

Highlights of the Provincial Results

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



Highlights of the Provincial Results

Test de mathématiques, 9^e année¹

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 de mathématiques, 9^e année*, is an online assessment using a multi-stage computer adaptive testing model that measures the mathematics knowledge and skills students are expected to have learned by the end of the Grade 9 mathematics course according to *The Ontario Curriculum*. For the 2025–2026 school year, the Ministry of Education determined that results of the EQAO *Test de mathématiques, 9^e année*, are to be included in the final evaluation of the Grade 9 mathematics course, for at least 10%, and up to a maximum of 30% of the final mark.

In 2025–2026, the *Test de mathématiques, 9^e année*, was administered in winter and spring for a total of approximately eight weeks, with students participating at the completion of their mathematics course.

¹ The name of the assessment remains in French, although French- and English-language students write the same assessment in their language of instruction. Students in English-language schools write the Grade 9 Assessment of Mathematics.

Assessment Results²

Grade 9 student achievement results have remained the same as the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standard.

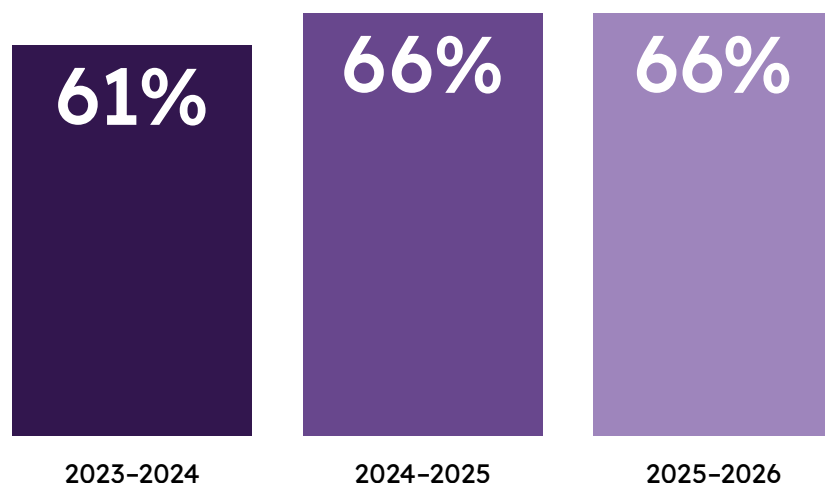
All Participating Students in 2025–2026

Of the

6988

students who fully participated in the
Test de mathématiques, 9^e année,

66% met the provincial standard
(Levels 3 and 4).



Note: Additionally, 15% (1019) of students overall were close to meeting the provincial standard.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 29% of students who achieved Level 2 in mathematics (2019 students), more than half (1019 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 courses.

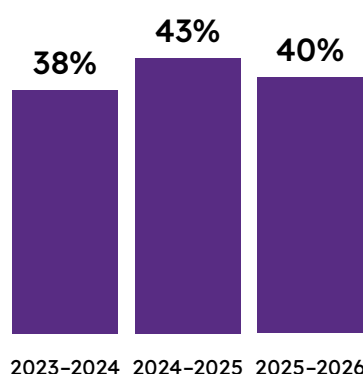
Students with Special Education Needs

Of the

1339

students who wrote the *Test de mathématiques, 9^e année*, and were identified as having **special education needs** (excluding gifted),

40% met the provincial standard.



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

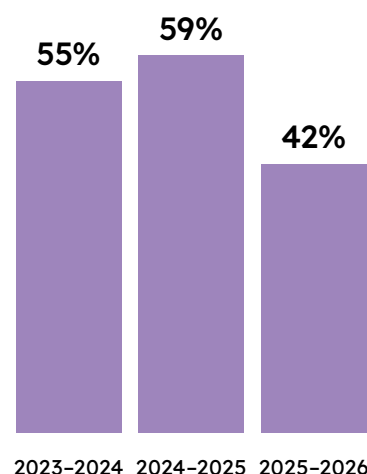
Students Who Are French-Language Learners⁴

Of the

389

students who wrote the *Test de mathématiques, 9^e année*, and were identified as **French-language learners**,

42% met the provincial standard.



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



⁴ 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.

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 Mathematics from Grade 6 in 2022–2023 to Grade 9 in 2025–2026

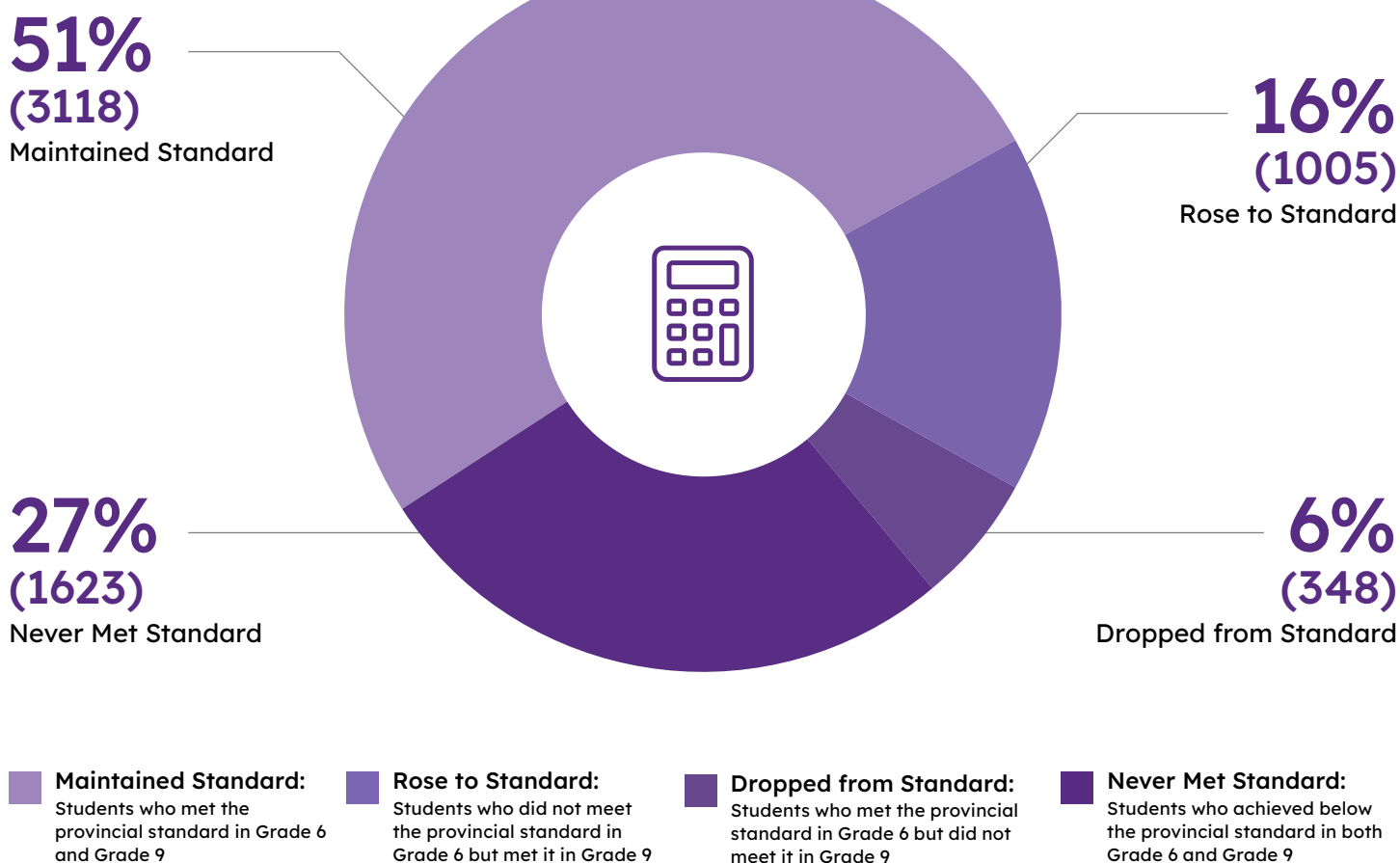
The charts below show the performance in mathematics of the 2025–2026 school year Grade 9 students, who were in Grade 6 for the *Test en lecture, écriture et mathématiques, cycle moyen*, in 2022–2023.

Students in French-Language Schools

There were

6094

students included in the cohort (these students were in Grade 6 during the 2022–2023 school year and in Grade 9 during the 2025–2026 school year). Mathematics results for this cohort as they moved from Grade 6 to Grade 9 are as follows:



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

A majority of the French-language students who took the EQAO assessment in Grade 6 in 2022–2023 and in Grade 9 in 2025–2026 either maintained or rose to the provincial standard in mathematics (51% maintained the standard and 16% rose to the standard). More than one-quarter of French-language students never met the standard in mathematics in Grade 6 or in Grade 9 (27%).

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 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, 91% of fully participating students completed the Student Questionnaire, 126 teachers completed the Teacher Questionnaire, and 50 principals completed the Principal Questionnaire.

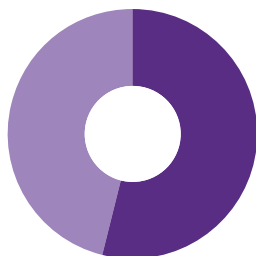
Interest and Confidence in Mathematics



Overall,

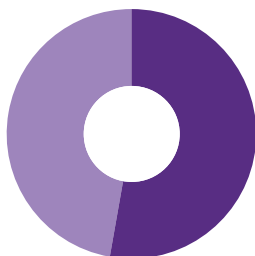
54%

of students indicated that they **like** mathematics.



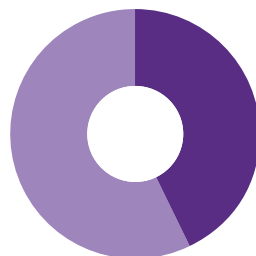
53%

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



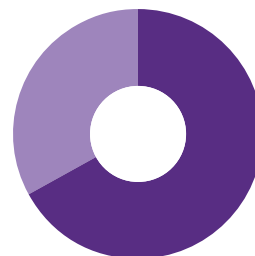
43%

of students say that **mathematics is one** of their favourite subjects.



67%

of students think that they **understand most** of the mathematics they are taught.



Growth Mindset



Overall,

17%

of students think that **only certain people** can be good at math.

70%

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

88%

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

Technological Access and Savviness



Overall,

91%

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

82%

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

Self-Directed Learning and Collaboration



Overall,

80%

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

84%

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

74%

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 **self-directed learning** (e.g., perseverance, growth mindset, goal setting) 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](#)

