

APPENDIX TABLE 1-16 

## Average TIMSS mathematics scores of students in grade 4, by education system: 2015

(Average score)

Education system	Grade 4	Comparison with U.S. score
TIMSS scale centerpoint	500	^
Singapore <sup>a</sup>	618	^
Hong Kong (China) <sup>b</sup>	615	^
South Korea	608	^
Taiwan (China)	597	^
Japan	593	^
Northern Ireland (UK) <sup>c</sup>	570	^
Russia	564	^
Norway (5 years of school)	549	^
Ireland	547	^
Belgium (Flemish) <sup>b</sup>	546	^
England (UK)	546	~
Kazakhstan	544	~
Portugal <sup>a</sup>	541	~
United States <sup>a,b</sup>	539	~
Denmark <sup>a,b</sup>	539	~
Lithuania <sup>a</sup>	535	~
Finland	535	~
Poland	535	~
Netherlands <sup>b</sup>	530	v
Hungary	529	v
Czech Republic	528	v
Bulgaria	524	v
Cyprus	523	v
Germany	522	v



Education system	Grade 4	Comparison with U.S. score
Slovenia	520	v
Sweden <sup>a</sup>	519	v
Serbia <sup>d</sup>	518	v
Australia	517	v
Canada <sup>a,b,e</sup>	511	v
Italy <sup>a</sup>	507	v
Spain <sup>a</sup>	505	v
Croatia	502	v
Slovakia	498	v
New Zealand	491	v
France	488	v
Turkey	483	v
Georgia <sup>e</sup>	463	v
Chile	459	v
United Arab Emirates	452	v
Bahrain <sup>a</sup>	451	v
Qatar	439	v
Iran	431	v
Oman	425	v
Indonesia	397	v
Jordan	388	v
Saudi Arabia <sup>f</sup>	383	v
Morocco	377	v
Kuwait <sup>f</sup>	353	v

≈ = not significantly different from the U.S. score at the 0.05 level; ^ = significantly higher than the U.S. score at the 0.05 level; v = significantly lower than the U.S. score at the 0.05 level.

TIMSS = Trends in International Mathematics and Science Study; UK = United Kingdom.



- <sup>a</sup> National defined population covers 90% to 95% of the national target population.
- <sup>b</sup> These education systems met guidelines for sample participation rates only after replacement schools were included.
- <sup>c</sup> These education systems nearly satisfied guidelines for sample participation rates after replacement schools were included.
- <sup>d</sup> National defined population covers less than 90% of the national target population (but at least 77%).
- <sup>e</sup> National target population does not include all of the international target population.
- <sup>f</sup> Reservations about reliability exist because the percentage of students with achievement too low for estimation exceeds 15% but does not exceed 25%.

---

**Note(s)**

Education systems are ordered by average score. Education systems that are not countries are designated by the appended three-letter international abbreviation for their country. The TIMSS scale centerpoint is set at 500 points and represents the mean of the overall achievement distribution in 1995. The TIMSS scale is the same in each administration; thus, a value of 500 in 2015 equals 500 in 1995. For TIMSS 2015, Norway revised its assessed population to students in their fifth and ninth years of schooling to obtain better comparisons with Sweden and Finland. However, in previous TIMSS cycles, Norway assessed students in their fourth and eighth years of schooling, which were defined as fourth and eighth grades but have been redefined as third and seventh grades because year 1 in Norway is now considered the equivalent of a year of kindergarten. To maintain trends with previous TIMSS cycles, in 2015, Norway also collected data from students in their fourth and eighth years of schooling, which is used in trend tables.

---

**Source(s)**

Provasnik S, Malley L, Stephens M, Landeros K, Perkins R, Tang JH, *Highlights from TIMSS and TIMSS Advanced 2015: Mathematics and Science Achievement of U.S. Students in Grades 4 and 8 and in Advanced Courses at the End of High School in an International Context*, NCES 2017-002 (2016).

*Science and Engineering Indicators 2018*