Appendix G.3: Percentages of Students with Mathematics Achievement Too Low for Estimation*

Country	eTIMSS		paperTIMSS	
	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct
Australia	- -	- -	5 (0.4)	45 (1.0)
Bahrain	- -	- -	9 (0.4)	38 (0.4)
Ψ Chile	16 (0.8)	25 (0.5)	- -	- -
Chinese Taipei	2 (0.2)	66 (0.6)	- -	- -
Cyprus	- -	- -	5 (0.4)	41 (0.4)
Ψ Egypt	- -	- -	20 (1.1)	25 (0.9)
England	7 (0.8)	42 (1.3)	- -	- -
Finland	5 (0.5)	39 (0.6)	- -	- -
France	8 (0.5)	33 (0.5)	- -	- -
Georgia	13 (1.0)	30 (0.9)	- -	- -
Hong Kong SAR	3 (0.5)	58 (1.0)	- -	- -
Hungary	6 (0.6)	42 (0.7)	- -	- -
Iran, Islamic Rep. of	- -	- -	14 (0.5)	30 (0.8)
Ireland	- -	- -	3 (0.4)	47 (0.7)
Israel	6 (0.5)	44 (1.1)	- -	- -
Italy	6 (0.5)	37 (0.6)	- -	- -
Japan	- -	- -	1 (0.1)	65 (0.6)
Ψ Jordan	- -	- -	17 (1.2)	25 (0.7)
Kazakhstan	- -	- -	7 (0.5)	38 (0.9)
Korea, Rep. of	2 (0.3)	65 (0.6)	- -	- -
Ψ Kuwait	- -	- -	21 (1.2)	23 (0.8)
Lebanon	- -	- -	14 (0.8)	26 (0.5)
Lithuania	5 (0.5)	43 (0.7)	- -	- -
Malaysia	14 (0.8)	30 (0.6)	- -	- -
Ψ Morocco	- -	- -	25 (0.9)	19 (0.4)
New Zealand	- -	- -	9 (0.8)	37 (0.7)
Norway (9)	7 (0.5)	38 (0.5)	- -	- -
Ψ Oman	- -	- -	21 (0.8)	25 (0.4)
Portugal	5 (0.6)	37 (0.7)	- -	- -
Ψ Qatar	17 (0.8)	28 (0.8)	- -	- -
Romania	- -	- -	11 (0.9)	37 (1.0)
Russian Federation	3 (0.4)	49 (1.2)	- -	- -
Ψ Saudi Arabia	- -	- -	22 (0.8)	21 (0.3)
Singapore	1 (0.2)	68 (1.1)	- -	- -
Ж South Africa (9)	- -	- -	26 (0.7)	19 (0.3)
Sweden	6 (0.4)	38 (0.6)	- -	- -
Turkey	10 (0.7)	39 (0.9)	- -	- -
United Arab Emirates	13 (0.4)	34 (0.4)	- -	- -
United States	7 (0.6)	43 (1.1)	- -	- -
Benchmarking Participants				
Ontario, Canada	4 (0.4)	45 (1.2)	- -	- -
Quebec, Canada	1 (0.3)	48 (1.0)	- -	- -
Moscow City, Russian Fed.	1 (0.2)	57 (1.1)	- -	- -
Ψ Gauteng, RSA (9)	- -	- -	18 (0.8)	24 (0.6)
Ψ Western Cape, RSA (9)	- -	- -	16 (0.8)	28 (1.0)
Ψ Abu Dhabi, UAE	18 (0.7)	27 (0.5)	- -	- -
Dubai, UAE	5 (0.4)	48 (0.5)	- -	- -

* Students were considered to have achievement too low for estimation if their performance on the assessment was no better than could be achieved by simply guessing on the multiple-choice assessment items. However, such students were assigned scale scores (plausible values) by the achievement scaling procedure, despite concerns about their reliability.

Ψ Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 15% but does not exceed 25%.

Ж Reservations about reliability because the percentage of students with achievement too low for estimation exceeds 25%.

( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A dash (-) indicates comparable data not available.

TIMSS & PIRLS
International Study Center
Lynch School of Education
BOSTON COLLEGE