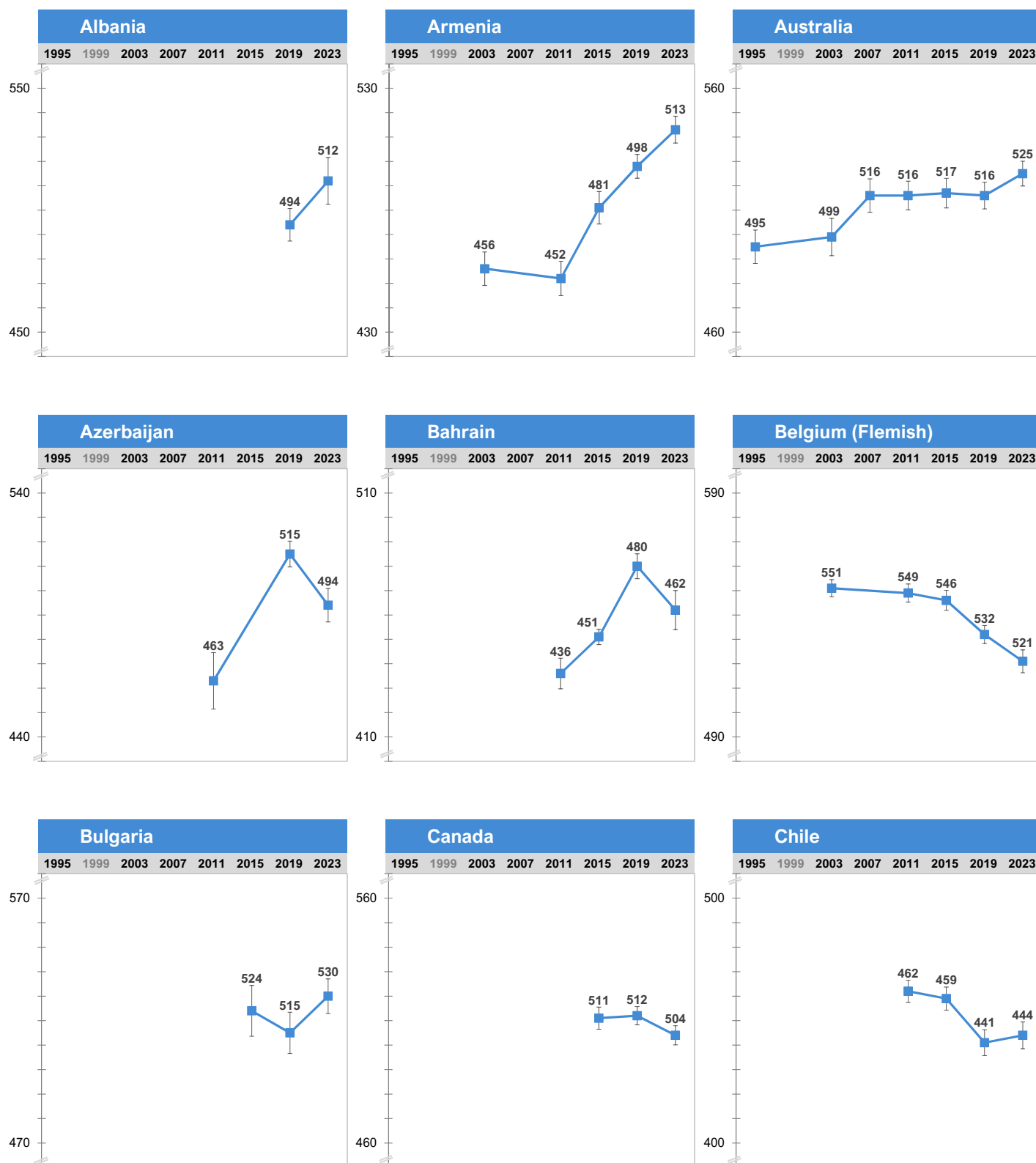


Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

This exhibit displays changes in achievement across assessment years for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The accompanying table (Exhibit 1.1.10) provides details. 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.

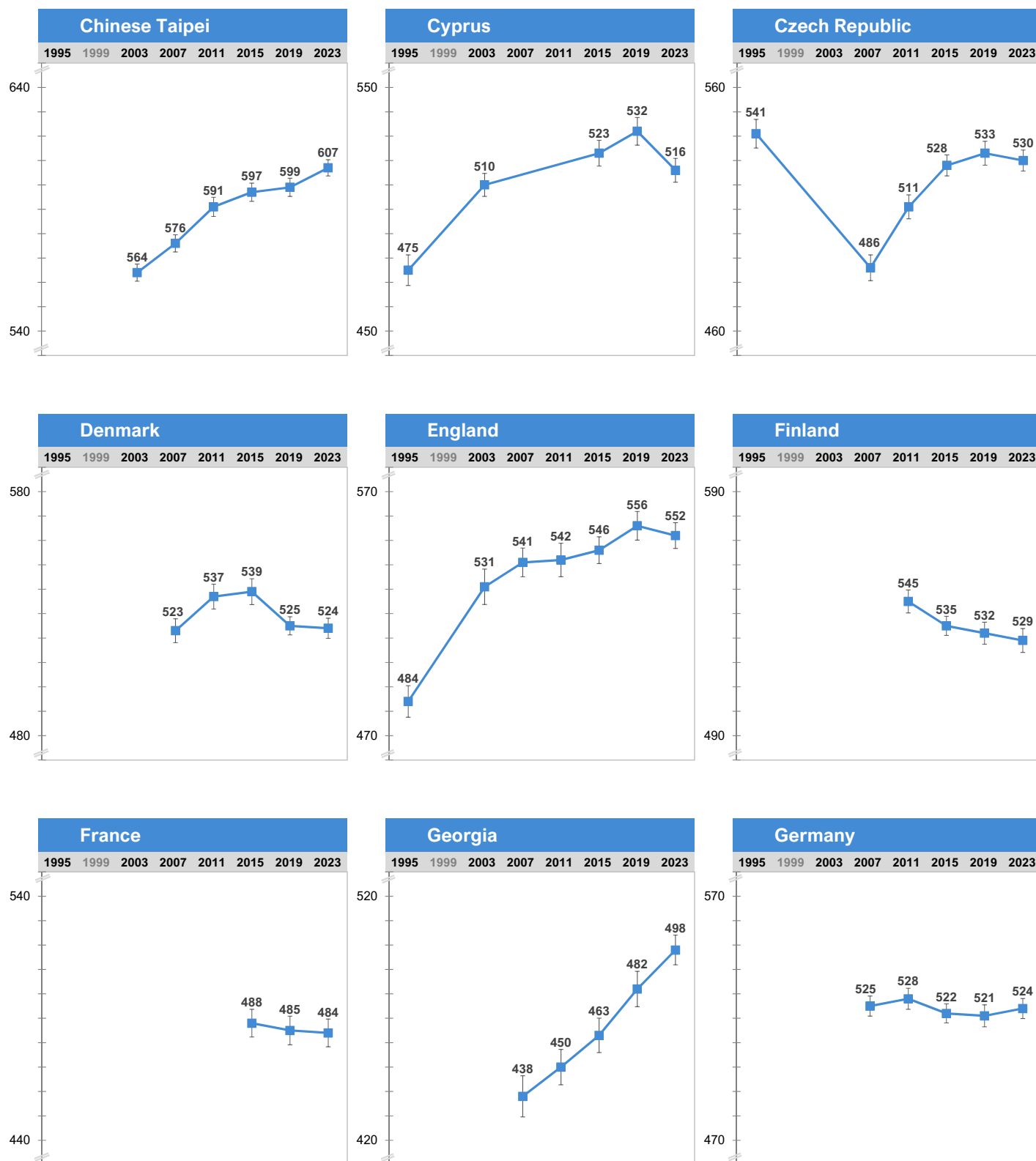


[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
 The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
 I The black bars represent the 95% confidence interval.

Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

This exhibit displays changes in achievement across assessment years for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The accompanying table (Exhibit 1.1.10) provides details. 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.

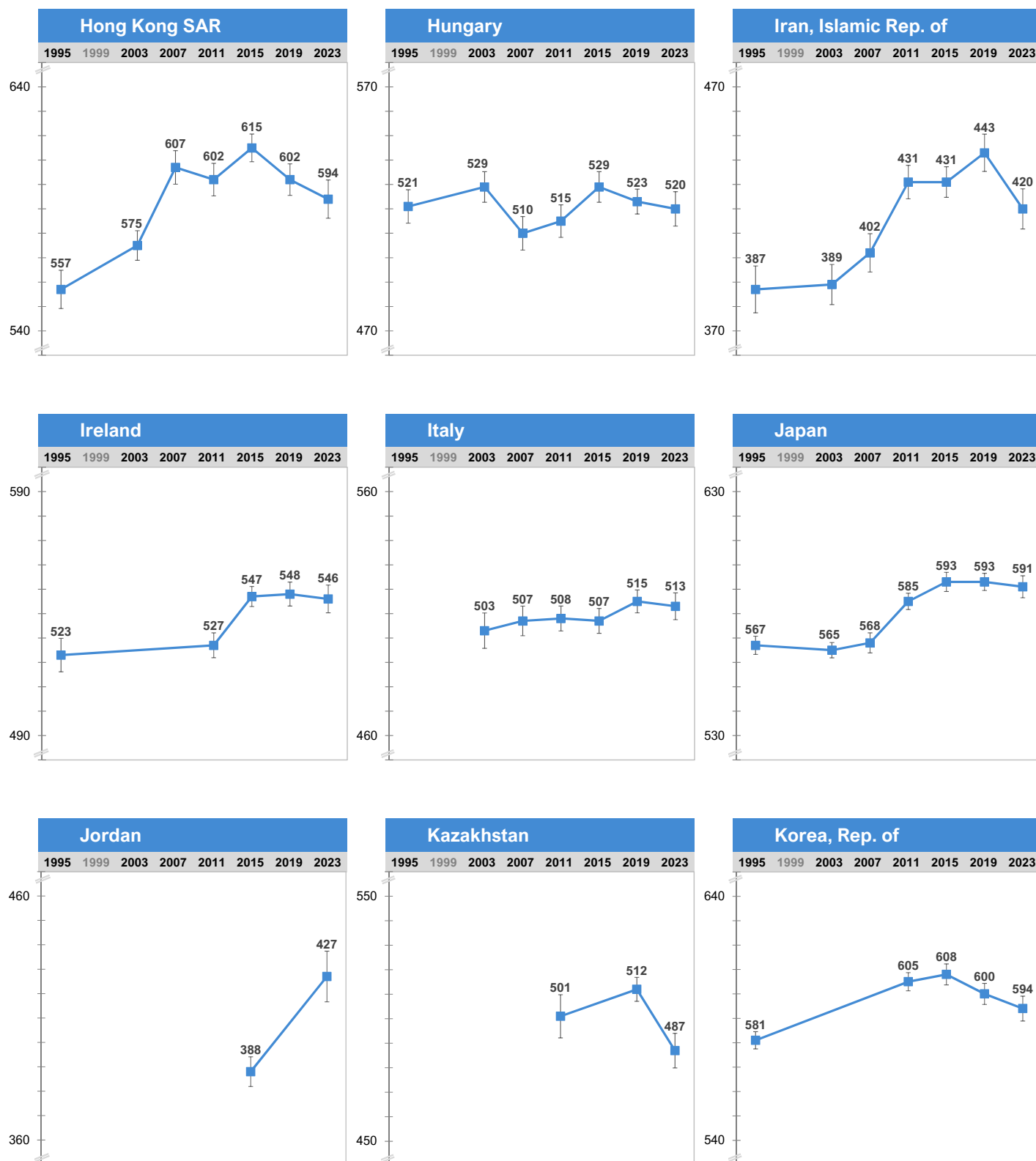


◇ There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
 The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
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Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

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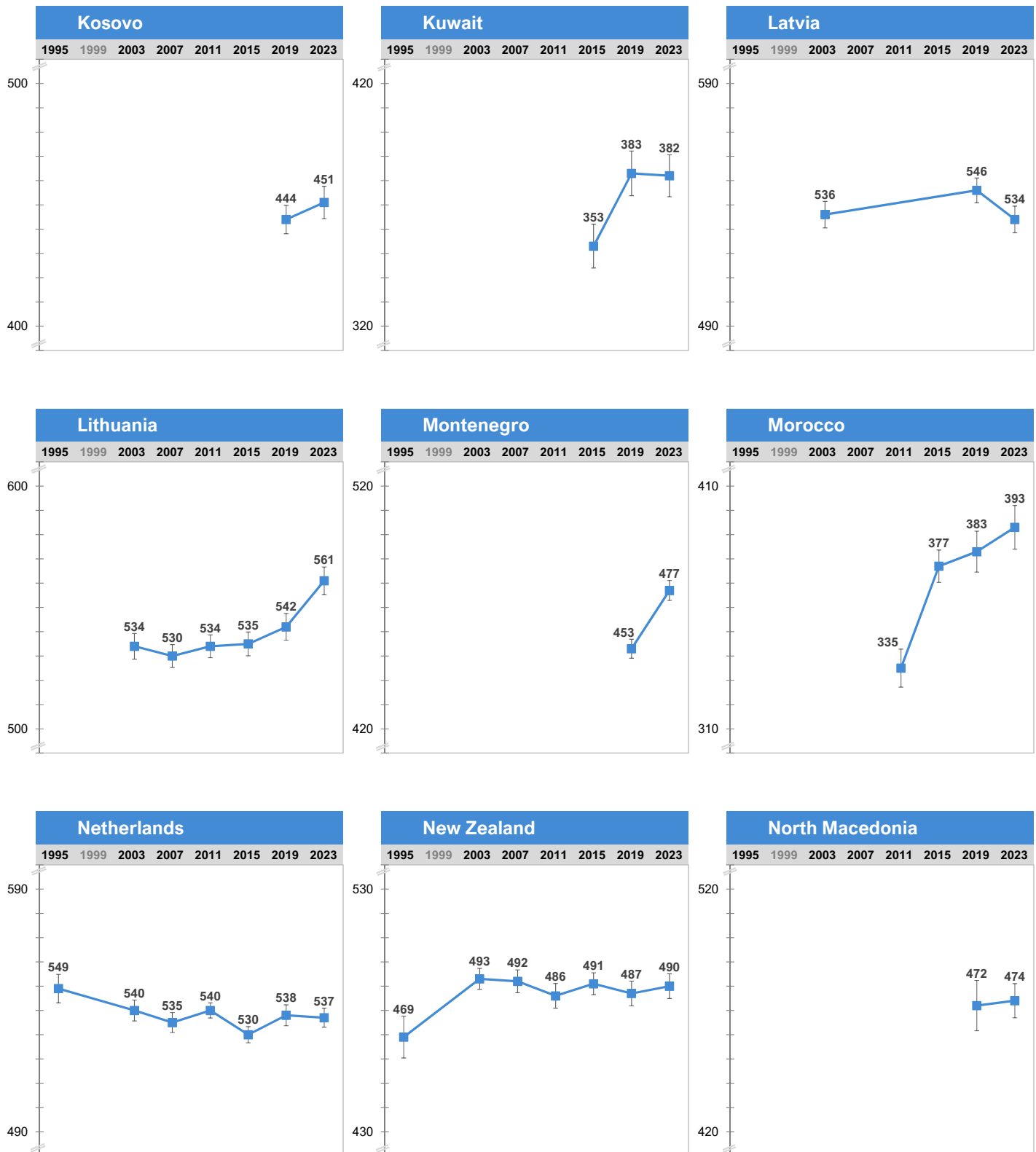


[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
 The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
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Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

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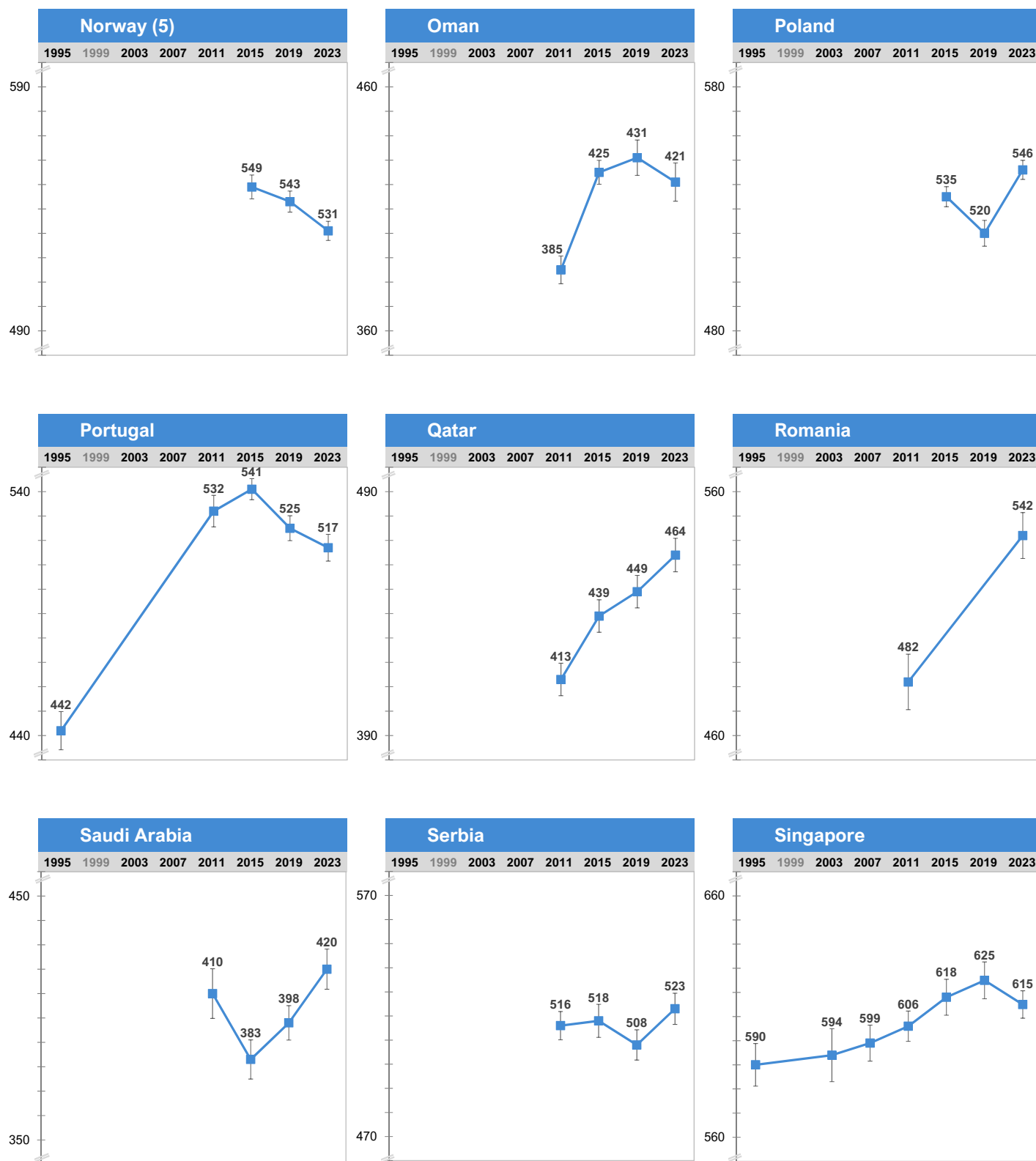


[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
I The black bars represent the 95% confidence interval.

Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

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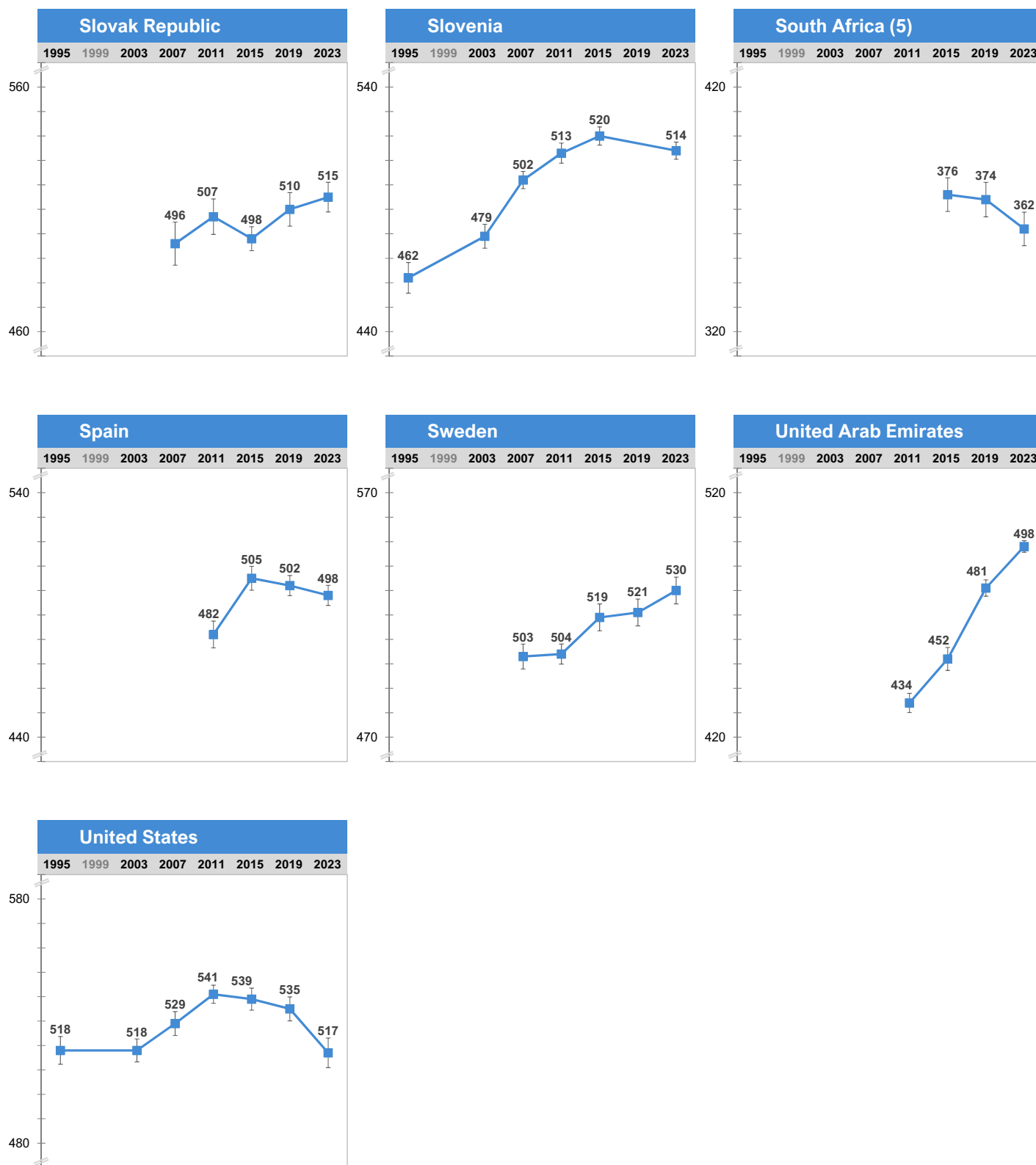


◇ There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
 The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
 I The black bars represent the 95% confidence interval.

Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

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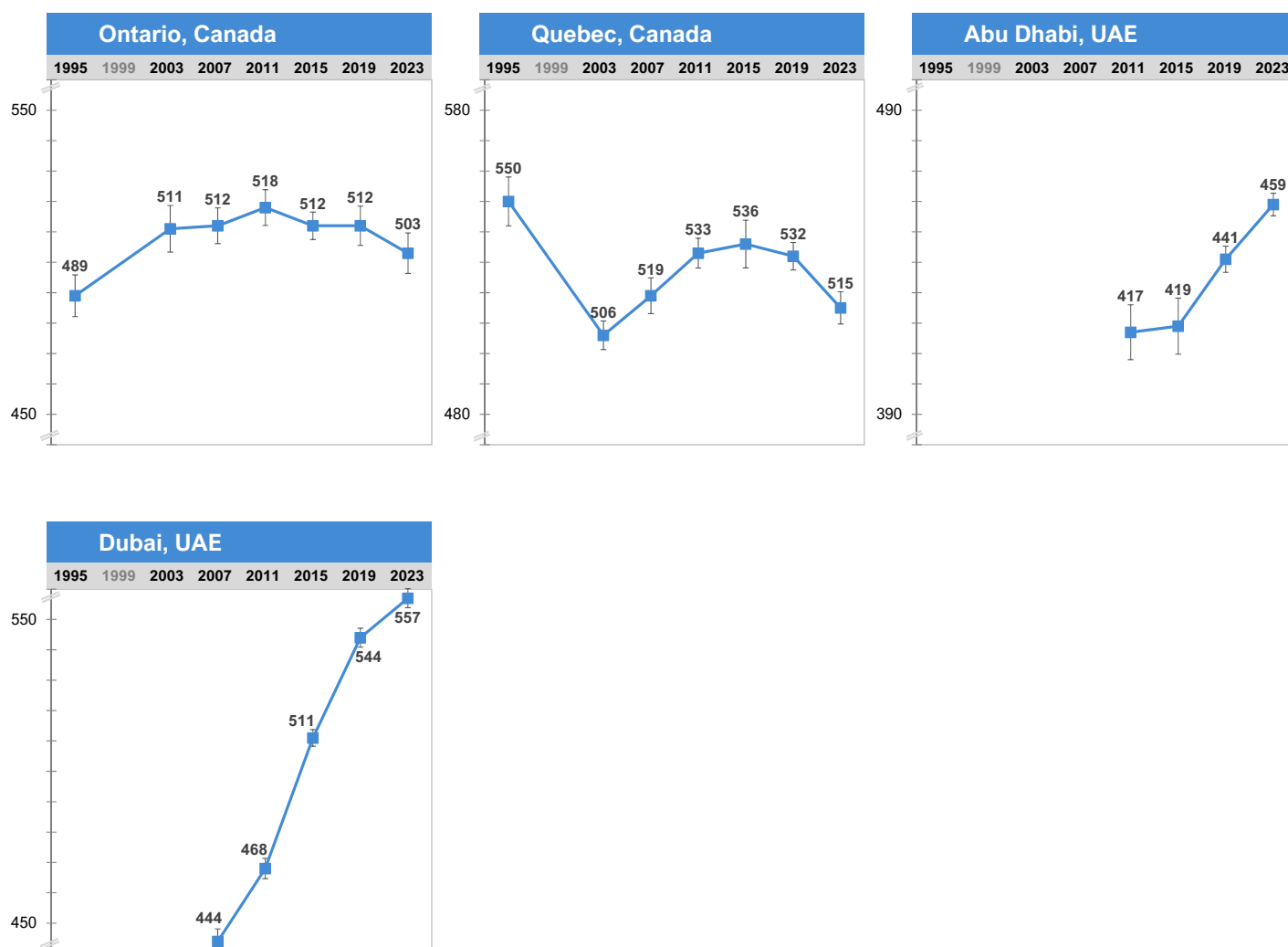
[◇] There was no TIMSS fourth grade assessment in 1999. See Appendix A for country participation in previous TIMSS assessments.
 The scale interval is 10 points for each country, but a different part of the scale is shown according to each country's average achievement.
 I The black bars represent the 95% confidence interval.

Exhibit 1.1.9: Trend Plots of Average Mathematics Achievement[◇]

(Continued)

This exhibit displays changes in achievement across assessment years for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. The accompanying table (Exhibit 1.1.10) provides details. 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.

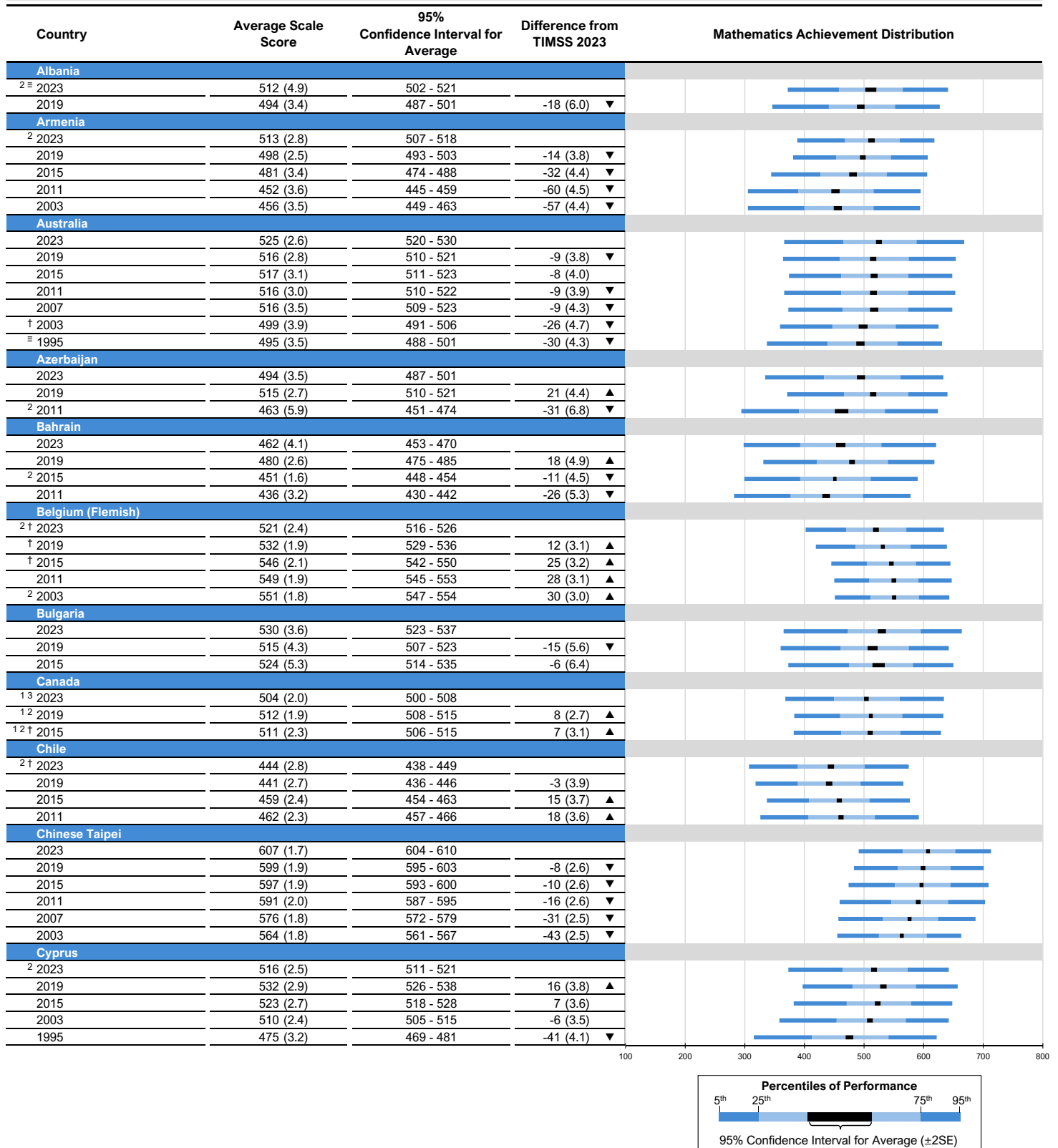
Benchmarking Participants



◇ 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.
 I. The black bars represent the 95% confidence interval.

Exhibit 1.1.10: Trends in Average Mathematics Achievement and Scale Score Distributions

This exhibit reports differences in achievement across assessment years for the countries and benchmarking participants that have comparable data from previous TIMSS assessments. Symbols indicate if the row year is significantly higher (▲) or significantly lower (▼) than the performance in TIMSS 2023. See Appendix A for country participation in previous TIMSS assessments.



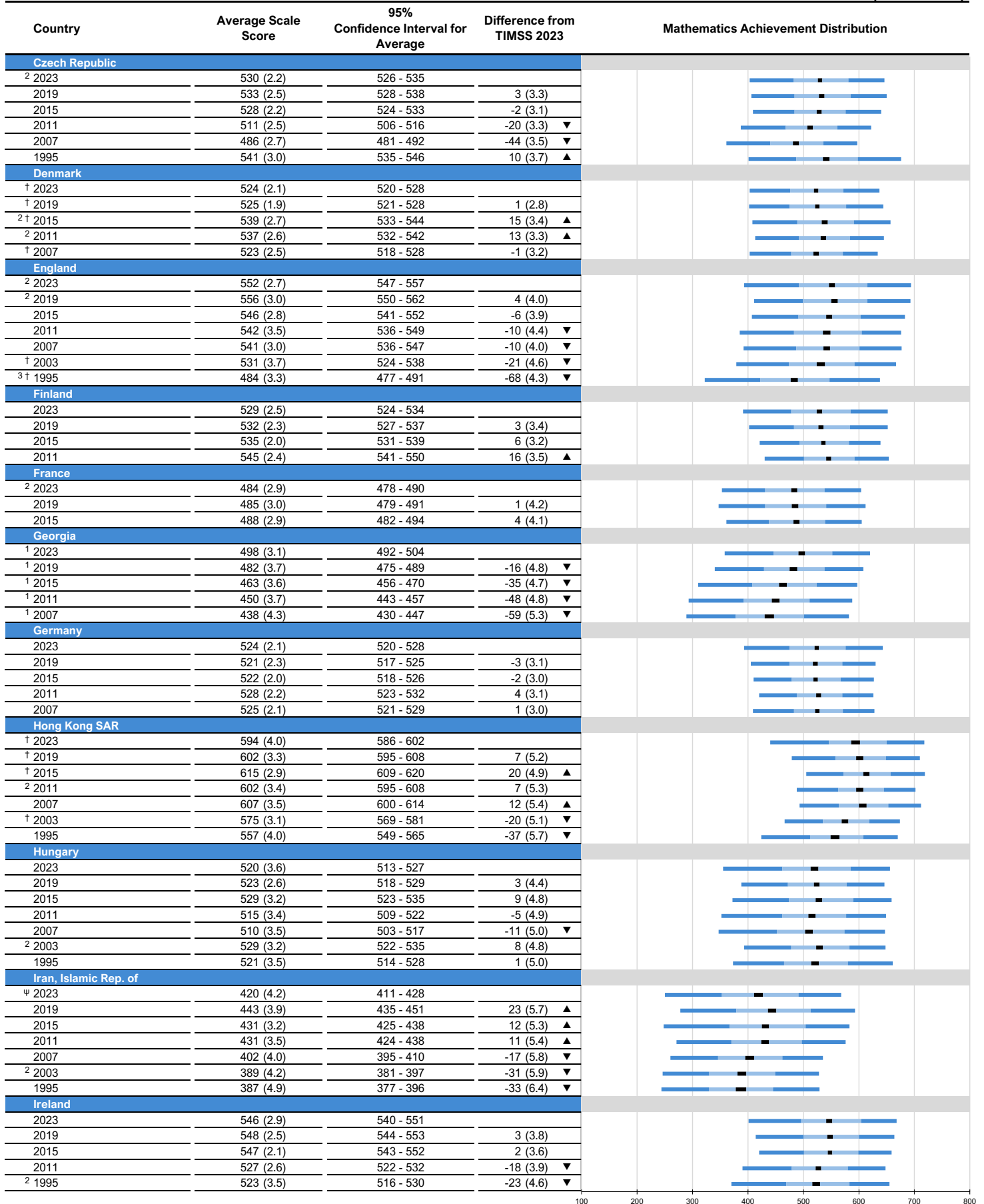
See Appendix A for country participation in previous TIMSS assessments.

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

See Appendix B.2 for population coverage notes 1, 2, and 3. See Appendix B.5 for sampling guidelines and sampling participation notes †, ‡, and ≡.

Exhibit 1.1.10: Trends in Average Mathematics Achievement and Scale Score Distributions

(Continued)



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

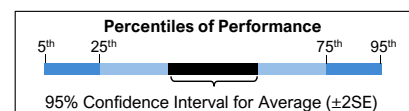
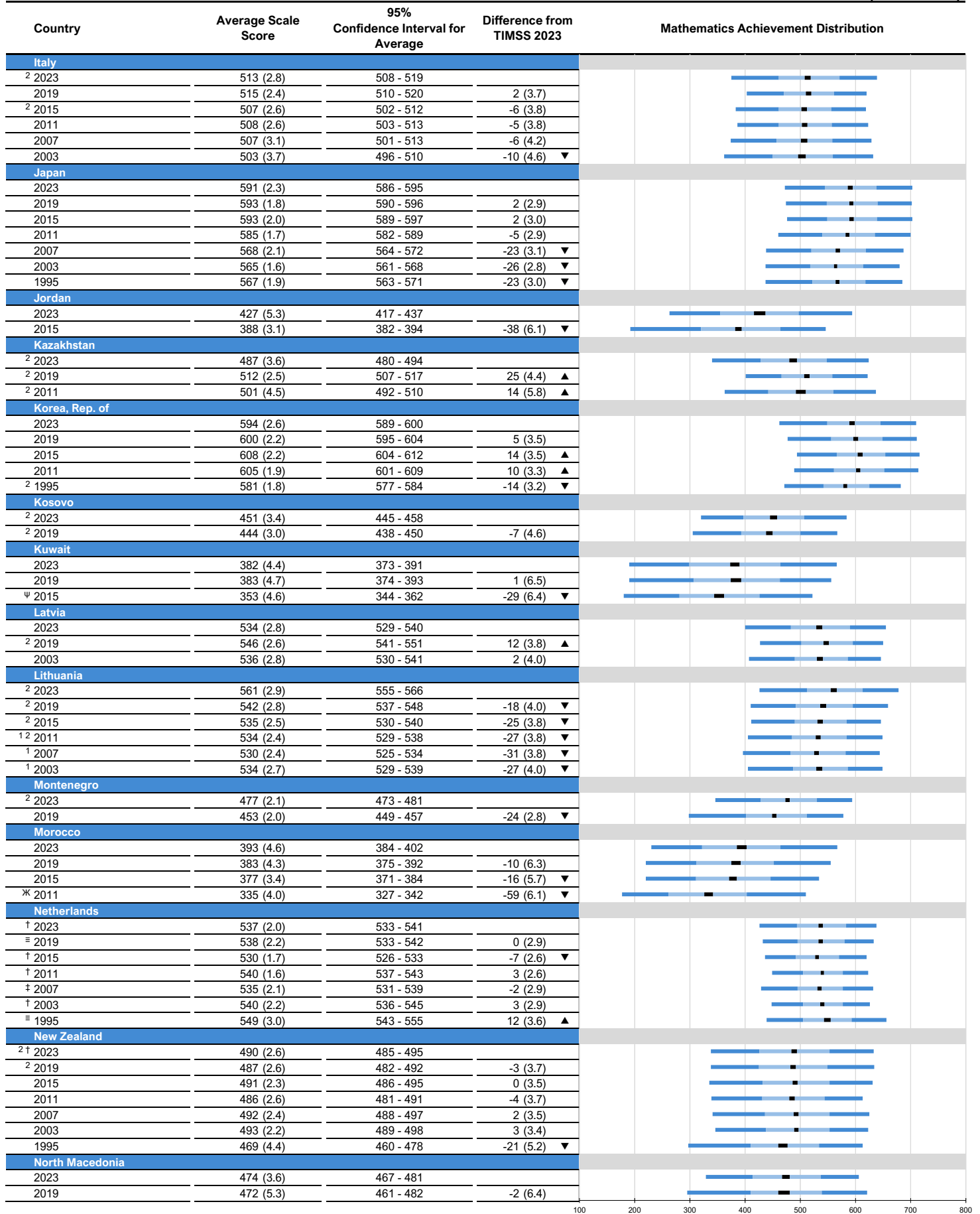


Exhibit 1.1.10: Trends in Average Mathematics Achievement and Scale Score Distributions

(Continued)



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

[✱] Average achievement not reliably measured because the percentage of students with achievement too low for estimation exceeds 25%.

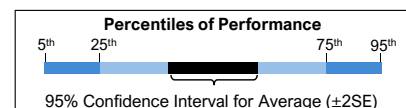
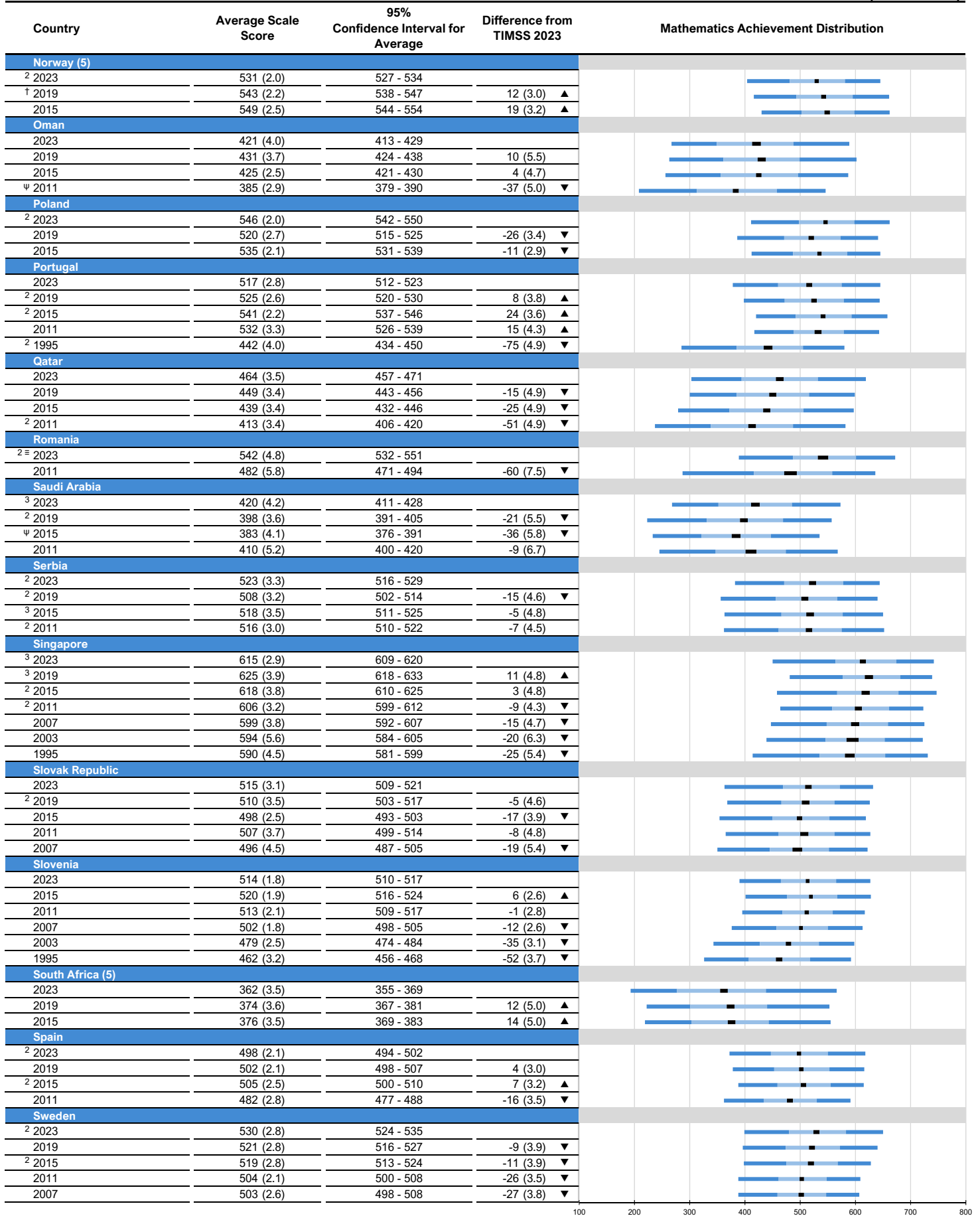


Exhibit 1.1.10: Trends in Average Mathematics Achievement and Scale Score Distributions

(Continued)



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

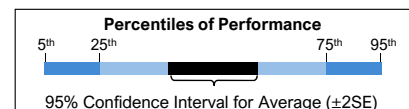
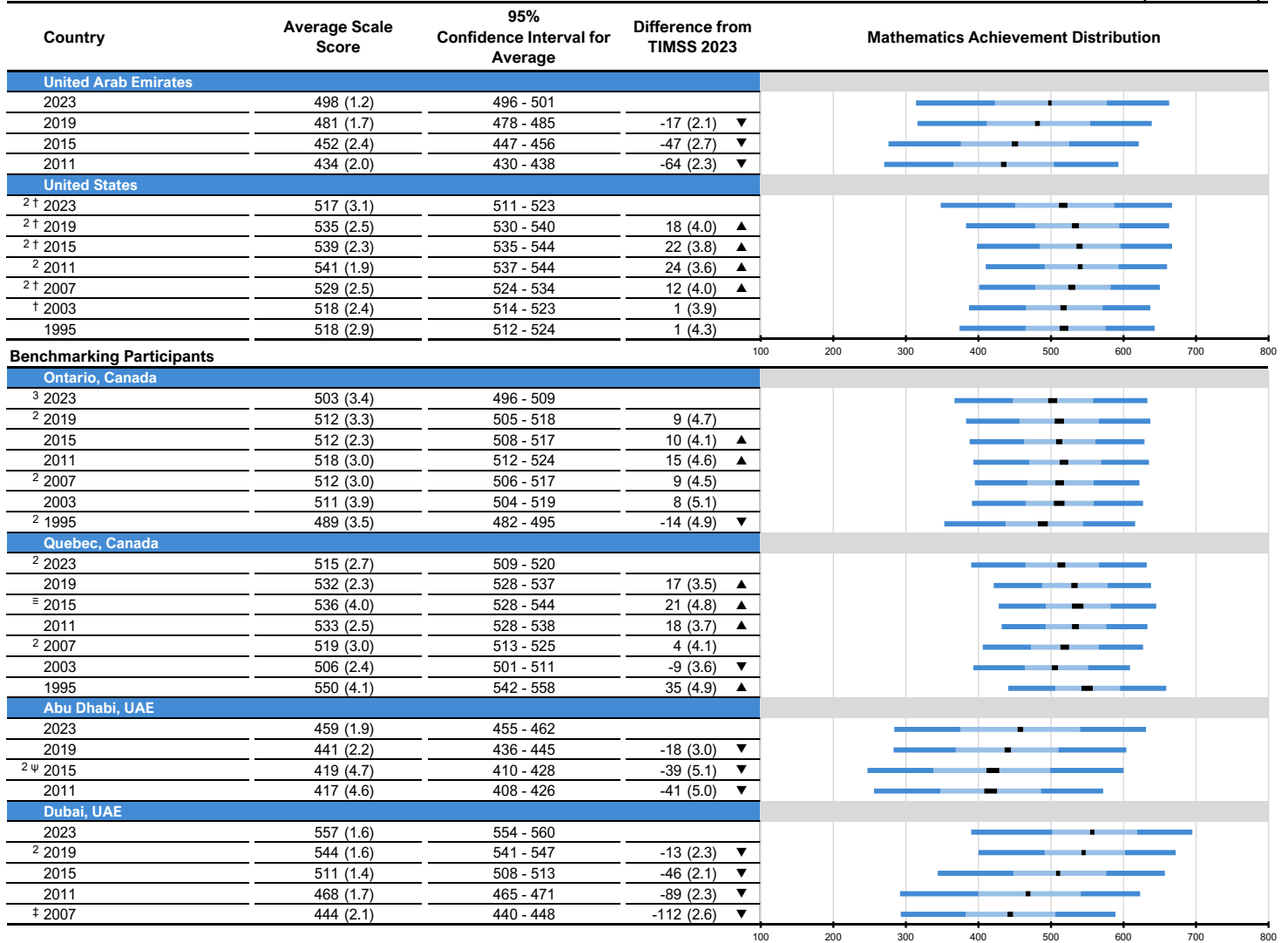


Exhibit 1.1.10: Trends in Average Mathematics Achievement and Scale Score Distributions

(Continued)



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

