

Honors Geometry Final Exam Study Guide

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This study examines the relationship between how often students retake assessments and their study habits in mathematics. A sample of Honors Geometry students was selected from a school district in the Northeast that has an assessment retake policy. Surveys were given to gather data on students' study habits, titled "Math Study Skills/Habits Inventory" (MSSHI). Data was collected on those students who chose to retake assessments by means of a form titled "Request to Retest." A Wilcoxon rank-sum test was performed to see whether there was a difference in study habits (based on the total MSSHI score) between two groups- those students who retook an assessment at least once during the first semester, and those students who did not retake any assessments (although some could have). Wilcoxon rank-sum and ANOVA tests were performed to see whether there was a significant difference between the same two groups under each category of the survey--time and place for studying, study strategies, test-taking strategies, and anxiety. The students that retook assessments had a higher mean score on the MSSHI than those students who did not retake assessments. There was not a statistically significant difference found in the mathematics study habits between those students who retook an assessment and those students who did not retake assessments. A significant positive correlation was found between the scores that students who retook assessments received on the MSSHI and the improvement that they earned between their original and retake score.

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been exposed to intermediate algebra, and it focuses on the applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made with the guidance of many faculty members who are deeply involved in teaching this course. These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw from it a working knowledge that will enrich their future studies and help them make sense of the world around them. Coverage and Scope Chapter 1 Sampling and Data Chapter 2 Descriptive Statistics Chapter 3 Probability Topics Chapter 4 Discrete Random Variables Chapter 5 Continuous Random Variables Chapter 6 The Normal Distribution Chapter 7 The Central Limit Theorem Chapter 8 Confidence Intervals Chapter 9 Hypothesis Testing with One Sample Chapter 10 Hypothesis Testing with Two Samples Chapter 11 The Chi-Square Distribution Chapter 12 Linear Regression and Correlation Chapter 13 F Distribution and One-Way ANOVA

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