

Appendix D

Percentage of Students with Achievement Too Low for Estimation

Country	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct
Australia	2 (0.2)	58 (0.6)
Austria	1 (0.1)	57 (0.5)
Azerbaijan	3 (0.4)	41 (0.7)
Belgium (French)	1 (0.3)	51 (0.8)
Bulgaria	2 (0.4)	59 (1.0)
Canada	1 (0.1)	63 (0.4)
Chinese Taipei	1 (0.1)	65 (0.5)
Colombia	7 (0.8)	37 (1.0)
Croatia	0 (0.1)	65 (0.4)
Czech Republic	0 (0.1)	63 (0.5)
Denmark	0 (0.1)	65 (0.4)
England	2 (0.3)	64 (0.6)
Finland	0 (0.1)	68 (0.5)
France	1 (0.3)	55 (0.7)
Georgia	3 (0.4)	48 (0.7)
Germany	1 (0.2)	61 (0.6)
Hong Kong SAR	0 (0.1)	69 (0.6)
Hungary	2 (0.3)	61 (0.7)
Indonesia	7 (0.9)	33 (0.8)
Iran, Islamic Rep. of	6 (0.5)	40 (0.6)
Ireland	1 (0.2)	64 (0.6)
Israel	2 (0.3)	61 (0.7)
Italy	1 (0.1)	62 (0.5)
Lithuania	1 (0.2)	58 (0.5)
Malta	6 (0.4)	46 (0.3)
* Morocco	33 (1.1)	18 (0.4)
Netherlands	0 (0.0)	63 (0.6)
New Zealand	2 (0.2)	59 (0.5)
Northern Ireland	1 (0.1)	66 (0.6)
Norway	1 (0.2)	51 (0.5)
^ψ Oman	16 (0.6)	28 (0.4)
Poland	1 (0.2)	57 (0.5)
Portugal	1 (0.2)	61 (0.7)
Qatar	11 (0.7)	35 (0.8)
Romania	4 (0.7)	52 (1.0)
Russian Federation	0 (0.1)	68 (0.7)
Saudi Arabia	9 (0.7)	34 (0.8)
Singapore	1 (0.1)	68 (0.8)
Slovak Republic	1 (0.3)	60 (0.7)
Slovenia	1 (0.2)	58 (0.5)
Spain	1 (0.2)	54 (0.6)
Sweden	1 (0.2)	61 (0.6)
Trinidad and Tobago	5 (0.6)	44 (0.9)
United Arab Emirates	10 (0.4)	37 (0.4)
United States	1 (0.1)	65 (0.4)

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2011

- * 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.
- * Average achievement not reliably measured because the percentage of students with achievement too low for estimation exceeds 25%.
- ^ψ Reservations about reliability of average achievement because the percentage of students with achievement too low for estimation does not exceed 25% but exceeds 15%.
- () Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

Appendix D.1: Percentage of Students with Achievement Too Low for Estimation*
(Continued)

Country	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct
Sixth Grade Participants		
Botswana	9 (0.6)	32 (0.9)
Honduras	7 (0.8)	38 (1.1)
Kuwait	12 (1.1)	35 (0.8)
Morocco	10 (0.7)	33 (0.7)
Benchmarking Participants[‡]		
Alberta, Canada	1 (0.2)	63 (0.8)
Ontario, Canada	1 (0.1)	64 (0.6)
Quebec, Canada	0 (0.1)	60 (0.6)
Maltese - Malta	6 (0.4)	40 (0.3)
^ψ Eng/Afr (5) - RSA	16 (1.7)	35 (1.4)
Andalusia, Spain	1 (0.2)	54 (0.6)
Abu Dhabi, UAE	11 (0.8)	34 (0.9)
Dubai, UAE	7 (0.5)	46 (0.4)
Florida, US	1 (0.2)	68 (0.7)

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2011

[‡] Republic of South Africa (RSA) tested 5th grade students receiving instruction in English (ENG) or Afrikaans (AFR).

Country	Percentage of Students with Achievement Too Low for Estimation	Average Percent Correct
Botswana	10 (0.6)	36 (0.9)
Colombia	1 (0.3)	66 (1.0)
South Africa	14 (0.8)	36 (0.9)

