

Report - Project C16:

2018, 2019 & 2020 exam results in Estonia

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Business goals

Background

At the moment is very complicated times due to COVID-19 virus. We have to wear masks, keep distance, wash hands. It is not recommended to visit public places like theater, cinema, pubs, restaurants and as well as schools (as less as possible). Now in the autumn schools are opened longer and students visit lectures, labs and classes, but in the spring, when we had emergency situation in April to May schools were on the distance study. Students had to learn at the home and can communicate with teachers with Skype, Microsoft Teams or Zoom. Students had not study in classical ways they had to adopt with new situation and study more independently.

Business goals

Our goal is to find out is distance study influenced students performance in exams or not and if it had impact on results how it influenced results. If we found it did not had impact on results, then we have knowledge that it is not so important to avoid distance study like we do it in our country at the moment. The result of data analysis can give important information to government of Estonia how to act in these situations.

Business success criteria

Our main goal is to find out what is predicted results and compare them with actual results. Also it should answer the question is it important to save our health and go at distance study as soon as it seems necessary or keep schools opened as long as possible, because at distance study makes studying harder and makes results low. We can give information to government of Estonia about high school and basic school, how they should act in unusual situations like COVID-19 pandemic in 2020.

Assessing situation

Inventory of resources

We are going to use Google Colab to make data analysis and predictions. Colab is also good for pair programming.

We have public data from Eksamite infosüsteem, it is based on schools and participants (we do not have exactly every student ID but we have schools sum of participants and school mediaan and so on)

We use for predicting math advanced exam results, math simple exam results and Estonian language exam results from 2018 and 2019:

Estonian-2018.csv

Estonian-2019.csv

Math-advanced-2018.csv

Math-advanced-2019.csv

Math-simple-2018.csv

Math-simple-2019.csv

And for comparing predicted results we use math advanced exam results, math simple exam results and Estonian language exam results from 2020:

Estonian-2020.csv

Math-advanced-2020.csv

Math-simple-2020.csv

Requirements, assumptions, and constraints

We have constraints that we do not know every students result, we have only schools results. And their results average, mediaan and standard deviation.

Risks and contingencies

Our risk is that we do not know when some school went on distance study or finished it and how they organized it. We could have wrong results due to participants number is in some school 60 and in another school 6 so the average could vary more.

Terminology

Keskmine – School average result

Mediaan – School results mediaan

Sugu – sex(M-male/F-female)

Kool – school, where exams have performed

Kooli tüüp – is it basic, high or trade school

Aasta – year

Õppekeel – studing language

Sooritus keel – exam language

Õppevorm – studing form, for example stationary or not-stationary

Sooritajaid –participants

Min

Max

Costs and benefits

We can not estimate costs and benefits in euros or dollars. We could gather information how to act in these situations and how different studing impact exam results. We could have benefits in saving our health and having better scores in exams.

Defining your data-mining goals

Data-mining goals

We are going to use different predicting models for example KNN, random forest, basic linear classifier and so on. Definitely we use some visualisations and diagrams to show which schools had better results and which worse. Which schools results changed more and where less.

Data-mining success criteria

Every team must have to work about 30 hours with project to achieve a goal. We need to pay attention on visualisation to make it easy to understand for other people. We want to show how results have changed and so we have to find best classifier to make predictions, which we compare to actual values.

Gathering data

Outline data requirements

Data is in .csv files and Google Colab is working well with .csv file and files are easily to read in.

Verify data availability

Data is public in Eksamite Infosüsteem and we have downloaded it and pushed is our repository.

Data files names:

Estonian-2018.csv

Estonian-2019.csv

Math-advanced-2018.csv

Math-advanced-2019.csv

Math-simple-2018.csv

Math-simple-2019.csv

Estonian-2020.csv

Math-advanced-2020.csv

Math-simple-2020.csv

Define selection criteria

We use Estonia national Examination information system, which gather every year results about exams. 2018 and 2019 results is for making test model and making predictions and 2020 results is for comparing predictions with actual values

Describing data

Exploring data

Verifying data quality

| Task | Deadline | Assignee | Effort |
|------|----------|----------|--------|
|------|----------|----------|--------|

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|---|--------|---------------|-----|
| Gathering data in one file | 29.Nov | Brandon | 2h |
| Making data correct (delete unnecessary attributes/make new attributes) | 30.Nov | Brandon | 2h |
| Control is data correct | 1.Dec | Tauno | 1h |
| Gathering and comparing classifier and choose best ones | 4.Dec | Tauno/Brandon | 15h |
| Working with classifiers and aslo make predictions (report AUC) | 10.Dec | Tauno/Brandon | 50h |
| Verify done work, check is everything working correctly | 11.Dec | Brandon | 5h |
| Making visaulisations | 14.Dec | Tauno | 10h |
| Improving visualisations with comments etc. | 15.Dec | Brandon | 5h |
| Making presentation and presntation talk | 16.Dec | Tauno | 5h |
| Present work | 17.Dec | Brandon/Tauno | 1h |