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Statistics & Answers
 Essential Tools for Understanding Statistics & Probability • Rules, Concepts, Variables, Equations,
 Mnemonic Problems, Helpful Hints & Common Pitfalls

DESCRIPTIVE STATISTICS
 Methods used to compare, summarize, and describe data that have been observed

KEY TERMS & SYMBOLS

quantitative data: data variables that represent some numeric quantity in a numeric measurement.

categorical/qualitative data: data variables with values that reflect some quality of the elements, one of several categories, but a numeric measurement.

population: "the whole" - the entire group of which we wish to learn or that we intend to measure.

sample: "the part" - a representative subset of the population.

simple random sampling: the most commonly accepted method for selecting a sample; samples are chosen so that every possible sample of the same size is equally likely to be the one that's selected.

n: size of a population.

n: size of a sample.

x: the value of an observation.

f: the frequency of an observation (i.e., the number of times it occurs).

frequency table: a table that lists the values observed in a data set along with the frequency with which it occurs.

population parameter: some numeric measurement that describes a population; generally not known, but estimated from sample statistics.

EM: population mean or population expected deviation or population proportion; μ sometimes denoted by μ .

sample statistic: some numeric measurement used to describe data in a sample; used to estimate or make inferences about population parameters.

EM: sample mean; \bar{x} sample standard deviation; s sample proportion; \hat{p} .

Formulating Hypotheses

Type	Formula	Important Properties
measures of center	mean: $\bar{x} = \frac{\sum x_i}{n}$ median: \tilde{x} mode: \tilde{x}	mean is sensitive to extreme values, especially and influenced the mean; more useful for symmetric data. median is not sensitive to extreme values; more useful when data are skewed. mode is only measure of center appropriate for categorical data; not often used; highly sensitive to unusual values; easy to compute.
measures of variation	sample variance: $s^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$ sample standard deviation: $s = \sqrt{s^2}$ interquartile range (IQR): $IQR = Q_3 - Q_1$ (see quartile, below)	variance is sensitive to extreme values, especially and more sensitive to extreme values than standard deviation. IQR is not sensitive to extreme values; more sensitive to extreme values than range.
measures of relative standing	percentile: P_k is the value of the kth percentile in the data set. quartile: Q_k is the value of the kth quartile in the data set. z-score: $z = \frac{x - \bar{x}}{s}$	percentile is useful to compare distributions; not probability distributions. IQR is often used to compare distributions; not probability distributions. z-score is the number of standard deviations from the mean in terms of standard deviation.

Romain El Sair

Fundamentals of Chemistry



Pearson Reading Levels

Grade Level	Term	Reading Age	Level	Lexile	Sample
Grade 1	Autumn	6-8	Level 1	10-15	1-1
	Spring		Level 2	16-20	1-2
	Summer		Level 3	21-25	1-3
Grade 2	Autumn	8-10	Level 4	26-30	2-1
	Spring		Level 5	31-35	2-2
	Summer		Level 6	36-40	2-3
Grade 3	Autumn	10-12	Level 7	41-45	3-1
	Spring		Level 8	46-50	3-2
	Summer		Level 9	51-55	3-3
	(Not used)		Level 10	56-60	3-4
Grade 4	Autumn/Spring	12-14	Level 11	61-65	4-1
	Spring/Summer		Level 12	66-70	4-2
Grade 5	Autumn/Spring	14-16	Level 13	71-75	5-1
	Spring/Summer		Level 14	76-80	5-2
Grade 6	Autumn/Spring	16-18	Level 15	81-85	6-1
	Spring/Summer		Level 16	86-90	6-2
	(Not used)		Level 17	91-95	6-3

Common Formulas in Geometry – Learning Laboratory.com

Printable to suit yourself or keep for reference.

Coordinate Geometry	Formula	Description
Distance Formula	$\sqrt{(x_2-x_1)^2 + (y_2-y_1)^2}$	Where (x_1, y_1) and (x_2, y_2) are the coordinates of the two points.
Midpoint Formula	$(\frac{x_1+x_2}{2}, \frac{y_1+y_2}{2})$	Where the result is a coordinate pair.
Slope	$m = \frac{y_2-y_1}{x_2-x_1}$	Where m is the slope.
Slope-Intercept form of a line	$y = mx + b$	Where m is the slope and b is the y-intercept.
Standard form of a line	$Ax + By = C$	Where A and B are not both zero.
Point-slope form of a line	$y - y_1 = m(x - x_1)$	Where m is the slope and (x_1, y_1) is a point on the line.
Geometry of Shapes and Solids		
Circumference of a circle	$C = \pi d$	Where d is diameter, equivalent to $2r$.
Area of a circle	$A = \pi r^2$	Where r is radius.
Perimeter of a rectangle	$P = 2l + 2w$	Where l is length and w is width.
Area of a rectangle	$A = lw$	Where l is length and w is width.
Area of a triangle	$A = \frac{1}{2}bh$	Where b is base and h is height.
Area of a parallelogram	$A = bh$	Where b is base and h is height.
Surface area of a sphere	$SA = 4\pi r^2$	Where r is radius.
Volume of a sphere	$V = \frac{4}{3}\pi r^3$	Where r is radius.
Surface area of a cylinder	$SA = 2\pi r^2 + 2\pi rh$	Where r is radius and h is height.
Volume of a cylinder	$V = \pi r^2 h$	Where r is radius and h is height.
Volume of a rectangular prism	$V = lwh$	Where l is length, w is width, and h is height.

Nouns: Plural Nouns

Some nouns are **always** plural.

trousers	glasses
shorts	spectacles
jeans	goggles
pants	scissors
tights	binoculars
pajamas	pliers

Some nouns are **usually** plural.

shoes	chopsticks
sandals	gloves
slippers	clogs
boots	socks

Notes

You can use a **pair of** with these plural nouns. For example:

- a pair of trousers
- a pair of pants
- a pair of glasses
- a pair of scissors
- a pair of chopsticks
- a pair of sandals
- a pair of gloves

Exercise 4

Underline all the nouns in the following sentences. Are they common or proper nouns? Put a checkmark ✓ in the correct box.

	common nouns	proper nouns
1. Do you like cheese?	<input type="checkbox"/>	<input type="checkbox"/>
2. They stood next to the Niagara Falls.	<input type="checkbox"/>	<input type="checkbox"/>
3. May I borrow your umbrella?	<input type="checkbox"/>	<input type="checkbox"/>
4. The ambulance was driving very fast.	<input type="checkbox"/>	<input type="checkbox"/>
5. Carl did not agree with them.	<input type="checkbox"/>	<input type="checkbox"/>
6. She loves to visit Disneyland.	<input type="checkbox"/>	<input type="checkbox"/>
7. Would you like some more water?	<input type="checkbox"/>	<input type="checkbox"/>
8. The fog was very thick.	<input type="checkbox"/>	<input type="checkbox"/>
9. May I invite Tom to join us?	<input type="checkbox"/>	<input type="checkbox"/>
10. My car is very old.	<input type="checkbox"/>	<input type="checkbox"/>

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It would have worked well for the general statistics courses that I taught in the past, but it is not appropriate for specialized introductory statistical courses for... Research Project 7. Introduction to the statistical A resource for learning and teaching introductory statistics. Objective of the 1st year + subjective notes of the chapter with solved questions and answers. You can accommodate any introductory statistical style. Effect Size 20. 11th Class All Mother Subjects in English and Mother. All statistics notes are also important for students and teachers. This book covers all the necessary ones for a need for an introduction course to statistics for mathematical courses. read more by Randy Vander Wal, Professor, Pennsylvania State University in 12/18 As text for an introductory course, the default topics are 1st year Chapter Wise Basic Statistics Punjab Federal Council Notes 1st year Basic Statistics Chapter 1 See PDF File 1st year Basic Statistics Chapter 2 View PDF File 1st year Basic Statistics Chapter 4 See PDF File 1st year Basic Statistics Chapter 6 See PDF File 1st year Basic Statistics Chapter 7 Notes See PDF Archive 1st year federal council Islamabad / Punjab Board solved MCQs with Exercises all subjects chapter wise notes. notes.

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