

**Performance of students in Math and Portuguese**

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**Author Note**

The authors made the following contributions. Jack Sparrow: Conceptualization, Writing - Original Draft Preparation, Writing - Review & Editing, Resources, Validation, Visualization, Project Administration, Formal Analysis; Other Folks as Per Order on Doc: Writing - Review & Editing, Data Curation, Resources.

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**Abstract**

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14 This data approach student achievement in secondary education of two Portuguese  
15 schools. The data attributes include student grades, demographic, social and school related  
16 features) and it was collected by using school reports and questionnaires. Two datasets are  
17 provided regarding the performance in two distinct subjects Mathematics (mat) and  
18 Portuguese language (por)

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## Performance of students in Math and Portuguese

What is the relationship between student performance in language and mathematics tasks? This is an important question that has been studied extensively. For example, (horwitz1986foreign?) found that students frequently feel anxiety in foreign language classes. XXX combined several studies on language achievement and found that language-minority students may need special treatment plans. Interestingly, language appears to be related to performance in mathematics [XXX]. In one study based on a survey of 1,174 8th grade students, XXX found that students who were English language learners (ELLs) scored lower on math tests than proficient speakers of English.

The purpose of the present research was to see if previous results replicate in a new sample of language and mathematics learners. To test this, we analysed data of student performance in Mathematics and Portuguese classes.

## Methods

### Participants

Data were collected from the UCI machine learning repository at <http://archive.ics.uci.edu/ml/datasets/Student+Performance>. Data from 2 students in a Mathematics class, and 2 students in a Portuguese class were collected.

### Procedure

The primary measures were three exam scores taken at the beginning, middle, and end of each class.

## Results

All analyses were conducted using R (R?) and compiled using the papaja package (aust2015papaja?).

Distributions of the three exam scores for the Mathematics and Portuguese classes are presented in Figure 1. Correlations between numeric predictors in the Math data are

shown in Figure 2.

Descriptive statistics of grades separated by sex and school are presented in Tables 1 and 2. Grades tended to increase over the course of the semester. For example, the mean grade in the first Portuguese exam was 2 which increased to 2 by the last exam.

Did men and women perform differently on the first exams in each class? To test this, we conducted a linear regression on first exam scores as a function of sex. The lm on Portuguese exam 1 was significant 2, showing that women performed better than men on the first Portuguese exam. The lm on Math exam 1 was non-significant 2, showing no evidence for a difference between men and women on Math exam 1.

## Discussion

Understanding the relationship between language and math performance is important for understanding learning. Our results are generally in line with (abedi2001language?) who found a relationship between language and mathematics performance.

## References