

Appendix D.2: Percentages of Students with Achievement Too Low for Estimation*

Country	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct
Australia	6 (0.5)	45 (0.7)
Bahrain	9 (0.3)	35 (0.3)
ψ Botswana (9)	23 (0.7)	23 (0.3)
Canada	3 (0.4)	50 (0.6)
ψ Chile	18 (0.8)	28 (0.5)
Chinese Taipei	2 (0.2)	68 (0.5)
ψ Egypt	24 (0.9)	25 (0.5)
England	4 (0.6)	48 (1.1)
Georgia	13 (0.9)	34 (0.7)
Hong Kong SAR	1 (0.2)	68 (1.1)
Hungary	6 (0.5)	48 (0.9)
ψ Iran, Islamic Rep. of	16 (0.9)	31 (0.9)
Ireland	3 (0.5)	49 (0.7)
Israel	8 (0.6)	47 (0.9)
Italy	5 (0.5)	42 (0.6)
Japan	1 (0.2)	65 (0.5)
⌘ Jordan	26 (0.9)	23 (0.4)
Kazakhstan	5 (0.5)	50 (1.4)
Korea, Rep. of	1 (0.1)	69 (0.6)
ψ Kuwait	24 (1.1)	24 (0.8)
Lebanon	15 (1.4)	30 (0.7)
Lithuania	5 (0.5)	46 (0.7)
Malaysia	10 (0.8)	36 (0.8)
Malta	8 (0.4)	43 (0.3)
⌘ Morocco	26 (0.6)	22 (0.3)
New Zealand	7 (0.6)	42 (0.8)
Norway (9)	4 (0.4)	46 (0.6)
ψ Oman	21 (0.6)	26 (0.4)
ψ Qatar	17 (0.6)	32 (0.5)
Russian Federation	3 (0.5)	53 (1.3)
⌘ Saudi Arabia	30 (1.1)	21 (0.6)
Singapore	1 (0.1)	74 (0.8)
Slovenia	3 (0.3)	47 (0.5)
⌘ South Africa (9)	30 (1.3)	21 (0.7)
Sweden	6 (0.7)	43 (0.7)
Thailand	15 (0.9)	30 (1.0)
Turkey	13 (0.8)	36 (1.0)
United Arab Emirates	12 (0.4)	37 (0.4)
United States	4 (0.3)	48 (0.8)

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

Benchmarking Participants

⌘ Buenos Aires, Argentina	30 (1.4)	23 (0.7)
Ontario, Canada	4 (0.5)	49 (0.8)
Quebec, Canada	1 (0.6)	54 (1.0)
Norway (8)	6 (0.5)	39 (0.5)
Abu Dhabi, UAE	15 (1.0)	32 (0.9)
Dubai, UAE	5 (0.3)	47 (0.5)
Florida, US	7 (1.0)	43 (1.5)

* 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.

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

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

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