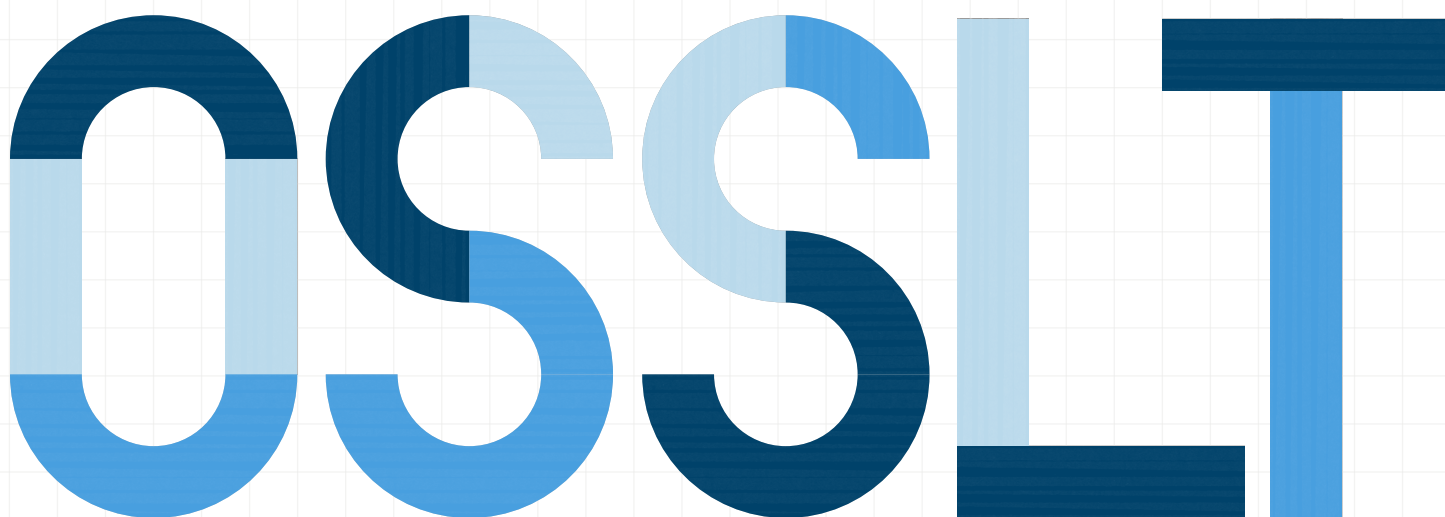


Highlights of the Provincial Results

Students in English-Language
Schools, 2024–2025

The logo for the Ontario Secondary School Literacy Test (OSSLT). The letters 'OSSLT' are rendered in a large, bold, sans-serif font. Each letter is composed of two overlapping shapes: a dark blue one and a light blue one, creating a sense of depth and movement. The 'O' and 'S' are formed by two overlapping 'C' shapes, while the 'L' and 'T' are formed by two overlapping 'L' and 'T' shapes respectively.

Highlights of the Provincial Results

Ontario Secondary School Literacy Test (OSSLT)

The Education Quality and Accountability Office (EQAO) is an agency of the Government of Ontario that contributes to the quality and accountability of Ontario's publicly funded education system. EQAO develops and administers large-scale assessments that produce objective and reliable information to support student success. EQAO data help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. Alongside information from other sources, EQAO data strengthen conversations about student learning across the province.



Context

Each year, EQAO reports on the results of its online provincial assessments. EQAO data act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education. Results from the previous two school years are provided along with those from 2024–2025 to show trends in achievement and attitudes from year to year. Such analyses of results contribute to a better understanding of student learning over time.

Considerations

The OSSLT is an online assessment using a linear test design model that measures whether students are meeting the minimum standard for literacy across all subjects according to *The Ontario Curriculum*.¹ To satisfy the graduation requirement, students are expected to take and successfully complete the OSSLT in Grade 10.

The OSSLT comprises two sessions containing selected-response and open-response questions. Each session is designed to be completed in approximately 65 to 75 minutes. The e-assessment model allows for schools to administer the OSSLT over a longer administration period: in 2024–2025, the OSSLT was administered in fall and spring for a total of approximately eight weeks.

¹ In September 2023, a new Grade 9 English de-streamed curriculum was introduced by the Ministry of Education. This means that there are no longer students enrolled in applied or academic courses for Grade 9 English.

Assessment Results

Overall success rates on the OSSLT are high, showing stability in students' acquisition of the literacy knowledge and skills stated in *The Ontario Curriculum*.



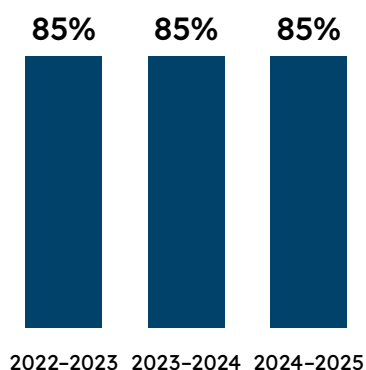
All Participating Students in 2024–2025

157 723

students fully participated in the OSSLT.

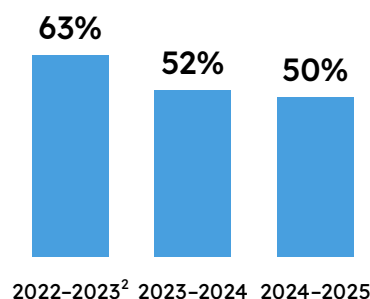
Note: Students benefitted from the opportunity to attempt the test a second time in the spring if they were not yet successful in the fall.

Of the
132 700 first-time eligible students who wrote the OSSLT,
85% were successful.



The results are **the same** as those from the previous school year. The three-year trend shows **stability** in success rates.

Of the
25 023 previously eligible students who wrote the OSSLT,
50% were successful.



The results are **a decrease** from the previous school year. The three-year trend shows **a decrease** in success rates.

² The 2022-2023 cohort of previously eligible students included a greater number of Grade 11 and non-graduating Grade 12 students who were not able to participate in the OSSLT due to the COVID-19 pandemic. Results for previously eligible students who wrote the OSSLT in 2022-2023 were therefore higher than the other years shown.

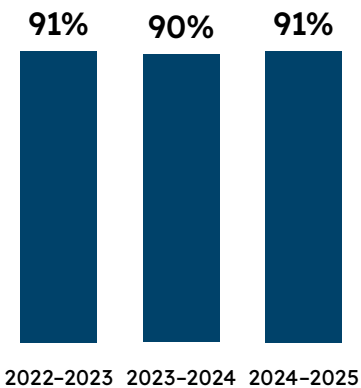
Students Enrolled in Grade 10 Academic and Applied English Courses

Academic

Of the

111 332

first-time eligible students who wrote the OSSLT and were enrolled in the academic English course, 91% were successful.



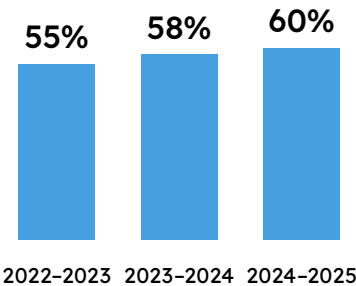
The results are an increase from the previous school year. The three-year trend shows stability in success rates.

Applied

Of the

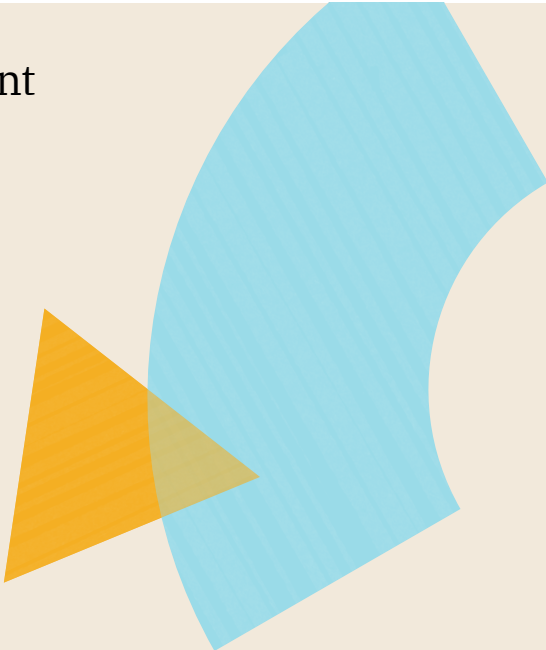
16 136

first-time eligible students who wrote the OSSLT and were enrolled in the applied English course, 60% were successful.



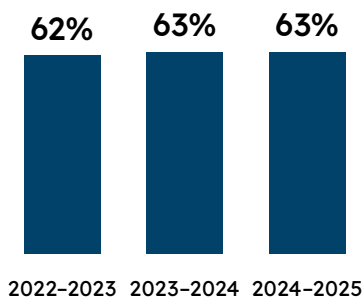
The results are an increase from the previous school year. The three-year trend shows an increase in success rates.

It is encouraging to note that the achievement gap in success rates of students taking the applied English course and those taking the academic course has been steadily narrowing over the past three years, although the achievement gap remains an area of concern.



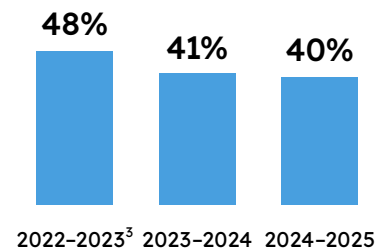
Students with Special Education Needs

Of the **24 990** first-time eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **63%** were successful.



The results are **the same** as those from the previous school year. The three-year trend shows **stability** in success rates.

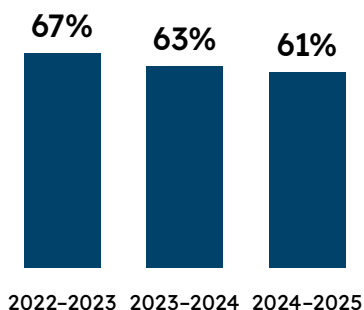
Of the **8449** previously eligible students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted), **40%** were successful.



The results are **a decrease** from the previous school year. The three-year trend shows **a decrease** in success rates.

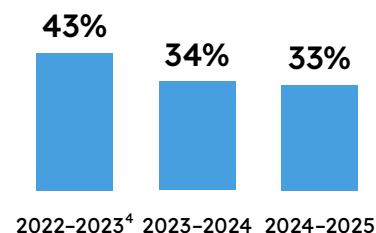
Students Who Are English-Language Learners

Of the **3785** first-time eligible students who wrote the OSSLT and were identified as **English-language learners**, **61%** were successful.



The results are **a decrease** from the previous school year. The three-year trend shows **a decrease** in success rates.

Of the **3426** previously eligible students who wrote the OSSLT and were identified as **English-language learners**, **33%** were successful.



The results are **a decrease** from the previous school year. The three-year trend shows **a decrease** in success rates.

^{3, 4} The 2022-2023 cohort of previously eligible students included a greater number of Grade 11 and non-graduating Grade 12 students who were not able to participate in the OSSLT due to the COVID-19 pandemic. Results for previously eligible students who wrote the OSSLT in 2022-2023 were therefore higher than the other years shown.

Learners' Context

EQAO's student and educator questionnaires are completed during the test administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

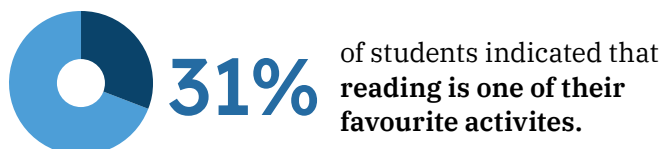
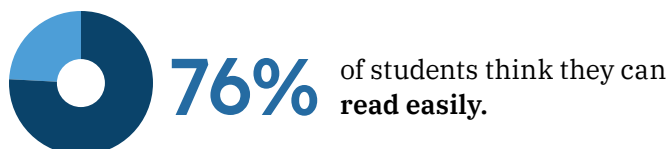
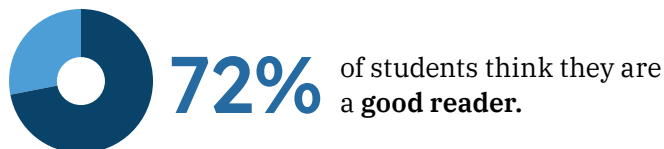
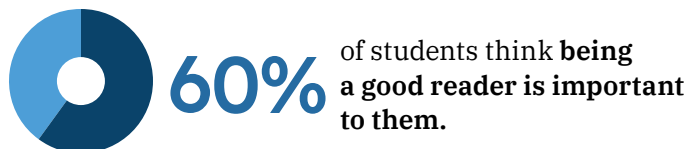
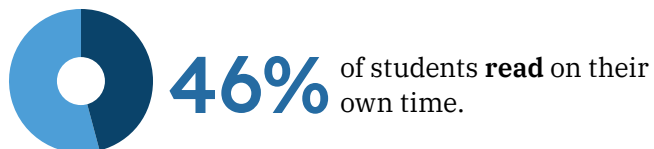
Overall, 79% of fully participating students completed the Student Questionnaire, 179 teachers completed the Teacher Questionnaire, and 258 principals completed the Principal Questionnaire.

Interest and Confidence in Literacy⁵



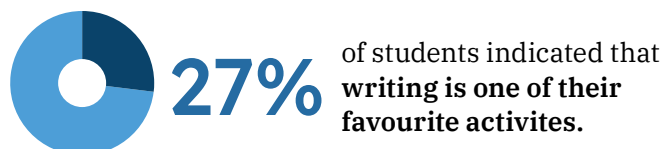
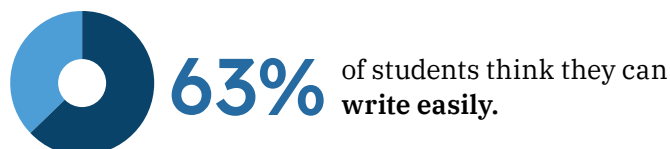
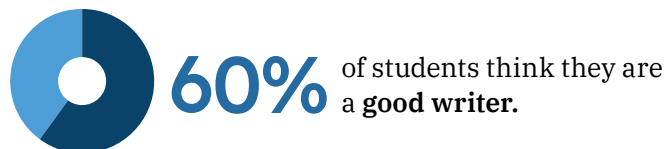
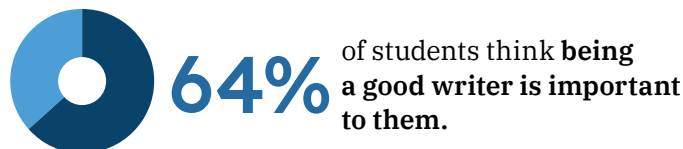
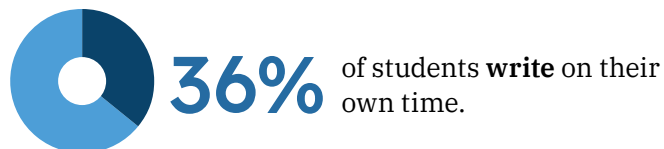
Reading

Overall,



Writing

Overall,



⁵ First-time eligible students' and previously eligible students' data are combined.

Technological Access and Savviness⁶



Overall,

88%

of students indicated that they have a **strong Internet connection** at home to complete their school work.

83%

of students indicated that they use **technology** to improve their knowledge and skills.

Self-Directed Learning and Collaboration⁷



Overall,

76%

of students indicated that **they keep trying** if they make a mistake or if something is difficult.

79%

of students indicated that **doing their best** at school is important to them.

66%

of students think that **learning in groups** is a good way to learn.



^{6,7} First-time eligible students' and previously eligible students' data are combined.

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.



of teachers indicated that they incorporate student development of transferable skills such as **digital literacy** (e.g., evaluating information sources, privacy and security) into their general practices.

Use of EQAO Data



Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**.



of principals indicated that they plan to use this year's EQAO data to inform **program planning**, **resource allocation** or **teaching practices**.

The Education Quality and Accountability Office (EQAO) is a board-governed agency of the Government of Ontario dedicated to enhancing the quality and effectiveness of the province's public education system. Our award-winning large-scale assessment program and research initiatives offer accurate, relevant data and insights on student achievement and attitudes. At EQAO, our belief is that learning never ends—and so neither does our mission to contribute to improving outcomes for all students across Ontario.

To explore additional EQAO data, please visit the following links:
[School, Board and Provincial Results](#)
[Interactive EQAO Dashboards](#)

