

Question 5: Multi-Focus**4 points****General Scoring Notes**

- Each part of the question (indicated by a letter) is initially scored by determining if it meets the criteria for essentially correct (E), partially correct (P), or incorrect (I). The response is then categorized based on the scores assigned to each letter part and awarded an integer score between 0 and 4 (see the table at the end of the question).
- The model solution represents an ideal response to each section of the question, and the scoring criteria identify the specific components of the model solution that are used to determine the score.

Model Solution	Scoring
(a) The scatterplot reveals a strong, positive, roughly linear association between the chest circumference and weight of tule elk. There are no points that seriously deviate from the straight-line pattern of the points in the plot.	Essentially correct (E) if the response provides a description that includes at least three of components 1-4 and component 5: 1. Direction of association (positive or increasing) 2. Strength of association (strong) 3. Form of association (linear or approximately linear) 4. Unusual features (no points with large discrepancies from the straight-line pattern exhibited by most of the points on the plot) 5. Context (association between chest circumference and weight of tule elk) Partially correct (P) if the response satisfies only one or two components out of components 1-4 and component 5 <i>OR</i> if the response satisfies at least two out of components 1-4 but does not satisfy component 5. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes:

- To satisfy component 4 it is sufficient to simply indicate that there are no unusual features or no outliers.
- To satisfy component 5 it is minimally sufficient for the response to refer to the association or relationship between chest circumference or measurement and weight without explicitly mentioning tule elk.
- The quality of communication in part (a) should be considered if holistic scoring is required.

Model Solution	Scoring
(b) (i) The predicted weight of a male tule elk with a chest circumference of 145.9 cm is $-350.3 + 3.7455(145.9) \approx 196.17$ kg. (ii) The residual for a male tule elk with a chest circumference of 145.9 cm with an actual weight of 204.3 kg is $204.3 - 196.17 \approx 8.13$ kg.	Essentially correct (E) if the response satisfies the following two components: 1. Provides the correct value of 196.17 kg in part (b-i) with work shown 2. Provides the correct value of 8.13 kg in part (b-ii), or a value consistent with the predicted weight calculated for component 1, with work shown Partially correct (P) if the response satisfies only one of the two components required for an E <i>OR</i> the response gives both correct values with no work shown. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes:

- An arithmetic or transcription error in a response can be ignored if correct work is shown.
- A response that includes an undefined or incorrect variable to identify work shown (e.g., x or $\hat{p}$) does not satisfy component 1.

Model Solution	Scoring
(c) The value of the slope of the least-squares regression line is 3.7455. This value indicates that the predicted weight of a tule elk increases by 3.7455 kilograms for each additional centimeter of chest circumference.	Essentially correct (E) if the response satisfies the following three components: 1. Identifies the value of the slope as 3.7455 2. Provides an interpretation that references an increase of a number of kilograms of weight for each one-centimeter increase in chest circumference 3. Indicates that the slope represents a change in a prediction using non-deterministic language such as “predicted,” “estimated,” “expected,” or “average” Partially correct (P) if the response satisfies only two of the three components. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes

- The value of the slope, 3.7455, may be rounded to 3.746, 3.75, or 3.7, but not to 3 or 4, to satisfy the numerical requirement in component 1.
 - A response that only contains 3.7455 in the interpretation satisfies component 1.
 - A calculation of slope may satisfy component 1 provided that two points from the line are used in the calculation.
 - Units of measurements must be correctly specified for both weight and length to satisfy component 2.
 - It is not required to refer specifically to the “least-squares regression line.”
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Model Solution	Scoring
(d) (i) The degrees of freedom for the test of slope are $n - 2 = 30 - 2 = 28$. The t-table shows that for 28 degrees of freedom, the p-value for a one-sided test would be 0.001. Because this is a two-sided test, the p-value is $(2)(0.001) = 0.002$. (ii) Because the p-value = 0.002 is less than $\alpha = 0.05$, reject the null hypothesis. There is sufficient statistical evidence that the population slope for the linear regression of weight vs. chest circumference for male tule elk is different from 4.5 kg/cm.	Essentially correct (E) if the response satisfies the following three components: 1. Gives a correct p-value of 0.002, consistent with the two-sided alternative hypothesis 2. Provides correct comparison of the p-value to alpha (p-value is less than/greater than alpha) <i>AND</i> provides a correct decision about the null and/or alternative hypothesis 3. Provides a conclusion statement in context, consistent with, and in terms of, the alternative hypothesis using non-deterministic language Partially correct (P) if the response satisfies only two of the three components. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes

- The response need not make an explicit decision about the null hypothesis (reject H_0 or fail to reject H_0).
- If the conclusion and justification are consistent with an incorrect p -value (or an incorrect value of the test statistic, or an incorrect confidence interval, or an incorrect critical value), the response may satisfy component 2.
- To satisfy the p -value comparison in component 2, the response can compare the value of the test statistic to the appropriate critical value (e.g., 2.048 or -2.048).
- If an explicit decision is stated and the conclusion statement is inconsistent with the decision, component 2 is not satisfied.
- The decision part of component 2 may be satisfied by implying the decision within the conclusion statement (sufficient evidence/insufficient evidence for the alternative hypothesis).
- If the response includes a statement that is equivalent to accepting the null hypothesis (e.g., “we conclude that the mean population slope is 4.5”), then component 2 is not satisfied.
- A student who doesn’t give a p -value, but gives a correct conclusion based on a p -value $< \alpha$ with a consistent conclusion *OR* a p -value $> \alpha$ with a consistent conclusion may be scored P, e.g.,
 - If p were less than alpha, then reject H_0 and say there is sufficient evidence that the population slope for the linear regression of weight vs. chest circumference for male tule elk is different than 4.5 kg/cm.
 - If p were greater than alpha, then fail to reject H_0 and say there is not sufficient evidence that the population slope for the linear regression of weight vs. chest circumference for male tule elk is different than 4.5 kg/cm.
- If the response includes an incorrect interpretation of the p -value (e.g., “this is the probability that the null hypothesis is true”), then component 2 is not satisfied.
- The quality of communication in part (d) should be considered if holistic scoring is required.

Scoring for Question 5

Each essentially correct (E) part counts as 1 point, and each partially correct (P) part counts as $\frac{1}{2}$ point.

Score**Complete Response****4****Substantial Response****3****Developing Response****2****Minimal Response****1**

If a response is between two scores (for example, 2 $\frac{1}{2}$ points), use a holistic approach to decide whether to score up or down, depending on the strength of the response and quality of the communication.

Question 6: Investigative Task**4 points****General Scoring Notes**

- Each part of the question (indicated by a letter) is initially scored by determining if it meets the criteria for essentially correct (E), partially correct (P), or incorrect (I). The response is then categorized based on the scores assigned to each letter part and awarded an integer score between 0 and 4 (see the table at the end of the question).
- The model solution represents an ideal response to each part of the question, and the scoring criteria identify the specific components of the model solution that are used to determine the score.

Model Solution	Scoring
(a) The boxplots reveal that the team tended to have a higher average per-game attendance during years in the new stadium than during years in the old stadium because the median value of about 25,000 attendees per game during years in the new stadium is greater than the median value of about 16,000 attendees per game during years in the old stadium. The interquartile ranges (IQRs) are similar, which indicates that variability in average per-game attendance is similar during the years in the two stadiums, but the range of average per-game attendance is slightly larger during the years in the new stadium. There are no years with average per-game attendance identified as an outlier for either stadium.	Essentially correct (E) if the response satisfies the following three components: - Indicates that the median average per-game attendance is greater in the new stadium <i>OR</i> Indicates that the average per-game attendance is usually (typically) greater in the new stadium - Indicates that the variability in average per-game attendance is greater in the new stadium <i>OR</i> Indicates that the variability in the two stadiums is roughly the same according to the IQRs - Provides sufficient context by including the response variable (average attendance or attendance) or the units of the response variable (thousands of people or people) Partially correct (P) if the response satisfies only two of the three components <i>OR</i> if the response satisfies only component 1 <i>OR</i> if the response satisfies only component 2. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes:

- To satisfy component 1, the response may refer only to “center” and does not need to specify which measure of center (e.g., median, mean) is being used.

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- To satisfy component 2, a response may refer only to “variability” or “spread” and does not need to specify which measure of variability (e.g., range or IQR) is being used. However, if the response states that the variability is about the same, the response must explicitly refer to the IQRs.
 - To satisfy components 1 and 2, the stadiums must be identified (e.g., “old,” “new”), and an explicit comparison phrase (e.g., “greater than,” “about the same as”) must be used. Separate lists of characteristics alone or summary statistics alone do not count as a comparison.
 - To satisfy components 1 and 2, numerical values are not required. However, if they are included, they should be reasonably correct. Numerical values can be reported in units of people (e.g., median = 16,000) or in thousands of people (e.g., median = 16).
 - Any mention of shape is ignored in the scoring of part (a) because complete shape information cannot be obtained from a boxplot. Statements about shape not clearly supported by the boxplots (e.g., “the old stadium distribution is approximately normal”) should be considered a negative in terms of holistic scoring. However, statements about shape that are supported by the boxplots (e.g., “the old stadium distribution is roughly symmetric,” “the new stadium distribution is skewed to the left”) should be considered a positive.
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Model Solution	Scoring
(b) During the years in the new stadium, the average per-game attendance increases linearly, from about 16,000 people in 2000 to about 27,000 people in 2016. However, during the years in the old stadium, there is no obvious increasing or decreasing trend over time for the average per-game attendance. The average attendance appears to vary about an average of approximately 16,000 attendees per game from 1970 to 1999.	Essentially correct (E) if the response satisfies the following three components: 1. Describes the direction of the trend in average per-game attendance in the new stadium as increasing (positive) 2. Describes the direction of the trend in average per-game attendance in the old stadium as relatively constant (e.g., “no association,” “flat”) <i>OR</i> Describes the direction of the trend in the old stadium as positive but less steep (e.g., “less positive,” “flatter”) than the trend in the new stadium 3. Provides sufficient context by including the two groups (old stadium, new stadium) AND the explanatory variable (time or year) AND the response variable (average attendance or attendance) or the units of the response variable (thousands of people or people) Partially correct (P) if the response satisfies only two of the three components Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes:

- Only describing an association or correlation as “strong” or “weak” addresses strength and not the direction of the trend and does not satisfy components 1 or 2.
- Only describing an association as “linear” or “non-linear” addresses form and not the direction of the trend and does not satisfy components 1 or 2.
- Numerical values, including years (e.g., “from 2000 to 2016”), are not required for any component. However, a response that includes years in numerical form (e.g., “1970”) satisfies the context requirement for the explanatory variable in component 3.
- Component 1 can also be satisfied if the response provides an estimated value for the correlation for the new stadium that is positive.
- Component 2 can also be satisfied if the response provides an estimated value for the correlation for the old stadium of 0 (or approximately 0). Providing positive correlations for both stadiums does not satisfy component 2 because it is impossible to compare the steepness of the trends using their correlations.

Model Solution	Scoring
(c) (i) Graph I indicates a strong, positive, linear relationship between average per-game attendance and the number of games won during the 47 years of the team's existence. Average per-game attendance increases linearly, with an average increase of about 500 attendees per game for each additional game won. Variation about the linear trend in attendance is relatively small and about the same for any number of games won. (ii) No. Graph II suggests that the rates at which average per-game attendance increases as the number of games won increases are about the same for the two stadiums. A line drawn through the points for the old stadium has about the same slope as (or may have a slightly larger slope than) a line drawn through the points for the new stadium.	Essentially correct (E) if the response satisfies four or five of the following five components: 1. In part (c-i) describes the direction of the relationship as positive 2. In part (c-i) describes the form of the relationship as linear or nearly linear 3. In part (c-i) describes the strength of the relationship as very strong, strong, or moderately strong 4. In part (c-ii) indicates that the rates are about the same for the two stadiums (or slightly larger for the old stadium) 5. In part (c-ii) provides an explanation that indicates that if a line were drawn through the points for the old stadium, the slope would be roughly the same (or slightly greater than) the slope of a line through the points for the new stadium Partially correct (P) if the response satisfies only three of the five components. Incorrect (I) if the response does not meet the criteria for E or P.

Additional Notes:

- A response that provides an estimated value of the correlation satisfies component 1 if the estimated correlation is positive, but an estimated correlation cannot satisfy components 2 or 3.
 - A response need not include the word “positive” to satisfy component 1. For example, “the average attendance is higher when the team has more wins” satisfies component 1. Likewise, a response need not include the word “strong” to satisfy component 3. For example, “variation about the linear trend in attendance is relatively small” satisfies component 3.
 - Correct comments on homogeneous variation in part (c-i) (i.e., the variation about the linear trend in attendance is about the same for any number of games won) should be considered a positive in terms of holistic scoring.
 - Responses that satisfy all 5 components should be considered a positive in terms of holistic scoring.
 - Context is not required in part (c) because it has already been assessed in parts (a) and (b).
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Model Solution	Scoring
(d) The number of games won could be a confounding variable for assessing the potential effect of opening the new stadium on average per-game attendance. The boxplots in part (a) show that average per-game attendance tended to be higher for games in the new stadium than for games in the old stadium, but the cause of the increase may actually be that attendees were more excited about attending games for teams that were better at winning. The scatterplots in part (c) show that average per-game attendance has a strong positive correlation with games won, and the team tended to win more games playing in the new stadium than in the old stadium.	Essentially correct (E) if the response provides an explanation that satisfies the following four components: 1. States that there is an association between attendance and one of the explanatory variables (stadium, year, wins) 2. States that there is an association between attendance and a different one of the explanatory variables (stadium, year, wins) 3. States that there is an association between the two explanatory variables (stadium, year, wins) identified in components 1 and 2 4. Explains the idea of confounding by describing that the variable identified as a potential confounding variable could be the cause of the association between attendance and the other explanatory variable identified in components 1 and 2 <i>OR</i> Explains the idea of confounding by stating that it is impossible to know which of the two explanatory variables identified in components 1 and 2 may be the cause of the increase in attendance Partially correct (P) if the response satisfies only three of the four components <i>OR</i> if the response satisfies only two of the four components and justifies at least one of the statements in components 1 through 3 by referring to the appropriate graph from parts (a) through (c) (e.g., “based on the boxplots,” “in part (b)”). Incorrect (I) if the response does not otherwise meet the criteria for E or P.

Additional Notes:

- The response can use any combination of 2 of the 3 explanatory variables (stadium and wins, stadium and year, year and wins). The response cannot introduce a new variable (e.g., weather, having popular players) to satisfy any component.
 - An incorrectly described association cannot be used to satisfy components 1 through 3.
 - To satisfy component 4 the response must discuss all three variables: the response variable (attendance)
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- The strength of the response to part (d), especially communication in component 4, can be considered in holistic scoring. A well-communicated response to part (d) should be considered a positive. A poorly-communicated response to part (d), should be considered a negative.

Scoring for Question 6

Each essentially correct (E) part counts as 1 point, and each partially correct (P) part counts as $\frac{1}{2}$ point.

Score**Complete Response****4****Substantial Response****3****Developing Response****2****Minimal Response****1**

If a response is between two scores (for example, $2\frac{1}{2}$ points), use a holistic approach to decide whether to score up or down, depending on the strength of the response and quality of the communication.

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SCORING GUIDELINES**Question****Intent of Question**

The primary goals of this question were to assess a student's ability to (1) describe the distribution of a quantitative variable based on a histogram and (2) determine the effect of changing one data value on mean and the median.

Solution**Part (a):**

The distribution of Robin's tip amounts is skewed to the right. There is a gap between the largest amount (in the \$20 to \$22.50 interval) and the second largest tip amount (in the \$12.50 to \$15 interval), and the largest tip amount appears to be an outlier. The median tip amount is between \$2.50 and \$5.00. Robin's tip amounts vary from a minimum of between \$0 and \$2.50 to a maximum of between \$20.00 and \$22.50. About 78 percent of the tip amounts are between \$0 and \$5.

Part (b):

◻ mean: If the \$8 tip had been \$18, the mean would increase by \$10 divided by 60, or $\$ \frac{1}{6}$, or about 17 cents.

◻ median: If the \$8 tip had been \$18, the median would not change because the current median is between \$2.50 and \$5.00, and both \$8 and \$18 are greater than that.

Scoring

Parts (a) and (b) are scored as essentially correct (E), partially correct (P), or incorrect (I).

Part (a) is scored as follows:

Essentially correct (E) if the response includes reasonable comments on the following five components:

1. Shape (skewed right)
2. Outlier (at least one) *OR* gap (one tip amount greater than \$20, next highest at most \$15)
3. Center between \$2.50 and \$5.00 (median) or between \$2.62 and \$5.13 (mean)
4. Variability, by noting that the tip amounts vary from about \$0 to at most \$22.50, or that a majority of tip amounts are between \$0 and a value greater than or equal to \$5, or by providing a correct numerical approximation of a measure of variability
5. Context (tip amounts)

Partially correct (P) if the response includes only three or four of the five components.

Incorrect (I) if the response includes at most two of the five components.

SCORING GUIDELINES**Question 1 (continued)**

Part (b) is scored as follows:

Essentially correct (E) if the response includes the following four components:

1. Comments that the mean will increase
2. Correctly justifies why the mean will increase
3. Comments that the median will not change
4. Correctly justifies why the median will not change

Partially correct (P) if the response includes only two or three of the four components.

Incorrect (I) if the response includes at most one of the four components.

4 Complete Response

Both parts essentially correct

3 Substantial Response

One part essentially correct and one part partially correct

2 Developing Response

One part essentially correct and one part incorrect

OR

Both parts partially correct

1 Minimal Response

One part partially correct and one part incorrect

SCORING GUIDELINES

Question

Intent of Question

The primary goals of this question were to assess a student's ability to (1) identify, set up, perform, and interpret the results of an appropriate hypothesis test to address a particular question and (2) assess the effectiveness of treatments in a controlled experiment.

Solution**Part (a):**

Step 1: States a correct pair of hypotheses.

H_0 : The proportion of children who would choose each snack is the same regardless of which type of ad is viewed.

H_a : The proportion of children who would choose each snack differs based on which type of ad is viewed.

Step 2: Identifies a correct test procedure (by name or formula) and checks appropriate conditions.

The appropriate procedure is a chi-square test of homogeneity.

The conditions for this test are satisfied because (1) the question states that the children were randomly assigned to groups, and (2) expected counts for the six cells of the table are all at least 5, as seen in the following table that lists expected counts beside observed counts.

Group	Choco-Zuties	Apple-Zuties	Total
A	21 (18.67)	4 (6.33)	25
B	13 (18.67)	12 (6.33)	25
C	22 (18.67)	3 (6.33)	25
Total	56	19	75

Step 3: Calculates the appropriate test statistic and p -value.

The test statistic is calculated as $\chi^2 = \sum \frac{(O - E)^2}{E}$, which is

$$\begin{aligned}\chi^2 &\approx \\ &0.292 + 0.860 + \\ &1.720 + 5.070 + \\ &0.595 + 1.754 \approx 10.291.\end{aligned}$$

The p -value is $P(\chi^2_{df2} \geq 10.291) \approx 0.006$.

Step 4: States a correct conclusion in the context of the study, using the result of the statistical test

Because the p -value is very small (for instance, much smaller than $\alpha = 0.05$) we reject the null hypothesis at the .05 level (and at the .01 level). The data provide convincing statistical evidence that the proportions who would choose each snack differ based on which ad is viewed.

SCORING GUIDELINES

Question 2 (continued)

Part (b):

When neither ad was viewed, $\frac{22}{25}$ or 88 percent of the children chose Choco-Zuties whereas only _____ percent chose Apple-Zuties.

When the Choco-Zuties ad was viewed, 84 percent of the children chose Choco-Zuties, which was very similar to the percentage that chose them without viewing any ad. So watching the Choco-Zuties ad did not affect the snack choice very much.

When the Apple-Zuties ad was viewed, only $\frac{13}{25}$ or 52 percent of the children chose Choco-Zuties, and _____ percent chose Apple-Zuties. Watching the Apple-Zuties ad seemed to increase the proportion of children choosing Apple-Zuties.

Scoring

This question is scored in four sections. Section 1 consists of steps 1 and 2 in part (a); section 2 consists of step 3 in part (a); section 3 consists of step 4 in part (a); and section 4 consists of part (b). Sections 1, 2, 3 and 4 are scored as essentially correct (E), partially correct (P), or incorrect (I).

Section 1 is scored as follows:

Essentially correct (E) if the response includes the following three components:

1. Both hypotheses are stated correctly with at least one in context.
2. Identifies the correct test procedure (by name or by formula).
3. The technical conditions are checked (all expected counts are greater than or equal to 5).

Partially correct (P) if the response includes only two of the three components.

Incorrect (I) if the response correctly includes at most one of the three components.

Notes for component 1:

- It is acceptable if hypotheses are stated in terms of association/independence instead of proportions.
- Context must be included in at least one of the hypotheses, but is not required to be in both.
- If the hypotheses contain language that suggests that the response refers to the sample data, the component is not satisfied.

Note for component 2: It is acceptable if the test is identified as a test of independence instead of a test of homogeneity.

Notes for component 3:

- The random assignment condition was stated so need not be explicitly mentioned.
- Stating the expected count condition is met is not sufficient for component 3. The condition must be checked by reporting the expected counts and either:
 - noting that all are greater than or equal to 5;

SCORING GUIDELINES

Question 2 (continued)

- noting that all are greater than or equal to 1 and at most 20 percent are less than 5.
- Noting that the smallest expected count is 6.33 and that it is greater than or equal to 5 is sufficient to satisfy this component.
- Component 3 is not satisfied if the expected counts are reported as integers.
- This component is not satisfied if the response includes any of the following inappropriate conditions:
 - The response implies that a random sample was taken, e.g., “SRS – check.”
 - The response refers to independence of groups or independence of ads as a required condition.
 - The response indicates that a sample size greater than 30 ensures normality or the response implies normality as a condition.
- A response stating that children are independent can be ignored in the scoring of this component.

Section 2 is scored as follows:

Essentially correct (E) if the response includes the following three components:

1. Correct chi-square test-statistic
2. Correct degrees of freedom
3. Correct p -value

Partially correct (P) if the response includes only two of the three components.

Incorrect (I) if the response correctly includes at most one of the three components.

Notes:

- If the response makes an error in one calculation, future calculations are considered correct if they follow correctly from the initial miscalculation.
- A chi-square critical value approach is acceptable: The critical value for $\alpha = 0.05$ is $\chi^2 = 5.99$.

Section 3 is scored as follows:

Essentially correct (E) if the response provides a correct conclusion about the alternative hypothesis context, *AND* provides justification based on linkage between the p -value and conclusion.

Partially correct (P) if the response provides a correct conclusion in context, but without justification based on linkage to the p -value;

OR

if the response provides a correct conclusion, with linkage to the p -value, but not in context;

OR

if the response provides a correct decision stated in terms of the null hypothesis in context, with linkage to the p -value, but no conclusion is made about the alternative hypothesis.

Incorrect (I) if the response does not meet the criteria for E or P.

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Question 2 (continued)

Notes:

- If the conclusion is consistent with the p -value from section 2, and also in context with justification based on linkage to the p -value, section 3 is scored as E.
- If no alpha level is given, the solution must be explicit about the linkage by giving a correct interpretation of the p -value or by explaining how the conclusion follows from the p -value such as saying: “Because the p -value is small, we reject the null hypothesis.” or “Because the p -value is large, we do not reject the null hypothesis.”
- If a conclusion contains language that suggests that the response refers to the sample data, conclusion component is not correct, unless the same error occurred in the statement of hypotheses in section 1.

Section 4 is scored as follows:

Essentially correct (E) if the response, in context, concludes that ad type A had little effect and ad type B had an effect, both supported by the observed proportions (or counts) from the table.

Partially correct (P) if the response correctly concludes that ad type A had little effect, and ad type B had an effect but does not provide correct numerical justification;

OR

if the response compares all of the proportions (or counts) as required, but without correctly concluding ad effectiveness;

OR

if the response correctly describes the effect of one of the ad types A or B (in context, with correct numerical justification) but not the other;

OR

if the response compares all of the proportions (or counts) as required, but not in context.

Incorrect (I) if the response does not meet the criteria for E or P.

Each essentially correct (E) section counts as 1 point, and a partially correct (P) section counts as $\frac{1}{2}$ point.

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|----------|-----------------------------|
| 4 | Complete Response |
| 3 | Substantial Response |
| 2 | Developing Response |
| 1 | Minimal Response |

If a response is between two scores (for example, $2\frac{1}{2}$ points), use a holistic approach to decide whether score up or down, depending on the strength of the response and communication.

SCORING GUIDELINES

Question

Intent of Question

The primary goals of this question were to assess a student's ability to (1) identify explanatory and response variables from the description of a research study; (2) indicate and justify whether a study is observational or experimental; and (3) explain what confounding means in the context of a particular study with a specific confounding variable.

Solution

Part (a):

The explanatory variable is the person's degree of cigarette smoking. The response variable is whether the person develops Alzheimer's disease during the course of the study.

Part (b):

This is an observational study because the people in the study were not assigned to a certain degree of cigarette smoking. Rather, the degree of cigarette smoking for each person was passively observed and recorded, not manipulated by the researchers.

Part (c):

Confounding variable is one that is related to the explanatory variable and possibly influences response variable. In this case it seems plausible that people who exercise more regularly might be more health conscious, therefore, less likely to smoke cigarettes than people who do not exercise regularly. Similarly, it's possible that people who exercise more regularly are less likely to develop Alzheimer's disease than people who do not exercise regularly. If both of these relationships turn out to be true, then smoking cigarettes would be associated with developing Alzheimer's disease due to the association of both variables with exercise, even if there were no cause-and-effect relationship between smoking cigarettes and developing Alzheimer's disease.

Scoring

Parts (a), (b), and (c) are scored as essentially correct (E), partially correct (P), or incorrect (I).

Part (a) is scored as follows:

Essentially correct (E) if both variables are described correctly. A correct description includes some degree of status of the variables, such as smoking versus not smoking and developing Alzheimer's versus not developing Alzheimer's.

Partially correct (P) if one variable is described correctly and one is not described correctly;

OR

neither variable is described correctly but smoking is mentioned as the explanatory variable, and Alzheimer's is mentioned as the response variable;

OR

the explanatory and response variables are correctly described but are interchanged.

Incorrect if the response does not meet the criteria for E or P.

SCORING GUIDELINES

Question 3 (continued)

Note: Describing the variables only as smoking and Alzheimer's without a reference to levels/status not sufficient for E. But making the connection between smoking and explanatory and between Alzheimer's and response is sufficient for P.

Part (b) is scored as follows:

Essentially correct (E) if the response selects the correct type of study (observational) and provides the correct explanation that smoking status was not assigned *OR* that smoking status was only observed.

Partially correct (P) if the response selects the correct type of study (observational) and provides correct explanation but does not refer to smoking status as the variable that would have been assigned had it been an experiment; for instance, by simply stating that treatment was not assigned;

OR

if the response selects the correct type of study (observational) and provides an explanation that says that smoking is observed (or that smoking status and Alzheimer's are observed) without a modifier for observed (such as, only, just, merely, simply) *AND* without indicating that treatments were not assigned.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- A response that states the explanatory variable was not assigned without naming smoking status is sufficient for E if the explanatory variable is correctly defined in part (a).
- A response that states that smoking status is *ONLY* observed (or that smoking status and Alzheimer's are *ONLY* observed) is sufficient for E.
- A response that says that Alzheimer's is observed without mentioning smoking status is scored I.
- A response that provides an incorrect statistical explanation (such as, "the study is observational because an experiment must have a control group") lowers the score in part (b) by one level (from E to P or from P to I).
- If Alzheimer's is given as the explanatory variable and smoking is given as the response variable in part (a), then part (b) should be scored accordingly with the two variables interchanged.
- Any phrase that refers to the "effect of smoking on Alzheimer's" or "the association between smoking and Alzheimer's" (rather than smoking status) should be ignored.

Part (c) is scored as follows:

Essentially correct (E) if the response includes the following two components:

1. Provides a reasonable explanation that exercise status is related to smoking status.
2. States that exercise status might influence whether the person develops Alzheimer's disease.

Partially correct (P) if the response describes only one of the two components;

OR

if the response only describes how smoking and exercise jointly influence whether the person develops Alzheimer's;

SCORING GUIDELINES**Question 3 (continued)**

if the response mentions both of the associations in each component, but also includes an incorrect statistical statement. For instance, part (a) is correct, but in part (c), the explanatory and response variables are interchanged.

Incorrect (I) if the response does not meet the criteria for E or P.

4 Complete Response

Three parts essentially correct

3 Substantial Response

Two parts essentially correct and one part partially correct

2 Developing Response

Two parts essentially correct and no parts partially correct

OR

One part essentially correct and one or two parts partially correct

OR

Three parts partially correct

1 Minimal Response

One part essentially correct

OR

No parts essentially correct and two parts partially correct

SCORING GUIDELINES

Question 4

Intent of Question

The primary goals of this question were to assess a student's ability to (1) calculate a probability using basic probability rules or the geometric distribution; (2) recognize that a probability calculation for independent events does not depend on the previous outcomes of those events; and (3) assess whether a claim about the probability of a single event is reasonable based on a calculated probability of a series of those events.

Solution

Part (a):

If the failure rate for the super igniters is 15 percent, then the probability that each igniter fails is 0.15, and the probability that it does not fail is 0.85. Therefore the probability that the first 30 igniters tested do not fail is $(0.85)^{30} \approx 0.0076$. The solution can also be written as $(1 - 0.15)^{30} \approx 0.0076$.

Part (b):

Given that there are no failures in the first 30 trials, the probability that the first failure occurs on the trial is 0.15, and the probability that it does not occur on the 31st but occurs on the 32nd trial $(0.85)(0.15) = 0.1275$. Therefore the probability that the first failure occurs on the 31st or 32nd super igniter tested is $0.15 + 0.1275 = 0.2775$.

Note that this is equivalent to asking for the probability that the first failure occurs on the first or second trial, which is $0.15 + (0.85)(0.15) = 0.2775$.

Part (c):

The result of the probability calculation in part (a) provides a reason to believe that the failure rate of the super igniters is less than 15 percent. The calculated probability of 0.0076 shows that there is less than a 1 percent chance that 30 or more igniters in a row would not fail if the failure rate was 15 percent. This probability is smaller than conventional significance levels such as $\alpha = 0.05$ or $\alpha = 0.01$, and thus is small enough to make it reasonable to believe that the failure rate of the super igniters is less than 15 percent.

Scoring

Parts (a), (b), and (c) are scored as essentially correct (E), partially correct (P), or incorrect (I).

Part (a) is scored as follows:

Essentially correct (E) if the response gives the correct probability *AND* correct justification.

Partially correct (P) if the response correctly notes that the answer is the probability that there will be 30 successes in 30 attempts, but does not carry out a correct probability calculation;

OR

SCORING GUIDELINES

Question 4 (continued)

if the response defines the random variable X as the trial with the first failure, identifies X as having a geometric distribution with $p = 0.15$, and writes the desired probability as $P(X > 30)$, but does not carry out a correct probability calculation;

OR

if the response defines the random variable X as the number of failures in the first 30 attempts, identifies X as a binomial random variable with $p = 0.15$ and $n = 30$, and writes the desired probability as $P(X = 0)$, but does not carry out a correct probability calculation;

OR

if the response gives the correct probability but, in specifying a geometric or binomial distribution, has an incorrect or incomplete definition of parameters or value(s) of the random variable.

Incorrect (I) if the response does not meet the criteria for E or P.

Note: Justification can be given using the multiplication rule; OR by defining X to be the trial with the first failure, recognizing that X has a geometric distribution, and using that information to find $P(X > 30)$; OR by defining X to be the number of failures in the first 30 attempts, and then finding $P(X = 0)$ using either probability rules or the binomial distribution with $n = 30$ and $p = 0.15$.

Part (b) is scored as follows:

Essentially correct (E) if the response gives the correct probability AND correct justification.

Partially correct (P) if the response makes a reasonable attempt to calculate a geometric, binomial, or conditional probability, but does not successfully carry out the calculation;

OR

if the response gives the correct probability but, in specifying a geometric or binomial distribution, has an incorrect or incomplete definition of parameters or value(s) of the random variable.

Incorrect (I) if the response finds an incorrect probability resulting from an unreasonable attempt to calculate a geometric, binomial, or conditional probability or otherwise does not meet the criteria for E or P.

Note: Similar to part (a) justification can be given using probability rules; OR by stating that X is geometric where X is the trial with the first failure, then finding $P(X = 1 \text{ or } X = 2)$; OR by stating that s is the number of failures in two trials and finding $1 - P(X = 0)$ or $P(X = 1 \text{ or } X = 2)$ using the binomial distribution.

Part (c) is scored as follows:

Essentially correct (E) if the response states that it is reasonable to believe that the failure rate is less than 15 percent AND bases this decision on the fact that the probability of 30 consecutive successful launches with a failure rate of 15 percent (that is, answer from part (a)) is small AND does so in the context of the situation.

Partially correct (P) if the response otherwise satisfies the criteria for an (E) but does so without any context;

SCORING GUIDELINES

Question 4 (continued)

if the response states a significance level and makes a decision in a context that is appropriate to the given probability in part (a) and the stated significance level but does not explicitly compare the probability and the significance level (no linkage).

Incorrect (I) if the response does not explicitly make a decision about whether it is reasonable to conclude that the failure rate is less than 15 percent (For example: “As seen in Part (a), if the failure rate is 15 percent then the probability of 30 successful launches in a row is very small.”);

OR

if the response otherwise does not meet the criteria for E or P.

Notes:

- Justification based on the probability can come by stating a significance level and noting that the probability is smaller than the significance level OR by simply stating that the probability of 0.0076 is small OR by referring to the expected number of failures (4.5) as being very unlikely because zero failures is more than two standard deviations below 4.5.
- If the response bases the decision on the expected number of failures (4.5) for $n = 30$ and $p = 0.15$ without referencing why zero failures would be considered to be too far below 4.5 to give reason to doubt the stated 15 percent failure rate, the response is scored P.
- If the calculation in part (a) is incorrect, the answer in part (c) needs to be consistent with the answer in part (a), unless the value is recalculated in part (c).

4 Complete Response

Three parts essentially correct

3 Substantial Response

Two parts essentially correct and one part partially correct

2 Developing Response

Two parts essentially correct and no parts partially correct

OR

One part essentially correct and one or two parts partially correct

OR

Three parts partially correct

1 Minimal Response

One part essentially correct

OR

No parts essentially correct and two parts partially correct

SCORING GUIDELINES

Question 5

Intent of Question

The primary goals of this question were to assess a student's ability to (1) construct and interpret a confidence interval for a population proportion; (2) explain why one of the conditions for inference necessary; and (3) explain why a suggested procedure for constructing a confidence interval is incorrect.

Solution

Part (a):

The appropriate procedure is a one-sample z-interval for a population proportion. The problem stated the conditions for inference have been met, so they do not need to be checked. A 95 percent

confidence interval for the population proportion is given as $\hat{p} \pm z^* \sqrt{\frac{\hat{p}(1 - \hat{p})}{n}}$, which is

$$0.37 \pm 1.96 \sqrt{\frac{(0.37)(0.63)}{1,048}} \approx 0.37 \pm 0.03 = (0.34, 0.40).$$

We are 95 percent confident that the population proportion of all adults in the U.S. who would have chosen the economy statement is between 0.34 and 0.40.

Part (b):

The condition is necessary because the formula for the confidence interval relies on the fact that the normal distribution can be approximated by a normal distribution which then results in the sampling distribution of $\hat{p}$ being approximately normal. The approximation does not work well unless both $n\hat{p}$ and $n(1 - \hat{p})$ are at least 10.

Part (c):

The suggested procedure is not appropriate because one of the requirements for using a two-sample interval for a difference between proportions is that the two proportions are based on two independent samples. In the situation described the two proportions come from a single sample and thus are not independent.

Scoring

This question is scored in three sections. Section 1 consists of the mechanics of the confidence interval in part (a), section 2 consists of interpreting the confidence interval in part (a), and section 3 consists of parts (b) and (c).

Section 1 is scored as follows:

Essentially correct (E) if the response includes the following two components:

1. States the correct procedure by name or formula
2. Calculates the confidence interval

Partially correct (P) if the response includes only one of the two components.

Incorrect (I) if the response does not meet the criteria for E or P.

SCORING GUIDELINES

Question 5 (continued)

Notes:

- A formula with correct values is sufficient for component 2.
- Component 2 can never be satisfied if the response contains an incorrect formula.

Section 2 is scored as follows:

Essentially correct (E) if the response includes the following four components for the interval interpretation:

1. Estimates a proportion
2. Infers about the population
3. States 95 percent confidence
4. Includes context

Partially correct (P) if the response satisfies components 1 and 2 *AND* satisfies only one of components 3 or 4;

OR

if the response gives a correct interpretation of the confidence *level* in context without interpreting the specific interval.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- Any indication of an inference to the adults sampled rather than the population does not satisfy component 2 and is scored as I.
- Stating values that are unrealistic as proportions (including blanks) in the interpretation lower the score by one level (from E to P or from P to I).
- When both the interpretation of the interval and the level are given, only the interpretation of the interval is scored.

Section 3 is scored as follows:

Essentially correct (E) if the response includes the following two components:

1. Part (b) states that the condition implies the sampling distribution of $\hat{p}$ is approximately normal *OR* the normal approximation to the binomial distribution is appropriate.
2. Part (c) indicates the procedure is not appropriate because the two proportions come from single sample (dependent) rather than two (independent) samples.

Partially correct (P) if the response includes only one of the two components.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- Referring to the sampling distribution needing to be normal without explicitly stating $\hat{p}$ satisfies component 1.
- Referring to normal approximation must specify “to binomial” to satisfy component 1.
- Discussing the two sample interval versus the two proportion interval is extraneous information.

SCORING GUIDELINES**Question 5 (continued)**

- In part (c) component 2 can never be satisfied if a procedure that is not possible for one sample of categorical data is suggested.

4 Complete Response

Three parts essentially correct

3 Substantial Response

Two parts essentially correct and one part partially correct

2 Developing Response

Two parts essentially correct and no parts partially correct

OR

One part essentially correct and one or two parts partially correct

OR

Three parts partially correct

1 Minimal Response

One part essentially correct

OR

No parts essentially correct and two parts partially correct

SCORING GUIDELINES**Question****Intent of Question**

The primary goals of this question were to assess a student's ability to (1) use a scatterplot to comment on report about the relationship between two variables and interpret the slope for the least-squares regression line summarizing this relationship; (2) describe the relationship between two variables scatterplot when a categorical variable is introduced and compare a characteristic of the distribution variable for different categories of individuals in a scatterplot; and (3) describe how the associations between two variables for each category of individuals in a scatterplot differ from the overall association in the same scatterplot.

Solution**Part (a):**

The scatterplot supports the newspaper report about number of semesters needed to complete an academic program and starting salary because it shows a positive association between these two variables.

Part

The slope is 1.1594. For each additional semester needed to complete an academic program, predicted starting salary increases by €1,159.40.

Part (c):

For the business majors alone, there is a strong, negative, linear association between number of semesters and starting salary. Business majors who need a greater number of semesters to complete an academic program tend to have lower starting salaries.

Part (d):

Business majors have the lowest median starting salary at around €38,000, followed by physics majors at around €48,000, and then chemistry majors with the highest median starting salary at around €55,000.

Part (e):

The newspaper report should be modified to account for major. Overall, majors that take longer to complete tend to have higher starting salaries, with chemistry the highest, physics the next highest, and business the lowest. However, within a major, students who take a greater number of semesters tend to have lower starting salaries.

Scoring

This question is scored in three sections. Section 1 consists of parts (a) and (b), section 2 consists of parts (c) and (d), and section 3 consists of part (e). Sections 1, 2, and 3 are scored as essentially correct (E), partially correct (P), or incorrect (I).

SCORING GUIDELINES

Question 6 (continued)

Section 1 is scored as follows:

Essentially correct (E) if the response includes the following five components:

1. In part (a) the response addresses the positive association.
2. In part (a) the response uses the positive association to justify that the scatterplot support newspaper report.
3. In part (b) the response correctly identifies the numerical value of the slope from the computer output.
4. In part (b) the response interprets the slope as the change in starting salary for each additional semester, in context.
5. In part (b) the interpretation of slope includes nondeterministic language (e.g., “predicted starting salary” or equivalent) when interpreting the slope.

Partially correct (P) if the response includes three or four of the five components.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- In part (a) the response can use phrases such as “positive association (correlation, relationship),” “increasing relationship,” or describe a positive association (e.g., “the starting salaries are higher when there is a greater number of semesters”) to satisfy component 1. However, describing the relationship between only two points does not satisfy this component.
- In part (a) comments about linearity and strength should be ignored, even if the response implies these are required (e.g., “Yes, because the relationship is strong, positive, and linear.”).
- In part (a) responses that answer “no,” “maybe,” “kind of,” “somewhat,” or equivalent do not satisfy component 2.
- In part (a) a response that says “no, because the three clusters of points each have a negative association” does not satisfy component 1 or component 2.
- In part (a) no context is required, but variable names are required in part (b) to satisfy component 4.
- In part (b) a response that states the equation $\hat{y} = 34.018 + 1.1594x$ does not satisfy component 3 unless the slope is specifically identified or used in the interpretation.
- In part (b) a response that incorrectly identifies the numerical value of the slope can still satisfy components 4 and 5 using the incorrect value.
- In part (b) the 1-unit increase in number of semesters must be stated or implied to satisfy component 4 (e.g., for each semester, for every semester). A response that states or implies an unspecified number of semesters does not satisfy this component (for example, as semesters increase).
- In part (b) examples of nondeterministic language include “predicted starting salary,” “expected starting salary,” “estimated starting salary,” “typical starting salary,” “average starting salary,” “starting salary, on average,” “our model predicts,” and so on. However, “about,” “approximately,” and “according to the model” do not satisfy component 5.
- In part (b) no units are required for the change in predicted starting salary (which means OK to say 1.1594 euros, 1159.40, 1.1594, 1,159.40 dollars, and so on).
- In all parts it is acceptable if a response refers to salary rather than starting salary.

SCORING GUIDELINES

Question 6 (continued)

Section 2 is scored as follows:

Essentially correct (E) if the response includes the following five components:

1. In part (c) the response states that the association is negative.
2. In part (c) the response states that the association is strong *OR* linear *OR* both.
3. In part (c) the response refers to both variables (semesters, salary) in context.
4. In part (d) the response correctly compares the three majors.
5. In part (d) the response provides reasonable values for the median salaries or refers to “median starting salaries” when describing a characteristic of the graph.

Partially correct (P) if the response includes three or four of the five components.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- In part (c) the response can use phrases such as “negative association (correlation, relationship),” “decreasing relationship,” “inversely related,” or describe a negative association (for example, “the starting salaries are smaller when there is a greater number of semesters”) satisfy component 1. However, describing the relationship between only two points does not satisfy this component.
- In part (c) responses that describe the relationship incorrectly as weak or nonlinear do satisfy component 2, even if the other characteristic is described correctly.
- Only drawing a line on the scatterplot does not satisfy component 2.
- In part (d) a response that says “chemistry has the highest median starting salary and business has the lowest median starting salary” (or the equivalent) implies that physics is in the middle, and satisfies component 4.
- In part (d) if no values are provided for the medians, the response must use the phrase “median starting salary” at least once to satisfy component 5.
- In all parts it is acceptable if a response refers to salary rather than starting salary.

Section 3 is scored as follows:

Essentially correct (E) if the response states that there is a negative association for each of the majors *AND* the response notes the overall positive association.

Partially correct (P) if the response states that there is a negative association for each of the majors *BUT* does not note the overall positive association;

OR

if the response states that there is a negative association for one or two specific majors (for example, for business majors) *AND* the response notes the overall positive association.

Incorrect (I) if the response does not meet the criteria for E or P.

Notes:

- Additional ways to note the overall positive association include stating that the original report was correct, stating that majors that take longer to complete tend to have higher starting salaries, or the equivalent.

SCORING GUIDELINES**Question 6 (continued)**

- A response that does not explicitly name the majors or refer to the three majors but makes a general statement such as “However, for an academic major, there is a negative association” satisfies the requirement to state the negative association for each of the majors.
- A response that states the original report was wrong, or incorrect, or should be retracted, cannot satisfy the requirement to note the overall positive association. However, a response that says the original report might be misleading (or the equivalent) but still notes the overall positive association satisfies the requirement to note the overall positive association.
- In all parts it is acceptable if a response refers to salary rather than starting salary.

4 Complete Response

All three sections essentially correct

3 Substantial Response

Two sections essentially correct and one section partially correct

OR

Sections 1 and 2 partially correct and section 3 essentially correct

OR

Sections 1 and 3 essentially correct and section 2 incorrect

OR

Sections 2 and 3 essentially correct and section 1 incorrect

2 Developing Response

Sections 1 and 2 essentially correct and section 3 incorrect

OR

Section 1 essentially correct and sections 2 and 3 partially correct

OR

Sections 1 and 3 partially correct and section 2 essentially correct

OR

One section essentially correct and one section partially correct

OR

All three sections partially correct

1 Minimal Response

One section essentially correct and two sections incorrect

OR

Two sections partially correct and one section incorrect

OR

One section partially correct and two sections incorrect