

Highlights of the Provincial Results

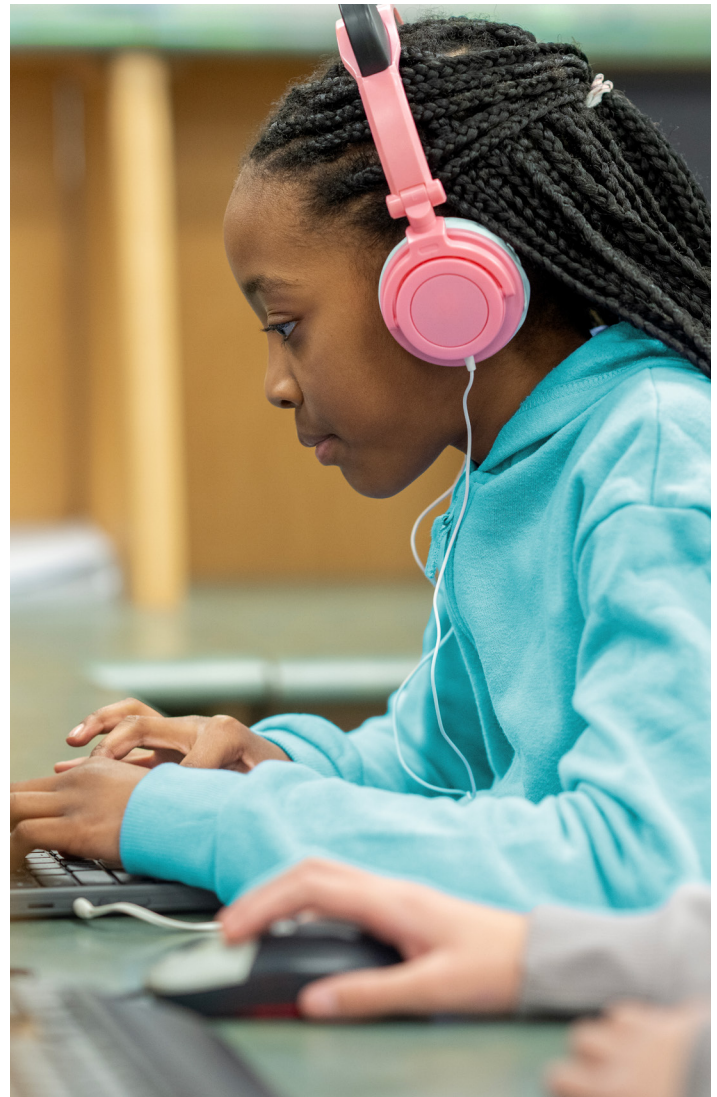
Students in English-Language
Schools, 2025–2026
School Year



Highlights of the Provincial Results

Assessment of Reading, Writing and Mathematics, Junior Division (Grade 6)

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

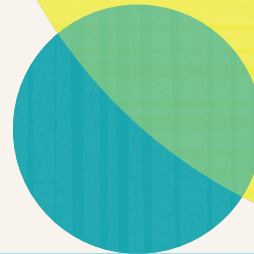
The Assessment of Reading, Writing and Mathematics, Junior Division, administered to students in Grade 6, is an online assessment that measures the reading, writing and mathematics knowledge and skills students are expected to have learned by the end of Grade 6 according to *The Ontario Curriculum*.¹

In 2025–2026, the Assessment of Reading, Writing and Mathematics, Junior Division, was administered from early May to early June 2026.

¹ 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 Results²

Grade 6 student achievement results have remained the same in reading and in writing and have increased in mathematics, relative to those in 2024–2025. The three-year trend shows that the percentage of students meeting the provincial standard has increased in reading, in writing and in mathematics.



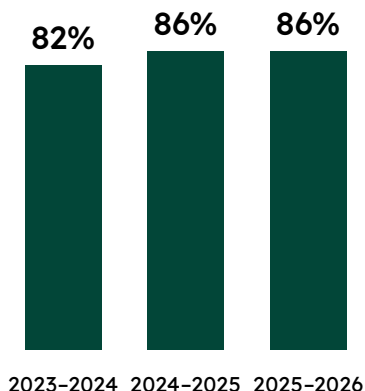
All Participating Students in 2025–2026

Reading



127 075

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



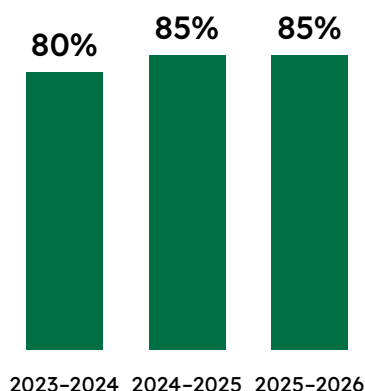
86% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing



127 357

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



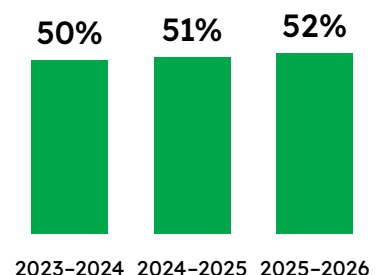
85% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics



127 263

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



52% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.³

² 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.

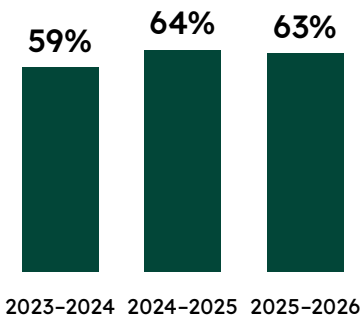
³ It is encouraging to note that among the 41% of students who achieved Level 2 in mathematics (52 484 students), more than half (27 015 students) were close (as indicated by a high Level 2 outcome) to meeting the provincial standard and demonstrated most of the knowledge and skills required for work in subsequent grades.

Students with Special Education Needs

Of the **23 584** students who wrote the **junior-division** assessment and were identified as having **special education needs** (excluding gifted),

63%

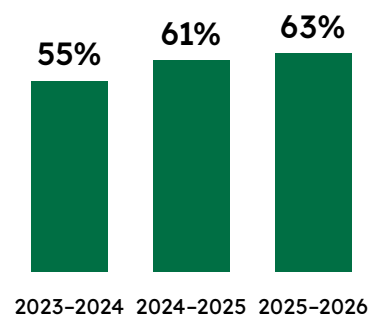
met the provincial standard (Levels 3 and 4) in **reading**.



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

63%

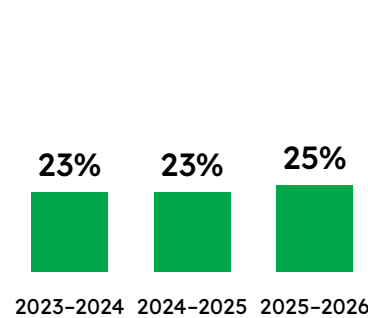
met the provincial standard (Levels 3 and 4) in **writing**.



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.

25%

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



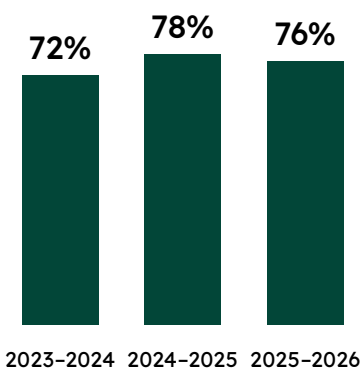
This is an **increase** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

Students Who Are English-Language Learners

Of the **10 430** students who wrote the **junior-division** assessment and were identified as **English-language learners**,

76%

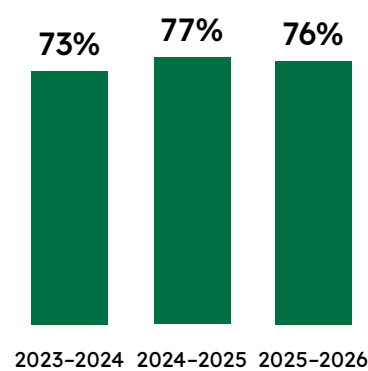
met the provincial standard (Levels 3 and 4) in **reading**.



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

76%

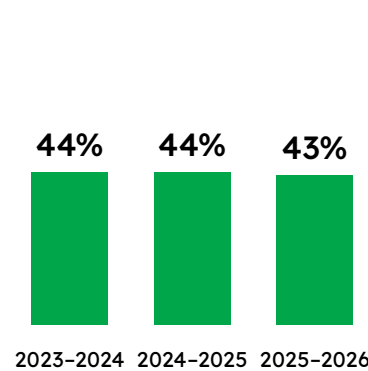
met the provincial standard (Levels 3 and 4) in **writing**.



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

43%

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.

Cohort Tracking

Cohort tracking helps the education community understand student learning trends and informs appropriate actions for improvement.

EQAO's large-scale assessments provide consistent data to track student achievement from elementary to secondary school, offering evidence-based insights into performance trends over time. This data benefits all Ontarians invested in student success by supporting collaboration among parents and guardians, educators and other school staff. By fostering informed discussions, cohort tracking data helps shape strategies to meet diverse learning needs effectively.



Tracking Student Progress in Reading, Writing and Mathematics from Grade 3 in 2022–2023 to Grade 6 in 2025–2026

The charts below show the performance of the 2025–2026 school year Grade 6 students, who were in Grade 3 for the Assessment of Reading, Writing and Mathematics, Primary Division, in 2022–2023.

Students in English-Language Schools

There were

115 137

students included in the cohort (these students were in Grade 3 during the 2022–2023 school year and in Grade 6 during the 2025–2026 school year). Results for this cohort are as follows:

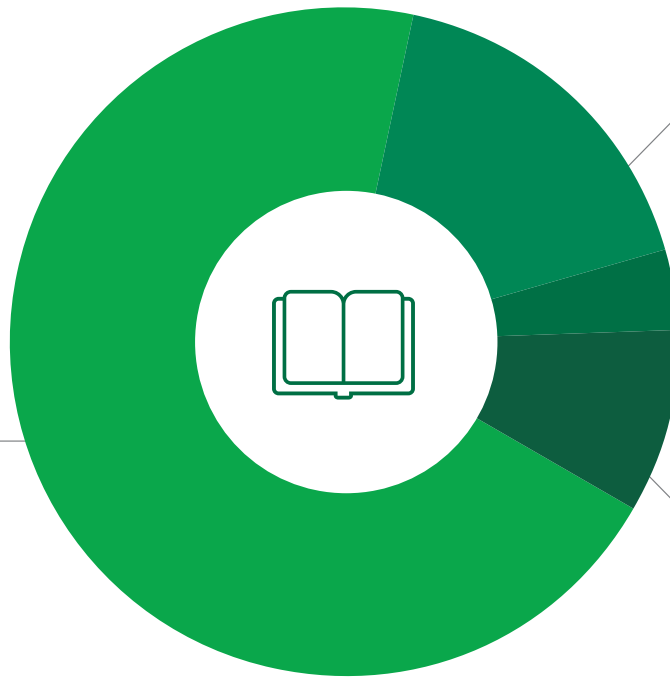
Reading

108 386

There were 108 386 students in this cohort.

69%
(74 945)

Maintained Standard



17%

(18 831)

Rose to Standard

4%

(4 636)

Dropped from Standard

9%

(9 974)

Never Met Standard

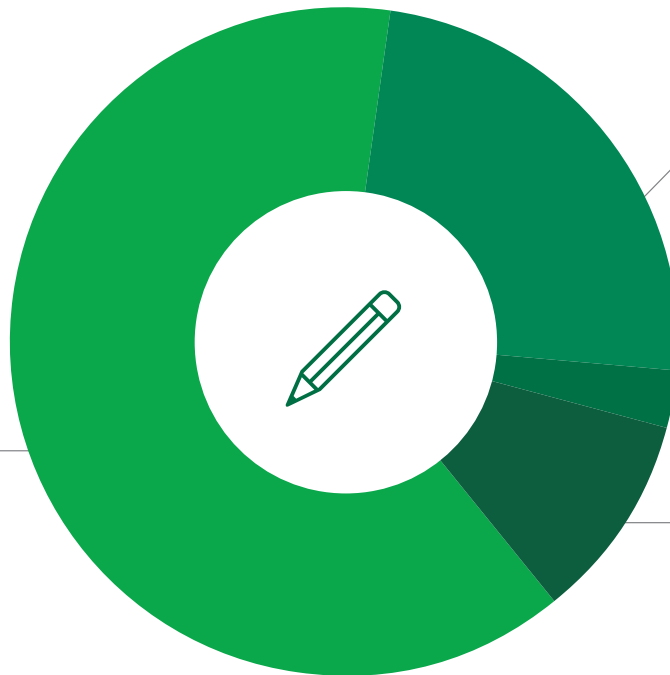
Writing

108 512

There were 108 512 students in this cohort.

63%
(68 179)

Maintained Standard



24%

(25 549)

Rose to Standard

3%

(3 714)

Dropped from Standard

10%

(11 070)

Never Met Standard

Maintained Standard:
Students who met the provincial standard in Grade 3 and Grade 6

Rose to Standard:
Students who did not meet the provincial standard in Grade 3 but met it in Grade 6

Dropped from Standard:
Students who met the provincial standard in Grade 3 but did not meet it in Grade 6

Never Met Standard:
Students who achieved below the provincial standard in both Grade 3 and Grade 6

Note: Numbers have been rounded off to the nearest whole percentage.

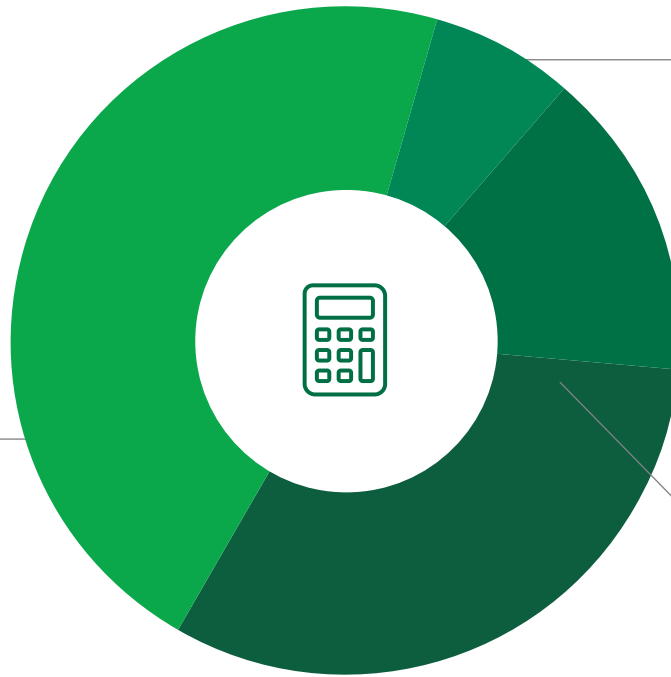
Mathematics

114 621

There were 114 621 students in this cohort.

46%
(52 584)

Maintained Standard



7%
(8 169)

Rose to Standard

15%
(16 957)

Dropped from Standard

32%
(36 911)

Never Met Standard

Maintained Standard:
Students who met the provincial standard in Grade 3 and Grade 6

Rose to Standard:
Students who did not meet the provincial standard in Grade 3 but met it in Grade 6

Dropped from Standard:
Students who met the provincial standard in Grade 3 but did not meet it in Grade 6

Never Met Standard:
Students who achieved below the provincial standard in both Grade 3 and Grade 6

Note: Numbers have been rounded off to the nearest whole percentage.

Most of the English-language students who took the EQAO assessment in Grade 3 in 2022–2023 and in Grade 6 in 2025–2026 either maintained or rose to the standard in literacy (86% in reading and 87% in writing). Almost half (47%) of the students who completed the mathematics component of the EQAO assessment in Grade 3 in 2022–2023 and in Grade 6 in 2025–2026 either never met or dropped from the standard.

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.

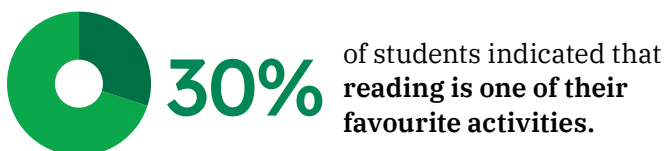
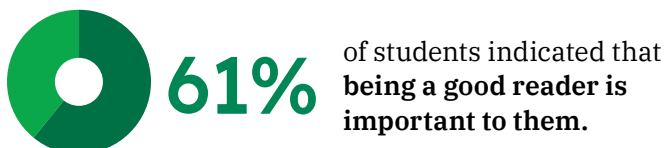
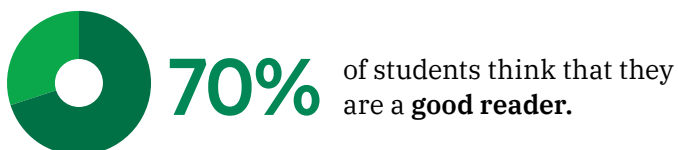
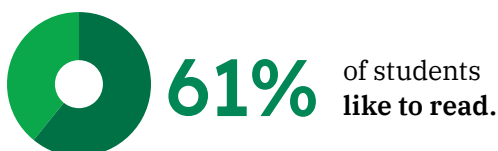
Overall, 98% of fully participating students completed the Student Questionnaire, 3168 teachers completed the Teacher Questionnaire, and 1443 principals completed the Principal Questionnaire. Principals were only required to answer the questionnaire once for both the primary- and junior-division assessments.

Interest and Confidence in Literacy



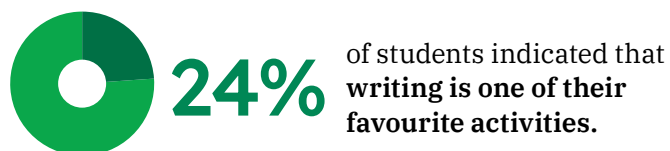
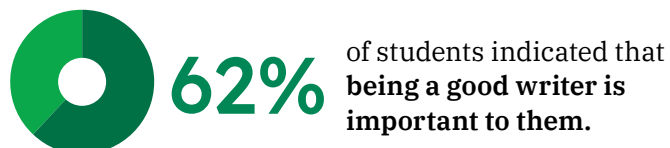
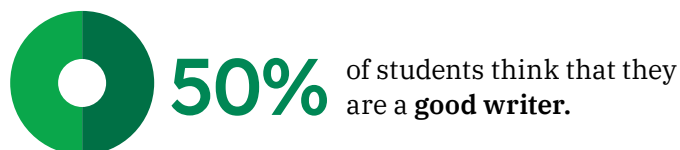
Reading

Overall,



Writing

Overall,



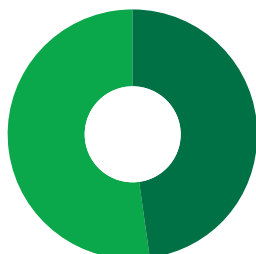
Interest and Confidence in Mathematics



Overall,

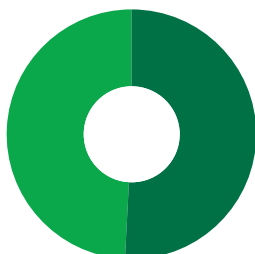
48%

of students **like math**.



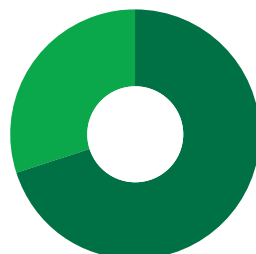
51%

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



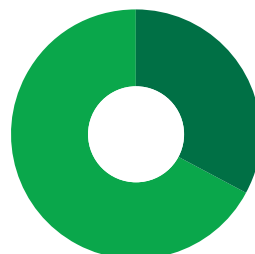
70%

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



33%

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



Growth Mindset in Mathematics



Overall,

88%

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

72%

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

Technological Access and Savviness



Overall,

70%

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

69%

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



Self-Directed Learning and Collaboration



Overall,

72%

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

77%

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

69%

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](#)

