

Highlights of the Provincial Results

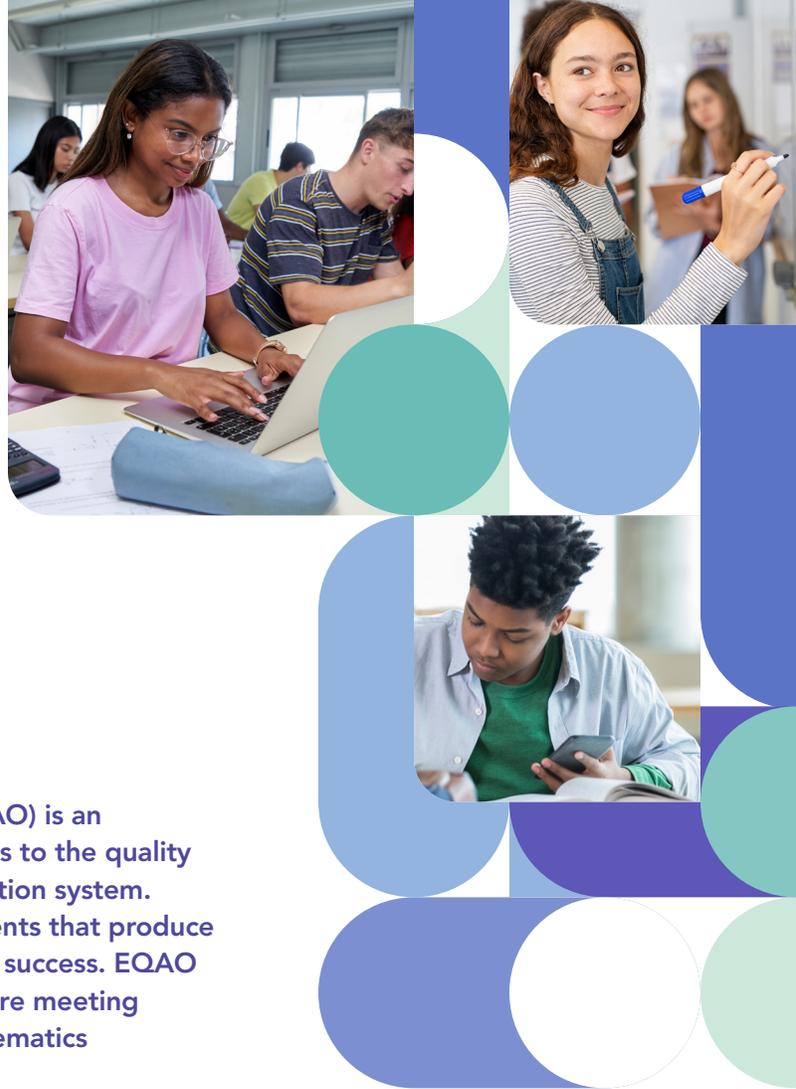
Test de mathématiques, 9^e année¹

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 act as a snapshot that shows whether students are meeting curriculum expectations in reading, writing and mathematics at key stages of their education.

Context

EQAO is reporting for the second year on the student achievement results of its digitalized and modernized provincial assessments. Results from last year are provided along with those from the 2022–2023 school year to show trends in achievement and attitudes over the last two years. Such analyses of results contribute to a better understanding of student learning over time.

As part of the digitalization and modernization of EQAO assessments, in 2021–2022, the agency introduced an online mode of delivery and a new assessment model (multi-stage computer adaptive) for the *Test de mathématiques, 9^e année*, which differ from those of the prior paper-based assessments.²



Considerations

The *Test de mathématiques, 9^e année*, is a multi-stage computer adaptive assessment that measures the mathematics skills students are expected to have learned by the end of the Grade 9 mathematics course according to *The Ontario Curriculum*.

In 2022–2023, the administration of the *Test de mathématiques, 9^e année*, took place in January and June 2023, with students writing the assessment at the completion of their math course. With the implementation of a universal de-streamed mathematics curriculum in 2021, all Grade 9 French-language students now write the same EQAO assessment.

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.

² A different EQAO assessment model necessitates new baselines for assessment results, meaning that new trendlines were set in 2021–2022. Additionally, in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement.

Assessment Results³

Student achievement results on the *Test de mathématiques, 9^e année*, have increased from those from 2021–2022.

ALL PARTICIPATING STUDENTS

In 2022–2023, of the

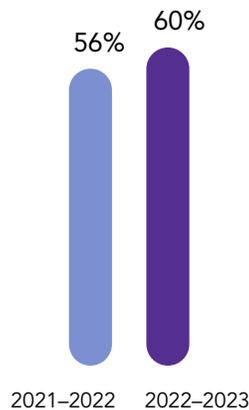
6748

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

60%

met the provincial standard (Levels 3 and 4).

This is an **increase** from the 2021–2022 results.



Note: Additionally, **16%** of students overall were close to meeting the provincial standard.⁴

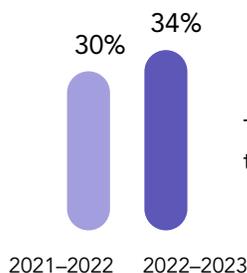
STUDENTS WITH SPECIAL EDUCATION NEEDS

Of the

1215

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

34%

 met the provincial standard.

This is an **increase** from the 2021–2022 results.

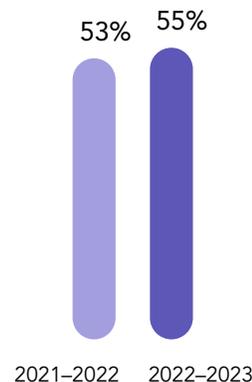
STUDENTS WHO ARE FRENCH-LANGUAGE LEARNERS⁵

Of the

361

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

55%

 met the provincial standard.

This is an **increase** from the 2021–2022 results.

³ Since 2021–2022, EQAO has reported achievement results for fully participating students only.

⁴ It is encouraging to note that among the 33% of students who achieved Level 2 (2224 students), almost half 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.

⁵ French-language learners are students benefiting from *Actualisation Linguistique en Français* or the *Programme d'appui aux nouveaux arrivants*.



Learners' Context

EQAO's student and educator questionnaires are completed voluntarily 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, 92% of fully participating students completed the Student Questionnaire, 125 teachers completed the Teacher Questionnaire and 98 principals completed the Principal Questionnaire.



INTEREST AND CONFIDENCE IN MATH

Overall,

50% of students indicated that they **like mathematics**, and

42% say that **mathematics is one of their favourite subjects**.

53% of students think that they are **good at mathematics**, and

66% think that they **understand most of the mathematics** they are taught.



TECHNOLOGICAL ACCESS AND SAVVINESS

Overall,

88% of students indicated that they have a **strong Internet connection** at home to complete their school work.

83% of students indicated using **technology** to improve their knowledge and skills.



GROWTH MINDSET

Overall,

18% of students think that **only certain people can be good at math**.

72% of students think that **almost everyone can understand math** if they are able to work at it.

88% of students think that a **person can always get better at math**.



SELF-DIRECTED LEARNING AND COLLABORATION

Overall,

78% of students indicated that **they keep trying** if they make a mistake or if something is difficult.

82% 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.

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**.



EQAO's data are an important indicator of student learning that adds to the available knowledge about how Ontario students are doing. These data also help Ontario's education sector with improving student achievement and well-being at the individual, school, school board and provincial levels. EQAO data alongside information from other sources can strengthen conversations about student learning across the province.

To explore additional EQAO data, please visit

[School, Board and Provincial Results](#)

[Interactive EQAO Dashboards](#)