TIMSS

Exhibit 10.7: Students Value Mathematics

Reported by Students

Students were scored according to their degree of agreement with nine statements on the *Students Value Mathematics* scale. Students who **Strongly Value Mathematics** had a score on the scale of at least 10.3, which corresponds to their "agreeing a lot" with five of the nine statements and "agreeing a little" with the other four, on average. Students who **Do Not Value Mathematics** had a score no higher than 7.7, which corresponds to their "disagreeing a little" with five of the nine statements and "agreeing a little" with the other four, on average. All other students **Value Mathematics**.

| Country South Africa (9) | Strongly Value Mathematics | | Value Mathematics | | Do Not Value Mathematics | | Average | Difformeni | |
|---------------------------|-------------------------------|-----------------------|-------------------------|-----------------------|-----------------------------|------------------------|-------------|------------------------------------|---|
| | | | | | | | | Difference in Average Scale Sco | |
| | Percent of Students | Average | Percent | Average | Percent | Average Achievement | Scale Score | from 2011 | |
| | 72 (0.8) | Achievement 382 (4.6) | of Students 24 (0.7) | Achievement 360 (5.7) | of Students 4 (0.3) | 329 (7.5) | 11.1 (0.04) | -0.1 (0.05) | |
| Botswana (9) | 72 (0.8) | 411 (1.9) | 25 (0.7) | 359 (3.4) | 3 (0.3) | 312 (6.9) | 11.2 (0.04) | 0.1 (0.05) | |
| Morocco | 68 (0.8) | 395 (2.4) | 27 (0.7) | 368 (2.8) | 5 (0.3) | 349 (4.9) | 11.1 (0.04) | -0.4 (0.05) | (|
| Jordan | 65 (0.9) | 399 (3.3) | 29 (0.8) | 372 (3.8) | 6 (0.4) | 350 (7.2) | 11.0 (0.04) | 0.0 (0.06) | i |
| Egypt | 61 (1.2) | 409 (4.0) | 32 (1.0) | 374 (4.7) | 7 (0.5) | 365 (8.1) | 10.8 (0.06) | ◊ ◊ | |
| Oman | 59 (0.9) | 421 (2.6) | 35 (0.7) | 384 (2.8) | 6 (0.4) | 359 (6.3) | 10.7 (0.04) | -0.2 (0.05) | (|
| Israel | 58 (1.0) | 524 (4.4) | 34 (0.8) | 505 (4.3) | 8 (0.5) | 462 (7.1) | 10.5 (0.05) | -0.1 (0.06) | |
| Lebanon | 58 (1.4) | 453 (3.9) | 34 (1.1) | 438 (4.7) | 9 (0.6) | 425 (7.0) | 10.7 (0.07) | 0.3 (0.09) | (|
| Iran, Islamic Rep. of | 53 (1.0) | 446 (5.3) | 38 (0.9) | 431 (4.6) | 9 (0.5) | 407 (6.4) | 10.4 (0.04) | 0.0 (0.06) | |
| Canada | 51 (0.8) | 540 (2.2) | 42 (0.6) | 522 (2.3) | 7 (0.5) | 483 (3.7) | 10.3 (0.03) | ◊ ◊ | |
| Thailand | 50 (1.2) | 446 (5.3) | 45 (1.1) | 421 (4.9) | 5 (0.4) | 390 (6.9) | 10.3 (0.04) | 0.1 (0.06) | |
| Turkey | 47 (1.1) | 472 (5.4) | 41 (0.8) | 449 (5.1) | 12 (0.6) | 436 (6.0) | 10.1 (0.05) | 0.1 (0.07) | |
| England | 46 (1.1) | 526 (4.4) | 46 (0.9) | 518 (4.5) | 8 (0.6) | 490 (6.5) | 10.1 (0.05) | 0.0 (0.06) | |
| Kuwait | 46 (1.4) | 405 (5.7) | 42 (1.1) | 388 (5.1) | 12 (0.8) | 366 (6.2) | 10.0 (0.06) | ◊ ◊ | |
| Chile | 46 (1.0) | 436 (3.6) | 42 (0.9) | 424 (3.6) | 12 (0.8) | 412 (5.2) | 10.0 (0.04) | -0.3 (0.05) | (|
| Qatar | 45 (1.0) | 465 (3.5) | 41 (0.8) | 429 (3.3) | 13 (0.6) | 386 (5.4) | 10.0 (0.04) | -0.1 (0.07) | |
| United Arab Emirates | 45 (1.0) | 487 (2.7) | 45 (0.6) | 456 (2.3) | 11 (0.4) | 420 (3.9) | 10.0 (0.04) | -0.1 (0.07) | (|
| Georgia | 44 (1.1) | 466 (4.2) | 46 (1.0) | 450 (2.5) | 9 (0.7) | 420 (5.9) | 10.0 (0.04) | -0.5 (0.05) | (|
| United States | 44 (0.8) | 531 (3.6) | 45 (0.6) | 516 (3.1) | 11 (0.4) | 488 (3.8) | 10.1 (0.03) | -0.2 (0.04) | (|
| Malta | 44 (0.8) | 509 (2.2) | 45 (0.8) | 492 (1.8) | 11 (0.4) | 458 (4.6) | 10.0 (0.03) | 0.2 (0.04) | |
| Australia | 44 (0.7) | 524 (3.1) | 46 (0.8) | 501 (3.3) | 12 (0.7) | 464 (3.9) | 9.9 (0.04) | -0.1 (0.06) | |
| Saudi Arabia | 43 (0.9) | 379 (5.4) | 40 (0.8) | 369 (4.8) | 15 (0.7) | 344 (7.2) | 9.8 (0.04) | -0.1 (0.00) | (|
| | | | | | | | | | ' |
| New Zealand | 42 (0.8) | 505 (4.1) | 48 (0.8) | 491 (3.2) | 10 (0.4) | 458 (5.3) | 9.9 (0.03) | -0.1 (0.05) | , |
| Bahrain | 41 (0.9) | 473 (2.4) | 43 (0.9) | 450 (2.6) | 16 (0.9) | 424 (4.6) | 9.8 (0.05) | -0.2 (0.07) ◊ ◊ | (|
| Ireland | 41 (0.9) | 534 (3.3) | 48 (0.8) | 520 (3.1) | 11 (0.5) | 501 (4.6) | 9.8 (0.04) | | |
| Norway (9) | 41 (1.0) | 527 (2.7) | 48 (0.9) | 509 (2.5) | 12 (0.5) | 476 (3.7) | 9.8 (0.04) | 0.2 (0.07) | |
| Kazakhstan | 40 (1.2) | 538 (5.7) | 52 (0.9) | 522 (5.8) | 8 (0.5) | 523 (6.9) | 10.0 (0.05) | -0.3 (0.07) | (|
| Malaysia | 39 (0.9) | 487 (3.5) | 53 (0.7) | 458 (4.0) | 8 (0.7) | 425 (6.2) | 9.8 (0.04) | -0.2 (0.07) | (|
| Lithuania | 37 (1.1) | 523 (4.5) | 53 (0.9) | 507 (2.7) | 11 (0.6) | 490 (4.8) | 9.7 (0.04) | -0.3 (0.05) | (|
| Singapore | 34 (0.8) | 629 (3.5) | 58 (0.7) | 621 (3.4) | 8 (0.4) | 590 (5.8) | 9.7 (0.03) | -0.3 (0.04) | (|
| Russian Federation | 31 (1.2) | 547 (6.4) | 52 (1.1) | 538 (4.8) | 17 (0.7) | 522 (5.2) | 9.4 (0.05) | -0.4 (0.07) | (|
| Hungary | 28 (0.9) | 537 (6.2) | 54 (0.9) | 511 (3.6) | 19 (0.9) | 492 (5.0) | 9.3 (0.05) | -0.2 (0.06) | (|
| Sweden | 28 (1.2) | 518 (3.8) | 58 (1.2) | 501 (2.9) | 14 (0.8) | 471 (4.5) | 9.4 (0.05) | -0.1 (0.06) | |
| Italy | 19 (0.8) | 513 (3.8) | 57 (0.9) | 496 (3.0) | 24 (0.8) | 477 (3.4) | 8.9 (0.03) | -0.1 (0.05) | |
| Slovenia | 19 (0.8) | 532 (4.5) | 64 (1.0) | 516 (2.3) | 17 (0.8) | 499 (2.9) | 9.0 (0.03) | -0.2 (0.05) | (|
| Hong Kong SAR | 19 (0.8) | 617 (5.4) | 52 (1.0) | 602 (4.3) | 29 (1.0) | 567 (5.6) | 8.7 (0.05) | -0.5 (0.06) | (|
| Korea, Rep. of | 13 (0.6) | 656 (4.4) | 63 (0.9) | 614 (2.8) | 24 (0.8) | 557 (3.7) | 8.6 (0.04) | 0.0 (0.05) | |
| Japan | 11 (0.6) | 614 (4.4) | 59 (0.7) | 595 (2.5) | 29 (0.9) | 560 (3.6) | 8.5 (0.03) | 0.0 (0.05) | |
| Chinese Taipei | 10 (0.5) | 650 (4.8) | 49 (0.9) | 621 (2.8) | 41 (1.0) | 561 (2.8) | 8.1 (0.04) | -0.1 (0.06) | |
| International Avg. | 42 (0.2) | 498 (0.7) | 45 (0.1) | 477 (0.6) | 13 (0.1) | 449 (0.9) | | | |

This TIMSS questionnaire scale was established in 2011 based on the combined response distribution of all countries that participated in TIMSS 2011. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

Significantly higher than 2011 Significantly lower than 2011 •

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent. A diamond (0) indicates the country did not participate in the 2011 assessment.



Exhibit 10.7: Students Value Mathematics (Continued)

| Country | Strongly Value Mathematics | | Value Mathematics | | Do Not Value Mathematics | | Average | Difference in Average Scale Score | |
|-------------------------|-------------------------------|------------------------|----------------------|------------------------|-----------------------------|------------------------|-------------|--------------------------------------|---|
| | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Scale Score | from 2011 | |
| chmarking Participants | | | | | | , | | | |
| Ontario, Canada | 57 (1.0) | 536 (2.6) | 37 (0.8) | 512 (3.0) | 6 (0.4) | 477 (4.8) | 10.5 (0.04) | 0.2 (0.06) | _ |
| Norway (8) | 49 (1.0) | 497 (2.5) | 44 (1.0) | 484 (2.1) | 8 (0.4) | 452 (4.3) | 10.2 (0.04) | 0.3 (0.06) | ٥ |
| Dubai, UAE | 48 (1.0) | 530 (2.7) | 41 (0.9) | 504 (3.0) | 10 (0.5) | 462 (4.5) | 10.2 (0.04) | 0.0 (0.06) | |
| Abu Dhabi, UAE | 43 (1.4) | 464 (5.7) | 46 (1.2) | 435 (5.5) | 11 (0.8) | 399 (8.3) | 10.0 (0.07) | -0.3 (0.08) | € |
| Buenos Aires, Argentina | 41 (1.3) | 401 (5.4) | 46 (0.9) | 395 (5.1) | 13 (0.9) | 394 (5.9) | 9.8 (0.05) | ◊ ◊ | |
| Quebec, Canada | 40 (1.3) | 559 (3.8) | 53 (1.0) | 541 (3.7) | 7 (0.9) | 503 (7.8) | 9.9 (0.06) | -0.1 (0.07) | |
| Florida, US | 37 (1.2) | 500 (8.3) | 48 (1.1) | 495 (6.4) | 15 (1.0) | 485 (7.3) | 9.7 (0.06) | -0.3 (0.09) | € |

Significantly higher than 2011 Significantly lower than 2011 🐨

How much do you agree with these statements about mathematics? Disagree Disagree a little a little a lot 1) I think learning mathematics will help me in my daily life -----2) I need mathematics to learn other school subjects -----3) I need to do well in mathematics to get into the university of my choice -----4) I need to do well in mathematics to get the job I want -- O 5) I would like a job that involves using mathematics -----6) It is important to learn about mathematics to get ahead in the world -----7) Learning mathematics will give me more job opportunities when I am an adult -----8) My parents think that it is important that I do well in mathematics -----9) It is important to do well in mathematics -----Strongly Value Do Not Value Value Mathematics Mathematics Mathematics

