

Per error + tool used, we have a list of quotes + actions, and code each with below:

Presence in answer (choose one):	
Codes for student's initial (incorrect) answer.	
Present in answer.	<p>Student's answer directly demonstrates the error.</p> <p>E.g. duplicate values in list, but it should have terminated from return (have only the 1st instance)</p>
Not present in answer, but demonstrated in think-aloud.	<p>Student's answer does not show the error, but their think-aloud does.</p> <p>Note: This case is possible when the student has multiple errors, and only e.g. one of them is shown in their answer but not the other. Or they don't propose an answer.</p>
Tool Usage (choose one):	
Codes for the usefulness of interpreters' output or Debugger	
Explicitly addressed	<p>Student directly points out their error correctly after seeing the interpreter's output or after using the debugger.</p>
Implicitly (or incorrectly/insufficiently addressed)	<p>After looking at the interpreter's output or after using the debugger, the student points out how their answer is different from the output and those differences are relevant to the error, but the student does not address the error directly.</p>
Not addressed	<p>After previously demonstrating the error (in either proposed answer or think-aloud), they do not discuss the error at all after seeing the interpreter's output or using the debugger.</p> <p>But they did explain their logic in general. They explain their logic, but it doesn't address the specific error at all, directly or indirectly.</p>
Fill-in-the-Blank Question for debugger	
Select the most relevant line(s) of code to the error	<p>Choose 1 or more line(s) of code from the given code snippet that are the most relevant to the error. If more than one is selected, please order it from most to least relevant.</p>