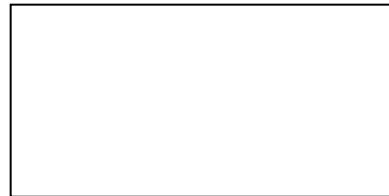


# **Educational Research Centre**

**St Patrick's College, Dublin 9**



## **National Assessment of Mathematics 2004**

*Questionnaire for  
Teachers of 4<sup>th</sup> Class*

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The Educational Research Centre has been commissioned by the Department of Education and Science to conduct a study of mathematics among children in Primary school. As part of this study, teachers are invited to complete a questionnaire concerning themselves, their classes and their approaches to instruction. Your co-operation in completing this questionnaire would be greatly appreciated.

On completion, this questionnaire should be sealed in the envelope provided and given to the Inspector from the Department of Education and Science when s/he visits your school to oversee the administration of the assessment. The envelope will be sent unopened to the Educational Research Centre where analysis of returns will be carried out. All questionnaire responses will be treated in total confidence. Names of schools and any other identification information will be deleted *before* analysis, in line with the Centre's policy on data-base management in national assessments.

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

***Where a response such as a percentage or number is called for, an estimate is  
sufficient for the purposes of this survey.***

***Any additional comments can be added in the space provided on page 12.***

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### General Information

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1. **Are you:**

Male <sub>1</sub>

Female <sub>2</sub>

2. **a) Are you currently employed on a permanent basis?**

Yes, I am a permanent teacher ..... <sub>1</sub>

No, I am a temporary/substitute teacher ..... <sub>2</sub>

**b) Is your teaching post...**

...Full-time? <sub>1</sub>

...Job-share? <sub>2</sub>

3. **By the end of the school year, how many years will you have  
been teaching altogether?**

*(Do not include time spent away from teaching.)*

\_\_\_\_\_ years

**4. Which of the following qualifications do you hold?**

*(Please tick **all** that apply.)*

- a) Diploma for National Teaching (NT) ..... <sub>1</sub>
- b) B.Ed. .... <sub>1</sub>
- c) Primary/Under-graduate degree other than B.Ed. .... <sub>1</sub>
- d) Postgraduate Diploma in Education (primary) ..... <sub>1</sub>
- e) Higher Diploma in Education (H. Dip.) (post-primary) ..... <sub>1</sub>
- f) Diploma in Remedial / Special Education / Learning Support ..... <sub>1</sub>
- g) Masters in Education (*e.g., M.A. (Education), M.Ed.*) ..... <sub>1</sub>
- h) Other qualification(s)..... <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

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**Teaching Mathematics**

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**5. a) Do you teach a multi-grade class (e.g., combined 3<sup>rd</sup> and 4<sup>th</sup> class)?**

Yes <sub>1</sub>      No <sub>2</sub>

**b) If 'yes', at what class levels do you teach mathematics in the current school year?**

<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>	<i>3<sup>rd</sup></i>	<i>4<sup>th</sup></i>	<i>5<sup>th</sup></i>	<i>6<sup>th</sup></i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

**6. How many pupils are in your current class(es)?**

\_\_\_\_\_ *pupils*

**7. How many pupils are in your current 4<sup>th</sup> Class?**

\_\_\_\_\_ *pupils*

**8. a) On how many days per week do you provide teaching in mathematics to pupils in your 4<sup>th</sup> Class?**

\_\_\_\_\_ *days*

**b) What is the total time (in minutes) that you spend teaching mathematics PER WEEK to pupils in your 4<sup>th</sup> Class (i.e., Monday – Friday inclusive)?**

\_\_\_\_\_ *minutes*

9. What is the average length of each mathematics lesson?

\_\_\_\_\_ minutes

10. In a typical mathematics lesson involving pupils in 4<sup>th</sup> Class, what percentage of time is given to each of the following?

<i>Format</i>	<i>Percentage of Time</i>
a) Whole class teaching .....	_____
b) Small-group work .....	_____
c) Individual work .....	_____
d) Other .....	_____

(Total = 100%)

If 'Other' please specify: \_\_\_\_\_

11. Please indicate how often the following materials are used in mathematics lessons involving pupils in your 4<sup>th</sup> Class:

<i>Materials</i>	<i>Every day or almost every day</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Never or hardly ever</i>
a) Text books .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Computers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Tablebooks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Calculators .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Concrete materials (e.g., blocks) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
f) Workbooks/Worksheets .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
g) Other .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

If 'Other' please specify: \_\_\_\_\_

12. If calculators are used by 4<sup>th</sup> Class pupils in your classroom, how often are they used for each of the following activities?

<i>Activities</i>	<i>Every day or almost every day</i>	<i>Once or twice a week</i>	<i>Once or twice a month</i>	<i>Never or hardly ever</i>
a) Routine computation.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) Checking answers .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) Exploring number concepts (e.g., number sequences) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) Solving one- and two-step word problems .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) Tests and exams.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**13. If you use computers in the teaching of mathematics, please indicate the types of software used by pupils in your 4<sup>th</sup> Class:**

*(Please tick all that apply.)*

<i>Software Used by Pupils</i>	<i>Yes</i>
a) Software that provides practice on mathematical facts and skills <i>(e.g., tables, computation)</i> .....	<input type="checkbox"/> <sub>1</sub>
b) Software that tutors mathematical concepts <i>(e.g., number, space, time)</i> .....	<input type="checkbox"/> <sub>1</sub>
c) Software that engages pupils in higher-level thinking <i>(e.g., Lego logo, Logo)</i> .....	<input type="checkbox"/> <sub>1</sub>
d) Software that provides practice in handling data <i>(e.g., graphs, tables)</i> .....	<input type="checkbox"/> <sub>1</sub>
e) Adventure games that involve mathematics .....	<input type="checkbox"/> <sub>1</sub>
f) Internet resources for learning mathematics .....	<input type="checkbox"/> <sub>1</sub>
g) Other .....	<input type="checkbox"/> <sub>1</sub>

*If 'Other' please specify:* \_\_\_\_\_

**14. With respect to your scheme of work for mathematics, about how often do you prepare...**

	<i>Weekly or more often</i>	<i>Fortnightly</i>	<i>Monthly</i>	<i>Less often</i>
a) ...a short-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
	<i>Monthly or more often</i>	<i>Term by term</i>	<i>Annually</i>	<i>Less often</i>
b) ...a long-term scheme?	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

**15. In planning mathematics lessons, what is your main source of written information when doing the following things?**

*(Please tick one box in each row.)*

	<i>Curriculum Content Statement</i>	<i>Curriculum Guidelines</i>	<i>Plean Scoile</i>	<i>Teacher's manual for textbook</i>	<i>Pupil edition of textbook</i>	<i>Other sources</i>
a) Deciding which topics (objectives) to teach.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
b) Deciding how to present a topic. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
c) Selecting problems and applications for work in class and homework .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>
d) Selecting problems and applications for assessment and evaluation .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>	<input type="checkbox"/> <sub>6</sub>

16. About how often do you meet with other teachers in your school/cluster to discuss and plan curriculum or teaching approaches in mathematics?

Never <sub>1</sub> Once or Twice a Year <sub>2</sub> Once a Month or More Often <sub>3</sub>

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**In-career Development and In-service Training**

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17. If you have completed preservice teacher training in the teaching of mathematics, in what year did you do so?

(Please write N/A if not applicable.)

\_\_\_\_\_

18. How many in-career development days have you attended which focused on the 1999 Primary School Mathematics Curriculum...

(Please write '0' (zero) if none.)

(i) Provided by the PCSP  (ii) Other (e.g., summer course)

a) ...in the past 5 years? \_\_\_\_\_

b) ...in the past 12 months? \_\_\_\_\_

If you have not attended in-service in the past 5 years, please go to Question 23, Column 2, page 9. Otherwise, please answer Questions 19-23 in full.

19. a) How satisfied are you with the following as they relate to implementation of the 1999 Primary School Mathematics Curriculum by you?

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>
1) The <i>amount</i> of PCSP in-career professional development available to you in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
2) The <i>quality</i> of PCSP in-career professional development available to you in mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

b) If you have received assistance from the PSCP Cuiditheoirí Service in the area of mathematics, how satisfied were you with the assistance provided?

<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>N/A</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**20. Thinking about your in-career development provided by the PCSP on the 1999 Primary School Mathematics Curriculum, rate the amount of coverage of the teaching of the following topics?**

<i>Topics</i>	<i>Too little coverage</i>	<i>Adequate/sufficient coverage</i>	<i>Too much coverage</i>
a) Number .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Algebra ( <i>e.g., number sentences, patterns</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Space and shape ( <i>geometry</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Measurement .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Data and chance .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

**21. Thinking about your in-career development provided by the PCSP on the 1999 Primary School Mathematics Curriculum, rate the amount of coverage of the teaching of the following processes?**

<i>Processes</i>	<i>Too little coverage</i>	<i>Adequate/sufficient coverage</i>	<i>Too much coverage</i>
a) Recalling mathematical terminology, facts and definitions ( <i>e.g., tables</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Using mathematical strategies and implementing mathematical procedures ( <i>e.g., mental maths, strategies for subtraction</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Engaging in mathematical reasoning ( <i>e.g., exploring mathematical patterns and relationships, classifying, making hypotheses and testing them</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Understanding the connections between mathematical procedures and concepts ( <i>e.g., that multiplication involves repeated addition</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Analysing and solving problems and evaluating solutions ( <i>e.g., planning and selecting from a variety of strategies to solve a problem</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Communicating and expressing the processes used in mathematical activities and explaining results ( <i>e.g., discussing in an organised way how they solved a problem or reached a solution</i> ) .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>



22. Thinking about your in-career development provided by the PCSP, on the 1999 Primary School Mathematics Curriculum, rate the amount of coverage of the teaching of the following areas?

<i>Areas</i>	<i>Too little coverage</i>	<i>Adequate/sufficient coverage</i>	<i>Too much coverage</i>
a) Classroom-based assessment of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
b) Identifying learning difficulties in mathematics. ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
c) Interpreting standardised test scores in mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
d) Engaging pupils in group activities .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
e) Approaches to teaching mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
f) Using ICT to teach mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
g) Grouping children for mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>
h) Use of calculators to teach mathematics.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

23. Overall, how satisfied are you with (a) your in-career development for teaching mathematics; and (b) your preservice training for teaching mathematics?

	<i>In-career Development</i>	<i>Preservice Training</i>
a) Very satisfied .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
b) Satisfied .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
c) Fairly satisfied.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
d) Dissatisfied .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
e) Very dissatisfied.....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>
f) Not applicable .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>1</sub>

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**Learning-Support and Resource Teaching**

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24. How familiar are you with the Department of Education and Science's Learning-Support Guidelines as they relate to provision in mathematics?

*Very familiar*                      *Somewhat familiar*                      *Unfamiliar*  
<sub>1</sub>                                      <sub>2</sub>                                      <sub>3</sub>

25. Have you contributed to the development of school policy on the provision of Learning Support for mathematics in this school?

Yes   <sub>1</sub>                                      No   <sub>2</sub>

26. To what extent is there integration between what pupils learn in your mathematics class and what the same pupils learn with their Learning-Support or Resource Teacher?

<i>Complete integration</i>	<i>Some integration</i>	<i>A little integration</i>	<i>No integration</i>	<i>Not applicable</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>	<input type="checkbox"/> <sub>5</sub>

**Your School**

27. How much do you agree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in the school is low	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) My school has a clear set of goals and priorities for staff development .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) My school has a clear set of goals and priorities for teaching mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) School resources are used effectively for the teaching of mathematics .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
e) There is a positive attitude in this school toward the methodology of the 1999 Primary School Mathematics Curriculum ....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

28. How often do you organise your 4<sup>th</sup> Class mathematics lessons in the following ways?

	<i>Most lessons</i>	<i>Some lessons</i>	<i>Hardly ever</i>	<i>Never</i>
a) The <b>whole 4<sup>th</sup> Class</b> is engaged in the same lesson/activity .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
b) <b>Large or small groups</b> of 4 <sup>th</sup> Class pupils are assigned different tasks .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
c) <b>Pairs</b> of 4 <sup>th</sup> Class pupils work together....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
d) <b>Conferencing</b> between teacher and pupil for individual instruction .....	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

29. In mathematics, do the same pupils in 4<sup>th</sup> Class stay in the same groups whenever there is group teaching?

<i>Always</i>	<i>Sometimes</i>	<i>Never</i>	<i>Pupils in 4<sup>th</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

30. When assigning pupils in 4<sup>th</sup> Class to small groups for mathematics, do you try to create mixed ability groups or to group together pupils with similar ability?

<i>Similar ability groups</i>	<i>Mixed ability groups</i>	<i>Pupils in 4<sup>th</sup> Class not grouped</i>
<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>

31. If you teach a multi-grade class (e.g., combined 3<sup>rd</sup> and 4<sup>th</sup> Class) do you group pupils from 4<sup>th</sup> Class with pupils from other classes?

Always                      Sometimes                      Never                      N/A  
<sub>1</sub>                      <sub>2</sub>                      <sub>3</sub>                      <sub>4</sub>

32. In the last mathematics lesson you taught to 4<sup>th</sup> Class pupils, about what percentage of time was spent on the following?

(Your responses should add up to 100%.)

- a) Management/Discipline (e.g., calling for attention, settling pupils down after break etc.) ..... \_\_\_\_\_ %
- b) Administration (e.g., distributing materials, etc.) ..... \_\_\_\_\_ %
- c) Instruction (e.g., active instruction of the class, or pupils engaged in tasks under your supervision.) ..... \_\_\_\_\_ %  
 (= 100%)

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**Mathematics Homework/ Home-School Links**

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33. On how many days a week do you usually assign mathematics homework to your 4<sup>th</sup> Class pupils?

One                      Two                      Three                      Four                      Five  
<sub>1</sub>                      <sub>2</sub>                      <sub>3</sub>                      <sub>4</sub>                      <sub>5</sub>

34. Other than formal parent-teacher meetings, in the current school year, how many of your 4<sup>th</sup> Class pupils' parents communicated with you to discuss their child's progress in mathematics?

(Note: Contact could include a letter, phone call, written note, e-mail, or visit.)  
 (Please write '0' (zero) if none.)

\_\_\_\_\_

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**Assessment of Mathematics**

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35. How often have you administered each of the following to pupils in your 4<sup>th</sup> Class during the past school year?

(Include any assessments planned for the rest of the school year but do not include the test taken as part of the National Assessment of Mathematics.)

- |   | Once                                  | Twice                                 | Once a term                           | Once a month                          | Once a week                           | Not used                              |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) Standardised tests (e.g., DPMT, Sigma-T) .....                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| b) Teacher-made tests .....   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| c) Teacher-made checklists .....  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| d) Structured teacher observations.....                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| e) Diagnostic tests (e.g., Quest) .....                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| f) Progress tests (e.g., mastery tests accompanying maths schemes)..... | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |

- 36. Please provide any other comments you feel are relevant concerning the 1999 *Primary School Mathematics Curriculum* or the teaching and assessment of mathematics.**

***Thank you for your co-operation and assistance.***