

There is no public statistic that cleanly says “X% of undergraduates at each of these universities have A-range averages,” and what exists is patchy and course-based rather than student-based.

### What data exists

- **McGill:** A student newspaper analysis of registrar data reported that between Fall 2021 and Summer 2022, 14.7% of grades awarded were A (4.0) and 37.4% were A- (3.7). In other words, about **52% of course grades** in that period were in the A-range, but that is the share of **grades**, not the share of **students with overall A averages**.
- **Western:** Western publishes grade **scales**, but not an institution-wide breakdown of how many A-range grades are awarded; A is defined as roughly 80–89% and A+ as 90–100%, but no percentage of students or grades is given.
- **Queen’s:** Similarly, Queen’s transcript legend and grading documentation define A-range cut-offs (typically 80%+ in the 12-point system), but do not report “percentage of undergraduates with A averages” or even a consolidated “percentage of A grades issued.”
- **University of Toronto:** U of T’s transcript/grading pages set A-range as 80–100% (A-, A, A+; GPA 3.7–4.0), but do not provide an overall distribution of how many students or grades fall into that range.

### What you can reasonably infer

- All four schools are highly selective and operate in systems where A is typically defined as 80–89% and A+ as 90–100%.
- Evidence from McGill and from reporting at other Canadian universities suggests substantial **grade inflation**, with A-range grades often making up a large minority, and in some faculties or years, a majority of course grades.
- However, converting “percentage of A-range **grades**” into “percentage of **students with A averages**” requires internal transcript-level data that the universities do not release publicly.

If you need numbers for an article or presentation, the safest path is to (a) cite the McGill figure explicitly as “percentage of grades in A-range in 2021–22,” (b) treat the others as “data not publicly reported,” and (c) supplement with faculty-level or program-level distributions where available rather than a single institutional percentage.