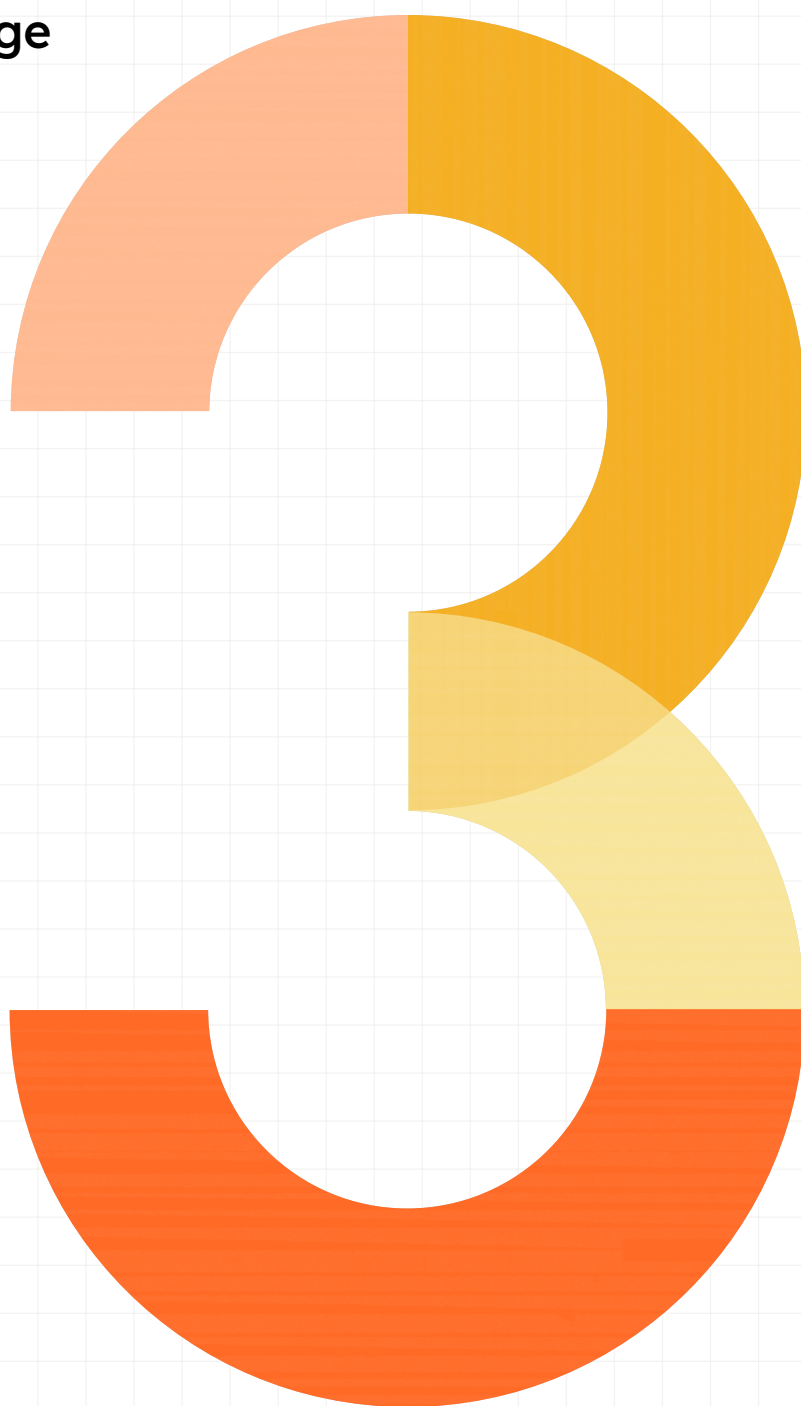


Highlights of the Provincial Results

Students in French-Language
Schools, 2025–2026
School Year



Highlights of the Provincial Results

Test en lecture, écriture et mathématiques, cycle primaire (3^e année)¹

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 2025–2026 school year along with those from the previous two school years are provided 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 *Test en lecture, écriture et mathématiques, cycle primaire*, administered to students in Grade 3, is an online assessment that measures the reading, writing and mathematics knowledge and skills students are expected to have learned by the end of Grade 3 according to *The Ontario Curriculum*.²

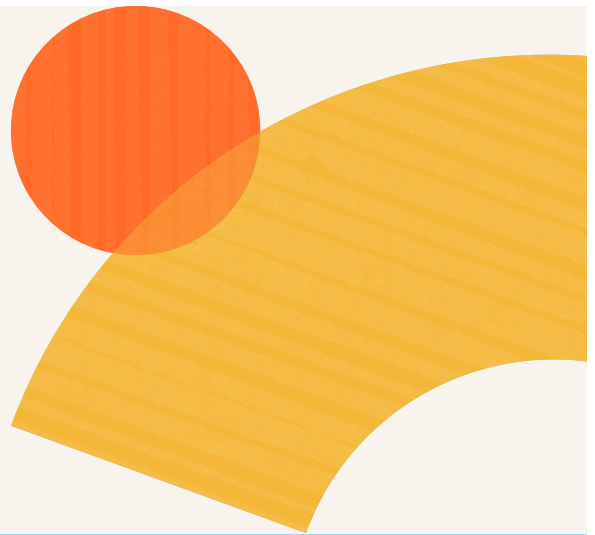
In 2025–2026, the *Test en lecture, écriture et mathématiques, cycle primaire*, was administered from early-May to early-June 2026.

¹ The name of the assessment remains in French, since the French- and English-language assessments are distinct in their content and the curricula they cover in reading and writing. Students in English-language schools write the Assessment of Reading, Writing and Mathematics, Primary Division.

² The introduction of a new language curriculum in 2023 required a redesign of the reading and writing components of the assessment. Additionally, new trendlines and new baselines were set, and in keeping with large-scale assessment best practices, standard setting in reading and writing was conducted to define levels of achievement.

Assessment Results³

Grade 3 student achievement results have decreased in reading, have increased in writing and have remained the same in mathematics, relative to those in 2024–2025. The three-year trend shows that the percentage of students meeting the provincial standard has decreased in reading and has increased in writing and in mathematics.



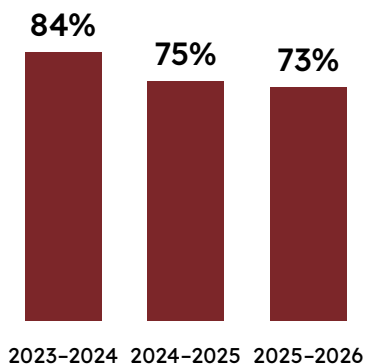
All Participating Students in 2025–2026

Reading



8578

students fully participated in the **reading** component of the primary-division assessment.



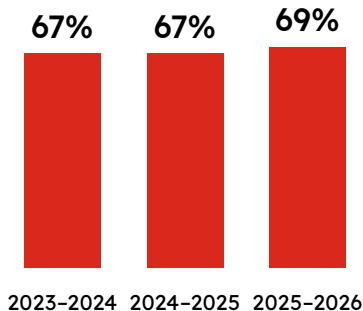
73% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing



8573

students fully participated in the **writing** component of the primary-division assessment.



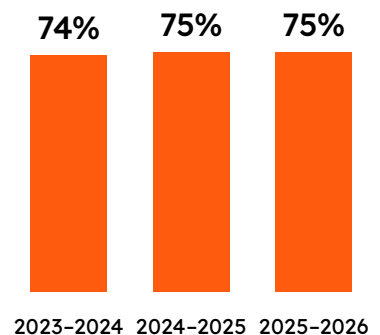
69% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics



8602

students fully participated in the **mathematics** component of the primary-division assessment.



75% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.⁴

³ EQAO reports achievement results for fully participating students only. This includes all students who took part in the assessment and, as a result, have data.

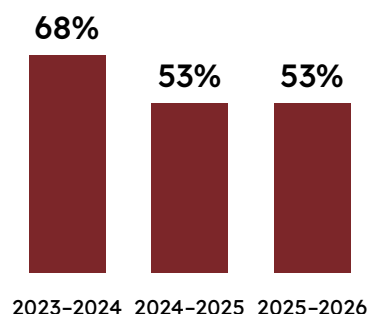
⁴ It is encouraging to note that among the 21% of students who achieved Level 2 in mathematics (1848 students), more than half (1011 students) were close (as indicated by a high Level 2 outcome) to meeting the provincial standard and demonstrated most of the knowledge and skills required for work in subsequent grades.

Students with Special Education Needs

Of the **1151** students who wrote the **primary-division** assessment and were identified as having **special education needs** (excluding gifted),

53%

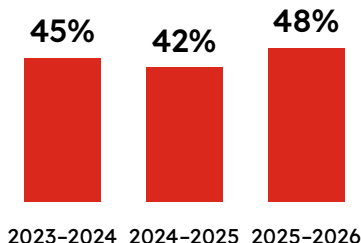
met the provincial standard (Levels 3 and 4) in **reading**.



This is **the same** as the previous school year. The three-year trend shows **a decrease** in the percentage of students meeting the provincial standard.

48%

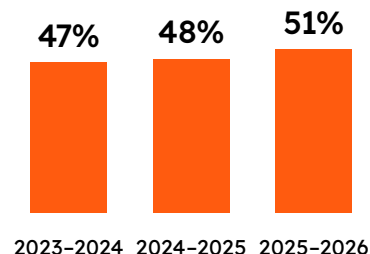
met the provincial standard (Levels 3 and 4) in **writing**.



This is **an increase** from the previous school year. The three-year trend shows **variations** in the percentage of students meeting the provincial standard.

51%

met the provincial standard (Levels 3 and 4) in **mathematics**.



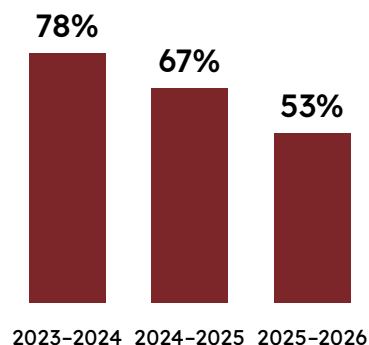
This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

Students Who Are French-Language Learners⁵

Of the **1736** students who wrote the **primary-division** assessment and were identified as **French-language learners**,

53%

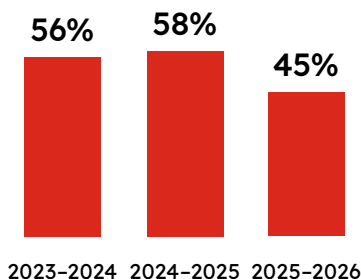
met the provincial standard (Levels 3 and 4) in **reading**.



This is **a decrease** from the previous school year. The three-year trend shows **a decrease** in the percentage of students meeting the provincial standard.

45%

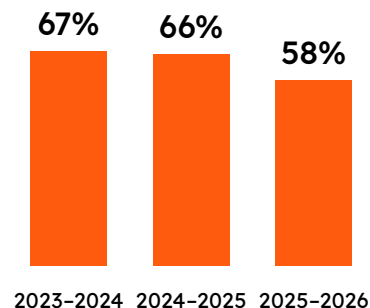
met the provincial standard (Levels 3 and 4) in **writing**.



This is **a decrease** from the previous school year. The three-year trend shows **variations** in the percentage of students meeting the provincial standard.

58%

met the provincial standard (Levels 3 and 4) in **mathematics**.



This is **a decrease** from the previous school year. The three-year trend shows **a decrease** in the percentage of students meeting the provincial standard.

⁵ In September 2025, a new support model for multilingual French-language learners replaced the ALF and PANA programs. As such, the results for 2025-2026 are not entirely comparable to those of previous years and should be interpreted in the context of this transition.

Learners' Context

EQAO's student and educator questionnaires are completed during the assessment administration and offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy and numeracy. 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.

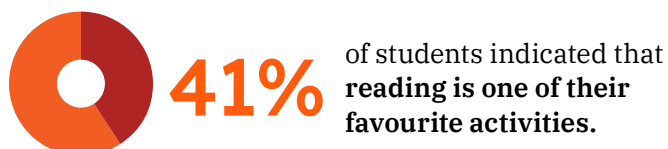
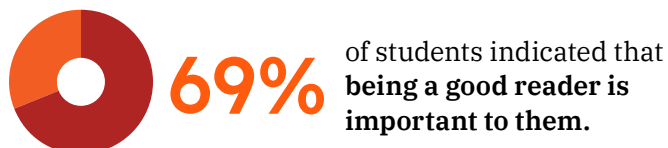
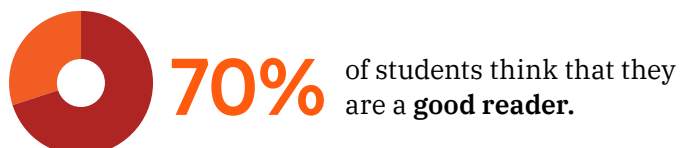
Overall, 98% of fully participating students completed the Student Questionnaire, 364 teachers completed the Teacher Questionnaire, and 174 principals completed the Principal Questionnaire. Principals were only required to answer the questionnaire once for both the primary- and junior-division assessments.

Interest and Confidence in Literacy



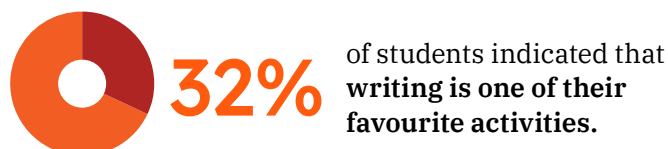
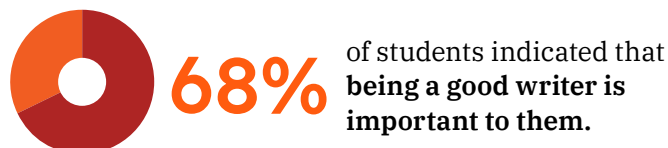
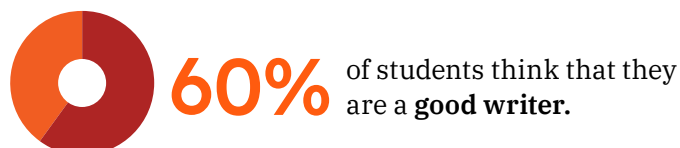
Reading

Overall,



Writing

Overall,



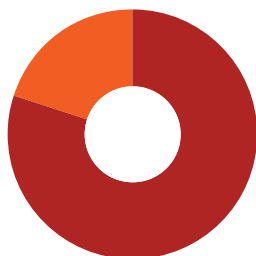
Interest and Confidence in Mathematics



Overall,

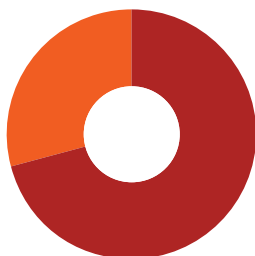
80%

of students **like math**.



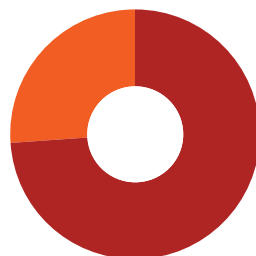
71%

of students think that they are **good at math**.



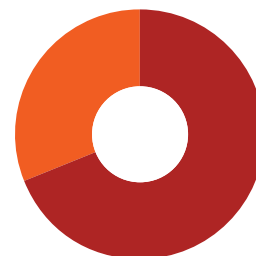
74%

of students indicated that **being good at math** is important to them.



69%

of students indicated that **math is one of their favourite subjects**.



Growth Mindset in Mathematics



Overall,

80%

of students think that a **person can always get better at math**.

67%

of students think that **almost everyone can understand math** if they are able to work at it.

Technological Access and Savviness



Overall,

28%

of students indicated that they are able to use the **Internet at home** to complete their school work.

55%

of students indicated using **technology** to learn new things.



Self-Directed Learning and Collaboration



Overall,

81%

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

87%

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

71%

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

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., orally, in writing) 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](#)

