

Educational Research Centre

St Patrick's College, Dublin 9

National Assessments of English Reading and Mathematics 2004

*Questionnaire for
Inspectors*

Please write your Inspector ID here:

©Educational Research Centre, 2004

The Educational Research Centre has been commissioned by the Department of Education and Science to conduct studies of English reading and mathematics among children in Primary school. As part of this work, Inspectors from the Department of Education and Science are invited to complete a questionnaire concerning themselves, the schools they are involved with, and their views on approaches to the teaching of English and mathematics. Your co-operation in completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and returned to the Educational Research Centre where analyses will be carried out. All questionnaire responses will be treated in total confidence. Names of individuals and other identification information will be deleted *before* analysis, in line with the Centre's policy on database management in national assessments.

***Please tick one box in reply to each question
or follow the directions if they state otherwise.***

***Section A asks for general information; Sections B to G ask about various aspects of English; while
Sections H to M ask about various aspects of mathematics.***

Additional comments may be written in the spaces provided on page 19.

SECTION A - GENERAL INFORMATION

Rough estimates are sufficient for the purposes of this survey.

1. For how many years have you worked as an Inspector (*excluding career breaks, secondment, etc.*)?

_____ *years*

2. For the past two years, please estimate the number of schools in which you observed lessons in...

a) ...English at 1st Class? _____ *schools*

b) ...mathematics at 4th Class? _____ *schools*

c) ...English at 5th Class? _____ *schools*

3. For the past two years, please estimate the number of lessons you observed in...

a) ...English at 1st Class? _____ *lessons*

b) ...mathematics at 4th Class? _____ *lessons*

c) ...English at 5th Class? _____ *lessons*

4. In how many schools did you complete a *Mór Thuairisc* or *School Report* in the past two years that included...

a) ...English at 1st Class? _____ *schools*

b) ...mathematics at 4th Class? _____ *schools*

c) ...English at 5th Class? _____ *schools*

5. In the past two years, about how many probationary teachers did you examine (i.e., how many diploma examinations did you carry out)?

_____ teachers/examinations

6. How familiar are you with...

(Tick one box in each row.)

	<i>Very familiar</i>	<i>Somewhat familiar</i>	<i>Not familiar</i>
a) ...the results of the <i>Programme for International Assessment (PISA)</i> ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) ...the results of the <i>Third International Mathematics and Science Study (TIMSS)</i> ?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) ...the results of the 1998 National Assessment of English Reading (NAER, 5th class)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) ...the results of the 1999 National Assessment of Mathematics Achievement (NAMA, 4th class)?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

7a. How effective, in your view, are each of the approaches below in terms of their potential to develop 1st and 5th class pupils' competence in English?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	<i>Very Effective</i>	<i>Effective</i>	<i>Ineffective</i>	<i>Very Ineffec- tive</i>	<i>Very Effective</i>	<i>Effective</i>	<i>Ineffective</i>	<i>Very Ineffec- -tive</i>
1) Grouping pupils in similar ability groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Grouping pupils in mixed ability groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Using ICT to teach English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Silent reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Pupils reading aloud	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6) Daily use of workbooks/worksheets	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7) Class discussion of a story	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8) Teaching comprehension strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
9) Using a variety of texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

7b. How effective, in your view, are each of the approaches below in terms of their potential to develop 4th class pupils' competence in mathematics?

4th Class

(Tick one box in each row.)

	<i>Very Effective</i>	<i>Effective</i>	<i>Ineffective</i>	<i>Very Ineffective</i>
1) Grouping pupils in similar ability groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Grouping pupils in mixed ability groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Using ICT to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Using calculators to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Daily use of workbooks/worksheets	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6) Class discussion about word problems before pupils solve them independently.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
7) Teaching pupils problem-solving strategies....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
8) Using concrete materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

8. How satisfied are you with the balance between whole class work, group work, and individual work in...

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) ...English in single-grade 1st Classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) ...English in multi-grade 1st Classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) ...mathematics in single-grade 4th Classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) ...mathematics in multi-grade 4th Classes? ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) ...English in single-grade 5th Classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) ...English in multi-grade 5th Classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

9. How satisfied are you with the following aspects of teachers' planning with respect to the following class levels/subject areas?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
1st Class English				
a) Quality of short-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Quality of long-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Amount of homework assigned.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Level of feedback about homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4th Class mathematics				
a) Quality of short-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Quality of long-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Amount of homework assigned.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Level of feedback about homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5th Class English				
a) Quality of short-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Quality of long-term schemes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Amount of homework assigned.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Level of feedback about homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

10. How satisfied are you with the following aspects of Learning-Support in schools?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) The quality of provision of Learning Support for English at 1st class level.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) The quality of provision of Learning Support for Mathematics at 4th class level.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) The quality of provision of Learning Support for English at 5th class level.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

11. How satisfied are you with implementation of the *Learning-Support Guidelines* in schools?

(Tick one box in each row. Tick 'not applicable' if Learning Support for a particular subject or at a particular class level is not offered in the schools in your district.)

Very satisfied Satisfied Dissatisfied Very dissatisfied Not Applicable

Identification and Selection...

- | | | | | | |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) ...of pupils at 1st class level for Learning Support for English..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| b) ...of pupils at 4th class level for Learning Support for mathematics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| c) ...of pupils at 5th class level for Learning Support for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

Co-ordination of the work of class teachers and Learning-Support teachers...

- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| d) ...of pupils at 1st class level for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| e) ...of pupils at 4th class level for mathematics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| f) ...of pupils at 5th class level for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

The involvement of parents/guardians in the Learning-Support programmes...

- | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| g) ...of pupils at 1st class level for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| h) ...of pupils at 4th class level for mathematics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| i) ...of pupils at 5th class level for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

The general duration of Learning-Support programmes...

- | | | | | | |
|-----------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| j) ...for English. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| k) ...for mathematics. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

Please answer the questions in sections B to G with regard to your observations of the teaching of English in 1st and 5th Class over the past two years.

SECTION B - TEACHING OF ENGLISH

12. How satisfied are you with the teaching of each of the following specific aspects of the 1999 Primary School English Curriculum to 1st and 5th Class pupils?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
a) Developing oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teaching word meanings (vocabulary)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teaching phonics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teaching grammar (spelling, punctuation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching purposes and forms of writing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching children's literature.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Developing spelling.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching writing processes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Developing reference skills (e.g., using a library, dictionaries).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Developing comprehension of narrative texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Developing comprehension of expository/informational texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Developing comprehension of documents/representational text (diagrams, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teaching basic word identification ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	--	--	--	--
n) Developing phonemic awareness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	--	--	--	--
o) Teaching identification of onset and rime in written words	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	--	--	--	--
p) Teaching application of semantic cues.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teaching application of syntactic cues.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Teaching comprehension strategies such as inferencing, generalising and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Teaching study strategies (e.g., scanning, skimming, search-reading)	--	--	--	--	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
t) Teaching higher-level word-attack skills (multi-syllabic words).....	--	--	--	--	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION C - RESOURCES/TECHNOLOGY FOR ENGLISH

13. How satisfied are you with the availability of appropriate teaching resources for use in English lessons for 1st and 5th Class?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Computer software for teaching English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Text resources: fiction (<i>e.g., novels</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Text resources: non-fiction (<i>e.g., history, biography</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Text resources: reference material (<i>e.g., dictionaries, encyclopaedias</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Workbooks or worksheets	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Library space in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) New library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

14. How satisfied are you with the extent of use of appropriate teaching resources for use in English lessons for 1st and 5th Class?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Computers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Computer software for teaching English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Text resources: fiction (<i>e.g., novels</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Text resources: non-fiction (<i>e.g., history, biography</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Text resources: reference material (<i>e.g., dictionaries, encyclopaedias</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Workbooks or worksheets	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Libraries in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Library materials in general	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D - TEACHERS' PROFESSIONAL DEVELOPMENT: ENGLISH

15. Please rate the following with regard to the teaching of English at 1st class and 5th class levels:

(Tick one box in each row.)

	<i>Very compre- hensive</i>	<i>Quite compre- hensive</i>	<i>Somewhat limited</i>	<i>Very limited</i>
1st Class				
a) Teachers' knowledge of English language structure and grammar.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers' understanding of the English curriculum ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers' knowledge of methods of teaching English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5th Class				
a) Teachers' knowledge of English language structure and grammar.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers' understanding of the English curriculum ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers' knowledge of methods of teaching English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

16. Which of the following areas of the curriculum, if any, do you think need more attention in preservice and inservice training for 1st and 5th Class teachers in order to enhance implementation of the 1999 Primary School Mathematics Curriculum?

(Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

	More training at 1st Class needed		More training at 5th Class needed	
	<i>Preservice training</i>	<i>Inservice training</i>	<i>Preservice training</i>	<i>Inservice training</i>
a) Developing oral language	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Teaching word meanings (vocabulary)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Teaching phonics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Teaching grammar (spelling, punctuation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Teaching purposes and forms of writing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Teaching children's literature.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Developing spelling.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Teaching writing processes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Developing reference skills (<i>e.g., using a library, dictionaries</i>).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Developing comprehension of narrative texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Developing comprehension of expository/informational texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) Developing comprehension of documents/representational text (<i>diagrams, etc.</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

16. Continued.

(Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

	More training at 1st Class needed		More training at 5th Class needed	
	Preservice training	Inservice training	Preservice training	Inservice training
m) Teaching basic word identification	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	--	--
n) Developing phonemic awareness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	--	--
o) Teaching identification of onset and rime in written words	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	--	--
p) Teaching application of semantic cues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
q) Teaching application of syntactic cues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
r) Teaching comprehension strategies such as inferencing, generalising and problem solving	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
s) Teaching study strategies (e.g., scanning, skimming, search-reading)	--	--	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
t) Teaching higher-level word-attack skills (multi-syllabic words).....	--	--	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

SECTION E - DEALING WITH DIFFICULTIES LEARNING ENGLISH, AND WITH HIGH AND LOW ABILITY PUPILS

17. In general, to what extent are you satisfied with the work of class teachers of pupils in 1st and 5th Class in each of the following areas?

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
a) Identifying and addressing pupils' common grammatical errors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Identifying and addressing pupils' common spelling errors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Identifying pupils' learning difficulties in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Addressing the needs of pupils with learning difficulties in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching English to pupils with very low achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching pupils with high ability in English.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Integrating class and Learning-Support programmes for pupils with learning difficulties in English	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching English to pupils whose first language is not English or Gaeilge	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION F - GENDER DIFFERENCES IN ENGLISH READING

18. Regarding English classes, have you observed gender differences in pupils' reading achievements?

Yes ₁ No ₂

19. Can you describe the nature of the differences you have observed?

20. Have you any recommendations about how teachers and parents might deal with the differences you described in Q19 (e.g., different teaching strategies for girls and boys/particular pupils)?

SECTION G - ASSESSMENT OF ENGLISH

21. Please indicate how satisfied you are with the work of 1st and 5th Class teachers in relation to each of the following assessment activities.

(Tick one box in each row for each class level.)

	1st Class				5th Class			
	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatis- -fied</i>	<i>Very dissatis- -fied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatis- -fied</i>	<i>Very dissatis- -fied</i>
a) Feedback given to pupils during classwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Feedback given to pupils on work completed independently during class.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Feedback given to pupils on homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Feedback given to pupils reading aloud	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Administration of standardised tests of English reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Interpretation of results of standardised tests of English reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use of informal assessment procedures (<i>e.g., records of children's work kept on ongoing basis; use of checklists, etc.</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teacher-made tests (<i>e.g., spelling tests</i>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Teacher-made checklists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Structured observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Progress tests or checklists accompanying reading schemes ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Use and interpretation of curriculum profiles	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Administration of diagnostic tests of English reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Interpretation of results of diagnostic tests of English reading	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Please answer the questions in sections H to M with regard to your observations of the teaching of mathematics in 4th Class over the past two years.

SECTION H - TEACHING OF MATHEMATICS

22. How satisfied are you with the teaching of each of the following aspects of the 1999 Primary School Mathematics Curriculum to 4th Class pupils?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Mathematics Strands				
1) Number (e.g., number lines, abacus, Dienes blocks, fraction strips, hundred square, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Algebra (e.g., number strips, interlocking cubes)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Shape and Space/Geometry (e.g., 2-D and 3-D shapes, geoboards, geostrips, tangrams, 360° and 180° protractors, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Measurement (e.g., metre stick, trundle wheel, balances, weights, analogue clock, calendar, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Data Handling and Graphs (e.g., computer software/spreadsheets, graph paper, etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Mathematics Skills				
1) Recalling mathematical terminology, facts and definitions (e.g., tables)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
2) Using mathematical strategies and implementing mathematical procedures (e.g., mental maths, strategies for subtraction)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
3) Engaging in mathematical reasoning (e.g., exploring mathematical patterns and relationships, classifying, making hypotheses and testing them)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4) Understanding the connections between mathematical procedures and concepts (e.g., that multiplication involves repeated addition)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5) Analysing and solving problems and evaluating solutions (e.g., planning and selecting from a variety of strategies to solve a problem)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6) Communicating and expressing the processes used in mathematical activities and explaining results (e.g., pupils discussing in an organised way how they solved a problem or reached a solution)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

23. How satisfied are you with teachers' work relating to each of the following aspects of teaching with respect to mathematics in 4th Class?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Classroom-based assessment of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Identifying learning difficulties in mathematics. ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Interpreting standardised test scores in mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Approaches to teaching mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Using ICT to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Grouping children for mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Use of calculators to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Engaging pupils in practical mathematics activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION I - RESOURCES/TECHNOLOGY FOR MATHEMATICS

24. How satisfied are you with the availability of resources for use in teaching the various strands of mathematics to 4th Class?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
See examples of strands in Q22.				
a) Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Algebra.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shape and Space/Geometry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Measurement.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Data Handling and Graphs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

25. How satisfied are you with the extent of use of resources for teaching various strands of mathematics to 4th Class?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
See examples of strands in Q22.				
a) Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Algebra.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Shape and Space/Geometry	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Measurement.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Data Handling and Graphs.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION J - TEACHERS' PROFESSIONAL DEVELOPMENT: MATHEMATICS

26. Please rate the following with regard to the teaching of mathematics at 4th class level:

(Tick one box in each row.)

	<i>Very compre- hensive</i>	<i>Quite compre- hensive</i>	<i>Somewhat limited</i>	<i>Very limited</i>
a) Teachers' knowledge of mathematical concepts and processes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers' understanding of the mathematics curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers' knowledge of methods for teaching mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

27. Which of the following areas of the curriculum do you think need more attention in preservice and in-service training for 4th Class teachers, in order to enhance implementation of the 1999 Primary School Mathematics Curriculum? (Tick all that apply. Please try to identify the subset of areas that you feel are most in need of more attention.)

a) Mathematics Strands (see examples in Q22)	<i>Preservice training</i>	<i>Inservice training</i>
1) Number	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
2) Algebra (e.g., number sentences, patterns)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
3) Space and shape (geometry)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
4) Measurement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
5) Data and chance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Mathematics Skills (see examples in Q22)	<i>Preservice training</i>	<i>Inservice training</i>
1) Recalling mathematical terminology, facts and definitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
2) Using mathematical strategies and implementing mathematical procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
3) Engaging in mathematical reasoning.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
4) Understanding the connections between mathematical procedures and concepts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
5) Analysing and solving problems and evaluating solutions.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
6) Communicating and expressing the processes used in mathematical activities and explaining results	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Teaching and Assessment Methods	<i>Preservice training</i>	<i>Inservice training</i>
1) Classroom-based assessment of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
2) Identifying learning difficulties in mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
3) Interpreting standardised test scores in mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
4) Approaches to teaching mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
5) Using ICT to teach mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
6) Grouping children for mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
7) Use of calculators to teach mathematics.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
8) Engaging pupils in practical mathematics activities.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

**SECTION K – DEALING WITH DIFFICULTIES IN LEARNING
MATHEMATICS, AND WITH HIGH AND LOW ABILITY PUPILS**

28. In general, to what extent are you satisfied with the work of class teachers of pupils in 4th class in each of the following areas?

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Identifying and addressing pupils' common mathematical errors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Identifying and addressing pupils' misconceptions about mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Identifying pupils' learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Addressing the needs of pupils with learning difficulties in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Teaching mathematics to pupils with very low achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Teaching pupils with high ability in mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Integrating class and Learning-Support programmes for pupils with learning difficulties in mathematics (where applicable)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teaching English to pupils whose first language is not English (or Gaeilge, where applicable)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION L - GENDER DIFFERENCES IN MATHEMATICS

29. Regarding mathematics classes, have you observed gender differences in pupils' mathematical achievements?

Yes ₁ No ₂

30. Can you describe the nature of the differences you have observed?

31. Have you any recommendations about how teachers and parents might deal with the differences you described in Q30 (e.g., different teaching strategies for girls and boys/particular pupils)?

SECTION M - ASSESSMENT OF MATHEMATICS

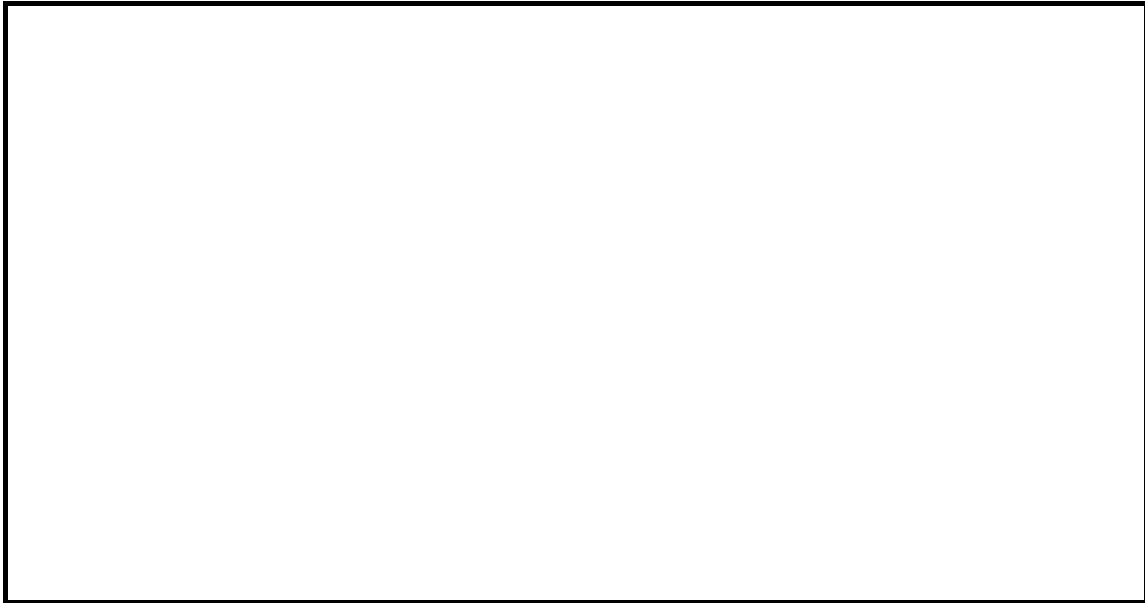
32. Please indicate how satisfied you are with the work of 4th Class teachers in relation to mathematics for each of the following assessment activities.

(Tick one box in each row.)

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
a) Feedback given to pupils during classwork	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Feedback given to pupils on work completed independently during class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Feedback given to pupils on homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Administration of standardised tests of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Interpretation of results of standardised tests of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Use of informal assessment procedures (e.g., records of children's work kept on ongoing basis; use of checklists)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Teacher-made tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Teacher-made checklists	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Structured observations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Progress tests or checklists accompanying mathematics texts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Administration of diagnostic tests of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Interpretation of results of diagnostic tests of mathematics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Use and interpretation of criterion-referenced tests (including 'mastery' tests accompanying textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Many thanks for completing this questionnaire. Additional comments may be written in the spaces provided below.
Please seal it in its envelope and return it to the Educational Research Centre, along with the other assessment materials in your charge.

33. Please add any additional comments or observations about the teaching of English here:



34. Please add any additional comments or observations about the teaching of mathematics here:

