**Explanation of data set**

**Participants**

This data set contains the data used for the analyses in the paper “No Evidence that Autistic Traits Predict Programming Learning Outcomes”. It contains data for the 223 participants who attempted all cognitive tests, the SCS1-S programming test and completed the full Autism Quotient (AQ) questionnaire and were thus included in the final analyses.

**Explanation of variables**

***Cognitive tests***

Scores on the cognitive tests were standardised by computing z-scores for all analyses. This was done with the original full data set and was computed with the “scale” function in R. Scores were standardised per version per test using all participants who attempted that test. Standardised scores for the five cognitive skill tests (Pattern recognition, Algebra, Logical reasoning, Vocabulary learning, Grammar learning) can be found in columns 2 through to 6. For completeness the columns 8 through to 12 also present the raw scores on the cognitive tests. Column 13 shows the version of the cognitive test that each participant completed for the tests that had two versions (Pattern recognition, Algebra, Logical reasoning, and Vocabulary learning). The columns for vocabulary learning give the scores for the delayed recall task. Because of the high intercorrelation between immediate and delayed recall we did not use the immediate recall scores in the paper and have thus not included them in this dataset.

***SCS1-S***

For the SCS1-S we used the standardised z scores (column 7). These scores were computed in the same way as described for the cognitive tests above. For completeness the data set also contains the raw SCS1-S scores and the version of the SCS1-S that participants completed (columns 14 and 15).

***Course grades***

For the course grades we used standardized scores (column 16). These scores consisted of the averages over the five relevant module topics as described in the study: variables & conditionals, loops, functions, arrays & strings, and program design & problem solving. They were standardised across all participants in the larger data set according to the same method as described for the cognitive tests above. For completeness, the raw course grades are added in column 17.

***First experience***

Column 18 shows whether or not this course was the participant’s first programming experience. Here number 1 indicates that it was their first programming experience, and number 2 indicates that it was not their first programming experience.

***AQ scores***

Column 19 shows the participants’ raw total AQ score. Columns 20 through to 25 show the raw scores on each of the AQ subscales. Column 26 shows the standardised total AQ scores, and columns 27 through to 31 show the standardised scores on each of the AQ subscales. These scores were standardised with the “scale” function in R, using only participants who completed the full AQ questionnaire.

**Further details**

For more details on the study, please consult the article or the pre-print on the OSF. For additional information or data please contact [BLINDED].