## Table III.1. Snapshot of performance in creative thinking

Countries/economies with a mean performance/variation of performance/share of top performers **above** the OECD average
Countries/economies with a share of low performers **below** the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers/share of low performers
**not significantly different** from the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers **below** the OECD average
Countries/economies with a share of low performers **above** the OECD average

| | Creative thinking performance | | | | | |
|---|---|---|---|---|---|---|
| | Mean score in creative thinking | Relative performance[1] (i.e. score-point difference between actual and expected performance) based on performance in: | | Variation uniquely associated with mathematics performance[2] | Top-performing and low-performing students | |
| | | Mathematics | Reading | | Share of top performers (Level 5 or 6) | Share of students below the baseline (Level 2 or below) |
| | Mean score | Score dif. | Score dif. | % | % | % |
| OECD average | 33 | 33 | 33 | 33 | 33 | 33 |
| Singapore | 41 | 2 | 4 | 29.7 | 57.8 | 5.7 |
| Korea | 38 | 3 | 3 | 26.8 | 45.9 | 9.8 |
| Canada* | 38 | 5 | 4 | 24.5 | 44.8 | 11.2 |
| Australia* | 37 | 5 | 4 | 30.3 | 42.7 | 11.9 |
| New Zealand* | 36 | 5 | 3 | 30.0 | 39.6 | 13.3 |
| Estonia | 36 | 1 | 1 | 31.1 | 34.3 | 11.0 |
| Finland | 36 | 3 | 3 | 35.3 | 39.0 | 16.6 |
| Denmark* | 35 | 2 | 3 | 32.0 | 31.3 | 10.2 |
| Latvia* | 35 | 3 | 3 | 23.6 | 26.4 | 8.4 |
| Belgium | 35 | 2 | 3 | 26.4 | 32.8 | 14.8 |
| Poland | 34 | 2 | 2 | 23.7 | 32.9 | 17.5 |
| Portugal | 34 | 3 | 2 | 36.4 | 29.4 | 17.0 |
| Lithuania | 33 | 1 | 1 | 31.0 | 26.4 | 20.5 |
| Spain | 33 | 1 | 1 | 26.9 | 25.4 | 20.0 |
| Czechia | 33 | 0 | 0 | 25.6 | 25.4 | 20.5 |
| Germany | 33 | 1 | 1 | 31.5 | 26.6 | 22.4 |
| France | 32 | 1 | 1 | 25.4 | 25.6 | 22.0 |
| Netherlands* | 32 | 0 | 2 | 26.8 | 27.8 | 24.1 |
| Israel | 32 | 3 | 1 | 31.8 | 30.3 | 24.9 |
| Italy | 31 | 0 | -1 | 25.5 | 21.9 | 24.0 |
| Malta | 31 | 1 | 2 | 40.7 | 24.9 | 26.7 |
| Hungary | 31 | 0 | -1 | 24.0 | 22.3 | 26.4 |
| Chile | 31 | 5 | 1 | 28.6 | 19.9 | 26.4 |
| Croatia | 30 | 0 | -1 | 30.1 | 18.5 | 26.1 |
| Iceland | 30 | 0 | 2 | 35.6 | 21.4 | 28.3 |
| Slovenia | 30 | -2 | -1 | 16.8 | 16.3 | 26.5 |
| Slovak Republic | 29 | -1 | 0 | 28.9 | 21.0 | 33.3 |
| Mexico | 29 | 5 | 3 | 29.3 | 13.8 | 30.0 |
| Serbia | 29 | 0 | 0 | 31.4 | 17.5 | 34.7 |
| Uruguay | 29 | 3 | 1 | 30.9 | 15.1 | 33.4 |
| United Arab Emirates | 28 | 1 | 2 | 39.7 | 24.3 | 39.1 |
| Qatar | 28 | 2 | 1 | 32.7 | 19.7 | 40.8 |

The Statlink URL of this table is available below Snapshot Table III.6

Countries/economies with a mean performance/variation of performance/share of top performers **above** the OECD average
Countries/economies with a share of low performers **below** the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers/share of low performers
**not significantly different** from the OECD average

Countries/economies with a mean performance/variation of performance/share of top performers **below** the OECD average
Countries/economies with a share of low performers **above** the OECD average

| | **Creative thinking performance** | | | | | |
| | Relative performance[1] (i.e. score-point difference between actual and expected performance) based on performance in: | | Variation uniquely associated with mathematics performance[2] | Top-performing and low-performing students | |
| Mean score in creative thinking | Mathematics | Reading | | Share of top performers (Level 5 or 6) | Share of students below the baseline (Level 2 or below) |
| | Mean score | Score dif. | Score dif. | % | % | % |
| Costa Rica | 27 | **5** | **1** | m | 10.8 | 35.8 |
| Greece | 27 | **0** | **-1** | 31.6 | 9.5 | 36.2 |
| Romania | 26 | **-1** | **-1** | 25.4 | 14.3 | 42.1 |
| Colombia | 26 | **3** | **0** | 28.4 | 11.9 | 45.3 |
| Jamaica* | 26 | **3** | 0 | 22.6 | 16.0 | 47.7 |
| Malaysia | 25 | 0 | **1** | 39.9 | 11.7 | 45.6 |
| Mongolia | 25 | **-2** | **2** | 33.4 | 7.7 | 45.6 |
| Moldova | 24 | **-2** | **-2** | 30.3 | 9.4 | 50.9 |
| Kazakhstan | 24 | **-3** | 0 | 21.9 | 11.5 | 52.6 |
| Brunei Darussalam | 24 | **-5** | **-4** | 37.9 | 10.9 | 51.9 |
| Peru | 23 | 0 | **-2** | 29.1 | 10.3 | 53.2 |
| Brazil | 23 | **1** | **-2** | 28.4 | 10.8 | 54.3 |
| Saudi Arabia | 23 | 0 | 0 | 37.5 | 9.0 | 54.0 |
| Panama* | 23 | **3** | **-1** | 20.9 | 6.8 | 53.0 |
| El Salvador | 23 | **5** | **1** | 25.8 | 8.7 | 55.5 |
| Thailand | 21 | **-3** | **-2** | 28.0 | 6.7 | 63.1 |
| Bulgaria | 21 | **-5** | **-5** | 27.1 | 7.8 | 61.4 |
| Jordan | 20 | 0 | **1** | 34.4 | 6.5 | 64.0 |
| North Macedonia | 19 | **-4** | **-2** | 32.5 | 7.7 | 66.1 |
| Indonesia | 19 | **-2** | **-2** | 23.7 | 4.8 | 68.8 |
| Dominican Republic** | 15 | **-3** | **-5** | 26.7 | 1.3 | 80.9 |
| Morocco | 15 | **-5** | **-4** | 41.9 | 5.2 | 76.7 |
| Uzbekistan | 14 | **-6** | **-4** | 40.8 | 1.7 | 83.5 |
| Philippines | 14 | **-5** | **-6** | 43.6 | 5.7 | 77.7 |
| Albania** | 13 | **-8** | **-8** | 34.7 | 2.9 | 84.2 |
| | | | | | | |
| Chinese Taipei | 33 | **-4** | **-2** | 29.2 | 27.2 | 22.3 |
| Macao (China) | 32 | **-6** | **-3** | 37.1 | 22.4 | 23.1 |
| Hong Kong (China)* | 32 | **-5** | **-2** | 29.2 | 21.7 | 22.7 |
| Ukrainian regions (18 of 27) | 27 | **-1** | **-1** | 33.4 | 13.7 | 39.7 |
| Cyprus | 24 | **-2** | **1** | 33.9 | 10.4 | 52.5 |
| Baku (Azerbaijan) | 23 | **-1** | **1** | 34.2 | 7.7 | 56.4 |
| Palestinian Authority | 18 | **-2** | **-2** | 37.3 | 5.7 | 69.5 |

* Caution is required when interpreting estimates because one or more PISA sampling standards were not met. ** Caution is required when comparing estimates with other countries/economies as a strong linkage to the international PISA creative thinking scale could not be established (see Reader's Guide and Annex A4).

1: A student's relative performance in creative thinking is defined as the residual obtained upon a cubic polynomial regression of the student's performance in creative thinking over his or her performance in mathematics (reading). The regression is performed at an international level, pooling data from all countries and economies that participated in the creative thinking assessment. 2. Explained variance is the R squared coefficient from a regression of creative thinking score on mathematics performance, gender and students' and schools' socio-economic profile (ESCS). Variation uniquely associated with mathematics performance is measured as the difference between the R squared of the full regression and the R squared of the same regression without mathematics performance.

Note: Values that are statistically significant are marked in bold (see Annex A3). *Countries and economies are ranked in descending order of the mean performance in creative thinking.*

Source: OECD, PISA 2022 Database, Tables III.B1.2.1, III.B1.2.2 and III.B1.2.4. The StatLink URL of this table is available below Snapshot Table III.6