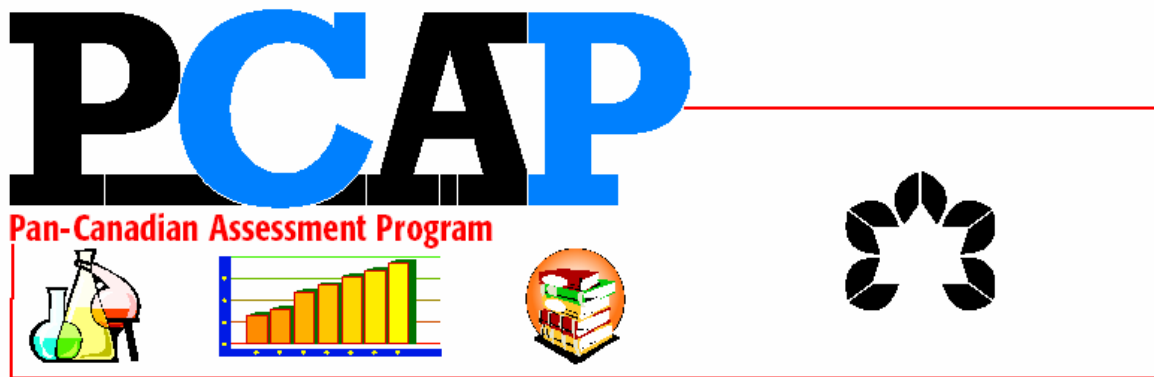


PCAP-13 Reading, Mathematics, and Science Assessment (2007)

School Questionnaire



Council of Ministers of Education, Canada

Funds for the Pan-Canadian Assessment Program have been provided by participating jurisdictions through the Council of Ministers of Education, Canada.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of The Corporation of the Council of Ministers of Education, Canada/La Corporation du Conseil des ministres de l'Éducation, Canada.

© 2007 Council of Ministers of Education, Canada

Council of Ministers of Education, Canada

Pan-Canadian Assessment Program (PCAP)

PCAP-13 Reading, Mathematics, and Science Assessment (2007)

School Questionnaire

Your school has been selected as one of approximately 1,500 schools in Canada participating in PCAP-13. PCAP is an assessment of academic achievement in Canada, and its results are important for charting the progress of students in the participating provinces and territories and for shaping curricula and teaching practices.

This questionnaire is addressed to the school principal. The questions are about the characteristics of the school, its staff, its facilities, and the community in which the school is located. Some of the questions ask for specific facts, while others require a judgment or opinion. Since your school is part of a pan-Canadian sample, your responses are very important in helping to describe characteristics of schools across Canada. It is therefore important that all questions be answered as carefully and accurately as possible. Please answer the questions by checking the box corresponding to your answer in relation to the 2006–07 school year.

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

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

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

Section 1: Background Questions

1. What is the total student enrolment (number of students) in your school?

- Less than 100 ₁
101 to 500 ₂
501 to 1,000 ₃
Greater than 1,000 ₄

2. What is the student enrolment in grade 8/secondary 2?

- Less than 25 ₁
26 to 50 ₂
51 to 75 ₃
76 to 100 ₄
Greater than 100 ₅

3. What grade levels are taught in your school? Check all that apply.

- Pre-kindergarten ₁
Kindergarten ₂
Grade 1 ₃
Grade 2 ₄
Grade 3 ₅
Grade 4 ₆
Grade 5 ₇
Grade 6 ₈
Grade 7 (Secondary 1 – QC) ₉
Grade 8 (Secondary 2 – QC) ₁₀
Grade 9 (Secondary 3 – QC) ₁₁
Grade 10 (Secondary 4 – QC, Level I – NL) ₁₂
Grade 11 (Secondary 5 – QC, Level II – NL) ₁₃
Grade 12 (Cégep 1 – QC, Level III – NL) ₁₄
Post-grade 12 (any program that offers credit beyond grade 12) ₁₅

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

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

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

5. What percentage of students in your school is identified as English as a second language (ESL) learners?

0% to 25%..... ₁

26% to 50%..... ₂

51% to 75%..... ₃

76% to 100%..... ₄

6. Approximately what percentage of students in your school has Canadian Aboriginal ancestry (First Nations, Métis, Inuit)?

None..... ₁

Less than 10%..... ₂

10% to 25%..... ₃

26% to 50%..... ₄

More than 50% ₅

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

Rural community or small town (fewer than 5,000 people)..... ₁

Medium-sized town (5,000 to 25,000 people)..... ₂

Small city (25,000 to 100,000 people)..... ₃

Medium city (100,000 to 500,000 people) ₄

Large city (over 500,000 people) ₅

Section 2: Time Management

1. How many minutes long is a normal or average class period in your school?

_____ minutes per period

2. How many minutes of instruction per week does your school offer in an English Language Arts class for 13-year-olds?

_____ minutes per week

3. On a typical day, what percentage of students is absent from school?

Less than 5%..... ₁

5% to 10%..... ₂

11% to 20%..... ₃

More than 20% ₄

Section 3: Assessment

- 1. In an average school year, how many external assessments (e.g., provincial/territorial/district) that DO count toward students' marks are administered in your school in grade 8/secondary 2?**

Number of external assessments _____

- 2. In an average school year, how many external assessments that DO NOT count toward students' marks (e.g., pan-Canadian or international) are administered in your school in grade 8/secondary 2?**

Number of external assessments _____

- 3. To what extent have the following large-scale assessment results been formally discussed among the staff in your school (e.g., at staff meetings, presentations, school improvement sessions, or the like)?**

	Not at all	A little	More than a little	A lot
(a) Programme for International Student Assessment (PISA)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(b) Trends in International Mathematics and Science Study (TIMSS) or Progress in International Reading Literacy Study (PIRLS).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(c) School Achievement Indicators Program (SAIP)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(d) Provincial/territorial.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(e) District/division.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

4. This question asks your opinion on statements about pan-Canadian and international large-scale assessments such as PISA and SAIP, whose results are NOT integrated into students' marks. To what extent do you agree with the following statements?

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

5. This question asks your opinion on provincial/territorial assessments that can give school results. To what extent do you agree with the following statements about such provincial/territorial assessments?

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

6. To what extent would you say each of the following has an influence on your school's overall activities and programs?

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

Section 4: Instructional Climate

1. To what extent do you agree with the following statements about the instructional climate in English Language Arts in your school?

	Strongly disagree	Disagree	Agree	Strongly agree
(a) We emphasize basic knowledge and skills.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(b) We emphasize having students perform to the best of their abilities..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(c) We emphasize the knowledge and understanding needed for our students to do well on external assessments.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(d) We emphasize developing the well-rounded individual.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(e) We emphasize using a variety of strategies to challenge each student...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Section 5: Context for Instruction

These questions relate to two specific areas of research that are of interest to the Pan-Canadian Assessment Program: special-needs students and school libraries.

1. **To what extent do you consider that regular classes in your school are affected by the need to attend to special-needs students?**

Not at all ₁
A little ₂
More than a little..... ₃
A lot ₄

2. **What is your view of how students with special needs (sufficient to require interventions by the teacher or other adults) should best be taught? (Please check only one response.)**

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

3. **Does your school have a library housing books and magazines for student and teacher use? If “No,” please go to question 9.**

Yes ₁
No ₂

4. **Where is this library located in your school?**

Close to the front entry of the school (main floor) ₁
In the centre of the school (main floor) ₂
Elsewhere in the school ₃

5. Approximately how many books with different titles does your school library have?

- 250 or fewer ₁
- 251 to 500 ₂
- 501 to 2,000 ₃
- 2,001 to 5,000 ₄
- 5,001 to 10,000 ₅
- More than 10,000..... ₆

6. Which of the following staffing levels best describes your school library?

Teacher-librarian (teacher with additional training in library science)

- Full-time equivalent of 1.0 or greater ₁
- Full-time equivalent of 0.5 to 0.9 ₂
- Full-time equivalent of 0.1 to 0.4 ₃
- No qualified teacher-librarian..... ₄

Clerical assistance (clerk, assistant, or library technician)

- Full-time equivalent of 1.0 or greater ₁
- Full-time equivalent of 0.5 to 0.9 ₂
- Full-time equivalent of 0.1 to 0.4 ₃
- No paid clerical assistance, but some volunteer help ₄
- Student assistance with clerical tasks ₅
- None of the above..... ₆

7. How many computers with Internet access are in your school library?

- None..... ₁
- 1 to 5 ₂
- 6 to 10 ₃
- 11 to 20 ₄
- More than 20..... ₅

8. How often do students access these computers in the library for research purposes?

- Rarely or never ₁
- Sometimes ₂
- Often ₃

9. How often do students in your school access electronic databases or subscriptions (such as Infotrac or on-line encyclopedias) for school purposes?

- Electronic databases are not available to our students ₁
- Rarely or never ₂
- Sometimes..... ₃
- Often ₄

Thank you again for taking the time from your busy schedule to complete this questionnaire.