

**Qualifications**

- UE
- NCEA (L2)
- None
- (Scholarship)

**Co-ed vs Boys'**

- By decile
- By ethnicity
- UE by year
- All Q, lumped

**Figure**

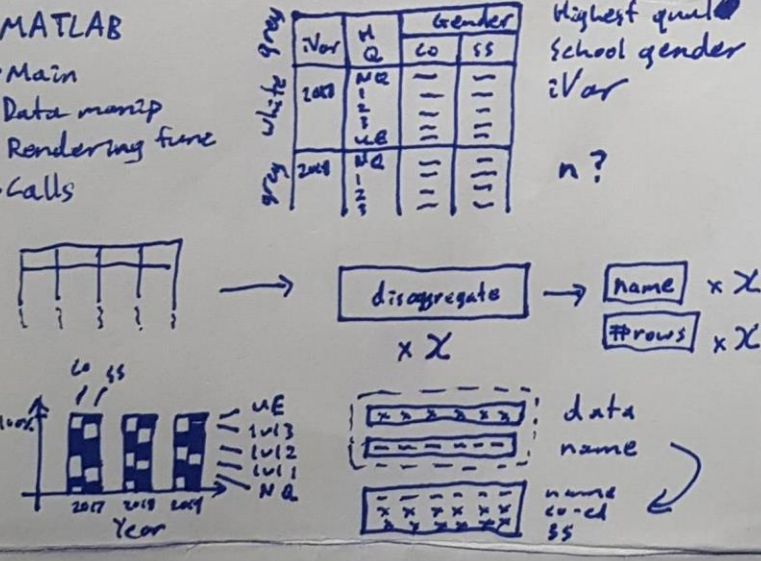
- Description/context
- Key features - interpret

**Key features**

- Compare centers
- Over time
- spreads
- unusual features

**Teach Describe:**

- Medians
- Box + whisker
- ~~Confounding~~
- School deciles
- Co-ed vs single-sex (Boys')



**UE Comp.**

→ 18.8

Q1 23.4

Q2 10.6

Q3 9.4

Q4 9.0

Q5 16.9

**INTRO**

- Meta
- Summary/concl
- Interpretation
- Thanks
- ~~Contents~~
- ~~Statistical~~ Confounding
- Bias?
- Definitions

**BY ETHNICITY**

~~Qual by Eth (2016)~~ Overview

Qual by Eth (2016) T

Socio-economic confounding

UE by Eth/dec T

Lvl 2+ by Eth/dec T

None by Eth/dec T

concl

**BY ASSESSMENT TYPE**

Overview

Internal vs external

Type by dec

Lvl 1 R

Lvl 2 B

Lvl 3 B

**CO-ED VS BOYS'**

Qual by year T

Schol by year T

UE by year/decile

1-4 T

5-6 W

7-8 W

9-10 W

**SUMMARY**

UE by dec W

Lvl 2+ by dec W

None by dec W

**BY DECILE**

Lvl 2+ by year/dec

1x5

None by year/dec

1x5

concl

**BY TIME**

**WOMEN**

B bar W whisker T table

**Writeup Planning**

Centre, spread, interesting

Trend, cyclic patterns, outliers

Pattern (data), why

> **SEC SUMMARY**

Intro

Why collect

Data manip alerts

> **YEAR**

Trend

Comparative

- What
- Why

> **Quintile** → Decile

For each:

Quin → ach

For each quin:

Type → ach

Not appl.

> **Eth**

For each:

**Reminders**

Check graphs/tables

Search E 7

Single sex → single sex

School gender → School type

Subheadings

Refresh contents/fields and check

Comp. between: (rel tabs)

- Diff not nec bad
- (cult. diff., prefer to do trade-offs)
- But if due to unequal opp./support → then bad