

AP Statistics – Chapter 9 Notes: Testing a Claim

9.1: Significance Test Basics

Null and Alternate Hypotheses

The statement that is being tested is called the **null hypothesis (H_0)**. The significance test is designed to assess the strength of the evidence against the null hypothesis. Usually the null hypothesis is a statement of "no effect," "no difference," or no change from historical values.

The claim about the population that we are trying to find evidence for is called the **alternative hypothesis (H_a)**. Usually the alternate hypothesis is a statement of "an effect," "a difference," or a change from historical values.

Test Statistics

To assess how far the estimate is from the parameter, standardize the estimate. In many common situations, the test statistics has the form

$$\text{test statistic} = \frac{\text{estimate} - \text{parameter}}{\text{standard deviation of the estimate}}$$

P-value

The p-value of a test is the probability that we would get this sample result or one more extreme if the null hypothesis is true. The smaller the p-value is, the stronger the evidence against the null hypothesis provided by the data.

Statistical Significance

If the P-value is as small as or smaller than alpha, we say that the data are statistically significant at level alpha. In general, use alpha = 0.05 unless otherwise noted.

A Plan for Carrying out a Significance Test:

1. *Hypotheses:* State the null and alternate hypotheses
2. *Conditions:* Check conditions for the appropriate test
3. *Calculations:* Compute the test statistic and use it to find the p-value
4. *Interpretation:* Use the p-value to state a conclusion, in context, in a sentence or two

Type I and Type II Errors

There are two types of errors that can be made using inferential techniques. In both cases, we get a sample that suggests we arrive at a given conclusion (either for or against H_0). Sometimes we get a bad sample that doesn't reveal the truth.

Here are the two types of errors:

Type I – Rejecting the H_0 when it is actually **true** (a false positive)

Type II – Accepting the H_0 when it is actually **false** (a false negative)

Be prepared to write, in sentence form, the meaning of a Type I and Type II error in the context of the given situation. The **probability of a Type I error** is the same as alpha, the significance level. You will not be asked to find the probability of a Type II error.

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Michael Rajnik



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The Practice of Statistics for AP Daren Starnes, David S. Moore, Dan Yates, Josh Tabor, 2014-03-01 The Practice of Statistics TPS is written specifically to address the College Board AP Statistics Course Description Now the overwhelming bestseller for the course returns in a spectacular new edition Statistics Michael Sullivan, 2007 For algebra based Introductory Statistics Courses This very popular text is written to promote student success while maintaining the statistical integrity of the course The author draws on his teaching experience and background in statistics and mathematics to achieve this balance Three fundamental objectives motivate this text 1 to generate and maintain student interest thereby promoting student success and confidence 2 to provide extensive and effective opportunity for student practice 3 Allowing for flexibility of teaching styles Datasets and other resources where applicable for this book are available here

Applied Statistics Andrew R. Timming, 2022-05-13 Written for the non mathematician and free of unexplained technical jargon Applied Statistics Business and Management Research provides a user friendly introduction to the field of applied statistics and data analysis Featuring step by step explanations of how to carry out successful quantitative research and supported by examples from IBM SPSS Statistics this textbook is an essential resource for students and researchers of business and management A range of online resources for both students and lecturers including a teaching guide PowerPoint slides and datasets are available via the companion website Andrew R Timming is Professor of Human Resource Management and Deputy Dean Research Innovation in the School of Management at RMIT University Australia

Essentials of Statistics for the Behavioral Sciences Susan A. Nolan, Thomas Heinzen, 2010-02-12 Enables students to learn how to choose the appropriate statistical test understand its conceptual significance and calculate each statistics The text teaches students to apply concepts and formulas to statistical questions that they will encounter both in their academic lives and outside the classroom

Introductory Statistics Textbook Equity Edition, 2014-02-09 Introductory Statistics is

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Statistics for the Behavioral Sciences Susan A. Nolan, Thomas E. Heinzen, 2011-02 Nolan and Heinzen's engaging introduction to statistics has captivated students with its easy readability and vivid examples drawn from everyday life The mathematics of statistical reasoning are made accessible with careful explanations and a helpful three tier approach to working through exercises Clarifying the Concepts Calculating the Statistics and Applying the Concepts New pedagogy end of chapter material and the groundbreaking learning space StatsPortal give students even more tools to help them master statistics than ever before

Introductory Statistics Ronald J. Wonnacott, Thomas H. Wonnacott, 1985 Basic probability and statistics Inference for means and proportions Regression relating two or more variables Topics in classical and bayesian inference

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Basic Statistics for the Behavioral Sciences Robert M. Thorndike, Dale L. Dinnel, 2001 Meant for a first course in Statistics offered to students in Education Psychology and other Behavioral Sciences Written by one of the most recognizable names in the discipline Basic Statistic for the Behavioral Sciences discusses statistics in the context of educational and psychological research making a typically abstract subject more meaningful to readers The text helps readers develop a conceptual understanding of statistics above and beyond computation by providing numerous real life examples and ample opportunities for students to check review and apply their learning

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Table of Contents Ap Statistics Chapter 9 Practice Fr Test Testing A Claim

1. Understanding the eBook Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - The Rise of Digital Reading Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Advantages of eBooks Over Traditional Books
2. Identifying Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - User-Friendly Interface
4. Exploring eBook Recommendations from Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Personalized Recommendations
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim User Reviews and Ratings

- Ap Statistics Chapter 9 Practice Fr Test Testing A Claim and Bestseller Lists
- 5. Accessing Ap Statistics Chapter 9 Practice Fr Test Testing A Claim Free and Paid eBooks
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim Public Domain eBooks
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim eBook Subscription Services
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim Budget-Friendly Options
- 6. Navigating Ap Statistics Chapter 9 Practice Fr Test Testing A Claim eBook Formats
 - ePub, PDF, MOBI, and More
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim Compatibility with Devices
 - Ap Statistics Chapter 9 Practice Fr Test Testing A Claim Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Highlighting and Note-Taking Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Interactive Elements Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
- 8. Staying Engaged with Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
- 9. Balancing eBooks and Physical Books Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Setting Reading Goals Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Fact-Checking eBook Content of Ap Statistics Chapter 9 Practice Fr Test Testing A Claim
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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