

Exhibit C.3: 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
Jordan	9 (0.5)	1 (0.1)	25 (0.5)	3 (0.2)
Korea, Rep. of	1 (0.2)	0 (0.1)	66 (0.6)	3 (0.2)
Sweden	2 (0.2)	0 (0.1)	50 (0.7)	8 (0.3)

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.

SOURCE: IEA's Trends in International Mathematics and Science Study - TIMSS 2023 Longitudinal
Downloaded from: <https://timss2023.org/longitudinal/results>