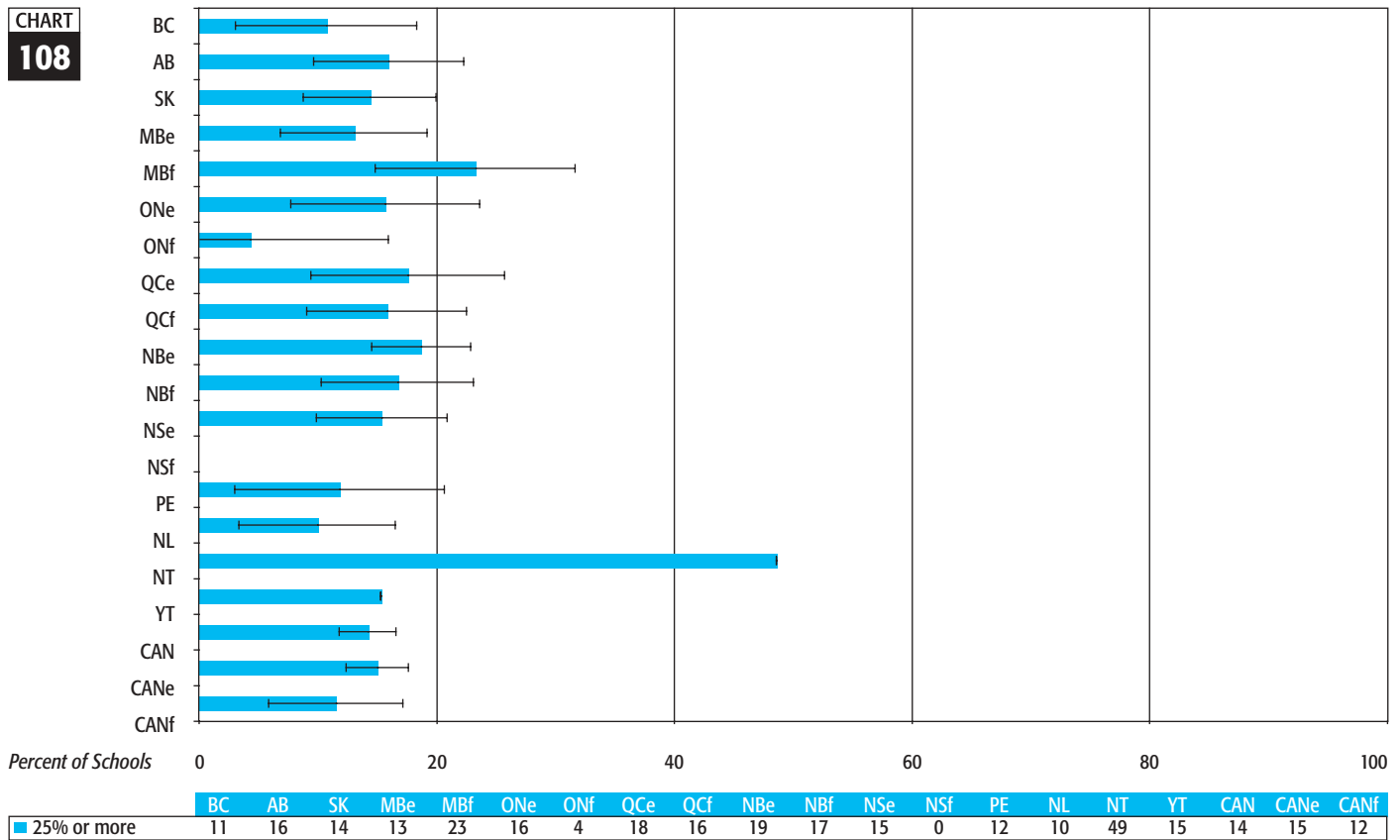
PERCENTAGE WITH 10% OR MORE OF STUDENTS WITH FIRST LANGUAGE OTHER THAN THE LANGUAGE OF THE SCHOOL

CHART  
107



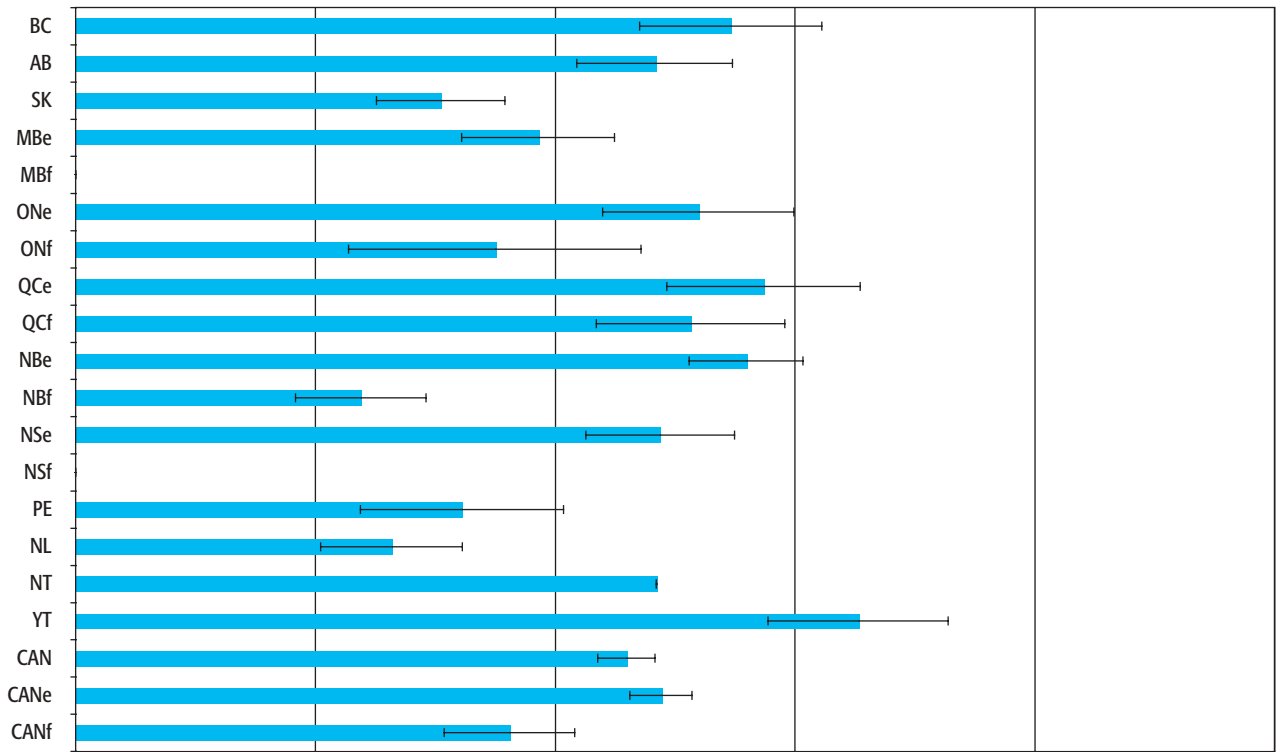
PERCENTAGE WITH 25% OR MORE OF STUDENTS WITH LEARNING PROBLEMS NEEDING SPECIAL ATTENTION

CHART  
108



PERCENTAGE WITH 25% OR MORE OF STUDENTS FROM SINGLE-PARENT FAMILIES

CHART  
109

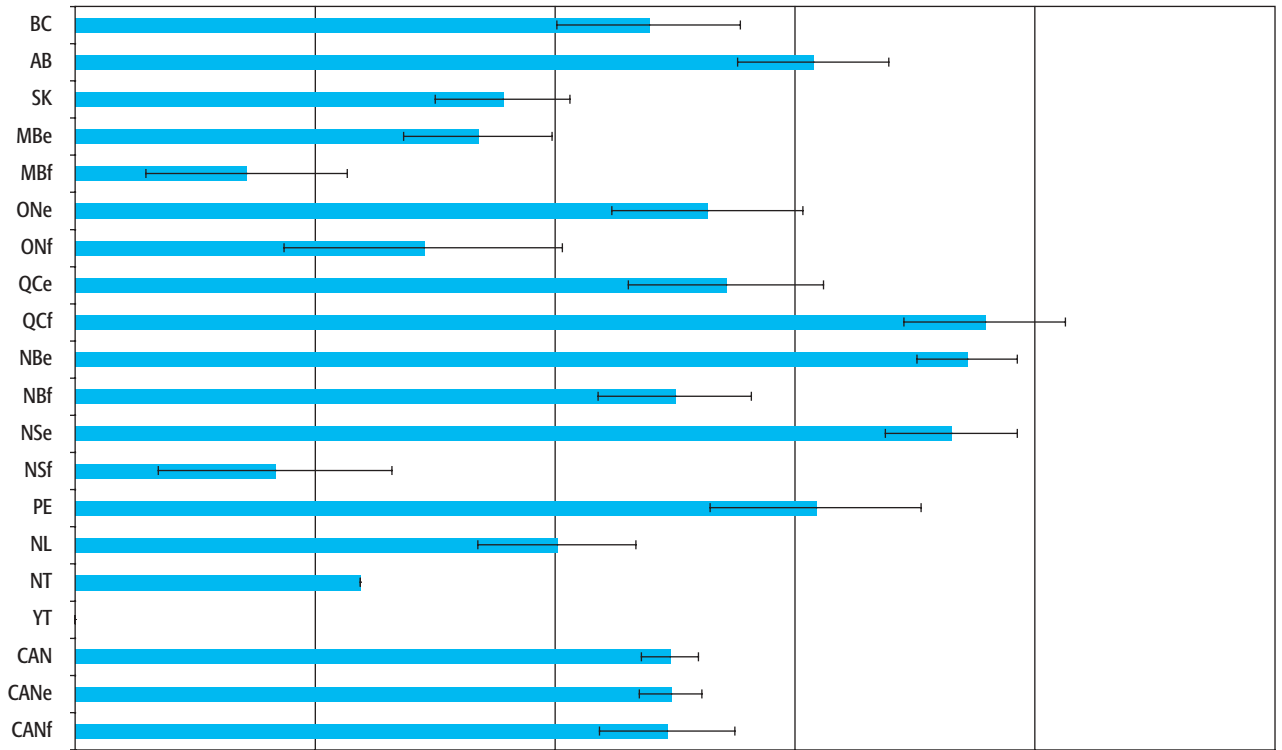


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 25% or more	55	48	30	39	0	52	35	57	51	56	24	49	0	32	26	48	65	46	49	36

PERCENTAGE WITH AN AVERAGE CLASS SIZE OF 25 STUDENTS OR MORE

CHART  
110

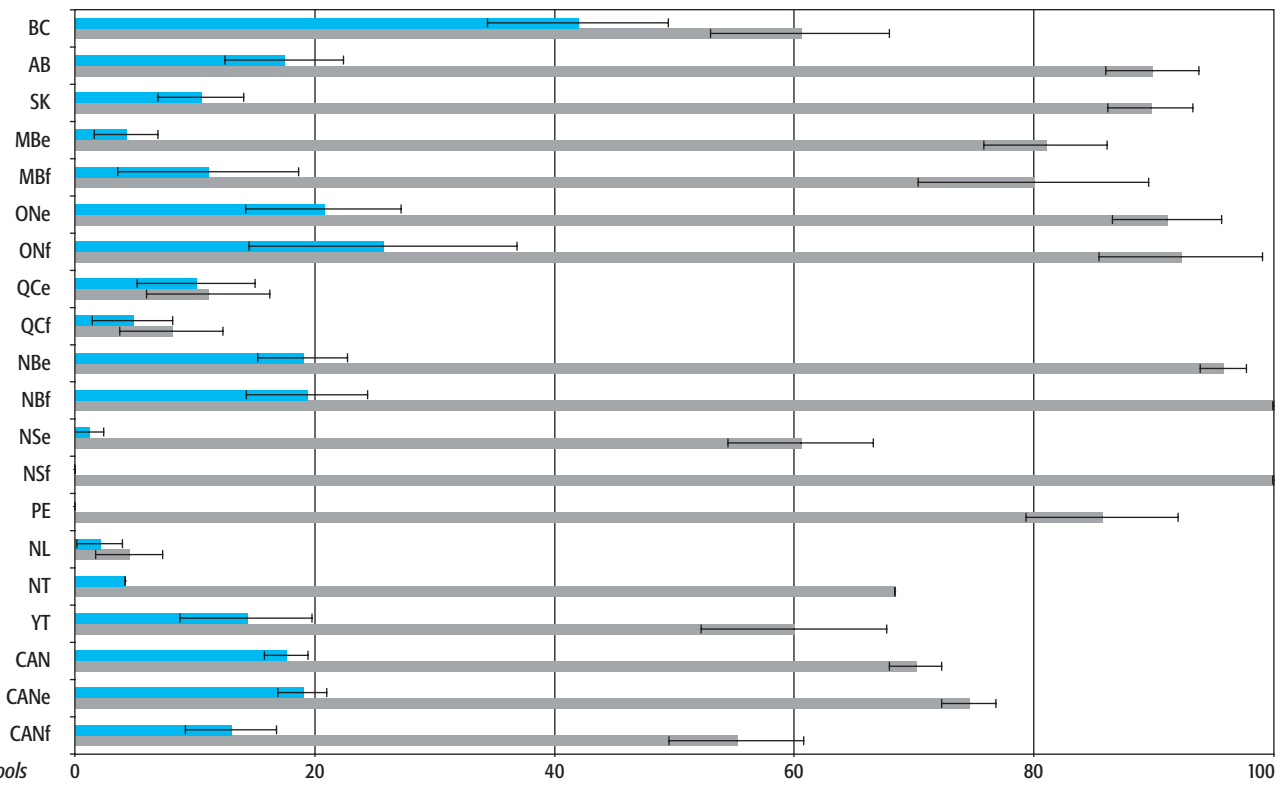


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
■ 25 or more students	48	62	36	34	14	53	29	54	76	74	50	73	17	62	40	24	0	50	50	49

PERCENTAGE REPORTING THAT ALL LANGUAGE ARTS COURSES FOR 13-YEAR-OLDS AND 16-YEAR OLDS ARE ORGANIZED ON A SEMESTER BASIS

CHART  
111

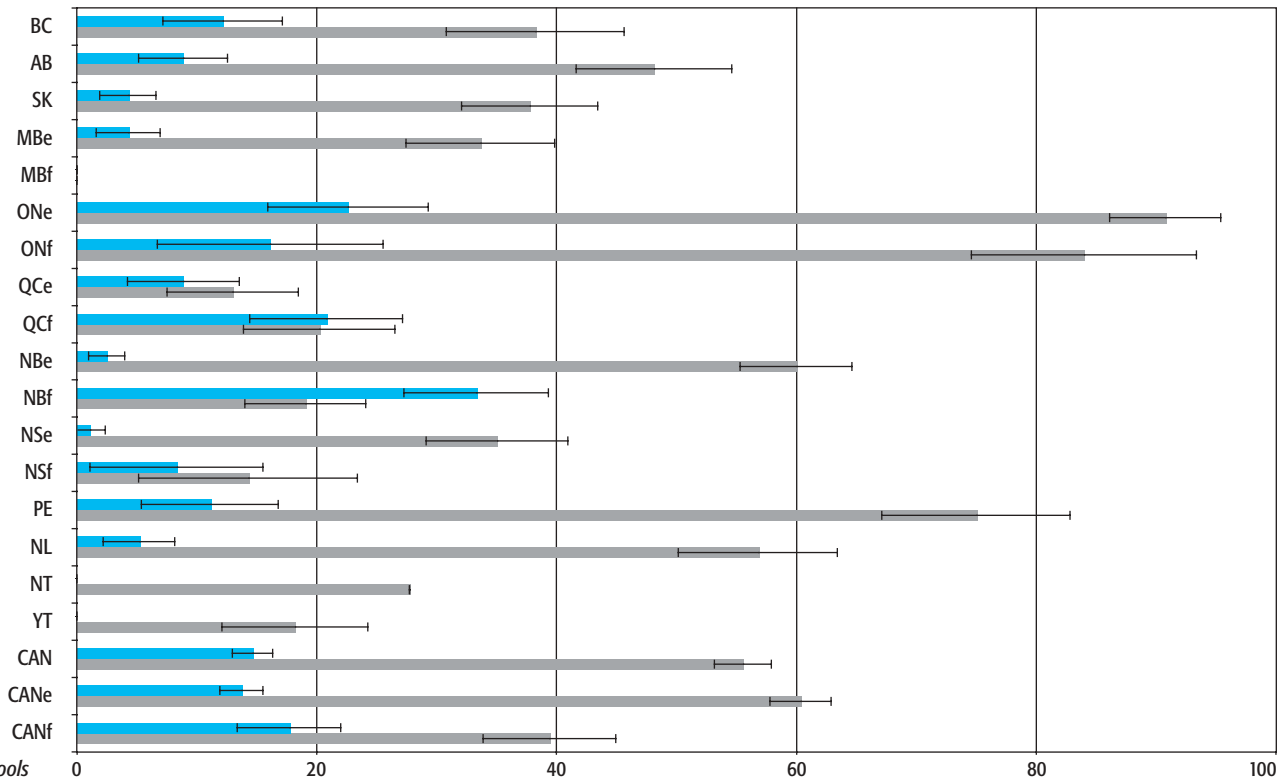


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	42	17	10	4	11	21	26	10	5	19	19	1	0	0	2	4	14	18	19	13
16-year-olds	61	90	90	81	80	91	92	11	8	96	100	61	100	86	5	68	60	70	75	55

PERCENTAGE REPORTING 3 OR MORE DIFFERENT LANGUAGE ARTS COURSES ARE AVAILABLE TO 13-YEAR-OLDS AND 16-YEAR-OLDS

CHART  
112

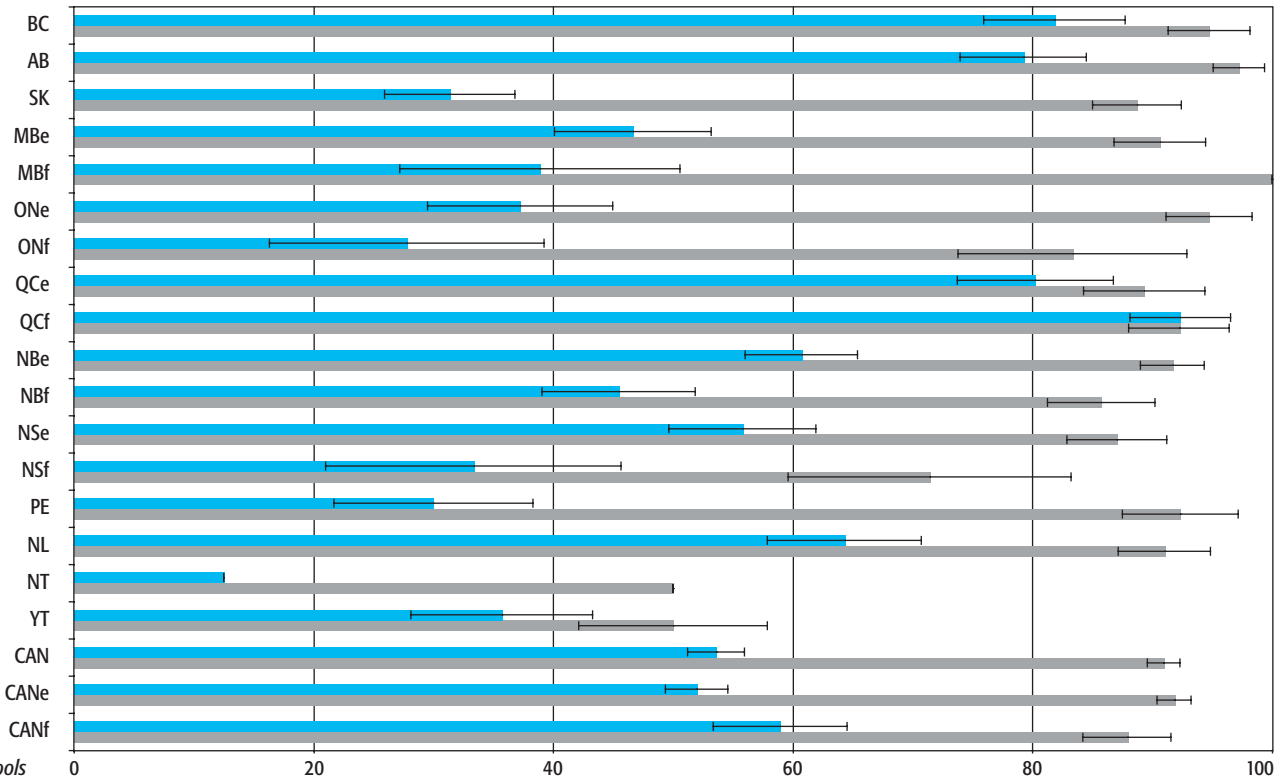


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	12	9	4	4	0	23	16	9	21	3	33	1	8	11	5	0	0	15	14	18
16-year-olds	38	48	38	34	0	91	84	13	20	60	19	35	14	75	57	28	18	56	60	39

PERCENTAGE IN WHICH LANGUAGE ARTS IS TAUGHT MAINLY BY SPECIALIZED SUBJECT TEACHERS

CHART  
113

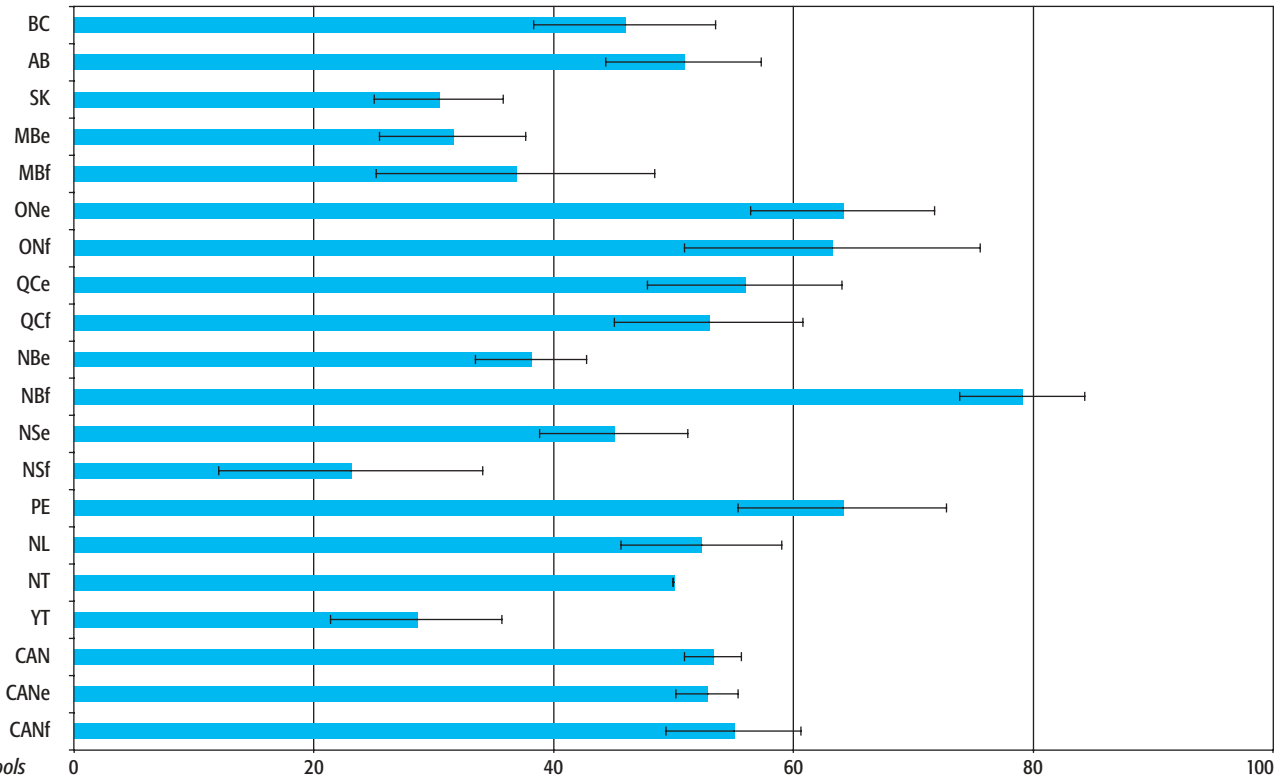


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	82	79	31	47	39	37	28	80	92	61	45	56	33	30	64	13	36	54	52	59
16-year-olds	95	97	89	91	100	95	83	89	92	92	88	87	71	92	91	50	50	91	92	88

PERCENTAGE REPORTING THAT THEIR SCHOOLS HAVE A WRITTEN POLICY ON HOMEWORK

CHART  
114

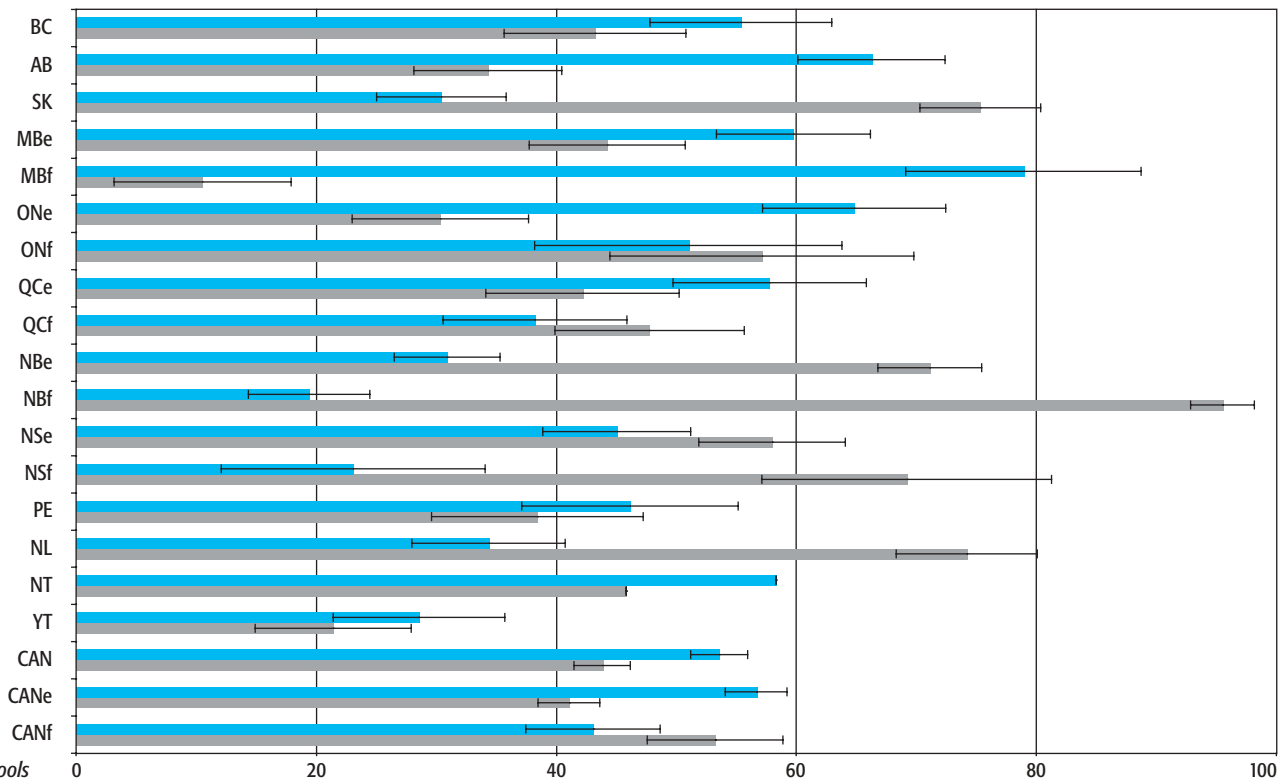


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Yes	46	51	30	32	37	64	63	56	53	38	79	45	23	64	52	50	29	53	53	55

PERCENTAGE REPORTING THAT THE PRINCIPAL AND THE DISTRICT HAVE THE MOST INFLUENCE ON HIRING TEACHERS

CHART 115

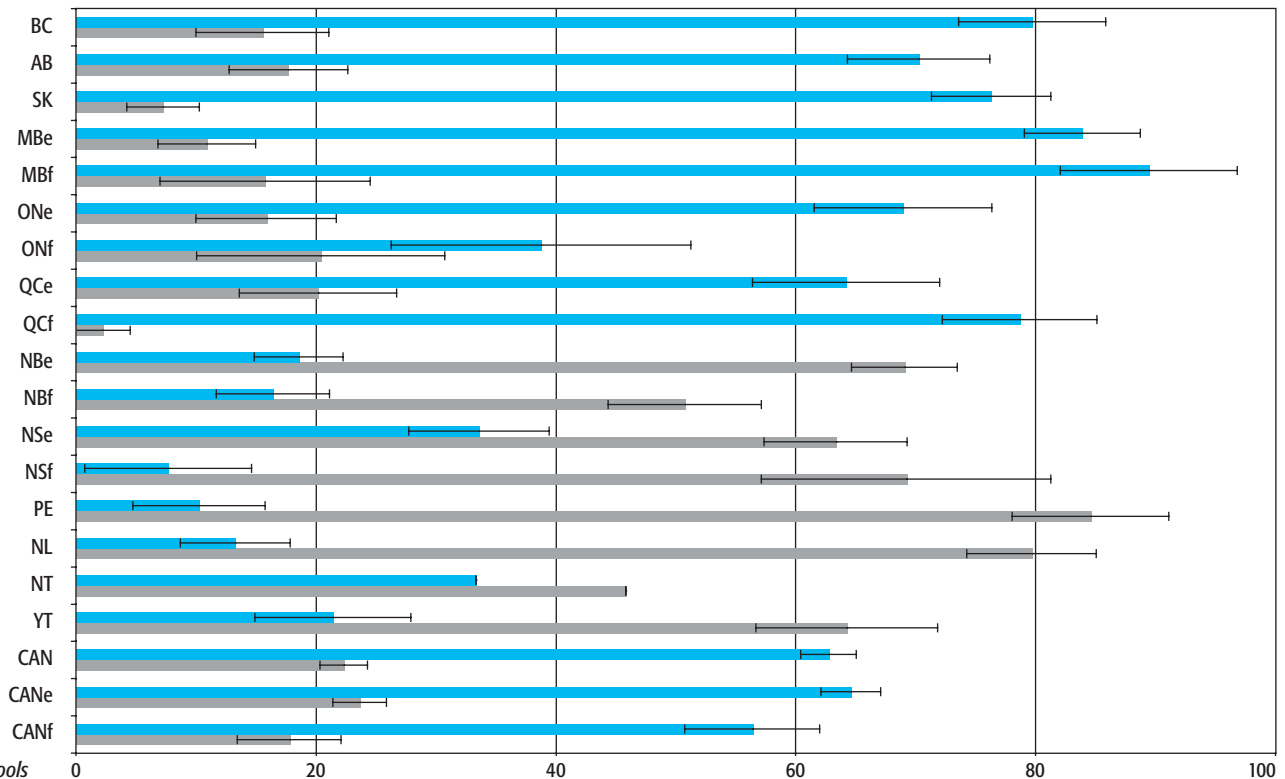


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Principal	55	66	30	60	79	65	51	58	38	31	19	45	23	46	34	58	29	54	57	43
District	43	34	75	44	11	30	57	42	48	71	96	58	69	38	74	46	21	44	41	53

PERCENTAGE REPORTING THAT THE SCHOOL AND THE PROVINCE HAVE THE MOST INFLUENCE IN SELECTING TEXTBOOKS

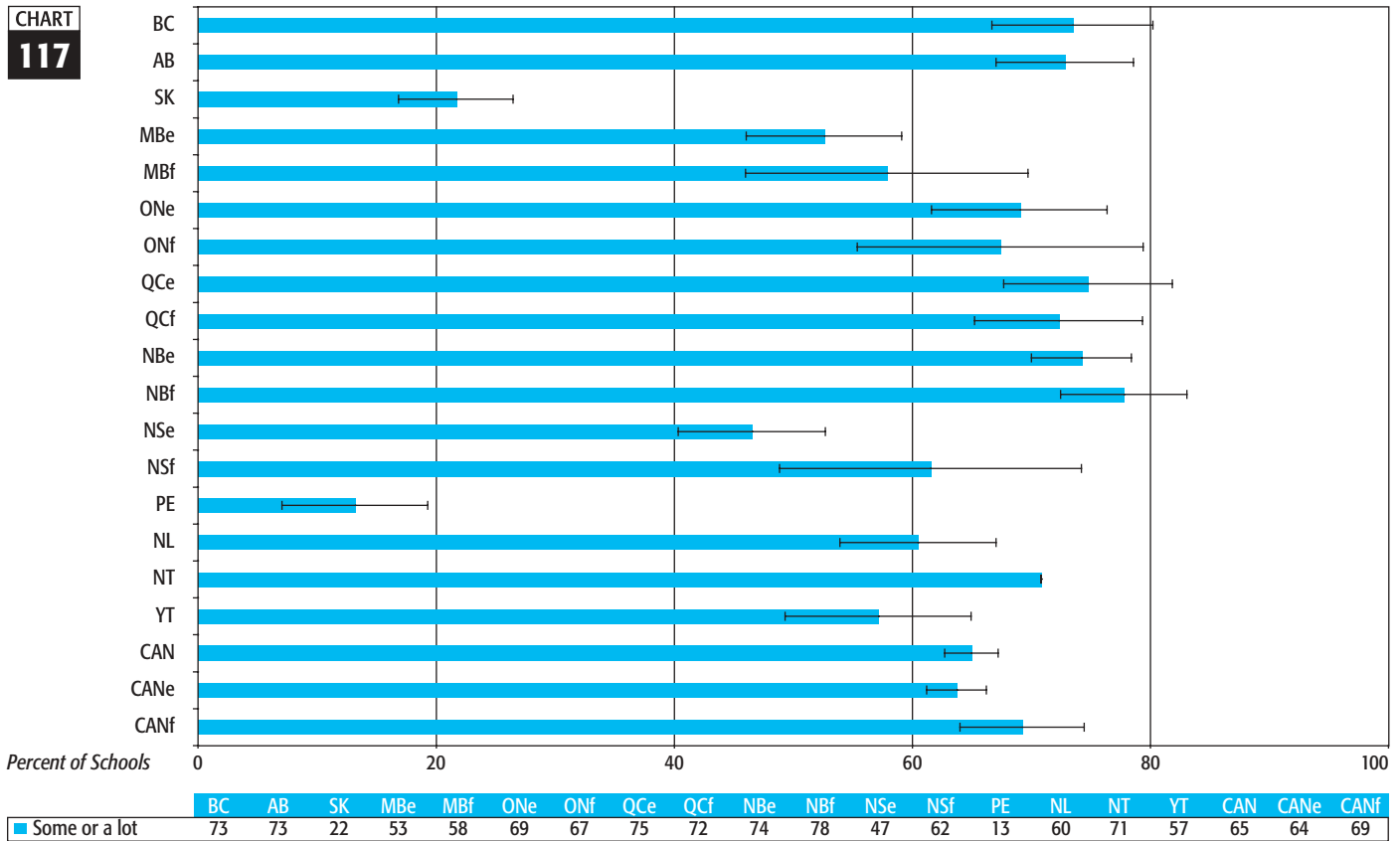
CHART 116



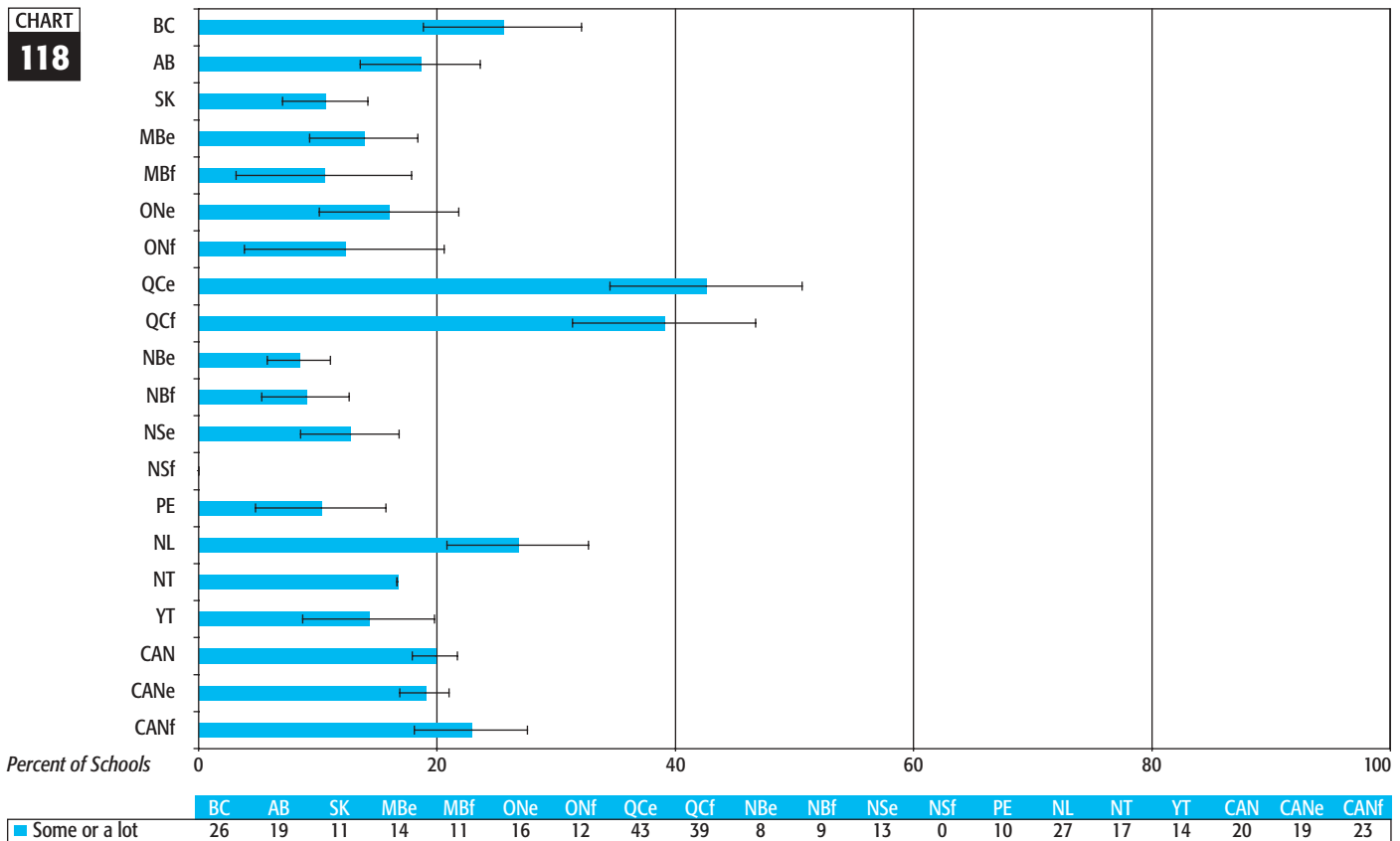
Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
School	80	70	76	84	89	69	39	64	79	19	16	34	8	10	13	33	21	63	65	56
Province	16	18	7	11	16	16	20	20	2	69	51	63	69	85	80	46	64	22	24	18

PERCENTAGE REPORTING THAT EXTERNAL EXAMINATIONS, TESTS, OR STANDARDS HAVE SOME OR A LOT OF INFLUENCE ON SCHOOL ACTIVITIES AND PROGRAMS

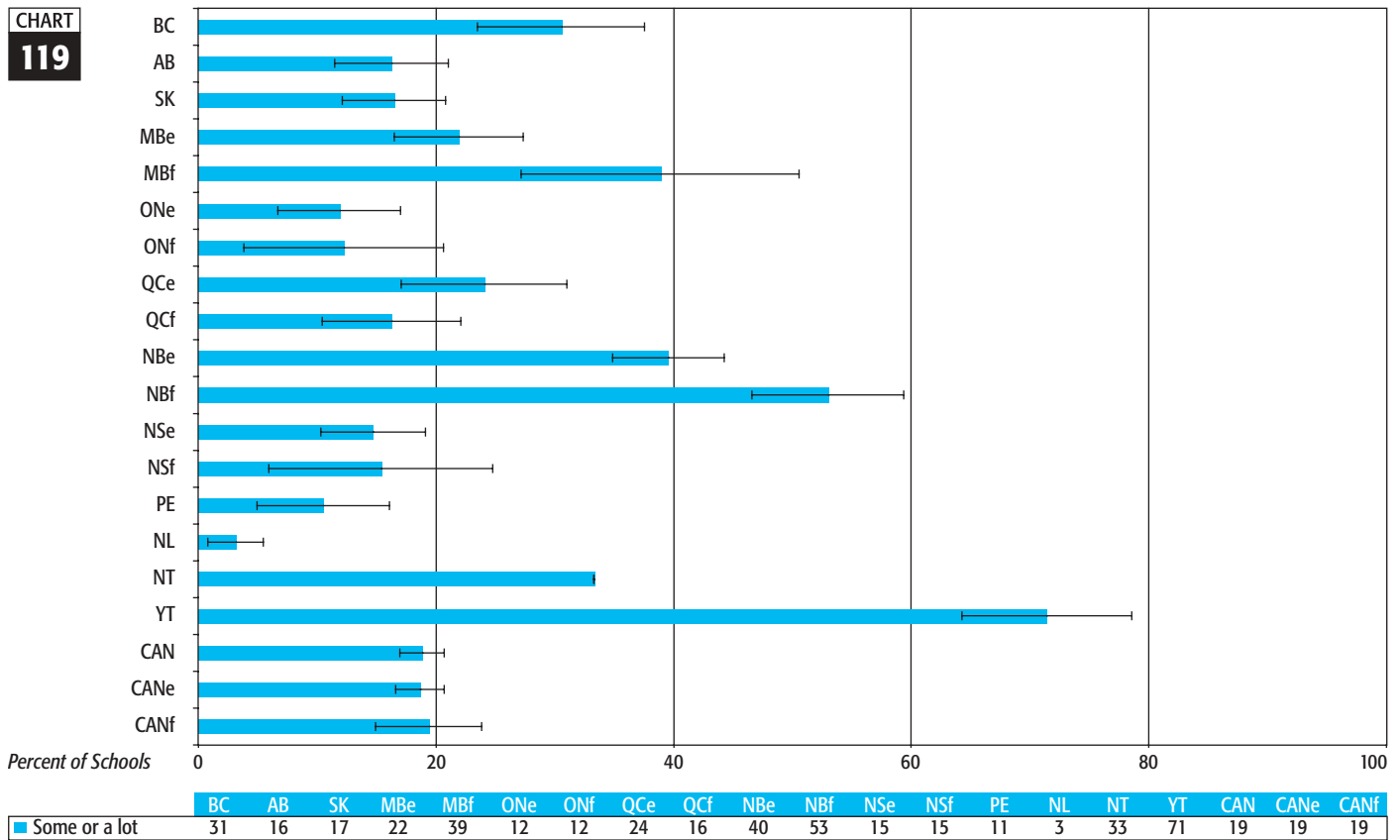


PERCENTAGE REPORTING THAT PARENTS SERVE ON COMMITTEES ON MATTERS OF FINANCE AND ADMINISTRATION SOME OR A LOT



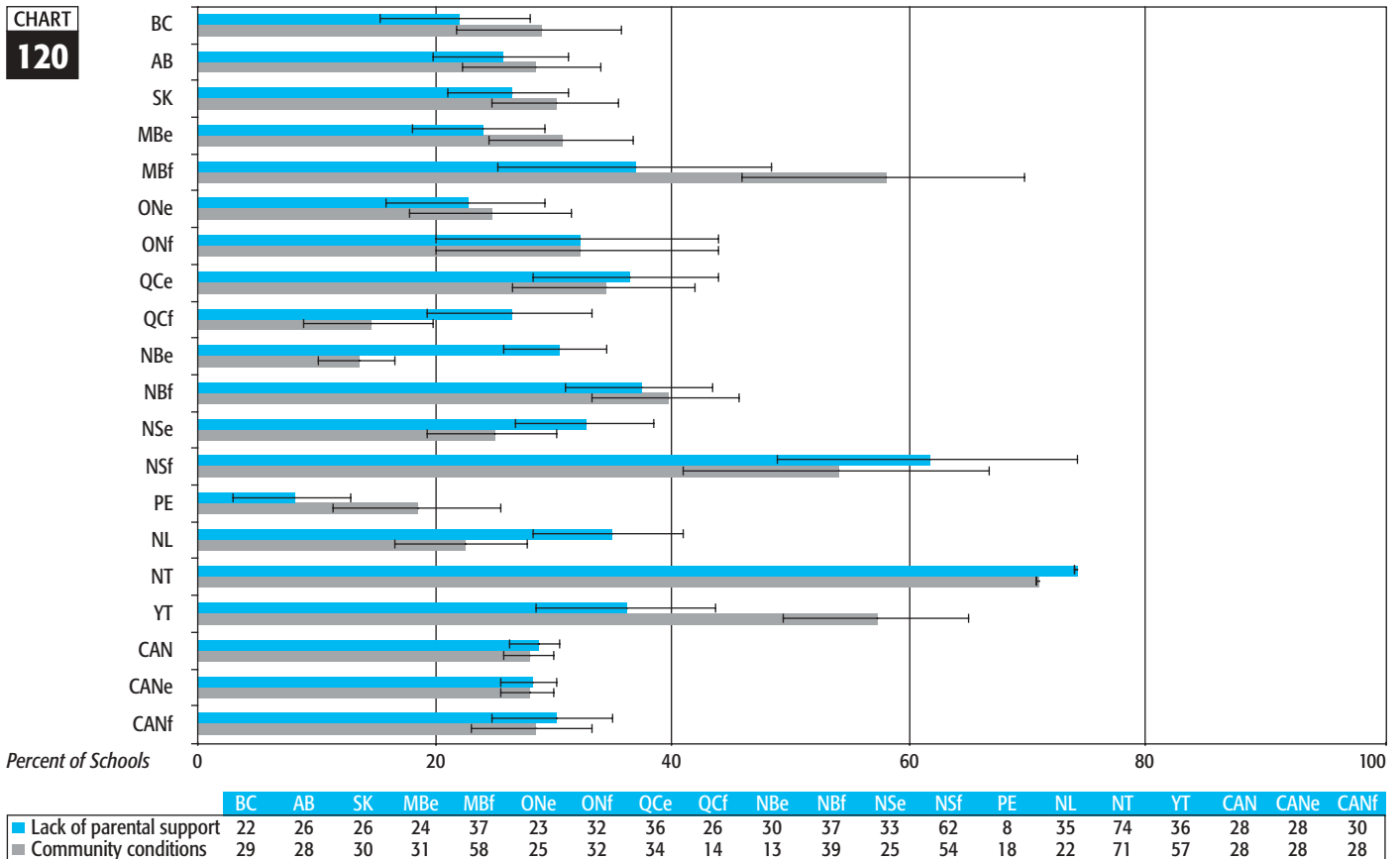
PERCENTAGE REPORTING THAT PARENTS INFLUENCE THE SELECTION OF THE PRINCIPAL OR TEACHERS SOME OR A LOT

CHART  
119



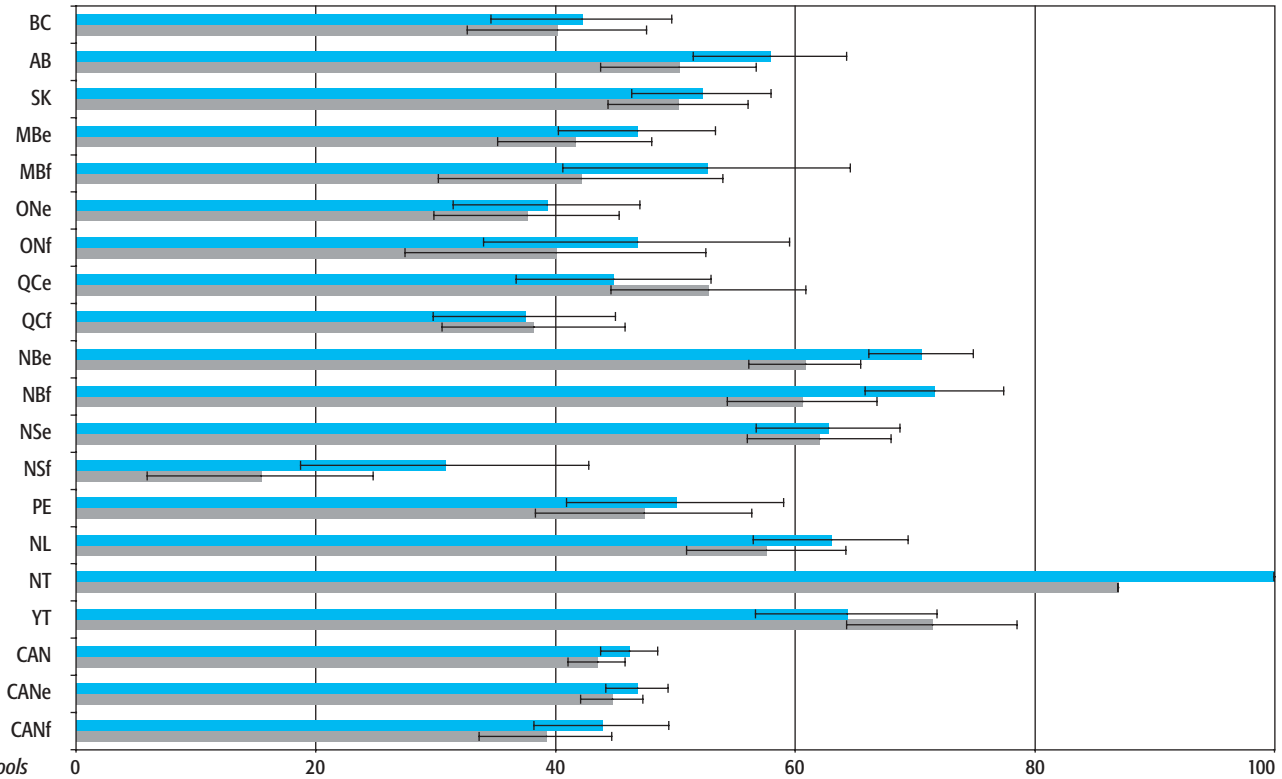
PERCENTAGE REPORTING THAT THEIR SCHOOL'S CAPACITY TO PROVIDE INSTRUCTION IS LIMITED BY A LACK OF PARENTAL SUPPORT OR BY COMMUNITY CONDITIONS

CHART  
120



**PERCENTAGE REPORTING THAT THEIR SCHOOL'S CAPACITY TO PROVIDE INSTRUCTION IS LIMITED BY THE RANGE OF STUDENT ABILITIES OR STUDENTS' HOME BACKGROUNDS**

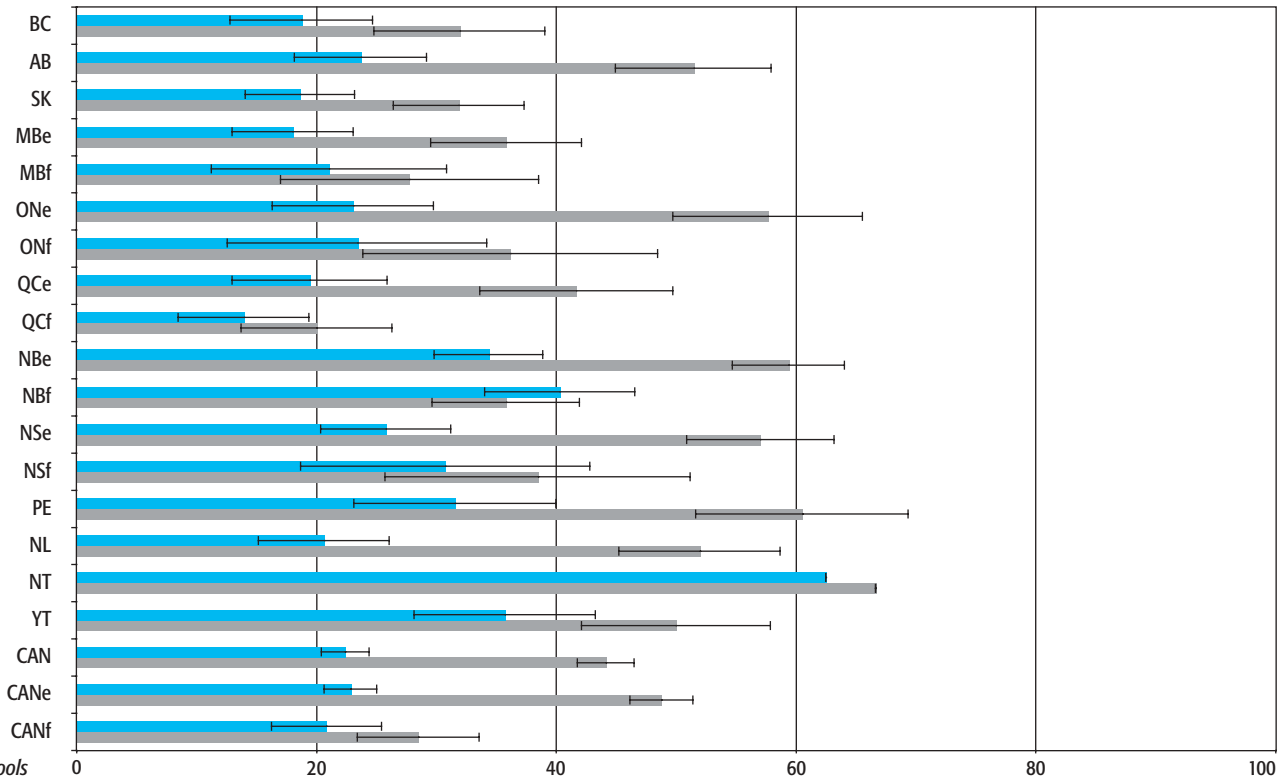
**CHART 121**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Range of student ability	42	58	52	47	53	39	47	45	37	71	72	63	31	50	63	100	64	46	47	44
Student home backgrounds	40	50	50	42	42	38	40	53	38	61	61	62	15	47	58	87	71	43	45	39

**PERCENTAGE REPORTING THAT A SHORTAGE OR AN INADEQUACY OF SPECIALISTS IN LANGUAGE ARTS AND OTHER SPECIALISTS AFFECTS SCHOOL'S CAPACITY TO PROVIDE INSTRUCTION**

**CHART 122**

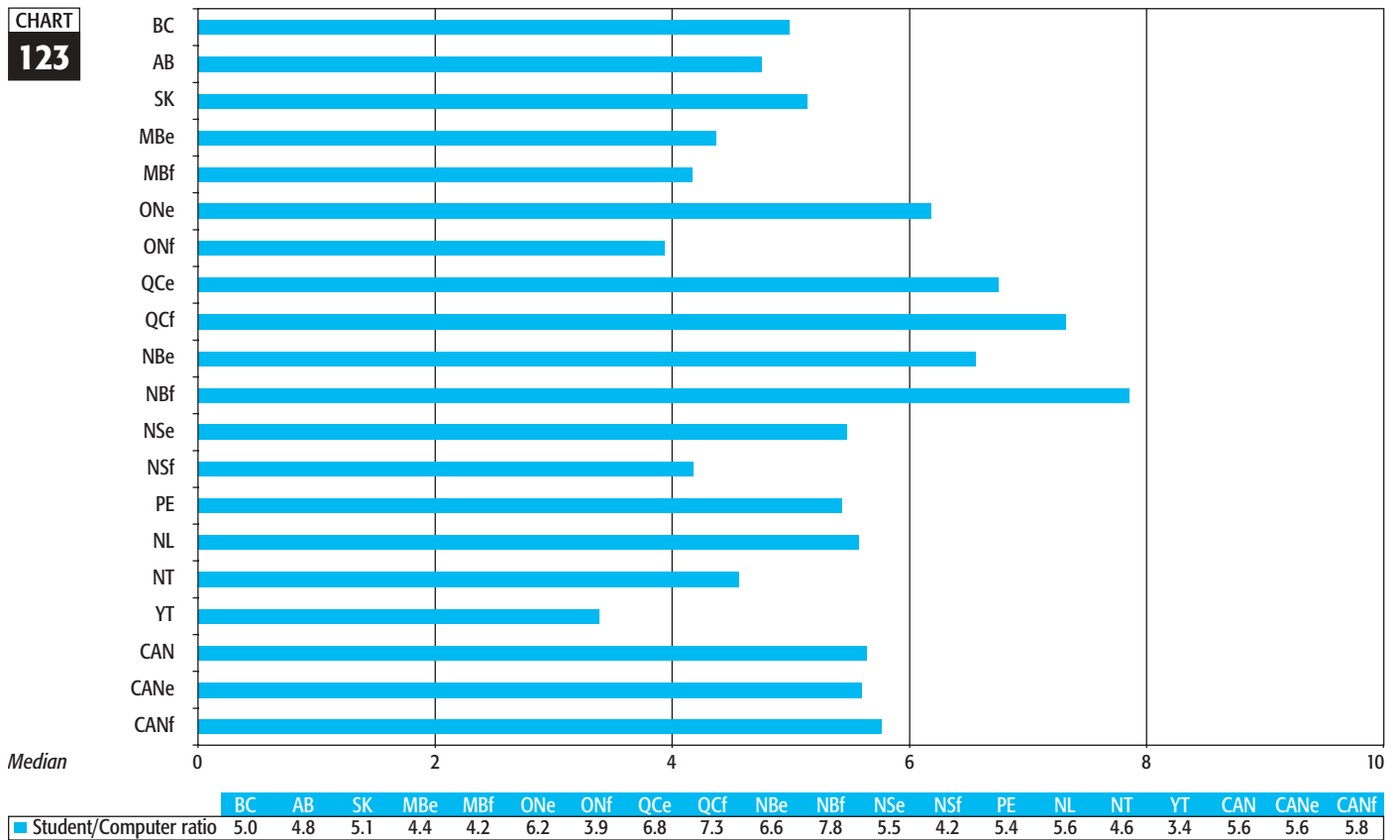


	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Language Arts	19	24	19	18	21	23	23	19	14	34	40	26	31	32	21	63	36	22	23	21
Other specialists	32	51	32	36	28	58	36	42	20	59	36	57	38	61	52	67	50	44	49	29



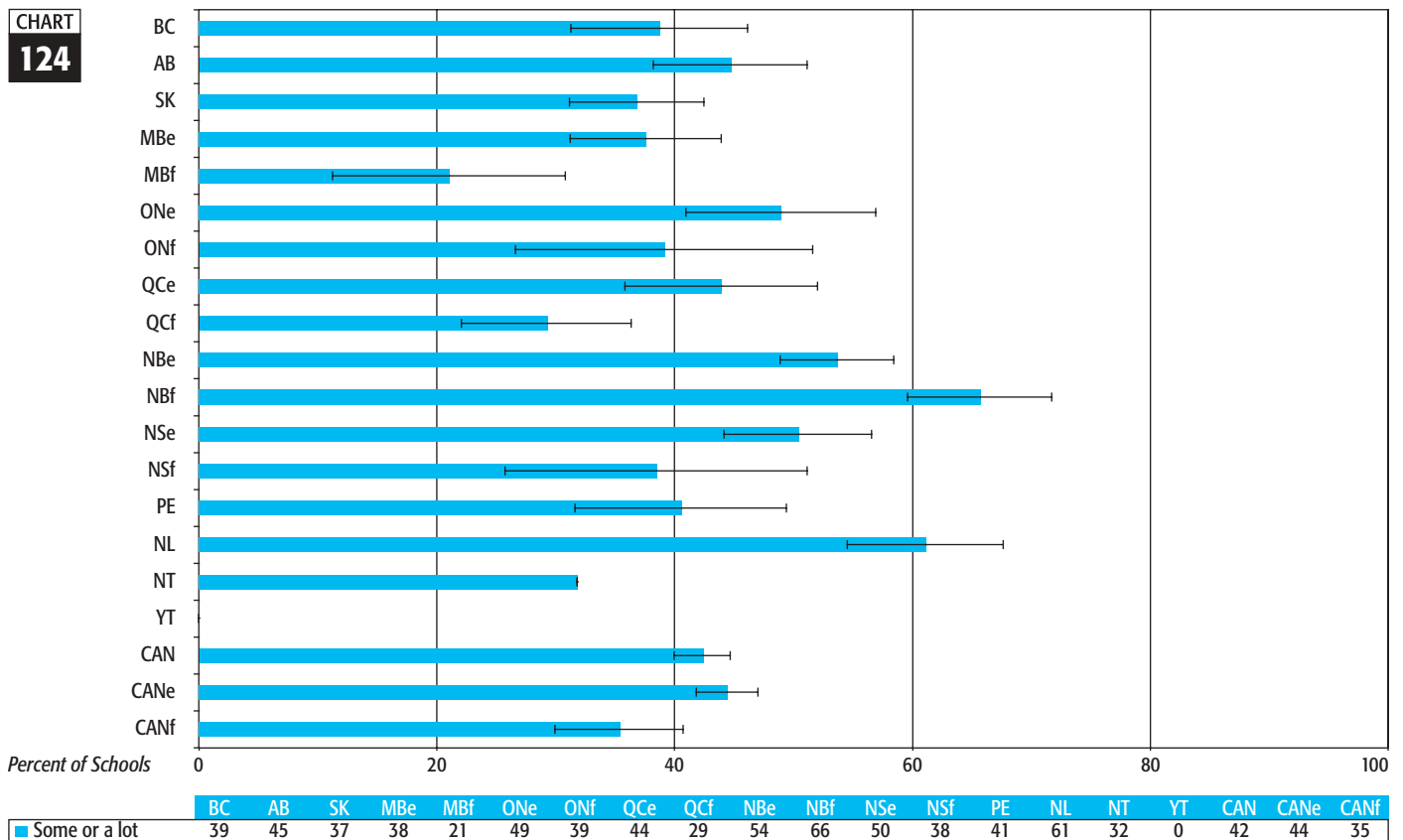
## MEDIAN STUDENT/COMPUTER RATIO

CHART  
123



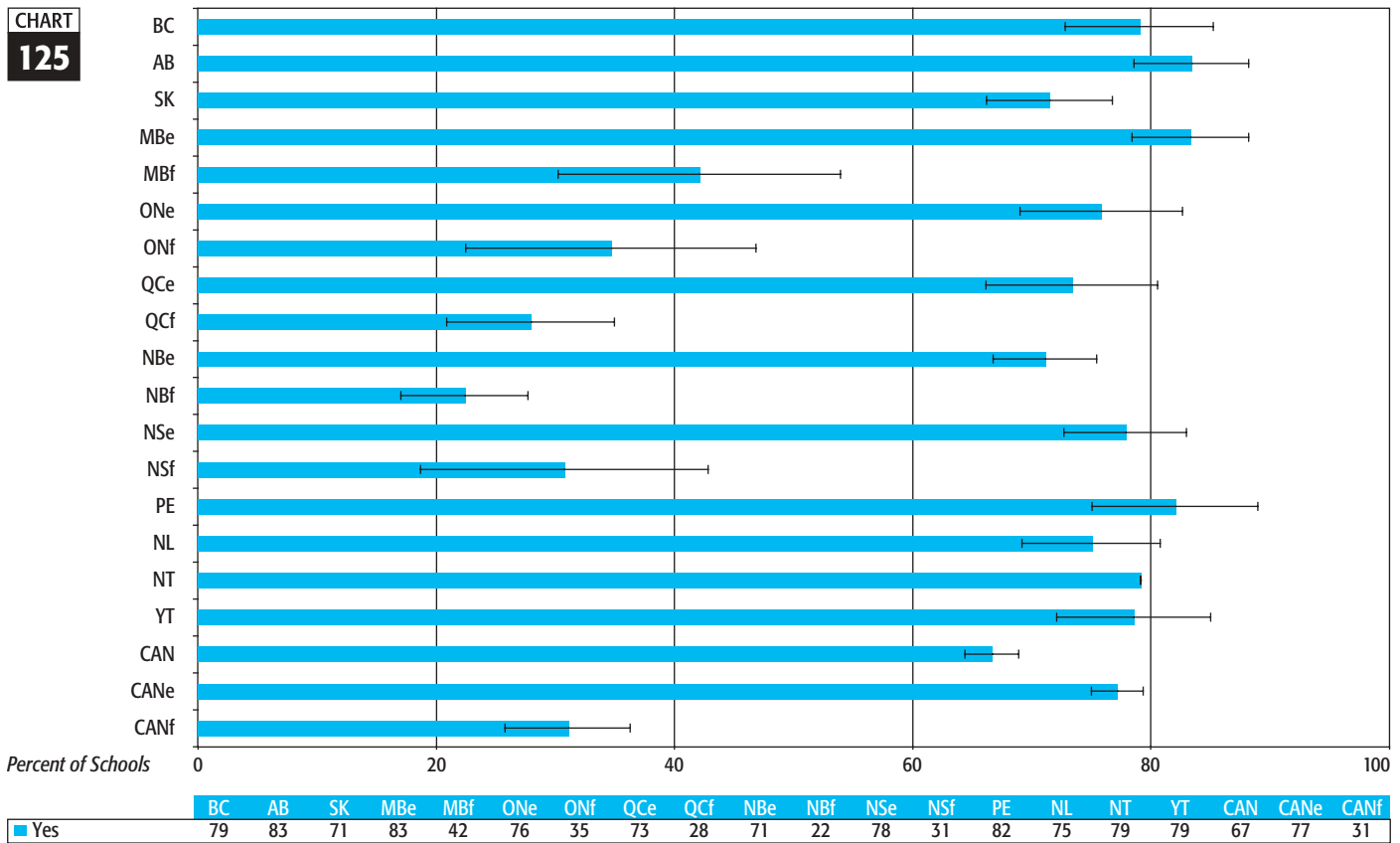
## PERCENTAGE REPORTING THAT A SHORTAGE OR AN INADEQUACY OF COMPUTERS FOR LANGUAGE ARTS INSTRUCTION AFFECTS SCHOOL'S CAPACITY TO PROVIDE INSTRUCTION

CHART  
124



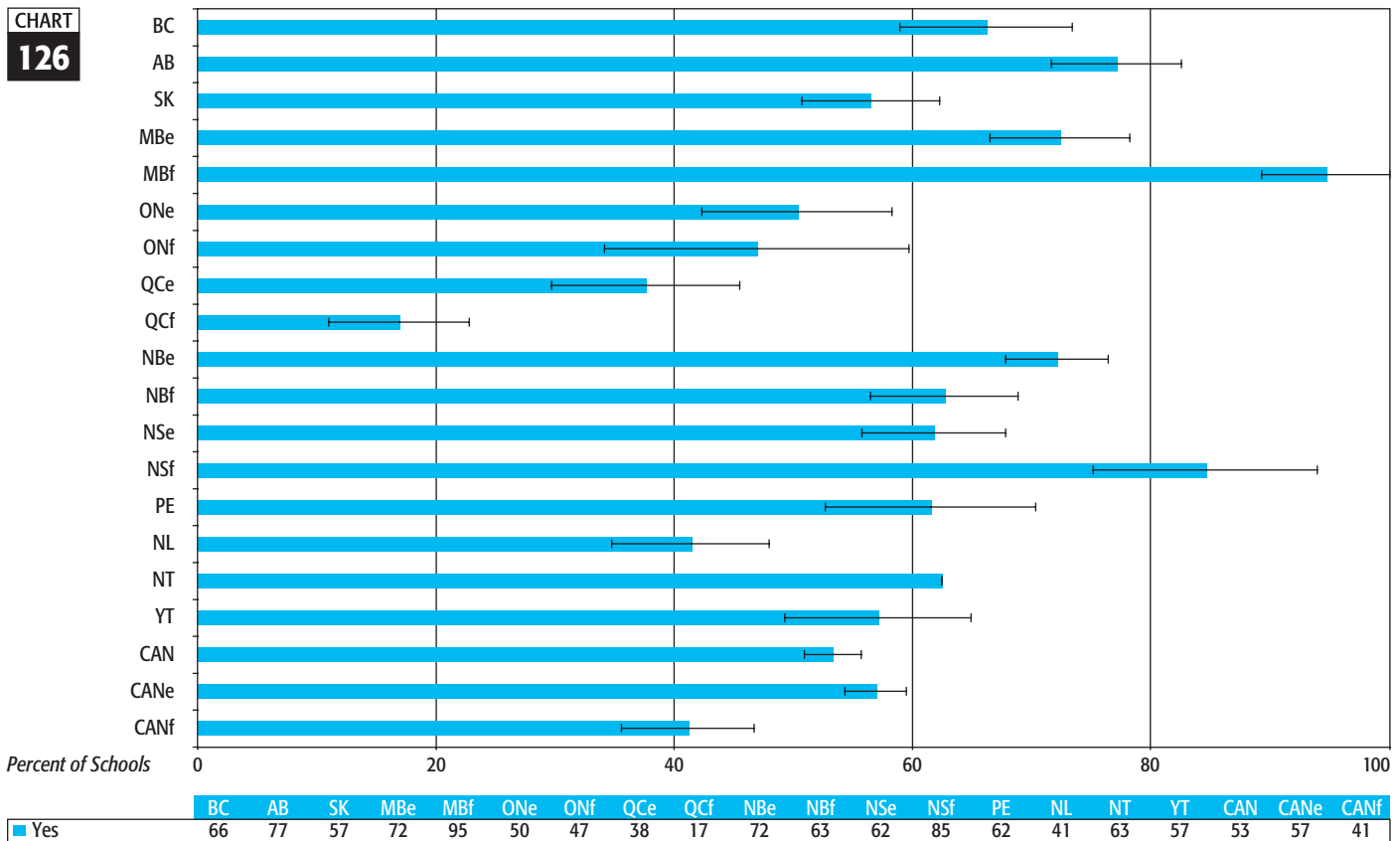
PERCENTAGE REPORTING DEDICATED COMPUTER ROOMS OR LABORATORIES WHERE LANGUAGE ARTS CLASSES CAN BE SCHEDULED

CHART  
125



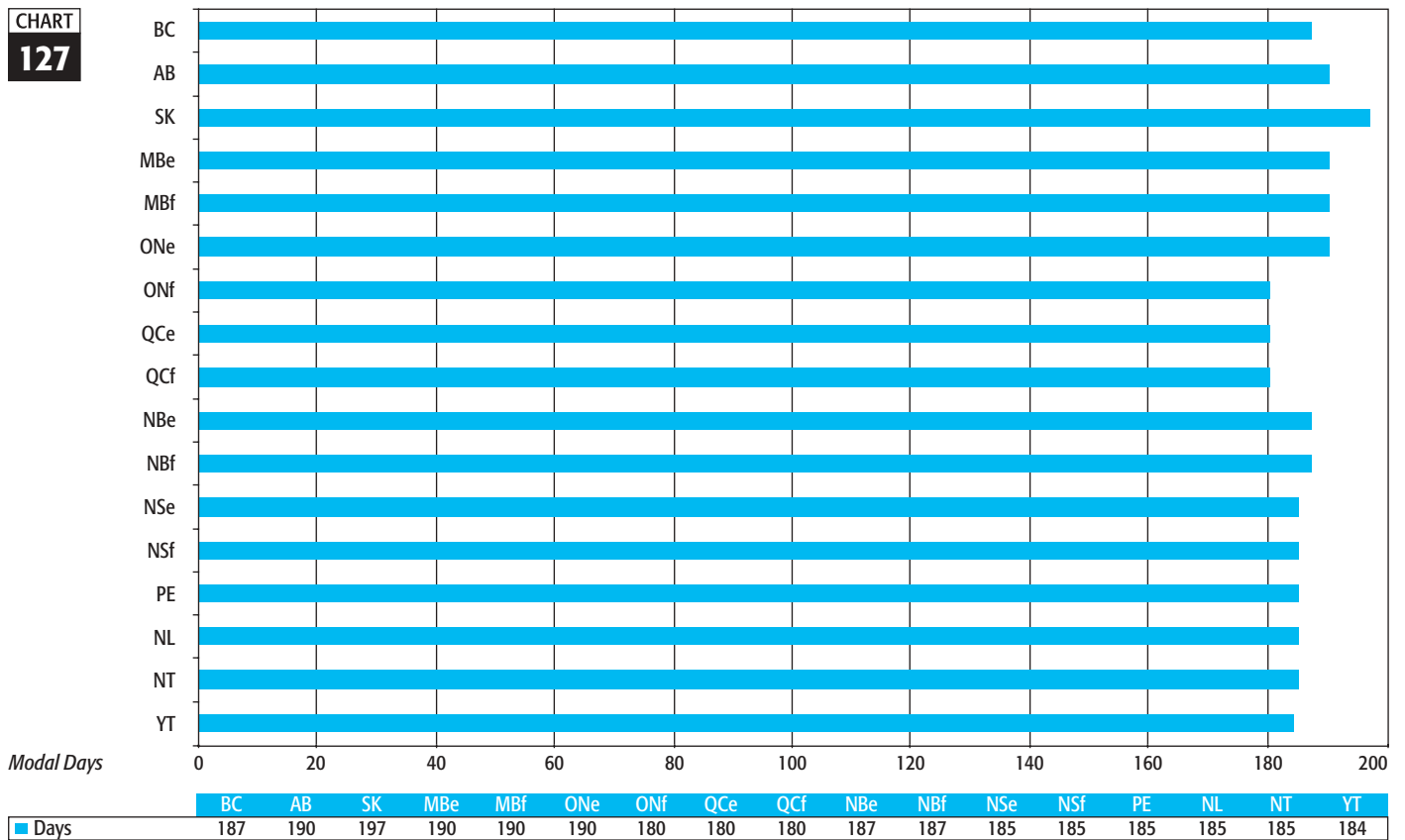
PERCENTAGE REPORTING ONE COMPUTER IN ALL OR MOST LANGUAGE ARTS CLASSROOMS

CHART  
126



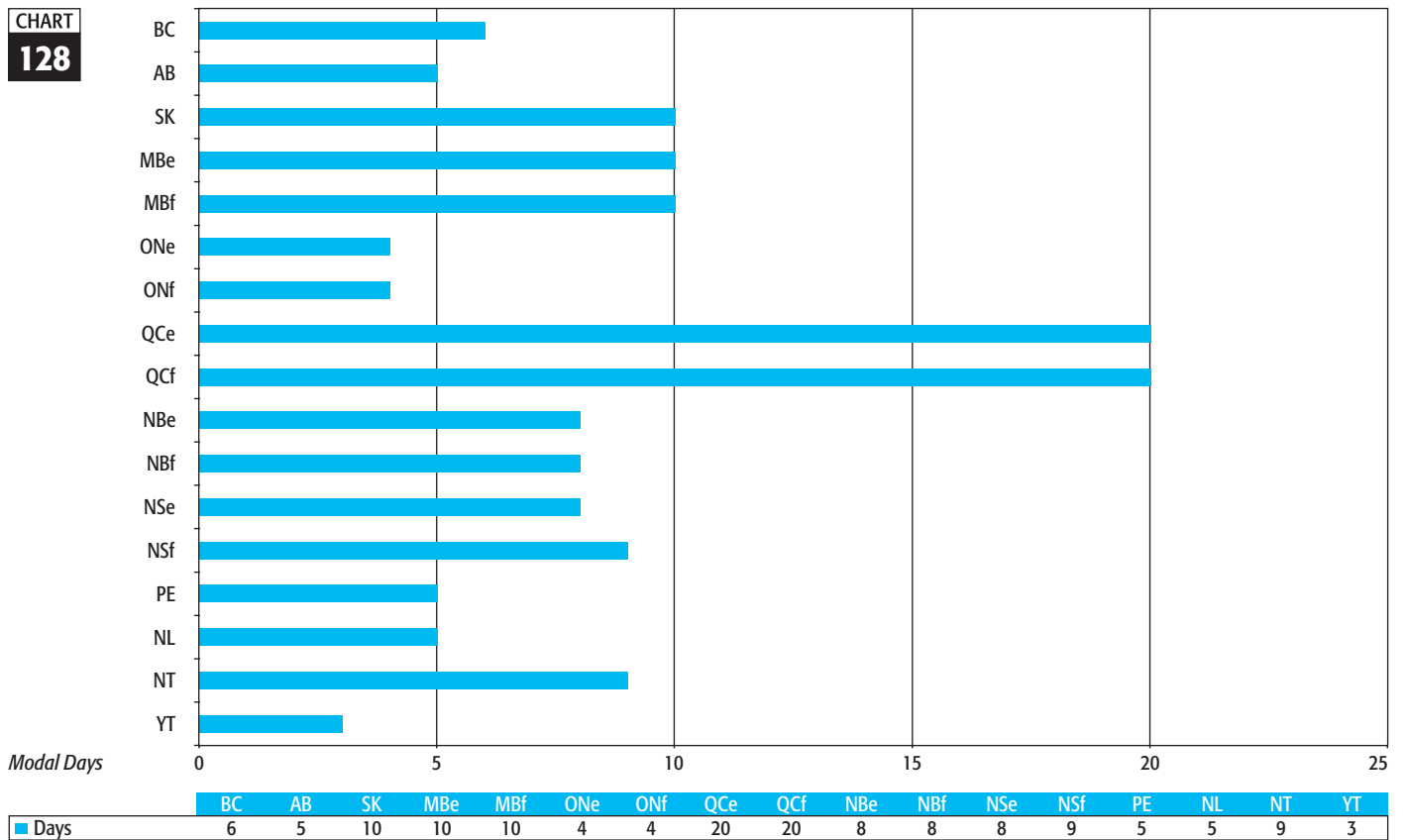
## MODAL LENGTH OF SCHOOL YEAR

CHART  
127



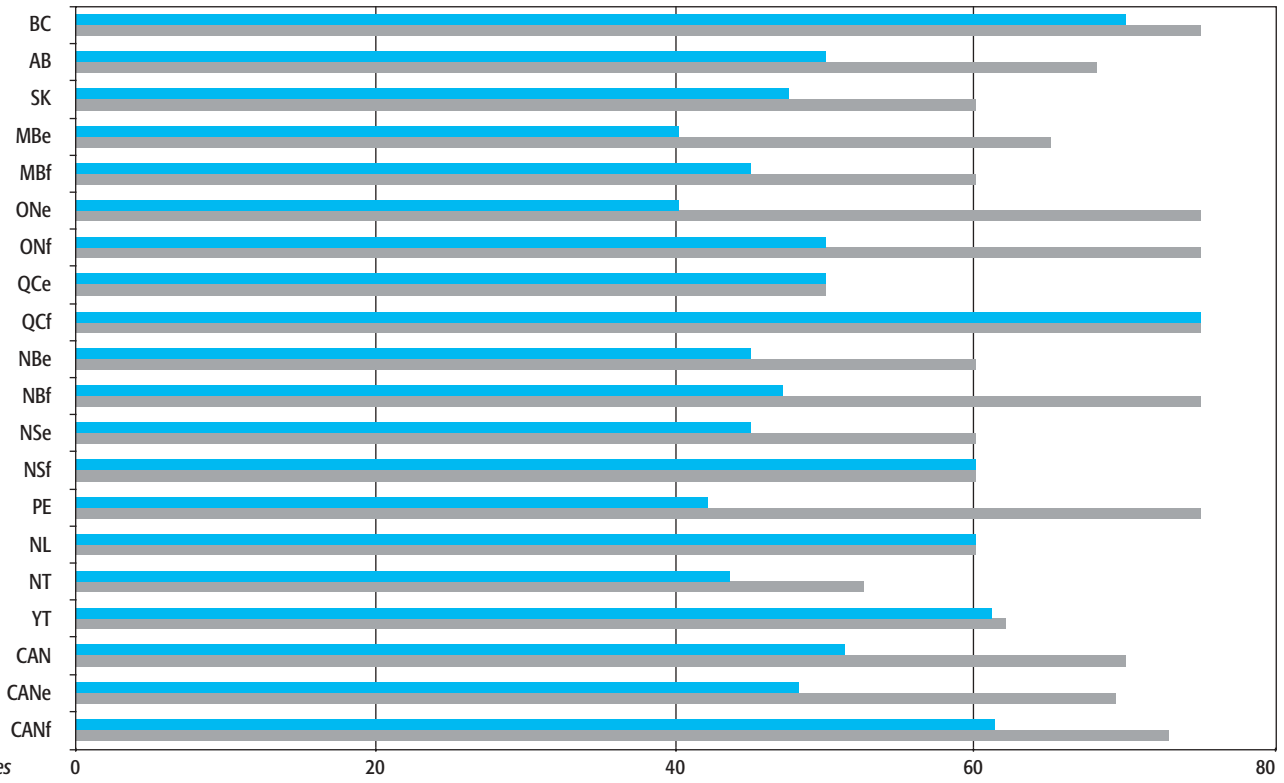
## MODAL ANNUAL DAYS FOR PROFESSIONAL DEVELOPMENT AND OTHER TEACHER ACTIVITIES

CHART  
128



## MEDIAN LENGTH OF CLASS PERIODS

CHART  
129

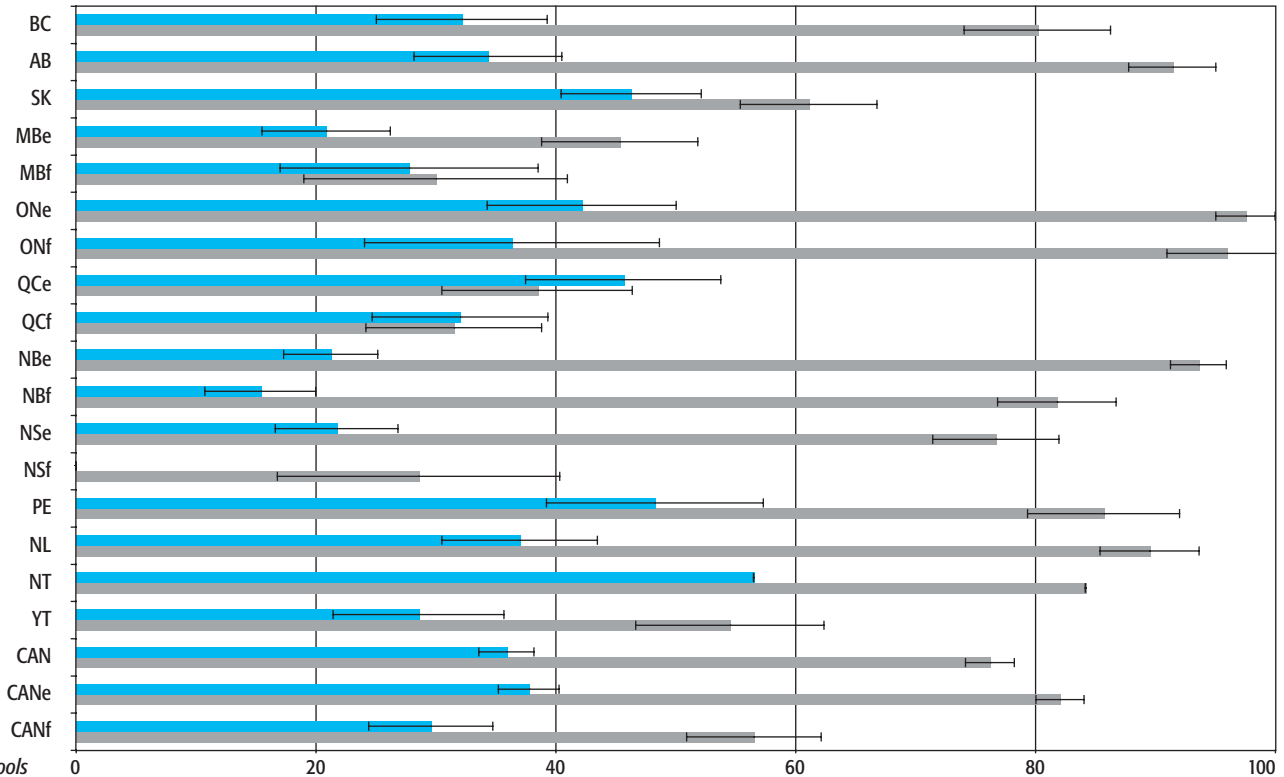


Median Minutes

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	70	50	48	40	45	40	50	50	75	45	47	45	60	42	60	44	61	51	48	61
16-year-olds	75	68	60	65	60	75	75	50	75	60	75	60	60	75	60	53	62	70	69	73

## PERCENTAGE REPORTING TWO OR MORE DISTINCT STREAMS OR ABILITY GROUPINGS FOR LANGUAGE ARTS

CHART  
130



Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
13-year-olds	32	34	46	21	28	42	36	46	32	21	15	22	0	48	37	57	29	36	38	30
16-year-olds	80	91	61	45	30	98	96	38	32	94	82	77	29	86	90	84	55	76	82	57

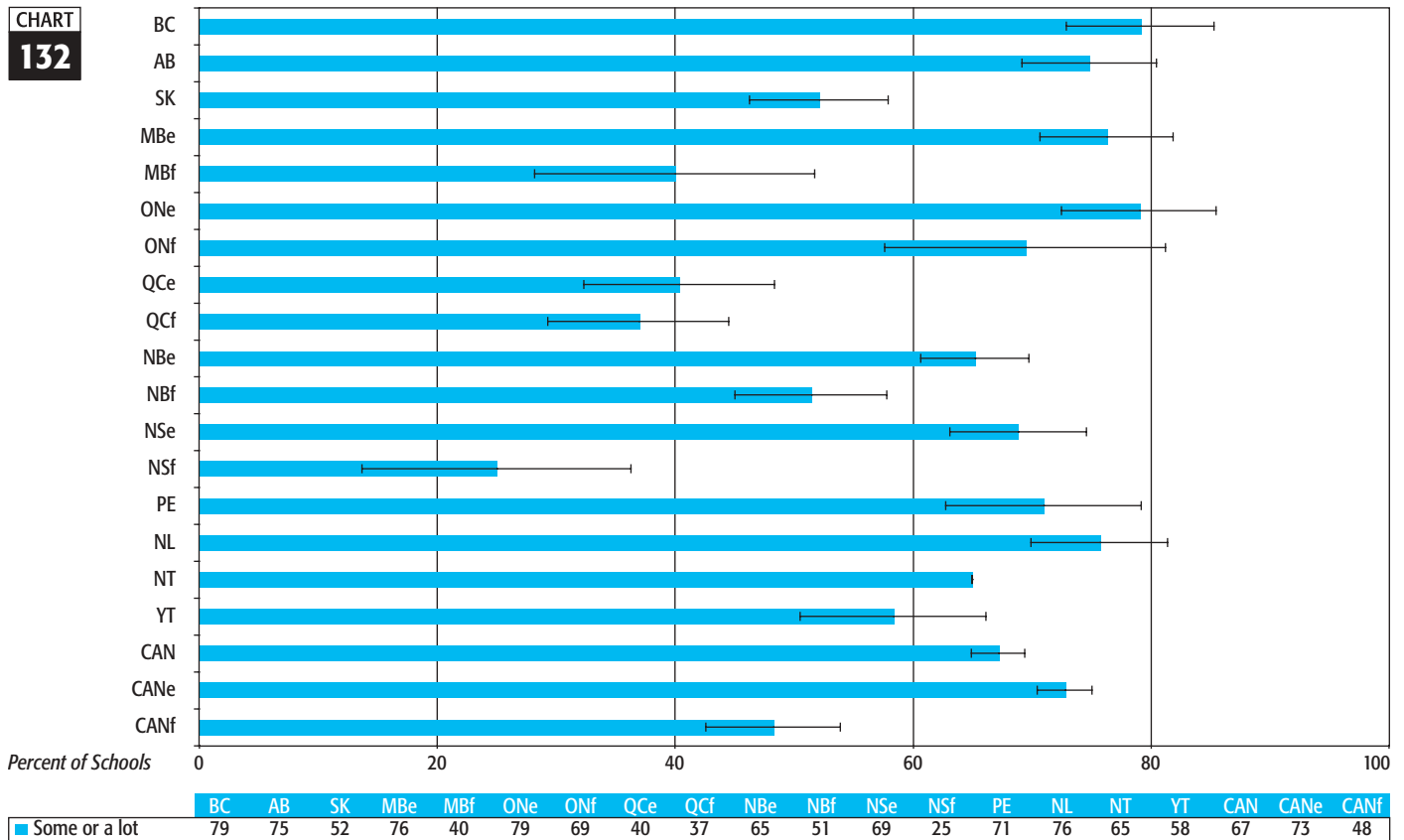
PERCENTAGE REPORTING THAT GENERAL ACADEMIC ABILITY HAS SOME OR A LOT OF INFLUENCE IN DECIDING WHICH LANGUAGE ARTS COURSES A STUDENT WILL TAKE

CHART  
131



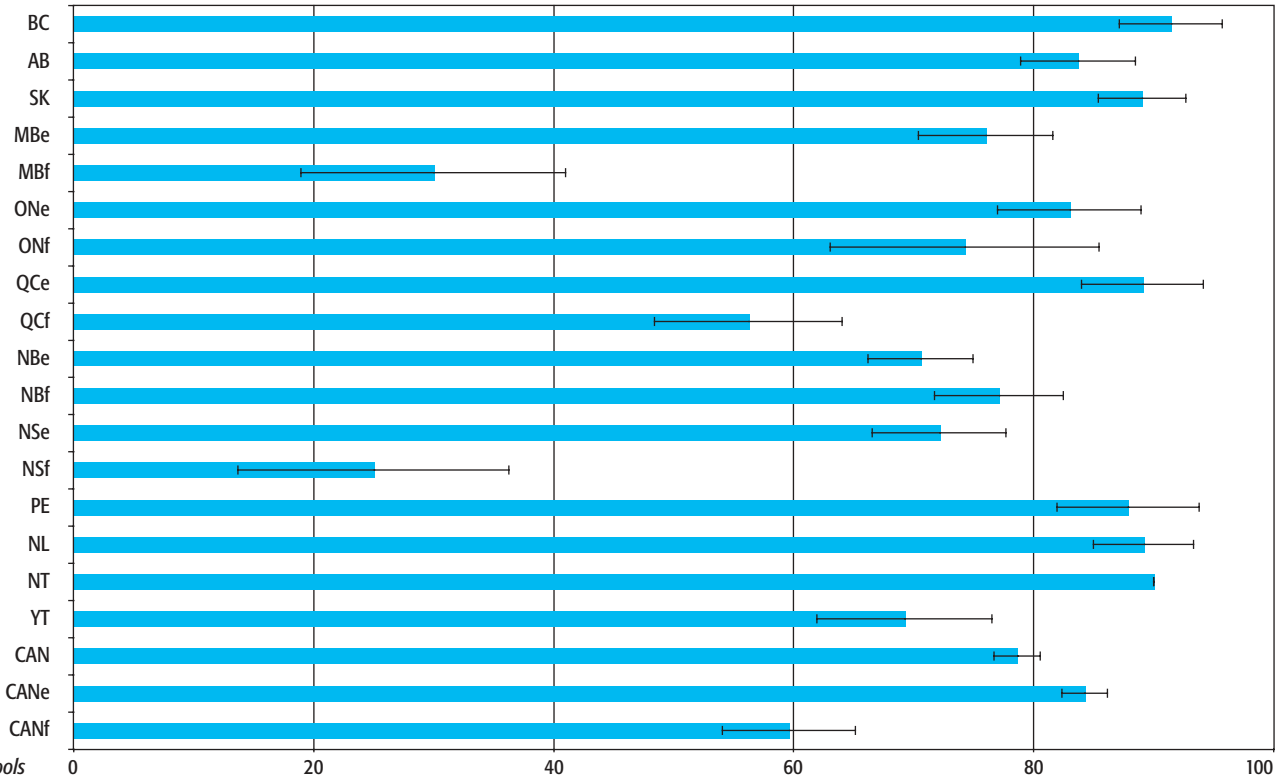
PERCENTAGE REPORTING THAT A STUDENT'S OWN WISHES OR CHOICES HAVE SOME OR A LOT OF INFLUENCE IN DECIDING WHICH LANGUAGE ARTS COURSES A STUDENT WILL TAKE

CHART  
132



**PERCENTAGE REPORTING THAT TEACHERS' RECOMMENDATIONS HAVE SOME OR A LOT OF INFLUENCE IN DECIDING WHICH LANGUAGE ARTS COURSES A STUDENT WILL TAKE**

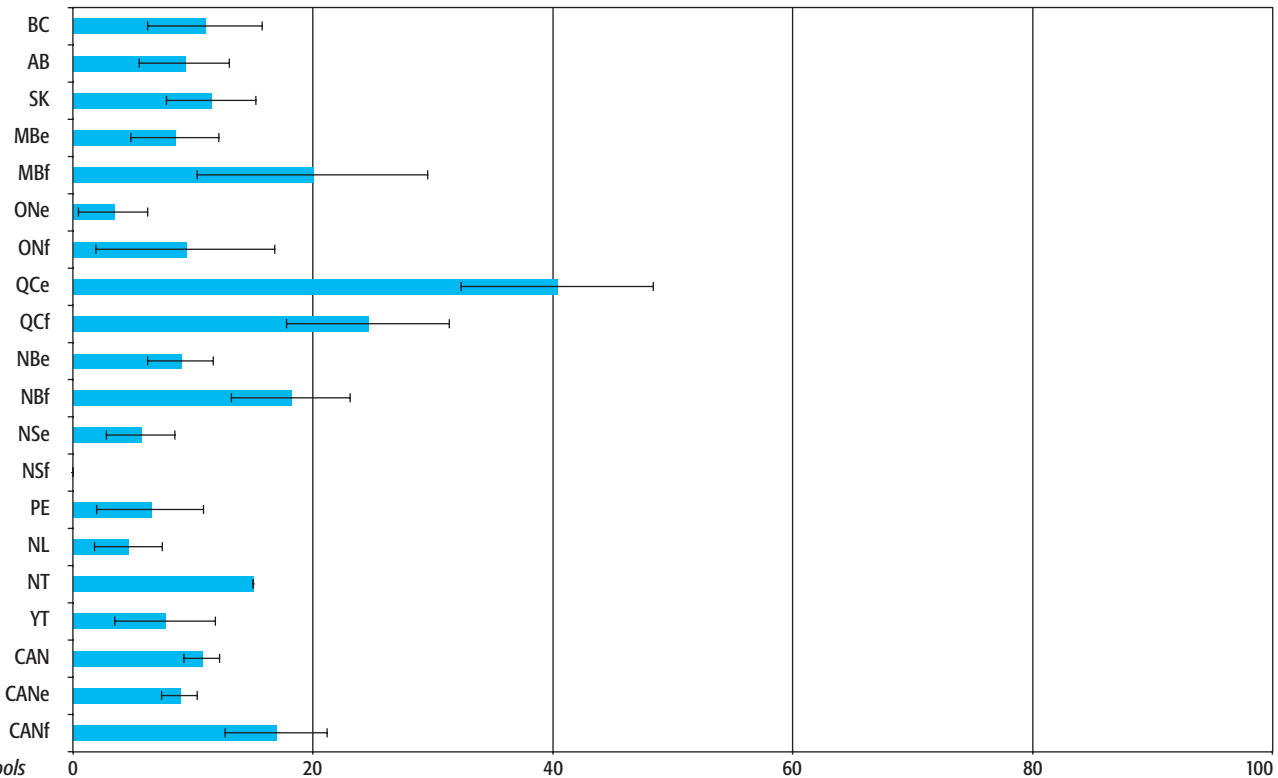
**CHART 133**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Some or a lot	91	84	89	76	30	83	74	89	56	71	77	72	25	88	89	90	69	79	84	60

**PERCENTAGE REPORTING THAT PERFORMANCE ON ENTRANCE EXAMINATIONS HAS SOME OR A LOT OF INFLUENCE IN DECIDING WHICH LANGUAGE ARTS COURSES A STUDENT WILL TAKE**

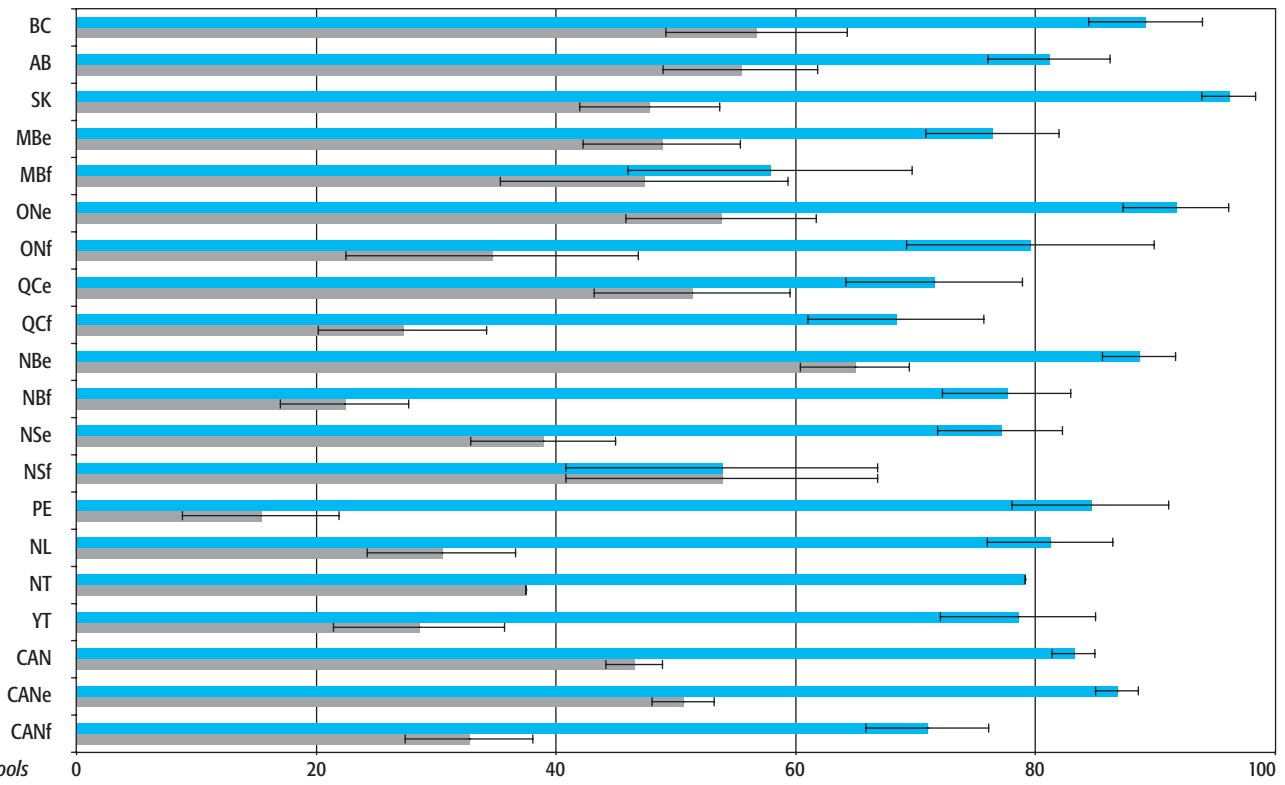
**CHART 134**



	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Some or a lot	11	9	12	9	20	3	9	40	25	9	18	6	0	6	5	15	8	11	9	17

PERCENTAGE REPORTING THAT THE SCHOOL PROVIDES REMEDIAL AND ENRICHMENT PROGRAMS/ACTIVITIES IN LANGUAGE ARTS

CHART  
135

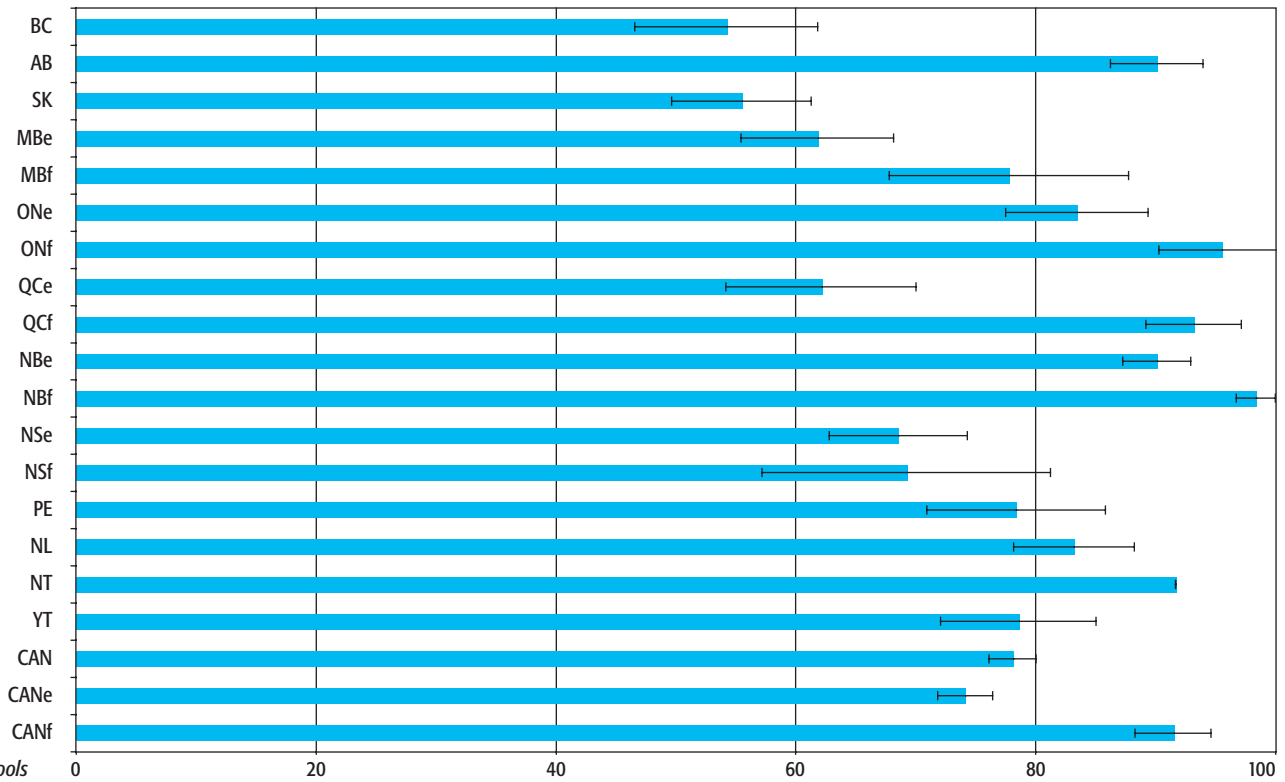


Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Remedial	89	81	96	76	58	92	80	72	68	89	78	77	54	85	81	79	79	83	87	71
Enrichment	57	55	48	49	47	54	35	51	27	65	22	39	54	15	30	38	29	47	51	33

PERCENTAGE AGREEING THAT STUDENTS SHOULD BE STREAMED INTO DIFFERENT PROGRAMS BASED ON THEIR ABILITIES AND APTITUDES

CHART  
136



Percent of Schools

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT	CAN	CANe	CANf
Agree or strongly agree	54	90	56	62	78	83	96	62	93	90	98	69	69	78	83	92	79	78	74	91

## CONTEXT FACTORS AND ACHIEVEMENT

Student achievement is influenced by an enormous number of variables. Some of these, such as student ability and socio-economic status, have been extensively studied. Others, especially macro-level policy variables and school and classroom practices, are less well documented. One of the functions of large-scale assessments is to add to our understanding of the factors influencing achievement. The addition of comprehensive questionnaires to the SAIP assessments was intended to allow some progress to be made toward this goal.

This section presents an exploratory analysis based on simple bivariate relationships between selected questionnaire variables and writing achievement. Following the pattern established in SAIP reports, the results are given for each jurisdiction. However, the emphasis here shifts from jurisdictional comparisons to finding stable relationships. Results by jurisdiction should therefore be thought of as “replications” rather than as comparisons across jurisdictions. While it is possible that some of the factors influencing achievement will operate differently in different settings (e.g., correlate positively with achievement in some jurisdictions and negatively in others), the analysis is not focused directly on such differences.

It is also important to recognize that, because students learn in complex ways, no single variable can be expected to stand out as having a large influence on achievement. Most of the actual correlations reported are small. Their occurrence in consistent patterns is evidence of their stability across settings, and not of their strength or practical significance.

Results of the type presented here cannot be interpreted as establishing causal directions. For example, the results show that students who write more tend to perform better on the SAIP writing assessment. However, we cannot tell from these results if more writing causes higher achievement or if the opposite is true or, for that matter, if both more writing and high writing achievement are caused by other factors. Nevertheless, the conceptual model being used assumes that input and process variables affect achievement and not the other way around. A comprehensive analysis of the SAIP data would require efforts to model achievement using particular combinations of variables and to test such models statistically. It is hoped that the results presented here will stimulate further research on ways of modelling achievement. The relationships given point to some possible directions for such research using multivariate models. Analyses of this kind may allow researchers to discern which variables have the strongest relationships with writing achievement.

For the student data, a direct relationship can be established between individual achievement and individual questionnaire responses. For the school questionnaires, the student achievement results were first aggregated to the school level and reported as the proportion of students in the school at or above the criterion (level 2 for 13-year-olds and level 3 for 16-year-olds). Analysis of the teacher questionnaire results has been excluded because an accurate match of teacher identifiers with student identifiers could not be made.



# STUDENT RESULTS

## Statistical Note

Student results are based on cross-tabulations of levels of achievement with categories from the questionnaire items. This type of data is ordinal (rank order) in nature. A statistic known as Kendall's tau<sub>b</sub> is used as the measure of relationship for this type of data. The relationship is considered statistically significant if the probability that a value of tau<sub>b</sub> as large as that observed can occur by chance is .10 or less. The .10 level of significance rather than the more conventional .05 level is used because of the large number of replications available.

When reporting a large number of statistical tests, each at the .10 level of significance, one in ten such tests can be considered as a "false positive." For this reason, the emphasis here is on results that show consistent patterns across jurisdictions. The results should not be used to compare jurisdictions. It was actually rare to find results in opposite directions from one jurisdiction to another. Differences that were not statistically significant were virtually all in the same direction as those labelled significant.

For brevity in reporting, only the indicator of significance and the direction of the relationship (s+ and s-) are presented in Table 1. More detailed cross-tabulations are given in Appendix A. A positive relationship (s+) should be interpreted as meaning that positive values of the questionnaire indicator are associated with higher performance. Some questionnaire items were reverse-scaled to maintain this interpretation.

A total of 46 questionnaire variables were selected for detailed analysis based on preliminary screening using the overall results for Canada. Results for all of these are summarized in Table 1. (The detailed cross-tabulations appear in the Appendix.) Many of these variables are representative of a particular category, with other variables within the same category generally yielding similar patterns of results. For example, while both mother's and father's education were available, only mother's education is reported because the general relationship with achievement is similar for both.

## Student Background and Aspirations

Student gender is associated with achievement throughout, with girls performing at higher levels than boys.<sup>5</sup> This is a common

<sup>5</sup> More specific results on gender differences are presented in the SAIP Writing 2002 Public Report.

result in studies of reading and writing. Although this has been a source of concern for policy makers for some time, there is little to indicate that the disparity is being resolved.

Mother's education is reported only for 16-year-olds because of a large amount of missing data for 13-year-olds. Mother's education is positively associated with achievement. Similar results were found for father's education and for mother's and father's occupation. This is also a common result in studies of this nature, and simply reinforces the well-established relationship between achievement and socio-economic status.

Most indicators of possessions in the home yielded high values and little variation. The exception was the number of books in the home, which varied widely across the scale given. Number of books in the home is positively associated with writing achievement in all populations.

Speaking the language of the assessment at home shows effects in almost all populations, with those speaking the language of the assessment at home having higher achievement than those who do not. This result does not distinguish between speaking an official language other than the language of the test and other languages. Because the number of students not born in Canada is small in most jurisdictions, the differences are more likely between those speaking an official language or an Aboriginal language different from the language of the assessment than for immigrant languages. It is important to examine these results in more detail as they may relate to socio-economic status or other variables.

A more direct indicator of language capability is whether or not the student is taking or has taken an English second language (ESL) course (there was no comparable question for French students in francophone populations). Table 1 shows that taking ESL this year correlates negatively with achievement. A similar result was found for having taken ESL in the past.

Not surprisingly, students who are doing well in their Language Arts courses also tend to do well in the SAIP assessment. Although not shown in the table, the same result was obtained for student satisfaction with their Language Arts marks.

The descriptive results indicated that more than 90% of students overall plan to continue their education beyond high school, with university being the predominant destination. All other categories of postsecondary studies were therefore combined for analysis.

Those planning university education perform better than those planning other forms of postsecondary education. It is interesting to note, however, that substantial numbers of university-bound students perform below the criterion. This suggests that such students may be headed for some difficulty at the university level. On the other hand, it is likely that large numbers of those intending to attend university will actually change their minds before the end of high school or will fail to gain admission. The impact of writing achievement on the ultimate postsecondary destination of students deserves further investigation.

### Out-of-School Activities

Students can do a number of things outside of school to enhance their writing performance. Among the most obvious is doing homework. Time spent on homework in Language Arts is positively related to achievement. However, a negative pattern is observed for working with parents on Language Arts homework. It seems likely that students who are doing poorly would tend to seek or be offered assistance from their parents. This raises the question of whether such help is useful. The results show that parental help is obviously not decisive in changing achievement levels. However, it would be inappropriate to infer from these results that such help is detrimental because it may have marginal effects that cannot be detected from this type of analysis.

In contrast to results on the 2001 Mathematics III assessment, taking tutoring in Language Arts was not consistently associated with achievement in writing. However, a clear pattern was found for taking other lessons in non-school areas, with those taking such lessons performing better than those not. Other out-of-school activities that may be considered related to writing include using a computer for school work or entertainment, reading for enjoyment, using e-mail, and writing in a diary or journal. All of these showed positive relationships with achievement.

Further indicators of the student's home life are given by questions on interactions with parents and time spent watching television. In contrast to parent help with homework, discussing daily activities with parents yields positive correlations with achievement. Similar, though less consistent, results were found for discussion of schoolwork and discussing the student's future. Time spent watching television is negatively associated with achievement, though the relationship is less consistent than for other factors.

### Student Attitudes and Attributions

Student attitudes toward writing show a pattern of significant relationships with achievement. Positive associations are found for perceived importance of writing for future studies, agreement that many good jobs require writing skills, the need to work hard to be able to write well, persistence in writing, and enjoyment in writing. A pattern of negative relationships exists for perception that writing is more difficult than other school subjects, lack of

interest in writing, and attribution of either good or bad marks in writing to luck. Similar positive and negative attitudes and aspirations yielded the same general patterns but less consistently across populations.

More general attitudes toward school also yielded significant relationships. Positive correlations were found for student perceptions that it is important for them to do well in school and in Language Arts. The table also shows positive correlations for feeling good about school and getting the marks deserved, and negative correlations for the perception that there are not many interesting things to do in school. Other positive and negative propositions in this set yielded similar results. Indeed, this complete item set may be perceived as a quality-of-school-life scale, with positive perceptions being consistently associated with higher achievement.

### Writing Habits

Questions in this set had to do with the strategies, resources, and thought processes used by students when writing. A generally positive but not highly consistent pattern was found for most of these items. Those showing the most consistent relationships are writing from one's own experience, use of a computer for word processing, and use of writing tools such as dictionaries, spell checkers, thesauruses, and grammar handbooks.

### Classroom Activities

The conceptual model underlying the questionnaires suggests that "proximal" variables, or those that touch most closely on the day-to-day lives of teachers and students, are more likely to be related to achievement than more "distal" or broad policy variables. This area is of considerable interest because variables related to school and classroom practices are the ones that are most amenable to change through teacher education, targeted resource allocations, school leadership practices, and other means that are within the control of the school system.

The model itself does not give a clear picture of the expected direction of association for particular kinds of activities. Therefore, a long list of items in both student and teacher questionnaires was compiled in order to give a picture of classroom activities and of the use of classroom resources and materials. Within the limitations of these self-report instruments, these items present a fairly comprehensive picture of how Language Arts, and particularly writing, are taught. The relationships with achievement given in Table 1 can be used to give some preliminary indications of effective and less effective practices.

Given the comprehensive nature of the activities presented, it is perhaps surprising that the patterns found did not replicate as well across jurisdictions as for many of the external factors reported here. Teacher and student questioning are positively

associated with achievement. The number of pages of writing per month, both within Language Arts courses and outside of school, also shows positive associations. Negative indicators include the teacher reading from the textbook, and writing book reviews.

Among resource indicators, none showed a clear pattern of positive relationships with achievement. Use of instructional software and use of experts within the community, though not frequently reported, both showed negative associations with achievement.

There seems to be a general belief among Language Arts specialists that language, and especially writing, is a generic skill that needs to be nurtured throughout the school curriculum and not compartmentalized into Language Arts courses. Of the three questions asked in relation to what teachers do in other courses to develop writing skills, two showed a pattern of negative associations with achievement. These are teachers in other courses explaining the writing forms used in their courses and correcting student writing

and explaining how to improve it. As Table 1 shows, this result seems more prevalent for 16-year-olds, but is not as strongly consistent across populations as most of the other effects shown. This interaction would also deserve further analysis.

### Comparison with 2001 Mathematics Results

It is interesting to note that a comparison of these results with the 2001 Mathematics Assessment showed many more questionnaire variables to be significantly associated with writing than with mathematics. In particular, writing performance seems related to a greater variety of out-of-school activities and less related to classroom activities than mathematics performance. This raises the interesting question of whether mathematics is more a “school-based” subject and writing more of an externally developed activity. It is not possible to answer this question clearly from the results at hand. However, this is a crucial question for the teaching of writing, which thus requires more detailed analysis.

**TABLE 1: SIGNIFICANT CORRELATIONS BETWEEN STUDENT QUESTIONNAIRE VARIABLES AND ACHIEVEMENT**

s+ significant positive correlation  
 s- significant negative correlation  
 Level of significance 10

Shaded areas: insufficient or no data  
 Blank areas: no significant correlation

	BC	AB	SK	MBE	MBF	ONE	ONF	QCe	QCF	NBe	NBF	NSe	NSf	PE	NL	NT	YT
Gender	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Mother's education	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Number of books in home	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Language of test spoken in the home	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
ESL this school year	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-
Average mark in Language Arts	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Plan to attend university	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Taking other lessons	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Time spent on homework or studying in Language Arts	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Reading for enjoyment	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Using a computer for school work	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Using a computer for entertainment	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Write in a diary/journal	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Read and reply to e-mail	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Read a book other than school books	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Number of hours per week watching television	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-
Parents and students work on Language Arts homework	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Parents and students discuss daily activities	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Writing is more difficult than other school work	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-
I am not very interested in writing	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-
Writing is important for my future studies	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Many good jobs require good writing skills	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
To write well, you need to work hard	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+
Bad mark in Language Arts due to bad luck	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-
Good mark in Language Arts due to good luck	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-

	BC	AB	SK	MBe	MBf	ONe	ONf	QCe	QCf	NBe	NBf	NSe	NSf	PE	NL	NT	YT
Persist when faced with a difficult writing problem	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Important to do well in school	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Important to do well in Language Arts	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
I feel good about school	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
There are not many interesting things to do in school	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
I get the marks I deserve	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Enjoyment of writing	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Number of pages of writing per month	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Usefulness of writing skills in adult life	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
I depend on experience when writing	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
I use a computer when I write	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
I use dictionaries, etc, when writing	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
I write book reviews	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
Teacher asks questions	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Students ask the teacher questions	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Teacher reads from textbook	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
Use of instructional software in Language Arts classes	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
Use of experts within the community in Language Arts classes	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
Number of pages of writing per month in Language Arts classes	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+	S+			S+
Teachers in other courses explain writing forms	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-
Teachers in other courses correct writing and explain how to improve	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-	S-			S-

## Statistical Note

Student achievement was aggregated to the school level by computing the percentage of students achieving at or above the criterion for each age group. The school achievement scale was therefore “equal interval” in nature, on a scale from 0 to 100. However, most of the school questionnaire variables were ordinal as before. The Kendall tau<sub>b</sub> was therefore also used here in most cases. Again, the emphasis is on results that show trends in a particular direction and not on comparisons between jurisdictions. Because of the small number of schools in some populations, and the breakdown of schools by age, the correlations for the school variables with achievement were much less stable than those for the student variables. A modified two-step procedure was therefore used to select school variables for discussion. At the first step, the correlation for Canada as a whole was computed. If this correlation was statistically significant at the .05 level, the second step was invoked. This step involved a “sign test” based on the proportions of positive and negative correlations across the 17 SAIP populations. The sign test gives a measure of the consistency of the correlations across populations but not of their magnitude. A variable was selected if 12 or more correlations were in the same direction. This corresponds approximately to a probability of .05 or less that the observed pattern would be found if the overall population correlation were zero.

A total of 33 of the approximately 200 variables available from the school questionnaire were selected. Some of these met the selection criteria for only one age group while others showed a consistent pattern across the two age groups. In general, more variables met the criteria for 16-year-olds than for 13-year-olds.

The variables showing the most consistent patterns were in the areas of school demographics, characteristics of students in the school, limitations in the school’s capacity to provide instruction, provisions for special-needs and gifted students, and school climate. Other variables in the same general categories as those selected tended to show similar patterns even if the selection criteria were not met. These categories of school variables may therefore be seen as having more impact on achievement than other groups of factors such as those on school decision making.

## School and Community Size

School size is positively associated with achievement for 13-year-olds, and the size of the community in which the school is located shows a positive correlation for 16-year-olds. Another measure of school size is total teaching staff in the school. This variable is significantly associated with achievement at both age levels.

However, the student/teacher ratio was not found to be correlated with achievement. Since all of these variables are correlated among themselves (larger schools tend to be found in larger communities), it is unlikely that these results are independent of each other or of other variables such as socio-economic status of the student body. Nevertheless, overall pattern is clearly one of higher achievement in larger schools.

## Class Size

The results for class size are in the opposite direction from expectations and from most research on class size (though consistent with earlier SAIP and PISA results). In this case, larger classes tend to be associated with higher achievement. Again, this is likely linked to a high correlation between school size and class size. This seems to suggest that negative effects of smaller schools may override any possible positive effects of smaller classes. Alternatively, both school size and class size may be confounded with other factors, such as type of community, language, or socio-economic status of the school, that contribute to achievement. Finally it is possible that the class sizes found here are generally not as small as needed to show positive effects. Further analysis is needed to disentangle these effects. This is an important issue for policy because large class size is often viewed as a negative indicator of school quality. These results also need to be examined in light of recent large-scale class-size reduction efforts in Canada and elsewhere and of recent research linked to these efforts.

## Student Backgrounds

Principals were asked to estimate the percentage of students in their schools with a variety of background characteristics that might inhibit learning. Results for percentage of students with learning problems, from single-parent families, and with health and nutrition problems are shown in Table 2. There is a pattern of negative correlations with these characteristics. Following the same pattern, principals’ estimates of the proportion of students in the school who are below average in achievement are negatively associated with achievement, while the opposite is true for the proportion of students who are above average in achievement.

All of these background characteristics are, of course, highly inter-correlated among themselves and with socio-economic status, and they point to a general pattern of student characteristics having a strong influence on achievement.

### Factors Limiting Ability to Provide Instruction

The results already noted for student background are repeated for questions in which the principal was asked about factors limiting the school's ability to provide instruction. Of the relatively long list of factors given, those linked to student, family, and community backgrounds yielded the clearest patterns. Principals' reports of the inhibiting effects of lack of parental support, range of student abilities, students' home backgrounds, and community conditions are all correlated negatively with achievement. That is, the stronger these negative effects as reported by principals the lower the achievement level in the school.

Several limitations related to school staff, materials, and facilities were negatively associated with achievement for 16-year-olds. These included shortage or inadequacy of specialized teaching staff, non-teaching staff, instructional materials, heating/cooling/ventilation systems, and special-purpose space.

In general, variables related to computer facilities in the school were positively correlated with achievement for 16-year-olds but not for 13-year-olds. However, few of these correlations met the selection criteria because of variations across populations. The exception is the number of computers capable of handling up-to-date software, where the relationship was consistent with the general pattern.

### Time

Contrary to other research findings, measures of time allocation were generally found to be unrelated to achievement. However, it is important to note that almost no variation was found in broad measures such as length of school year and day. Unfortunately, no measure was taken of time spent on Language Arts or writing. The variables that do show a relationship with achievement for 16-year-olds are the number of class periods and the length of class periods. The first shows a negative relationship while the second is positive. (The fact that the relationship is with length of class period for 13-year-olds is likely an artifact of the fact that class period length is more characteristic of a school than of an age group) Given the fixed length of school days and weeks, number and length of class periods are obviously inversely related. Higher achievement for 16-year-olds is thus associated with fewer but longer class periods.

### Parent Involvement

Principals' reports of parent interaction with staff on matters affecting their own children are positively associated with achievement for 13-year-olds. Parent involvement with fundraising for the

school shows a positive relationship for 16-year-olds. On the other hand, a negative relationship exists for parents serving on committees on matters of student conduct. The latter result suggests the possibility that such involvement is more likely to occur in schools with more severe behaviour problems. Unfortunately, there is nothing in this assessment to link the latter to achievement.

### Special Programs

The only variable in the area of programs for special-needs students showing a relationship with achievement is extra help outside of regular school hours, which is negatively correlated for 13-year-olds. This may, of course, be a function of the number of students in a school requiring such help. Providing enrichment activities for gifted students is negatively associated with achievement for 16-year-olds, as is the specific activity of offering modified courses for gifted students. While the reasons for this are not obvious, it should be noted that the results refer to the correlation between these techniques and average achievement. It is possible that special treatment of gifted students has a positive impact on achievement for these students, but at the expense of overall achievement in the school. In a similar way, the lack of positive correlations for the treatment of students who are having difficulty with school work should not be interpreted as implying that such treatments have no impact on the students involved. These points cannot be investigated with the data at hand.

### School Climate

Items on school climate included support of the school by the community, staff morale, school spirit, and taking pride in the school. All four of these items show positive correlations with achievement for 16-year-olds, but only two show the same pattern for 13-year-olds. The weaker results for 13-year-olds are related to the selection criteria for statistical significance, since the same general pattern of correlations was observed for both age groups.

### Other Factors

The most stable relationships at the school level are clearly those involving student, community and home backgrounds, and school demographics. The school questionnaire contained a large number of items on school policies and on the relative influence of various groups and agencies on school decision making and programming. A number of questions were also included on school policies and practices in streaming, dealing with special-needs students, semestering of courses, and a variety of other issues that form important pillars of educational policy.

Although some of these factors showed significant effects at a pan-Canadian level, they did not replicate across jurisdictions to a sufficient extent to meet the selection criteria. It is not known if this is simply a matter of sampling error or if there are differences in the effects of these variables across jurisdictions. It would be useful to examine more closely the results for locus of decision

making and influences of various levels of policy making as the descriptive results showed considerable differences among jurisdictions on these factors. It is possible that the emphasis here on consistency across jurisdictions masks important differences in how locus of decision making and influence differs throughout

the country in their impact on achievement. In particular, composite variables such as degree of centralization or decentralization of decision making may be constructed from the individual items, in ways that may shed more light on this issue.



TABLE 2: SIGNIFICANT CORRELATIONS BETWEEN SCHOOL QUESTIONNAIRE VARIABLES AND ACHIEVEMENT

- s+ overall correlation for Canada significant at the .05 level and 12 or more of 17 population correlations are positive
- s- overall correlation for Canada significant at the .05 level and 12 or more of 17 population correlations are negative

<i>Variable</i>	<i>13-year-olds</i>	<i>16-year-olds</i>
School enrolment .....	S+	
Size of school community .....		S+
Total teaching staff .....	S+	S+
Average class size in school as a whole .....	S+	S+
Average class size in Language Arts classes for 13-year-olds .....	S+	
Average class size in Language Arts classes for 16-year-olds .....		S+
Percentage of students with learning problems that need special attention .....	S-	S-
Percentage of students from single-parent families .....		S-
Percentage of students with health or nutrition problems that inhibit learning .....		S-
Percentage of students above average in achievement .....	S+	S+
Percentage of students below average in achievement .....	S-	S-
School's capacity to provide instruction limited by lack of parental support .....	S-	S-
School's capacity to provide instruction limited by range of student abilities .....	S-	
Capacity to provide instruction limited by student home backgrounds .....		S-
Capacity to provide instruction limited by community conditions .....	S-	S-
Shortage or inadequacy of specialized teaching staff affects school's capacity to provide instruction .....		S-
Shortage or inadequacy of non-teaching staff affects school's capacity to provide instruction .....		S-
Shortage or inadequacy of instructional materials affects school's capacity to provide instruction .....		S-
Shortage or inadequacy of heating/cooling/ventilation/lighting systems affect school's capacity to provide instruction .....		S-
Shortage or inadequacy of special-purpose space affects school's capacity to provide instruction .....		S-
Number of computers capable of handling up-to-date software .....		S+
Number of class periods in a normal school day for 13-year-olds .....		S-
Number of minutes or average class period for 13-year-olds .....		S+
Parents interact with staff on matters affecting their own children .....	S+	
Parents serve on committees on matters of student conduct .....		S-
Parents help raise funds for the school .....		S+
Special-needs students are given extra help outside of regular school hours .....	S-	
School provides enrichment programs/activities in Language Arts for gifted students .....		S-
Separate or modified courses are offered for gifted students .....		S-
School is supported by the community .....	S+	S+
Staff morale is high in this school .....		S+
Strong school spirit in the school .....		S+
Students and staff take pride in the school .....	S+	S+

# CONCLUSIONS

This report has examined the data gathered from student, teacher, and principal questionnaires covering a large variety of factors that might be expected to contribute to student achievement on the 2002 Writing Assessment. The first three sections summarized responses to a selection of questionnaire items for each of the SAIP populations. The fourth section presented an exploratory analysis of bivariate correlations between questionnaire responses and student achievement in writing for the student and school questionnaires. The teacher questionnaire was excluded from this analysis because of difficulties in matching teacher responses to the achievement of individual students.

The following is a summary of the main conclusions.

## Students

1. The SAIP populations are defined by province/territory and by the language used in the school. Almost all students in anglophone schools speak English both at home and at school. However, only in Quebec and New Brunswick do francophone students speak French at home as well as at school. In the remaining three francophone populations (Manitoba, Ontario, and Nova Scotia), both French and English are spoken by many students both at home and outside of classes at school. Far more francophone than anglophone students speak more than one language regularly. However, the proportions of anglophones doing so are also fairly high (in the 40% range overall).
2. Parents' education varies across the country, with those in the Eastern jurisdictions having somewhat lower levels of education than those in the Western jurisdictions.
3. Almost all students have in their homes a range of possessions related to school work, including encyclopedias, dictionaries, study desks, and computers. Possessions more directly related to reading and writing show more variable patterns. While about two-thirds of families subscribe to a daily newspaper, only about one-third subscribe to a newsmagazine or have more than 200 books in their home. These proportions are generally higher for anglophone than for francophone students.
4. Students almost universally have high educational aspirations. More than 90% of students in all jurisdictions indicated that they intend to continue their education beyond high school. University is the preferred destination for a great majority of students.
5. Most students reported that they, their parents, and their teachers believe it is important for them to do well in school. The proportions are generally lower for belief in the importance of doing well in Language Arts. Francophone students have more positive perceptions in this area than anglophone students and 13-year-olds more positive perceptions than 16-year-olds.
6. About 50% of students spend one hour or more per week on homework in Language Arts. This activity shows a language by age interaction, with more homework being done by 16-year-old anglophone students and more by 13-year-old francophone students. The 16-year-olds reported more homework time in other subjects in both language groups.
7. More than 40% of students spend one hour or more per week reading for enjoyment, with some differences among populations in this activity.
8. More than half the students use a computer one hour or more per week for school work. Computer use for entertainment is much more prevalent, with more than half the students reporting three hours or more such use per week.
9. The most prevalent out-of-school writing activities are using e-mail and chatting on the Internet. However, a variety of other activities, such as writing letters to friends or pen pals, writing in a journal or diary, and writing stories were engaged in by 20% to 40% of students overall.
10. Most students attribute success or failure in writing, or high or low marks in writing assignments, to their own work or the quality of teaching. Attributions to factors such as natural ability, luck, or hard or easy marking are less prevalent.
11. Most students show positive feelings about school and the quality of school life.
12. Only small percentages of students enjoy writing or feel confident about their writing skills. Francophone students expressed more positive views in this area than anglophone students. Francophone students were also more likely to

report that they see someone writing at home usually every day.

13. About 60% of students revise and edit their writing. About half of all students use a computer when writing. Other writing habits such as writing down ideas, webbing, drafting, note-taking, and using tools such as dictionaries occur somewhat less frequently.
14. Most students discuss their daily activities, their school work, and their future with their parents. Fewer work with parents on Language Arts homework, with age differences favouring 13-year-olds in this area.
15. Common classroom writing activities such as writing on a variety of topics, practising different forms of writing, and discussing examples of good writing were reported as frequently occurring by a large majority of students. The study of formal grammar occurs more often in francophone than in anglophone classes.
16. Overall, more writing is done in other subjects than in Language Arts. Over 40% of 13-year-olds and 30% of 16-year-olds reported that teachers in other subjects explain the forms of writing used in their subjects. Similar proportions are found for teachers correcting student writing and counting writing as part of marks in their subjects.
17. Finally, students reported spending an average of 15 hours per week watching television. The 13-year-old students reported more television watching than the 16-year-olds and anglophone students more than francophone students.

## Teachers

18. Close to 60% of Language Arts teachers are female. The lowest proportions of female teachers are found in three of the five francophone populations. Median years of teaching experience vary substantially by population. The teachers tended to have spent most of their careers teaching Language Arts.
19. Almost all teachers hold university degrees. The most common degree is the B.Ed., which is held by close to 80% of all teachers in most jurisdictions. The proportion of teachers holding master's degrees varies from about 10% to 30% across populations.
20. Average class size in Language Arts courses varies substantially across populations.
21. Teachers reported a median teaching time of close to 25 hours per week. Other teaching-related activities outside of scheduled hours contribute, on average, a further 15 hours for a total work week averaging close to 40 hours. Planning and preparation and marking student work are the most common out-of-class activities.
22. The teachers' level of involvement with parents is not particularly high and occurs primarily through parent-teacher interviews. The data suggest that teachers have substantial contact with a small proportion of parents and little contact with others.
23. Lesson planning is characterized most strongly by teachers' use of their own previously prepared materials. There is considerable variation across jurisdictions and languages in the use of specific resources such as textbooks and provincial curriculum documents.
24. There is almost universal teacher agreement with several propositions about writing as a process of gathering ideas and constructing and conveying meaning, writing as a process of communication, and the need to know the basic rules of language, grammar, and syntax in order to write well. There is less agreement on the role of natural talent in writing, with more francophone than anglophone teachers believing that talent is important. Teachers also tend to agree that students' home background has a strong influence on writing, which limits what teachers can do.
25. Distinct jurisdictional and language differences are found in the extent to which different aspects of Language Arts are emphasized. The general pattern is one of more writing and greater variety of writing in anglophone than in francophone schools. On the other hand, francophone teachers more frequently work on grammar and syntax.
26. The student questionnaire identified questioning as one of the most common teaching techniques. The teacher questionnaire probed questioning in more detail. The most common form of teacher questioning is that of asking questions of the class as a whole. Substantial language differences are found on targeting specific students for questioning, with francophone teachers being more likely than anglophone teachers to use targeted questioning.
27. The range of student abilities in the classroom is widely perceived as a challenge to Language Arts teaching. Home background is generally considered to be less of a challenge. Francophone teachers are more likely than anglophone teachers to perceive uninterested students as a challenge. Substantial jurisdictional differences are found in perceptions of the challenge presented by class size or the shortages of facilities and materials.

28. Overall, fewer than half the teachers assign Language Arts homework three or four times a week or more. Even fewer expect each homework assignment to take 30 minutes or more. The most common homework activities are writing essays or narratives, editing and proofreading, long-term writing projects, and preparing oral reports. There are wide jurisdictional and language differences in how teachers mark, record, and use homework assignments.
29. Teachers assign weight to a variety of forms of work when assessing students. The particular forms show language and jurisdictional differences. Teachers generally give more weight to short answer/essay tests and less weight to multiple choice or other selected response tests. This tendency is more pronounced among francophone than anglophone teachers. Francophone teachers also give more weight than anglophone teachers to student participation measures, such as improvement or attendance.
30. The results for opportunity to learn fit the SAIP expectation of growth from age 13 to age 16. Nevertheless, most teachers expect that all of the identified topics will have been either taught previously or taught in the current year. This suggests that writing is viewed as a set of generic skills that may be taught in greater depth over time but are not taught in sequence as discrete topics.

## Schools

31. As might be expected, the type of school communities follow provincial demographics, with more schools in larger provinces being located in cities and more schools in smaller provinces located in rural areas and small towns. School size follows a similar pattern, with some exceptions. Schools in the Western provinces and the territories seem to be more community-based, as evidenced by the proportions of students living within walking distance of the school.
32. The proportion of students speaking a different language at home than at school is higher among minority-language than majority-language populations. The data suggest that the difference between home and school language is more prevalent among minority-official-language groups than among immigrant populations.
33. Reports of average class size show wide jurisdictional and language differences. Francophone schools in minority settings reported smaller class sizes than anglophone schools in the same settings.
34. Language Arts classes for 16-year-olds are more differentiated than those for 13-year-olds, with more streaming, more

semestering, and more teacher specialization at age 16. However, these patterns show substantial variation across populations.

35. The locus of influence and decision making in schools presents a complex pattern of variation by area of decision making and by population. For example, wide variations exist between internal (principal) and external (school district) influence on hiring teachers. Decisions on textbooks tend to be influenced more by the province in Eastern Canada and by the school in Central and Western jurisdictions. Teacher salaries are almost universally controlled outside the school, either by the district or the jurisdiction. Course content is largely controlled by the jurisdiction. Decisions on such matters as discipline, absenteeism, homework, contact with parents, and courses offered are generally made within the school.
36. School councils or parent advisory committees have become an important feature of school systems in recent years. While most principals reported that such bodies have **some** influence on decision-making, it was rare for principals to indicate that these bodies have **a lot of** influence.
37. Provincial and other external assessments have also become an important element of policy in most jurisdictions. Principals in most jurisdictions reported relatively strong influence from this source.
38. Community conditions and lack of parental support as factors limiting the school's ability to provide instruction are seen as more important in some francophone jurisdictions and in the territories than in most other jurisdictions.
39. Student/computer ratios in schools vary from as low as 3 students per computer to as high as 8. Availability of a dedicated computer room where Language Arts can be taught is more prevalent in anglophone than in francophone populations.
40. The length of the school year in most jurisdictions is close to 190 days, varying from 180 to 197. The length of the school day was almost universally reported as 5 hours.
41. The number of days for teacher professional development is between 8 and 10 in about half the jurisdictions, but varies widely from a high of 20 to a low of 4.
42. Class periods are generally longer for 16-year-olds than for 13-year-olds, with times that vary considerably among populations.

43. Where course choice in Language Arts exists (mainly for 16-year-olds), general academic ability was given by a large majority of principals as influencing decisions on the courses a student will take. This factor is less important in most francophone populations. With the exception of entrance examinations, most other factors identified (student or parent wishes, teacher recommendations) were also reported as less influential in francophone than in anglophone jurisdictions.
44. Most schools reported that they provide extra teaching support for students having difficulty in Language Arts. Enrichment activities for gifted students are much less prevalent. Both of these activities are more common in anglophone than in francophone schools.
45. Most principals agree that student ability has an important influence on achievement, and that student home background limits what schools can accomplish. On the other hand, there is also strong agreement among principals that students can achieve at high levels if they work hard and are well taught.
46. Most principals gave strong positive responses to statements about school spirit, staff morale, pride in the school and community support.
47. Support for streaming secondary school students by ability is high but variable by language. Francophone principals are more supportive of streaming than anglophone principals, even though streaming is less prevalent in francophone schools.
52. Time spent discussing daily activities and school work with parents is positively associated with achievement. Time spent watching television correlates negatively with achievement.
53. Positive correlations with achievement are found for positive attitudes and perceptions of writing, and attributions of writing performance to hard work. Negative attitudes and perceptions, as well as attributions of success or failure to external sources, yield negative correlations with achievement.
54. Some writing habits such as writing from one's own experience, using a computer for writing, and using writing tools such as dictionaries, spell checkers, thesauruses, and grammar guides are positively associated with achievement.
55. Most classroom activities show only weak and inconsistent patterns. The most consistent positive correlations are found for questioning and the amount of writing done per month. Negative correlations exist for teacher reading from the textbook, writing book reviews, use of instructional software, and use of experts within the community.
56. Activities involving writing across the curriculum, specifically teachers in courses other than language arts explaining the writing forms used in their courses and correcting student writing and showing how to improve it, show negative correlations with achievement.
57. Both school size and size of the community in which the school is located are positively associated with achievement. However, contrary to the usual expectation, class size is positively associated with achievement. Class size is positively correlated with school size, suggesting that the positive effects of being in larger schools may offset any negative effects of being in larger classes. All of this is likely related in complex ways to socio-economic status and other characteristics of the school and community. Also, most of the class size research suggests that classes need to be quite small before there is a noticeable effect on achievement.

### Context Factors and Achievement

48. The usual pattern of gender difference is observed here, with girls outperforming boys. Although this has been a source of concern for some time, the results show that this issue is not resolved.
49. As expected, higher achievement is associated with higher socio-economic status and with high educational aspirations.
50. Higher achievement is also associated with speaking the language of the test at home. Lower achievement is associated with taking courses in English as a second language.
51. Time spent on homework is positively associated with achievement. However, there is a negative association for working with parents on homework. A possible reason for this is that parents are more likely to work with students who are not doing well, without having a decisive effect on their children's performance.
58. A variety of student background variables reported by the principal, particularly the proportions of students with learning problems, or from single-parent families, or having health or nutrition problems, are negatively associated with achievement.
59. Lack of parental support, range of student abilities, student home backgrounds and community conditions limiting or constraining school programs as reported by the principals, all correlate negatively with achievement.

60. Principals' reports about shortages and inadequacies related to school staff, materials, and facilities also show negative correlations with achievement.

61. Broad measures of time, such as length of school year and day are not correlated with achievement. However, there is little variation in these measures across schools and populations. Fewer but longer class periods are associated with higher achievement for 16-year-olds but not for 13-year-olds.

62. Principals' reports about parent interaction with staff on matters affecting their own children are positively correlated with achievement for 13-year-olds. Parent involvement in fundraising shows positive correlations for 16-year-olds.

Parent service on committees related to student conduct is negatively associated with achievement, suggesting that this may occur in schools with more severe behaviour problems.

63. The only variable in the area of programming for special needs showing significant correlations with achievement is providing extra help for special-needs students, which is negative for 13-year-olds only. Providing enrichment programs for gifted students is negatively correlated with achievement for 16-year-olds, suggesting that efforts in this direction may benefit some students at the expense of the average.

64. Factors related to positive school climate, including school support by the community, staff morale, school spirit and taking pride in the school, are all positively associated with achievement, with a more consistent pattern for 16-year-olds than for 13-year-olds.

### Note on Tables

The tables in this section give breakdowns of student questionnaire responses by achievement. These tables are intended to supplement the correlations presented in Table 1 of the main part of the report.

For convenience in presentation, the data have been reduced to 2 x 2 contingency tables with “below” and “at or above” criteria as the achievement categories and the questionnaire response divided into appropriate dichotomies as indicated in each table. Level 2 was used as the criterion for 13-year-olds and Level 3 as the criterion for 16-year-olds. The numbers in the body of the tables are percentages of students in each category.

Composite results for Canada are not given here because it is not appropriate to compare cross-tabulations across jurisdictions. The emphasis here, as for the correlations, is on consistency in general patterns of relationship and not on jurisdictional comparisons. The name of the jurisdiction appearing in the left column applies to both tables on a given page.

It should be noted that the correlations given in Table 1 are based on the full range of categories available and not on these 2 x 2 tables. In some instances, the patterns revealed by the contingency tables may appear different from those shown by the correlations. In such cases, the correlations should be taken as the better indicators because they are based on a greater range of data. In some instances also, missing data will result in differences in the overall percentages below and at or above criterion.

GENDER

**TABLE 1**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>at or</i>		<i>at or</i>	
		<i>below</i>	<i>above</i>	<i>below</i>	<i>above</i>
BC	boy	25	75	48	52
	girl	13	87	39	61
	TOTAL	19	81	43	57
AB	boy	22	78	49	51
	girl	13	87	32	68
	TOTAL	17	83	41	59
SK	boy	34	66	51	49
	girl	15	85	34	66
	TOTAL	25	75	43	57
MBe	boy	22	78	45	55
	girl	11	89	35	65
	TOTAL	17	83	40	60
MBf	boy	36	64	68	32
	girl	13	87	48	52
	TOTAL	25	75	58	42
ONe	boy	20	80	50	50
	girl	10	90	32	68
	TOTAL	15	85	41	59
ONf	boy	28	72	69	31
	girl	13	87	42	58
	TOTAL	20	80	55	45
QCe	boy	29	71	41	59
	girl	14	86	26	74
	TOTAL	21	79	33	67
QCf	boy	15	85	36	64
	girl	9	91	16	84
	TOTAL	12	88	25	75
NBe	boy	28	72	48	52
	girl	17	83	35	65
	TOTAL	22	78	42	58
NBf	boy	29	71	59	41
	girl	14	86	31	69
	TOTAL	21	79	44	56
NSe	boy	32	68	51	49
	girl	17	83	43	57
	TOTAL	24	76	47	53
NSf	boy	34	66	75	25
	girl	21	79	45	55
	TOTAL	27	73	57	43
PE	boy	29	71	58	42
	girl	15	85	37	63
	TOTAL	22	78	48	52
NL	boy	35	65	48	52
	girl	16	84	37	63
	TOTAL	25	75	42	58
NT	boy	41	59	57	43
	girl	22	78	43	57
	TOTAL	33	67	50	50
YT	boy	52	48	65	35
	girl	33	67	48	52
	TOTAL	42	58	57	43

MOTHER'S EDUCATION LEVEL

**TABLE 2**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>at or</i>		<i>at or</i>	
		<i>below</i>	<i>above</i>	<i>below</i>	<i>above</i>
high school or less		-	-	52	48
	more than high school	-	-	35	65
	TOTAL	-	-	43	57
high school or less		-	-	47	53
	more than high school	-	-	34	66
	TOTAL	-	-	41	59
high school or less		-	-	49	51
	more than high school	-	-	36	64
	TOTAL	-	-	43	57
high school or less		-	-	47	53
	more than high school	-	-	33	67
	TOTAL	-	-	40	60
high school or less		-	-	65	35
	more than high school	-	-	48	52
	TOTAL	-	-	58	42
high school or less		-	-	52	48
	more than high school	-	-	33	67
	TOTAL	-	-	43	57
high school or less		-	-	63	37
	more than high school	-	-	41	59
	TOTAL	-	-	55	45
high school or less		-	-	40	60
	more than high school	-	-	28	72
	TOTAL	-	-	33	67
high school or less		-	-	36	64
	more than high school	-	-	14	86
	TOTAL	-	-	26	74
high school or less		-	-	50	50
	more than high school	-	-	31	69
	TOTAL	-	-	42	58
high school or less		-	-	49	51
	more than high school	-	-	30	70
	TOTAL	-	-	44	56
high school or less		-	-	57	43
	more than high school	-	-	36	64
	TOTAL	-	-	47	53
high school or less		-	-	65	35
	more than high school	-	-	48	52
	TOTAL	-	-	57	43
high school or less		-	-	62	38
	more than high school	-	-	35	65
	TOTAL	-	-	48	52
high school or less		-	-	51	49
	more than high school	-	-	28	72
	TOTAL	-	-	42	58
high school or less		-	-	64	36
	more than high school	-	-	33	67
	TOTAL	-	-	49	51
high school or less		-	-	70	30
	more than high school	-	-	43	57
	TOTAL	-	-	57	43



NUMBER OF BOOKS IN HOME

**TABLE 3**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	200 or fewer	19	81	46	54
	more than 200	9	91	34	66
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	200 or fewer	14	86	43	57
	more than 200	12	88	33	67
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	200 or fewer	23	77	45	55
	more than 200	19	81	31	69
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	200 or fewer	14	86	39	61
	more than 200	8	92	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
MBf	200 or fewer	22	78	56	44
	more than 200	14	86	45	55
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
ONe	200 or fewer	15	85	44	56
	more than 200	7	93	30	70
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	200 or fewer	15	85	54	46
	more than 200	9	91	42	58
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	200 or fewer	22	78	38	62
	more than 200	14	86	23	77
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>32</b>	<b>68</b>
QCf	200 or fewer	9	91	22	78
	more than 200	7	93	12	88
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>19</b>	<b>81</b>
NBe	200 or fewer	21	79	43	57
	more than 200	14	86	33	67
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	200 or fewer	20	80	43	57
	more than 200	15	85	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	200 or fewer	20	80	51	49
	more than 200	16	84	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	200 or fewer	26	74	63	37
	more than 200	20	80	32	68
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
PE	200 or fewer	20	80	50	50
	more than 200	13	87	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	200 or fewer	22	78	41	59
	more than 200	15	85	30	70
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	200 or fewer	30	70	48	52
	more than 200	26	74	42	58
	<b>TOTAL</b>	<b>28</b>	<b>72</b>	<b>45</b>	<b>55</b>
YT	200 or fewer	46	54	62	38
	more than 200	22	78	37	63
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>53</b>	<b>47</b>

LANGUAGE OF THE TEST OFTEN SPOKEN AT HOME

**TABLE 4**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
no		19	81	44	56
	yes	19	81	31	69
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
no		17	83	43	57
	yes	24	76	24	76
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>41</b>	<b>59</b>
no		26	74	43	57
	yes	15	85	42	58
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>43</b>	<b>57</b>
no		18	82	41	59
	yes	11	89	36	64
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
no		34	66	74	26
	yes	21	79	53	47
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>58</b>	<b>42</b>
no		15	85	44	56
	yes	10	90	32	68
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>43</b>	<b>57</b>
no		33	67	60	40
	yes	14	86	54	47
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>55</b>	<b>45</b>
no		27	73	37	63
	yes	16	84	31	69
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>33</b>	<b>67</b>
no		15	85	29	71
	yes	7	93	20	80
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>26</b>	<b>74</b>
no		25	75	43	57
	yes	17	83	37	63
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
no		27	73	51	49
	yes	17	83	39	61
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>44</b>	<b>56</b>
no		26	74	49	51
	yes	19	81	40	60
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>47</b>	<b>53</b>
no		36	64	57	43
	yes	24	76	57	43
	<b>TOTAL</b>	<b>27</b>	<b>73</b>	<b>57</b>	<b>43</b>
no		24	76	48	52
	yes	16	84	48	52
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>48</b>	<b>52</b>
no		26	74	43	57
	yes	22	78	34	66
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>42</b>	<b>58</b>
no		33	67	50	50
	yes	30	70	45	55
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>49</b>	<b>51</b>
no		46	54	59	41
	yes	25	75	41	59
	<b>TOTAL</b>	<b>42</b>	<b>58</b>	<b>57</b>	<b>43</b>

ESL THIS SCHOOL YEAR

**TABLE 5**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	yes	26	74	60	40
	no	15	85	39	61
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>40</b>	<b>60</b>
AB	yes	15	85	48	52
	no	12	88	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
SK	yes	33	67	77	23
	no	22	78	39	61
	<b>TOTAL</b>	<b>23</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	yes	16	84	51	49
	no	11	89	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
MBf	yes				
	no				
	<b>TOTAL</b>				
ONe	yes	23	77	68	32
	no	10	90	35	65
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
ONf	yes				
	no				
	<b>TOTAL</b>				
QCe	yes	31	69	47	53
	no	16	84	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>31</b>	<b>69</b>
QCf	no				
	yes				
	<b>TOTAL</b>				
NBe	yes	32	68	56	44
	no	17	83	37	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>38</b>	<b>62</b>
NBf	yes				
	no				
	<b>TOTAL</b>				
NSe	yes	27	73	63	37
	no	19	81	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
NSf	no				
	yes				
	<b>TOTAL</b>				
PE	yes	20	80	49	51
	no	15	85	42	58
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>43</b>	<b>57</b>
NL	yes	39	61	60	40
	no	18	82	36	64
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>38</b>	<b>62</b>
NT	yes	22	78	47	53
	no	30	70	42	58
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>42</b>	<b>58</b>
YT	yes	51	49	75	25
	no	36	64	48	52
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>51</b>	<b>49</b>

AVERAGE MARK IN LANGUAGE ARTS

**TABLE 6**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
below 70		29	71	61	39
	70 or above	10	90	30	70
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>40</b>	<b>60</b>
below 70		19	81	55	45
	70 or above	8	92	26	74
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
below 70		40	60	63	37
	70 or above	16	84	33	67
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>41</b>	<b>59</b>
below 70		29	71	55	45
	70 or above	6	94	27	73
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>36</b>	<b>64</b>
below 70		39	61	73	27
	70 or above	13	87	45	55
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>51</b>	<b>49</b>
below 70		24	76	54	46
	70 or above	8	92	30	70
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
below 70		32	68	71	29
	70 or above	8	92	37	63
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>48</b>	<b>52</b>
below 70		33	67	58	42
	70 or above	14	86	23	77
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>32</b>	<b>68</b>
below 70		10	90	33	67
	70 or above	5	95	10	90
	<b>TOTAL</b>	<b>6</b>	<b>94</b>	<b>18</b>	<b>82</b>
below 70		38	62	55	45
	70 or above	14	86	29	71
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
below 70		33	67	57	43
	70 or above	12	88	24	76
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>38</b>	<b>62</b>
below 70		39	61	67	33
	70 or above	14	86	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
below 70		39	61	70	30
	70 or above	17	83	50	50
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>57</b>	<b>43</b>
below 70		39	61	64	36
	70 or above	14	86	35	65
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>44</b>	<b>56</b>
below 70		34	66	57	43
	70 or above	15	85	28	72
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
below 70		52	48	57	43
	70 or above	20	80	32	68
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>43</b>	<b>57</b>
below 70		57	43	63	37
	70 or above	24	76	39	61
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>52</b>	<b>48</b>

PLAN TO ATTEND UNIVERSITY

**TABLE 7**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	no	29	71	56	44
	yes	13	87	35	65
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
AB	no	31	69	58	42
	yes	9	91	30	70
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>41</b>	<b>59</b>
SK	no	32	68	57	43
	yes	19	81	32	68
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>43</b>	<b>57</b>
MBe	no	27	73	55	45
	yes	10	90	31	69
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
MBf	no	34	66	71	29
	yes	19	81	50	50
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>58</b>	<b>42</b>
ONe	no	32	68	71	29
	yes	8	92	34	66
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>43</b>	<b>57</b>
ONf	no	38	62	70	30
	yes	11	89	49	51
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>55</b>	<b>45</b>
QCe	no	32	68	50	50
	yes	14	86	27	73
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>33</b>	<b>67</b>
QCf	no	16	84	36	64
	yes	6	94	11	89
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>26</b>	<b>74</b>
NBe	no	39	61	61	39
	yes	13	87	31	69
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
NBf	no	27	73	61	39
	yes	17	83	36	64
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>44</b>	<b>56</b>
NSe	no	39	61	68	32
	yes	15	85	36	64
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>47</b>	<b>53</b>
NSf	no	34	66	65	35
	yes	21	79	54	46
	<b>TOTAL</b>	<b>27</b>	<b>73</b>	<b>57</b>	<b>43</b>
PE	no	39	61	68	32
	yes	14	86	37	63
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>48</b>	<b>52</b>
NL	no	39	61	60	40
	yes	15	85	31	69
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>42</b>	<b>58</b>
NT	no	43	57	65	35
	yes	24	76	38	62
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>49</b>	<b>51</b>
YT	no	54	46	68	32
	yes	33	67	49	51
	<b>TOTAL</b>	<b>42</b>	<b>58</b>	<b>57</b>	<b>43</b>

TAKING OTHER LESSONS

**TABLE 8**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
less than 1 hour		21	79	44	56
	1 hour or more	8	92	35	65
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
less than 1 hour		14	86	45	55
	1 hour or more	11	89	30	70
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
less than 1 hour		29	71	47	53
	1 hour or more	17	83	32	68
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>41</b>	<b>59</b>
less than 1 hour		14	86	41	59
	1 hour or more	10	90	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
less than 1 hour		27	73	55	45
	1 hour or more	17	83	52	48
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
less than 1 hour		17	83	43	57
	1 hour or more	7	93	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
less than 1 hour		17	83	56	44
	1 hour or more	12	88	45	55
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
less than 1 hour		20	80	35	65
	1 hour or more	16	84	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
less than 1 hour		11	89	21	79
	1 hour or more	7	93	17	83
	<b>TOTAL</b>	<b>8</b>	<b>92</b>	<b>19</b>	<b>81</b>
less than 1 hour		20	80	39	61
	1 hour or more	15	85	39	61
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
less than 1 hour		22	78	46	54
	1 hour or more	16	84	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
less than 1 hour		23	77	47	53
	1 hour or more	13	87	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
less than 1 hour		32	68	65	35
	1 hour or more	20	80	46	54
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
less than 1 hour		24	76	48	52
	1 hour or more	12	88	39	61
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
less than 1 hour		22	78	40	60
	1 hour or more	15	85	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
less than 1 hour		38	62	56	44
	1 hour or more	23	77	32	68
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>47</b>	<b>53</b>
less than 1 hour		45	55	55	45
	1 hour or more	30	70	52	48
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

TIME SPENT ON HOMEWORK OR STUDYING IN LANGUAGE ARTS

**TABLE 9**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	less than 1 hour	18	82	45	55
	1 hour or more	13	87	37	63
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	less than 1 hour	12	88	47	53
	1 hour or more	12	88	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
SK	less than 1 hour	26	74	48	52
	1 hour or more	16	84	32	68
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	less than 1 hour	15	85	43	57
	1 hour or more	9	91	30	70
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	less than 1 hour	24	76	59	41
	1 hour or more	20	80	45	55
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
ONe	less than 1 hour	14	86	50	50
	1 hour or more	10	90	31	69
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	less than 1 hour	18	82	60	40
	1 hour or more	11	89	44	56
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	less than 1 hour	23	77	38	62
	1 hour or more	12	88	28	72
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	less than 1 hour	11	89	24	76
	1 hour or more	7	93	15	85
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	less than 1 hour	19	81	45	55
	1 hour or more	16	84	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	less than 1 hour	23	77	43	57
	1 hour or more	14	86	36	64
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	less than 1 hour	20	80	48	52
	1 hour or more	17	83	39	61
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	less than 1 hour	30	70	59	41
	1 hour or more	22	78	50	50
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>56</b>	<b>44</b>
PE	less than 1 hour	20	80	52	48
	1 hour or more	14	86	34	66
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	less than 1 hour	21	79	42	58
	1 hour or more	19	81	36	64
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	less than 1 hour	38	62	54	46
	1 hour or more	22	78	37	63
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>47</b>	<b>53</b>
YT	less than 1 hour	44	56	60	40
	1 hour or more	31	69	46	54
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

READING FOR ENJOYMENT

**TABLE 10**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
less than 1 hour	less than 1 hour	20	80	51	49
	1 hour or more	11	89	30	70
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
less than 1 hour	less than 1 hour	15	85	48	52
	1 hour or more	9	91	27	73
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
less than 1 hour	less than 1 hour	28	72	51	49
	1 hour or more	15	85	27	73
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
less than 1 hour	less than 1 hour	16	84	44	56
	1 hour or more	8	92	27	73
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
less than 1 hour	less than 1 hour	26	74	59	41
	1 hour or more	16	84	48	52
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
less than 1 hour	less than 1 hour	15	85	48	52
	1 hour or more	8	92	29	71
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
less than 1 hour	less than 1 hour	18	82	61	39
	1 hour or more	11	89	42	58
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
less than 1 hour	less than 1 hour	22	78	39	61
	1 hour or more	13	87	25	75
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
less than 1 hour	less than 1 hour	11	89	25	75
	1 hour or more	7	93	14	86
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
less than 1 hour	less than 1 hour	22	78	46	54
	1 hour or more	13	87	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
less than 1 hour	less than 1 hour	23	77	48	52
	1 hour or more	14	86	29	71
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
less than 1 hour	less than 1 hour	23	77	54	46
	1 hour or more	12	88	31	69
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
less than 1 hour	less than 1 hour	30	70	65	35
	1 hour or more	19	81	44	56
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
less than 1 hour	less than 1 hour	20	80	52	48
	1 hour or more	14	86	35	65
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>44</b>	<b>56</b>
less than 1 hour	less than 1 hour	22	78	44	56
	1 hour or more	15	85	28	72
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
less than 1 hour	less than 1 hour	39	61	57	43
	1 hour or more	21	79	36	64
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
less than 1 hour	less than 1 hour	46	54	62	38
	1 hour or more	25	75	40	60
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>53</b>	<b>47</b>

USING A COMPUTER FOR SCHOOL WORK

**TABLE 11**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	less than 1 hour	16	84	48	52
	1 hour or more	15	85	36	64
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	less than 1 hour	12	88	47	53
	1 hour or more	13	87	31	69
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
SK	less than 1 hour	25	75	48	52
	1 hour or more	19	81	33	67
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	less than 1 hour	14	86	43	57
	1 hour or more	10	90	32	68
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
MBf	less than 1 hour	21	79	57	43
	1 hour or more	23	77	53	47
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	less than 1 hour	15	85	50	50
	1 hour or more	9	91	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	less than 1 hour	18	82	60	40
	1 hour or more	12	88	47	53
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	less than 1 hour	21	79	38	62
	1 hour or more	16	84	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	less than 1 hour	8	92	26	74
	1 hour or more	10	90	14	86
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	less than 1 hour	21	79	45	55
	1 hour or more	14	86	33	67
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	less than 1 hour	21	79	45	55
	1 hour or more	16	84	31	69
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	less than 1 hour	22	78	49	51
	1 hour or more	15	85	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	less than 1 hour	32	68	66	34
	1 hour or more	19	81	52	48
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
PE	less than 1 hour	21	79	52	48
	1 hour or more	13	87	37	63
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	less than 1 hour	21	79	44	56
	1 hour or more	18	82	35	65
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
NT	less than 1 hour	36	64	50	50
	1 hour or more	23	77	40	60
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
YT	less than 1 hour	44	56	62	38
	1 hour or more	32	68	45	55
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

USING A COMPUTER FOR ENTERTAINMENT

**TABLE 12**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
less than 3 hours		14	86	47	53
	3 hours or more	17	83	36	64
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
less than 3 hours		12	88	42	58
	3 hours or more	12	88	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
less than 3 hours		27	73	45	55
	3 hours or more	19	81	38	62
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
less than 3 hours		15	85	42	58
	3 hours or more	11	89	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
less than 3 hours		28	72	54	46
	3 hours or more	18	82	54	46
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
less than 3 hours		14	86	44	56
	3 hours or more	11	89	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
less than 3 hours		17	83	53	47
	3 hours or more	13	87	51	49
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>52</b>	<b>48</b>
less than 3 hours		22	78	32	68
	3 hours or more	15	85	33	67
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
less than 3 hours		12	88	20	80
	3 hours or more	6	94	20	80
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
less than 3 hours		24	76	41	59
	3 hours or more	13	87	38	62
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
less than 3 hours		22	78	42	58
	3 hours or more	16	84	39	61
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
less than 3 hours		23	77	49	51
	3 hours or more	16	84	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
less than 3 hours		25	75	45	55
	3 hours or more	26	74	63	37
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
less than 3 hours		21	79	46	54
	3 hours or more	16	84	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
less than 3 hours		23	77	44	56
	3 hours or more	17	83	34	66
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
less than 3 hours		31	69	50	50
	3 hours or more	30	70	43	58
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
less than 3 hours		46	54	59	41
	3 hours or more	31	69	47	53
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

WRITE IN A DIARY/JOURNAL

**TABLE 13**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	rarely or never	18	82	42	58
	few times a month or more	10	90	39	61
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	rarely or never	13	87	42	58
	few times a month or more	12	88	34	66
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
SK	rarely or never	24	76	45	55
	few times a month or more	18	82	31	69
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
MBe	rarely or never	14	86	40	60
	few times a month or more	10	90	30	70
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	rarely or never	25	75	55	45
	few times a month or more	12	88	51	49
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	rarely or never	13	87	42	58
	few times a month or more	11	89	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	rarely or never	16	84	56	44
	few times a month or more	10	90	41	59
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	rarely or never	20	80	33	67
	few times a month or more	15	85	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	rarely or never	9	91	21	79
	few times a month or more	8	92	14	86
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	rarely or never	18	82	41	59
	few times a month or more	18	82	35	65
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	rarely or never	22	78	43	57
	few times a month or more	12	88	33	67
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	rarely or never	21	79	47	53
	few times a month or more	15	85	37	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	rarely or never	28	72	65	35
	few times a month or more	21	79	39	61
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	rarely or never	20	80	49	51
	few times a month or more	12	88	35	65
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	rarely or never	23	77	40	60
	few times a month or more	14	86	35	65
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
NT	rarely or never	34	66	48	52
	few times a month or more	24	76	42	58
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
YT	rarely or never	43	57	57	43
	few times a month or more	33	67	45	55
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>53</b>	<b>47</b>

READ AND REPLY TO E-MAIL

**TABLE 14**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
rarely or never		19	81	51	49
	few times a month or more	15	85	39	61
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
rarely or never		14	86	48	52
	few times a month or more	12	88	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
rarely or never		40	60	52	48
	few times a month or more	19	81	38	62
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
rarely or never		16	84	43	57
	few times a month or more	11	89	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
rarely or never		31	69	52	48
	few times a month or more	18	82	55	45
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
rarely or never		19	81	53	47
	few times a month or more	11	89	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
rarely or never		18	82	74	26
	few times a month or more	13	87	47	53
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>53</b>	<b>47</b>
rarely or never		26	74	42	58
	few times a month or more	17	83	30	70
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>32</b>	<b>68</b>
rarely or never		16	84	28	72
	few times a month or more	7	93	17	83
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
rarely or never		29	71	49	51
	few times a month or more	14	86	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
rarely or never		23	77	50	50
	few times a month or more	17	83	35	65
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
rarely or never		29	71	57	43
	few times a month or more	17	83	41	59
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
rarely or never		40	60	76	24
	few times a month or more	20	80	51	49
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>56</b>	<b>44</b>
rarely or never		27	73	58	42
	few times a month or more	16	84	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
rarely or never		27	73	45	55
	few times a month or more	18	82	38	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
rarely or never		47	53	55	45
	few times a month or more	27	73	44	56
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
rarely or never		56	44	70	30
	few times a month or more	35	65	51	49
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

READ A BOOK OTHER THAN SCHOOL BOOKS

**TABLE 15**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	rarely or never	25	75	55	45
	few times a month or more	12	88	34	66
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>40</b>	<b>60</b>
AB	rarely or never	17	83	52	48
	few times a month or more	11	89	33	67
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
SK	rarely or never	32	68	52	48
	few times a month or more	18	82	34	66
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	rarely or never	14	86	43	57
	few times a month or more	11	89	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
MBf	rarely or never	33	67	64	36
	few times a month or more	17	83	48	52
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	rarely or never	20	80	50	50
	few times a month or more	9	91	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	rarely or never	20	80	61	39
	few times a month or more	12	88	46	54
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	rarely or never	22	78	36	64
	few times a month or more	17	83	30	70
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>32</b>	<b>68</b>
Q Cf	rarely or never	14	86	29	71
	few times a month or more	7	93	16	84
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	rarely or never	28	72	51	49
	few times a month or more	14	86	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	rarely or never	27	73	59	41
	few times a month or more	15	85	32	68
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	rarely or never	25	75	54	46
	few times a month or more	16	84	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	rarely or never	34	66	63	37
	few times a month or more	22	78	54	46
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	rarely or never	27	73	60	40
	few times a month or more	13	87	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	rarely or never	23	77	41	59
	few times a month or more	17	83	36	64
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
NT	rarely or never	40	60	57	43
	few times a month or more	27	73	41	59
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
YT	rarely or never	49	51	57	43
	few times a month or more	34	66	52	48
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

NUMBER OF HOURS PER WEEK WATCHING TELEVISION

**TABLE 16**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
less than 15	15 or more	14	86	40	60
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
less than 15	15 or more	11	89	38	62
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
less than 15	15 or more	23	77	38	62
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>58</b>
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>58</b>
less than 15	15 or more	11	89	35	65
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
less than 15	15 or more	20	80	51	49
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
less than 15	15 or more	12	88	40	60
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
less than 15	15 or more	12	88	48	52
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>67</b>	<b>33</b>
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>50</b>	<b>50</b>
less than 15	15 or more	17	83	33	67
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>32</b>	<b>68</b>
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>32</b>	<b>68</b>
less than 15	15 or more	7	93	18	82
	<b>TOTAL</b>	<b>10</b>	<b>90</b>	<b>31</b>	<b>69</b>
	<b>TOTAL</b>	<b>7</b>	<b>93</b>	<b>20</b>	<b>80</b>
less than 15	15 or more	17	83	36	64
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>51</b>	<b>49</b>
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
less than 15	15 or more	17	83	37	63
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>58</b>	<b>42</b>
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
less than 15	15 or more	18	82	43	57
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>50</b>	<b>50</b>
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>44</b>	<b>56</b>
less than 15	15 or more	26	74	49	51
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>79</b>	<b>21</b>
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>54</b>	<b>46</b>
less than 15	15 or more	16	84	41	59
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>59</b>	<b>41</b>
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
less than 15	15 or more	18	82	38	62
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>41</b>	<b>59</b>
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
less than 15	15 or more	25	75	41	59
	<b>TOTAL</b>	<b>55</b>	<b>45</b>	<b>63</b>	<b>37</b>
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>45</b>	<b>55</b>
less than 15	15 or more	39	61	51	49
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>65</b>	<b>35</b>
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

PARENTS AND STUDENTS WORK ON LANGUAGE ARTS HOMEWORK

**TABLE 17**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	rarely or never	14	86	42	58
	few times a month or more	17	83	39	61
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	rarely or never	12	88	40	60
	few times a month or more	14	86	38	62
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	rarely or never	24	76	41	59
	few times a month or more	22	78	42	58
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>58</b>
MBe	rarely or never	12	88	37	63
	few times a month or more	13	87	41	59
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	rarely or never	17	83	52	48
	few times a month or more	28	72	61	39
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	rarely or never	11	89	38	62
	few times a month or more	13	87	44	56
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	rarely or never	14	86	50	50
	few times a month or more	15	85	63	37
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	rarely or never	16	84	32	68
	few times a month or more	22	78	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	rarely or never	8	92	19	81
	few times a month or more	11	89	25	75
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	rarely or never	18	82	36	64
	few times a month or more	19	81	48	52
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	rarely or never	17	83	37	63
	few times a month or more	21	79	56	44
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	rarely or never	17	83	44	56
	few times a month or more	22	78	46	54
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>44</b>	<b>56</b>
NSf	rarely or never	22	78	52	48
	few times a month or more	30	70	82	18
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	rarely or never	17	83	45	55
	few times a month or more	20	80	46	54
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	rarely or never	15	85	37	63
	few times a month or more	24	76	42	58
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
NT	rarely or never	32	68	49	51
	few times a month or more	30	70	38	62
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
YT	rarely or never	35	65	50	50
	few times a month or more	40	60	63	37
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

PARENTS AND STUDENTS DISCUSS DAILY ACTIVITIES

**TABLE 18**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
rarely or never		27	73	59	41
	few times a month or more	14	86	39	61
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
rarely or never		22	78	53	47
	few times a month or more	11	89	37	63
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
rarely or never		39	61	58	42
	few times a month or more	20	80	39	61
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>41</b>	<b>59</b>
rarely or never		20	80	50	50
	few times a month or more	11	89	36	64
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
rarely or never		32	68	61	39
	few times a month or more	20	80	52	48
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
rarely or never		20	80	63	37
	few times a month or more	11	89	37	63
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
rarely or never		23	77	69	31
	few times a month or more	13	87	49	51
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>53</b>	<b>47</b>
rarely or never		24	76	42	58
	few times a month or more	17	83	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
rarely or never		11	89	32	68
	few times a month or more	9	91	19	81
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
rarely or never		28	72	46	54
	few times a month or more	17	83	38	62
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
rarely or never		24	76	62	38
	few times a month or more	18	82	39	61
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
rarely or never		21	79	62	38
	few times a month or more	19	81	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
rarely or never		30	70	73	27
	few times a month or more	25	75	53	47
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
rarely or never		32	68	64	36
	few times a month or more	15	85	42	58
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
rarely or never		26	74	52	48
	few times a month or more	19	81	36	64
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
rarely or never		48	52	70	30
	few times a month or more	27	73	41	59
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
rarely or never		39	61	76	24
	few times a month or more	37	63	49	51
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>54</b>	<b>46</b>



WRITING IS MORE DIFFICULT THAN OTHER SCHOOL WORK

**TABLE 19**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	disagree	20	80	39	61
	agree	18	82	51	49
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
AB	disagree	18	82	41	59
	agree	16	84	40	60
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>41</b>	<b>59</b>
SK	disagree	25	75	40	60
	agree	23	77	50	50
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>43</b>	<b>57</b>
MBe	disagree	18	82	37	63
	agree	15	85	47	53
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
MBf	disagree	26	74	58	42
	agree	23	77	56	44
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>58</b>	<b>42</b>
ONe	disagree	14	86	41	59
	agree	17	83	45	55
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>43</b>	<b>57</b>
ONf	disagree	22	78	53	47
	agree	16	84	60	40
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>55</b>	<b>45</b>
QCe	disagree	22	78	32	68
	agree	19	81	37	63
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>33</b>	<b>67</b>
Q Cf	disagree	13	87	24	76
	agree	8	92	28	72
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>26</b>	<b>74</b>
NBe	disagree	22	78	37	63
	agree	22	78	51	49
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
NBf	disagree	20	80	39	61
	agree	24	76	50	50
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>44</b>	<b>56</b>
NSe	disagree	24	76	44	56
	agree	25	75	55	45
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>47</b>	<b>53</b>
NSf	disagree	26	74	51	49
	agree	30	70	71	29
	<b>TOTAL</b>	<b>27</b>	<b>73</b>	<b>57</b>	<b>43</b>
PE	disagree	22	78	45	55
	agree	21	79	56	44
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>48</b>	<b>52</b>
NL	disagree	25	75	41	59
	agree	26	74	43	57
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>42</b>	<b>58</b>
NT	disagree	31	69	46	54
	agree	36	64	60	40
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>49</b>	<b>51</b>
YT	disagree	41	59	55	45
	agree	45	55	61	39
	<b>TOTAL</b>	<b>42</b>	<b>58</b>	<b>57</b>	<b>43</b>

I AM NOT VERY INTERESTED IN WRITING

**TABLE 20**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
disagree	disagree	19	81	38	62
	agree	20	80	51	49
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
disagree	disagree	17	83	35	65
	agree	18	82	48	52
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>41</b>	<b>59</b>
disagree	disagree	24	76	37	63
	agree	25	75	50	50
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>43</b>	<b>57</b>
disagree	disagree	17	83	37	63
	agree	16	84	44	56
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
disagree	disagree	24	76	55	45
	agree	26	74	65	35
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>58</b>	<b>42</b>
disagree	disagree	15	85	40	60
	agree	15	85	47	53
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>43</b>	<b>57</b>
disagree	disagree	19	81	51	49
	agree	23	77	66	34
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>55</b>	<b>45</b>
disagree	disagree	21	79	31	69
	agree	21	79	38	62
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>33</b>	<b>67</b>
disagree	disagree	10	90	25	75
	agree	15	85	28	72
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>26</b>	<b>74</b>
disagree	disagree	22	78	37	63
	agree	23	77	49	51
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
disagree	disagree	20	80	36	64
	agree	25	75	60	40
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>44</b>	<b>56</b>
disagree	disagree	25	75	43	57
	agree	23	77	55	45
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>47</b>	<b>53</b>
disagree	disagree	23	77	50	50
	agree	33	67	73	27
	<b>TOTAL</b>	<b>27</b>	<b>73</b>	<b>57</b>	<b>43</b>
disagree	disagree	21	79	42	58
	agree	23	77	57	43
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>48</b>	<b>52</b>
disagree	disagree	27	73	43	57
	agree	22	78	39	61
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>42</b>	<b>58</b>
disagree	disagree	25	75	44	56
	agree	42	58	57	43
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>49</b>	<b>51</b>
disagree	disagree	39	61	55	45
	agree	47	53	61	39
	<b>TOTAL</b>	<b>42</b>	<b>58</b>	<b>57</b>	<b>43</b>

WRITING IS IMPORTANT FOR MY FUTURE STUDIES

**TABLE 21**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	disagree	35	65	59	41
	agree	15	85	39	61
	TOTAL	19	81	43	57
AB	disagree	33	67	49	51
	agree	12	88	38	62
	TOTAL	17	83	41	59
SK	disagree	35	65	58	42
	agree	21	79	37	63
	TOTAL	25	75	43	57
MBe	disagree	33	67	51	49
	agree	12	88	36	64
	TOTAL	17	83	40	60
MBf	disagree	44	56	81	19
	agree	21	79	51	49
	TOTAL	25	75	58	42
ONe	disagree	23	77	59	41
	agree	13	88	38	62
	TOTAL	15	85	43	57
ONf	disagree	61	39	79	21
	agree	13	87	50	50
	TOTAL	20	80	55	45
QCe	disagree	29	71	39	61
	agree	19	81	32	68
	TOTAL	21	79	33	67
QCf	disagree	33	67	60	40
	agree	9	91	19	81
	TOTAL	12	88	26	74
NBe	disagree	39	61	53	47
	agree	17	83	36	64
	TOTAL	22	78	42	58
NBf	disagree	51	49	70	30
	agree	19	81	39	61
	TOTAL	22	78	44	56
NSe	disagree	38	62	60	40
	agree	19	81	42	58
	TOTAL	24	76	47	53
NSf	disagree	34	66	81	19
	agree	26	74	52	48
	TOTAL	27	73	57	43
PE	disagree	45	55	68	32
	agree	14	86	39	61
	TOTAL	22	78	48	52
NL	disagree	46	54	48	52
	agree	19	81	39	61
	TOTAL	25	75	42	58
NT	disagree	49	51	70	30
	agree	28	72	42	58
	TOTAL	32	68	49	51
YT	disagree	66	34	71	29
	agree	37	63	53	47
	TOTAL	42	58	57	43

MANY GOOD JOBS REQUIRE GOOD WRITING SKILLS

**TABLE 22**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
disagree		22	78	57	43
	agree	15	85	38	62
	TOTAL	16	84	41	59
disagree		8	92	49	51
	agree	14	86	37	63
	TOTAL	13	87	39	61
disagree		30	70	60	40
	agree	21	79	38	62
	TOTAL	22	78	41	59
disagree		17	83	43	57
	agree	12	88	37	63
	TOTAL	12	88	38	62
disagree		26	74	73	27
	agree	21	79	51	49
	TOTAL	22	78	54	46
disagree		16	84	60	40
	agree	12	88	37	63
	TOTAL	12	88	40	60
disagree		23	78	65	35
	agree	13	87	50	50
	TOTAL	14	86	52	48
disagree		25	75	38	62
	agree	18	82	31	69
	TOTAL	19	81	32	68
disagree		13	87	38	63
	agree	8	92	17	83
	TOTAL	9	91	20	80
disagree		26	74	51	49
	agree	17	83	36	64
	TOTAL	18	82	39	61
disagree		27	73	54	46
	agree	18	82	39	61
	TOTAL	19	81	41	59
disagree		26	74	57	43
	agree	18	82	42	58
	TOTAL	19	81	44	56
disagree		36	64	76	24
	agree	24	76	54	46
	TOTAL	26	74	58	42
disagree		33	67	58	42
	agree	16	84	41	59
	TOTAL	18	82	45	55
disagree		24	76	38	62
	agree	20	80	39	61
	TOTAL	20	80	39	61
disagree		51	49	63	37
	agree	27	73	42	58
	TOTAL	31	69	46	54
disagree		56	44	61	39
	agree	37	63	53	47
	TOTAL	39	61	54	46

TO WRITE WELL, YOU NEED TO WORK HARD

**TABLE 23**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	disagree	20	80	40	60
	agree	15	85	41	59
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	disagree	10	90	49	51
	agree	13	87	39	61
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
SK	disagree	33	67	49	51
	agree	21	79	41	59
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
MBe	disagree	19	81	45	55
	agree	12	88	36	64
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	disagree	35	65	70	30
	agree	19	81	51	49
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	disagree	17	83	47	53
	agree	12	88	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	disagree	25	75	57	43
	agree	12	88	52	48
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>53</b>	<b>47</b>
QCe	disagree	20	80	39	61
	agree	18	82	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	disagree	10	90	23	77
	agree	9	91	19	81
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	disagree	25	75	44	56
	agree	18	82	39	61
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	disagree	18	82	52	48
	agree	19	81	39	61
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	disagree	32	68	46	54
	agree	17	83	44	56
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	disagree	34	66	58	42
	agree	24	76	57	43
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	disagree	27	73	51	49
	agree	17	83	44	56
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	disagree	35	65	51	49
	agree	19	81	37	63
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	disagree	45	55	54	46
	agree	30	70	44	56
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>46</b>	<b>54</b>
YT	disagree	48	52	52	48
	agree	38	62	54	46
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

BAD MARK IN LANGUAGE ARTS DUE TO BAD LUCK

**TABLE 24**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
disagree	disagree	15	85	39	61
	agree	18	82	49	51
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
disagree	disagree	11	89	39	61
	agree	18	82	41	59
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
disagree	disagree	21	79	38	62
	agree	25	75	53	47
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
disagree	disagree	13	87	36	64
	agree	12	88	42	58
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>37</b>	<b>63</b>
disagree	disagree	20	80	53	47
	agree	32	68	54	46
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
disagree	disagree	12	88	38	62
	agree	12	88	47	53
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
disagree	disagree	12	88	49	51
	agree	27	73	68	32
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
disagree	disagree	17	83	33	67
	agree	21	79	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
disagree	disagree	7	93	18	82
	agree	16	84	29	71
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
disagree	disagree	17	83	37	63
	agree	22	78	47	53
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
disagree	disagree	16	84	36	64
	agree	31	69	64	36
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
disagree	disagree	16	84	41	59
	agree	26	74	54	46
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
disagree	disagree	23	77	54	46
	agree	36	64	71	29
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
disagree	disagree	17	83	42	58
	agree	22	78	55	45
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
disagree	disagree	19	81	38	62
	agree	25	75	43	57
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
disagree	disagree	30	70	43	57
	agree	37	63	54	46
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>46</b>	<b>54</b>
disagree	disagree	35	65	54	46
	agree	45	55	53	47
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

GOOD MARK IN LANGUAGE ARTS DUE TO GOOD LUCK

**TABLE 25**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	disagree	12	88	39	61
	agree	22	78	45	55
	TOTAL	15	85	41	59
AB	disagree	11	89	37	63
	agree	16	84	44	56
	TOTAL	12	88	39	61
SK	disagree	21	79	35	65
	agree	24	76	53	47
	TOTAL	22	78	41	59
MBe	disagree	11	89	34	66
	agree	17	83	44	56
	TOTAL	12	88	37	63
MBf	disagree	22	78	46	54
	agree	22	78	66	34
	TOTAL	22	78	54	46
ONe	disagree	11	89	37	63
	agree	14	86	48	52
	TOTAL	12	88	40	60
ONf	disagree	11	89	47	53
	agree	20	80	63	37
	TOTAL	14	86	53	47
QCe	disagree	16	84	32	68
	agree	24	76	34	66
	TOTAL	18	82	32	68
QCf	disagree	6	94	16	84
	agree	17	83	32	68
	TOTAL	9	91	20	80
NBe	disagree	17	83	35	65
	agree	22	78	47	53
	TOTAL	18	82	39	61
NBf	disagree	14	86	34	66
	agree	25	75	53	47
	TOTAL	19	81	41	59
NSe	disagree	17	83	41	59
	agree	24	76	52	48
	TOTAL	19	81	44	56
NSf	disagree	27	73	55	45
	agree	25	75	60	40
	TOTAL	26	74	57	43
PE	disagree	15	85	39	61
	agree	23	77	57	43
	TOTAL	18	82	45	55
NL	disagree	17	83	38	62
	agree	27	73	40	60
	TOTAL	20	80	38	62
NT	disagree	25	75	43	57
	agree	43	57	54	46
	TOTAL	32	68	46	54
YT	disagree	34	66	49	51
	agree	44	56	61	39
	TOTAL	37	63	53	47

PERSIST WHEN FACED WITH DIFFICULT WRITING PROBLEM

**TABLE 26**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
disagree	disagree	15	85	59	41
	agree	16	84	36	64
	TOTAL	15	85	41	59
disagree	disagree	14	86	52	48
	agree	12	88	36	64
	TOTAL	13	87	39	61
disagree	disagree	26	74	53	47
	agree	21	79	38	62
	TOTAL	22	78	41	59
disagree	disagree	14	86	44	56
	agree	12	88	36	64
	TOTAL	12	88	38	62
disagree	disagree	20	80	58	42
	agree	23	77	51	49
	TOTAL	22	78	53	47
disagree	disagree	12	88	48	52
	agree	12	88	38	62
	TOTAL	12	88	40	60
disagree	disagree	19	81	60	40
	agree	13	87	50	50
	TOTAL	14	86	52	48
disagree	disagree	16	84	40	60
	agree	18	82	30	70
	TOTAL	18	82	32	68
disagree	disagree	12	88	32	68
	agree	8	92	18	82
	TOTAL	9	91	20	80
disagree	disagree	18	82	43	57
	agree	18	82	38	62
	TOTAL	18	82	39	61
disagree	disagree	23	77	55	45
	agree	17	83	38	62
	TOTAL	19	81	41	59
disagree	disagree	23	77	56	44
	agree	18	82	42	58
	TOTAL	19	81	44	56
disagree	disagree	34	66	59	41
	agree	24	76	56	44
	TOTAL	26	74	57	43
disagree	disagree	28	72	57	43
	agree	15	85	42	58
	TOTAL	18	82	45	55
disagree	disagree	22	78	41	59
	agree	19	81	37	63
	TOTAL	20	80	38	62
disagree	disagree	37	63	58	42
	agree	30	70	42	58
	TOTAL	32	68	46	54
disagree	disagree	42	58	57	43
	agree	37	63	53	47
	TOTAL	38	62	53	47

IMPORTANT TO DO WELL IN SCHOOL

**TABLE 27**

		13-year-olds		16-year-olds	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	unimportant	22	78	38	62
	important	15	85	41	59
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	unimportant	23	77	58	42
	important	12	88	38	62
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
SK	unimportant	33	67	56	44
	important	20	80	39	61
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	unimportant	25	75	49	51
	important	11	89	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
MBf	unimportant	45	55	83	17
	important	20	80	52	48
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>54</b>	<b>46</b>
ONe	unimportant	29	71	48	52
	important	11	89	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	unimportant	48	52	85	15
	important	13	87	51	49
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	unimportant	32	68	53	47
	important	17	83	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>32</b>	<b>68</b>
QCf	unimportant	19	81	20	80
	important	8	92	20	80
	<b>TOTAL</b>	<b>8</b>	<b>92</b>	<b>20</b>	<b>80</b>
NBe	unimportant	30	70	51	49
	important	16	84	38	62
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>39</b>	<b>61</b>
NBf	unimportant	14	86	61	39
	important	19	81	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	unimportant	26	74	69	31
	important	18	82	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	unimportant	38	62	100	
	important	24	76	55	45
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>56</b>	<b>44</b>
PE	unimportant	16	84	69	31
	important	18	82	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	unimportant	22	78	45	55
	important	18	82	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>38</b>	<b>62</b>
NT	unimportant	45	55	80	20
	important	29	71	44	56
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
YT	unimportant	56	44	60	40
	important	35	65	54	46
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>54</b>	<b>46</b>

IMPORTANT TO DO WELL IN LANGUAGE ARTS

**TABLE 28**

		13-year-olds		16-year-olds	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
	unimportant	18	82	50	50
	important	16	84	40	60
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
	unimportant	14	86	55	45
	important	12	88	38	62
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
	unimportant	35	65	59	41
	important	20	80	39	61
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
	unimportant	22	78	48	52
	important	11	89	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
	unimportant	24	76	75	25
	important	21	79	50	50
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
	unimportant	27	73	53	47
	important	10	90	38	62
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
	unimportant	24	76	66	34
	important	13	87	51	49
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
	unimportant	26	74	47	53
	important	18	82	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>32</b>	<b>68</b>
	unimportant	20	80	23	77
	important	8	92	20	80
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
	unimportant	33	67	47	53
	important	16	84	38	62
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
	unimportant	25	75	51	49
	important	19	81	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
	unimportant	24	76	66	34
	important	18	82	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
	unimportant	35	65	81	19
	important	25	75	55	45
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>58</b>	<b>42</b>
	unimportant	17	83	72	28
	important	18	82	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
	unimportant	25	75	41	59
	important	19	81	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>38</b>	<b>62</b>
	unimportant	51	49	58	42
	important	26	74	45	55
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
	unimportant	51	49	62	38
	important	34	66	52	48
	<b>TOTAL</b>	<b>36</b>	<b>64</b>	<b>53</b>	<b>47</b>

I FEEL GOOD ABOUT SCHOOL

**TABLE 29**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	disagree	21	79	51	49
	agree	14	86	37	63
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	disagree	20	80	53	47
	agree	10	90	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
SK	disagree	36	64	49	51
	agree	18	82	38	62
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	disagree	23	77	41	59
	agree	9	91	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
MBf	disagree	28	72	58	42
	agree	16	84	49	51
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
ONe	disagree	20	80	42	58
	agree	11	89	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	disagree	19	81	58	42
	agree	11	89	49	51
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	disagree	23	77	36	64
	agree	17	83	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	disagree	11	89	27	73
	agree	6	94	14	86
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	disagree	28	72	46	54
	agree	15	85	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	disagree	22	78	54	46
	agree	16	84	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>41</b>	<b>59</b>
NSe	disagree	22	78	50	50
	agree	18	82	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	disagree	31	69	63	37
	agree	21	79	51	49
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	disagree	28	72	53	47
	agree	15	85	42	58
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	disagree	26	74	44	56
	agree	18	82	36	64
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	disagree	44	56	44	56
	agree	24	76	47	53
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
YT	disagree	55	45	56	44
	agree	33	67	53	47
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

NOT MANY INTERESTING THINGS TO DO IN SCHOOL

**TABLE 30**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
disagree		14	86	37	63
	agree	17	83	43	57
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
disagree		12	88	34	66
	agree	14	86	44	56
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
disagree		20	80	38	62
	agree	26	74	44	56
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
disagree		10	90	35	65
	agree	15	85	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
disagree		16	84	48	52
	agree	29	71	58	42
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>53</b>	<b>47</b>
disagree		11	89	37	63
	agree	13	87	42	58
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
disagree		9	91	45	55
	agree	22	78	61	39
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>52</b>	<b>48</b>
disagree		18	82	28	72
	agree	19	81	36	64
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>33</b>	<b>67</b>
disagree		9	91	16	84
	agree	8	92	26	74
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
disagree		15	85	34	66
	agree	23	77	43	57
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
disagree		17	83	33	67
	agree	22	78	52	48
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
disagree		17	83	40	60
	agree	21	79	48	52
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
disagree		27	73	53	47
	agree	26	74	60	40
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
disagree		16	84	39	61
	agree	20	80	51	49
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
disagree		18	82	33	67
	agree	22	78	43	57
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
disagree		22	78	46	54
	agree	39	61	45	55
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>45</b>	<b>55</b>
disagree		36	64	48	52
	agree	42	58	58	42
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>53</b>	<b>47</b>

**TABLE 31**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	disagree	18	82	49	51
	agree	15	85	39	61
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	disagree	22	78	56	44
	agree	10	90	35	65
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
SK	disagree	27	73	58	42
	agree	22	78	37	63
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>41</b>	<b>59</b>
MBe	disagree	22	78	50	50
	agree	11	89	35	65
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
MBf	disagree	34	66	55	45
	agree	19	81	53	47
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
ONe	disagree	17	83	47	53
	agree	11	89	38	62
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	disagree	21	79	57	43
	agree	14	86	51	49
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>52</b>	<b>48</b>
QCe	disagree	17	83	36	64
	agree	18	82	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	disagree	12	88	28	72
	agree	8	92	18	82
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	disagree	24	76	47	53
	agree	17	83	37	63
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	disagree	29	71	50	50
	agree	17	83	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	disagree	29	71	57	43
	agree	17	83	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	disagree	37	63	63	37
	agree	24	76	55	45
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	disagree	25	75	54	46
	agree	16	84	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	disagree	29	71	55	45
	agree	19	81	34	66
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	disagree	51	49	52	48
	agree	27	73	44	56
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
YT	disagree	45	55	57	43
	agree	37	63	53	47
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

**TABLE 32**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
don't enjoy		20	80	64	36
	enjoy	14	86	37	63
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
don't enjoy		17	83	47	53
	enjoy	11	89	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
don't enjoy		27	73	57	43
	enjoy	20	80	37	63
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>41</b>	<b>59</b>
don't enjoy		18	82	54	46
	enjoy	11	89	33	67
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
don't enjoy		47	53	86	14
	enjoy	17	83	50	50
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>53</b>	<b>47</b>
don't enjoy		21	79	57	43
	enjoy	10	90	35	65
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
don't enjoy		30	70	77	23
	enjoy	13	87	47	53
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>51</b>	<b>49</b>
don't enjoy		23	77	48	52
	enjoy	17	83	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>34</b>	<b>66</b>
don't enjoy		15	85	32	68
	enjoy	8	92	18	82
	<b>TOTAL</b>	<b>8</b>	<b>92</b>	<b>19</b>	<b>81</b>
don't enjoy		28	72	52	48
	enjoy	16	84	34	66
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>37</b>	<b>63</b>
don't enjoy		36	64	67	33
	enjoy	17	83	37	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
don't enjoy		30	70	56	44
	enjoy	16	84	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>43</b>	<b>57</b>
don't enjoy		50	50	87	13
	enjoy	20	80	53	47
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>56</b>	<b>44</b>
don't enjoy		31	69	62	38
	enjoy	14	86	39	61
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>44</b>	<b>56</b>
don't enjoy		28	72	38	62
	enjoy	18	82	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>38</b>	<b>62</b>
don't enjoy		48	52	62	38
	enjoy	26	74	40	60
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>44</b>	<b>56</b>
don't enjoy		51	49	61	39
	enjoy	35	65	49	51
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>50</b>	<b>50</b>

NUMBER OF PAGES OF WRITING PER MONTH

**TABLE 33**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	10 or less	18	82	43	57
	more than 10	12	88	35	65
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	10 or less	15	85	41	59
	more than 10	8	92	35	65
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	10 or less	21	79	44	56
	more than 10	26	74	34	66
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>58</b>
MBe	10 or less	14	86	40	60
	more than 10	11	89	30	70
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>37</b>	<b>63</b>
MBf	10 or less	25	75	53	47
	more than 10	17	83	55	45
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	10 or less	13	87	44	56
	more than 10	10	90	31	69
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	10 or less	17	83	56	44
	more than 10	9	91	46	54
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>53</b>	<b>47</b>
QCe	10 or less	20	80	32	68
	more than 10	16	84	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>33</b>	<b>67</b>
QCf	10 or less	10	90	21	79
	more than 10	7	93	16	84
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	10 or less	20	80	41	59
	more than 10	15	85	34	66
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	10 or less	21	79	44	56
	more than 10	14	86	34	66
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
NSe	10 or less	19	81	44	56
	more than 10	19	81	44	56
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	10 or less	27	73	65	35
	more than 10	24	76	40	60
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	10 or less	20	80	48	52
	more than 10	12	88	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	10 or less	21	79	37	63
	more than 10	19	81	41	59
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
NT	10 or less	33	67	47	53
	more than 10	28	72	43	57
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>46</b>	<b>54</b>
YT	10 or less	45	55	58	42
	more than 10	27	73	47	53
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

USEFULNESS OF WRITING SKILLS IN ADULT LIFE

**TABLE 34**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
not useful		25	75	59	41
	useful	15	85	40	60
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
not useful		13	87	63	38
	useful	13	87	37	63
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
not useful		48	52	54	46
	useful	21	79	40	60
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>42</b>	<b>58</b>
not useful		26	74	47	53
	useful	12	88	37	63
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
not useful		29	71	82	18
	useful	22	78	52	48
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
not useful		14	86	66	34
	useful	12	88	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
not useful		39	61	69	31
	useful	13	87	52	48
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>53</b>	<b>47</b>
not useful		16	84	43	58
	useful	19	81	32	68
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>33</b>	<b>67</b>
not useful		21	79	43	57
	useful	8	92	19	81
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
not useful		33	67	55	45
	useful	18	82	38	62
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>39</b>	<b>61</b>
not useful		22	78	72	28
	useful	19	81	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
not useful		29	71	61	39
	useful	19	81	43	57
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
not useful		25	75	60	40
	useful	26	74	57	43
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
not useful		26	74	60	40
	useful	17	83	44	56
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
not useful		44	56	41	59
	useful	19	81	39	61
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
not useful		77	23	56	44
	useful	27	73	45	55
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
not useful		65	35	71	29
	useful	37	63	53	47
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>



I DEPEND ON EXPERIENCE WHEN WRITING

**TABLE 35**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	sometimes or never	19	81	47	53
	usually or always	14	86	38	62
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	sometimes or never	18	82	42	58
	usually or always	9	91	38	62
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	sometimes or never	25	75	46	54
	usually or always	20	80	39	61
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	sometimes or never	14	86	40	60
	usually or always	12	88	36	64
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	sometimes or never	26	74	54	46
	usually or always	20	80	53	47
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>53</b>	<b>47</b>
ONe	sometimes or never	14	86	41	59
	usually or always	11	89	39	61
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	sometimes or never	19	81	60	40
	usually or always	13	87	50	50
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>53</b>	<b>47</b>
QCe	sometimes or never	19	81	37	63
	usually or always	18	82	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>32</b>	<b>68</b>
QCf	sometimes or never	12	88	30	70
	usually or always	7	93	18	82
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	sometimes or never	23	77	43	57
	usually or always	16	84	37	63
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	sometimes or never	27	73	53	47
	usually or always	16	84	37	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	sometimes or never	21	79	50	50
	usually or always	18	82	41	59
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	sometimes or never	29	71	67	33
	usually or always	23	77	54	46
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	sometimes or never	22	78	54	46
	usually or always	15	85	39	61
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	sometimes or never	20	80	44	56
	usually or always	20	80	35	65
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
NT	sometimes or never	35	65	49	51
	usually or always	27	73	45	55
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
YT	sometimes or never	46	54	63	37
	usually or always	32	68	49	51
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

I USE A COMPUTER WHEN I WRITE

**TABLE 36**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
no		18	82	46	54
	yes	13	87	37	63
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
no		12	88	44	56
	yes	13	87	36	64
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
no		28	72	47	53
	yes	17	83	36	64
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
no		13	87	39	61
	yes	11	89	36	64
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
no		25	75	54	46
	yes	21	79	53	47
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>53</b>	<b>47</b>
no		17	83	50	50
	yes	10	90	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
no		19	81	59	41
	yes	13	87	51	49
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
no		23	77	39	61
	yes	13	87	28	72
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>32</b>	<b>68</b>
no		10	90	22	78
	yes	7	93	18	82
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
no		21	79	43	57
	yes	15	85	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
no		19	81	44	56
	yes	19	81	35	65
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
no		23	77	49	51
	yes	16	84	39	61
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
no		39	61	58	42
	yes	20	80	57	43
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
no		19	81	51	49
	yes	17	83	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
no		24	76	44	56
	yes	17	83	34	66
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
no		35	65	54	46
	yes	26	74	39	61
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
no		47	53	63	37
	yes	29	71	45	55
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>53</b>	<b>47</b>

I USE DICTIONARIES, ETC., WHEN I WRITE

**TABLE 37**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
BC	no	19	81	45	55
	yes	12	88	38	62
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	no	15	85	45	55
	yes	11	89	35	65
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	no	25	75	48	52
	yes	20	80	34	66
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
MBe	no	15	85	42	58
	yes	11	89	33	67
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>37</b>	<b>63</b>
MBf	no	28	72	57	43
	yes	17	83	49	51
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	no	18	82	50	50
	yes	9	91	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	no	19	81	60	40
	yes	12	88	45	55
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>53</b>	<b>47</b>
QCe	no	23	77	39	61
	yes	15	85	28	72
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	no	12	88	29	71
	yes	8	92	17	83
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	no	21	79	47	53
	yes	16	84	32	68
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	no	22	78	60	40
	yes	17	83	35	65
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	no	23	77	50	50
	yes	17	83	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	no	35	65	64	36
	yes	19	81	51	49
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	no	20	80	52	48
	yes	15	85	38	62
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	no	20	80	44	56
	yes	20	80	34	66
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	no	38	62	54	46
	yes	24	76	40	60
	<b>TOTAL</b>	<b>31</b>	<b>69</b>	<b>46</b>	<b>54</b>
YT	no	43	57	63	38
	yes	32	68	46	54
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>53</b>	<b>47</b>

I WRITE BOOK REVIEWS

**TABLE 38**

		<i>13-year-olds</i>		<i>16-year-olds</i>	
		<i>below</i>	<i>at or above</i>	<i>below</i>	<i>at or above</i>
rarely or never		11	89	36	64
	few times a month or more	18	82	46	54
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
rarely or never		11	89	35	65
	few times a month or more	14	86	44	56
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
rarely or never		21	79	38	62
	few times a month or more	23	77	46	54
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
rarely or never		11	89	31	69
	few times a month or more	13	87	44	56
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
rarely or never		19	81	49	51
	few times a month or more	24	76	56	44
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
rarely or never		12	88	29	71
	few times a month or more	12	88	47	53
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
rarely or never		13	87	43	57
	few times a month or more	16	84	57	43
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
rarely or never		17	83	30	70
	few times a month or more	19	81	34	66
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>32</b>	<b>68</b>
rarely or never		7	93	19	81
	few times a month or more	11	89	20	80
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
rarely or never		16	84	32	68
	few times a month or more	19	81	45	55
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
rarely or never		15	85	33	67
	few times a month or more	23	77	45	55
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
rarely or never		17	83	42	58
	few times a month or more	20	80	47	53
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
rarely or never		22	78	55	45
	few times a month or more	27	73	59	41
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
rarely or never		18	82	40	60
	few times a month or more	18	82	48	52
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
rarely or never		17	83	33	67
	few times a month or more	22	78	53	47
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
rarely or never		24	76	40	60
	few times a month or more	33	67	48	52
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>45</b>	<b>55</b>
rarely or never		34	66	47	53
	few times a month or more	38	62	59	41
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>53</b>	<b>47</b>

TEACHER ASKS QUESTIONS

**TABLE 39**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	few times a month or less	18	82	48	52
	few times a week or more	14	86	39	61
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	few times a month or less	16	84	46	54
	few times a week or more	11	89	38	62
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
SK	few times a month or less	27	73	48	52
	few times a week or more	20	80	39	61
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	few times a month or less	12	88	46	54
	few times a week or more	13	87	35	65
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>37</b>	<b>63</b>
MBf	few times a month or less	25	75	58	42
	few times a week or more	20	80	52	48
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	few times a month or less	15	85	38	62
	few times a week or more	11	89	40	60
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
ONf	few times a month or less	16	84	66	34
	few times a week or more	14	86	47	53
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	few times a month or less	18	82	37	63
	few times a week or more	18	82	30	70
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
Q Cf	few times a month or less	14	86	23	77
	few times a week or more	7	93	19	81
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	few times a month or less	21	79	52	48
	few times a week or more	17	83	36	64
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	few times a month or less	24	76	56	44
	few times a week or more	18	82	37	63
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	few times a month or less	21	79	57	43
	few times a week or more	18	82	41	59
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
NSf	few times a month or less	35	65	66	34
	few times a week or more	21	79	51	49
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>57</b>	<b>43</b>
PE	few times a month or less	22	78	60	40
	few times a week or more	16	84	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	few times a month or less	19	81	43	57
	few times a week or more	20	80	37	63
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	few times a month or less	41	59	44	56
	few times a week or more	25	75	46	54
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>45</b>	<b>55</b>
YT	few times a month or less	41	59	69	31
	few times a week or more	36	64	51	49
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>54</b>	<b>46</b>

STUDENTS ASK THE TEACHER QUESTIONS

**TABLE 40**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
	few times a month or less	36	64	55	45
	few times a week or more	14	86	40	60
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>43</b>	<b>57</b>
	few times a month or less	32	68	52	48
	few times a week or more	13	87	37	63
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>41</b>	<b>59</b>
	few times a month or less	36	64	54	46
	few times a week or more	21	79	39	61
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>43</b>	<b>57</b>
	few times a month or less	31	69	56	44
	few times a week or more	12	88	34	66
	<b>TOTAL</b>	<b>17</b>	<b>83</b>	<b>40</b>	<b>60</b>
	few times a month or less	38	62	66	34
	few times a week or more	20	80	53	47
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>58</b>	<b>42</b>
	few times a month or less	28	72	59	41
	few times a week or more	11	89	39	61
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>43</b>	<b>57</b>
	few times a month or less	44	56	70	30
	few times a week or more	14	86	49	51
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>55</b>	<b>45</b>
	few times a month or less	29	71	39	61
	few times a week or more	18	82	31	69
	<b>TOTAL</b>	<b>21</b>	<b>79</b>	<b>33</b>	<b>67</b>
	few times a month or less	27	73	44	56
	few times a week or more	8	92	19	81
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>26</b>	<b>74</b>
	few times a month or less	40	60	59	41
	few times a week or more	16	84	37	63
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
	few times a month or less	37	63	60	40
	few times a week or more	17	83	38	62
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>44</b>	<b>56</b>
	few times a month or less	41	59	64	36
	few times a week or more	18	82	42	58
	<b>TOTAL</b>	<b>24</b>	<b>76</b>	<b>47</b>	<b>53</b>
	few times a month or less	45	55	67	33
	few times a week or more	22	78	53	47
	<b>TOTAL</b>	<b>27</b>	<b>73</b>	<b>57</b>	<b>43</b>
	few times a month or less	35	65	70	30
	few times a week or more	17	83	42	58
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>48</b>	<b>52</b>
	few times a month or less	43	57	55	45
	few times a week or more	20	80	38	62
	<b>TOTAL</b>	<b>25</b>	<b>75</b>	<b>42</b>	<b>58</b>
	few times a month or less	52	48	65	35
	few times a week or more	24	76	42	58
	<b>TOTAL</b>	<b>32</b>	<b>68</b>	<b>49</b>	<b>51</b>
	few times a month or less	56	44	71	29
	few times a week or more	37	63	53	47
	<b>TOTAL</b>	<b>42</b>	<b>58</b>	<b>57</b>	<b>43</b>

## TEACHER READS FROM TEXTBOOK

**TABLE 41**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	few times a month or less	15	85	38	62
	few times a week or more	17	83	45	55
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	few times a month or less	11	89	37	63
	few times a week or more	15	85	43	57
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
SK	few times a month or less	20	80	37	63
	few times a week or more	24	76	47	53
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	few times a month or less	13	87	33	67
	few times a week or more	12	88	45	55
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	few times a month or less	22	78	52	48
	few times a week or more	23	77	56	44
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>54</b>	<b>46</b>
ONe	few times a month or less	12	88	34	66
	few times a week or more	11	89	46	54
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
ONf	few times a month or less	14	86	49	51
	few times a week or more	15	85	57	43
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>52</b>	<b>48</b>
QCe	few times a month or less	17	83	32	68
	few times a week or more	20	80	34	67
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
QCf	few times a month or less	8	92	19	81
	few times a week or more	9	91	21	79
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	few times a month or less	17	83	35	65
	few times a week or more	19	81	45	55
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	few times a month or less	18	82	37	63
	few times a week or more	20	80	48	52
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	few times a month or less	18	82	43	57
	few times a week or more	20	80	48	52
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>45</b>	<b>55</b>
NSf	few times a month or less	28	72	53	47
	few times a week or more	24	76	65	35
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	few times a month or less	21	79	41	59
	few times a week or more	15	85	49	51
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	few times a month or less	17	83	39	61
	few times a week or more	22	78	38	62
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	few times a month or less	28	72	42	58
	few times a week or more	30	70	49	51
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>45</b>	<b>55</b>
YT	few times a month or less	33	67	47	53
	few times a week or more	40	60	58	42
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>53</b>	<b>47</b>

## USE OF INSTRUCTIONAL SOFTWARE

**TABLE 42**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
rarely or never	few times a month or more	12	88	35	65
	few times a week or more	21	79	57	43
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
rarely or never	few times a month or more	11	89	36	64
	few times a week or more	16	84	46	54
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
rarely or never	few times a month or more	18	82	37	63
	few times a week or more	25	75	50	50
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
rarely or never	few times a month or more	10	90	32	68
	few times a week or more	14	86	48	52
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
rarely or never	few times a month or more	16	84	52	48
	few times a week or more	28	72	59	41
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>55</b>	<b>45</b>
rarely or never	few times a month or more	9	91	34	66
	few times a week or more	14	86	50	50
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
rarely or never	few times a month or more	11	89	46	54
	few times a week or more	17	83	57	43
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>51</b>	<b>49</b>
rarely or never	few times a month or more	15	85	30	70
	few times a week or more	26	74	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
rarely or never	few times a month or more	9	91	19	81
	few times a week or more	9	91	25	75
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
rarely or never	few times a month or more	15	85	34	66
	few times a week or more	24	76	55	45
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
rarely or never	few times a month or more	16	84	37	63
	few times a week or more	23	77	56	44
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
rarely or never	few times a month or more	15	85	41	59
	few times a week or more	24	76	54	46
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>45</b>	<b>55</b>
rarely or never	few times a month or more	27	73	53	47
	few times a week or more	26	74	62	38
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
rarely or never	few times a month or more	17	83	41	59
	few times a week or more	19	81	53	47
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
rarely or never	few times a month or more	18	83	34	66
	few times a week or more	23	77	46	54
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>39</b>	<b>61</b>
rarely or never	few times a month or more	23	77	42	58
	few times a week or more	36	64	51	49
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>45</b>	<b>55</b>
rarely or never	few times a month or more	28	72	45	55
	few times a week or more	46	54	72	28
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>53</b>	<b>47</b>

USE OF EXPERTS WITHIN THE COMMUNITY IN LANGUAGE ARTS

**TABLE 43**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	rarely or never	14	86	40	60
	few times a month or more	22	78	45	55
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
AB	rarely or never	11	89	38	62
	few times a month or more	17	83	51	49
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
SK	rarely or never	19	81	39	61
	few times a month or more	30	70	54	46
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
MBe	rarely or never	10	90	36	64
	few times a month or more	22	78	51	49
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>38</b>	<b>62</b>
MBf	rarely or never	19	81	56	44
	few times a month or more	27	73	45	55
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
ONe	rarely or never	9	91	34	66
	few times a month or more	21	79	61	39
	<b>TOTAL</b>	<b>11</b>	<b>89</b>	<b>39</b>	<b>61</b>
ONf	rarely or never	11	89	47	53
	few times a month or more	23	77	65	35
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
QCe	rarely or never	16	84	30	70
	few times a month or more	28	72	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
Q Cf	rarely or never	8	92	19	81
	few times a month or more	13	87	24	76
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	rarely or never	15	85	37	63
	few times a month or more	27	73	50	50
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	rarely or never	16	84	38	62
	few times a month or more	26	74	57	43
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>42</b>	<b>58</b>
NSe	rarely or never	16	84	44	56
	few times a month or more	26	74	48	52
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NSf	rarely or never	21	79	51	49
	few times a month or more	37	63	81	19
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
PE	rarely or never	15	85	43	57
	few times a month or more	28	72	60	40
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	rarely or never	18	82	35	65
	few times a month or more	32	68	57	43
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	rarely or never	26	74	44	56
	few times a month or more	35	65	52	48
	<b>TOTAL</b>	<b>28</b>	<b>72</b>	<b>45</b>	<b>55</b>
YT	rarely or never	29	71	48	52
	few times a month or more	52	48	69	31
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>54</b>	<b>46</b>

PAGES OF WRITING PER MONTH IN LANGUAGE ARTS

**TABLE 44**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
less than 10 pages		17	83	41	59
	10 pages or more	15	85	42	58
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
less than 10 pages		12	88	41	59
	10 pages or more	14	86	38	63
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>40</b>	<b>60</b>
less than 10 pages		21	79	43	57
	10 pages or more	26	74	37	63
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
less than 10 pages		12	88	36	64
	10 pages or more	12	88	41	59
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>37</b>	<b>63</b>
less than 10 pages		21	79	58	42
	10 pages or more	27	73	38	62
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
less than 10 pages		13	87	43	57
	10 pages or more	9	91	34	66
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
less than 10 pages		14	86	56	44
	10 pages or more	15	85	46	54
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>52</b>	<b>48</b>
less than 10 pages		18	82	34	66
	10 pages or more	19	81	31	69
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
less than 10 pages		9	91	19	81
	10 pages or more	9	91	21	79
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
less than 10 pages		21	79	38	62
	10 pages or more	14	86	40	60
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
less than 10 pages		21	79	42	58
	10 pages or more	16	84	42	58
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
less than 10 pages		17	83	46	54
	10 pages or more	23	77	43	57
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>44</b>	<b>56</b>
less than 10 pages		27	73	60	40
	10 pages or more	21	79	48	52
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
less than 10 pages		18	82	46	54
	10 pages or more	19	81	43	57
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
less than 10 pages		22	78	40	60
	10 pages or more	18	82	36	64
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
less than 10 pages		34	66	47	53
	10 pages or more	19	81	42	58
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>45</b>	<b>55</b>
less than 10 pages		45	55	60	40
	10 pages or more	26	74	44	56
	<b>TOTAL</b>	<b>39</b>	<b>61</b>	<b>54</b>	<b>46</b>

TEACHERS IN OTHER COURSES EXPLAIN WRITING FORMS

**TABLE 45**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
BC	rarely or never	14	86	38	62
	few times a month or more	17	83	43	57
	<b>TOTAL</b>	<b>16</b>	<b>84</b>	<b>41</b>	<b>59</b>
AB	rarely or never	13	87	34	66
	few times a month or more	13	87	42	58
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>39</b>	<b>61</b>
SK	rarely or never	22	78	33	67
	few times a month or more	22	78	45	55
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>42</b>	<b>58</b>
MBe	rarely or never	10	90	34	66
	few times a month or more	13	87	39	61
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
MBf	rarely or never	26	74	57	43
	few times a month or more	22	78	53	47
	<b>TOTAL</b>	<b>23</b>	<b>77</b>	<b>54</b>	<b>46</b>
ONe	rarely or never	12	88	29	71
	few times a month or more	11	89	42	58
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>39</b>	<b>61</b>
ONf	rarely or never	16	84	42	58
	few times a month or more	14	86	56	45
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>53</b>	<b>47</b>
QCe	rarely or never	19	81	24	76
	few times a month or more	18	82	36	64
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>33</b>	<b>67</b>
Q Cf	rarely or never	8	92	15	85
	few times a month or more	9	91	23	77
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
NBe	rarely or never	15	85	36	64
	few times a month or more	19	81	40	60
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
NBf	rarely or never	15	85	35	65
	few times a month or more	20	80	46	54
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>41</b>	<b>59</b>
NSe	rarely or never	16	84	38	62
	few times a month or more	20	80	49	51
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>45</b>	<b>55</b>
NSf	rarely or never	26	74	57	43
	few times a month or more	26	74	58	42
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>58</b>	<b>42</b>
PE	rarely or never	25	75	36	64
	few times a month or more	16	84	50	50
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
NL	rarely or never	17	83	29	71
	few times a month or more	21	79	43	57
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
NT	rarely or never	32	68	43	57
	few times a month or more	30	70	46	54
	<b>TOTAL</b>	<b>30</b>	<b>70</b>	<b>46</b>	<b>54</b>
YT	rarely or never	35	65	37	63
	few times a month or more	38	62	59	41
	<b>TOTAL</b>	<b>38</b>	<b>62</b>	<b>54</b>	<b>46</b>

TEACHERS IN OTHER COURSES CORRECT WRITING

**TABLE 46**

		13-year-olds		16-year-olds	
		below	at or above	below	at or above
rarely or never		10	90	37	63
	few times a month or more	17	83	42	58
	<b>TOTAL</b>	<b>15</b>	<b>85</b>	<b>41</b>	<b>59</b>
rarely or never		5	95	33	67
	few times a month or more	14	86	42	58
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
rarely or never		24	76	30	70
	few times a month or more	22	78	45	55
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>41</b>	<b>59</b>
rarely or never		9	91	34	66
	few times a month or more	13	87	39	61
	<b>TOTAL</b>	<b>13</b>	<b>87</b>	<b>38</b>	<b>62</b>
rarely or never		21	79	68	32
	few times a month or more	22	78	51	49
	<b>TOTAL</b>	<b>22</b>	<b>78</b>	<b>54</b>	<b>46</b>
rarely or never		15	85	26	74
	few times a month or more	11	89	43	57
	<b>TOTAL</b>	<b>12</b>	<b>88</b>	<b>40</b>	<b>60</b>
rarely or never		18	82	51	49
	few times a month or more	14	86	53	47
	<b>TOTAL</b>	<b>14</b>	<b>86</b>	<b>53</b>	<b>47</b>
rarely or never		20	80	27	73
	few times a month or more	18	82	35	65
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>33</b>	<b>67</b>
rarely or never		7	93	17	83
	few times a month or more	9	91	21	79
	<b>TOTAL</b>	<b>9</b>	<b>91</b>	<b>20</b>	<b>80</b>
rarely or never		14	86	34	66
	few times a month or more	19	81	41	59
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>39</b>	<b>61</b>
rarely or never		19	81	36	64
	few times a month or more	18	82	45	55
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>42</b>	<b>58</b>
rarely or never		20	80	39	61
	few times a month or more	19	81	47	53
	<b>TOTAL</b>	<b>19</b>	<b>81</b>	<b>45</b>	<b>55</b>
rarely or never		20	80	50	50
	few times a month or more	27	73	59	41
	<b>TOTAL</b>	<b>26</b>	<b>74</b>	<b>57</b>	<b>43</b>
rarely or never		19	81	40	60
	few times a month or more	17	83	47	53
	<b>TOTAL</b>	<b>18</b>	<b>82</b>	<b>45</b>	<b>55</b>
rarely or never		19	81	30	70
	few times a month or more	20	80	41	59
	<b>TOTAL</b>	<b>20</b>	<b>80</b>	<b>38</b>	<b>62</b>
rarely or never		30	70	45	55
	few times a month or more	28	72	45	55
	<b>TOTAL</b>	<b>29</b>	<b>71</b>	<b>45</b>	<b>55</b>
rarely or never		38	62	48	52
	few times a month or more	37	63	55	45
	<b>TOTAL</b>	<b>37</b>	<b>63</b>	<b>53</b>	<b>47</b>