

# INTERACTION

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## A MESSAGE FROM THE OTF PRESIDENT



### Ontario's Math Proficiency Test fails the test of transparency

Ontario's Math Proficiency Test (MPT) is back, and once again teacher candidates are being told it is necessary to protect educational quality. Yet nearly a year after its reinstatement, there is still no public evidence that the test improves teaching, strengthens student learning, or serves any purpose beyond creating another bureaucratic hurdle.

Reintroduced by the Ministry of Education in May 2024 and made a certification requirement in February 2025, the MPT applies to all graduates of Ontario Faculties of Education. Since then, the test has been administered across multiple windows during the 2024–25 and 2025–26 school years. Despite this, the most basic questions about its effectiveness remain unanswered: How many candidates pass on their first attempt? How many fail? How many struggle with the math content versus the pedagogical component?

These are not academic questions. They go to the heart of whether the test is fair, valid, and fit for purpose. In April 2025, the OTF formally requested this information from the Education Quality and Accountability Office (EQAO). What followed was a months-long pattern of deflection. Promises that data would be shared “in the coming weeks” never materialized. Advisory

council meetings were held, postponed, or cancelled, and when they did occur, no results were shared. Even meetings with education partners produced no transparency.

At this point, the silence speaks volumes. It has become clear that the decision to withhold information lies not with EQAO, but with the Ministry of Education itself. That should concern anyone who values accountability in publicly funded education.

Ontario's teacher candidates already complete rigorous academic programs, extended practicum placements, and ongoing assessments of both content knowledge and pedagogy. A single standardized test—administered outside of that context and shielded from scrutiny—adds no meaningful assurance of quality. Instead, it risks deterring capable educators from entering a profession already grappling with staffing shortages.

If the MPT works, the government should prove it. If it does not, it should be abandoned. Until transparent data is released, the MPT remains what it appears to be: an unnecessary, unproven barrier that does nothing to strengthen Ontario's classrooms—and plenty to undermine trust in the system that governs them.

In solidarity,



**Chris Cowley, President**

