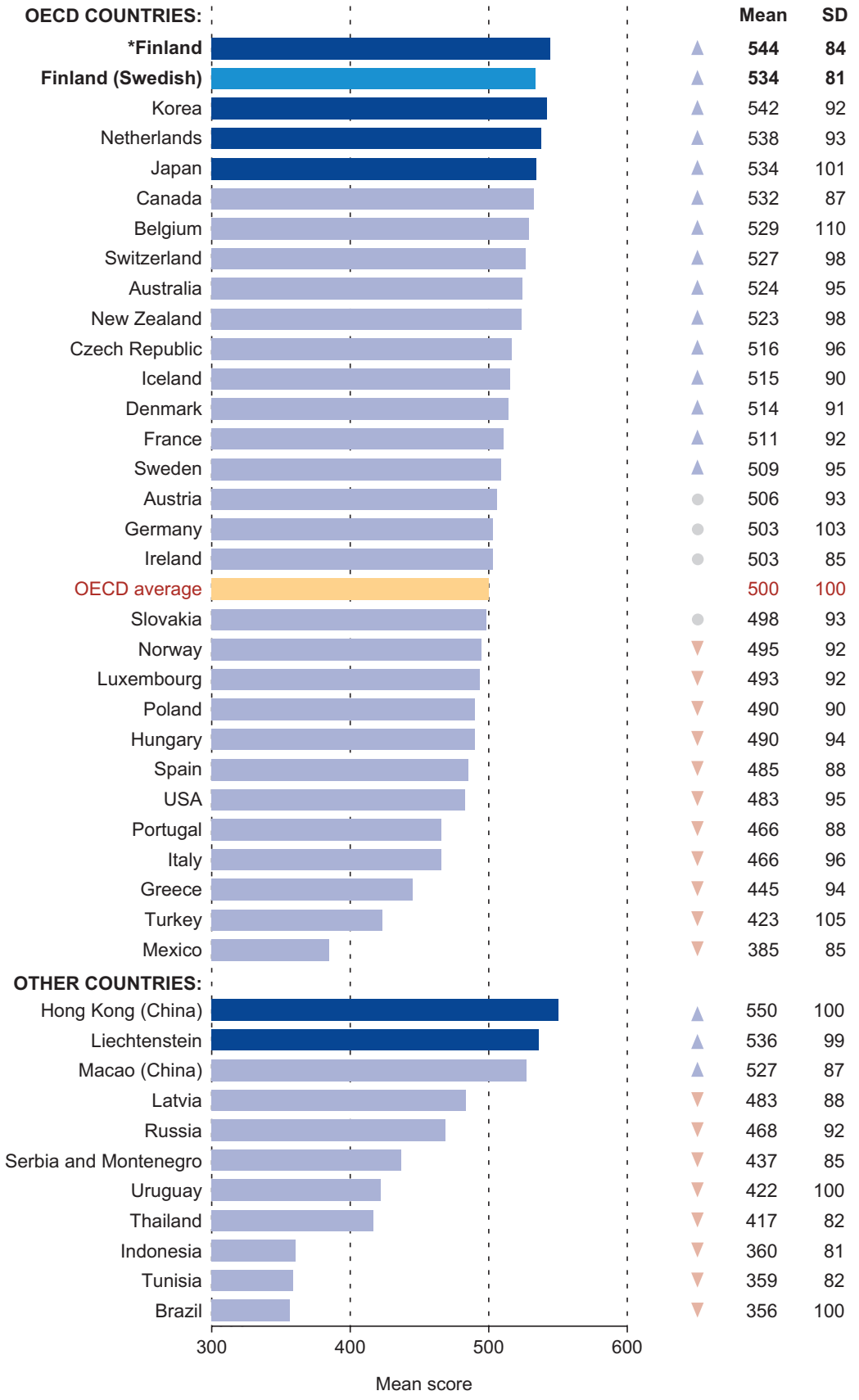
Figure 2.1 Mean scores for mathematics



▲ National average significantly higher than OECD average

● No significant difference between national and OECD average.

▼ National average significantly lower than OECD average

No significant difference in comparison to Finnish average

Significantly lower than Finnish average

SD = standard deviation

*Includes both Finnish-speaking and Swedish-speaking students

Figure 2.2 Percentage of students at different levels of mathematical performance

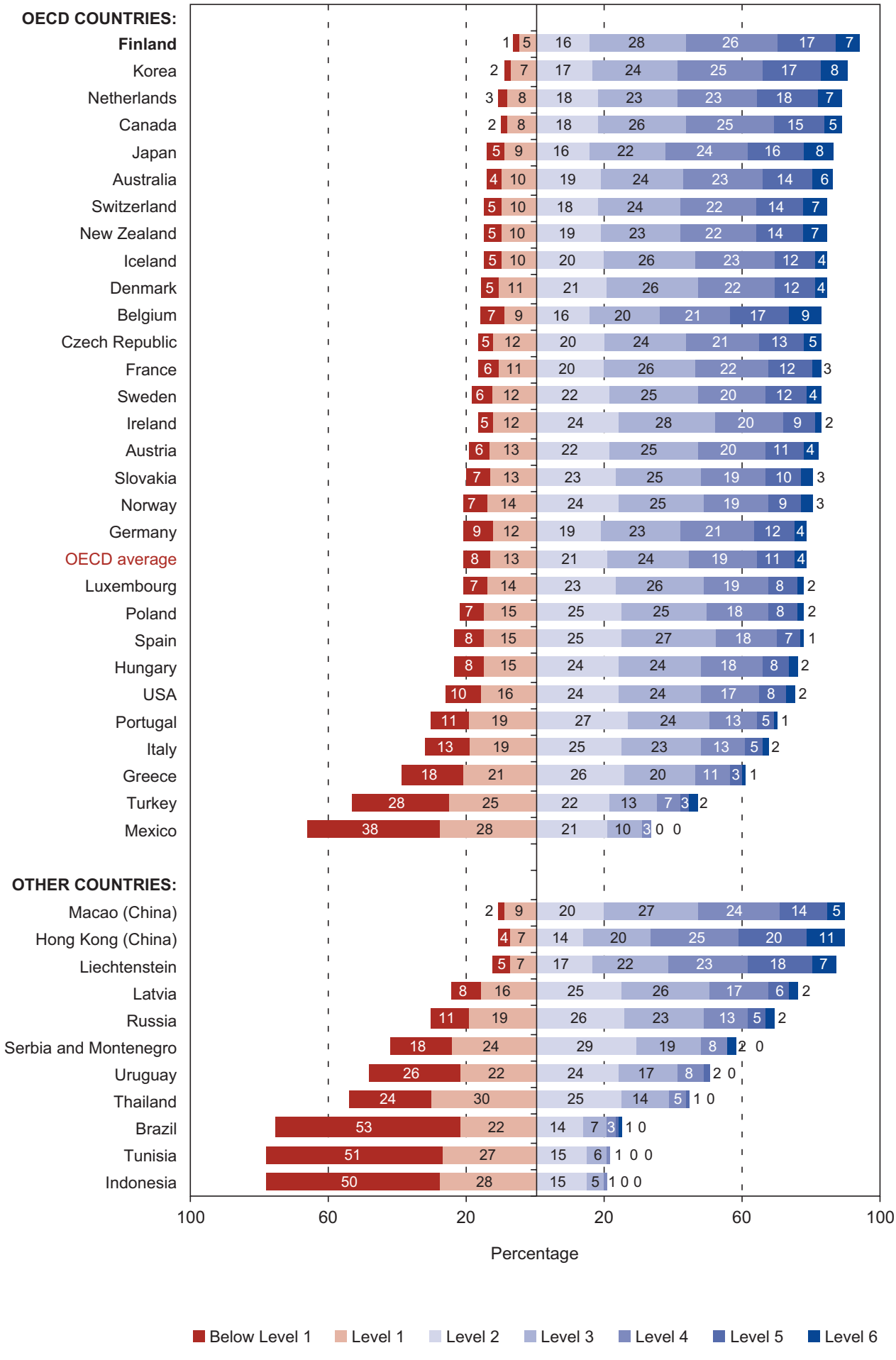


Figure 2.3 Finnish-speaking students' percentage at different performance levels by mathematical domains

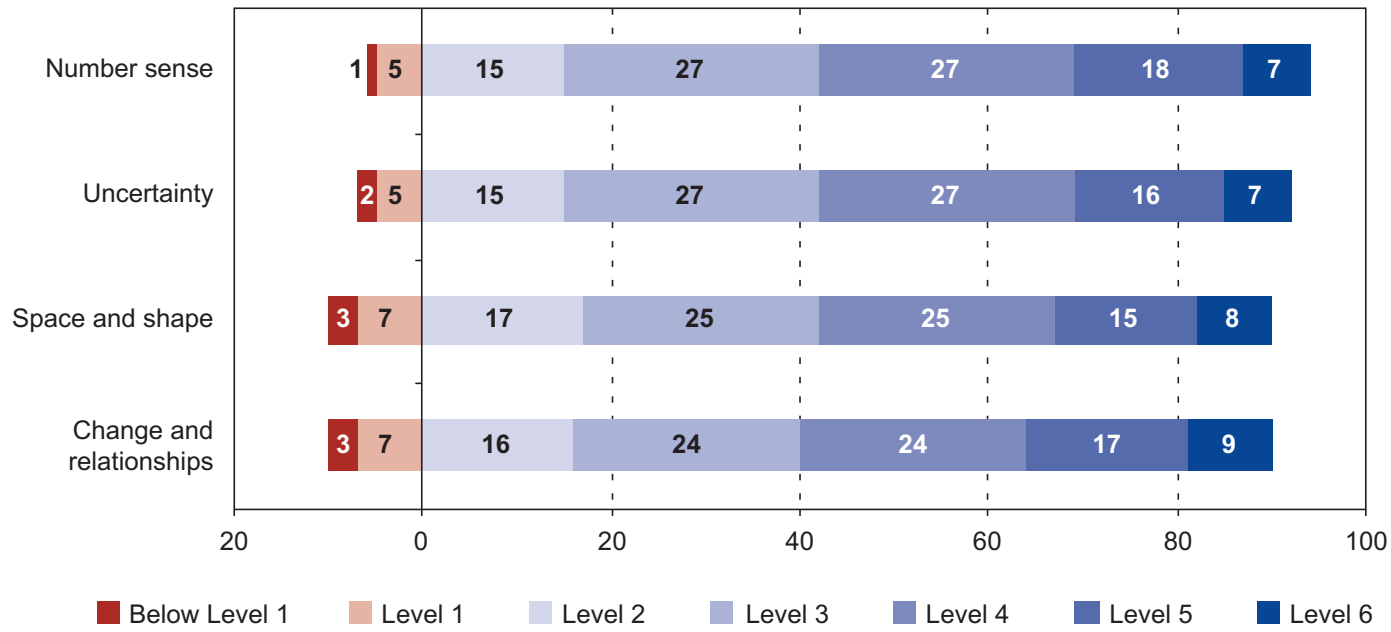
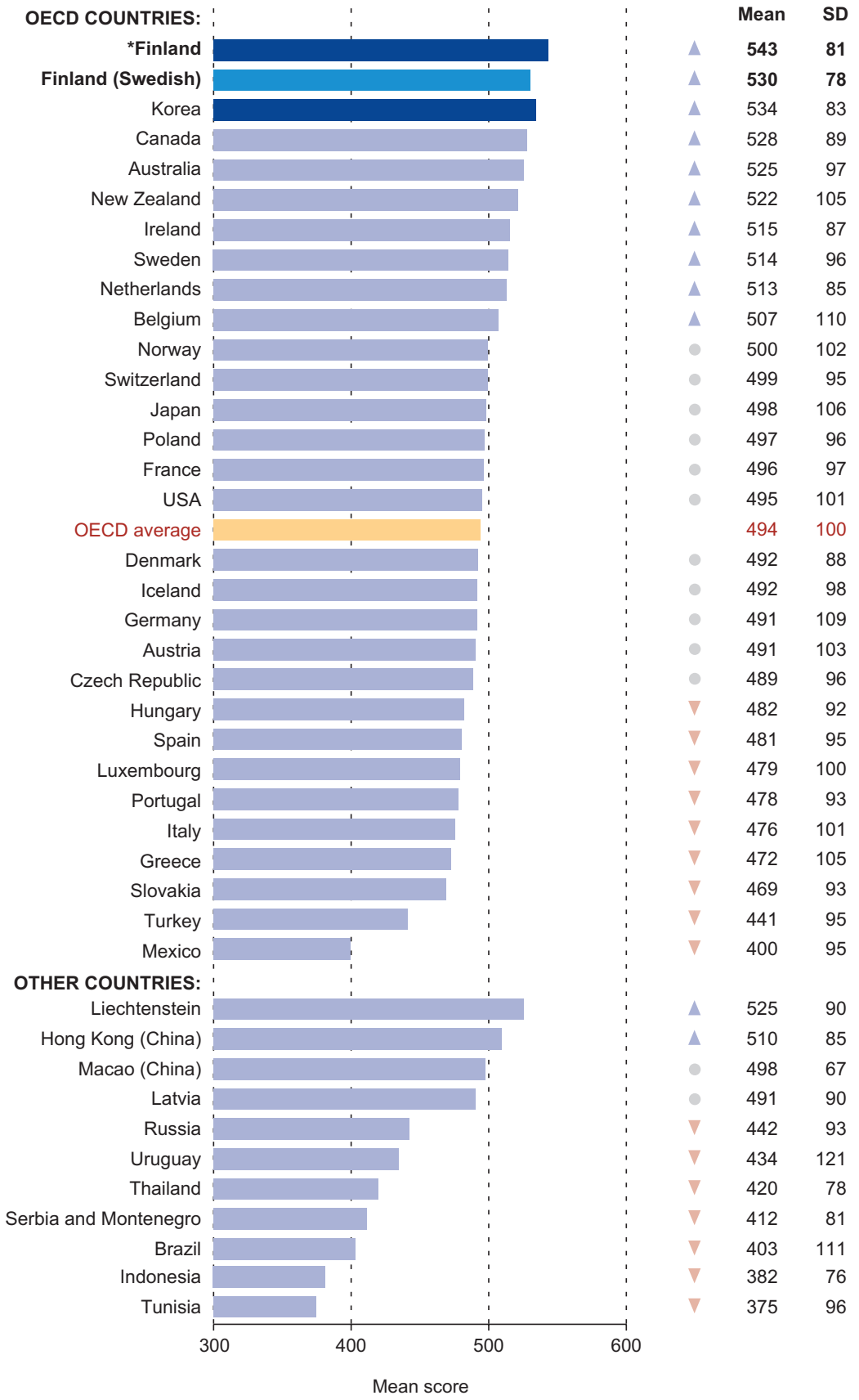


Table 2.1 Percentage of students at different reading literacy levels in Finland and OECD

Performance level	*Finland (%)*	*OECD (%)*
Level 5 (> 625 score points):	*15*	*8*
Level 4 (553..625 score points):	*33*	*21*
Level 3 (481..552 score points):	*32*	*29*
Level 2 (408..480 score points):	*15*	*23*
Level 1 (335..407 score points):	*5*	*12*
Below Level 1 (< 335 score points):	*1*	*7*

Figure 2.4 Mean scores for reading literacy



▲ National average significantly higher than OECD average

● No significant difference between national and OECD average.

▼ National average significantly lower than OECD average

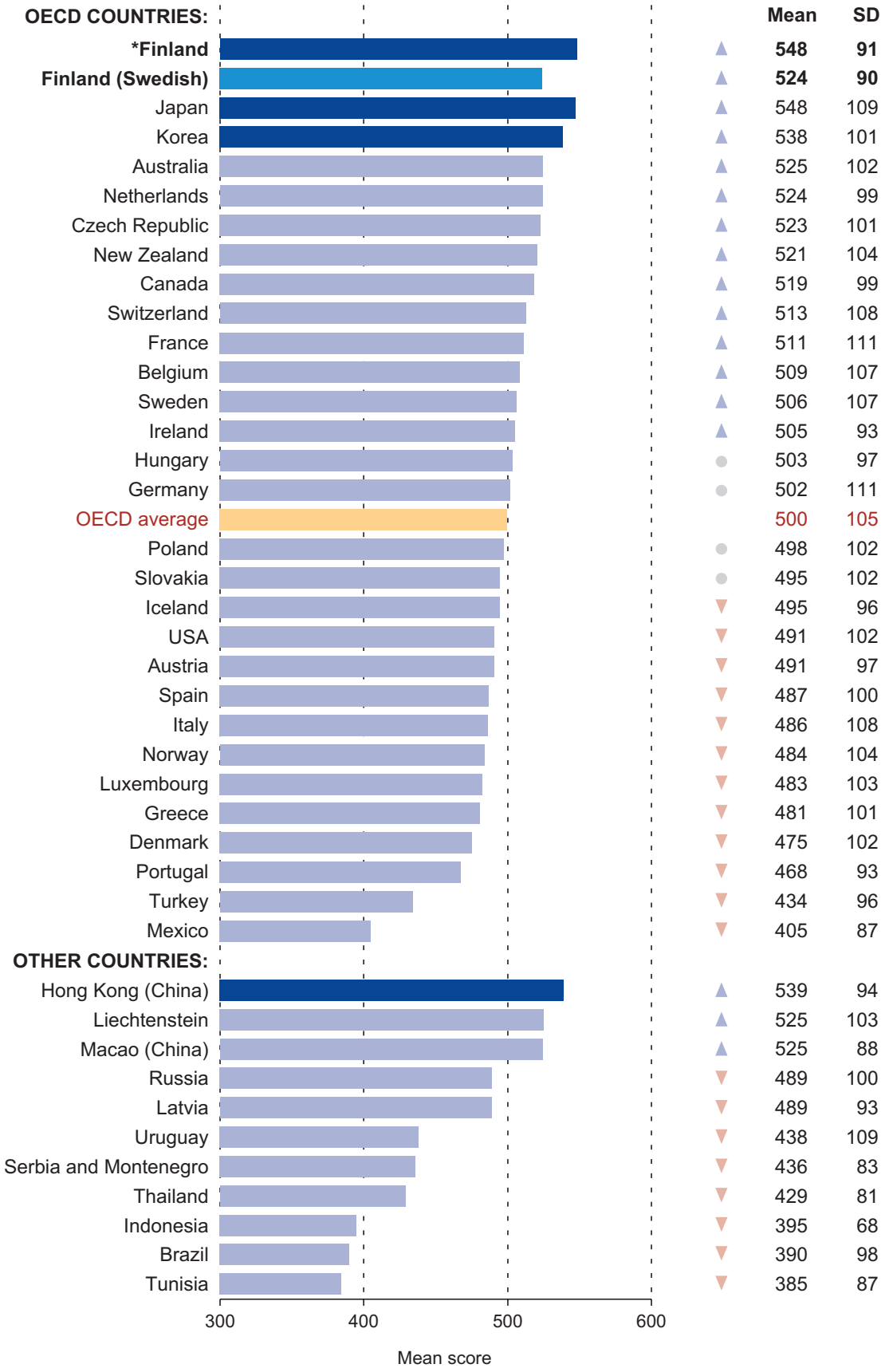
No significant difference in comparison to Finnish average

Significantly lower than Finnish average

SD = standard deviation

*Includes both Finnish-speaking and Swedish-speaking students

Figure 2.5 Mean scores for science



▲ National average significantly higher than OECD average

● No significant difference between national and OECD average.

▼ National average significantly lower than OECD average

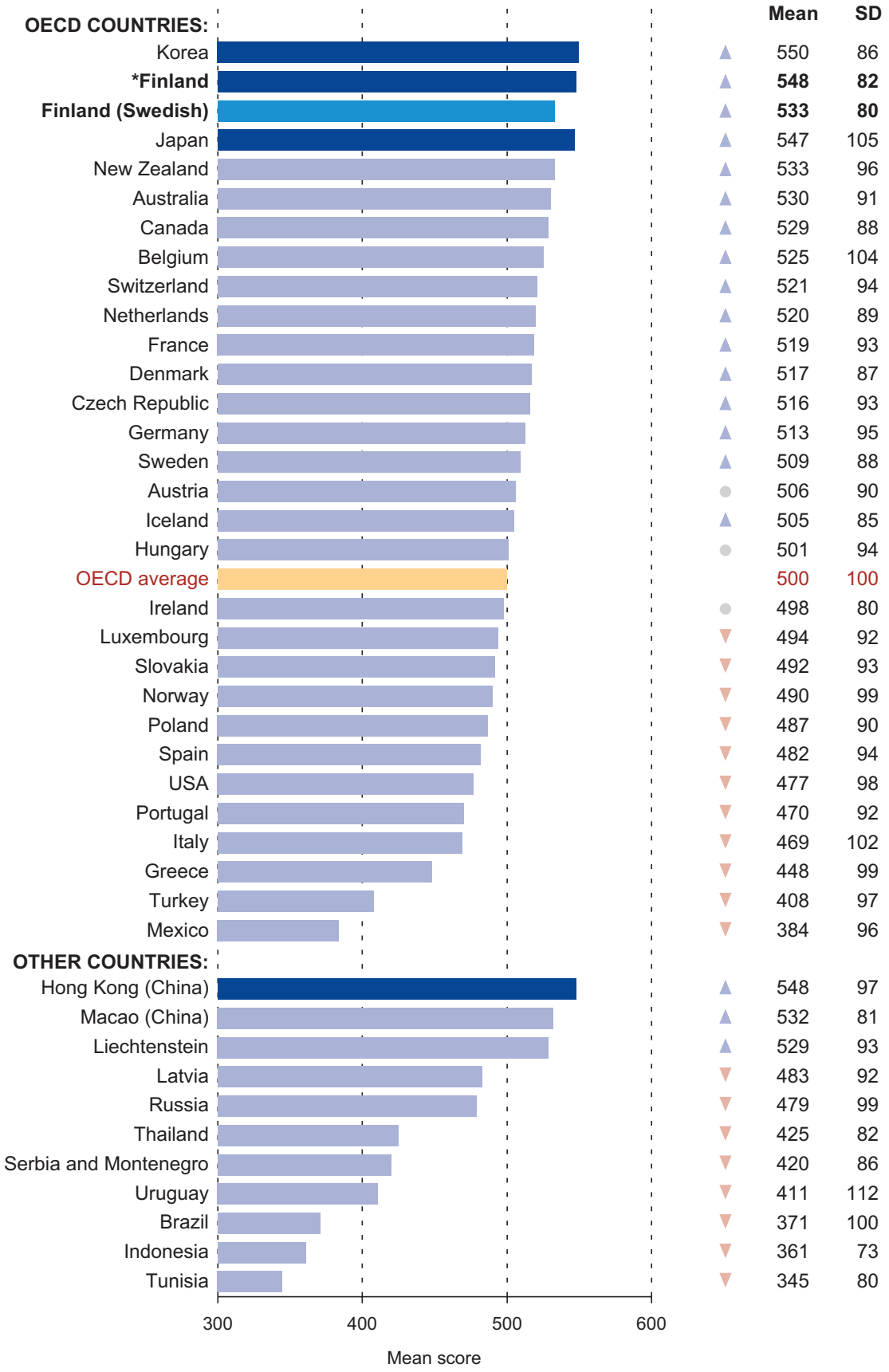
SD = standard deviation

No significant difference in comparison to Finnish average

Significantly lower than Finnish average

*Includes both Finnish-speaking and Swedish-speaking students

Figure 2.6 Mean scores for problem solving



▲ National average significantly higher than OECD average

● No significant difference between national and OECD average.

▼ National average significantly lower than OECD average

SD = standard deviation

No significant difference in comparison to Finnish average

Significantly lower than Finnish average

*Includes both Finnish-speaking and Swedish-speaking students

Figure 2.7 Percentage of students at different reading literacy levels in Finland and OECD

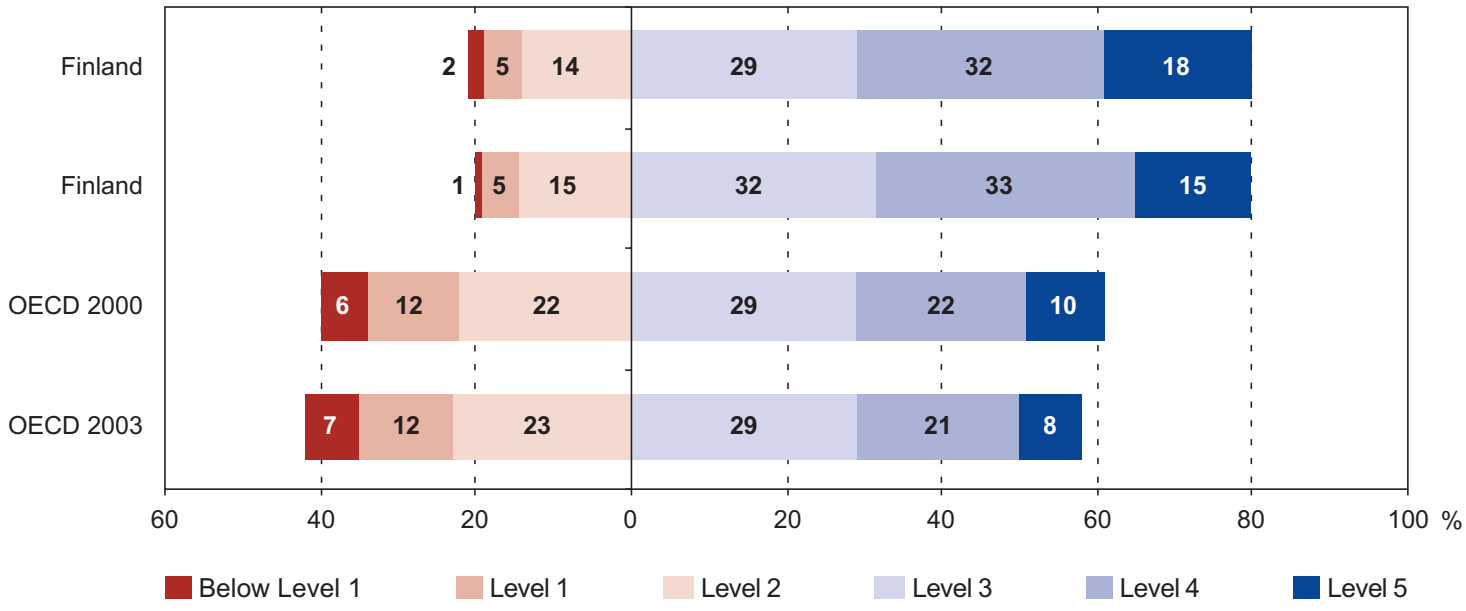


Figure 3.1 Gender differences in scores for mathematics

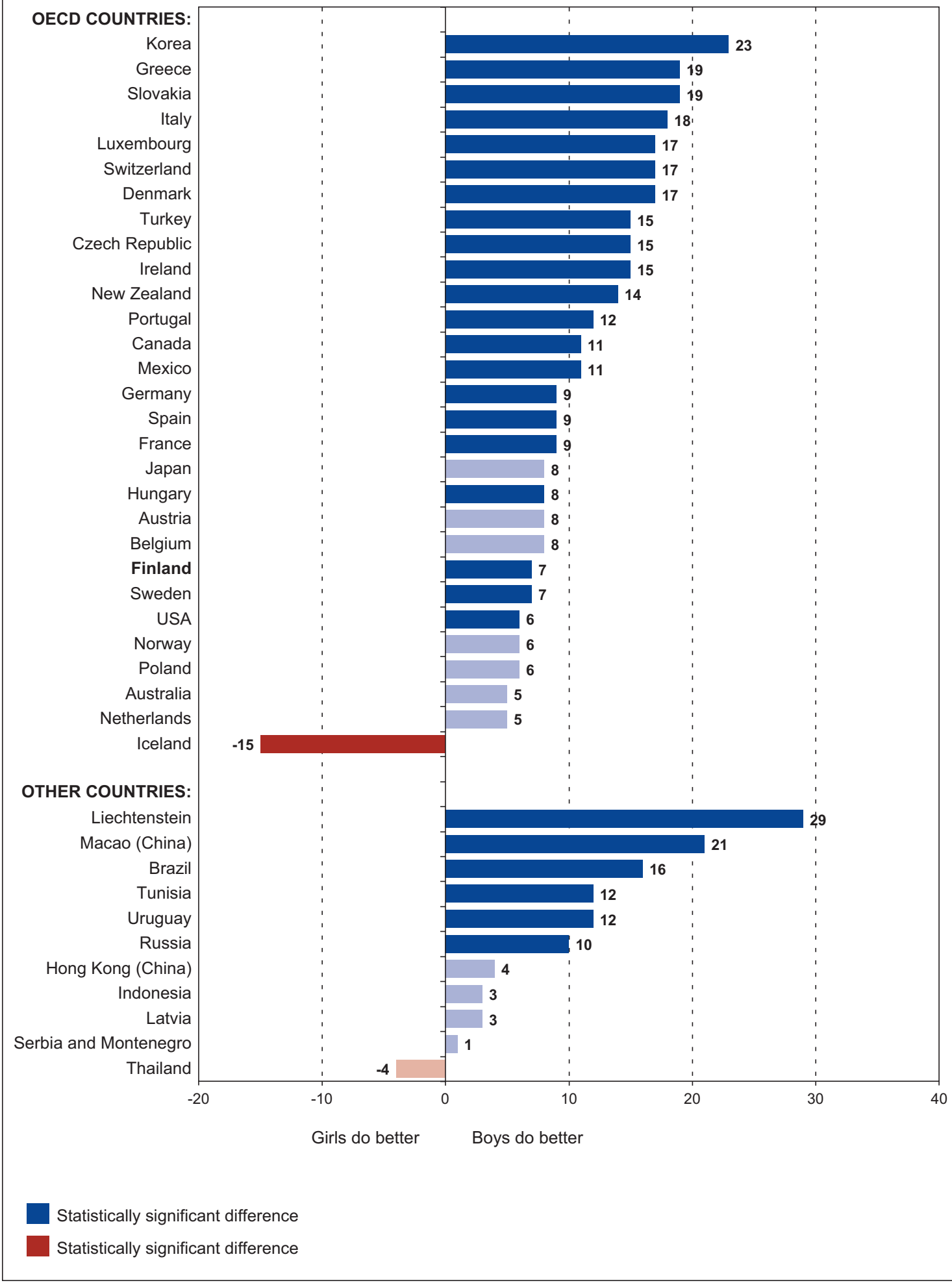


Figure 3.2 Gender differences in Finland by mathematical domains

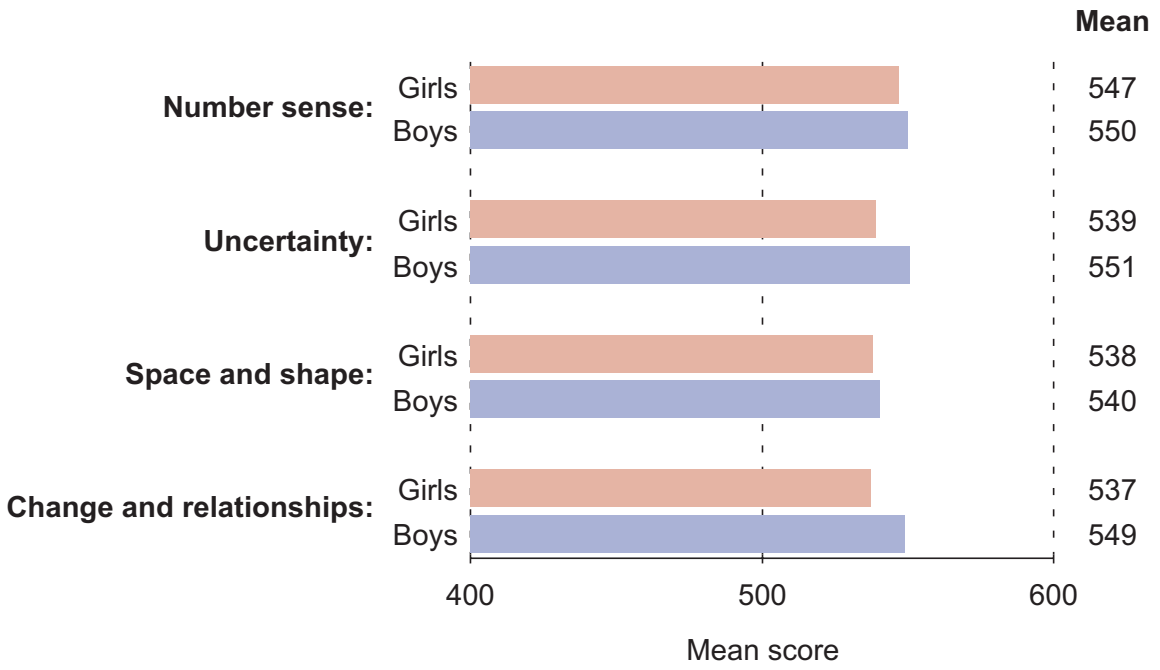


Figure 3.3 Gender differences in scores for reading and scientific literacy

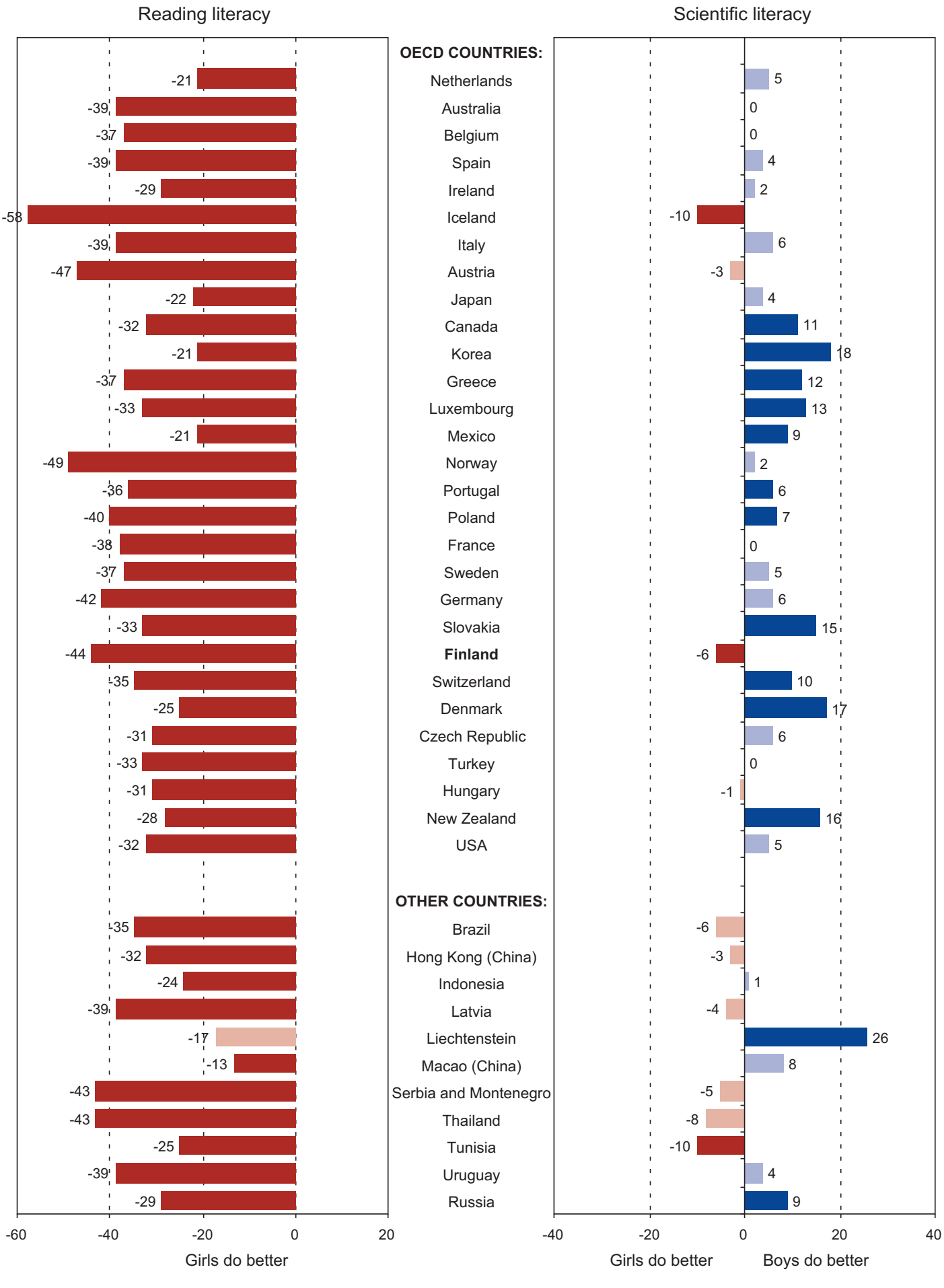


Figure 3.4 Change in mathematics score in OECD countries while the socioeconomic index increases by one standard deviation

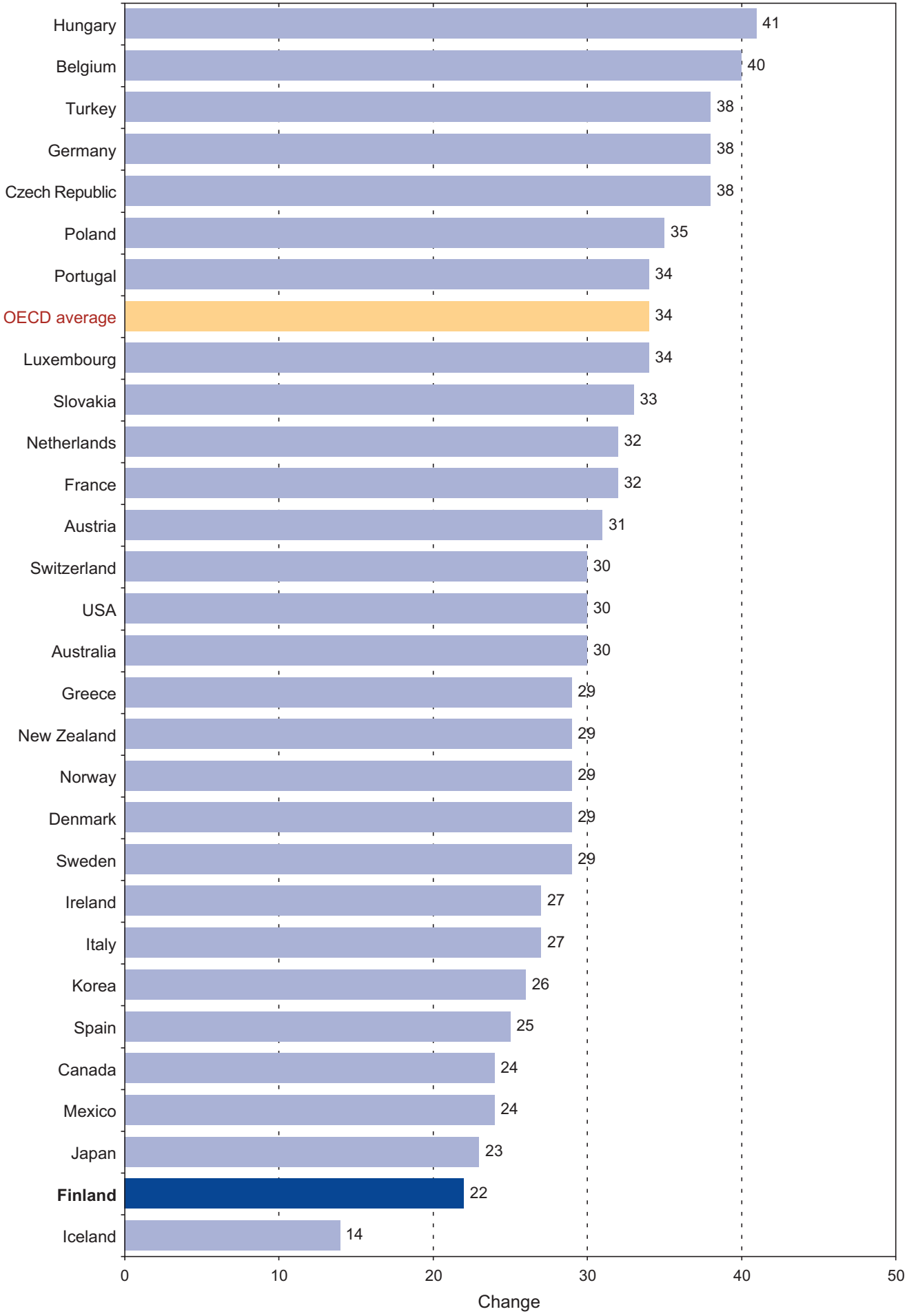


Figure 3.5 Students' socioeconomic status and mathematical literacy in Nordic countries

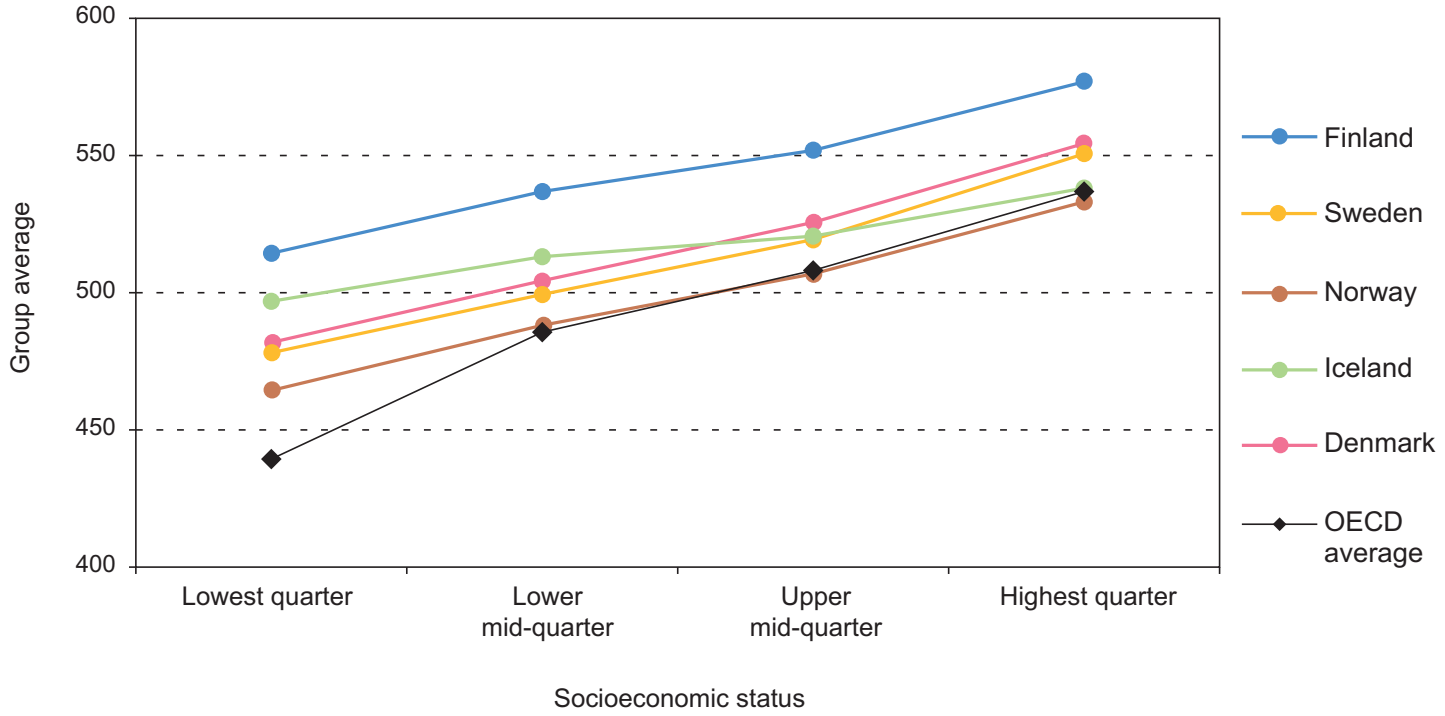


Figure 3.6 Between-school variance in students' mathematical skills

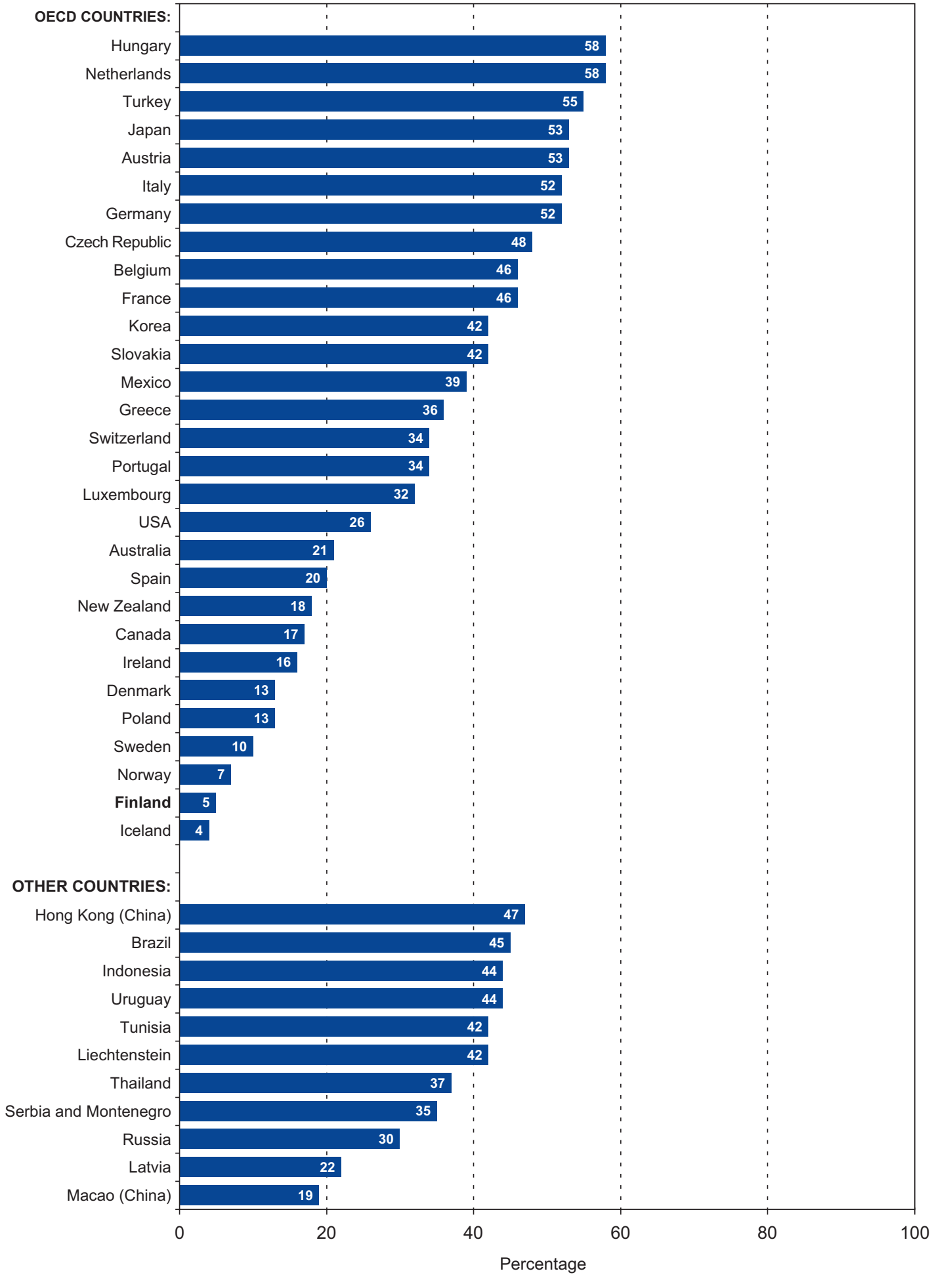


Figure 3.7 Average score points for mathematics in different performance level groups (for each 10%) in Nordic countries

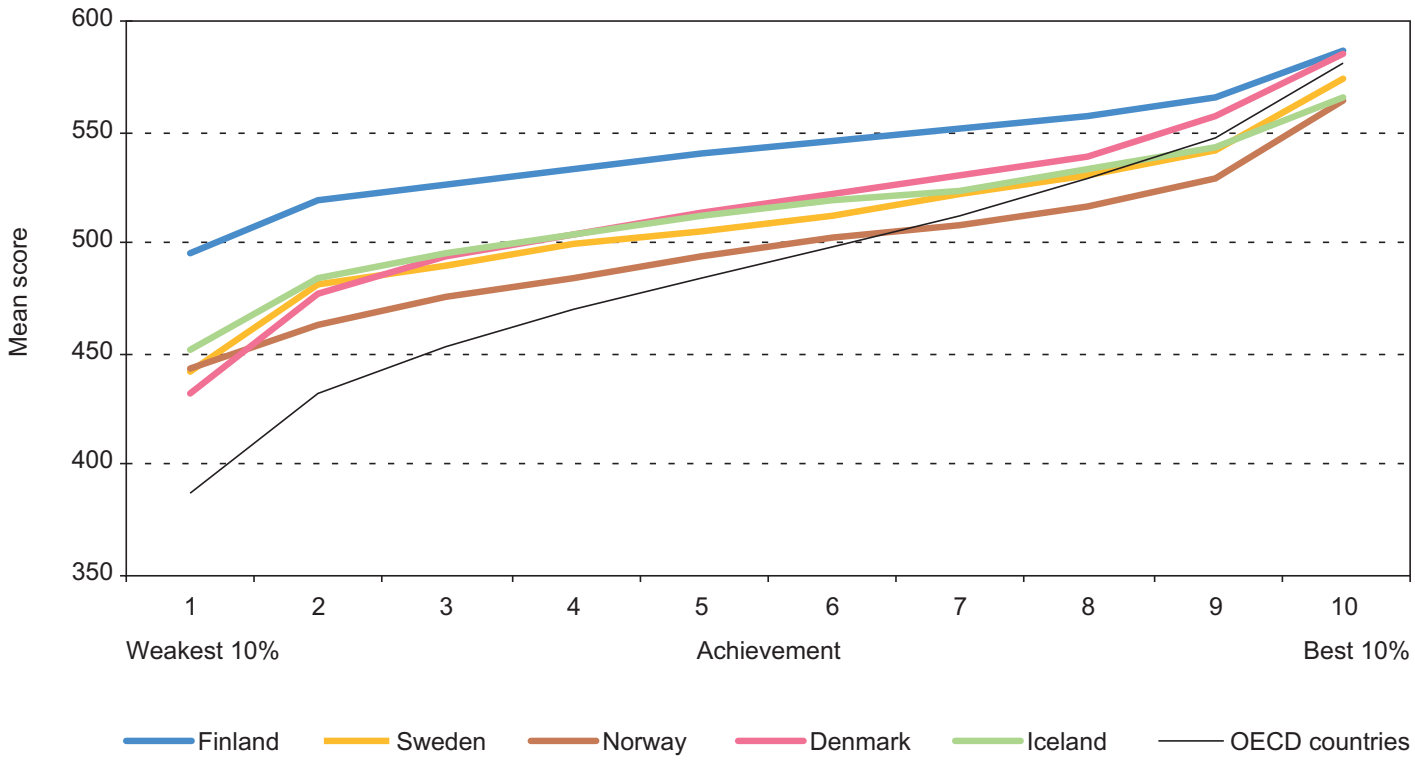


Figure 3.8 Finnish students' performance by region and type of locality

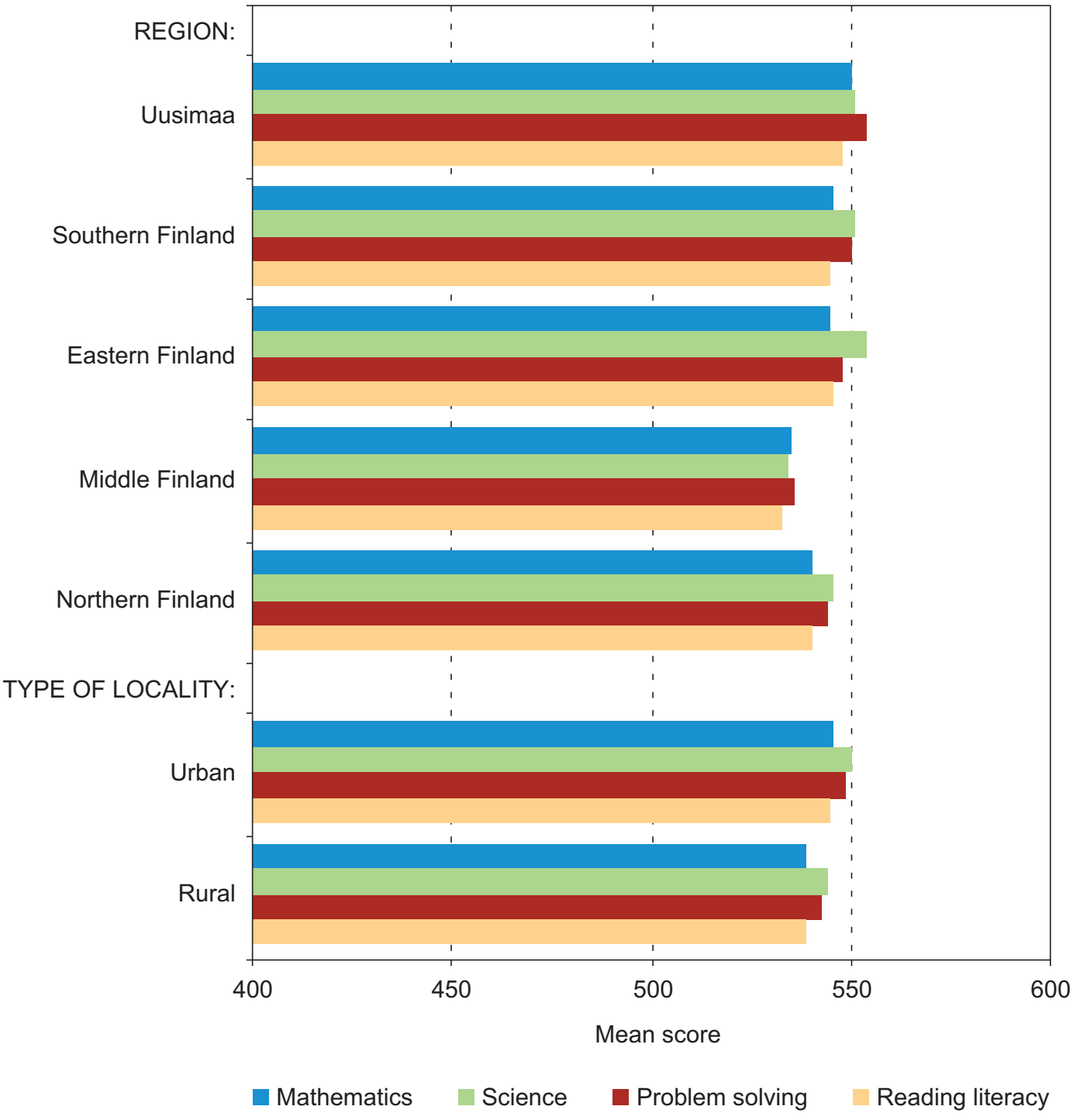


Figure 3.9 Boys' and girls' mathematics performance by place of residence

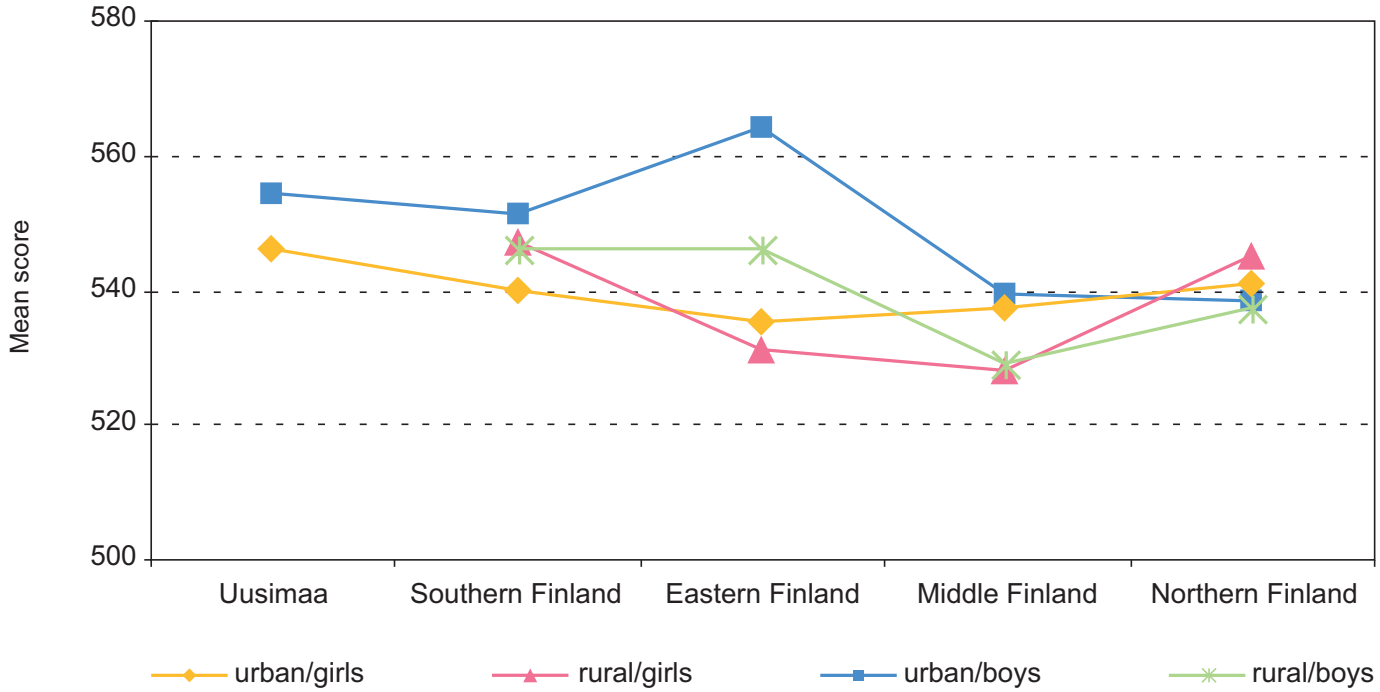


Figure 4.1 Performance differences between different Swedish-speaking regions before and after controlling for student's sociocultural background

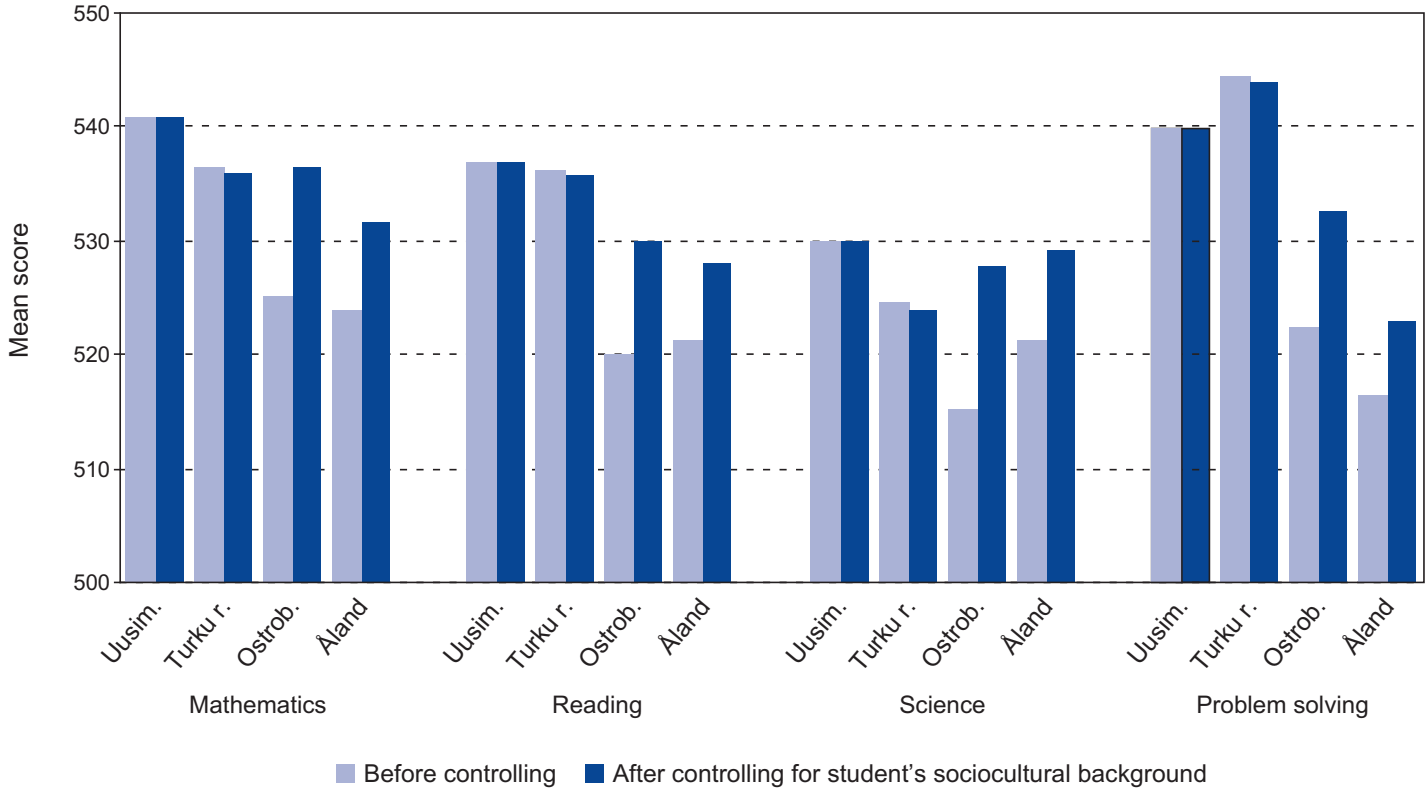


Figure 4.2 Test results for mathematics and students' linguistic home background

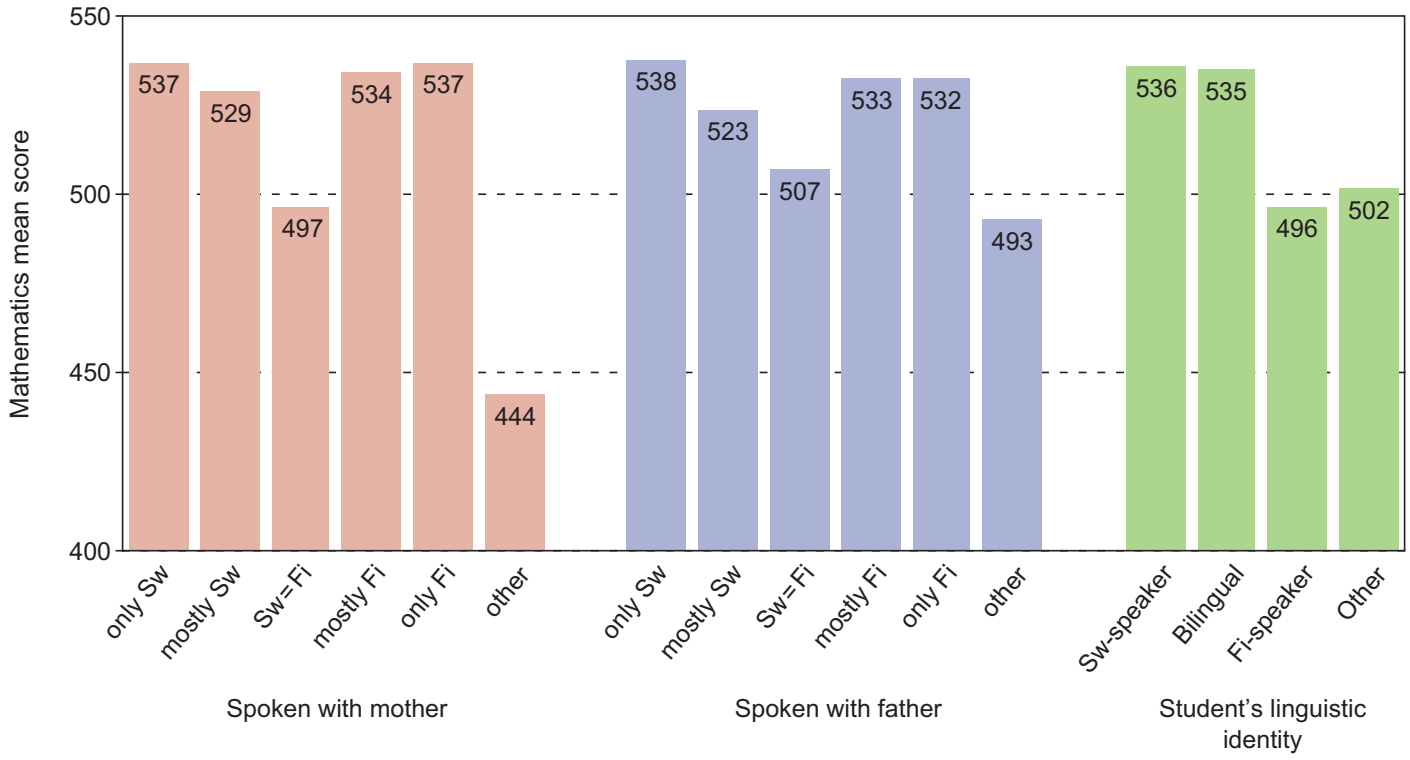


Figure 4.3 Test results for science and students' linguistic home background

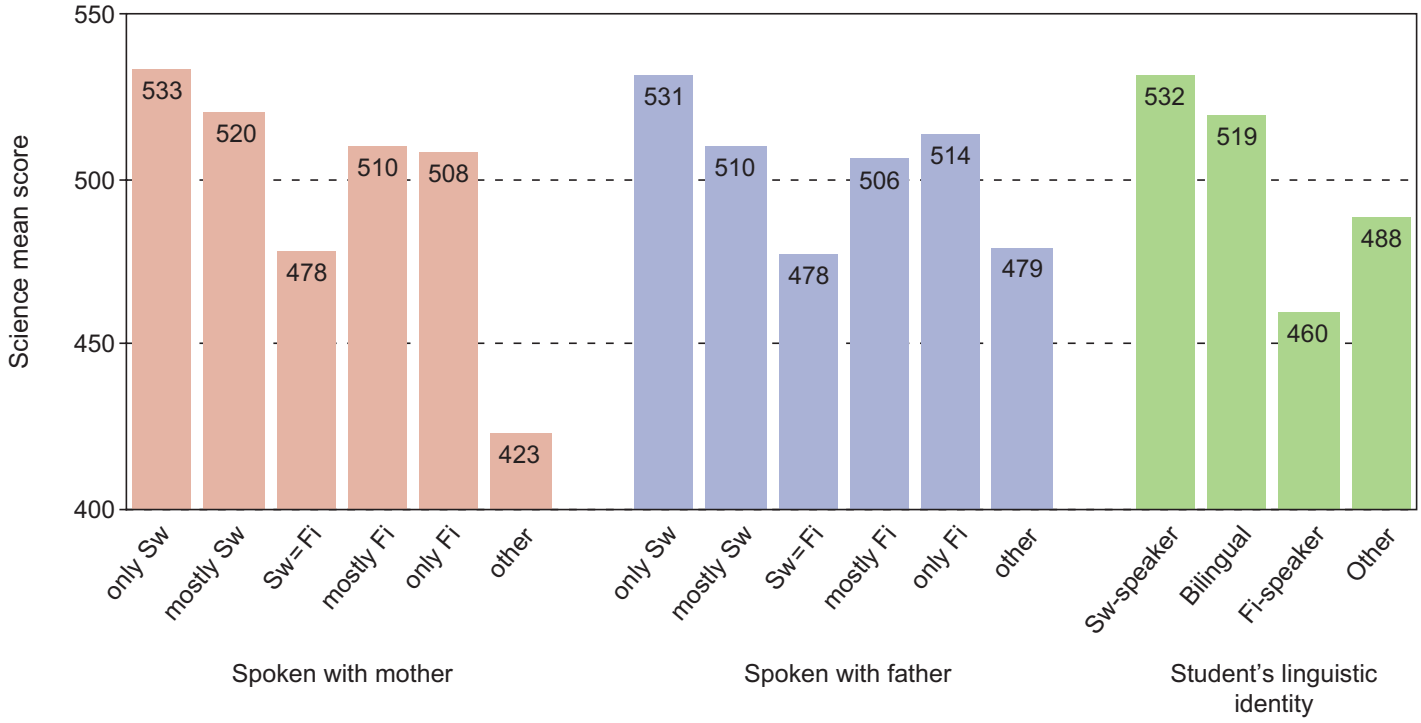


Figure 5.1 Interest in mathematics in OECD countries

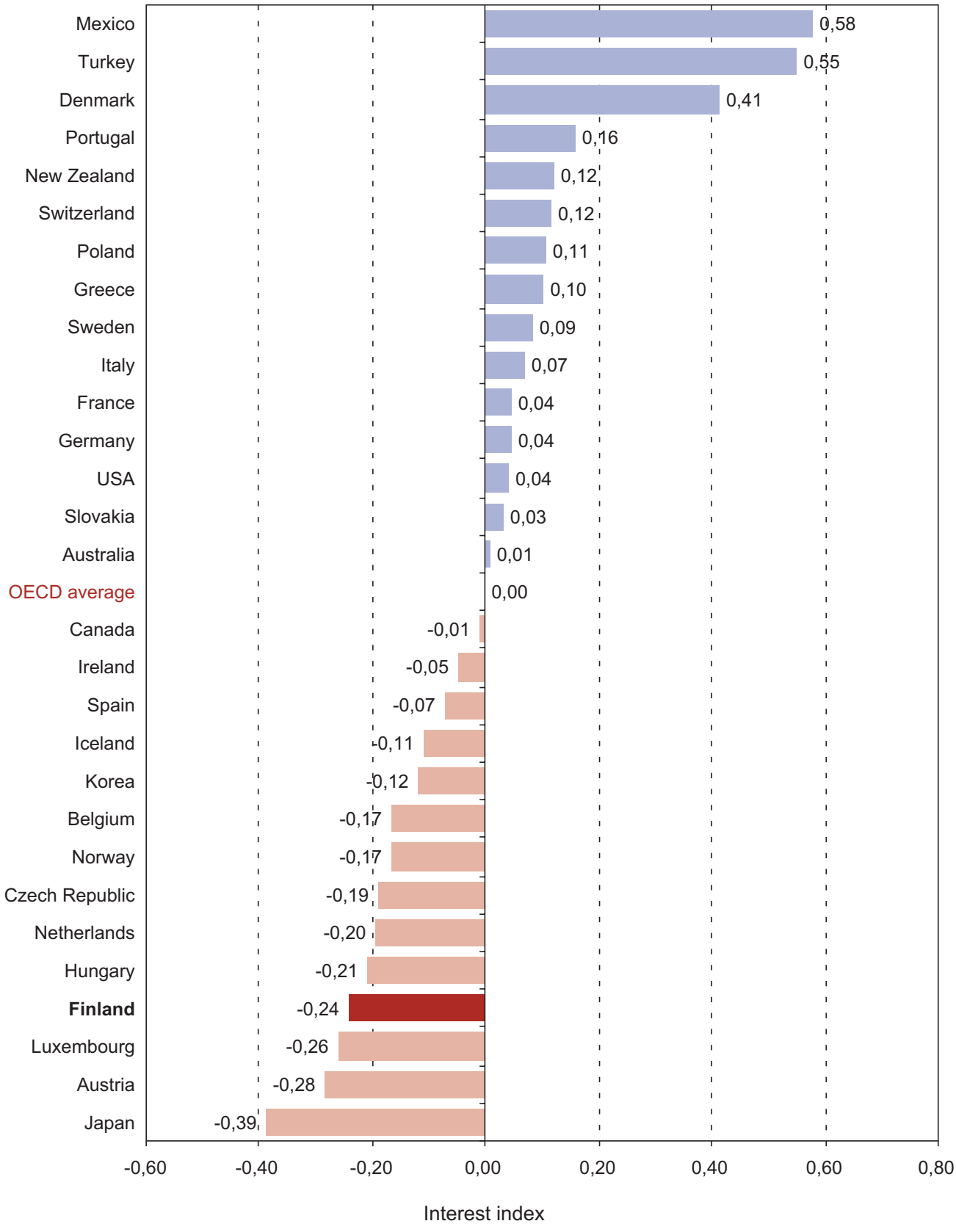


Figure 5.2 Students' interest in mathematics and mathematical knowledge in Nordic countries

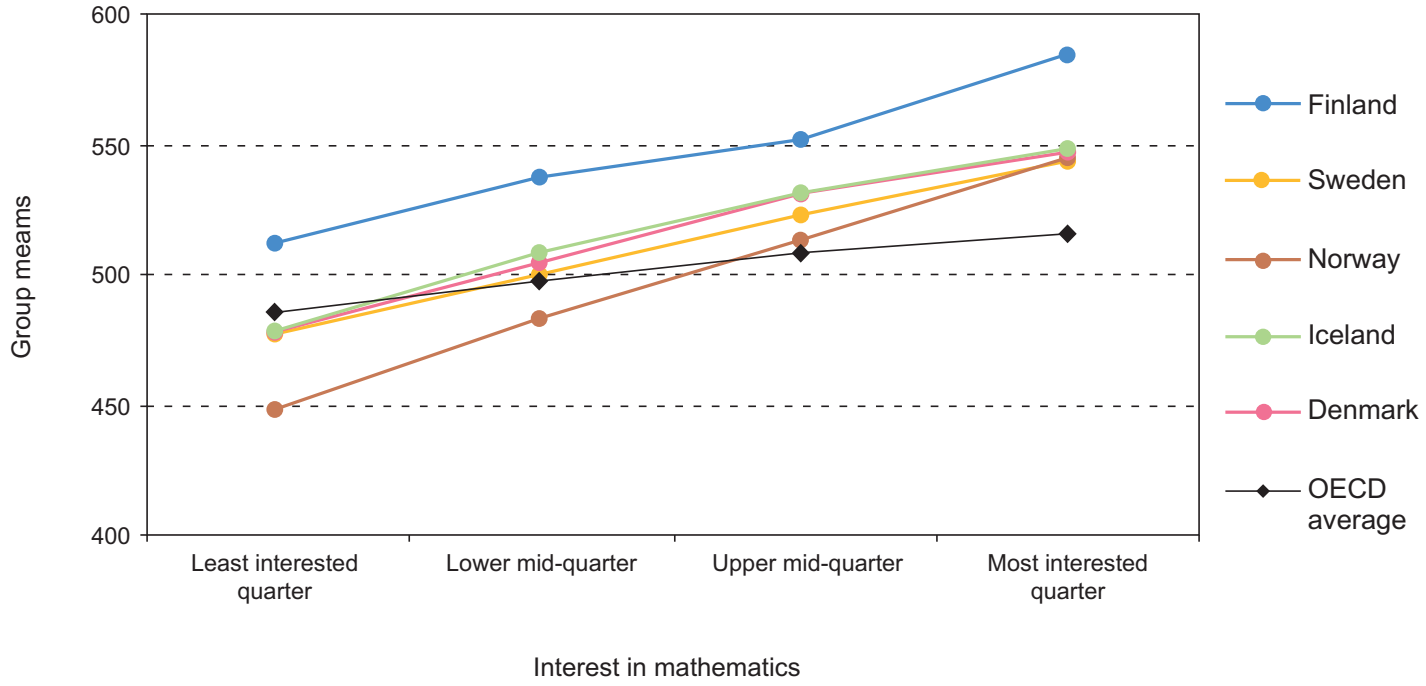


Figure 5.3 Mathematics anxiety in OECD countries

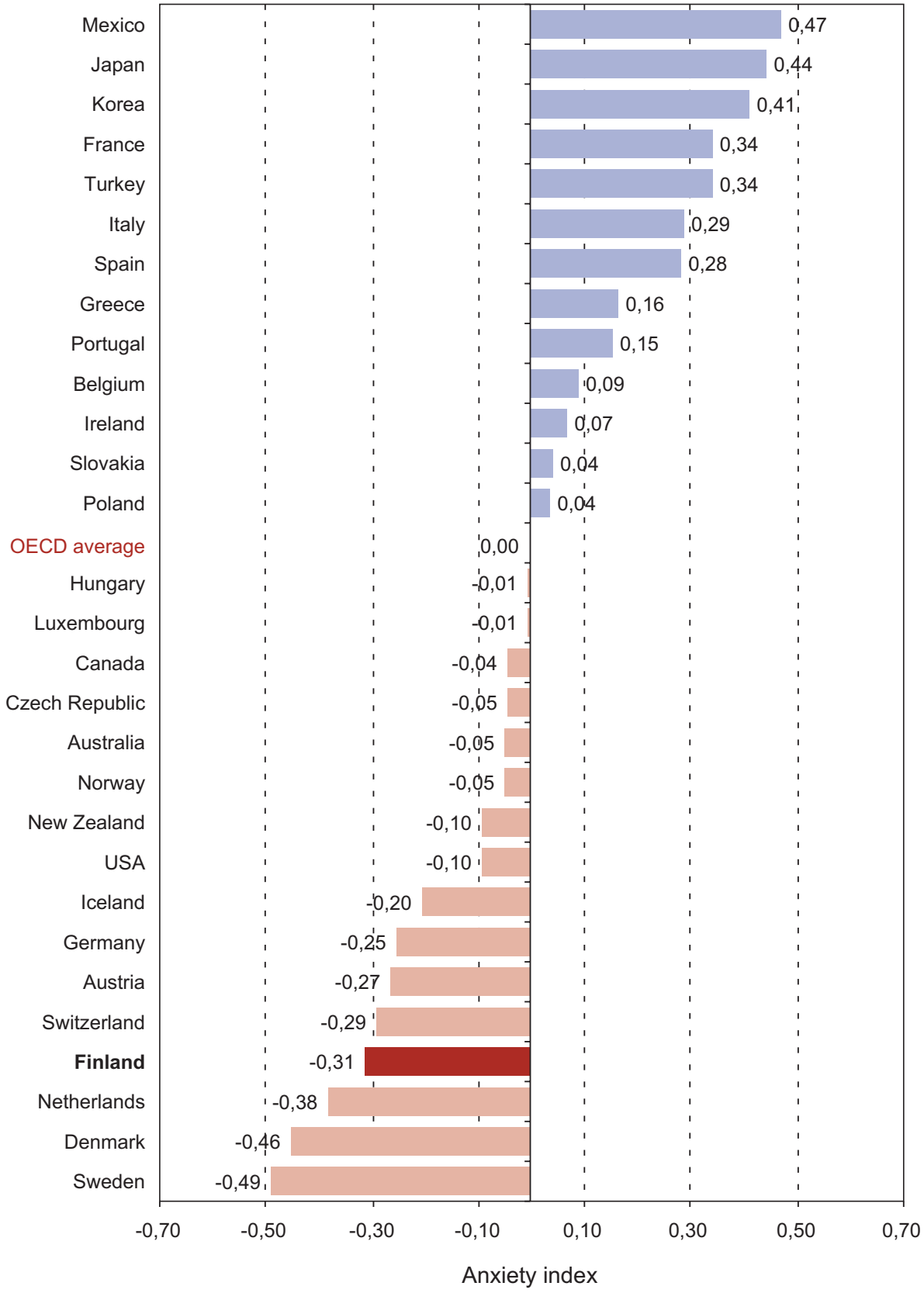


Figure 5.4 Memory and elaboration strategies in relation to mathematical performance in Finland and OECD

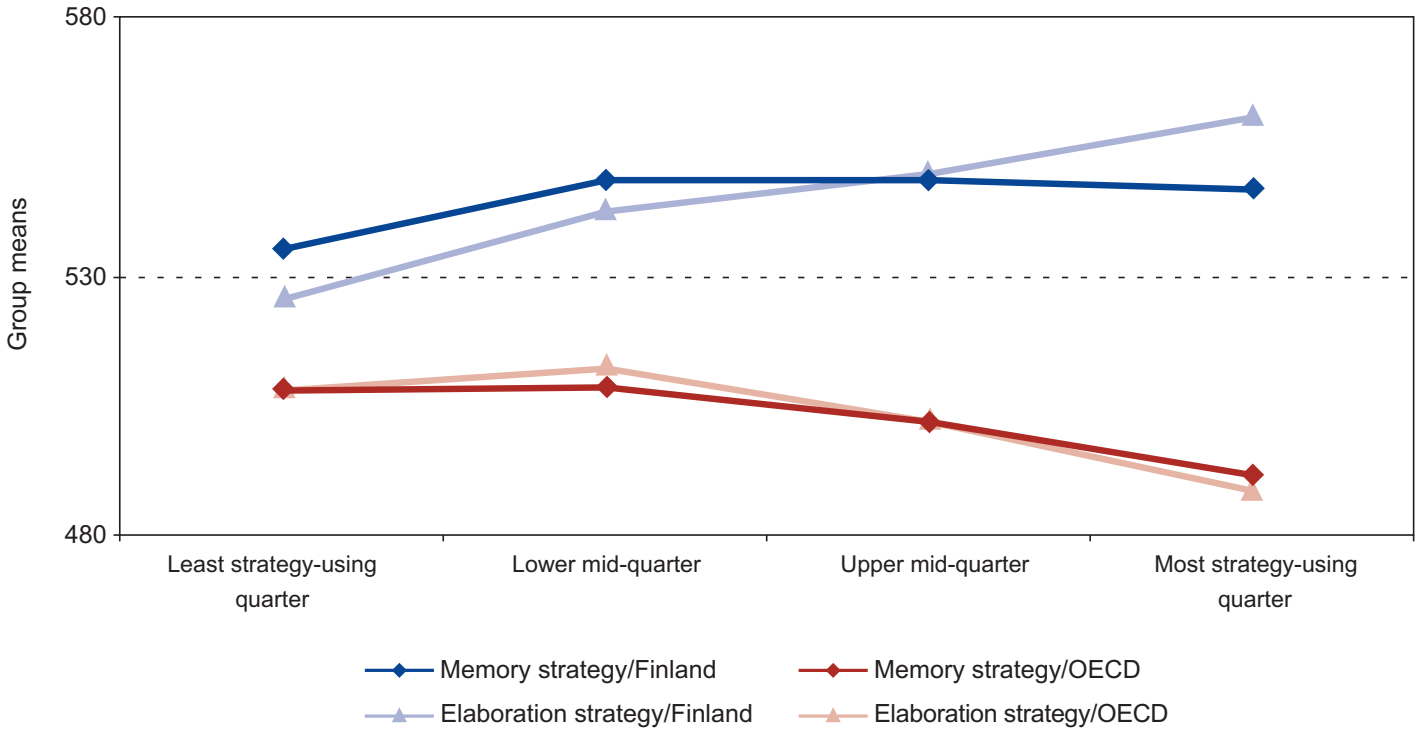


Figure 5.5 Finnish girls' and boys' computer use frequency at home and their mathematics performance

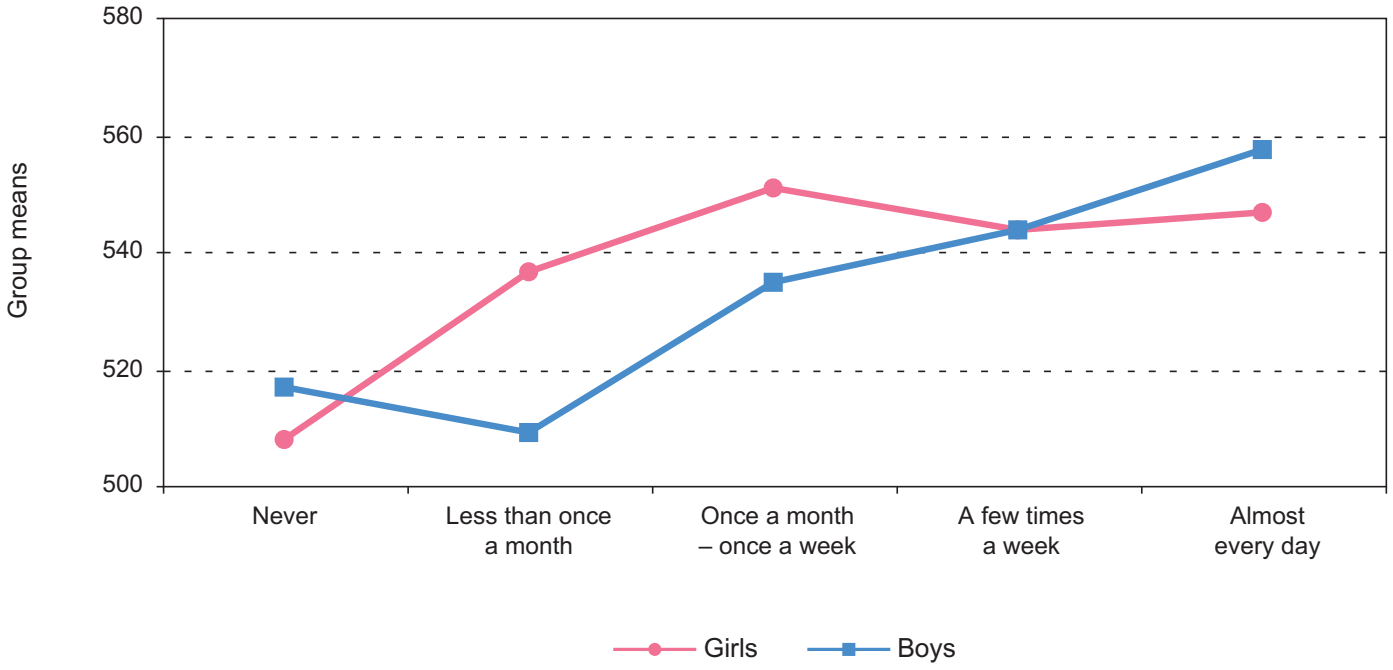


Figure 5.6 Finnish girls' and boys' computer use frequency at school and their mathematics performance

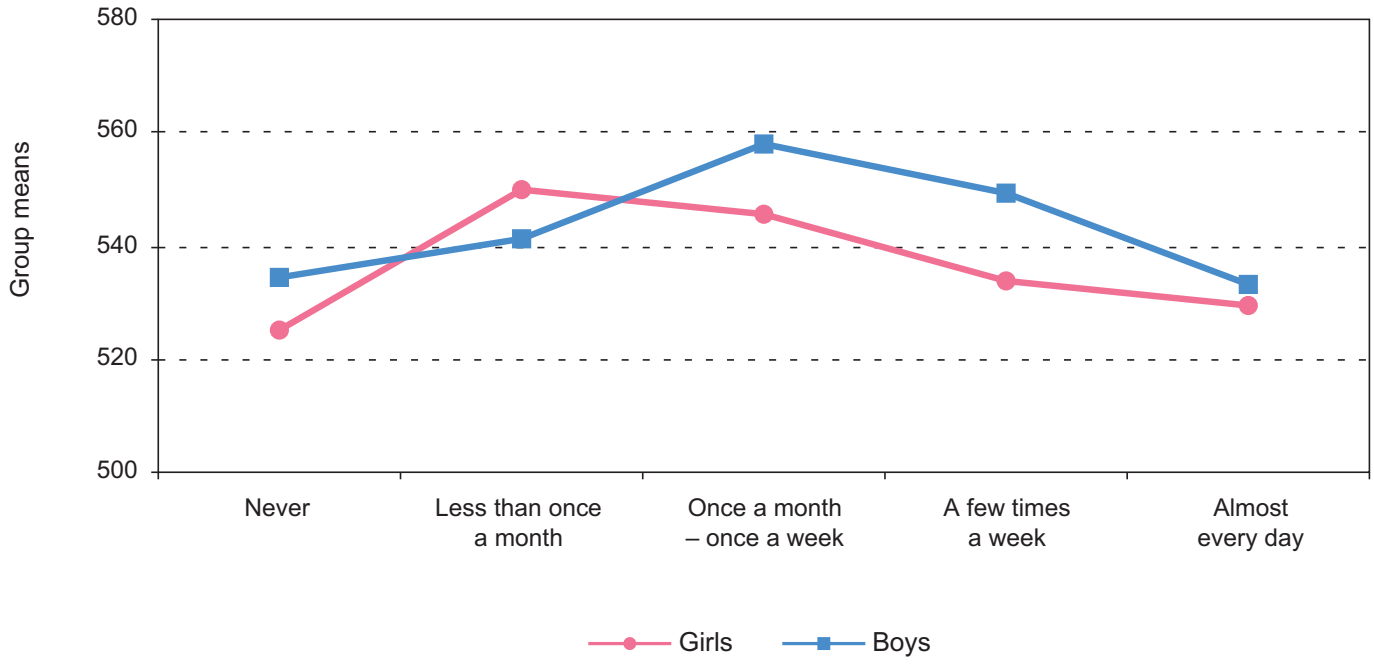


Figure 5.7 Strongest attitudinal and background factors explaining the variation in mathematics achievement in Finland and OECD

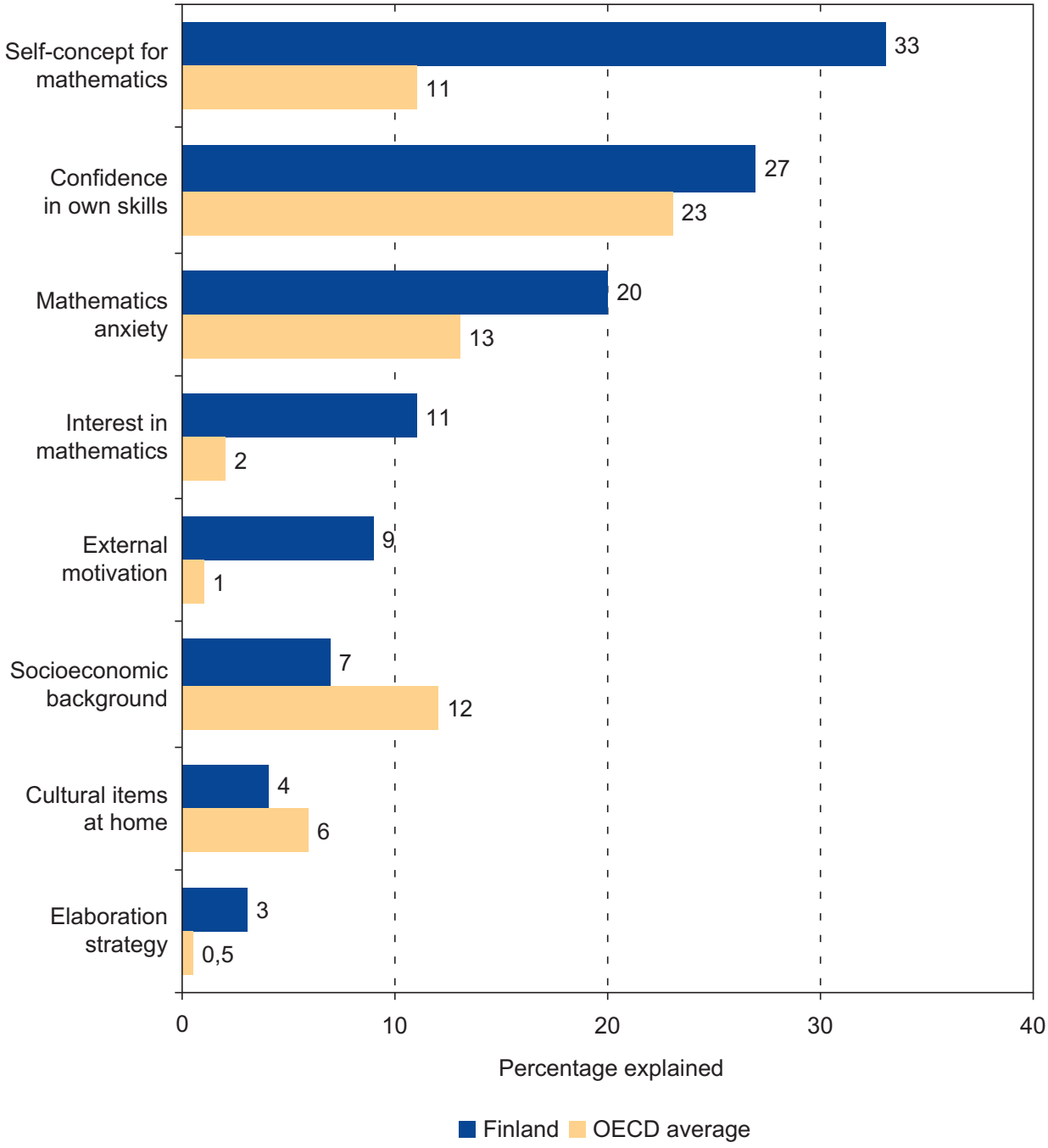


Figure 5.8 Relationship between Finnish students' self-concept and (low) anxiety and performance in mathematics

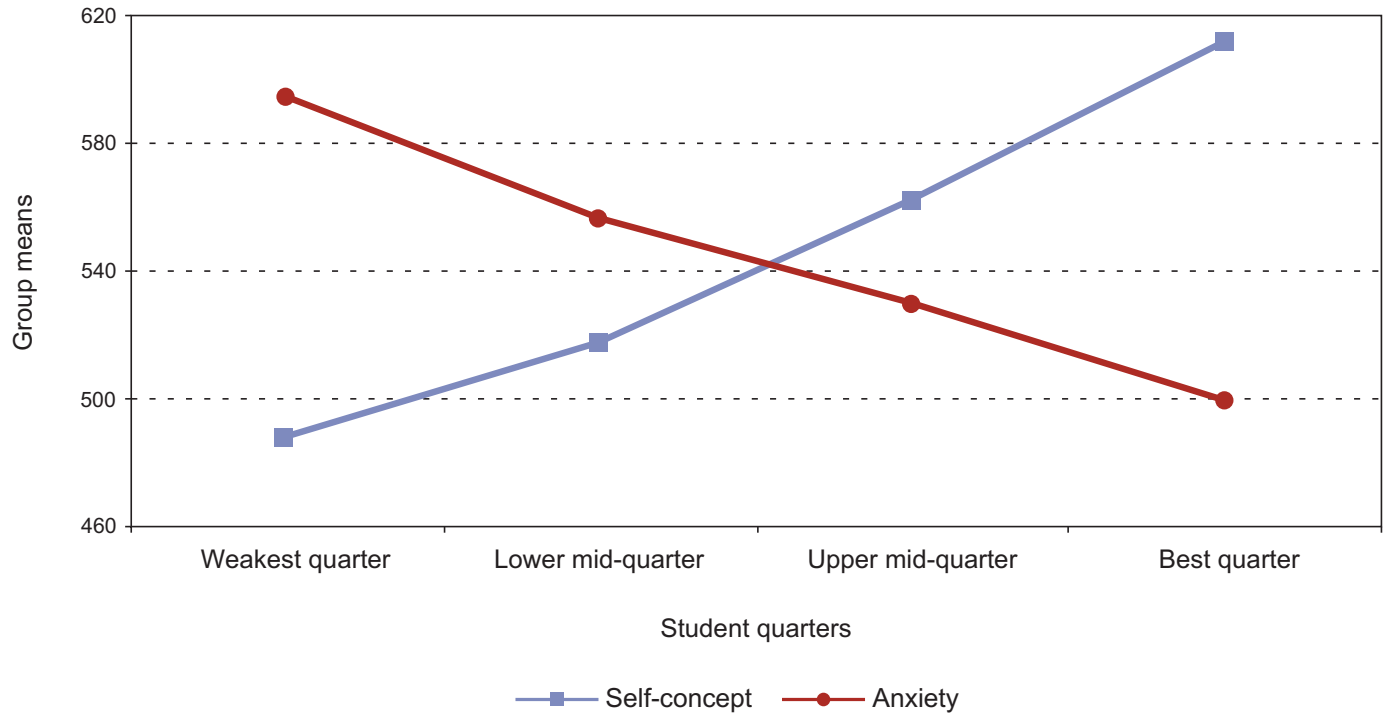


Figure 6.1 Comparison of national averages in mathematics, reading literacy, science, and problem solving

Above OECD average	Close to OECD average	Below OECD average

Mathematics	Reading literacy	Science	Problem solving
Hong Kong (China)	**Finland**	**Finland**	Korea
Finland	Korea	Japan	Hong Kong (China)
Korea	Canada	Hong Kong (China)	**Finland**
Netherlands	Australia	Korea	Japan
Liechtenstein	Liechtenstein	Liechtenstein	New Zealand
Japan	New Zealand	Australia	Macao (China)
Canada	Ireland	Macao (China)	Australia
Belgium	Sweden	Netherlands	Canada
Macao (China)	Netherlands	Czech Republic	Liechtenstein
Switzerland	Hong Kong (China)	New Zealand	Belgium
Australia	Belgium	Canada	Switzerland
New Zealand	Norway	Switzerland	Netherlands
Czech Republic	Switzerland	France	France
Iceland	Japan	Belgium	Denmark
Denmark	Macao (China)	Sweden	Czech Republic
France	Poland	Ireland	Germany
Sweden	France	Hungary	Sweden
Austria	USA	Germany	Iceland
Germany	Denmark	Poland	Austria
Ireland	Iceland	Slovakia	Hungary
Slovakia	Germany	Iceland	Ireland
Norway	Austria	USA	Luxembourg
Luxembourg	Latvia	Austria	Slovakia
Poland	Czech Republic	Russia	Norway
Hungary	Hungary	Latvia	Poland
Spain	Spain	Spain	Latvia
Latvia	Luxembourg	Italy	Spain
USA	Portugal	Norway	Russia
Russia	Italy	Luxembourg	USA
Portugal	Greece	Greece	Portugal
Italy	Slovakia	Denmark	Italy
Greece	Russia	Portugal	Greece
Serbia and Montenegro	Turkey	Uruguay	Thailand
Turkey	Uruguay	Serbia and Montenegro	Serbia and Montenegro
Uruguay	Thailand	Turkey	Uruguay
Thailand	Serbia and Montenegro	Thailand	Turkey
Mexico	Brazil	Mexico	Mexico
Indonesia	Mexico	Indonesia	Brazil
Tunisia	Indonesia	Brazil	Indonesia
Brazil	Tunisia	Tunisia	Tunisia

Table 6.1 Crosstabulation of participating countries by their average student achievement in mathematics and effect of student's socioeconomic background, with relation to OECD averages

	Countries achieving **lower** than OECD average	Countries achieving **at** OECD average	Countries achieving **higher** than OECD average
Effect of socioeconomic background is **lesser** than in OECD on average	Norway, Spain, Latvia, Russia, Italy, Serbia ja Montenegro, Thailand, Indonesia		Hong Kong (China), **Finland**, Japan, Canada, Macao (China), Australia, Iceland
Effect of socioeconomic background is about the **same** as in OECD on average	Luxembourg, Poland, USA, Portugal, Greece, Turkey, Uruguay, Mexico, Tunisia, Brazil	Austria, Ireland	Korea, Netherlands, Liechtenstein, Switzerland, New Zealand, Czech Republic, Denmark, France, Sweden
Effect of socioeconomic background is **greater** than in OECD on average	Hungary	Germany, Slovakia	Belgium