

SURVEYS OF ENACTED CURRICULUM[©]

TEACHER SURVEY

Primary 1-6

Mathematics

Thank you for agreeing to participate in this survey of instructional practices and content.

Your participation in this survey is voluntary. The questionnaire poses no risk to you, and there is no penalty for refusal to participate. You are free to withdraw from the study at any stage by returning the questionnaire without completing it.

STATE

LGA

SURVEY ID CODE

RURAL/URBAN

CLASS (e.g. P1)

MALE/FEMALE

Reporting Period: Most recently completed school term

Please read each question and its response choices carefully, and then mark your response by filling in an appropriate response circle. A pen or pencil may be used to complete the survey.

CLASS DESCRIPTION

CD.1 What class/grade do you teach?	①	②	③	④	⑤	⑥				
	K	1	2	3	4	5	6			
CD.2 How many arms are in the class/grade level that you teach, if any?	①	②	③	④						
	None	1	2	3	4					
CD.3 How many students are in the target	①	②	③	④	⑤	⑥	⑦			
	20 or fewer	11 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	more than 80		
CD.4 What percentage of the students in the target class speak the local language? (Mark nearest 10%)	①	②	③	④	⑤	⑥	⑦	⑧	⑨	
	Less than 10	10	20	30	40	50	60	70	80	90+ %
CD.5 How many students with significant learning difficulties or intellectual disabilities are in the target class?	①	②	③	④	⑤	⑥				
	None	1	2	3	4	5	more than five			
CD.6 <u>During a typical week</u> , approximately how many hours will the target class spend in mathematics	①	②	③	④	⑤	⑥	⑦	⑧	⑨	
Number of instructional hou	0	1	2	3	4	5	6	7	8	9
CD.7 What is the average length of each class period for the target	①	②	③	④	⑤	⑥				
	Not applicable	30 to 40 minutes	41 to 50 minutes	51 to 60 minutes	61 to 90 minutes	91 to 120 minutes	Varies due to block scheduling or integrated			
CD.8 For how many weeks will the target mathematics class meet in a typical school term?	①	②	③	④	⑤	⑥	⑦			
Total number of weeks=	2 or less weeks	3 or 4 weeks	5 or 6 weeks	7 or 8 weeks	7 or 8 weeks	9 or 10 weeks	11 or more weeks			
CD.9 What is the achievement level of most of the students in the target class, compared to national norms?	①	②	③	④						
	Below Basic	Basic	Proficient	Advanced						
CD.10 What is considered <u>most</u> in scheduling students into the target class?	①	②	③	④	⑤	⑥	⑦			
	Ability or prior achievement	Limited English proficiency	Teacher recommendation	Student Age	Parent request	Student decision	Local language proficiency	No one factor		

SURVEYS OF ENACTED CURRICULUM[©]

Survey Of Instructional Content

Teacher Survey

Primary1-6

Mathematics

The following pages request information regarding topic coverage and your expectations for students in the target mathematics class **for the most recently completed school year**. The content matrix that follows contains lists of discrete topics associated with mathematics instruction.

Please read the instructions on the next two pages carefully before proceeding.

Step 3: Indicate the primary and supporting performance expectations for every topic taught

The final step in completing this section of the survey concerns your expectations for what students should be able to do. For each topic listed, please indicate the performance expectations that you consider to be the primary goal of your instruction on that topic, as well as the performance expectation that most supports or helps to scaffold the primary performance expectation.

Primary The performance expectation that represents the primary performance goal for instruction on this topic at this grade level for this class of students.

Supporting The performance expectation that most supports (provides scaffolding) for achieving the goal indicated by the primary performance expectation

Step 3

<i>Time on Topic</i>	<i>P1-6 Mathematics Topics</i>		<i>Expectations for Students in Mathematics</i>				
<none>	1	Number and Numeration	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique
①①●③	101	Whole numbers	p ① s ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
●①②③	102	Place value	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
①①②●	103	Abacus	p ① s ② ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
●①②③	104	Operations (addition, subtraction, multiplication, division)	p ① s ② ●	p ① s ②	p ● s ②	p ① s ②	p ① s ②
①①●③	105	Fractions	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
①①●③	106	Decimals	p ① s ②	p ① s ② ●	p ● s ②	p ① s ②	p ① s ②
●①②③	107	Percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②●	108	Ratio and proportion (direct/inverse)	p ① s ②	p ① s ②	p ● s ②	p ① s ② ●	p ① s ②
●①②③	109	Ordering of whole numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ② ●	p ● s ②
<none>	6	Basic Operations	Memorize / Recall	Perform Procedures	Demonstrate / Communicate Understanding	Conjecture, Analyze/ Generalize	Integrate / Synthesize / Critique
①①②③	601	Addition of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	602	Subtraction of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
①①②③	603	Multiplication of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Expectations for Students in Mathematics

Memorize Facts/Definitions/ Formulas

Recite basic mathematics facts
Recall mathematics terms and definitions
Recall formulas and computational procedures

Perform Procedures

Use numbers to count, order, or denote
Do computational procedures or algorithms
Follow procedures or instructions
Solve equations, formula, and routine word problems
Organize or display data
Read or produce graphs and tables
Execute geometric constructions

Demonstrate Understanding of Mathematical Ideas

Communicate mathematical ideas
Use representations to model mathematical ideas
Explain findings and results from data analysis strategies
Develop and explain relationships between concepts
Show or explain relationships between models, diagrams, and/or other representations

Conjecture/Generalize/Prove

Determine the truth of a mathematical pattern or proposition
Write formal or informal proofs
Recognize, generate, or create patterns
Find a mathematical rule to generate a pattern or number sequence
Make and investigate mathematical conjectures
Identify faulty arguments or misrepresentations of data
Reason inductively or deductively

Solve Non-Routine Problems/ Make Connections

Apply and adapt a variety of appropriate strategies to solve non-routine problems
Apply mathematics in contexts outside of mathematics
Apply to real world situations
Synthesize content and ideas from several sources

Response Codes Time on Topic

0 = None

(Not covered)

1 = Slight coverage

(Less than one class/lesson)

2 = Moderate coverage

(One to five classes/lessons)

3 = Sustained coverage

(More than five classes/lessons)

Response Codes Expectations for Students

0 = No emphasis

(Not a performance goal for this topic)

1 = Slight emphasis

(Less than 25% of time on this topic)

2 = Moderate emphasis

(25% to 33% of time on this topic)

3 = Sustained emphasis

(More than 33% of time on this topic)

Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	1	Number Sense/Properties/Relationships	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	101	Whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	102	Place value	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	103	Operations (addition, subtraction, multiplication, division)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	104	Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	105	Decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	106	Percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	107	Ratios and proportions (direct and inverse)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	108	Ordering of whole numbers (with inequality symbols)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	109	Roman Numerals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	110	Ordering of numbers (Fractions)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	111	Real and/or Rational numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	112	Exponents and scientific notation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	113	Factors and Multiples	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	114	LCM	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	115	HCF	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	116	Odd/even/prim/composite/square numbers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	117	Estimation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	118	Number Comparison (order, magnitude, etc.)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	119	Order of Operations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	120	Number Theory (e.g. base-ten and non-base-ten systems)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	121	Word Problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	2	Operations	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	201	Addition of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	202	Subtraction of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	203	Multiplication of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	204	Division of whole numbers and integers	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	205	Combinations of operations on whole numbers or integers (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	206	Derived Operations (indices, ratio and percentage)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	2	Operations (cont.)	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	207	Derived Function (estimate, squares, square roots, one digit, two digits)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	208	Addition of Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	209	Subtraction of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	210	Multiplication of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	211	Division of fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	212	Ordering of Fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	213	Equivalent and non-equivalent fractions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	214	Combinations of operations on fraction (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	215	Representations of fractions (words problems)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	216	Equivalence of decimals, fractions, and percentages	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	217	Addition of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	218	Subtraction of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	219	Multiplication of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	220	Division of decimals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	221	Combinations of operations on decimals (Application of BODMAS)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	222	Computing with percentage	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	223	Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	3	Everyday Arithmetic	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	301	Money	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	302	Profit and Loss	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	303	Simple Interest	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	304	Compound interest	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	305	Rates (discounts and commission)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	306	Taxes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Expectations for Students in Mathematics				
<none>	4		Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③ 307	Rents	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 308	Shares and dividends	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 309	Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 401	Identification of measuring instruments	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 402	Use of measuring instruments	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 403	Theory (arbitrary, standard units and unit size)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 404	Conversions	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 405	Metric (SI) system	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 406	Shapes	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 407	Length and perimeter	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 408	Area and volume	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 409	Surface Area	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 410	Capacity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 411	Mass (weight)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 412	Direction, Location, Navigation	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 413	Right-angle triangle	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 414	Circles (e.g., pi, radius, area)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 415	Time and temperature	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 416	Derived measures (e.g., rate and speed)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 417	Calendar	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 418	Accuracy and Precision	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	
① ② ③ 419	Word problems	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②	

Time on Topic		Primary 1-6 Mathematics Topics	Performance Expectations for Students				
<none>	5	Algebraic Processes	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	501	Open sentence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	502	Use of variables	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	503	Evaluation of formulas, expressions, and equations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	504	Word problems on simple equations	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	505	Operation on algebraic terms	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	506	Use of brackets	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	6	Trigonometry and Geometry	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	601	Three-dimensional shape	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	602	Two-dimensional shape	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	603	Lines of symmetry	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	604	Basic terminology	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	605	Points, lines, rays, segments, and vectors	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	606	Scale drawing	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	607	Patterns	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	608	Congruence	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	609	Similarity	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	610	Parallels	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	611	Triangles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	612	Quadrilaterals	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	613	Circles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	614	Angles	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Time on Topic		Primary 1-6 Mathematics Topics	Performance Expectations for Students				
<none>	6	Trigonometry and Geometry (cont.)	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	615	Polygons	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	616	Polyhedral	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	617	Models	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	618	Pythagorean Theorem	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
<none>	7	Everyday Statistics	Memorize/ Recall	Perform Procedures	Demonstrate/ Communicate Understanding	Conjecture / Analyze / Generalize	Integrate / Synthesize / Critique
① ② ③	701	Data Collection	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	702	Population	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	703	Frequency	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	704	Measure of central tendency (Mean)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	705	Measure of central tendency (Median)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	706	Measure of central tendency (Mode)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	707	Bar chart	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	708	Histogram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	709	Line graph	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	710	Sets	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	711	Venn diagram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	712	Variability and range	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	713	Chance and Events (Simple probability)	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②
① ② ③	714	Pictogram	p ① s ②	p ① s ②	p ① s ②	p ① s ②	p ① s ②

Thank you for your participation in this survey.