

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

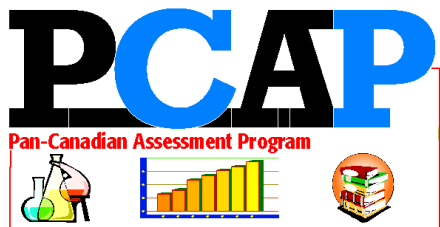
PCAP 2016

School Questionnaire

This questionnaire was completed:

On a paper copy ₁

On-line ₂



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PCAP 2016

School Questionnaire

You may complete this questionnaire either **on-line** or on paper. Please consider an **on-line** submission. The form is available at <http://fluidsurveys.com/s/PCAP2016schoolQ/>

Your school has been selected to participate in the Pan-Canadian Assessment Program (PCAP). PCAP is an assessment of academic achievement in Canada. 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 with regard to the 2015–16 school year.

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

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

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

Section 1: Background Questions

1. How do you identify yourself?

- ₁ Male
- ₂ Female
- ₃ I identify myself in another way.
- ₄ I prefer not to say.

2. What is the total enrolment of students in your school?

- ₁ 100 or fewer
- ₂ 101 to 500
- ₃ 501 to 1000
- ₄ More than 1000

3. What is the total enrolment of Grade 8/Secondary II students in your school?

- ₁ 25 or fewer
- ₂ 26 to 50
- ₃ 51 to 75
- ₄ 76 to 100
- ₅ 101 to 200
- ₆ More than 200

4. How many grade levels are taught in your school?

- ₁ 1 to 2
- ₂ 3 to 4
- ₃ 5 to 6
- ₄ 7 to 8
- ₅ 9 to 10
- ₆ 11 to 12
- ₇ More than 12

5. How many Grade 8/Secondary II English Language Arts classes are in your school?

- ₁ 1
- ₂ 2
- ₃ 3
- ₄ 4
- ₅ 5 or more

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

- ₁ A “public” school
(A school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected public officials)
- ₂ A “private” school
(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)

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

- ₁ 0%
- ₂ 1% to 5%
- ₃ 6% to 10%
- ₄ 11% to 25%
- ₅ 26% to 50%
- ₆ More than 50%

8. Approximately what percentage of students in your school identify as Aboriginal (i.e., First Nations, Métis, or Inuit)?

- ₁ 0%
- ₂ 1% to 5%
- ₃ 6% to 10%
- ₄ 11% to 25%
- ₅ 26% to 50%
- ₆ More than 50%

9. In what type of community, town, or city is your school located?

- ₁ Rural community or small town (fewer than 5000 people)
- ₂ Medium-sized town (5000 to about 25,000 people)
- ₃ Small city (25,000 to about 100,000 people)
- ₄ Medium city (100,000 to about 500,000 people)
- ₅ Large city (over 500,000 people)

Section 2: Time Management

10. How many days per year is your school open for instruction?

- ₁ 180 or fewer
- ₂ 181 to 185
- ₃ 186 to 190
- ₄ 191 to 195
- ₅ 196 to 200
- ₆ More than 200

11. In your school, how is Grade 8/Secondary II English Language Arts class scheduled?

- ₁ Semester
- ₂ Full year

12. How many minutes does an average Grade 8/Secondary II English Language Arts class period last in your school?

- ₁ 40 or less
- ₂ 41 to 50
- ₃ 51 to 60
- ₄ 61 to 75
- ₅ More than 75

13. How many minutes of instruction per week does your school offer in English Language Arts for Grade 8/Secondary II students?

- ₁ 150 or fewer
- ₂ 151 to 200
- ₃ 201 to 250
- ₄ 251 to 300
- ₅ More than 300

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

- ₁ Less than 5%
- ₂ 5% to 10%
- ₃ More than 10%

Section 3: Assessment

15. To what extent are English Language Arts teachers in your school accountable for the following practices?

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

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

	Not at all	A little	More than a little	A lot	N/A
(a) Provincial/territorial assessment results that count toward students' final marks	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(b) Provincial/territorial assessment results that do not count toward students' final marks	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
(c) Results from classroom assessments	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(d) Provincial/territorial curriculum	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(e) Teachers within departments or subject groups	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(f) Individual teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(g) Parent/guardian advisory committees or school councils	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(h) Characteristics of the student body	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(i) Students' voice or representation	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(j) Textbooks and textbook publishers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(k) Access to resources	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(l) Teacher groups external to the school (e.g., district committees, professional associations)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(m) External agencies (e.g., business community)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	
(n) Church or religious groups	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	

Section 4: Instructional Climate

17. To what extent do you emphasize the following in teaching English Language Arts in your school?

	Not at all	A little	More than a little	A lot
(a) Basic reading skills	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Basic writing skills	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Understanding concepts and big ideas	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Having students perform to the best of their abilities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) The knowledge and understanding needed for students to do well on provincial/territorial assessments	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) The knowledge and understanding needed for students to do well on pan-Canadian or international assessments	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) Developing well-rounded individuals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(h) Using a variety of strategies to challenge students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

18. How often does each of the following occur in your school?

	Never	Rarely	Sometimes	Often
(a) Professional development for English Language Arts teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Parent/guardian information nights specific to English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Monitoring the implementation of English Language Arts curricula	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Events related to English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Displays about English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Recognition of student achievement in English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

19. This academic year, which of the following activities does your school offer to students in Grade 8/Secondary II?

	Yes	No
(a) School band, orchestra, or choir	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(b) School play, improv, or school musical	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(c) School yearbook, newspaper, or magazine	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(d) Volunteering or service activities	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(e) Book club	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(f) Debating club or debating activities	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(g) School club or school competition for foreign languages	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(h) Academic club	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(i) Lectures or seminars (e.g., guest speakers such as writers or journalists)	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(j) Collaboration with local libraries	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(k) Collaboration with local newspapers	<input type="radio"/> O ₁	<input type="radio"/> O ₂
(l) School radio	<input type="radio"/> O ₁	<input type="radio"/> O ₂

20. In your school, to what extent is student learning hindered by the following?

	Not at all	A little	More than a little	A lot
(a) Teachers' low expectations of students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Student absenteeism	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) Poor student–teacher relations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Disruption of classes by students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Teachers not meeting individual students' needs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Teacher absenteeism	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) Students skipping classes	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(h) Students lacking respect for teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(i) Staff resisting change	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(j) Student use of alcohol or illegal drugs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(k) Teachers being too strict with students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(l) Students intimidating or bullying other students	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(m) Students not being encouraged to achieve their full potential	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

Section 5: Context for Instruction

21. Does your school offer the following for students in Grade 8/Secondary II?

	Yes	No
(a) Enrichment English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂
(b) Remedial English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂
(c) Tutoring for students who have difficulty with English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂

22. How often is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?

	Never	Rarely	Sometimes	Often
(a) Instructional materials (e.g., textbooks)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(b) Budget for supplies	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(c) School building and grounds	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(d) Instructional space	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(e) Computers for English Language Arts instruction	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(f) Sufficient Internet access (e.g., bandwidth)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(g) Computer software for English Language Arts instruction	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(h) Library materials relevant to English Language Arts instruction	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(i) Audiovisual resources for English Language Arts	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(j) Qualified English Language Arts teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(k) Qualified education assistants	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄
(l) English Language Arts specialist to support English Language Arts teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄

Thank you for taking the time to complete this questionnaire.

