

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	2 (0.3)	47 (0.5)
Bahrain	6 (0.4)	39 (0.3)
Botswana (9)	10 (0.4)	29 (0.3)
Canada	1 (0.3)	49 (0.4)
Chile	3 (0.3)	36 (0.5)
Chinese Taipei	1 (0.1)	59 (0.4)
Egypt	13 (0.7)	27 (0.5)
England	1 (0.2)	51 (0.8)
Georgia	5 (0.4)	35 (0.5)
Hong Kong SAR	1 (0.2)	53 (0.8)
Hungary	1 (0.3)	50 (0.7)
Iran, Islamic Rep. of	4 (0.4)	37 (0.7)
Ireland	1 (0.2)	50 (0.5)
Israel	4 (0.4)	46 (0.7)
Italy	1 (0.2)	44 (0.4)
Japan	0 (0.1)	59 (0.4)
Jordan	7 (0.5)	33 (0.4)
Kazakhstan	1 (0.2)	51 (1.0)
Korea, Rep. of	0 (0.1)	56 (0.5)
Kuwait	11 (0.9)	31 (0.8)
Lebanon	11 (1.0)	29 (0.7)
Lithuania	1 (0.1)	48 (0.6)
Malaysia	4 (0.5)	40 (0.7)
Malta	5 (0.4)	42 (0.3)
Morocco	9 (0.4)	27 (0.3)
New Zealand	3 (0.2)	47 (0.6)
Norway (9)	2 (0.2)	46 (0.5)
Oman	5 (0.4)	37 (0.4)
Qatar	6 (0.4)	38 (0.5)
Russian Federation	0 (0.1)	54 (0.9)
Saudi Arabia	10 (0.8)	28 (0.6)
Singapore	0 (0.1)	64 (0.7)
Slovenia	0 (0.1)	55 (0.5)
South Africa (9)	15 (0.8)	24 (0.7)
Sweden	2 (0.3)	49 (0.7)
Thailand	3 (0.4)	37 (0.8)
Turkey	3 (0.3)	43 (0.8)
United Arab Emirates	5 (0.3)	41 (0.4)
United States	1 (0.2)	50 (0.6)

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

Benchmarking Participants

Buenos Aires, Argentina	15 (1.1)	27 (0.5)
Ontario, Canada	2 (0.4)	49 (0.5)
Quebec, Canada	1 (0.5)	50 (0.9)
Norway (8)	2 (0.3)	42 (0.5)
Abu Dhabi, UAE	6 (0.7)	38 (0.9)
Dubai, UAE	2 (0.2)	50 (0.4)
Florida, US	2 (0.6)	46 (1.2)

* 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.

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