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**stats: modeling the world - pearson school** - stats: modeling the world . is the best textbook i've ever had! [the math boxes] explain how each model is derived. in fact, these explanations are the reason i like stats so much; i feel like i really understand the basis of the math i'm working with, something i haven't been able to do in my other math

**chapter 6: the standard deviation as a ruler and the ...** - stats: modeling the world - bock, velleman, & deveaux chapter 6: the standard deviation as a ruler and the normal model 8. how does a z-score give an indication of how unusual a value is? 9. how would you describe the shape of a normal curve? 10.

**chapter 1: stats starts here chapter 2: data** - stats: modeling the world - bock, velleman, & deveaux chapter 3: displaying and describing categorical data . key vocabulary: frequency table relative frequency table distribution bar chart pie chart contingency table marginal distribution conditional distribution independent segmented bar chart simpson's paradox . 1.

**displaying & describing categorical data** - stats: modeling the world, chapter 4 across 3 when a distribution is not symmetric and one tail stretches out farther than the other 5 distributions with two modes 7 uses adjacent bars to show the distribution of values in a quantitative variable, where each bar represents the proportion of values falling in an interval

**chapter 9: regression wisdom - scott county schools** - stats: modeling the world " chapter 9 outliers, leverage, and influential points when examining a scatterplot it is important to look for any unusual points. there are three ways a point can be considered unusual. 1. a point is unusual if it stands away from the others. this is called \_\_\_\_ 2.

**chapter 27 " inferences for regression** - chapter 27 inferences for regression 499 hypothesis, and conclude that there is no evidence of a positive linear relationship between age and cholesterol. the plot should be examined to see if a non-linear relationship is

**chapter 22 " comparing two proportions** - 368 part v from the data at hand to the world at large c) we are 95% confident that the proportion of 24-year-old american women who have graduated from high school is between 2.4% and 4.0% higher than the proportion of american men the same age who have graduated from high school.

**review of part ii " exploring relationships between variables** - 168 part ii exploring relationships between variables d) the residuals plot shows a definite pattern. a single linear model is not appropriate. before attempting to fit a linear model, look at the scatterplot. if it is not straight enough,

**chapter 2: data - mrs. krummel** - stats: modeling the world " chapter 2 suppose a consumer reports article (published in june 2005) on energy bars gave the brand name, flavor, price, number of calories, and grams of protein and fat.

**ap statistics syllabus - cobb county school district** - modeling distributions of data properties of

density curves 23(odd), 31, properties of the normal distribution standard normal distribution standard normal calculations (z-scores) assess normality through normal probability plots calculator techniques for the ti-83/84/89/nspire v: aao, units 7-9

**ap statistics - avon grove school district** - ap statistics is a year-long introductory course to statistics for students who have successfully completed at least trig/precalculus or algebra iii/trig. the purpose of this ap course is to introduce ... stats: modeling the world, 3rd edition. boston: pearson/addison-wesley, 2010.

**chapter 12: sample surveys - quia** - stats: modeling the world - bock, velleman, & deveaux chapter 12: sample surveys 9. when is meant by stratified random sampling? 10. when is meant by cluster sampling? 11. what is meant by a multistage sampling? 12. when is meant by systematic sampling? 13.

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**stats: modeling the world - navigation** - back to math in statistics the entire soup pot is our population the spoon is our sample stirring our pot is the randomization randomizing: protects us from the influences of all the features of our population by making sure that on average, the sample looks like the rest of the population.

**456 part vi learning about the world - weebly** - 458 part vi learning about the world 5. nuts. a) the weights of the nuts are quantitative. chi-square goodness-of-fit requires counts. b) in order to use a chi-square test, you could count the number of each type of nut. however, it's not clear whether the company's claim was a percentage by number or a

**chapter 12: sample surveys - scott county schools** - stats: modeling the world " chapter 12 stratified random sample divide the population into \_\_\_\_\_ groups (strata), then select a random sample from each group. example: divide all of the students at wilhs into four homogeneous groups: freshmen, sophomores, juniors, and seniors; then choose a srs from each grade level.

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**chapter 12: stats modeling the world - navigation** - chapter 12: stats modeling the world experiments and observational studies. who gets good grades? in a study conducted at mission high school, in california researchers compared the scholastic performance of music students with that of non-music students. researchers first

**chapter 25 " paired samples and blocks - weebly** - chapter 25 paired samples and blocks 421 c) the matched pairs design in part b is the stronger design. people vary in their ability to do crossword puzzles. this design controls for that variability by matching the volunteers with themselves.

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**stats: modeling the world chapter 15 - weebly** - stats: modeling the world chapter 15 according to the 68-95-99.7 rule, \_\_\_\_\_ of all possible samples of size 25 will produce a statistic  $\bar{x}$  that is within \_\_\_\_\_ standard errors of the mean of our sampling model.

**stats: modeling the world chapter 4 - weebly** - stats: modeling the world "chapter 4 number of pairs of shoes owned 0 0 1 1 2 2 3 3 key: the stems of the stem-and-leaf plot correspond to the \_\_\_\_\_ of a histogram.

**stats: modeling the world "chapter 6 & notes: standard ...** - stats: modeling the world "chapter 6 & notes: standard deviation and the normal model standard deviation is a measure of spread, or \_\_\_\_\_. the smaller the standard deviation, the \_\_\_\_\_ variability is present in the data. the larger the standard deviation, the ...

**chapter 22: comparing two proportions** - stats: modeling the world - bock, velleman, & deveaux 9. samples from normal distributions have very few outliers. if your data contains outliers, what does this suggest? 10. if the size of the srs is less than 15, when can we use t procedures on the data? 11. if the size of the srs is between 15 and 40, when can we use t procedures on the data ...

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**chapter 10 " re-expressing data: get it straight!** - chapter 10 re-expressing data: get it straight! 129 c) the reciprocal re-expression yields the model  $\hat{y} = 1.00367 - 0.00176x$  swings  $\hat{y} = +..($  )length . the residuals plot is scattered, and  $r^2 = 98.1\%$ , indicating that the model explains 98.1% of the variability in the reciprocal of the number of swings. the model is both appropriate and accurate.

**chapter 23: inferences about means  $\bar{x}$ 's x  $\bar{x}$ 's x** - stats: modeling the world chapter 23 one-sample t procedures are exactly correct only when the population is \_\_\_\_\_. it must be reasonable to assume that the population is approximately normal in order to justify the use of t

**mr o williams ap statistics syllabus** - mr o williams ap statistics syllabus primary text: bock, velleman, deveaux. stats: modeling the world ap. 2nd ed. upper saddle river, nj: prentice hall, 2006.

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**chapter 26: comparing counts - niskayuna central school ...** - stats: modeling the world - bock, velleman, & deveaux chapter 26: comparing counts 13. how many degrees of freedom does a chi-square test for a two-way table with r rows and c

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**date: chapter 7: scatterplots, association, and correlation** - stats: modeling the world 3 or, at the other extreme, does the swarm of points seem to form a vague cloud through which we can barely discern any trend or pattern?

**chapter 8 notes - chino valley unified school district** - stats: modeling the world & "chapter 8 & coefficient (of determination) (the coefficient of determination, also called  $r^2$ , is the square of the \_\_\_\_\_. & the  $r^2$  value tells how much ...

**chapter 19: confidence intervals for proportions** - stats: modeling the world - bock, velleman, & deveaux chapter 19: confidence intervals for proportions michelle krummel mskrummel@mrskrummel 13. what assumptions and conditions must you consider before creating a confidence interval for a proportion? 14. what effect does increasing your sample size have on the margin of error

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**chapter 6: the standard deviation as a ruler and the ...** - stats: modeling the world - bock, velleman, & deveaux 7. how does multiplying or dividing a constant amount by each value in a set of data (also called rescaling) affect the standard deviation?

**chapter 7: scatterplots, association, and correlation** - stats: modeling the world - bock, velleman, & deveaux 10. what does a correlation near 0 indicate?. 11. sketch an example of a scatterplot that shows two variables with a strong association but a weak correlation.. 12. is correlation resistant or nonresistant to outliers? explain.

**chapter 19: confidence intervals for proportions** - stats: modeling the world - bock, velleman, & deveaux 13. what assumptions and conditions must you consider before creating a confidence interval for a proportion? 14. what effect does increasing your sample size have on the margin of error? what effect does it have on the confidence level? what effect does it have on the confidence interval? 15.

**mathematics idaho core standards - pearson school** - stats: modeling the world . address the statistic and probability content specified in the standards. students gain a full, comprehensive experience of statistics and probability and how to apply the content to the outside world. chapter 3 " displaying and describing quantitative data .

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