A vast majority of pupils do not display the competencies expected in primary school.

- 70% of early primary pupils are below the "sufficient" threshold in language.
- 50% of early primary pupils are below the "sufficient" threshold in mathematics.
- 60% of late primary pupils are below the "sufficient" threshold, in reading and mathematics.

PASEC has developed specific competency scales for each grade and subject, defining a "sufficient" competency threshold. The "sufficient" threshold enables to determine the share of pupils that face a greater probability of mastering – or not – the knowledge and abilities deemed necessary to pursue their schooling in good conditions.

Over 1,800 schools close to 40,000 pupils surveyed.

PASEC2014 is a new assessment model to measure the level of resource distribution, understand school practices and relate this information to pupil performance.

The PASEC2014 assessment also gathered extensive information about pupils, classes, schools, local communities and educational policies, to appraise the level of resource distribution, understand school practices and relate this information to pupil performance.

To measure the competencies whose mastery will determine future schooling, careers and social integration.

PASEC2014 compares pupil's competencies to better understand the effectiveness and equity of education systems.

The "sufficient" threshold enables to determine the share of pupils that face a greater probability of mastering – or not – the knowledge and skills deemed necessary to pursue their schooling in good conditions.
Reading

**Sufficient** Competency Threshold

Levels

**Level I**

Pupils are able to answer very brief questions by giving simple factual knowledge or a specific procedure. In mathematics, they are able to solve basic problems with numbers under twenty using reasoning skills.

**Level 2**

Pupils can answer self-posed and short questions by retrieving isolated facts from their everyday experience. They are able to solve simple problems involving objects and numbers. They can compare numbers, complete logical series with algebraic numbers or fractions. In measurement, pupils can tell the time and understand the concept of money. They can use simple instruments to measure mass, length, volume and time. They can also develop an ability to understand spatial relationships.

**Level 3**

Pupils are able to answer text-related or non-sequential questions by retrieving isolated facts from their everyday experience. They are able to solve several self-posed problems involving objects and numbers. They can compare numbers, complete logical series with algebraic numbers or fractions. In measurement, pupils can tell the time and understand the concept of money. They can use simple instruments to measure mass, length, volume and time. They can also develop an ability to understand spatial relationships.

**Level 4**

Pupils can answer text-related or non-sequential questions by retrieving isolated facts from their everyday experience. They are able to solve several self-posed problems involving objects and numbers. They can compare numbers, complete logical series with algebraic numbers or fractions. In measurement, pupils can tell the time and understand the concept of money. They can use simple instruments to measure mass, length, volume and time. They can also develop an ability to understand spatial relationships.

Mathematics

**Level 1**

Pupils are able to answer brief arithmetic, measurement and geometry questions, usually presented in the form of a short text. They are able to compare numbers, complete logical series and perform operations (sums and subtractions) with numbers under twenty. They can solve basic problems with numbers under twenty using reasoning skills.

**Level 2**

Pupils can answer self-posed and short questions by retrieving isolated facts from their everyday experience. They are able to solve simple problems involving objects and numbers. They can compare numbers, complete logical series with algebraic numbers or fractions. In measurement, pupils can tell the time and understand the concept of money. They can use simple instruments to measure mass, length, volume and time. They can also develop an ability to understand spatial relationships.

**Level 3**

Pupils are able to answer text-related or non-sequential questions by retrieving isolated facts from their everyday experience. They are able to solve several self-posed problems involving objects and numbers. They can compare numbers, complete logical series with algebraic numbers or fractions. In measurement, pupils can tell the time and understand the concept of money. They can use simple instruments to measure mass, length, volume and time. They can also develop an ability to understand spatial relationships.

**Level 4**

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Language

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