

TABLE 1-9

## Average TIMSS science scores of students in grades 4 and 8, by education system: 2015

(Average score)

Comparison with U.S. score	Education system	Grade 4	Education system	Grade 8
Score higher than that of the United States	Singapore <sup>a</sup>	590	Singapore <sup>a</sup>	597
	South Korea	589	Japan	571
	Japan	569	Taiwan (China)	569
	Russia	567	South Korea	556
	Hong Kong (China) <sup>a</sup>	557	Slovenia	551
	Taiwan (China)	555	Hong Kong (China)	546
	Finland	554	Russia	544
Score not statistically different from that of the United States	Kazakhstan	550	England (UK)	537
	Poland	547	Kazakhstan	533
	United States <sup>a</sup>	546	Ireland	530
	Slovenia	543	United States <sup>a</sup>	530
	Hungary	542	Hungary	527
	Sweden <sup>a</sup>	540	Canada <sup>a</sup>	526
	Bulgaria	536	Sweden	522
Score lower than that of the United States (selected countries)	Norway (grade 5) <sup>a</sup>	538	Lithuania <sup>a</sup>	519
	England (UK)	536	New Zealand <sup>a</sup>	513
	Czech Republic	534	Australia	512
	Croatia	533	Norway (grade 9) <sup>a</sup>	509
	Ireland	529	Israel <sup>a</sup>	507
	Germany	528	Italy <sup>a</sup>	499
	Lithuania <sup>a</sup>	528	Turkey	493



Comparison with U.S. score	Education system	Grade 4	Education system	Grade 8
	Denmark <sup>a</sup>	527	Malta	481
	Canada <sup>a</sup>	525	United Arab Emirates	477
	Serbia <sup>a</sup>	525	Malaysia	471

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

<sup>a</sup> See Appendix Table 1-18 and Appendix Table 1-19 for details about TIMSS administration in these education systems.

**Note(s)**

Education systems are ordered by the 2015 average score. The countries shown in the Score lower than that of the United States section are the 10 with the highest average scores below the United States.

**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).

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