

Basic Statistics

Taylor Confidence Interval

Name : _____

Score: _____/50

Course and Year : _____

Date: _____

Write the letter of the correct answer. Use capital letter for your answers. (2 points each)

1. Which of the following is true regarding the point estimate for population proportion?
 - A. A range of values that estimate a population proportion.
 - B. A range of values that estimate a sample proportion.
 - C. It is a single value that estimates a population proportion.
 - D. It is a single value that estimates the sample proportion.
2. You want to compute a 90% confidence interval for the mean of a population with an unknown population standard deviation. The sample size is 25. What is the t-value you would use for this interval?
 - A. 1.315
 - B. 1.316
 - C. 1.706
 - D. 1.759
 - E. 2.757
3. A 90% confidence interval for the mean reading achievement score for a population of second-grade students is 44.2 to 54.2. Suppose you compute a 95% confidence interval using the same information. Which of the following statement is correct?
 - A. 90% and 95% intervals have the same width.
 - B. The 90% interval is shorter.
 - C. The 90% interval is longer.
 - D. A sample size of 30 and below gives shorter interval while a sample size of 30 or more gives a longer interval.
4. What is the point estimate of μ ?
 - A. \hat{p}
 - B. \hat{q}
 - C. μ
 - D. σ
 - E. s
5. What is the point estimate of μ ?
 - A. \hat{p}
 - B. \hat{q}
 - C. μ
 - D. σ
 - E. s

For numbers 6 to 8 refer to the given below.

A researcher conducted on a random sample of 1,000 college students in City A. Students were asked whether they like the course they are taking. 420 said they like their course. The calculated the 90% confidence interval is 37.96% to 46.02%.

6. What is the point estimate?
 - A. 1,000
 - B. 0.42
 - C. 90%
 - D. 37.96% to 46.02%
7. What is the interval estimate?
 - A. 1,000
 - B. 90%
 - C. 0.42
 - D. 37.96% to 46.02%
8. What is the researcher trying to estimate?
 - A. The proportion of college students in this sample who like their course.
 - B. The proportion of all college students in City A who like their course.
 - C. The mean number of college students in City A who like their course.

Middle School Statistics Multiple Choice Questions

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Middle School Statistics Multiple Choice Questions:

Formative Assessment for Secondary Science Teachers Erin Marie Furtak, 2009-06-17 This book places students center stage in the discussion of how we know what students know Using formative assessment to understand student learning is a theme grounded in good teaching and good assessment Jo Topps Regional Directorth K 12 Alliance WestEd This book incorporates current research and not only provides an explanation of the necessity of formative assessment but offers a system for planning lessons and a variety of tools to implement formative assessment in the classroom Susan Leeds Science Department Chair and Gifted Studies Teacher Howard Middle School Winter Park FL Use this powerful tool to enhance science teaching and learning Research has shown that when teachers use formative assessments effectively they have a clearer understanding of what students know and are better able to design instruction that meets learners needs This practical guide shows teachers how to create and implement formative assessments in their middle and high school science classrooms Grounded in extensive and solid research this guide covers all science content areas physics physical science life science biology earth and space science and chemistry as well as five types of formative assessments big idea questions concept maps evidence to explanation predict observe explain and multiple choice Teachers will find additional support in Richly detailed concrete examples of the five types of assessments In depth guidelines for implementing the assessments Brief case studies with transcript excerpts that demonstrate how teachers have used formative assessments Easy to use templates to help analyze lessons in current units and identify places for inserting formative assessments With this easy to use hands on guide any teacher can learn how to use formative assessment strategies to improve student achievement in science *Resources in Education* ,1997 **An Evaluation of the Public Schools of the District of Columbia** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee for the Five-Year (2009-2013) Summative Evaluation of the District of Columbia Public Schools, 2015-08-31 An Evaluation of the Public Schools of the District of Columbia is a comprehensive five year summative evaluation report for Phase Two of an initiative to evaluate the District of Columbia s public schools Consistent with the recommendations in the 2011 report A Plan for Evaluating the District of Columbia s Public Schools this new report describes changes in the public schools during the period from 2009 to 2013 An Evaluation of the Public Schools of the District of Columbia examines business practices human resources operations and human capital strategies academic plans and student achievement This report identifies what is working well seven years after legislation was enacted to give control of public schools to the mayor of the District of Columbia and which areas need additional attention **Education and the UN Sustainable Development Goals** Kim Beasy, Caroline Smith, Jane Watson, 2023-11-02 This book focuses on the complex relationship between education and the Sustainable Development Goals SDGs and highlights how important context is for both critiquing and achieving the Goals though education given the critical role teachers schools and curriculum play in young people s lives Readers will find

examples of thinking and practice across the spectrum of education and training sectors both formal and informal The book adds to the increasing body of literature that recognises that education is and must be in its praxis at the heart of all the SDGs As we enter the third decade of the 21st century we have a clear understanding of the wicked and complex crises regarding the health of life on our planet and we cannot ignore the high levels of anxiety our young people are experiencing about their future Continuing in the direction of unsustainable exploitation of people and nature is no longer an option if life is to have a flourishing future The book illustrates how SDGs are supported in and by education and training showcasing the conditions necessary to ensure SDGs are fore fronted in policy reform It includes real world examples of SDGs in education and training contexts as well as novel critiques of the SDGs in regard to their privileging of anthropocentrism and neoliberalism This book is beneficial to academics researchers post graduate and tertiary students from all fields relating to education and training It is also of interest to policy developers from across disciplines and government agencies who are interested in how the SDGs relate to education

Human Resources Management and Training ,2013 The Conference of European Statisticians CES at its plenary session in 2006 conducted a seminar on human resources and training in statistical offices The seminar concluded that human resources and training are crucial elements for the successful fulfilment of the mission of the offices and that there was a need to continue the exchange of experience in the area of human resources and training Hence as a follow up to the CES seminar workshops on human resources management and training HRMT were organised in 2008 2010 and 2012 where HRMT issues were discussed This paper takes a forward looking approach and provides an outline of the future challenges in the area of HRMT for statistical offices It also on the discussions at the workshop in 2012 and incorporates issues that were raised by countries as well as information collected through a survey to CES member countries on their practices and plans in HRMT

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