

Grade 9 Assessment of Mathematics

Students in
English-Language
Schools, 2023–2024



Highlights of the Provincial Results

Grade 9 Assessment of Mathematics

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 third consecutive year on the student achievement results of the online provincial assessments. Results from the previous two school years are provided along with those from 2023–2024 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.¹

Considerations

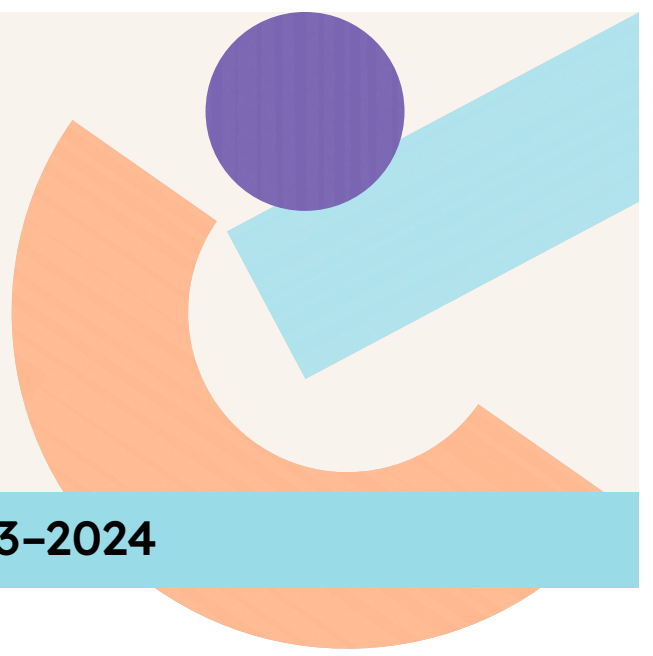
The Grade 9 Assessment of Mathematics is a multi-stage computer adaptive assessment that measures the mathematics knowledge and skills students are expected to have learned by the end of the Grade 9 mathematics course according to *The Ontario Curriculum*.

In 2023–2024, the Grade 9 Assessment of Mathematics was administered in winter and spring for a total of approximately seven weeks, with students participating at the completion of their mathematics course.

¹ In 2021–2022, for the Grade 9 Assessment of Mathematics, EQAO introduced an online mode of delivery and a new assessment model (multi-stage computer adaptive), which differ from those of the prior paper-based assessments. New trendlines and new baselines were set and, in keeping with large-scale assessment best practices, standard setting in mathematics was conducted to define levels of achievement.

Assessment Results²

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



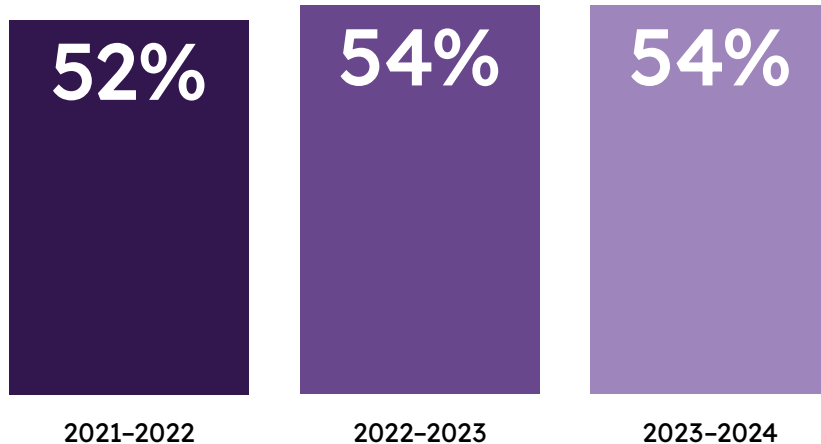
All Participating Students in 2023–2024

Of the

131 893

students who fully participated in the **Grade 9 Assessment of Mathematics**,

54% met the provincial standard (Levels 3 and 4).



Note: Additionally, 17% of students overall were close to meeting the provincial standard.³

² Since 2021–2022, EQAO has reported 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 36% of students who achieved Level 2 in mathematics (47 929 students), almost half (22 572 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.

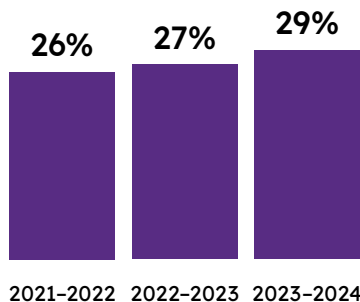
Students with Special Education Needs

Of the

23 108

students who wrote the **Grade 9 Assessment of Mathematics** and were identified as having **special education needs** (excluding gifted),

29% met the provincial standard.



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.

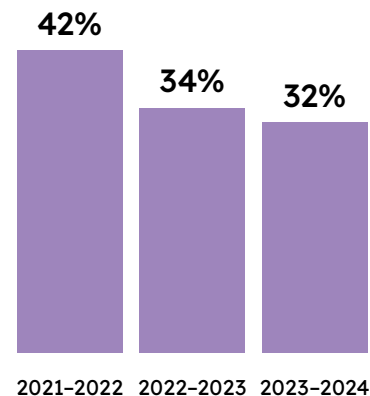
Students Who Are English-Language Learners

Of the

8152

students who wrote the **Grade 9 Assessment of Mathematics** and were identified as **English-language learners**,

32% met the provincial standard.



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.



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, 84% of fully participating students completed the Student Questionnaire, 687 teachers completed the Teacher Questionnaire, and 292 principals completed the Principal Questionnaire.

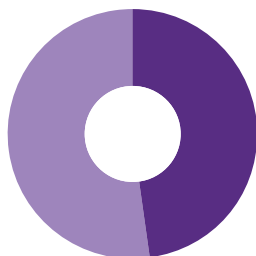
Interest and Confidence in Mathematics



Overall,

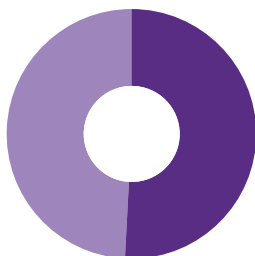
48%

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



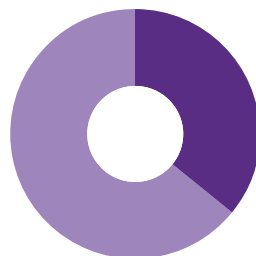
51%

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



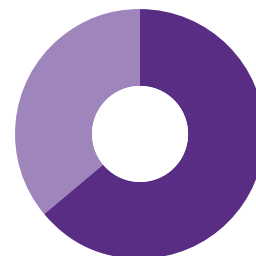
36%

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



64%

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



Growth Mindset



Overall,

15%

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

74%

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

85%

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

Technological Access and Savviness



Overall,

88%

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

80%

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

Self-Directed Learning and Collaboration



Overall,

72%

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

81%

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

68%

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



Teaching Transferable Skills



Overall,



82%

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.



70%

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,



79%

of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**.



77%

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](#)

