AP STATISTICS

**AP EXAM STUDY GUIDE**

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**Additional Topics**

**BONUS Topic:** Advice for the AP Exam (from someone who’s passed six of them)

|  |  |  |
| --- | --- | --- |
|  | **You are responsible for…*** Completing this study guide (5 points per topic)
* Completing the Practice Problems (5 points per topic)
* *Studying hard and doing your best!*
 |  |

**Topic 1:** Sampling Techniques and Sources of Bias (Notes: 1.1 and 1.2)

1. Know and understand the difference between a *population* and *sample*
* How is each one measured (what do we use to measure them)?
* Why do we often measure samples instead of populations?
1. Know the different types of *bias* and how to spot them in different situations
* *Bias* is anything that causes a sample to be **not representative of the population of interest**
	+ You must be able to articulate *what* the bias is, *why* it should be considered bias, and *how* it distorts the results from what they otherwise might be.
* What is the difference between *sampling error* and *sampling bias*?
* How can a small sample size affect the validity of the sample? (*this is related to sampling error rather than bias)*

|  |  |
| --- | --- |
| Define the types of **sampling bias** (a bias in *who* was in the sample) | Define the types of **response bias** (a bias in *what* the sample is saying) |
| Undercoverage | Loaded QuestionsFalse answers |
| Nonresponse bias |
| Voluntary response bias |

3. Know the different types of sampling techniques and how to identify which one is being used (as well as the
 *advantages* and *disadvantages* of each)

|  |  |
| --- | --- |
| Simple Random Sample (SRS) | Stratified Random Sample*\*Stratifying will* ***reduce variability*** *of possible sample results!* |
| Systematic Random Sample  | Cluster Sample |
| Multistage Sample | Convenience Sample |

4. Know how to design a random sampling procedure

* **Random number generator** will be your friend!
* “Describe a method…” (NOTE: blanks will be filled in with the context of the problem!)
	+ START WITH: *Assign each \_\_\_\_\_\_\_\_\_(unit, subject, etc.) a different number between \_\_\_\_ and \_\_\_\_\_*
	+ *Describe how you will implement the sampling method you want to use*
	+ *Randomly select \_\_\_\_\_\_\_\_ numbers, ignoring repeats, and include the \_\_\_\_\_\_\_\_\_(unit, subject, etc.) that corresponds with those numbers in your sample.*

**Example:** Mr. Frederick wants to create an advisory committee of 20 randomly-selected students out of the 1,950 students at Grant. Describe how he could do so using a…

|  |  |
| --- | --- |
| Simple random sample | Systematic Random Sample |
| Stratified Random Sample | Cluster Sample |
| Multistage Sample | Convenience Sample |

**Topic 2:** Experimental Design (Notes: 1.3)

1. Know the vocabulary of experiments and experimental design

* What is the difference between an Experiment and an Observational Study? Which one lets us establish cause-and-effect relationships? ***HINT:*** *There is one “dead giveaway” keyword when identifying an experiment. It starts with the letter A.*
* Define *Treatment* –

* Define *Confounding –*

* Define *Experimental Units* (*Subjects* when human) –

2. Know the four principles of a good experiment

*
*
*

3. Know methods for **controlling** an experiment to prevent bias

* Control group (what is it, and what does it allow us to do?)
(***NOTE:*** *A control group is NOT mandatory; it is just one way to get comparison, which IS mandatory)*
* Placebo effect –
* Blind study –
* Double-blind study –

4. Know the different types of experimental design and how to identify which one is being used (as well as the
 *advantages* and *disadvantages* of each)

* Completely Randomized Design

* Randomized Block Design (“Blocking”)

* Matched Pairs Design

5. Be able to discuss *generalizability* – the extent to which the results of a sample (or experimental group) can be applied to a certain population

* You can generalize to the population *from which the sample or experimental group was taken*
* **BIAS** can hurt (or even eliminate) generalizability. You need **RANDOMNESS** to avoid this!
	+ For example, a study that consists of **volunteers** should only be generalized to those volunteers! You *might* be able to generalize to “people who are similar to the volunteers,” but absolutely no further, because they weren’t *randomly selected*!
	+ ***NOTE:*** *Even a relatively small sample size (not ridiculously small, but somewhat small) can be valid as long as it’s random!*

**Example:**

*A researcher studied a random sample of 100 teens in Oklahoma. To which populations will the results of this researcher’s findings be generalizable?* (Circle ALL that apply)

A. The 100 Oklahoma teens in the study

B. All teens in Oklahoma

C. All teens

D. All Oklahomans

**Topic 3:** Analyzing Data (Notes: 2.1, 2.2)

1. The 5 things you should discuss when analyzing a **distribution** of data:

 ***NOTE:*** *If asked to compare data sets, make sure you explicitly compare them (For example, “The first
 distribution has a greater mean than the second distribution, while the second distribution has a greater
 spread than the first”)*

2. **Center**

|  |  |  |
| --- | --- | --- |
| *Measure* | *How to find it* | *Resistant to the effects of outliers?* |
| Mean*Population: μ**Sample:* $\overbar{x}$ |  |  |
| Median |  |  |

* The best one to use is usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_, unless the data is skewed, at which point \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be used

3. **Shape**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Shape | **Normal** | **Skewed Left** | **Skewed Right** | **Uniform** | **Bimodal** |
| *Sketch* |  |  |  |  |  |
| Which is greater, mean or median? (or are they = ) |  |  |  |  |  |

4. **Spread**

|  |  |  |  |
| --- | --- | --- | --- |
| *Measure* | *Paired with… (mean or median)* | *How to find it* | *Resistant to the effects of outliers?* |
| Standard Deviation*Population: σ**Sample: s* |  | σ = $\sqrt{\frac{Σ(x-μ)^{2}}{n} }$ s = $\sqrt{\frac{Σ(x-μ)^{2}}{n-1}}$***Or use 1-Var Stats!*** |  |
| Variance*Population: σ2**Sample: s2* |  | σ2 = $\frac{Σ(x-μ)^{2}}{n}$ s2 = $\frac{Σ(x-μ)^{2}}{n-1}$***Or use 1-Var Stats!*** |  |
| Lower Quartile (Q1) |  | Midpoint of Minimum and Median ***Or use 1-Var Stats!*** |  |
| Upper Quartile (Q3) |  | Midpoint of Median and Maximum ***Or use 1-Var Stats!*** |  |
| Range |  |  |  |
| Interquartile Range (IQR) |  |  |  |

5. **Outliers** (You may ALSO want to point out gaps, clusters, and any other “interesting” features a data set may have)

* *What is an outlier?*
* **NOTE:** An outlier **CAN** change the value of the Median, Q1, Q3, etc. if the addition of an outlier causes the *position* of numbers to change. However, this change will ***usually*** be slight
* *How to identify outliers:* **IQR TEST** (remember, this is a *general guideline,* not a strict rule!)

|  |  |
| --- | --- |
| How it works:  | **Example:** Min = 11, Q1 = 32, Med = 36, Q3 = 44, Max = 51Any point *below* \_\_\_\_\_\_\_\_\_\_ or *above* \_\_\_\_\_\_\_\_\_\_ can be considered an outlier. **Outliers in this data set:**  |

6. **Graphs**

|  |  |  |  |
| --- | --- | --- | --- |
| Boxplot | Stemplot | Dotplot | Histogram |
| Image result for boxplot | Image result for stem and leaf plot | Image result for dotplot | **https://upload.wikimedia.org/wikipedia/commons/thumb/d/d9/Black_cherry_tree_histogram.svg/220px-Black_cherry_tree_histogram.svg.png** |
| *Notes:** Min, Q1, Med, Q3, Max
* **Cannot show shape** (but *can* show skews)
* **Outliers** should be marked with a \*

This data point is 24, **NOT** 42 | *Notes:** Remember to give a *key* to show what the numbers mean
* **Do not skip stems**
* If given a **back to back** stemplot, *always* read stem first, then leaf

Image result for back to back stemplot | *So easy a caveman could do it!* | *Notes:** X-axis shows *intervals*, y-axis shows the *frequency* (number of data points that belong in that interval)
* **Finding the median:** Figure out how many data points there are, use $\frac{n+1}{2}$ to find the *position* of the median, then figure out which interval contains that position!

***EXAMPLE:***Number of data points: \_\_\_\_\_\_\_\_\_Position of median: \_\_\_\_\_\_\_\_Interval containing median: |

**Topic 4:** Normal Distributions and Z-Scores (Notes: 2.3)

1. Know how to analyze a normal distribution

* *THEORETICAL* distribution (in reality, we consider data to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ normal)
* It’s like a **histogram** in which the center is the \_\_\_\_\_\_\_\_\_\_\_\_\_ and the intervals are each one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Know how to use the **Empirical Rule**

* About \_\_\_\_\_\_\_\_\_% of data is within 1 Standard Deviation of the mean
* About \_\_\_\_\_\_\_\_\_% of data is within 2 Standard Deviations of the mean
* About \_\_\_\_\_\_\_\_\_% of data is within 3 Standard Deviations of the mean

3. Know how to calculate and interpret **z-score**

* A data point’s z-score is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Formula** (NOT in AP exam): **z =** $\frac{x-μ}{σ}$
* Z-scores can help us compare two **unalike** measurements

***Example:*** *Suppose the weights of apples are normally distributed with a mean of 85 grams and a standard deviation of 8 grams. The weights of oranges are also normally distributed with a mean of 131 grams and a standard deviation of 20 grams. Amy has an apple that weighs 90 grams and an orange that weighs 155 grams.*

1. Calculate **and interpret** the z-score of Amy’s apple

2. Which is *relatively* larger, Amy’s apple or her orange? **Explain.**

 3. How large would Amy’s apple have to be in order to be comparable to her orange?

4. Know how to use Z-scores to calculate the percentage of data points above, below, or between certain boundaries

*\*This works* ***ONLY*** *for normally-distributed data!!* ***DO NOT*** *do these procedures if you do not* ***know*** *that your data is normally distributed!*

|  |  |
| --- | --- |
| **With Z-table*** Z-table gives the percentage of values **below** a given z-score
* You can use the z-table **backwards** – if you know the percentage, find it on the z-table, and see what z-score it equates to!
 | **With Calculator*** NormalCDF (if *looking for* percentage/probability)
* InvNorm (if *given* percentage or probability)
* To adequately *show work*, you must write…
 |

**Topic 5:** Probability Rules (Notes: 3.1)

1. Understand what probability *is*

* How do you calculate the probability of an outcome?
* What is the Law of Large Numbers?
* What are *mutually exclusive* outcomes?
* What are *independent* events?
* Why can two events that are mutually exclusive *never* be independent?

 2. Know the basic rules of probability

* When calculating the probability of getting more than one outcome for a given event, what formula should you use? ***HINT:*** *Always account for any overlap between outcomes!*
* When analyzing events with multiple outcomes, what visual aide will be the most beneficial?
* When calculating the probability of *multiple* events, what rule or formula should you use?

* When, and *how*, do you use the *combinations* (nCr) function in your calculator?
* When analyzing a series of multiple events, each with multiple possible outcomes, what visual aide will be helpful?
* When calculating the probability of multiple independent events, what three things should you account for? ***HINT:*** *The formula on the formula sheet may help you!*
* How does the above procedure change when the events are dependent?
* What is *conditional* probability, and how do you calculate the conditional probability of a given event?

|  |  |  |
| --- | --- | --- |
| **Situation** | **Rule** | **Formula** |
| “At least one” | Opposite of “none” | 1 – P(0) |
| Multiple outcomes – mutually exclusive | Add probabilities | P(A∪B) = P(A) + P(B)***NOTE:*** *P(A∩B) = 0 (no overlap for mutually exclusive events)* |
| Multiple outcomes – NOT mutually exclusive | Add probabilities but ***subtract the overlap***\*If using a Venn Diagram, just add up the 3 sections in the diagram | P(A∪B) = P(A) + P(B) – P(A∩B) |
| Multiple events – Independent | Multiply probabilities, and account for COMBINATIONS in which these events can occur (nCr) | nCr • (psuccess)# of successes•(pfail)# of fails |
| Multiple events – Dependent | Multiply probabilities\*Account for the **change** in probability  with each trial\*Account for **combinations** (nCr) | nCr • pevent 1 • pevent 2 • pevent 3…***NOTE:*** *Remember these probabilities CHANGE!!* |
| Conditional Probability (A *given* B) | $$\frac{Probability of both events}{Probability of first event }$$ | P(A|B) = $\frac{P(A∩B)}{P(B)}$ |

**Topic 6:** Probability Distributions (Notes: 3.2, 3.3)

1. Know the different types of random variables and how their distributions work

* What is the difference between a discrete and a continuous random variable?
* For continuous random variables, what is the probability of getting *exactly* one given outcome? \_\_\_\_\_\_\_
* How do you calculate the **expected value** of a discrete random variable?
* What is the **definition** of expected value? (It mean something *very specific*)
* What formula can you use to calculate the spread (st. dev.) of a discrete random variable *by hand*?
* How are variance and standard deviation related?

2. Know how transforming and combining a random variable changes that variable’s distribution

|  |  |  |
| --- | --- | --- |
| Action | Effect on **Center** (mean) | Effect on **Spread** (standard deviation) |
| Adding/Subtracting a CONSTANT (number) |  |  |
| Multiplying/Dividing by a CONSTANT (number) |  |  |
| Combining (adding or subtracting two random variables to each other) |  |  |

***HINTS:***

* If *X* and *Y* are normally distributed, so are *X + Y* and *X – Y.* This means **use normalCDF!**
* *X > Y* is the same as *X – Y > 0* (likewise, *X < Y* is the same as *X – Y < 0*)

**Topic 7:** Binomial and Geometric Distributions (Notes: 3.4)

1. Know and understand how to use a Binomial Distribution

* **Using the Binomial Distributions**
	+ Only works in *binomial* settings, which occurs when the following conditions are met (**“BINS”**)
		- **B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
		- **I: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
		- **N: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
		- **S: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
	+ BinomPDF: finds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ BinomCDF: finds \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* **Binomial Curve**
	+ CENTER: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* (number of trials • probability of success = expected # of successes)
	+ SPREAD: Standard Deviation, σ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ SHAPE: Approaches **normality** if you can *expect* at least \_\_\_\_\_\_ successes and \_\_\_\_\_\_ failures

**Example:**
Genetics says that children receive genes from each of their parents independently. Each child of a particular set of parents has probability a probability of 0.25 of having Type O blood. Suppose these parents have 6 children. Let X = the number of children with Type O blood.

*a. Calculate the mean and standard deviation of the number of children who will have Type O blood*

*b. Find the probability of each of the following*

|  |  |  |  |
| --- | --- | --- | --- |
| P(X = 4); exactly 4 children will have Type O blood | P(X ≤ 3); 3 or fewer children have Type O blood | P(X > 1); More than 1 child will have Type O blood | P(X ≥ 3); 3 or more children will have Type O blood. |

2. Know and understand how to use a Geometric distribution

* Geometric Distribution – a density curve that allows us to determine how many trials it will take to get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (also think of it as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
	+ Events need to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (of course)
* How to calculate it
	+ **Calculator**
		- GeometPDF is used for \_\_\_\_\_\_\_\_\_\_\_\_\_, the probability that the first success will happen \_\_\_\_\_\_\_ the Kth trial
		- GeometCDF is used for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the probability that the first success will happen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Kth trial
		- Type in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* EXPECTED VALUE (mean) of a Geometric Random Variable is \_\_\_\_\_\_\_\_\_\_\_\_ (*If n =* $\frac{1}{p}$*, then np = 1)*
* Shape is always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ As you continue, the probability of having \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gets \_\_\_\_\_\_\_\_\_\_

**Examples:**

1. A slot machine has a win rate of 8%. A gambler wants to play at this slot machine until they win – then, they will leave.

a. What is the expected number of games the gambler will have to play in order to win? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Find the probability that it will take the gambler…

|  |  |  |
| --- | --- | --- |
| 7 spins to win  | 10 or fewer spins | More than 20 spins |

**Topic 8:** Sampling Distributions (Notes: 4.1)

1. Know the basics of *sampling distributions*

* What is the difference between a *parameter* and a *statistic*?
* What is the difference between a *proportion* and a *mean*?
* What is a *sampling* distribution?
* Know the difference between a sample distribution and a sampling distribution
	+ Sampl***e*** distribution – a graph of data taken from one sample
	+ Sampl***ing*** distribution – a graph of statistics taken from multiple samples

2. Know the importance of the **Central Limit Theorem** (define it below)

3. Know how to analyze a **normal distribution**, and use it to find the probability of a sample statistic occurring, *given* an assumed population mean and standard deviation

* *What function in the calculator should we used to do this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***From the AP Formula Sheet:***

|  |  |
| --- | --- |
| If X has a binomial distribution with parameters n and p, then… | If $\overbar{x}$ is the mean of a random sample of size n from an infinite population with mean μ and standard deviation σ, then… |
|  |  |

* **REMEMBER:** These formulas are for **CONVERSION** from the population standard deviation! If you’re already given the standard deviation of the sampling distribution, just use it!

4. Know the **CONDITIONS** that must be met for the Central Limit Theorem to apply, and thus for **inference** to occur

|  |  |  |
| --- | --- | --- |
| *Condition* | *How to meet the condition* | *Ensures \_\_\_\_\_\_\_\_\_\_\_\_ of the* ***sampling distribution*** *is appropriate for inference (center, shape, or spread)* |
| 1.  | **For Proportions:** **For Means:** | ***NOTE:*** *If the population has an approximately normal distribution, this condition can be considered “met”* ***regardless*** *of sample size!* |
| 2.  |  |  |
| 3.  |  |  |

 *What must we do if the conditions are not met? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

PROCEDURES FOR CONFIDENCE INTERVALS AND SIGNIFICANCE TESTS

**1. State what you’re doing**

|  |  |
| --- | --- |
| Confidence Intervals* Procedure you’re using
* The *parameter* (population) *of interest!*
* Confidence level

**“We will use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Interval to estimate, with \_\_\_\_\_% confidence, the *true* (mean/proportion) of \_\_\_\_\_*(context)*\_\_\_\_\_\_\_\_\_\_”** | Significance Tests* Procedure you’re using
* The *parameter* (population) *of interest!*
* Hypotheses, H0 and Ha
* Significance Level, α (If none is given, use .05)

**“We will use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Test to test the following hypotheses at the α = \_\_\_\_\_\_ level”** |

*Additional Notes:*

* Remember, H0 implies “no change” or “no difference”
* If you are doing a 2-Sample or 2-Proportion test, state **both** populations – indicate which one is which!
* For a **Paired** t-test, find the *difference* between the matched pairs, and use these *differences* as your one sample! **H0:** μDifference = 0, **Ha:** μDifference is >, <, or ≠ 0

**2. Check your conditions**

***NOTE:*** *If a problem says* ***“assume conditions are met”,*** *you do not have to go through this process!!*

* Sample Size (also known as “Large Counts”)
	+ **If met, the SHAPE of the sampling distribution is Normal (or χ2 distribution for χ2 tests)**
	+ *Means (μ):*
		- 30 or more, OR
		- Graph of the sample shows no obvious skews or outliers (**t-test only**), OR
		- Population is *known* to be normal
	+ *Proportions (p):*
		- At least 10 expected successes and 10 expected failures (find *expected* value of each)
* Randomness
	+ **Ensures that the CENTER (the sample statistic) is legitimate**
	+ *Samples and Observational Studies:* Randomly selected from the population
	+ *Experiments:*Randomly assigned into treatment or control group(s)
	+ ***Note:*** *If you are running a 2-sample interval or test, you must check and STATE that both samples are random!*
* Independence
	+ **Ensures that the SPREAD (the standard deviation) formulas that you’re given are reliable**
	+ *Samples and Observational Studies:* sample must be *less* than 10% of the population
	+ *Experiments:*Groups should be independent of each other (i.e. not matched pairs)
		- If there ARE matched pairs, do a PAIRED t-test; find the *difference* between each pair and use *those* numbers in a 1-sample t-test!

**3. Do the calculation (create the interval or run the test)**

|  |  |
| --- | --- |
| *Confidence Intervals** Re-state *type* and *confidence level* (just to be safe)
* Give interval: (lower, upper)
 | *Significance Tests** Test Statistic (z, t, or χ2)
* Degrees of Freedom (t and χ2 ONLY)
* *p-value*
 |

**4. State your conclusion**

|  |  |
| --- | --- |
| *Confidence Intervals** Give the % confidence
* Give the interval *in context* (including **PROPER UNITS**)

**“I am \_\_\_\_\_\_\_\_% confident that the *true* mean (or *true* proportion) of \_\_\_*(context)*\_\_\_\_\_\_ is between \_\_\_\_\_\_ and \_\_\_\_\_\_.”** | *Significance Tests** State whether p < α (reject) or p > α (fail to reject)
* Give the consequences *in context*
* **Chi-Squared:** You may be asked to perform a follow-up analysis to see where the biggest gaps between observed and expected values are.

REJECT: **“Because p < α, we can reject H0. There is statistically significant evidence to suggest** \_\_\_\_\_\_\_ ***(whatever Ha was)\_\_\_\_\_\_***FAIL TO REJECT: **“Because p > α, we fail to reject H0. There is NO statistically significant evidence to suggest \_\_\_\_\_\_\_\_*(whatever Ha was)\_\_\_\_\_\_*** |

**IMPORTANT:** The p-value is **ALWAYS** between \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_. If you calculator gives something *other* than this, I *guarantee* there will be an E at the end. This represents *scientific notation* (# • 10x). This means your p-value is **very small** (in fact, many statisticians just write “p < .001” and call it a day). **As far as we’re concerned, p-values this low will always be significant!**

**ALSO IMPORTANT:** Know the difference between “interpret the p-value” and “draw conclusions”

* **Interpretation:** IF H0 is true, the probability that we would get a test statistic as or more extreme as the one we got in our sample (by random chance) is \_\_*(p-value)*\_\_
	+ **NOTE:** If there is a *direction* involved (< or >), *state* that direction (“as high or higher” or “as low or lower”)
* **Draw conclusions:** Rejecting or Failing to Reject H0 (and associated context)

**Topic 9:** Confidence Intervals (Notes: 4.3, 4.4, 4.5)

1. Understand the purpose of confidence intervals and how they work

* What does a confidence interval allow us to do?
* How do we *interpret* a confidence interval? (For instance, to interpret 95% confidence level, what *words* would you say?)

* How do we interpret a confidence *level*? (For instance, in a 95% confidence interval, what does the 95% tell us? What does it ***mean*** to be “95% confident”?)
* Know how to use the FORMULA for confidence interval:
	+ Statistic ± Critical Value • Standard Deviation of Statistic
	+ **Critical Values** can be found in the *t* table (for *z* distributions, use the \_\_\_\_\_\_\_\_ row)
	+ **Standard Deviation:** Use the formula sheet (they are *very* clearly laid out!)
		- *In this context,* St. Dev. of the Sampling Distribution is also called **Standard Error**
* What is the margin of error, and how do we calculate it?

2. Know what type of confidence interval to calculate, and *when* to calculate it

|  |  |
| --- | --- |
| When estimating a **population proportion** | When estimating the ***difference* between two population proportions** |
| When estimating a **population mean** and the population standard deviation is *known* (**RARE)*****Note:*** *The true name of this procedure and the calculator name are slightly different. Know* ***both!*** | When estimating the ***difference* between two population means** and the population standard deviations are *known* (**RARE**) |
| When estimating a **population mean** and the population standard deviation is **NOT** known***Note:*** *The true name of this procedure and the calculator name are slightly different. Know* ***both!*** | When estimating the ***difference* between two population means** and the population standard deviations are **NOT** known |

3. Know the essentials of the *t-*distribution

* When do we use it?
* How do we calculate the *degrees of freedom* of a t-distribution?

4. Know the **four-step process** of statistical inference (in this case, creating a confidence interval)

 1.

 2.

 3.

 4.

5. Know how to *check conditions*

* What conditions must you check, and where in the study guide can you look to find them?
* If dealing with a *t-*distribution and your sample size is not 30 or more, what *other* methods can you use to check for normality? **Be specific!**

6. Know how to *manipulate* confidence intervals

* Be able to solve for *n* or *z\* (or t\*)* (**NOTE:** In multiple choice, you can always *plug in* the choices!)
	+ If a sample proportion is not given in this case, assume *p* = \_\_\_\_\_\_\_\_\_\_\_ (this gives us the greatest margin of error to work with)
* Remember that the sample statistic (“point estimate”) is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the confidence interval (and that the distance between the sample statistic and the ends of the confidence interval is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Know what happens to the margin of error (and thus *width* of the confidence interval) if we…
	+ Increase sample size:
	+ Decrease sample size:
	+ Increase confidence level:
	+ Decrease confidence level:
* If you adjust sample size, confidence interval changes by the **square root** of that amount (since n is inside the square root in all standard deviation formulas)
	+ ***Example:*** *What will happen to the confidence interval if you multiply the sample size by 4?*

**Topic 10:** Significance Tests (Notes: 4.2, 4.5)

1. Understand what significance tests are for and allow us to do

* What are the two types of hypotheses used in significance tests, and what *symbols* do we use to represent them?
* What is a *null hypothesis*, and what does the null hypothesis *always* assume to be true?
***NOTE:*** The answer is *slightly* different for 1-sample and 2-sample tests – know **both!**
* What is an *alternative hypothesis?* What are the 3 types of alternative hypotheses you could have?
***NOTE:*** The answer is *slightly* different for 1-sample and 2-sample tests – know **both!**
* Significance levels (alpha-levels) determine the p-value below which a test’s results should be considered significant. If no alpha level is given, it is a good *general* rule to use \_\_\_\_\_\_\_\_

2. Know what type of significance test to run, and *when* to run it

|  |  |
| --- | --- |
| When testing a claim about a **population proportion** | When testing a claim about the ***difference* between two population proportions** |
| When testing a claim about a **population mean** and the population standard deviation is *known* (**RARE)** | When testing a claim about the ***difference* between two population means** and the population standard deviations are *known* (**RARE**) |
| When testing a claim about a **population mean** and the population standard deviation is **NOT** known | When testing a claim about the ***difference* between two population means** and the population standard deviations are **NOT** known |
| When testing a claim about a study or experiment that utilizes *matched pairs* | *In the calculator, which type of test would you select?* |

3. Know how to *interpret* the results of a significance test

* What two (for t-tests, three) things should you report after running a significance test in your calculator?
* How do you *interpret* a p-value? What does that number *mean*?
* How do you analyze (interpret the results of) a test for which the p-value is *less* than alpha (for instance, p < .05). *What would you write?*
* How do you analyze (interpret the results of) a test for which the p-value is *greater* than alpha (for instance, p > .05). *What would you write?*

**Topic 11:** Chi-Squared Tests and Types of Error (Notes: 4.6 and 4.7)

1. Know the similarities and differences between Chi-squared and the other types of significance tests

* When do we use Chi-squared tests? In other words, what do Chi-squared tests allow us to measure?
* What are the three types of chi-squared tests, and when do we use each?

|  |  |  |
| --- | --- | --- |
| Type | Purpose/When to use | Name in Calculator |
|  |  |  |
|  |  |  |
|  |  |  |

***NOTE:*** *The biggest difference between the second and third type is context. Other than that, they are essentially the same.*

* What are the null and alternative hypotheses of a Chi-squared test?

2. Know the *conditions* of a Chi-Squared test

* Same conditions as other significance tests
* How is the *sample size* condition different for Chi-Squared tests, and how do we check it?

3. Know how to calculate and interpret the Chi-squared statistic

* How can we find *expected counts?*
	+ Goodness-of-fit: **READ THE PROBLEM!**
		- Sometimes, you may *expect* certain proportions out of a total (like we did with M&Ms).
		- Sometimes, you may *expect* that the data is *equally distributed* among the categories (in this case, just use simple division!)
	+ Homogeneity and Independence: *What formula do we use to calculate each expected value?*
* How do we calculate *degrees of freedom* for a chi-squared test?
	+ Goodness-of-Fit:
	+ Homogeneity and Independence:
* When running a Chi-Squared test, what three things must you report? ***NOTE:*** *The interpretation and analysis/drawing conclusions aspects of these are the same as the other significance tests.*

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4. Know what Type I and Type II error are; be able to spot them in context, *and* discuss what the *consequences* of these types of error would be if they happened in a real-life situation (including possibly evaluating which one would be worse in that situation)
***HINT:*** *The chart on your 5.4 notes may be a handy tool to help you understand and remember which is which!*

* What is a Type I error?
* What is a Type II error?
* What variables are used to represent the probability that Type I error and Type II error, respectively, will happen?

5. Know what *power* is, why it’s important, and how it can be influenced

* What is the definition of *power*?
* How is power calculated?
* How can power be *increased*? List 3 ways.

6. Understand the relationship between Power, Type I Error, and Type II error

|  |  |  |
| --- | --- | --- |
| Power | Type I Error (α) | Type II Error (β) |
| *Increases* |  |  |
| *Decreases* |  |  |

*Fill in each of the following blanks with either “same” or “opposite”*

Type I and Type II error always go the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ direction

Power and Type I error always go the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ direction

Power and Type II error always go the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ direction

Suppose you want to avoid a *Type I* error at all costs. Should you use a significance level of .10, .05, or .01? Explain.

**Topic 11:** Bivariate Data (Notes: 5.1, 5.2)

1. Know how to analyze a correlation between two variables

* Explanatory and Response variables (which one is x and which one is y?)

* 5 things we should look for in bivariate data:

|  |  |  |
| --- | --- | --- |
| *Characteristic* | *Possibilities* | *What the* ***r-value*** *tells us* |
| **Shape** |  | R-value assumes that shape is… |
| **Strength** |  |  |
| **Direction** |  |  |
| **Outliers** (especially if they substantially alters the equation of the *regression line,* or line of best fit) |
| **Context** (as always) – what two variables are we examining? |

* X and Y are correlated. Does this mean that X *causes* Y? If not, what else might be going ON?

2. Know how to analyze the least-squares regression line (line of best fit): $\hat{y}$ **= mx + b**

* $\hat{y}$ is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ value of y for a given value of x
* *Interpretation* of Slope:

* *Interpretation* of Y-intercept:
* r2 value **(“coefficient of determination”)**

* Extrapolation

3. Know how to analyze *residuals* and *residual* plot *Residual Plot*

* What *is* a residual?
* How do you calculate a residual?
* What information does a residual plot give you?

4. Know how to handle *curved* data (linear transformations)

* Make sure that all **interpretations** (see above) take all transformations into account!

|  |  |
| --- | --- |
| ExponentialRegression | ***Equation Format:*** $\hat{y}=$*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_ **Transformations:** x 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ y 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Logarithmic Regression | ***Equation Format:*** $\hat{y}=$*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_ **Transformations:** x 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ y 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Power Regression | ***Equation Format:*** $\hat{y}=$*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*\_\_\_\_\_\_\_\_\_\_\_ **Transformations:** x 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ y 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Example**

a. Analyze the correlation shown

b. Give **and interpret** the value of the slope of the regression line

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Predictor | Coef | SE Coef | *t* | *P* |
| Constant | -2486.13 | 96.84 | -2.11 | .03 |
| Temp | 32.23 | 15.3 | 4.76 | .000 |
| r = .85 r2 = .72 |

c. Give **and interpret** the value of the y-intercept of the regression line

d. Give **and interpret** the r2 value of the regression line

e. If tomorrow’s temperature is going to be 90°, predict how many visitors the beach will have tomorrow. **Show work!**

**Topic 13:** Confidence Intervals and Significance Tests with Bivariate Data (Notes: 5.3)

* A regression line is created using a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of data. Confidence intervals and significance tests allow us to predict and test the \_\_\_\_\_\_\_\_\_\_\_\_ slope of the relationship between the explanatory and response variables (x and y)
	+ You can also do this for y-intercept, but this is not something to worry about for the exam
* The AP exam will most likely ask you to use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to make inference
	+ Remember, everything dealing with slope is in the row with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (“constant” refers to the **y-intercept**)
	+ If you need to do them in the calculator…
		- 1. Put all Xs in one list and Ys in another list
		- 2. Go to **LinRegInterval** or **LinRegT-Test,** type in the inputs, and get your results!
* Confidence Interval
	+ Confidence interval = Statistic ± Critical Value • Standard Deviation of Statistic
	+ For a linear regression, this becomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- “SE Coef” can be found in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
		- *t\** can be found in your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
			* For **degrees of freedom (DF),** use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Interpretation (assuming 95% confidence)
		- **I am 95% confident that the slope of the *true* regression line of the relationship between \_\_\_\_x\_\_\_\_ and \_\_\_\_y\_\_\_\_ is between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.**
* Significance Test
	+ Ho: Assume that there is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between the variables (this means **slope (β) =** \_\_\_\_\_\_\_\_\_\_\_)
	+ Ha can be \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_ (just like before)
	+ t and p can ***both*** be found in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Interpret as usual!
		- The **formula** for the test statistic is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Conditions!! (Use the acronym **LINEaR)**
	+ **L:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ **I:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (or use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
	+ **N:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ **E:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (can think of this as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
	+ **and**
	+ **R:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Example***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Predictor | Coef | SE Coef | *T* | *P* |
| Constant | -2486.13 | 96.84 | -2.11 | .03 |
| Temp | 32.23 | 6.76 | 4.76 | .000 |
| r = .85 r2 = .72 |

The Florida Tourism Department is studying the habits of beachgoers across
the state. They observe a certain beach on 11 randomly-selected days during
the peak season (May thru August) and record the Average Daily Temperature
and the number of visitors who come to the beach that day. A scatterplot of the
data is shown, as is a computer output of the data. Assume that temperatures and number of visitors are both normally distributed.

a. CHECK conditions for inference:

b. Construct and interpret a 95% confidence interval of the slope of this regression line

c. Is there significant evidence at the α = .05 level to suggest that there is a relationship between average daily temperature and number of visitors?

**Additional Topics**

1. Know the **SYMBOLS** for parameters and statistics. **Mis-using a symbol WILL cause you to get docked on the exam!!**

|  |  |  |
| --- | --- | --- |
| *Measure* | *Parameter Symbol* (Population) | *Statistic Symbol* (Sample) |
| Mean | μ | $$\overbar{x}$$ |
| Standard Deviation(*also applies to Variance)* | σ | S |
| Proportion | p | $$\hat{p}$$ |
| Number of data points | N | N |

2. Know how to work with *percentiles* (“relative frequency”)

* A data point’s percentile tells the percentage of the data that is less than or equal to that data point
	+ **Example:** If you’re in the 85th percentile, 85% of the population is at or below your level
	+ This means **Q1** is the 25th percentile, **Median** is the 50th, and **Q3** is the 75th
* The numbers in the z-table can be considered *percentiles* (for instance, the z-score 0.45 corresponds with .6736 in the z-table, which is the 67th percentile)

**AP EXAM ADVICE**

*General advice for ALL your exams:*

* **Be prepared**
	+ Have your pencils and materials ready to go
	+ Get a good night’s sleep! (This will feel strange to some of you)
	+ **Be on time.** You WILL NOT be admitted to the testing room if you are late.
	+ *Leave the personal drama at the door.* Do not let it bring you down on an exam this important!
* *Don’t try and do too much!* I have seen many students write great answers, only to get docked because they added an incorrect piece of information or tried to make a claim that wasn’t there. *Answer the question as fully* ***yet concisely*** *as possible, and then get out!*
* Read each question **VERY** carefully! AP loves to throw curveballs and you need to be sure of what the question is asking you to do!
* TIME IS OF THE ESSENCE. If you are stuck on a question, **OR** you know that question may take a while to figure out, *come back to it.* Knock out the easier ones first.
* **Two minute warning** is the best time to start guessing (*especially* on Multiple Choice).
	+ The WORST answer you can possibly have is a blank!

*Specific advice for THIS exam:*

* TIMING:
	+ 2 minutes and 15 seconds for each multiple choice
	+ 13 minutes for Free Response #1 – 5
	+ 25 minutes for Free Response #6
	+ *Some questions will take more or less than this. That’s fine. Just pace yourself!*
* **Calculator Check!**
	+ Is it charged and/or have working batteries?
		- If your TI-84 is okay at the start of the test but then says “low battery” in the middle of the test, it will last through the duration of the test. DO NOT WORRY!
* **Show work!** You HAVE to show enough to prove to the AP Readers that you understand the *process* behind your answers (you WILL get docked for not showing enough work.)
	+ It doesn’t matter *how* simple the calculation is. If it’s 1+1 = 2, **write that down.**
* **Formula sheet** is your friend! ***Especially*** the 2nd and 3rd pages (as well as the **t-table** because it gives you all the *critical values* you could ever want!). Sometimes the formula sheet gives away an otherwise tricky answer.
	+ But be careful: do not, and I repeat, **DO NOT TEAR OUT THE FORMULA SHEET FROM THE TEST BOOKLET. *THIS WILL INVALIDATE YOUR EXAM.*** This happened to someone I knew on the AP Chem Exam; her score was invalidated and she had to take the test again next year.
* If you need to make a graph, **LABEL YOUR AXES!!**
	+ If you’re doing it to check the Normality (Sample Size) condition for inference, make sure you **write** whether you see any skews or outliers. **Just showing the graph is not enough** (but don’t *forget* to put the graph, either! You need BOTH the graph AND the analysis of skew/outliers)
		- Remember that *boxplots* are the most efficient (but not the *only*) way of checking for this!
* **Watch your language!** Words like *average,* *range*, *skew*, and *significant* have very specific meanings in statistics, so DO NOT use these words unless you are using them in the correct *statistical* context (otherwise, **find synonyms**)
	+ Average 🡪 Typical
	+ “Ranges from” 🡪 “Goes from”
	+ Skews 🡪 Distorts
	+ Significant 🡪 Substantial
	+ ***NOTE:*** *It is okay to use these words for their statistical definitions. Just use synonyms if you’re going to venture outside of that.*
	+ **If you aren’t sure what a word means, avoid using it!!**
* *Stick to the script!* Know how to phrase your analyses of the following (*they are in your study guide*). **These phrasings help ensure you have covered all important aspects of the analysis in a clear and concise manner!**
	+ Confidence intervals
	+ Confidence *levels*
	+ *Interpreting* p-values
	+ *Analyzing* or *drawing conclusions* about p-values
	+ Slope of a regression line
	+ Interpreting r2
* **Randomization** and a **large sample size** can solve most of life’s problems – they make for better, more accurate, and more reliable (unbiased) results
* DO NOT mix up the language of *sampling* and the language of *experiments.*
	+ For example, subjects of experiments are usually not randomly selected (often times that’s *highly* unethical). They *are,* however, randomly *assigned* to groups (at least they *should* be)
* If you use symbols, **DEFINE** what that symbol means. OR you can weave the context *into* your symbol
	+ *Both ways are acceptable* (although one is definitely **quicker!**)

|  |  |
| --- | --- |
| **Symbols with definitions** | **Symbols with context *interwoven*** |
| P(A ∩ B), where *A* represents being a girl and *B* represents being a senior | P(Girl ∩ Senior) |
| μ = 23, where μ represents the mean weight of the *population* of piglets (or *true* mean weight of piglets) | μpiglets = 23 |
| p1 > p2, where p1 represents the *true* proportion of adults who like snacks, and p2 represents the *true* proportion of children who like snacks | padults > pchildren |

* For **sampling distributions,** make sure you use $μ\_{\overbar{x}}$ (or $μ\_{\hat{p}} $) for mean and $σ\_{\overbar{x}}$ (or $σ\_{\hat{p}} $) for standard deviation
	+ **IF YOU DON’T KNOW WHAT SYMBOL TO USE, DON’T USE A SYMBOL AT ALL!!** There’s nothing wrong with writing out an answer in words. An incorrect symbol **WILL** get you docked.
* For inference problems (confidence intervals and significance test), **LOOK** for the statement “assume all conditions are met”. **If it is not there, you had better check those conditions!**
	+ Also be on the eye out for *randomness* – is it stated? And for 2-sample problems, is it stated for *both* samples?
* If you’re doing an interval or test, always provide the **name** of the procedure when you do it!
* Remember, **NEVER** claim H0 or Ha are “true” or “false”. We “reject” or “fail to reject” based on the *probability* of getting a certain result by chance (that’s what significance tests are all about!) and we *know* that probability is NEVER a guarantee!
* **BREATHE!!** We’ve been working for this all year. *You’ve got this!* One wrong answer won’t kill you. Heck, just getting half of the questions right is *almost* *guaranteed* to be a 3! Don’t overthink – just do your best.

**GOOD LUCK!!**