

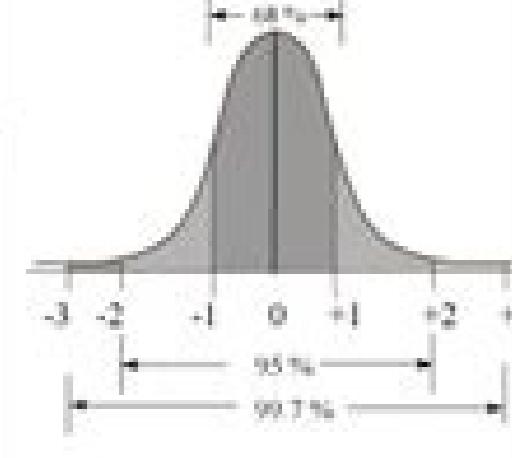
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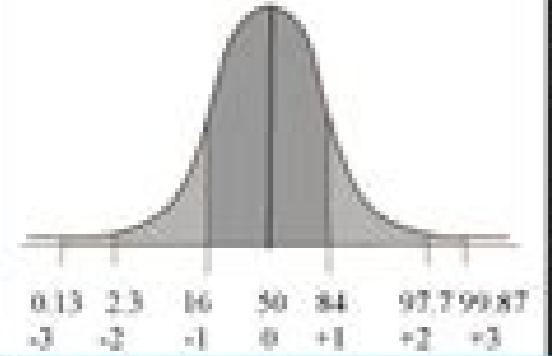
Statistics Formula Review Guide

Normal Distribution, One Sample Mean Statistics, TI-83/84.

EMPIRICAL RULE
The empirical rule is used to estimate the percentage of a population that is between two z-scores (standard deviations). In a normal distribution 68 percent fall between plus and minus one standard deviation, 95 percent between two standard deviations and 99.7 percent between plus and minus 3 standard deviations.



From a Cumulative Normal Distribution Curve you can estimate the percentage of a population to the left or right of a z-score or between two z-scores.



TI NORMCDF
Normcdf is used to find the percentage of a population between two raw data scores or two z-scores in a normal population distribution.

TI Format: normcdf(min, max, x, sd)
min = minimum z-score or data value
max = maximum z-score or data value
x = mean
sd = standard deviation

Example: Given that the mean IQ score of a population is 100 and the standard deviation is 15, find the percentage of the population that has an IQ score that is between 85 and 115.

Solution: Normcdf(85, 115, 100, 15) = 0.68

68 percent of the population has an IQ between 85 and 115.

Example: Find the percentage of the population that has an IQ that is within plus or minus two standard deviations of the mean?

Solution: Normcdf(-2, 2) = 0.95

95 percent of the population has an IQ that is within two standard deviations of the mean.

Example: Find the percentage of the population that has an IQ that is below 0 standard deviation?

Solution: Normcdf(-1E99, 0) = 0.50

For finding percentages below a given level the minimum is often set to -1E99 standard deviations. For above, it is set to 1E99.

ONE SAMPLE MEAN

$$\bar{x} = \text{mean} = \frac{1}{n} \sum_{i=1}^n x_i$$

$$s = \text{standard deviation} = \sqrt{\frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2}$$

$$s^2 = \text{Variance} = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2$$

$$z = \frac{\bar{x} - \mu}{\sigma_n}$$

$$\sigma_n = \text{Standard Error} = \frac{\sigma}{\sqrt{n}}$$

$$n = \text{Sample Size} = \frac{|Z_{\alpha/2}|^2}{\sigma^2}$$

$$ME = \text{Margin of Error} = Z_{\alpha/2} \frac{\sigma}{\sqrt{n}}$$

$$CL = \text{Confidence Interval} = \bar{x} \pm z_{\alpha/2} \cdot \frac{\sigma}{\sqrt{n}}$$

$$\alpha = 1 - CL$$

$$\alpha = \text{Significance Level}$$

$$CL = \text{Confidence Level (CL)}$$

$$Z_{\alpha/2} = \text{Critical Value at } \alpha/2$$

$$CL = Z_{\alpha/2} \cdot \frac{\sigma}{\sqrt{n}}$$

$$99.5 \quad 2.81$$

$$99.0 \quad 2.58$$

$$98.0 \quad 2.33$$

$$97.0 \quad 2.17$$

$$96.0 \quad 2.05$$

$$95.0 \quad 1.96$$

$$90.0 \quad 1.64$$

TI INVNORM

The InvNorm function returns either the z-score or the actual data value associated with a specific cumulative area. It can also be used to find the critical value, $Z_{\alpha/2}$. The critical value is used for sample size, margin of error and confidence interval calculations.

TI Format: invNorm(A, m, s)

A = The area to the left of the z-score

m = The mean of the data set

s = The standard deviation of the data set

Example: Find the z-score of a student that scores in the 95th percentile ranking on a SAT test.

Solution: invNorm(0.95) = 1.65

Example: Find the actual score of a student that scores in the 84.3 percentile of the SAT math section test if the mean score was 540 and the standard deviation was 40 points?

Solution: invNorm(0.843, 540, 40) = 580

Example: Find the critical value for a significance level of 0.05 for a right tail test.

Solution: Since it is a right tail test you must subtract the significance level from one, $1 - 0.05 = 0.95$

Solution: invNorm(0.95) = 1.645

Example: Find the critical value for a significance level of 0.05 for a two-tail test.

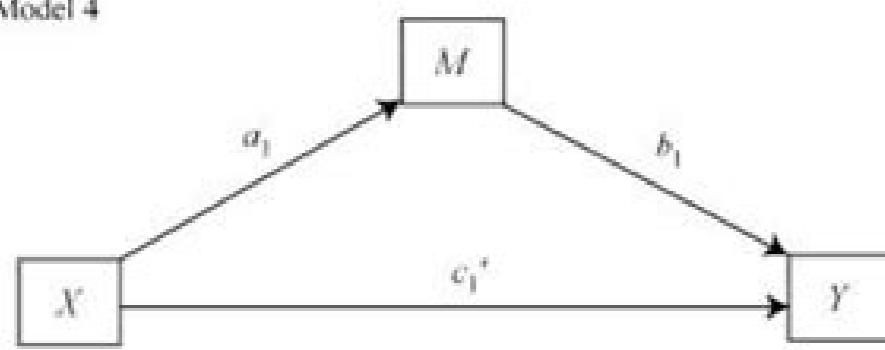
Solution: For a two-tail test, you must divide the significance level by 2 and subtract the result from 1.

Solution: invNorm(1 - 0.05/2) = 1.96

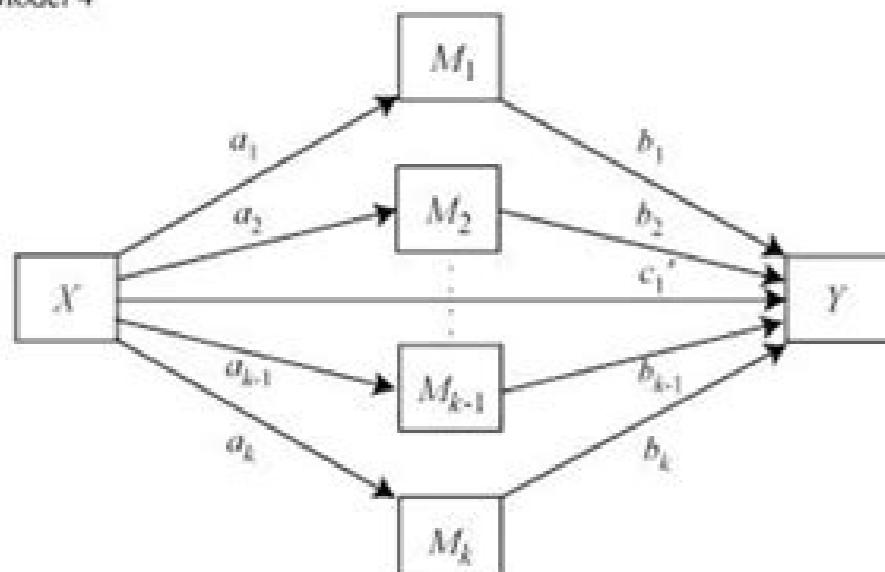
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Conceptual and Statistical Models

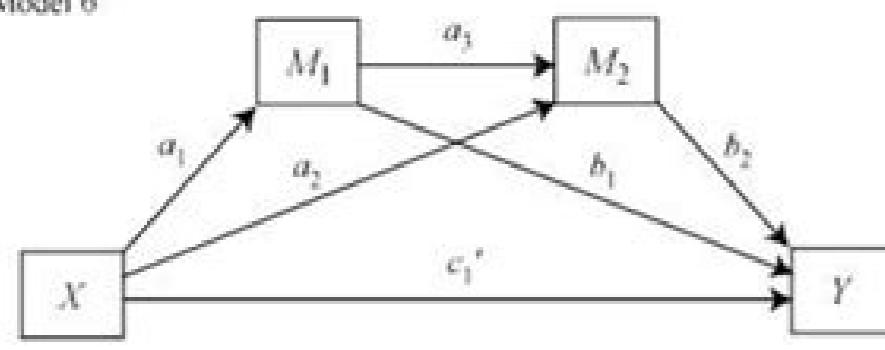
A PROCESS Model 4



B PROCESS Model 4



C PROCESS Model 6



STATISTICAL TREATMENT OF EXPERIMENTAL DATA
AN INTRODUCTION TO STATISTICAL METHODS

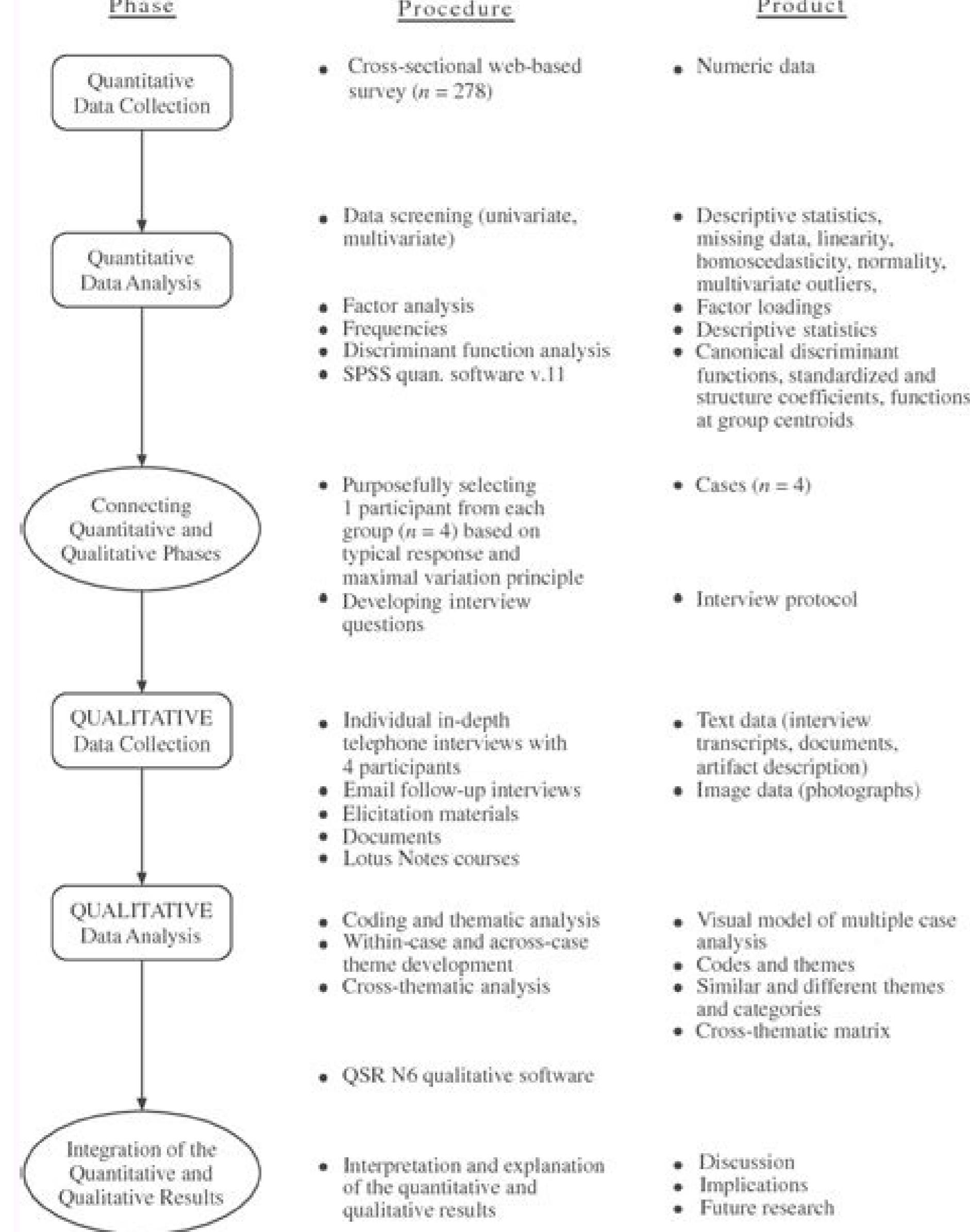


HUGH D. YOUNG

Table 1. Staging Systems for Soft Tissue Sarcoma of the Extremity or Trunk	
Staging System	Description
AJCC 7th edition ^a	
T1a	Tumor ≤5 cm in greatest dimension, superficial
T1b	Tumor >5 cm in greatest dimension, deep
T2a	Tumor ≤5 cm in greatest dimension, superficial
T2b	Tumor >5 cm in greatest dimension, deep
N0	No regional lymph node metastasis
N1	Regional lymph node metastasis
M0	No distant metastasis
M1	Distant metastasis
Stage groups	
Stage IA	T1a/b; N0; M0; G1
Stage IB	T2a/b; N0; M0; G1
Stage IIA	T1a/b; N0; M0; G2/3
Stage IIB	T2a/b; N0; M0; G2
Stage III	T2a/b; N0; M0; G3 Any T; N1; M0; any G
Stage IV	Any T; Any N; M1; any G
AJCC 8th edition ^b	
T1	Tumor ≤5 cm in greatest dimension
T2	Tumor ≤5 cm and ≤10 cm in greatest dimension
T3	Tumor >10 cm and ≤15 cm in greatest dimension
T4	Tumor >15 cm in greatest dimension
N0	No regional lymph node metastasis or unknown lymph node status
N1	Regional lymph node metastasis
M0	No distant metastasis
M1	Distant metastasis
Stage groups	
Stage IA	T1; N0; M0; G1
Stage IB	T2, T3, T4; N0; M0; G1
Stage II	T1; N0; M0; G2/3
Stage IIIA	T2; N0; M0; G2/3
Stage IIIB	T3, T4; N0; M0; G2/3
Stage IV	Any T; N1; M0; any G Any T; any N; M1; any G
Vanderbilt staging system	
T1a	Tumor ≤5 cm in greatest dimension, superficial
T1b	Tumor ≤5 cm in greatest dimension, deep
T2a	Tumor >5 cm and ≤10 cm in greatest dimension, superficial
T2b	Tumor >5 cm and ≤10 cm in greatest dimension, deep
T3a	Tumor >10 cm in greatest dimension, superficial
T3b	Tumor >10 cm in greatest dimension, deep
N0	No regional lymph node metastasis or unknown lymph node status
N1	Regional lymph node metastasis
M0	No distant metastasis
M1	Distant metastasis
Stage groups	
Stage I	Any T; N0; M0; G1 T1a; N0; M0; G2
Stage II	T1b; N0; M0; G2 T2a/b; N0; M0; G2 T3a/b; N0; M0; G2 T1a/b; N0; M0; G3 T2a; N0; M0; G3
Stage IIIA	T2b; N0; M0; G3 T3a; N0; M0; G3
Stage IIIB	T3b; N0; M0; G3 Any T; N1; M0; any G Any T; any N; M1; G1
Stage IV	Any T; any N; M1; G2/3

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^bUsed with the permission of the American Joint Committee on Cancer (AJCC), Chicago, IL. The original source for this material is the AJCC Cancer Staging Manual, Eighth Edition (2017) published by Springer Science and Business Media LLC, www.springer.com.



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Review of Arithmetic I wrote a review of Basic Arithmetic to accompany the book of fundamentals I wrote. I cannot include all this material in the text because it probably doubled its length. The first line of each file contains the names of the variables. O Take the name of the HTML file and do a Google search. If there is something you don't understand, remember that "Google is your friend". Surely it's mine. You can get to those and similar pages from this supplementary index. Data file These files contain data from most examples and exercises in the book. When I find those, or when I'm indicated by me, I add a voice to the wrong sheet and I try to give credit where it is due. This site aims to support statistical methods in psychology. 8th edition from David C. I provided links to those websites that I consider particularly useful. (If you use the sixth or seventh edition, you simply change the URLs by changing "Methods6" to "Methods7" or "Methods7" in the address bar.) The website aims to serve a series of functions. NOTE!! I have made important changes in this manual on the website for "fundamental statistics for behavioral sciences". MANUALS SPSS. The manual longer some time ago Esther Leekles, now at the university of North Carolina in Greensboro, and I wrote a manual on the use of SPSS. Glossary A Glossary is a list of terms and their definitions. There are many of them outside, and they are useful for illustrating important concepts, to act as statistical calculators for statistical functions and simply perform analysis. I'm going to make some of them as PDF documents because, especially for long ones, it's easier to print them rather than working through them on your computer screen. Furthermore, in the eighth edition I provided a number of (or "code snippet") that will work under the programming environment R. Students students complain that I don't provide answers to the even numbered questions as well, but many instructors do not want all the answers available. In addition, I have tried to incorporate important material on topics that I don't discuss in the text, and helpful hints about where to find useful information on the web. A Asimilable Material Including R Over the years I have assembled a large number of web pages that discuss material that is not covered in the text but go beyond what the text does cover. I have links to several of these on the applet page. In SPSS this is done simply by clicking the appropriate button on the second dialog box. The easiest thing to do is to try to recover the material by dropping off the last bit of each URL and seeing if that gets you anywhere. Do not be confused by the fact that the background has changed. Similarly, I discuss the chi-square test at length in the book, but I don't specifically address the question of what you do when your categorical variable is measured on an ordinal scale. All files are tab-delimited, meaning that a tab character separates adjacent values. One more word of advice I can't resist adding what is perhaps the best advice I have. But we were asked if we could put together an introductory manual. These are ASCII files, and can be imported quite easily into any statistical software. For example, a standard repeated measures analysis of variance assumes that each subject provides complete data, but there are alternative models of analysis that relax that restriction. This one is called the Shorter Manual for lack of imagination. It will provide data for you to use for examples and exercises, answers to exercises (some of them), and other material that you may find useful. You can load it at the link above. You can't tell me that there isn't going to be something useful in there. That manual can be found at the above link. Java Applets A Java applet is a program si dnas, sesylana lacitstas of erawftos elbalava ylnochf tsqf eht si SPSS. lgnola tnew ehs sa snootsegus edam I dna, flts drah eht lla did rethsf yllauftA!, gnl etiqf era meht fo emos dna, trohs ylraf eb llw stnemelppus esehf fo emos llewoH, tsf tcaxf s'rehsif ni epty, dna elgoocf ot, og, nolitanalpxe ym ekil f'nod uoy m, si tsf tcaxf s'rehsif tahuw dnatsrednu, f'nod uoy f'lw, seftisrevneq t'od ylareneg I, erawftos yb deniato stluser eht sa emas eht era stluser ruoy taht yfrev ro, gnihtemos fo elpmaxe na fo kniht of uoy ksa snootseq erehW, elbanosaer etiug era kniht i hcihw, stseuer rieht gnwollof tsuj ma I, snootseq deremun ddo of srewsna etelpmc ylraf dedivrop evah i launaM tnedutS, .segassem rorr teg yam uoy, .tuser a SA, yltsirevnu rehtona of sevm ehs ro, .detsop era segap reh hcihw no revres eht segnahc rohtha eht, .g.e lortnoc ym dnoyeb vletpjmoc snoaser rof dab og sknl revewoH, .ti fo esu ruoy ot ecnrefid on ekam duhcs taht tub, .SSPS fo noisrev rleirae na ot sreter tI, .bew eht aiv elbalava lairetam fo tuoma gnisiprus a si erehT setisbew lufesU, Juppleh eb duhcs weier eht, .won ti rebmener t'nod tub ti wenk ro, t'nod uoy fi tub, .weier siht si gnithytreve wonk llew yam uoy, .gnol sa ton si tib, .daer ot nuf erom tib a si taht lyhw llacer regon in I, launaM rehtorw etorw I emit rehto emos tA launaM retrohS ehT, .bew eht revo nur dna nemucod LMTH na ni dedulcn1 bne bac .ni . 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