



## Statement – Concerns Regarding Student Assessment and Digital Learning Changes

June 23, 2026

The Ontario Principals' Council (OPC) is concerned about recent changes announced by the Ministry of Education, including new requirements that would tie a fixed portion of secondary students' final grades to attendance, participation and mandatory exams. We are also concerned about the provincewide rollout of a new digital learning platform intended to provide classroom resources, interactive tools and student progress information.

We share the goal of supporting student achievement, engagement and clear communication about learning. However, assessment should first and foremost be a way for students to demonstrate what they know and understand. When attendance and participation are assigned a prescribed value in a final grade, there is a risk that marks will reflect circumstances outside a student's control rather than demonstrated learning. This is especially concerning for students who face barriers to regular attendance, including mental health challenges, caregiving responsibilities or other complex personal circumstances.

School leaders are also concerned about approaches that may be too one-size-fits-all for the realities of Ontario classrooms. Mandatory exams, prescribed grading rules and standardized learning resources may not fully reflect student understanding or local school contexts. They may also disregard the professional judgement educators use every day to support varied learners. Students with special education needs, students who benefit from flexible and inclusive assessment practices and schools serving communities with distinct local needs may be particularly affected.

We recognize that increased screen time is already a concern for many families, educators and school communities. Digital tools can support learning when they are used thoughtfully, flexibly and with professional judgement. At the same time, any move toward greater reliance on online platforms should be considered carefully, particularly as

schools work to promote student well-being, engagement and healthy learning environments.

Ontario's educators work hard to create learning environments that are responsive, inclusive and grounded in evidence. From the perspective of principals and vice-principals, these changes risk narrowing the flexibility schools need to respond to students' identities, strengths, needs and circumstances. Taken together, they move the focus from student success to standardization.

We encourage the government to work collaboratively with education partners, including school leaders, to ensure that changes to assessment practices, digital learning tools and student engagement strategies are grounded in evidence, flexibility and equity. Ontario's students are best served when schools have the tools, resources and professional discretion needed to help every student demonstrate their learning and succeed.