

Exhibit 6.2.7: Students Value Mathematics

Students' Reports

About the Scale

Students were scored according to their responses to eight statements on the *Students Value Mathematics* scale. Cut scores divide the scale into three categories. Students who **Strongly Value Mathematics** had a score at or above the cut score corresponding to “agreeing a lot” with four of the eight statements and “agreeing a little” with the other four, on average. Students who **Do Not Value Mathematics** had a score at or below the cut score corresponding to “disagreeing a little” with four of the eight statements and “agreeing a little” with the other four, on average. All other students **Somewhat Value Mathematics**.

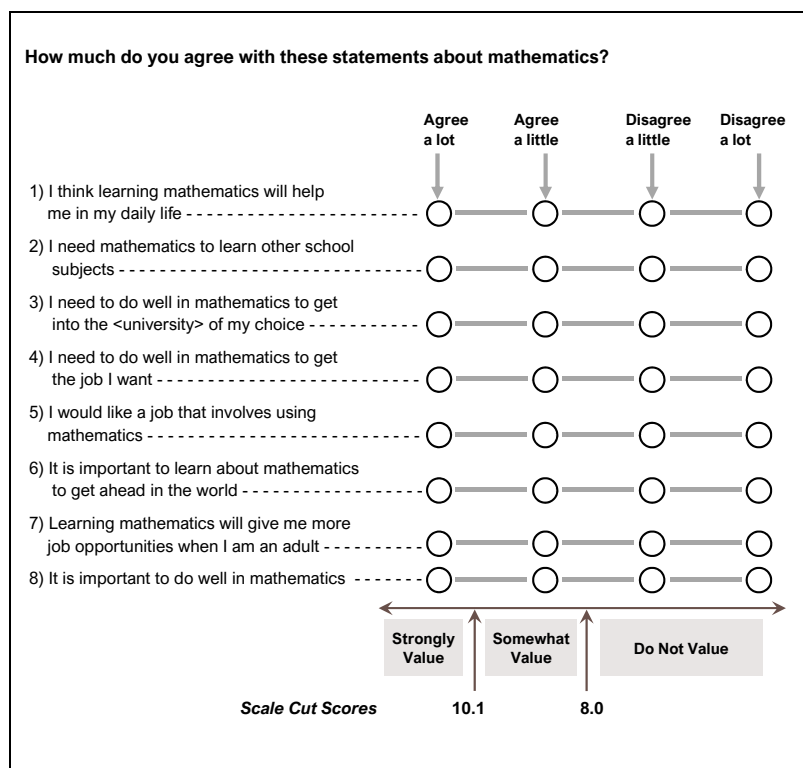


Exhibit 6.2.8a: Students Value Mathematics and Growth in Achievement
Students' Reports in 2024

Country		Strongly Value Mathematics		Somewhat Value Mathematics		Do Not Value Mathematics	
		Percent of Students	Average Growth	Percent of Students	Average Growth	Percent of Students	Average Growth
Jordan	r	38 (1.0)	22 (3.6)	36 (0.9)	18 (3.5)	26 (0.9)	17 (3.7)
Korea, Rep. of		23 (0.8)	8 (2.8)	47 (0.8)	11 (1.9)	30 (0.9)	4 (2.0)
Sweden	r	20 (0.9)	13 (3.7)	44 (1.0)	18 (1.8)	36 (1.0)	10 (2.3)

This TIMSS context questionnaire scale was established in 2011 based on the combined response distribution of countries that participated in TIMSS 2011. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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

An "r" indicates data are available for at least 70% but less than 85% of the students.

Exhibit 6.2.8b: Students Value Mathematics and Average Achievement

Students' Reports in 2023 and 2024

Country	Strongly Value Mathematics		Somewhat Value Mathematics		Do Not Value Mathematics		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Jordan							
Grade 8	53 (0.9)	401 (3.5)	31 (0.8)	388 (3.7)	16 (0.6)	383 (5.2)	10.1 (0.04)
Grade 9	38 (1.0)	412 (3.6)	36 (0.9)	409 (4.3)	26 (0.9)	401 (4.2)	9.4 (0.05)
Korea, Rep. of							
Grade 8	23 (0.7)	636 (4.6)	49 (0.8)	604 (2.6)	28 (0.7)	551 (4.1)	8.9 (0.03)
Grade 9	23 (0.8)	651 (4.2)	47 (0.8)	615 (3.1)	30 (0.9)	557 (3.3)	8.8 (0.04)
Sweden							
Grade 8	19 (0.9)	547 (4.2)	49 (1.1)	530 (2.8)	33 (1.1)	501 (2.9)	8.7 (0.04)
Grade 9	20 (0.9)	564 (6.0)	44 (1.0)	549 (3.4)	36 (1.0)	512 (3.4)	8.7 (0.05)

This TIMSS context questionnaire scale was established in 2011 based on the combined response distribution of countries that participated in TIMSS 2011. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

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

An "r" indicates data are available for at least 70% but less than 85% of the students.

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