Exhibit C.1: Percentages of Students with Mathematics Achievement Too Low for Estimation

Country	Percentage of Students with Achievement Too Low for Estimation*	Percentage of Students with Zero Score Points**	Average Percent Correct Across Items	Average Percent Missing Across Items
Georgia	2 (0.3)	0 (0.1)	51 (0.7)	10 (0.3)
Italy	0 (0.1)	0 (0.1)	57 (0.6)	6 (0.3)
Jordan	5 (0.5)	0 (0.1)	38 (1.0)	6 (0.2)
Korea, Rep. of	0 (0.1)	0 (0.0)	73 (0.5)	2 (0.1)
Kosovo	2 (0.4)	0 (0.0)	43 (0.7)	6 (0.3)
Montenegro	1 (0.2)	0 (0.1)	46 (0.3)	10 (0.2)
North Macedonia	3 (0.3)	0 (0.0)	45 (0.7)	11 (0.3)
Slovenia	1 (0.1)	0 (0.1)	57 (0.4)	4 (0.1)
Sweden	0 (0.1)	0 (0.0)	60 (0.6)	6 (0.2)

Percentages are calculated based on all assessment items students received in 2023 and 2024.

* 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.

** Students who received zero score points did not answer any assessment items correctly and have achievement too low for estimation.

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

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