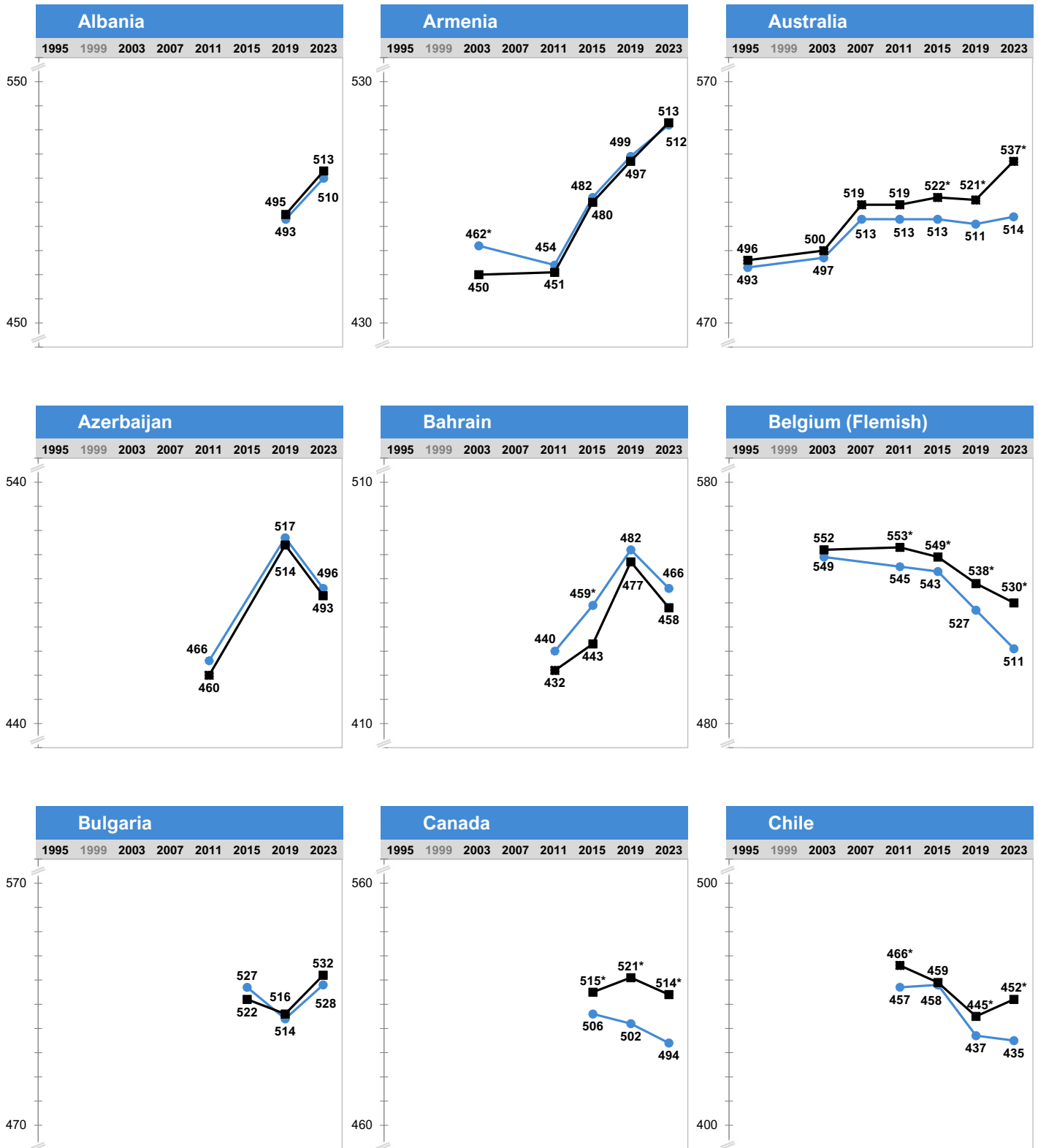


Exhibit 1.1.11: Trend Plots of Average Mathematics Achievement for Girls and Boys [◇]

This exhibit displays changes in achievement across assessment years for girls and boys for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. See Appendix A for country participation in previous assessments.

Girls ● Boys ■ * Average significantly higher than other gender ($p < 0.05$)



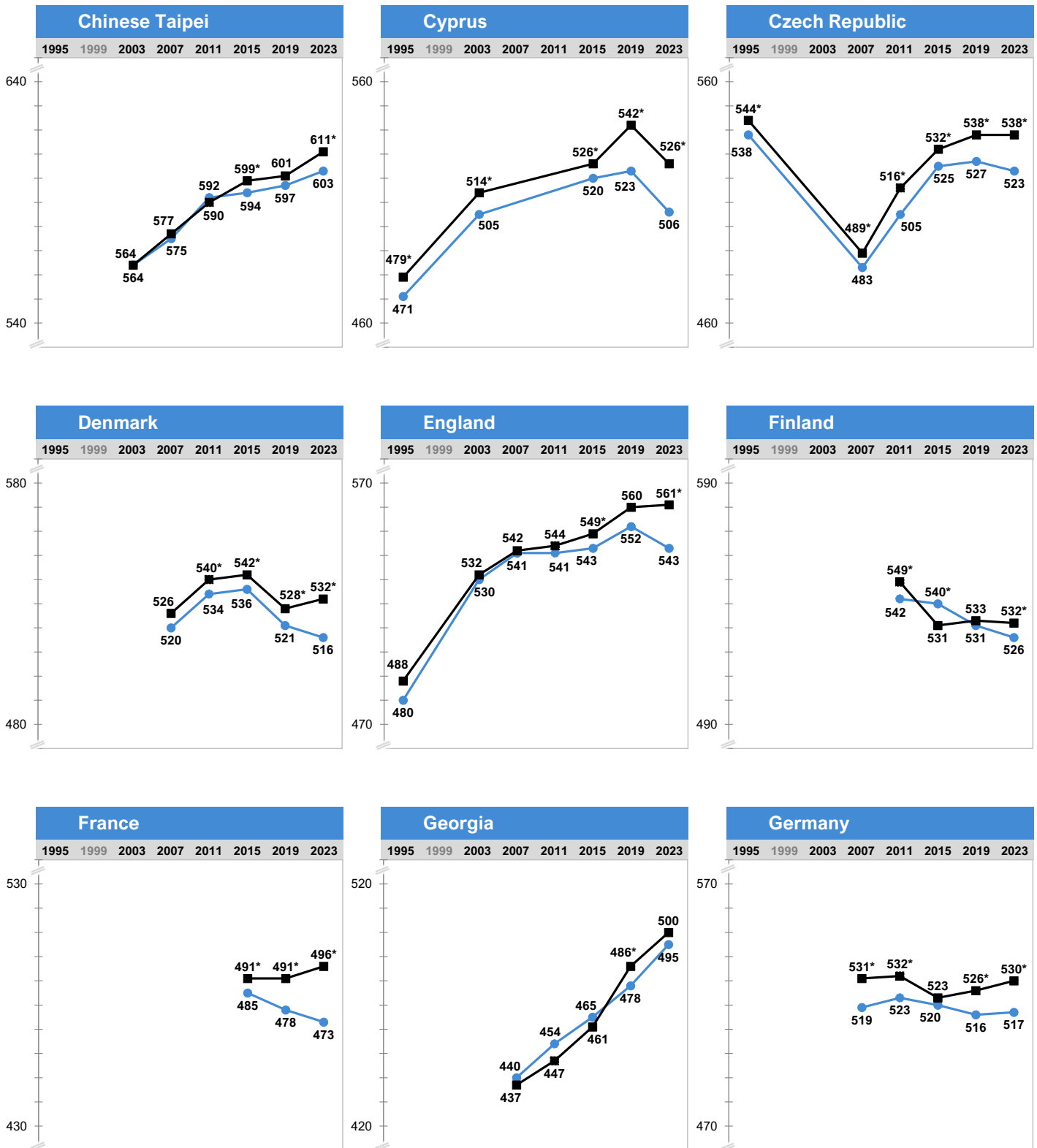
[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.

Exhibit 1.1.11: Trend Plots of Average Mathematics Achievement for Girls and Boys [◇]

(Continued)

This exhibit displays changes in achievement across assessment years for girls and boys for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. See Appendix A for country participation in previous assessments.

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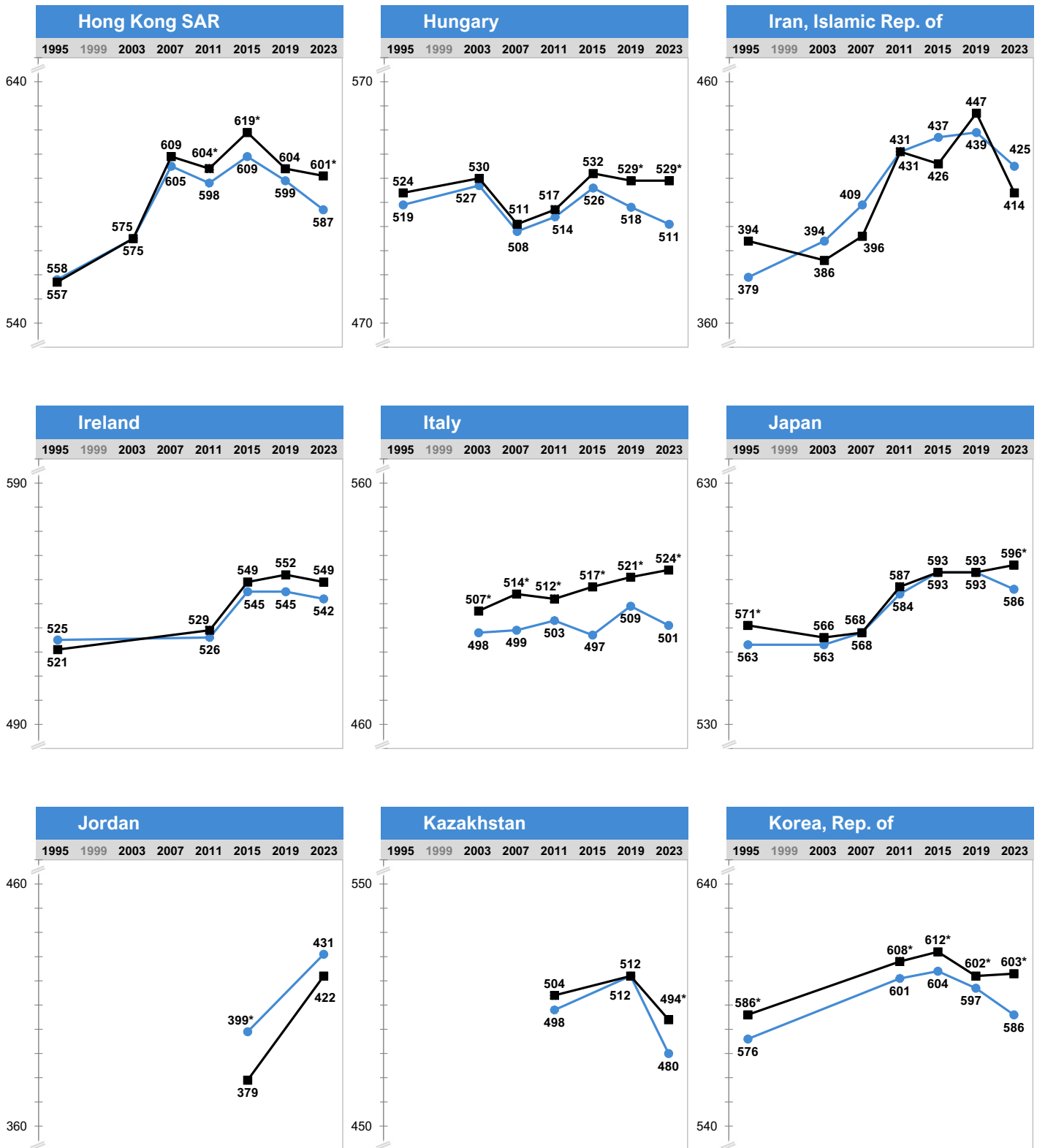
[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.

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(Continued)

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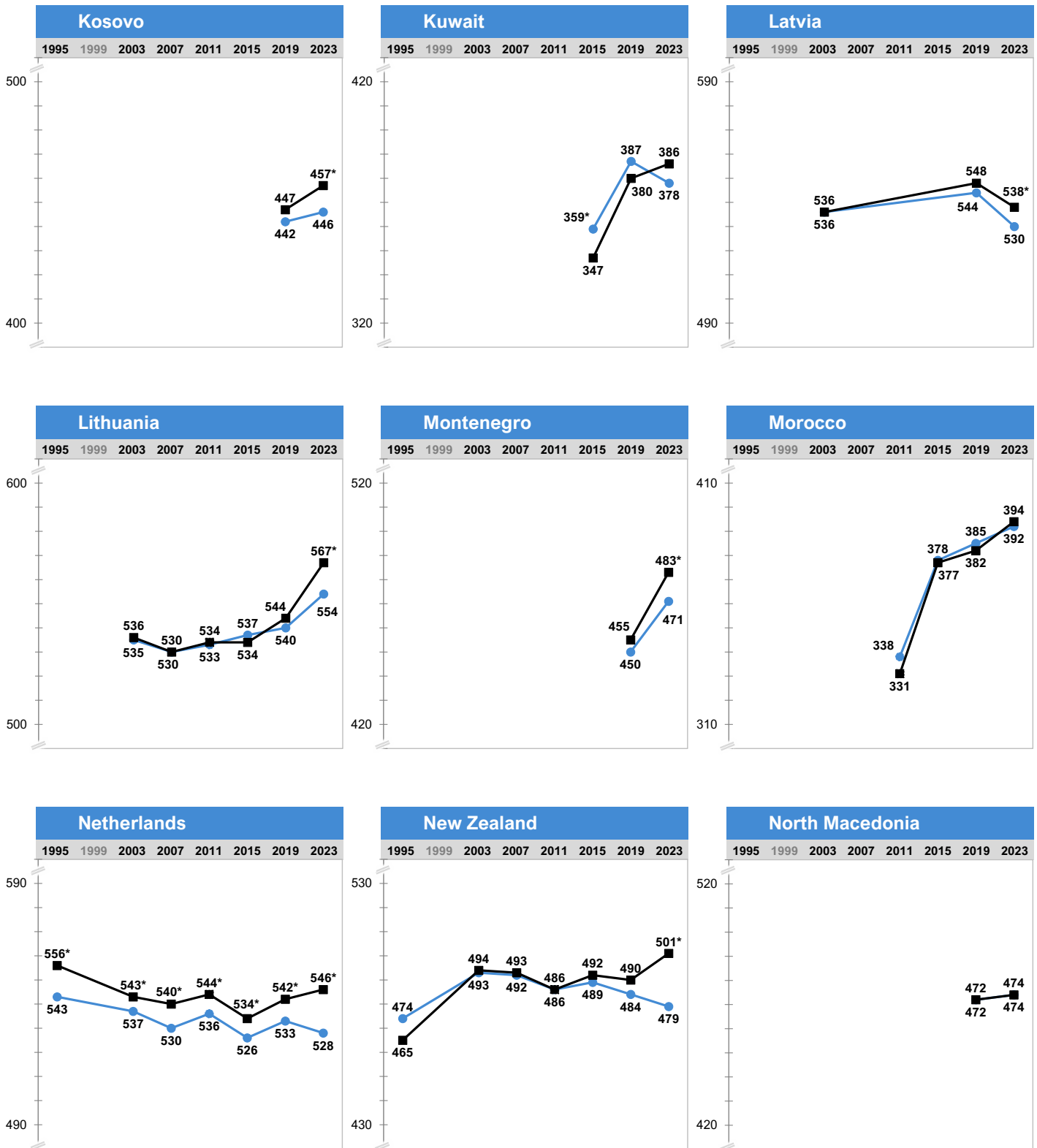
◇ There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.

Exhibit 1.1.11: Trend Plots of Average Mathematics Achievement for Girls and Boys [◇]

(Continued)

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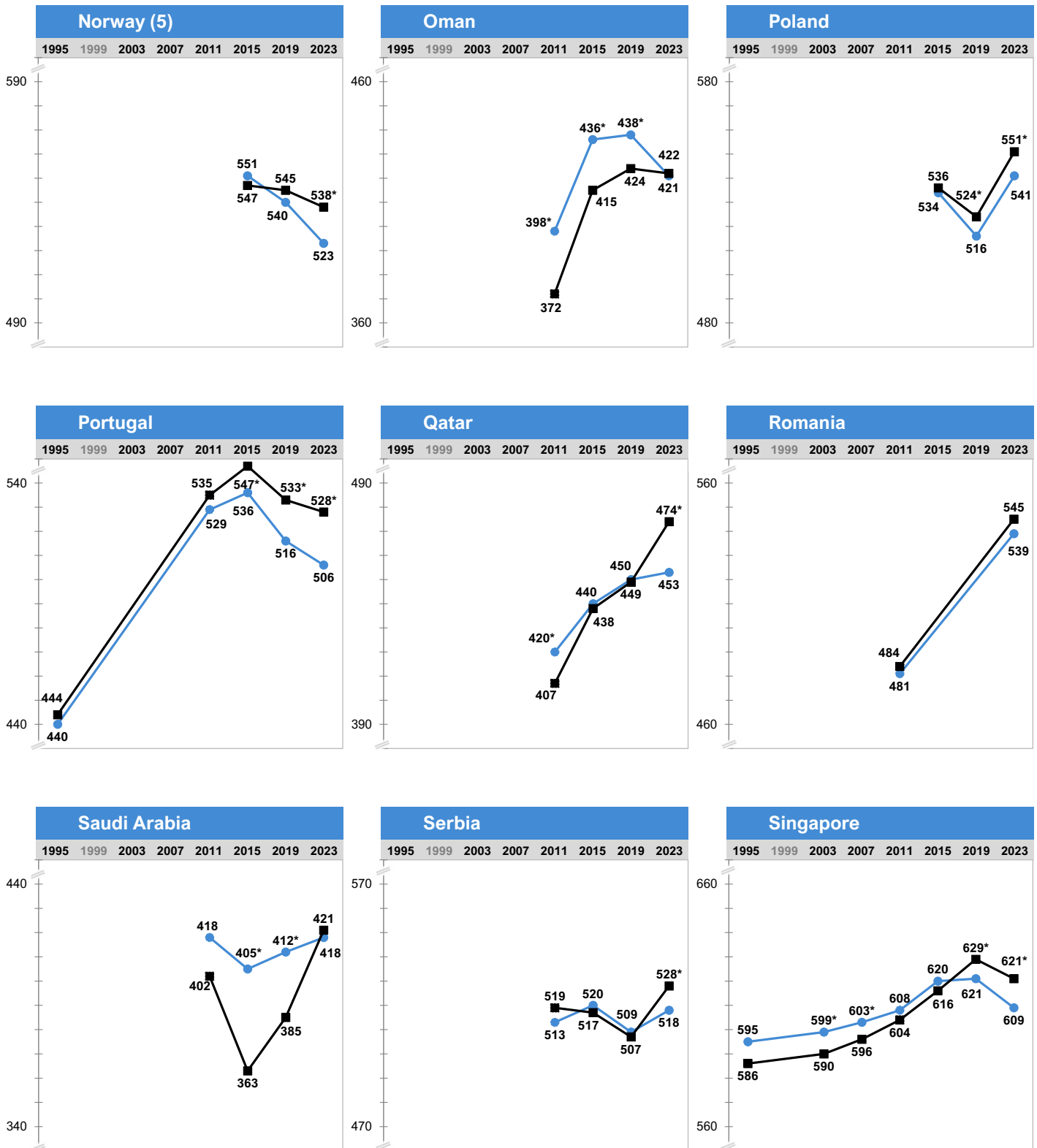
[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.

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(Continued)

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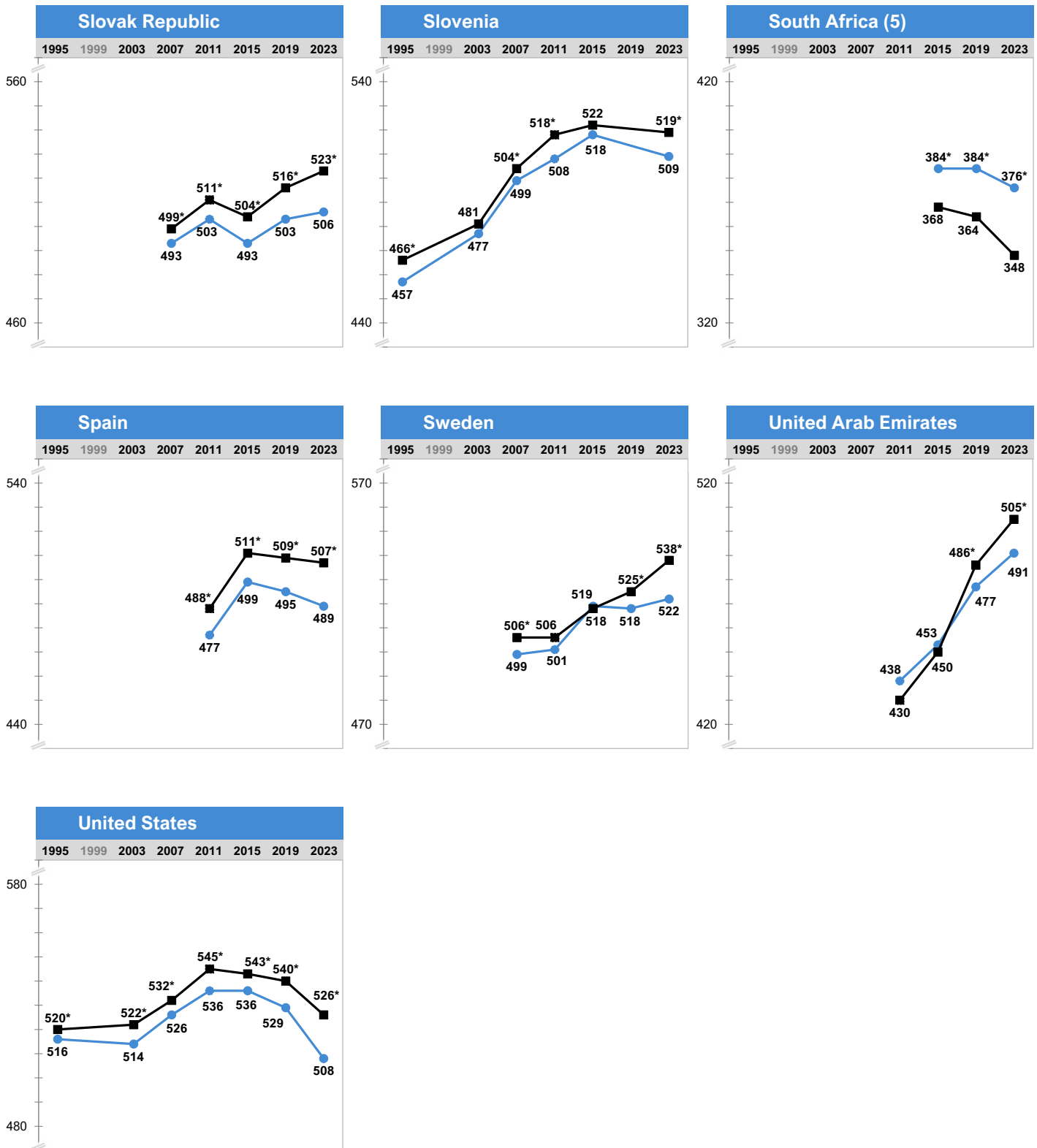
[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.

Exhibit 1.1.11: Trend Plots of Average Mathematics Achievement for Girls and Boys

(Continued)

This exhibit displays changes in achievement across assessment years for girls and boys for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. See Appendix A for country participation in previous assessments.

Girls ● Boys ■ * Average significantly higher than other gender ($p < 0.05$)



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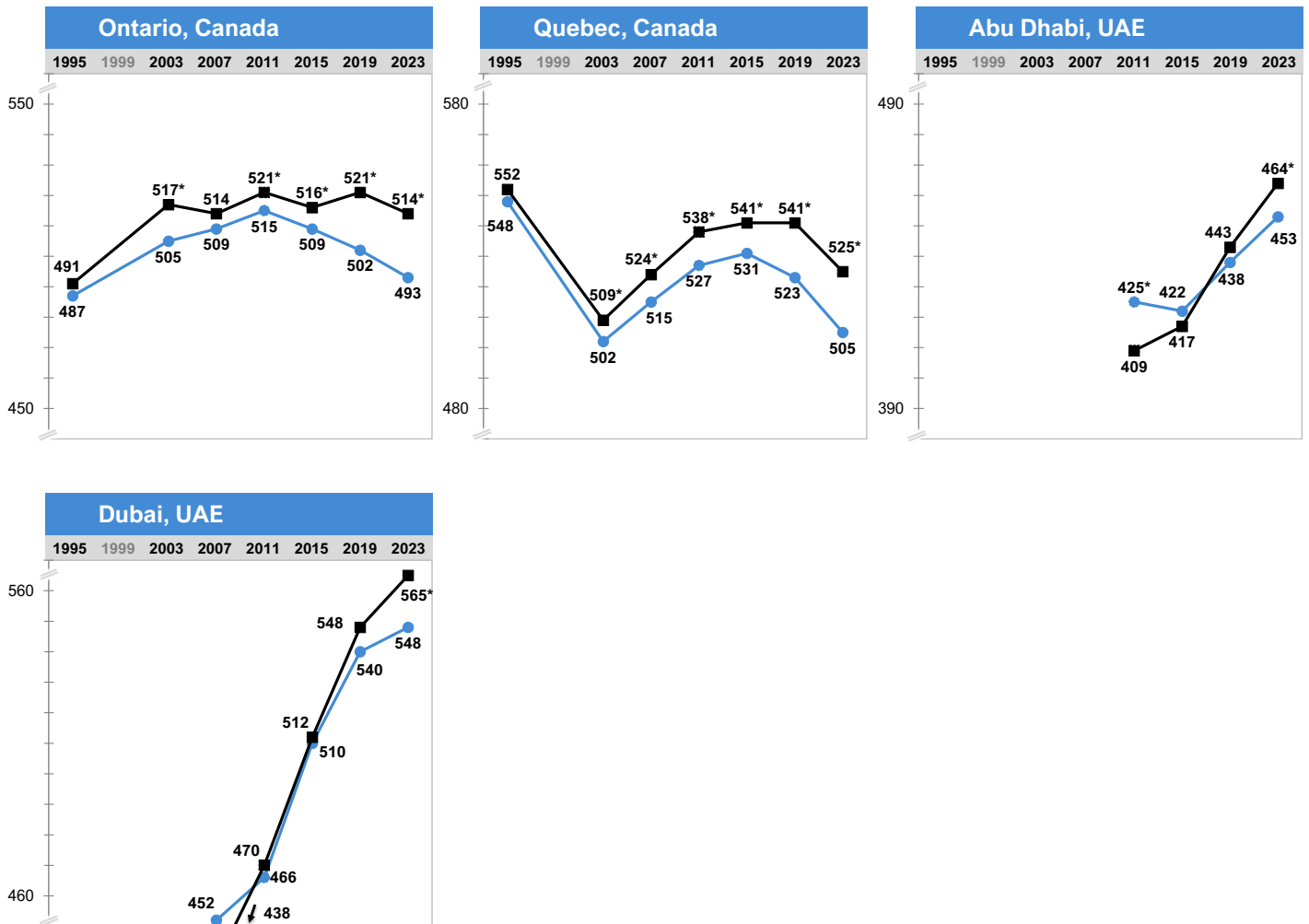
Exhibit 1.1.11: Trend Plots of Average Mathematics Achievement for Girls and Boys [◇]

(Continued)

This exhibit displays changes in achievement across assessment years for girls and boys for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. See Appendix A for country participation in previous assessments.

Girls ● Boys ■ * Average significantly higher than other gender ($p < 0.05$)

Benchmarking Participants



[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments. The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement. Students' gender information was obtained from school tracking data.