

For Online Publication

Laboratory Measure of Cheating Predicts School Misconduct*

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Online Appendix

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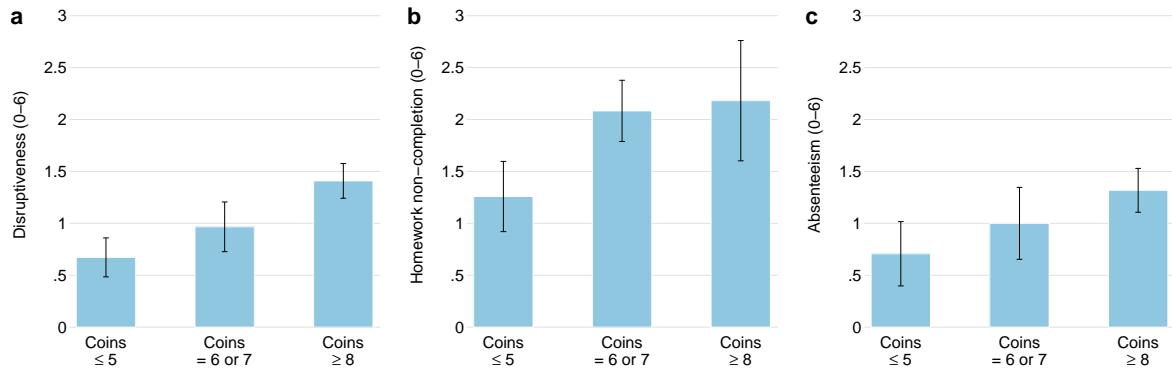
1 Additional Figures

Figure A.1: Mobile Laboratory



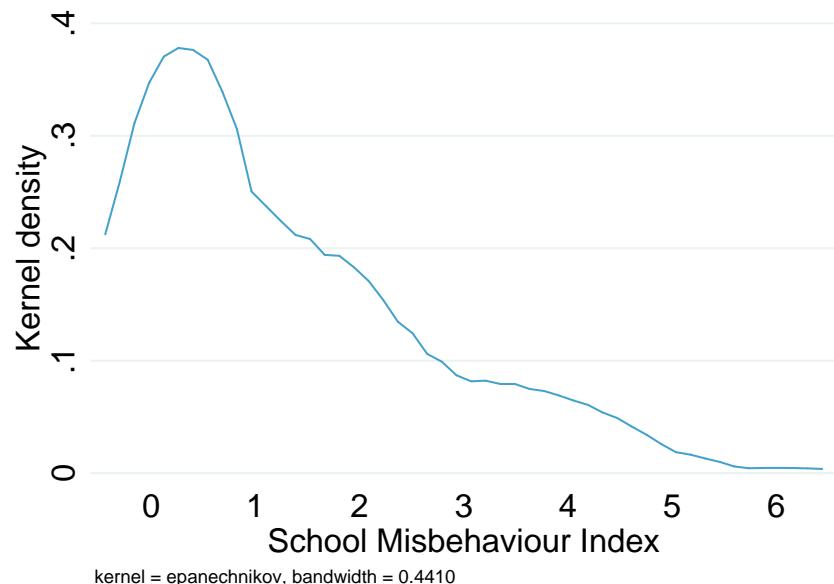
The figure shows how the mobile laboratory was set up in the classrooms. Cardboard walls were installed to shield the subjects from sight.

Figure A.2: Behaviour in the Coin Task by Tertiles and School Misconduct



The figure shows averages of individual measures of school misbehaviour by tertiles of coins taken in the coin task. Students who took a higher number of coins (a) disrupt the class to a larger degree, (b) fail to do their homework more often, and (c) are more frequently absent from school. Error bars indicate the standard error of the mean (adjusted for clustering at the class level).

Figure A.3: Distribution of the School Misbehaviour Index



The figure displays the kernel density estimate for the school misbehaviour index.

2 Additional Tables

Table A.1: Robustness: # Reported Heads

Dependent variable	(1) # of reported heads	(2) School Misbehaviour Index	(3)
# of reported heads		0.154** (0.041)	0.144** (0.049)
Age	-0.059 (0.575)	0.492*** (0.005)	0.475*** (0.006)
Female	-0.926*** (0.000)	-0.639** (0.015)	-0.684** (0.010)
Swiss nationality	-0.457* (0.087)	0.154 (0.172)	0.193 (0.163)
High school	-0.786 (0.108)	-1.377*** (0.009)	-1.068** (0.045)
Parental education	-0.222 (0.377)	0.481 (0.202)	0.546 (0.171)
Crystallized intelligence	-0.160 (0.269)		-0.256** (0.046)
Fluid intelligence	-0.015 (0.905)		0.037 (0.798)
Constant	8.243*** (0.000)	-6.366*** (0.003)	-6.242*** (0.003)
Observations	161	161	161
R ²	0.227	0.309	0.329

This table reports OLS coefficient estimates. *p*-values are reported in parenthesis. In column (1), we regress the number of reported heads on a set of individual characteristics and two measures of cognitive ability. Age is measured in years. Female, Swiss nationality, High school, and Parental education are dummy variables. Parental education equals to one if at least one parent has a university degree. Crystallized and Fluid intelligence are based on the scores from the word fluency test and the symbol-digit correspondence test, respectively. Both cognitive ability measures are normalized to have a mean of zero and a standard deviation of one. In columns 2 and 3, the dependent variable is the School misbehaviour index which is constructed by averaging the three items of school misconduct, including disruptiveness in class, failure to complete homework, and absenteeism (all measured on a scale from “never misbehaves” (= 0) to “always misbehaves” (= 6)). Because the models in columns 2 and 3 use teacher evaluations, we computed *p*-values that are robust to clustering at the class level. To account for the low number of clusters we applied the wild cluster bootstrap procedure (Cameron et al. 2008) using Webb’s (2013) 6-point distribution of weights. The number of observations is 161 instead of 162 because one subject did not state his age. Significance levels: * *p* < 0.10, ** *p* < 0.05, *** *p* < 0.01.

Table A.2: Robustness: Individual Measures of School Misbehaviour

Dependent variable	(1)	(2)	(3)	(4)	(5)	(6)
	Disruptiveness		Homework non-completion		Absenteeism	
# of coins taken	0.126** (0.031)	0.118** (0.026)	0.164 (0.126)	0.154 (0.148)	0.161** (0.013)	0.163** (0.012)
Age	0.439*** (0.003)	0.415*** (0.005)	0.598*** (0.005)	0.569** (0.010)	0.429** (0.035)	0.432** (0.040)
Female	-0.907*** (0.002)	-0.960*** (0.002)	-0.958** (0.027)	-1.025** (0.014)	0.004 (0.987)	-0.004 (0.987)
Swiss nationality	0.207 (0.307)	0.260 (0.254)	0.013 (0.945)	0.080 (0.746)	0.208 (0.496)	0.219 (0.490)
High school	-1.425*** (0.000)	-0.940 (0.193)	-1.765** (0.017)	-1.188* (0.054)	-0.889 (0.126)	-0.972* (0.081)
Parental education	0.475* (0.050)	0.583** (0.017)	0.404 (0.361)	0.531 (0.248)	0.507 (0.233)	0.482 (0.246)
Crystallized intelligence		-0.374** (0.044)		-0.452* (0.067)		0.025 (0.735)
Fluid intelligence		0.008 (0.952)		0.028 (0.886)		0.085 (0.694)
Constant	-5.599*** (0.004)	-5.481*** (0.004)	-7.026*** (0.004)	-6.884*** (0.008)	-6.339** (0.023)	-6.351** (0.025)
Observations	161	161	161	161	161	161
R ²	0.261	0.296	0.232	0.262	0.168	0.171

This table reports OLS coefficients estimates. *p*-values are reported in parenthesis. We regress each measure of school misconduct (i.e., disruptiveness in class, failure to complete homework, and absenteeism; all measured on a scale from “never misbehaves” (= 0) to “always misbehaves” (= 6)) on a set of individual characteristics and two measures of cognitive ability. Age is measured in years. Female, Swiss nationality, High school, and Parental education are dummy variables. Parental education equals to one if at least one parent has a university degree. Crystallized and Fluid intelligence are based on the scores from the word fluency test and the symbol-digit correspondence test, respectively. Both cognitive ability measures are normalized to have a mean of zero and a standard deviation of one. Because the models use teacher evaluations, we computed *p*-values that are robust to clustering at the class level. To account for the low number of clusters we applied the wild cluster bootstrap procedure (Cameron et al. 2008) using Webb’s (2013) 6-point distribution of weights. The number of observations is 161 instead of 162 because one subject did not state his age. Significance levels: * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

3 Six point wild cluster bootstrap procedure

Because the regression models in column (2) to (4) in Table 1 use teacher evaluations as a dependent variable, we compute p-values that are robust to clustering at the class level. To account for the low number of clusters G we use the wild cluster bootstrap procedure (Cameron et al. 2008) using the six point distribution of weights proposed by Webb (2013). The procedure to compute the p-value for each coefficient separately works as follows:

From the original sample we compute the Wald statistic for the coefficient of interest β_1 : $w = (\hat{\beta}_1 - \beta_0)/s_{\hat{\beta}_1}$, where $s_{\hat{\beta}_1}$ is the cluster robust standard error of the estimated coefficient $\hat{\beta}_1$. In addition we compute $\hat{\beta}^R$ and the residuals $\{\hat{u}_1^R, \dots, \hat{u}_G^R\}$ using OLS and imposing the restriction $H_0 : \beta_1 = \beta_1^0$ (i.e., we regress the measure of school misbehaviour y_{ig} on a constant and all regressors except for $x_{1,ig}$). We then iterate the following steps 1000 times:

1. We form a sample of G clusters $\{(\hat{y}_1^*, X_1), \dots, (\hat{y}_G^*, X_G)\}$ as follows: For each cluster $g = 1, \dots, G$ we formed $\hat{u}_g^{R*} = d_g * \hat{u}_g^R$, where the weights d_g have a 1/6 chance to take each value in the six point distribution $\{-\sqrt{1.5}, -\sqrt{1}, -\sqrt{0.5}, \sqrt{0.5}, \sqrt{1}, \sqrt{1.5}\}$. Then, we form $\hat{y}_g^* = X'_g \hat{\beta}^R + \hat{u}_g^{R*}$ for $g = 1, \dots, G$.
2. We calculate the Wald statistic $w_b^* = (\hat{\beta}_{1,b}^* - \beta_0)/s_{\hat{\beta}_{1,b}^*}$ using $\hat{\beta}_{1,b}^*$ and its standard error $s_{\hat{\beta}_{1,b}^*}$ estimate from the b th pseudo sample.

Finally, we retrieve the p-value for $\hat{\beta}_1$ by computing the fraction of times $w_b^* > w$ for $b = 1, \dots, 1000$.

References

- Cameron, A Colin, Jonah B Gelbach, and Douglas L Miller (2008): Bootstrap-based Improvements for Inference with Clustered Errors, *Review of Economics and Statistics*, Vol. 90, No. 3, pp. 414–427.
- Webb, D., Matthew (2013): Reworking Wild Bootstrap Based Inference for Clustered Errors, Queen's Economics Department Working Paper No. 1315.

INSTRUCTIONS (ORIGINAL)

- A partir de maintenant, nous vous prions de ne plus discuter avec vos collègues et de rester silencieux.
- Si vous avez une question, levez votre main et nous viendrons vers vous.
- Le questionnaire est anonyme. Il est identifié au travers d'un numéro unique. Il n'est à aucun moment possible de faire la relation entre la personne et les données s'y rapportant.
- Veuillez d'abord lire les instructions ci-dessous et répondre aux questions.
- **Ne tournez les pages qu'à notre signal.**

Ce questionnaire est composé de trois exercices différents. Pour les deux premiers exercices, le temps est limité. Nous vous indiquerons à chaque fois quand les débuter et quand tourner la page.

Numéro :

Sexe : masculin

féminin

Age :

Moyenne générale du dernier semestre :

Nationalité :

Formation la plus élevée achevée par mes parents :

Scolarité obligatoire (primaire, secondaire, inférieur)

père mère

Formation professionnelle (apprentissage, école professionnelle)

père mère

Formation générale (école de maturité, de diplôme, école normale)

père mère

Formation professionnelle supérieure (brevet, diplôme, maîtrise fédérale)

père mère

Université, EPF, HES

père mère

Je ne sais pas

père mère

Par rapport aux autres familles suisses, comment vous situez-vous financièrement :

**Très en-dessous
de la moyenne**

-3

-2

-1

0

1

2

3

**Très au-dessus
de la moyenne**

Avez-vous des questions avant de commencer le premier exercice ?

EXERCICE 1 – INSTRUCTIONS

Vous allez commencer le premier exercice de ce questionnaire.

Veuillez ne tourner la page qu'à notre signal.

Dès que vous aurez tourné la page, vous aurez **90 secondes** pour répondre au mieux à la question.

Au terme des 90 secondes nous vous avertirons et vous devrez alors à nouveau tourner la page.

EXERCICE 1

Citez le plus grand nombre d'animaux :

EXERCICE 2 – INSTRUCTIONS

Vous venez de finir le premier exercice. Sur la page suivante se trouve le deuxième exercice.

Veuillez ne tourner la page qu'à notre signal.

Dès que vous aurez tourné la page, vous aurez **90 secondes** pour remplir au mieux la question.

Au terme des 90 secondes nous vous avertirons et vous devrez alors à nouveau tourner la page.

ENONCE DE L'EXERCICE :

Dans chaque différente série, chaque numéro de 1 à 9 est représenté par un symbole dans une table.

Vous devrez alors écrire pour chaque symbole le numéro correspondant. Voici un exemple :

Enoncé : Série 0

∂	Σ	ρ	π	&	Ψ	#	\times	\exists
1	2	3	4	5	6	7	8	9
ρ	\exists	∂	#	Σ	π	\times	Ψ	&

Réponses: Série 0

∂	Σ	ρ	π	&	Ψ	#	\times	\exists
1	2	3	4	5	6	7	8	9
ρ	\exists	∂	#	Σ	π	\times	Ψ	&
3	9	1	7	2	4	8	6	5

Vous avez 90 secondes pour remplir le plus possible les 8 différentes séries.

Série 1 :

\forall	Ψ	\supseteq	∇	Ξ	\angle	\subset	\pm	θ
1	2	3	4	5	6	7	8	9
Ψ	∇	\supseteq	\angle	\forall	\subset	Ξ	θ	\supseteq

Série 2 :

Z	∇	\heartsuit	\Im	Π	Υ	ω	Φ	\leftrightarrow
1	2	3	4	5	6	7	8	9
ω	Υ	\heartsuit	Π	\Im	∇	Φ	Π	\leftrightarrow

Série 3 :

\exists	∞	χ	$\&$	$\#$	Θ	ς	\int	\ddots
1	2	3	4	5	6	7	8	9
Θ	$\#$	$\&$	\ddots	∞	\int	χ	\exists	\ddots

Série 4 :

\clubsuit	\leftarrow	\emptyset	\circ	$-$	\neq	\notin	\bullet	\diamond
1	2	3	4	5	6	7	8	9
\clubsuit	\emptyset	\neq	\notin	\leftarrow	\circ	\clubsuit	\diamond	$-$

Série 5 :

\geq	\otimes	\wp	$\%$	π	Σ	\leftrightarrow	$\sqrt{}$	\eth
1	2	3	4	5	6	7	8	9
$\%$	\otimes	\leftrightarrow	\eth	$\sqrt{}$	\wp	\geq	π	$\%$

Série 6 :

Λ	\perp	ξ	Ψ	\equiv	∇	\spadesuit	Ω	$-$
1	2	3	4	5	6	7	8	9
ξ	Ψ	∇	Ω	\perp	$-$	\spadesuit	\equiv	Λ

Série 7 :

Σ	\int	ϕ	\therefore	$+$	$\&$	Ψ	Π	θ
1	2	3	4	5	6	7	8	9
ϕ	\int	Π	Σ	\therefore	Π	$\&$	Ψ	θ

Série 8 :

$\text{\textcircled{z}}$	\boxtimes	\rightarrow	\blacksquare	\bowtie	∂	$ $	X	σ
1	2	3	4	5	6	7	8	9
$\text{\textcircled{z}}$	\blacksquare	\bowtie	\boxtimes	σ	$ $	∂	X	\bowtie

EXERCICE 3 – INSTRUCTIONS

Dans l'enveloppe blanche ci-jointe se trouvent **dix** pièces de 50 centimes. Avec un peu de chance, vous pouvez gagner jusqu'à 5 CHF. Nous vous prions d'ouvrir l'enveloppe blanche, d'en retirer les dix pièces et de les déposer devant vous. Prenez, s'il vous plaît, une des pièces de 50 centimes et lancez la. Notez le résultat du lancer de la pièce dans le tableau ci-dessous.

- Si vous obtenez **face (côté statue)**, vous avez **gagné** et vous pouvez garder la pièce de 50 centimes. Mettez s'il vous plaît la pièce de côté.
- Si vous obtenez **pile (côté chiffre)**, vous avez **perdu**. Remettez s'il vous plaît la pièce dans l'enveloppe blanche.

Veuillez procéder exactement de la même manière avec les neuf pièces restantes: lancez l'une après l'autre chacune des pièces restantes et notez après chaque lancer dans le tableau ci-dessous si vous avez obtenu pile ou face. Vous pouvez garder chaque pièce pour laquelle vous avez obtenu face. Vous rendez et remettez dans l'enveloppe blanche chaque pièce dont le lancer vous a donné pile.

Exemple: Si vous avez obtenu au total huit fois face et deux fois pile, vous gagnez 4 CHF. En obtenant au total deux fois face et huit fois pile, vous gagnez 1 CHF.

Veuillez inscrire ici le résultat de vos dix lancers de pièces:

	face (0.50CHF)	pile (0 CHF)
1 ^{ère} pièce	<input type="checkbox"/>	<input type="checkbox"/>
2 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
3 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
4 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
5 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
6 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
7 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
8 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
9 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>
10 ^e pièce	<input type="checkbox"/>	<input type="checkbox"/>

Merci pour votre participation!

INSTRUCTIONS (ENGLISH VERSION)

- From now on, we ask you not to talk with your colleagues and to remain silent.
- If you have any question, raise your hand and we will come to you.
- The questionnaire is anonymous. It is identified by a unique number. It is not possible at any time to make a connection between a participant and the data relating to him or her.
- Please read the instructions below and answer the questions.
- **Turn the pages only when you are told to do so.**

This questionnaire consists of three different tasks. Time is limited for the first two tasks. We will tell you at the appropriate time when to start and when to turn the page.

Number:

Gender: male female

Age:

Grade point average in the previous semester:

Nationality:

Highest education completed by my parents:

Compulsory education (primary, secondary, lower)	father <input type="checkbox"/>	mother <input type="checkbox"/>
Professional education (apprenticeship, professional school)	father <input type="checkbox"/>	mother <input type="checkbox"/>
General education (high school, diploma school, normal school)	father <input type="checkbox"/>	mother <input type="checkbox"/>
Higher professional education (certificate, diploma, federal certificate)	father <input type="checkbox"/>	mother <input type="checkbox"/>
University, Federal Institute for Technology, university of applied sciences	father <input type="checkbox"/>	mother <input type="checkbox"/>
I don't know	father <input type="checkbox"/>	mother <input type="checkbox"/>

Compared to other Swiss families, how are you financially situated:

Much below average		Much above average			
-3	-2	0	1	2	3
<input type="checkbox"/>					

Do you have any questions before starting with the first task?

TASK 1 – INSTRUCTIONS

You will begin with the first task of this questionnaire.

Please turn the page only when you are told to do so.

As soon as you turn the page, you will have **90 seconds** to complete the task.

At the end of the 90 seconds we will notify you and you will have to turn the page again.

TASK 1

List the names of as many animals as you can:

TASK 2 – INSTRUCTIONS

You have just finished the first task. On the next page is the second task.

Please turn the page only when you are told to do so.

As soon as you have turned the page, you will have 90 seconds to complete the task.

At the end of the 90 seconds we will notify you and you will have to turn the page again.

DESCRIPTION OF THE TASK :

In each set, numbers from 1 to 9 are represented by symbols as indicated by a table.

You will then have to write down the corresponding number for each symbol. Here is an example:

Example: Set 0

∂	Σ	ρ	π	&	Ψ	#	\times	\exists
1	2	3	4	5	6	7	8	9

ρ	\exists	∂	#	Σ	π	\times	Ψ	&	ρ

Solution: Set 0

∂	Σ	ρ	π	&	Ψ	#	\times	\exists
1	2	3	4	5	6	7	8	9

ρ	\exists	∂	#	Σ	π	\times	Ψ	&	ρ
3	9	1	7	2	4	8	6	5	3

You have 90 seconds to complete as many of the 8 sets as possible.

Set 1:

\forall	Ψ	\supseteq	∇	Ξ	\angle	\subset	\pm	θ
1	2	3	4	5	6	7	8	9
Ψ	∇	\supseteq	\angle	\forall	\subset	Ξ	θ	\supseteq

Set 5:

\geq	\otimes	\wp	$\%$	π	Σ	\leftrightarrow	$\sqrt{ }$	ϵ
1	2	3	4	5	6	7	8	9
$\%$	\otimes	\leftrightarrow	ϵ	$\sqrt{ }$	\wp	\geq	π	Σ

Set 2:

Z	∇	\heartsuit	\Im	Π	Υ	ω	Φ	\leftrightarrow
1	2	3	4	5	6	7	8	9
ω	Υ	\heartsuit	Π	\Im	∇	Φ	Π	\leftrightarrow

Set 6:

Λ	\perp	ξ	Ψ	\equiv	∇	\spadesuit	Ω	$-$
1	2	3	4	5	6	7	8	9
ξ	Ψ	∇	Ω	\perp	$-$	\spadesuit	\equiv	Ω

Set 3:

\exists	∞	χ	$\&$	$\#$	Θ	ς	\int	\therefore
1	2	3	4	5	6	7	8	9
Θ	$\#$	$\&$	\therefore	∞	\int	χ	\exists	ς

Set 7:

Σ	\int	ϕ	\therefore	$+$	$\&$	Ψ	Π	θ
1	2	3	4	5	6	7	8	9
ϕ	\int	Π	Σ	\therefore	Π	$\&$	Ψ	θ

Set 4:

\clubsuit	\leftarrow	\emptyset	\circ	$_$	\neq	\notin	\bullet	\diamond
1	2	3	4	5	6	7	8	9
\clubsuit	\emptyset	\neq	\notin	\leftarrow	\circ	\clubsuit	\diamond	$_$

Set 8:

$\text{\textcircled{S}}$	\boxtimes	\rightarrow	\blacksquare	\bowtie	∂	$ $	X	σ
1	2	3	4	5	6	7	8	9
$\text{\textcircled{S}}$	\blacksquare	\bowtie	\boxtimes	σ	$ $	∂	X	\bowtie

TASK 3 – INSTRUCTIONS

In the enclosed white envelope, you find **ten** 50-centime coins. With a little luck, you can now win up to 5 Swiss Francs. Please open the white envelope, take out the ten coins and put them down in front of you. Take one of the coins and toss it. Write down the result in the table below.

- If the result is “**Heads**” (**side with the statue**), you won and, therefore, you can keep the 50-centime coin.
- If the result is “**Tails**” (**side with the number**), you lost. Please put the coin back in the white envelope.

Do the same with the other nine coins: toss each of the other nine coins and after each turn write down in the table below, whether the result has been heads or tails. You can keep each coin you tossed heads. Please put back each coin you tossed tails into the white envelope.

Example: If you flip Heads eight times and Tails two times, you win 4 Swiss Francs. If you flip Heads two times and Tails eight times, you win 1 Swiss Franc.

Please write down the results of your ten coin tosses.

	Heads (0.50CHF)	Tails (0 CHF)
1st coin	<input type="checkbox"/>	<input type="checkbox"/>
2nd coin	<input type="checkbox"/>	<input type="checkbox"/>
3rd coin	<input type="checkbox"/>	<input type="checkbox"/>
4th coin	<input type="checkbox"/>	<input type="checkbox"/>
5th coin	<input type="checkbox"/>	<input type="checkbox"/>
6th coin	<input type="checkbox"/>	<input type="checkbox"/>
7th coin	<input type="checkbox"/>	<input type="checkbox"/>
8th coin	<input type="checkbox"/>	<input type="checkbox"/>
9th coin	<input type="checkbox"/>	<input type="checkbox"/>
10th coin	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your participation!

Classe:

N° élève	L'élève est-il souvent absent?		L'élève est-il négligent dans ses devoirs?		L'élève est-il perturbateur en classe?	
	NON	OUI	NON	OUI	NON	OUI
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class:

Student #	Is the student often absent?		Does the student rarely completes his/her homework		Is the student frequently disruptive in class?	
	NO	YES	NO	YES	NO	YES
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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