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Rule: 68% within 1 standard deviation 95%

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within 2 standard deviations 99.7% within 3 standard deviations

Terms in this set (7) The heights of American men aged 18 to 24 are approximately normally distributed with mean 68 inches and standard deviation 2.5 inches.

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WINDOW ROCK, Ariz.

(AP) — Navajo Nation health officials have reported 72 new

confirmed cases of

COVID-19 and two

additional deaths. The

latest figures released

Tuesday night bring the

total number of known

cases to 11,947 with 586

known deaths. Tribal

health officials said

127,179 people have ...



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### Statistics

Navajo Nation reports 72 new COVID-19 cases , 2 more deaths

By Associated Press.

Sunday, Nov. 1, 2020 |

8:37 p.m. ... That brings

the total number of

coronavirus cases to

101,479 and known

deaths to 1,781. Updated

statistics from the state

Department of ...

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### Statistics

#### Chapter 2 Case

Tailored to mirror the AP Statistics course, "The

Practice of Statistics"

became a classroom

favorite. This edition

incorporates a number of

first-time features to help

students prepare for the

AP exam, plus more

simulations and statistical

thinking help, and

instructions for the TI-89

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graphic calculator."

## Chapter 2 Case Closed Answers

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been exposed to intermediate algebra, and it focuses on the

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applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made

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with the guidance of many faculty members who are deeply involved in teaching this course.

These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw

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from it a working  
knowledge that will  
enrich their future studies  
and help them make  
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Chapter 2 Descriptive  
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Get the AP college credits you've worked so hard for... Our savvy test experts show you the way to master the test and score higher. This new and fully expanded edition examines all AP



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Statistics areas including in-depth coverage of univariate and bivariate data, measures of dispersion, sampling, and hypothesis testing. The comprehensive review covers every possible exam topic: exploring data, planning a study, anticipating patterns, and statistical inferences. Features 6 full-length practice exams with all

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answers thoroughly explained. Follow up your study with REA's test-taking strategies, powerhouse drills and study schedule that get you ready for test day.

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with proven key exam tips, insights and advice - 6 full-length practice exams. All exam answers are fully detailed with easy-to-follow, easy-to-grasp explanations.

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About Research &

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Education Association  
Research & Education  
Association (REA) is an  
organization of  
educators, scientists, and  
engineers specializing in  
various academic fields.  
Founded in 1959 with the  
purpose of disseminating  
the most recently  
developed scientific  
information to groups in  
industry, government,  
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the faculties of prestigious high schools, colleges, and universities throughout the United States and Canada.

Chapter 1 -

**SUCCEEDING IN AP  
STATISTICS** The

objective of this book is to prepare you for the Advanced Placement Examination in Statistics by providing you with an accurate representation



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of the test. Toward that end, we provide an extensive review and practice tests that cover the material one would expect to study in a typical Advanced Placement course and see on the exam itself. Six full-length practice Statistics exams are provided. Following each practice exam is an answer key and a detailed

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explanation for every question. The explanations not only provide the correct response but also explain why none of the remaining answers is the best choice. By studying the appropriate review sections, taking the corresponding exams, and studying the answer explanations, you can discover your strengths

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and weaknesses, and prepare yourself to score well on the AP Statistics examination. ABOUT

### THE ADVANCED PLACEMENT

PROGRAM The Advanced Placement program consists of two components: an AP course and an AP exam. Advanced Placement examinations are offered each May at participating

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schools and multischool centers throughout the world. The Advanced Placement program is designed to provide high school students with the opportunity to pursue college-level studies while still attending high school. In turn, the participating colleges grant credit and/or advanced placement to students who do well on

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the examination. The AP Statistics course is designed to represent the content of a typical introductory college course in statistics. The full-year course covers the skills and knowledge expected of students in the field of introductory statistics. The course is intended for high school students who wish to complete studies

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equivalent to a one-semester, non-calculus-based college course in statistics. Additional information about the AP program and the AP Statistics exam is available by contacting: AP Services Educational Testing Service P.O. Box 6671 Princeton, NJ 08541-6671 Phone: (609) 771-7300 Fax: (609) 530-0482 E-mail:

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### THE AP STATISTICS

### EXAM

The AP Statistics

exam lasts 180 minutes

and is divided into two

sections: I. Multiple-

Choice (50% of your

grade): This 90-minute

section is composed of

35 questions designed to

test your proficiency in a

wide variety of topics.

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The questions test examinees' ability to explore data, plan a statistical study, anticipate patterns, and make statistical inferences. II. Free-Response (a combined 50% of your grade): This 90-minute section requires the student to answer four to seven open-ended questions and to complete one



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investigative task

question involving more extended reasoning. Each open-ended question has

been created to be answered in

approximately 10 minutes. The longer

investigative-task

question has been created to be answered in

approximately 30

minutes. The questions require students to relate

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different content areas as they plan an extensive solution to a statistics or probability problem.

Students are expected to use their analytical and organizational skills to formulate cogent answers in writing their responses. It will be expected that students will show enough of their work to allow the readers to be able to follow their logic.

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Note that it is not necessary to write out routine statistical calculations that can be done on a calculator.

Each student is expected to bring a calculator with statistical capabilities to the examination. The computational capabilities of the calculator should include common univariate and bivariate summaries

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through linear regression.

The graphical capabilities of the calculator should include common

univariate and bivariate displays such as boxplots, histograms, and scatterplots. Most graphing calculators on the market are acceptable; non-graphing calculators are allowed only if they have the computational

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capabilities described previously. The following, however, are not permitted:

powerbooks and portable computers, pocket organizers, electronic writing pads, pen input devices, or devices with typewriter-style, or QWERTY, keyboards. ABOUT THE REVIEW SECTIONS As

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mentioned earlier, this book has a review chapter for each of the four topics covered on the exam. The following are the four review chapters in this book that cover the topics on the AP Statistics: - Exploring Data - Planning a Study - Anticipating Patterns - Statistical Inferences The review chapters provide a thorough discussion of

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the material tested on the exam. By studying the review chapters and by taking the practice test(s), you can prepare yourself to score high on the AP Statistics exam.

### SCORING THE EXAM

The multiple-choice section of the exam is scored by crediting each correct answer with one point and deducting one-fourth of a point for each

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incorrect answer.

Unanswered questions receive neither credit nor deduction. The free-

response questions are graded by readers chosen from around the country for their familiarity with the AP Program. Each free-response question is read and scored with the reader providing the score on a 0-to-4 (0 being the lowest and 4



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the highest) scale. The free-response questions are scored based on the statistical knowledge and communication the student used to answer the question. The statistical knowledge criteria include identifying the important concepts of the problem and demonstrating statistical concepts and techniques that result in a

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Yashiro

correct solution of the problem. The communication criteria include an explanation of what was done and why, along with a statement of conclusions drawn. Once the free-response questions have been graded by all of the readers, the scores are converted. The open-ended questions count as 75% of the free-response

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score; the investigative-task question counts as 25%. SCORING THE

### MULTIPLE-CHOICE

#### SECTION

For the multiple-choice section, use this formula to calculate your raw score:

Number Right -

$(\text{Number Wrong} \times 1/4)$

= Raw Score (round to the nearest whole

number) Note: Do not

include unanswered

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questions in the formula.

**SCORING THE FREE-RESPONSE**

**QUESTIONS** For the

free-response section, use

this formula to calculate

your raw score: 5 Open-

Ended Questions (75%)

+1 Investigative-Task

Question (25%) = Raw

Score **THE**

**COMPOSITE SCORE**

To obtain your

composite score, use the

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following method:

Multiple-Choice Raw  
Score + Free-Response

Raw Score = Raw Score

AP grades are interpreted

as follows: 5-extremely

well qualified, 4-well

qualified, 3-qualified,

2-possibly qualified, and

1-no recommendation.

SCORES THAT

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**PLACEMENT** Most colleges grant students who earn at least a "3" college credit and/or advanced placement.

You should check with your school guidance office about specific college requirements.

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**EXAMINATION** It is never too early to start studying. The earlier you

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begin, the more time you will have to sharpen your skills. Do not

procrastinate! Cramming

is not an effective way to

study, since it does not

allow you the time

needed to learn the test

material. It is very

important for you to

choose the time and

place for studying that

works best for you. Some

students may set aside a

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certain number of hours every morning to study, while others may choose to study at night before going to sleep. Other students may study during the day, while waiting on a line, or even while eating lunch. Only you can determine when and where your study time will be most effective. But be consistent and use your



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time wisely. Work out a study routine and stick to it! When you take the practice exam(s), try to make your testing conditions as much like the actual test as possible. Turn your television and radio off, and sit down at a quiet table free from distraction. Make sure to time yourself. Complete the practice test(s), score your test(s) and

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thoroughly review the explanations for the questions you answered incorrectly. However, do not review too much during any one sitting.

Concentrate on one problem area at a time by reviewing the question and explanation, and by studying our review(s) until you are confident that you completely understand the material.

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Since you will be allowed to write in your test booklet during the actual exam, you may want to write in the margins and spaces of this book when practicing. However, do not make miscellaneous notes on your answer sheet. Mark your answers clearly and make sure the answer you have chosen corresponds to the question you are

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answering. Keep track of your scores! This will enable you to gauge your progress and discover general weaknesses in particular sections. You should carefully study the reviews that cover the topics causing you difficulty, as this will build your skills in those areas. To get the most out of your studying time, we recommend that you

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follow the Study Schedule. It details how you can best budget your time. **TEST-TAKING**

**TIPS** Although you may be unfamiliar with tests such as the Advanced Placement exams, there are many ways to acquaint yourself with this type of examination and help alleviate your test-taking anxieties.

Listed below are ways to

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help yourself become accustomed to the AP exam, some of which may also be applied to other standardized tests.

Become comfortable with the format of the AP Examination in Statistics. When you are practicing to take the exam(s), simulate the conditions under which you will be taking the actual test(s). You should practice

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under the same time constraints as well. Stay calm and pace yourself. After simulating the test only a couple of times, you will boost your chances of doing well, and you will be able to sit down for the actual test much more confidently. Know the directions and format for each section of the exam. Familiarizing yourself with the

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directions and format of the different test sections will not only save you time, but will also ensure that you are familiar enough with the AP exam to avoid anxiety (and the mistakes caused by being anxious). Work on the easier questions first. If you find yourself working too long on one question, make a mark next to it in your test



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booklet and continue.

After you have answered all of the questions that you can, go back to the ones you have skipped.

Use the process of elimination when you are unsure of an answer. If you can eliminate three of the answer choices, you have given yourself a fifty-fifty chance of getting the item correct since there will only be

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two choices left from which to make a guess. If you cannot eliminate at least three of the answer choices, you may choose not to guess, as you will be penalized one-quarter of a point for every incorrect answer.

Questions not answered will not be counted. Be sure that you are marking your answer in the oval that corresponds with the

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correct item in the test booklet. Since the multiple-choice section is graded by machine, marking the wrong answer will throw off your score.

Everything students need to know to succeed on the AP Statistics Exam--now with 5 full-length tests, including a brand new one created

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provides students with

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step-by-step techniques

for cracking each type of

statistical analysis

question, review

questions with detailed

explanations at the end of

every chapter, a

thorough walk-through

of the free-response

section of the exam, and

much more, including 5

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exams.

With the demand to maintain a competitive advantage, the assessment and evaluation of education is vital in measuring the knowledge and skills of the students, community, and educational system as a whole by providing educators with the facts

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needed to enhance and improve the learning process. Cases on Assessment and

Evaluation in Education presents a collection of case studies describing the methods used to assess an education course, what factors to assess, as well as which factors determine the success of these factors. This casebook aims to

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bring together different research perspectives on the questions surrounding the issues of educational assessment and evaluation.

"Proven techniques to help you score a 5; 2 full-length practice tests with complete answer explanations; comprehensive review of key AP Statistics

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concepts; targeted  
strategies for every  
section of the exam;  
online extras via [the] AP  
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Tableau's value to your  
organization, this  
practical book has your  
back. Authors Ann  
Jackson and Luke Stanke  
guide data analysts  
through strategies for



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Between 1975 and 2007,  
the American  
incarceration rate

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increased nearly fivefold,  
a historic increase that  
puts the United States in  
a league of its own

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among advanced  
economies. We

incarcerate more people  
today than we ever have,  
and we stand out as the  
nation that most

frequently uses  
incarceration to punish  
those who break the law.  
What factors explain the

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dramatic rise in incarceration rates in such a short period of time? In *Why Are So Many Americans in Prison?* Steven Raphael and Michael A. Stoll analyze the shocking expansion of America's prison system and illustrate the pressing need to rethink mass incarceration in this country. Raphael and

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Stoll carefully evaluate changes in crime patterns, enforcement practices and sentencing laws to reach a sobering conclusion: So many Americans are in prison today because we have chosen, through our public policies, to put them there. They dispel the notion that a rise in crime rates fueled the incarceration surge; in

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fact, crime rates have steadily declined to all-time lows. There is also little evidence for other factors commonly offered to explain the prison boom, such as the deinstitutionalization of the mentally ill since the 1950s, changing demographics, or the crack-cocaine epidemic. By contrast, Raphael and Stoll demonstrate that



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legislative changes to a relatively small set of sentencing policies explain nearly all prison growth since the 1980s. So-called tough on crime laws, including mandatory minimum penalties and repeat offender statutes, have increased the propensity to punish more offenders with lengthier prison sentences. Raphael and

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Stoll argue that the high-incarceration regime has inflicted broad social costs, particularly among minority communities, who form a disproportionate share of the incarcerated population. Why Are So Many Americans in Prison? ends with a powerful plea to consider alternative crime control strategies, such as

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expanded policing, drug court programs, and sentencing law reform, which together can end our addiction to incarceration and still preserve public safety. As states confront the budgetary and social costs of the incarceration boom, *Why Are So Many Americans in Prison?* provides a revealing and accessible

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guide to the policies that created the era of mass incarceration and what we can do now to end it.

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