

Appendix D.1: Percentages of Students with Achievement Too Low for Estimation*

| Country | Percentage of Students with Achievement Too Low for Estimation | Average Percent Correct |
|-----------------------|--|-------------------------|
| Australia | 2 (0.3) | 52 (0.6) |
| Bahrain | 7 (0.5) | 41 (0.4) |
| Belgium (Flemish) | 1 (0.2) | 49 (0.4) |
| Bulgaria | 2 (0.5) | 57 (1.2) |
| Canada | 2 (0.3) | 52 (0.5) |
| Chile | 3 (0.4) | 42 (0.5) |
| Chinese Taipei | 1 (0.1) | 59 (0.4) |
| Croatia | 1 (0.2) | 54 (0.4) |
| Cyprus | 4 (0.4) | 43 (0.5) |
| Czech Republic | 1 (0.1) | 55 (0.4) |
| Denmark | 2 (0.3) | 53 (0.4) |
| England | 1 (0.1) | 55 (0.5) |
| Finland | 1 (0.1) | 58 (0.4) |
| France | 3 (0.4) | 44 (0.5) |
| Georgia | 5 (0.5) | 39 (0.7) |
| Germany | 1 (0.2) | 53 (0.4) |
| Hong Kong SAR | 1 (0.1) | 60 (0.6) |
| Hungary | 2 (0.4) | 56 (0.7) |
| Indonesia | 12 (0.9) | 32 (0.6) |
| Iran, Islamic Rep. of | 11 (0.8) | 34 (0.6) |
| Ireland | 1 (0.2) | 53 (0.5) |
| Italy | 1 (0.2) | 51 (0.5) |
| Japan | 1 (0.1) | 62 (0.4) |
| Kazakhstan | 1 (0.1) | 58 (0.9) |
| Korea, Rep. of | 0 (0.1) | 66 (0.4) |
| ψ Kuwait | 25 (1.3) | 25 (0.7) |
| Lithuania | 1 (0.2) | 53 (0.5) |
| ψ Morocco | 19 (0.8) | 27 (0.6) |
| Netherlands | 1 (0.1) | 50 (0.5) |
| New Zealand | 4 (0.3) | 49 (0.5) |
| Northern Ireland | 1 (0.3) | 51 (0.5) |
| Norway (5) | 1 (0.2) | 55 (0.5) |
| Oman | 9 (0.4) | 38 (0.5) |
| Poland | 1 (0.2) | 57 (0.5) |
| Portugal | 1 (0.2) | 48 (0.3) |
| Qatar | 9 (0.7) | 38 (0.6) |
| Russian Federation | 0 (0.1) | 62 (0.7) |
| Saudi Arabia | 14 (0.8) | 31 (0.6) |
| Serbia | 2 (0.6) | 52 (0.7) |
| Singapore | 1 (0.1) | 67 (0.8) |
| Slovak Republic | 2 (0.4) | 52 (0.6) |
| Slovenia | 1 (0.2) | 56 (0.4) |
| Spain | 1 (0.2) | 51 (0.5) |
| Sweden | 1 (0.3) | 56 (0.7) |
| Turkey | 4 (0.4) | 45 (0.5) |
| United Arab Emirates | 8 (0.4) | 41 (0.4) |
| United States | 1 (0.2) | 57 (0.4) |

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

* 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%.

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

**Appendix D.1: Percentages of Students with Achievement Too Low for Estimation*
 (Continued)**

| Country | Percentage of Students with Achievement Too Low for Estimation | Average Percent Correct |
|----------------------------------|--|-------------------------|
| Benchmarking Participants | | |
| Buenos Aires, Argentina | 14 (1.0) | 32 (0.6) |
| Ontario, Canada | 1 (0.2) | 54 (0.5) |
| Quebec, Canada | 1 (0.2) | 52 (0.8) |
| Norway (4) | 3 (0.3) | 45 (0.5) |
| Abu Dhabi, UAE | 13 (1.0) | 35 (0.9) |
| Dubai, UAE | 3 (0.2) | 53 (0.3) |
| Florida, US | 1 (0.2) | 58 (1.1) |

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