## hw07

November 27, 2018

# 1 Homework 7: Percentiles, Bootstrap, A/B Testing

### 1.1 Due Sunday November 25th, 11:59pm

Directly sharing answers is not okay, but discussing problems with the course staff or with other students is encouraged.

You should start early so that you have time to get help if you're stuck.

**Important**: The ok tests don't usually tell you that your answer is correct. More often, they help catch careless mistakes. It's up to you to ensure that your answer is correct. If you're not sure, ask someone (not for the answer, but for some guidance about your approach).

Once you're finished, you must do two things:

#### 1.1.1 a. Turn into OK

Select "Save and Checkpoint" in the File menu and then run the submission cell at the end of the notebook. The result will contain a link that you can use to check that your assignment has been submitted successfully. If you submit more than once before the deadline, we'll only grade your final submission.

#### 1.1.2 b. Turn PDF into Gradescope

Select File > Download As > PDF via LaTeX in the File menu. Turn in this PDF file into the respective assignement at https://gradescope.com/. If you submit more than once before the deadline, we will only grade your final submission

#### 1.2 1. Percentiles

#### The General Definition

Let p be a number between 0 and 100. The pth percentile of a collection is the smallest value in the collection that is at least as large as p% of all the values.

By this definition, any percentile between 0 and 100 can be computed for any collection of values and is always an element of the collection. Suppose there are n elements in the collection. To find the pth percentile:

- 1. Sort the collection in increasing order.
- 2. Find p% of n:  $\frac{p}{100} * n$ . Call that h. If h is an integer, define k = h. Otherwise, let k be the smallest integer greater than h.
- 3. Take the *k*th element of the sorted collection.

**Question 1.** Assign the number of elements in values to the variable n. Define k as above -- your answer should be an integer. Assign the 65th percentile of the array values to sixty\_fifth\_percentile. You must use the variables provided for you when solving this problem. For this problem only, you may *not* use percentile().

*Hint:* Using math.ceil() will round up a number to the next nearest whole number. math has already been imported for you.

```
In [168]: #: don't change the values in this array!
    values = make_array(34, 65, 103, 73, 4, 32, 45, 87, 99, 54)
    values.sort() # This line sorts the array
    values

Out[168]: array([ 4, 32, 34, 45, 54, 65, 73, 87, 99, 103])

In [169]: n = values.size
    n

Out[169]: 10

In [170]: k = math.ceil(65/100 * n)
    k

Out[170]: 7

In [171]: sixty_fifth_percentile = values.item(k-1)
    sixty_fifth_percentile
Out[171]: 73
```

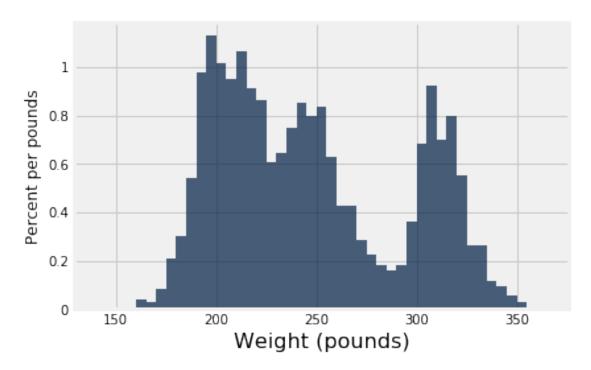
```
In [172]: _ = ok.grade('q1_1')

Running tests

Test summary
    Passed: 1
    Failed: 0
[0000000000k] 100.0% passed
```

**Question 2.** The table nfl\_players contains one row for each player in the National Football League (NFL). The columns include each player's Number, Name, Position, Age, Height (in inches), Weight (in pounds), College, and Team. Plot a histogram showing each player's weight. Use the bins provided.

Source: http://espn.com and https://www.pro-football-reference.com/players/salary.htm on 2/1/2018.



**Question 3.** Find the absolute difference between the 95th percentile of the weights of both place kickers (PK) and offensive tackles (OT) in the NFL and assign it to absolute\_difference. You may use percentile().

```
In [175]: place_kickers = nfl_players.where('Position', are.equal_to('PK')).sort('Weight', desce
        # place_percentile = place_kickers.item(math.ceil(95/100 * place_kickers.num_rows))
        place_percentile = percentile(95, place_kickers.column('Weight'))
        offensive_takcles = nfl_players.where('Position', are.equal_to('OT')).sort('Weight', do
        offensive_percentile = percentile(95, offensive_takcles.column('Weight'))
        absolute_difference = abs(place_percentile - offensive_percentile)
        absolute_difference
Out[175]: 116
In [176]: _ = ok.grade('q1_3')
Running tests
          -----
Test summary
   Passed: 1
   Failed: 0
[oooooooook] 100.0% passed
```

Question 4. In an array quarterback\_quartiles put the values for the first, second, and third quartiles (in that order) of the heights of all quarterbacks (QB) in the NFL. Make sure your values are in the correct order. You may use percentile().

```
Failed: 0 [0000000000k] 100.0% passed
```

**Question 5.** Find the weights of the heaviest players at each position. Assign the 50th percentile of these weights to fiftieth\_percentile. You may use percentile().

**Question 6.** Shaun surveyed his class to find the total number of siblings each of his classmates has. You can see his findings below in the table siblings. For instance, 2 people have 0 siblings, 4 have 1 sibling, and so on. If one of his classmates, Jake, has some number of siblings that falls in the 75th percentile of Shaun's data, how many siblings does Jake have? Assign your answer to the value jake\_siblings. You may use percentile().

```
In [181]: #: load the data
          siblings = Table().read_table('siblings.csv')
          siblings
Out[181]: Siblings | Frequency
          0
                   1 2
          1
                    | 4
          2
                    1 5
          3
                   | 4
          4
                   1 3
          5
                   | 1
```

### 1.3 2. Thanksgiving Dinner

Suppose you're hosting a Thanksgiving dinner and are responsible for cooking a delicious turkey. When you get home from the grocery store, you notice that the turkey you purchased is a bit on the smaller side. You wonder whether turkeys have always been this small. You decide to investigate.

Ideally, you would want to figure out the exact mean weight of all turkeys that were sold for Thanksgiving this year. However, around 46 million turkeys across the world are consumed each Thanksgiving. Thus, it's simply not feasible to obtain the mean weight of *all* turkeys (i.e. the mean weight of the population).

**Question 1.** Complete the statement below by filling in the blanks.

Therefore, you want to collect a sample of turkeys to obtain a population statistic to estimate the unknown (weight) parameter.

You head back to the grocery store and record the weights of all whole turkeys that are in stock. While you're at it, you also decide to record the weights of all whole chickens that are in stock. When you arrive back home, you decide to use this data as your sample.

**Question 2.** Your data is recorded in a CSV file called stock.csv. Read this file into a table named stock.

**Question 3.** For now, you only care about the weights of the turkeys. Create a new table with the rows of stock where the value of Fowl is "Turkey". Assign this new table to turkeys.

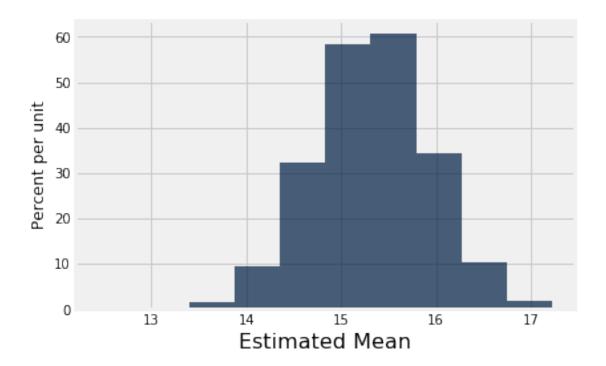
```
In [186]: turkeys = stock.where('Fowl', are.equal_to('Turkey'))
        turkeys
Out[186]: Fowl
               | Weight (lb)
        Turkey | 7.07681
        Turkey | 14.1794
        Turkey | 18.915
        Turkey | 12.9614
        Turkey | 13.7908
        Turkey | 16.2523
        Turkey | 22.8031
        Turkey | 9.31993
        Turkey | 21.1311
        Turkey | 20.9763
         ... (52 rows omitted)
In [187]: _{-} = ok.grade('q2_{3}')
Running tests
______
Test summary
   Passed: 1
   Failed: 0
[oooooooook] 100.0% passed
```

Question 4. Calculate the mean weight of turkeys and assign it to turkey\_mean.

You're done! Or are you? You have a single point estimate for the true mean turkey weight. However, you don't know how uncertain your estimate is and you don't know how much these estimates could vary. In other words, you don't have a sense of how good your estimate is. You may have gotten a particular statistic for one sample, but a completely different one for another.

This is where the idea of resampling via the bootstrap comes in. Let's assume that our original sample resembles the population fairly well. We can then resample from our original sample to produce even more estimates, which we can then use to produce an interval estimate for the true mean weight of all turkeys.

**Question 5.** Fill out the following code to produce 5,000 bootstrapped estimates for the *mean* weight of turkeys. Store your 5,000 estimates in the turkey\_means array.



```
In [192]: _ = ok.grade('q2_5')

Running tests

Test summary
   Passed: 2
   Failed: 0
[ooooooooook] 100.0% passed
```

**Question 6.** Using the array means, compute an approximate 95% confidence interval for the true mean weight of turkeys. (Compute the lower and upper ends of the interval, named lower\_bound and upper\_bound, respectively.)

Hint: Use percentile().

**Question 7.** Which of the following would make the histogram narrower? Assign either 1 or 2 to q2\_7. 1. Increasing the number of resamples (repetitions of bootstrap). 2. Starting with a larger original sample size.

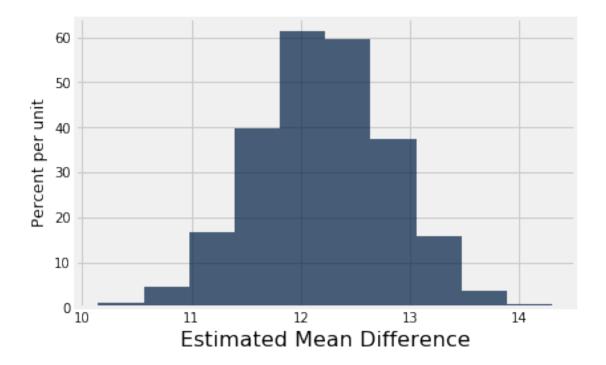
**Question 8.** Suppose you want to find the weight of the heaviest turkey (maximum weight out of the entire population). Would your bootstrap procedure be effective in estimating the weight of the heaviest turkey? Explain your answer below.

The procedure would not be efficient, since by bootstrapping, the results will always not reach the real value of the heaviest turkey's weight. All the results will have less value of the real biggest weight.

**Question 9.** Suppose you're wondering how heavy the average turkey is compared to the average chicken. Using the same bootstrap procedure, compute an approximate 95% confidence interval for the true mean difference in weight between turkeys and chickens. Store your 5,000 estimates in the difference\_means array. Use the original stock table for this.

mean difference := mean weight of turkey – mean weight of chicken

Table().with\_column('Estimated Mean Difference', difference\_means).hist()



```
In [201]: _ = ok.grade('q2_9')

Running tests

Test summary
   Passed: 1
   Failed: 0
[0000000000k] 100.0% passed
```

**Question 10.** Compute the 95% confidence interval for the mean difference in weights of turkeys and chickens. Assign the left and right endpoints to left\_endpoint and right\_endpoint respectively.

**Question 11:** Based on your histogram and confidence interval, would you say with high probability that the mean turkey is heavier than the mean chicken? Explain your answer.

Since in all the results of our 5000 resamples result in the turkey being at least 10.9 pounds (confidence level) heavier than the chicken, we can conclude that turkey is definitively heavier than the chicken.

**Question 12.** Would changing the units of weight from pounds to kilograms change your conclusion? Assign a boolean (True if it would and False otherwise) to the name q2\_12.

### 1.4 3. DSC 10 == Easy?

Here is a questionable article claiming that DSC 10 is the easiest class at UCSD. Suppose you're a toiling DSC 10 student who knows from experience that this claim is not true. To refute this claim, you decide to use A/B testing to show that DSC 10 is in fact more difficult than some of the other classes further down this list, in particular, POLI 5D (Data Analytics for the Social Sciences).

Let's make the assumption that the easier class is the class that is associated with higher grades received. You decide to test the following hypothesis:

**Null hypothesis:** Grades received from DSC 10 and POLI 5D come from the same distribution. **Alternative hypothesis:** Grades received from DSC 10 are typically lower than those from POLI 5D

To find evidence against the article's claim, you turn to the Course and Professor Evaluations (CAPE) for historical grades data.

There are a few assumptions we will need to make: - We will disregard P/NP grades, i.e., we will only look at letter grades. - Grades are only shown as unsigned letter grades (e.g. no A+ or A-, only A). Thus, the granularity of our analysis is limited to unsigned letter grades.

Below are the grades given for DSC 10 in Spring 2018:

Below are the grades given for POLI 5D in Winter 2017:

The following cell converts each table into a list of letter grades.

Question 1. Create a new table called dsc10 with two columns: Course and Letter Grade. Course will contain the string "DSC 10" for all rows and Letter Grade will contain the grades from dsc10\_grades.

```
Hint: Use list multiplication: 3 * ['element'] = ['element', 'element'].
In [209]: dsc10 = Table().with_column('Course', len(dsc10_grades)*['DSC 10'], 'Letter Grade', ds
          dsc10
Out[209]: Course | Letter Grade
         DSC 10 | A
         DSC 10 | A
          DSC 10 | A
         DSC 10 | A
         DSC 10 | A
          DSC 10 | A
          DSC 10 | A
          DSC 10 | A
          DSC 10 | A
          DSC 10 | A
          ... (92 rows omitted)
In [210]: _ = ok.grade('q3_1')
Running tests
```

Test summary
Passed: 1
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[0000000000k] 100.0% passed

POLI 5D | A

Question 2. Similarly, create a new table called poli5d with two columns: Course and Letter Grade. Course will contain the string "POLI 5D" for all rows and Letter Grade will contain the grades from poli5d\_grades.

-----

```
POLI 5D | A
POLI 5D | A
POLI 5D | A
... (50 rows omitted)

In [212]: _ = ok.grade('q3_2')

Running tests

Test summary
Passed: 1
Failed: 0
[0000000000k] 100.0% passed
```

**Question 3.** Create a new table letter\_grades and append to it both the poli5d table and the dsc10 table.

Hint: original\_tbl.append(new\_tbl) appends new\_tbl to old\_tbl, but old\_table must have all of the columns of new\_tbl. Try using letter\_grades = Table(['Course', 'Letter Grade']) to create an empty table with the necessary columns.

*Warning*: You should be able to run the cell below twice and get the same number of rows each time! If not, you might not be creating a *new* table.

```
In [213]: letter_grades = Table(['Course', 'Letter Grade']).append(dsc10).append(poli5d)
       letter_grades
Out[213]: Course | Letter Grade
       DSC 10 | A
       ... (152 rows omitted)
In [214]: _ = ok.grade('q3_3')
Running tests
        ______
Test summary
```

```
Passed: 1
Failed: 0
[0000000000k] 100.0% passed
```

Note that letter\_grades now consists of all 102 rows for DSC 10 followed by all 60 rows for POLI 5D (or *vice versa*, depending on your particular solution). In other words, the Course column is not randomly shuffled; all rows for DSC 10 come before all rows for POLI 5D. In your upcoming permutation test, you will shuffle the Letter Grade column but will keep Course in the same order.

**Question 4.** Is it a problem that the Course column will never be shuffled in your permutation test? Explain your answer below.

Yes. Because the 'Course' column is not shuffled along with the 'Letter Grade' column, each letter grade in the 'Letter Grade' column will not match its correspoding course in the 'Course' column. So the results of the experiments would be useless, since the data got mixed up and no meaningful results would come out

There is one last thing we need to take care of before we can start our permutation test. As mentioned earlier, grades are only shown as letter grades, not numerical grades. However, working with numerical grades rather than letter grades will allow us to use the permutation test more effectively. This is because we can take the mean of numerical grades while we cannot with letter grades.

Therefore, we will map the letter grades in our data set to placeholder numerical grades according to the following mapping:

Placeholder Numerical Grade
4.0
3.0
2.0
1.0
0.0

Note that these placeholder numerical grades are just approximations of the actual numerical grades received. For example, a student under the "A" category may have actually received an A-, which corresponds to 3.7 grade points, rather than a 4.0. Nevertheless, we will make do with what we have.

**Question 5.** Define a function letter\_to\_numerical that takes in a letter grade as a string as input, and returns the corresponding placeholder numerical grade according to the mapping above.

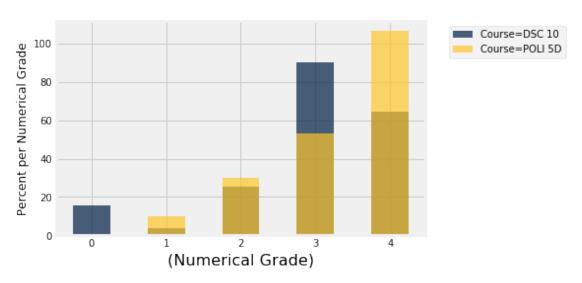
```
In [215]: # write your function here
    def letter_to_numerical(letter_grade):
        if letter_grade == 'A':
            return 4.0
    elif letter_grade == 'B':
            return 3.0
    elif letter_grade == 'C':
```

Question 6. Using your function letter\_to\_numerical, create a new table numerical\_grades with two columns: Course and Numerical Grade. Course will contain the same values as in the letter\_grades table and Numerical Grade will contain corresponding placeholder numerical grades.

```
In [217]: numberss = letter_grades.apply(letter_to_numerical, 'Letter Grade')
       numerical_grades = letter_grades.select('Course').with_column('Numerical Grade', number
       numerical_grades
Out[217]: Course | Numerical Grade
       DSC 10 | 4
       ... (152 rows omitted)
In [218]: _ = ok.grade('q3_6')
Running tests
         Test summary
   Passed: 1
```

```
Failed: 0 [0000000000k] 100.0% passed
```

**Question 7.** Run the below cell to display a histogram of numerical\_grades. Why are there gaps in-between the bars? Explain your answer below.



Because in the bins it is specified to hve a 0.5 gap between each bar **Question 8.** Using letter\_grades, calculate the difference between the mean DSC 10 grade and the mean POLI 5D grade. Assign your answer to observed\_difference.

mean difference := mean DSC 10 grade - mean POLI 5D grade

```
In [220]: dsc_mean = np.mean(numerical_grades.where('Course', are.equal_to('DSC 10')).column('Numerical_grades.where('Course', are.equal_to('POLI 5D')).column('observed_difference = dsc_mean - poli_mean observed_difference
Out[220]: -0.361764705882353
In [221]: _ = ok.grade('q3_8')

**Test summary**

Test summary**

**Test summary**

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[oocoooooook] 100.0% passed
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**Question 9.** Interpret in words the number you obtained for observed\_difference. Explain your answer below. Be as specific as possible.

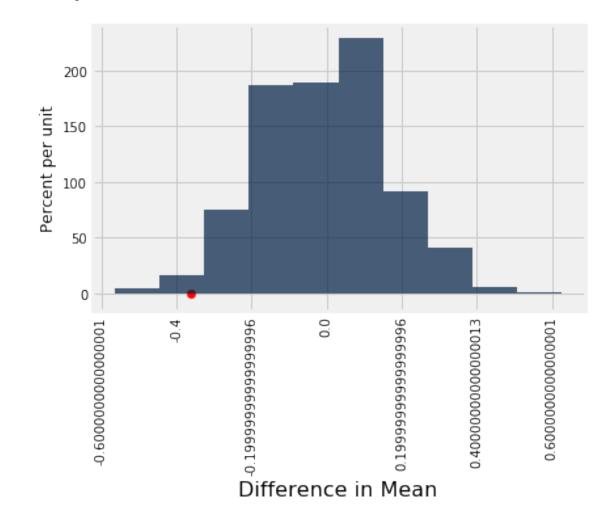
observed\_difference represents the mean of the grades from dsc 10 minus the mean of the grades from poli 5d. Being it a negative number, it tells us that the mean of the grades of dsc 10 is lower than the mean of the grades from poli 5d. This means that the average grade of dsc 10 is lower than the average grade of poli 5d. Suggesting that dsc 10 has a lower average grade than poli 5d.

**Question 10.** Use a permutation test to calculate 5,000 differences using random permutations of the data. Store your 5,000 differences in the differences array.

```
In [222]: differences = make_array()
          for i in range(5000):
              shuffled_grades = numerical_grades.sample(with_replacement=False).column('Numerica
              shuffled = numerical_grades.with_column('Shuffled Numerical Grade', shuffled_grade
              group_means = shuffled.group('Course', np.mean).column('Shuffled Numerical Grade m
              difference = group_means.item(1) - group_means.item(0)
              differences = np.append(differences, difference)
          differences
Out[222]: array([-0.11470588,  0.04411765,  0.09705882, ..., -0.16764706,
                  0.04411765, -0.16764706])
In [223]: _{-} = ok.grade('q3_{10}')
Running tests
Test summary
   Passed: 1
   Failed: 0
[oooooooook] 100.0% passed
```

**Question 11.** Which of the follow choices best describes the purpose of the permutation test with regards to A/B testing? Assign either 1, 2, or 3 to q3\_11. 1. The permutation test generates a null distribution which we can use in testing our hypothesis. 2. The permutation test mitigates noise in our data by generating new permutations of the data. 3. The permutation test is a special case of the bootstrap and allows us to produce interval estimates.

The following cell plots your observed difference and a histogram of your null distribution produced under your permutation tests.



```
In [226]: _ = ok.grade('q3_11')

Running tests
```

Test summary
Passed: 1
Failed: 0
[oooooooook] 100.0% passed

**Question 12.** Compute a p-value for the hypothesis. That is, under the null hypothesis, compute the probability that we would have obtained a difference equal to or lower than observed\_difference by chance alone. Assign your answer to p\_val.

**Question 13.** Do you reject or fail to reject the null hypothesis at the 0.05 significance level? What conclusion can you make with regards to DSC 10 and POLI 5D? Explain your answer below. Be as specific as possible.

At the 0.05 significance level, we reject the null hypothesis in favor to the alternative hypothesis. We can conclude that grades received from DSC 10 are typically lower than those from POLI 5D.

**Question 14.** Suppose you are interested in two values, value *A* and value *B*. Suppose your null hypothesis is as follows:

**Null hypothesis:** In the population, value *A* is equal to value *B*.

Suppose your observed difference (value A – value B) lies in the far left tail of the null distribution.

Which alternative hypothesis will most likely result in a p-value that is NOT significant (a p-value NOT less than 0.05)? Assign either 1, 2, or 3 to q3\_14.

- 1. **Alternative hypothesis:** There is a difference between value *A* and value *B*.
- 2. **Alternative hypothesis:** Value *A* is greater than value *B*.
- 3. **Alternative hypothesis:** Value *B* is greater than value *A*.

```
In [229]: q3_14 = 1 q3_14
```

```
Out[229]: 1
In [230]: _ = ok.grade('q3_14')

Running tests

Test summary
    Passed: 1
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```

To submit:

- 1. Select Kernel -> Restart & Run All to ensure that you have executed all cells, including the test cells.
- 2. Read through the notebook to make sure everything is fine and all tests passed.
- 3. Submit using the cell below.
- 4. Save PDF and submit to gradescope

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## 1.5 Before submitting, select "Kernel" -> "Restart & Run All" from the menu!

Then make sure that all of your cells ran without error.

## 1.6 Don't forget to submit to both OK and Gradescope!