Appendix G.4: Percentages of Students with Science 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	- -	- -	2 (0.3)	50 (0.7)
Bahrain	- -	- -	5 (0.3)	43 (0.3)
Chile	4 (0.4)	36 (0.5)	- -	- -
Chinese Taipei	1 (0.1)	59 (0.4)	- -	- -
Cyprus	- -	- -	3 (0.3)	41 (0.4)
Egypt	- -	- -	14 (1.0)	28 (0.7)
England	3 (0.5)	47 (0.9)	- -	- -
Finland	2 (0.3)	52 (0.6)	- -	- -
France	3 (0.4)	40 (0.5)	- -	- -
Georgia	6 (0.6)	33 (0.6)	- -	- -
Hong Kong SAR	4 (0.7)	45 (1.0)	- -	- -
Hungary	1 (0.3)	49 (0.5)	- -	- -
Iran, Islamic Rep. of	- -	- -	5 (0.4)	35 (0.6)
Ireland	- -	- -	2 (0.3)	49 (0.5)
Israel	3 (0.4)	46 (0.8)	- -	- -
Italy	2 (0.3)	43 (0.5)	- -	- -
Japan	- -	- -	1 (0.1)	59 (0.5)
Jordan	- -	- -	7 (0.5)	37 (0.7)
Kazakhstan	- -	- -	3 (0.3)	40 (0.6)
Korea, Rep. of	1 (0.2)	55 (0.5)	- -	- -
Kuwait	- -	- -	7 (0.8)	35 (0.9)
Lebanon	- -	- -	15 (0.9)	26 (0.5)
Lithuania	1 (0.1)	50 (0.6)	- -	- -
Malaysia	6 (0.5)	37 (0.5)	- -	- -
Morocco	- -	- -	11 (0.6)	26 (0.3)
New Zealand	- -	- -	3 (0.4)	44 (0.7)
Norway (9)	4 (0.4)	43 (0.5)	- -	- -
Oman	- -	- -	7 (0.4)	38 (0.4)
Portugal	1 (0.3)	47 (0.6)	- -	- -
Qatar	5 (0.5)	40 (0.8)	- -	- -
Romania	- -	- -	5 (0.5)	39 (0.8)
Russian Federation	1 (0.2)	52 (0.9)	- -	- -
Saudi Arabia	- -	- -	7 (0.5)	32 (0.4)
Singapore	1 (0.1)	66 (0.8)	- -	- -
Ψ South Africa (9)	- -	- -	17 (0.5)	25 (0.3)
Sweden	3 (0.4)	48 (0.6)	- -	- -
Turkey	3 (0.4)	47 (0.7)	- -	- -
United Arab Emirates	7 (0.3)	41 (0.4)	- -	- -
United States	3 (0.4)	48 (0.9)	- -	- -
Benchmarking Participants				
Ontario, Canada	1 (0.2)	47 (0.6)	- -	- -
Quebec, Canada	1 (0.3)	50 (0.8)	- -	- -
Moscow City, Russian Fed.	0 (0.1)	57 (0.6)	- -	- -
Gauteng, RSA (9)	- -	- -	9 (0.5)	31 (0.6)
Western Cape, RSA (9)	- -	- -	7 (0.4)	34 (0.9)
Abu Dhabi, UAE	14 (0.6)	34 (0.5)	- -	- -
Dubai, UAE	2 (0.2)	54 (0.4)	- -	- -

* 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.
A dash (-) indicates comparable data not available.

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