(1) [2pts] Using formal notation from our course, what are 0.408 and 0.116 (in parentheses) in Panel A under "*Number of visits*"? **(B)**

(2) [3pts] Consider the P-value of 0.557 reported in Panel B for the "Two+ visits" subgroup under "*Number of visits*." This is the classic two-tailed test of statistical significance. If the research hypothesis had been a one-tailed test for a *negative effect of Medicaid coverage* (i.e. that coverage reduces emergency department visits as many had claimed prior to this study), then what would the P-value be? **(D)**

(3) [2pts] Focusing on Panel A, overall how strong is the evidence that Medicaid coverage caused at least an extra 0.25 emergency department visits per covered person? **(C)**

(4) [2pts] Consider a simple regression where the y variable is number of visits to the emergency department and the x variable is a dummy equal to 1 if the person won lottery and got Medicaid coverage and zero otherwise. The number of observations is 24,646. In this simple regression, which underlying assumption would be of concern? **(A)**

(5) [2pts] Suppose regressing salary on sex and years of education and an interaction term gives this result:

$$\widehat{salary}_i = -55{,}000 - 5{,}000 female_i + 8{,}000 education_i + 1{,}000 female_i * education_i$$

What if a male dummy is used instead? **(E)**

(6) [2pts] The figure and the notes below it mention an outlier that is included in the analysis. If this outlier were dropped, which of the following should you expect to happen? **(D)**

(7) [2pts] Looking at the last sentence in the excerpt, suppose someone wanted to know how precise $207,000 is as an estimate of the mean price per year of life gained in 2013. Which would you suggest? **(B)**

(8) [2pts] How should you *interpret* the intercept ($54,100) of the OLS line? **(C)**

(9) [2pts] The y-axis in the figure shows prices in thousands of dollars but price is measured in dollars in the reported OLS line. What would the OLS line be if price were measured in thousands of dollars? **(A)**

(10) [2pts] Which of these would be smaller if price is measured in thousands of dollars rather than dollars? **(B)**

(11) [2pts] What is the standard error of the OLS slope estimate ($8,500)? **(E)**

(12) [2pts] What are the R^2 and Adjusted R^2? **(A)**

(13) [2pts] What is the P-value for the overall test of statistical significance? **(E)**

(14) [2pts] Which would change the SST? **(C)**

(15) [2pts] The excerpt discusses 794 alumnae. Why is the number of observations as low as 378 in Table 1? **(B)**

(16) [2pts] Using the results in Table 1, what is the P-value for the test of whether cGPA differs between unattractive and attractive students? **(E)**

(17) [2pts] In the original tables, the authors employed the common practice of marking coefficients that are statistically significant at the 10% level with *, at the 5% level with **, and at the 1% level with ***. The original tables include a note saying "*10%, **5%, ***1%." The stars have been erased in Table 2. How many stars does the standardized attractiveness rating coefficient in Specification (3) get? **(C)**

(18) [2pts] How many stars ("*10%, **5%, ***1%") does the attractiveness coefficient in Specification (5) get? **(B)**

(19) [2pts] The dependent variables in Table 2 have each been standardized. If a student got a score of 610 on the Math SAT then what is the value of the dependent variable for that student in Specifications (1) and (2)? **(A)**

(20) [2pts] How should the coefficient -0.20 in Specification (5) be interpreted? After controlling for year of enrolment, race, and the amount of financial aid received, on average a student that is ___ . **(E)**

(21) [2pts] Quintiles divide data up into five pieces. The first quintile is observations below the 20th percentile, the second quintiles is observations between the 20th and 40th percentiles, and so on. Specifications (2), (4) and (6) include indicator variables for the attractiveness quintile of each person. What is the omitted category? **(C)**

(22) [2pts] What is the test statistic to test whether the Math SAT scores differ between the least attractive fifth of students compared to the most attractive fifth of students (after controlling for year of enrolment, race, and the *amount of financial aid received)?* ***(A)***

(23) [2pts] How many stars ("*10%, **5%, ***1%") does the attractiveness coefficient in Specification (8) get? **(D)**

(24) [2pts] How should the coefficient 3.23 in Specification (9) be interpreted? After controlling for attractiveness, Verbal SAT scores, admission rating, year of enrolment, race, and the amount of financial aid received, on average a student that has a one standard deviation higher Math SAT score took ___. **(C)**

(25) [2pts] The World Bank provides GDP per capita in $1,000s of current US$ and population (people) in 2012. The natural log of GDP per capita is regressed on the natural log of population for 189 countries without missing data. How should the coefficient of -0.0861 on `ln_pop_2012` be interpreted? In 2012, on average countries with ___. **(D)**

(26) [1pt] Your FORM CODE is A. It must be marked on the front of your bubble form. What is your FORM CODE? **(A)**