

Chapter II The 2002 AP Statistics Examination

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Exam Content and Format

The 2002 AP Statistics Exam contained questions from all four major content areas — Exploring Data, Planning a Study, Probability, and Statistical Inference — in both the 40-question multiple-choice section and the 6-question free-response section. Each part contributed 50 percent to the total exam score.

2002 AP Statistics Exam Cover Sheet	
Multiple-Choice Section (I)	
40 questions	50 minutes
Free-Response Section (II)	
Part A	
6 questions	60 minutes
Total	
100 minutes	

The six free-response questions covered the content areas of data exploration, sampling and experimental design, probability, statistical inference, and fitting models to data. The first five were short-answer questions; the sixth was a longer investigative task worth 25 percent of the maximum possible score for the free-response section.

Question 1: The purpose of question 1 was to assess the student's ability to interpret a graphical display and to reason using interval estimates. To receive full credit for this question, the student needed to comment on the increasing precision of the estimates over time and

to use the intervals in the graphical display to discuss the degree of support provided for each of the two competing theories. Good communication was particularly important on this question.

Question 2: The purpose of question 2 was to assess understanding of some basic principles of experimental design, including pairing/blocking, randomization, and blinding. A response describing a matched-pairs design with appropriate randomization and a correct discussion of double blinding received full credit for this question.

Question 3: The purpose of question 3 was to evaluate the student's ability to compute probabilities based on the normal distribution and to evaluate the student's knowledge of properties of the distribution of a sum of independent random variables. To receive full credit for this question, the student was required to compute and interpret a probability, correctly determine the mean and standard deviation of a sum of independent random variables, and then use the computed mean and standard deviation to correctly compute a second probability.

Question 4: The purpose of question 4 was to determine if the student could read standard statistics computer output and to assess understanding of correlation and influential points in a regression analysis. To receive full credit for this question, the response had to include the correct equation for the least squares regression line, a correct interpretation of the correlation coefficient, and a discussion of whether it was reasonable to use the given line over a restricted range of airplane sizes.

Question 5: The purpose of question 5 was to evaluate whether the student could carry out a test of hypotheses and state conclusions in context. To receive full credit for this question, the student needed to identify two distinct pairs of hypotheses in part (a) and then in part (b) to identify an appropriate test procedure, check (not just state) any necessary conditions for the test, and then, based on the result of the test, give an appropriate conclusion in context.

2002 Ap Statistics Multiple Choice Answers

Wayne F. Cascio, Herman Aguinis



2002 Ap Statistics Multiple Choice Answers:

Cracking the AP Statistics, 2002-2003 Edition Princeton Review (Firm), 2002-03-15 The Princeton Review realizes that acing the AP Statistics exam is very different from getting straight As in school The Princeton Review doesn't try to teach students everything there is to know about statistics only the techniques they'll need to score higher on the exam There's a big difference In Cracking the AP Statistics TPR will teach test takers how to think like the test makers and Eliminate answer choices that look right but are planted to fool test takers Score higher by learning to use a calculator effectively Increase efficiency by learning to read statistical tables Show work as the graders want to see it and earn more points This book includes 2 full length simulated AP Statistics exams All of The Princeton Review practice test questions are like the ones test takers will see on the actual exam and every solution is fully explained **Cracking the AP Statistics Exam** Madhuri S. Mulekar, Princeton Review, 2004 The fiercer the competition to get into college the more schools require that students prove themselves in other ways than SAT scores and grade point averages The more expensive college educations become the more students take advantage of the opportunity to test out off first year college courses Includes 2 sample tests with full explanations for all answers The Princeton Review's proven score raising skills and techniques Complete subject review of all the material likely to show up on the AP Statistics exam **The 2002 AP® Statistics Released Exam**, 2002 *The SAGE Handbook of Quantitative Methodology for the Social Sciences* David Kaplan, 2004-06-21 Click Additional Materials for downloadable samples The 24 chapters in this Handbook span a wide range of topics presenting the latest quantitative developments in scaling theory measurement categorical data analysis multilevel models latent variable models and foundational issues Each chapter reviews the historical context for the topic and then describes current work including illustrative examples where appropriate The level of presentation throughout the book is detailed enough to convey genuine understanding without overwhelming the reader with technical material Ample references are given for readers who wish to pursue topics in more detail The book will appeal to both researchers who wish to update their knowledge of specific quantitative methods and students who wish to have an integrated survey of state of the art quantitative methods Roger E Millsap Arizona State University This handbook discusses important methodological tools and topics in quantitative methodology in easy to understand language It is an exhaustive review of past and recent advances in each topic combined with a detailed discussion of examples and graphical illustrations It will be an essential reference for social science researchers as an introduction to methods and quantitative concepts of great use Irini Moustaki London School of Economics U K David Kaplan and SAGE Publications are to be congratulated on the development of a new handbook on quantitative methods for the social sciences The Handbook is more than a set of methodologies it is a journey This methodological journey allows the reader to experience scaling tests and measurement and statistical methodologies applied to categorical multilevel and latent variables The journey concludes with a number of philosophical issues of interest to researchers in the social

sciences The new Handbook is a must purchase Neil H Timm University of Pittsburgh The SAGE Handbook of Quantitative Methodology for the Social Sciences is the definitive reference for teachers students and researchers of quantitative methods in the social sciences as it provides a comprehensive overview of the major techniques used in the field The contributors top methodologists and researchers have written about their areas of expertise in ways that convey the utility of their respective techniques but where appropriate they also offer a fair critique of these techniques Relevance to real world problems in the social sciences is an essential ingredient of each chapter and makes this an invaluable resource The handbook is divided into six sections Scaling Testing and Measurement Models for Categorical Data Models for Multilevel Data Models for Latent Variables Foundational Issues These sections comprising twenty four chapters address topics in scaling and measurement advances in statistical modeling methodologies and broad philosophical themes and foundational issues that transcend many of the quantitative methodologies covered in the book The Handbook is indispensable to the teaching study and research of quantitative methods and will enable readers to develop a level of understanding of statistical techniques commensurate with the most recent state of the art theoretical developments in the field It provides the foundations for quantitative research with cutting edge insights on the effectiveness of each method depending on the data and distinct research situation

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Steps to a 5 AP Statistics Duane C Hinders, 2003-08-01 For the more than one million students taking the AP exams each year Boxed quotes offering advice from students who have aced the exams and from AP teachers and college professors Sample tests that closely simulate real exams Review material based on the contents of the most recent tests Icons highlighting important facts vocabulary and frequently asked questions Websites and links to valuable online test resources along with author e mail addresses for students with follow up questions Authors who are either AP course instructors or exam developers

Index Medicus, 2003 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings

[Index to Legal Periodicals & Books](#), 2004

Using Technology Tools to Innovate Assessment, Reporting, and Teaching Practices in Engineering Education Alam, Firoz, 2014-01-31 Many can now conclude that utilizing educational technologies can be considered the primary tools to inspire students to learn Combining these technologies with the best teaching and learning practices can engage in creativity and imagination in the engineering field Using Technology Tools to Innovate Assessment Reporting and Teaching Practices in Engineering Education highlights the lack of understanding of teaching and learning with technology in higher education engineering programs while emphasizing the important use of this technology This book aims to be essential for professors graduate and undergraduate students in the engineering programs interested learning the appropriate use of technological tools

Forthcoming Books Rose Army, 2003

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