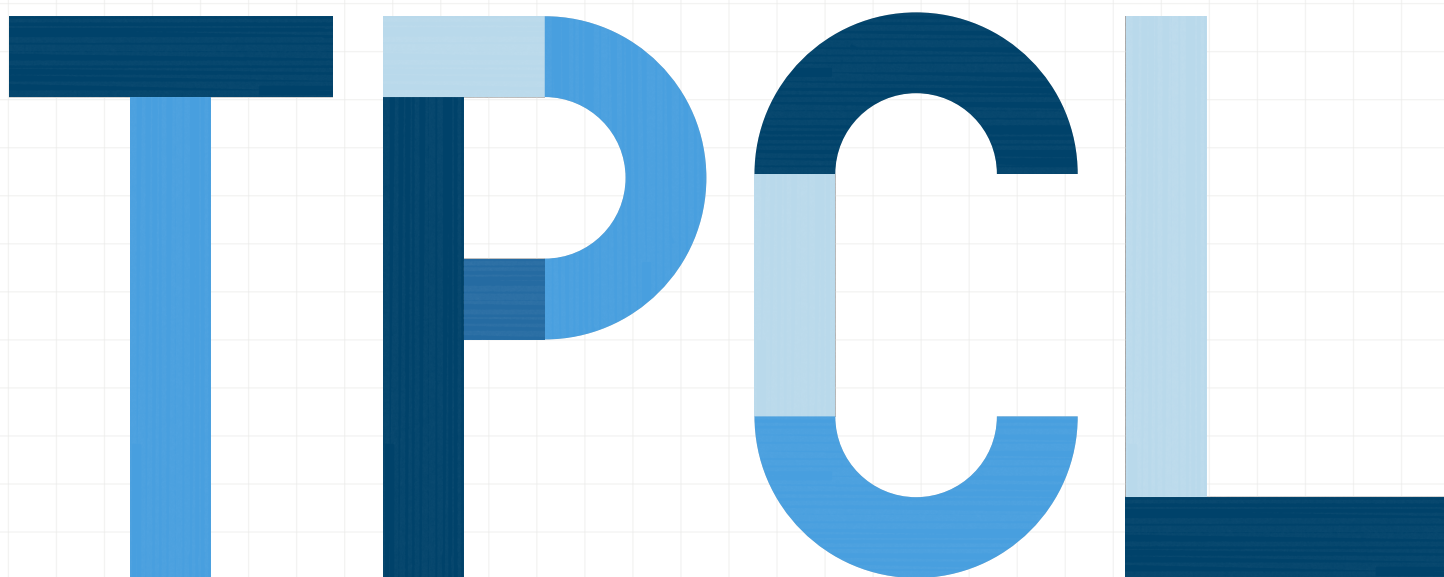


Highlights of the Provincial Results

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

The logo for the Test provincial de compétences linguistiques (TPCL). It features the letters 'TPCL' in a large, bold, sans-serif font. The letters are composed of two shades of blue: a dark blue and a light blue. The 'T' is dark blue. The 'P' has a light blue top bar and a dark blue bottom bar. The 'C' has a light blue top bar and a dark blue bottom bar. The 'L' has a light blue top bar and a dark blue bottom bar.

Highlights of the Provincial Results

Test provincial de compétences linguistiques (TPCL)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 TPCL 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*.² To satisfy the graduation requirement, students are expected to take and successfully complete the TPCL in Grade 10.

The TPCL comprises two sessions containing selected-response and open-response questions. Each session is designed to be completed in approximately 65 to 75 minutes. In 2025–2026, the TPCL was administered in fall and spring for a total of approximately eight weeks.

¹ The name of the test remains in French, since the French- and English-language tests are distinct in their content and the curricula they cover. Students in English-language schools write the Ontario Secondary School Literacy Test in Grade 10.

² In September 2023, a new Grade 9 French 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 French.

Assessment Results

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



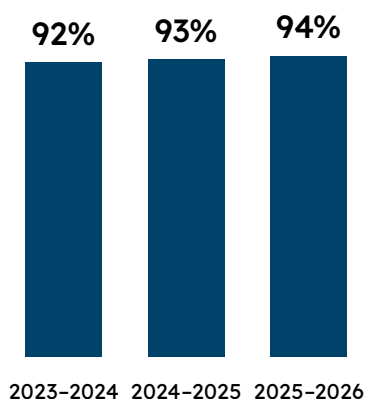
All Participating Students in 2025–2026

7970

students fully participated in the TPCL.

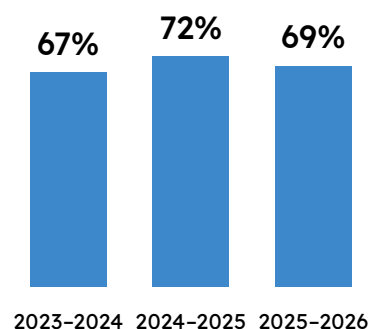
Note: Students benefitted from the opportunity to attempt the test a second time in the spring if they were not yet successful in the fall.

Of the
7105 first-time eligible students who wrote the TPCL,
94% were successful.



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

Of the
865 previously eligible students who wrote the TPCL,
69% were successful.



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

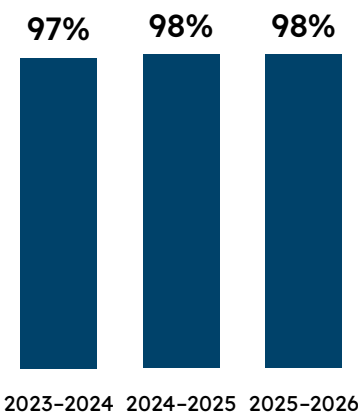
Students Enrolled in Grade 10 Academic and Applied French Courses

Academic

Of the

5630

first-time eligible students who wrote the TPCL and were enrolled in the academic French course, 98% were successful.



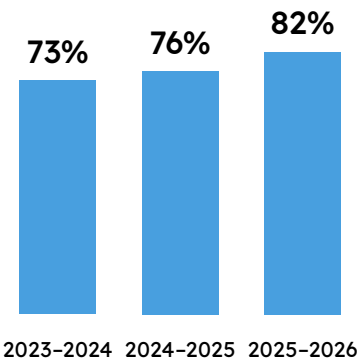
The results are **the same** as those from the previous school year. The three-year trend shows **an increase** in success rates.

Applied

Of the

1235

first-time eligible students who wrote the TPCL and were enrolled in the applied French course, 82% were successful.



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



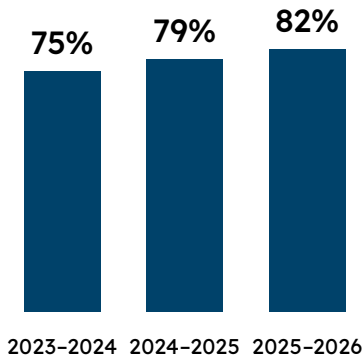
Students with Special Education Needs

Of the

1378

first-time eligible students who wrote the TPCL and were identified as having **special education needs** (excluding gifted),

82% were successful.



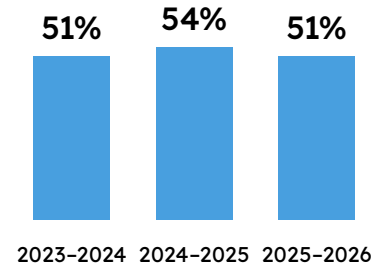
The results are **an increase** from the previous school year. The three-year trend shows **an increase** in success rates.

Of the

286

previously eligible students who wrote the TPCL and were identified as having **special education needs** (excluding gifted),

51% were successful.



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

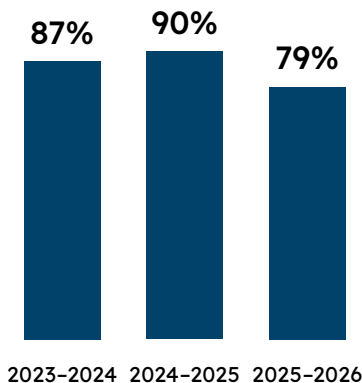
Students Who Are French-Language Learners³

Of the

234

first-time eligible students who wrote the TPCL and were identified as **French-language learners**,

79% were successful.



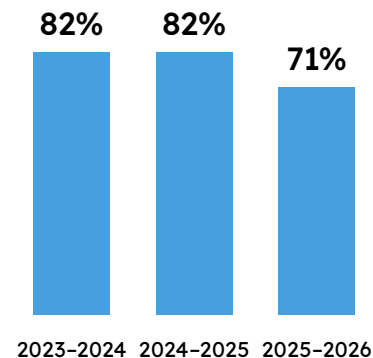
The results are **a decrease** from the previous school year. The three-year trend shows **a decrease** in success rates.

Of the

97

previously eligible students who wrote the TPCL and were identified as **French-language learners**,

71% were successful.



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

³ 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 Literacy from Grade 6 in 2021–2022 to Grade 10 in 2025–2026

The charts below show the outcome of the first-time eligible students who participated in the TPCL during the 2025–2026 school year and for whom EQAO has results for the reading and writing components of the junior-division assessment in 2021–2022, when the students were in Grade 6.

Students in French-Language Schools

There were

5953

students included in the cohort (these students were in Grade 6 during the 2021–2022 school year and in Grade 10 during the 2025–2026 school year). Results for this cohort are as follows:

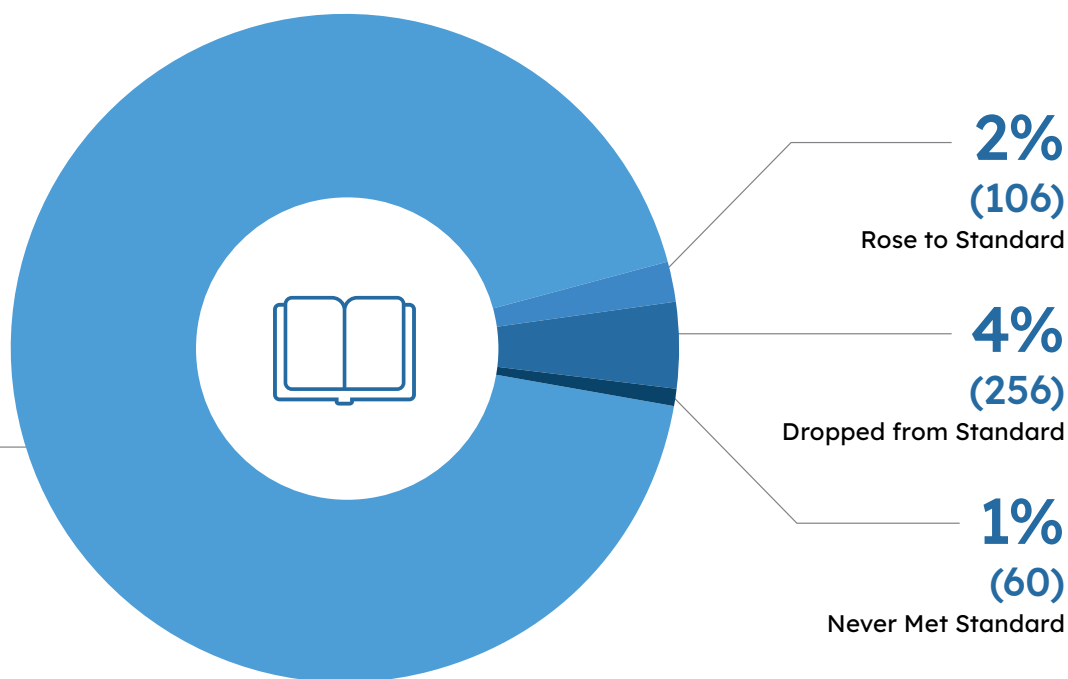
Reading

5952

There were 5952 students in this cohort.

93%
(5530)

Maintained Standard



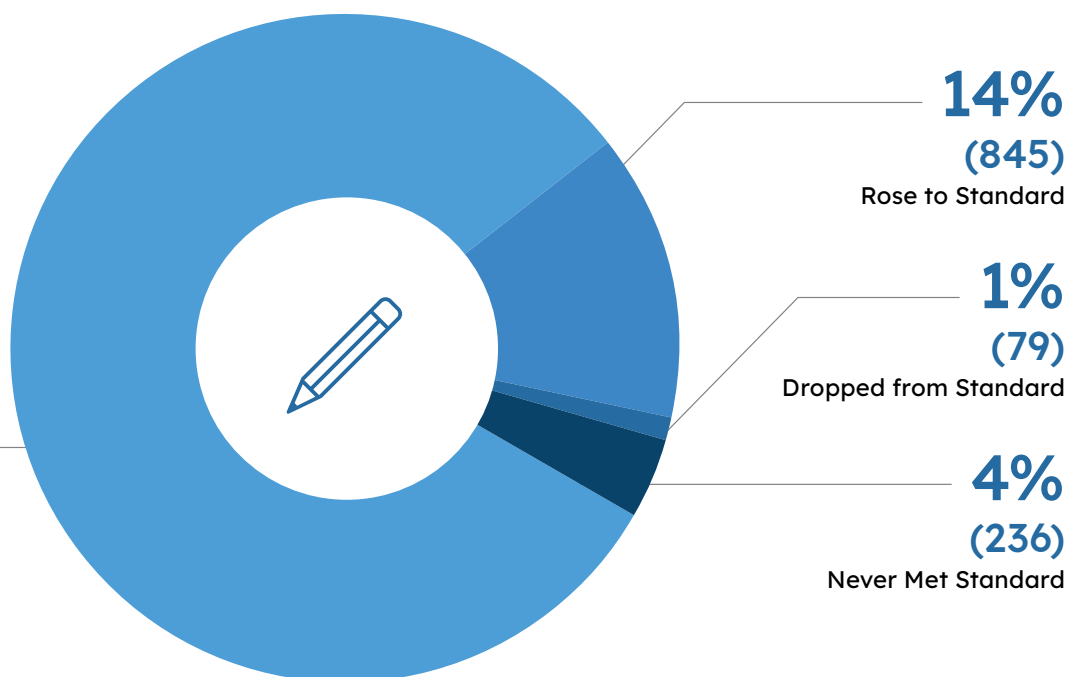
Writing

5944

There were 5944 students in this cohort.

80%
(4784)

Maintained Standard



Maintained Standard:
Students who met the provincial standard in Grade 6 and were successful on the TPCL in Grade 10

Rose to Standard:
Students who did not meet the provincial standard in Grade 6 but were successful on the TPCL in Grade 10

Dropped from Standard:
Students who met the provincial standard in Grade 6 but were not yet successful on the TPCL in Grade 10

Never Met Standard:
Students who achieved below the provincial standard in Grade 6 and were not yet successful on the TPCL in Grade 10

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 2021–2022 and in Grade 10 in 2025–2026 either maintained or rose to the provincial standard in literacy (95% in reading and 94% in writing).



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.

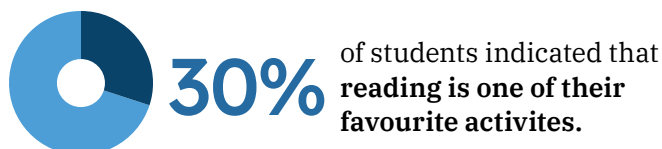
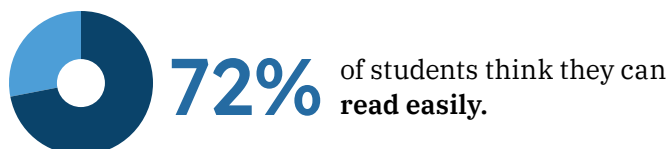
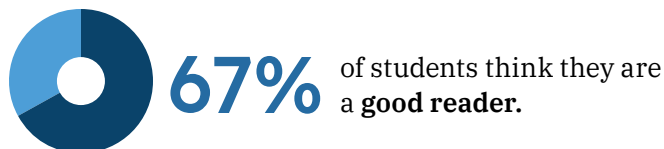
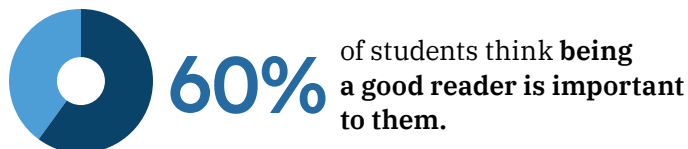
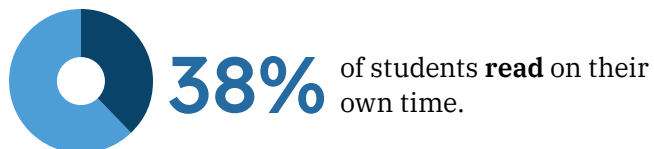
Overall, 90% of fully participating students completed the Student Questionnaire, 92 teachers completed the Teacher Questionnaire, and 50 principals completed the Principal Questionnaire.

Interest and Confidence in Literacy⁴



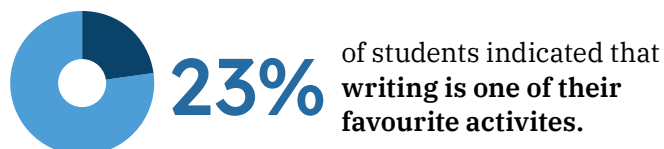
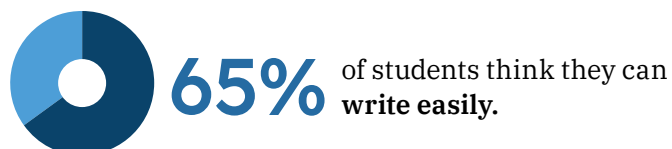
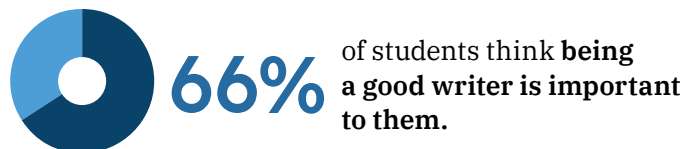
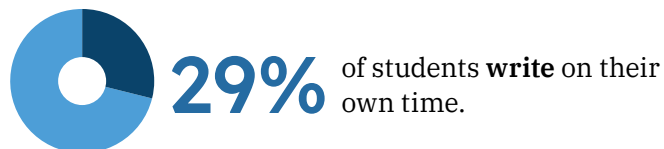
Reading

Overall,



Writing

Overall,



⁴ First-time eligible students' and previously eligible students' data are combined.

Technological Access and Savviness⁵



Overall,

89%

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 Collaboration⁶



Overall,

78%

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

80%

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

72%

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



^{5, 6} 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., orally, in writing) 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](#)

