

Our APA document for Lab 8

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Abstract

Here is an abstract. It is abstract but also specific.

Keywords: apa, papaja, science

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I am writing an introduction. Caprara, Barbaranelli, Steca, and Malone (2006) found some stuff. But other people have found other stuff (Zimmerman, 1990).

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

Material

Procedure

Data analysis

Results

As shown in Table 1, the mean math and reading scores for boys with “yes” for frl was lower than the mean math and reading scores for boys with “no” for frl. In contrast, the mean math and reading scores for girls with “yes” for frl was higher than the mean math and reading scores for girls with “no” for frl. For both levels of frl, the mean math and reading scores were higher for girls than boys.

As shown in Figure 1, there is a similar relationship between teacher experience and student performance on math for both groups of students. With more years of teaching experience, students do better on their math scores. However students who receive free/reduced priced meals (implying lower socioeconomic status) have an overall deficit compared to students with higher socioeconomic status, demonstrating that they are at a disadvantage from the beginning.

Discussion

References

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*, 473–490.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*, 3–17.

Table 1

Descriptive statistics for math and reading, grouped by sex and frl.

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42

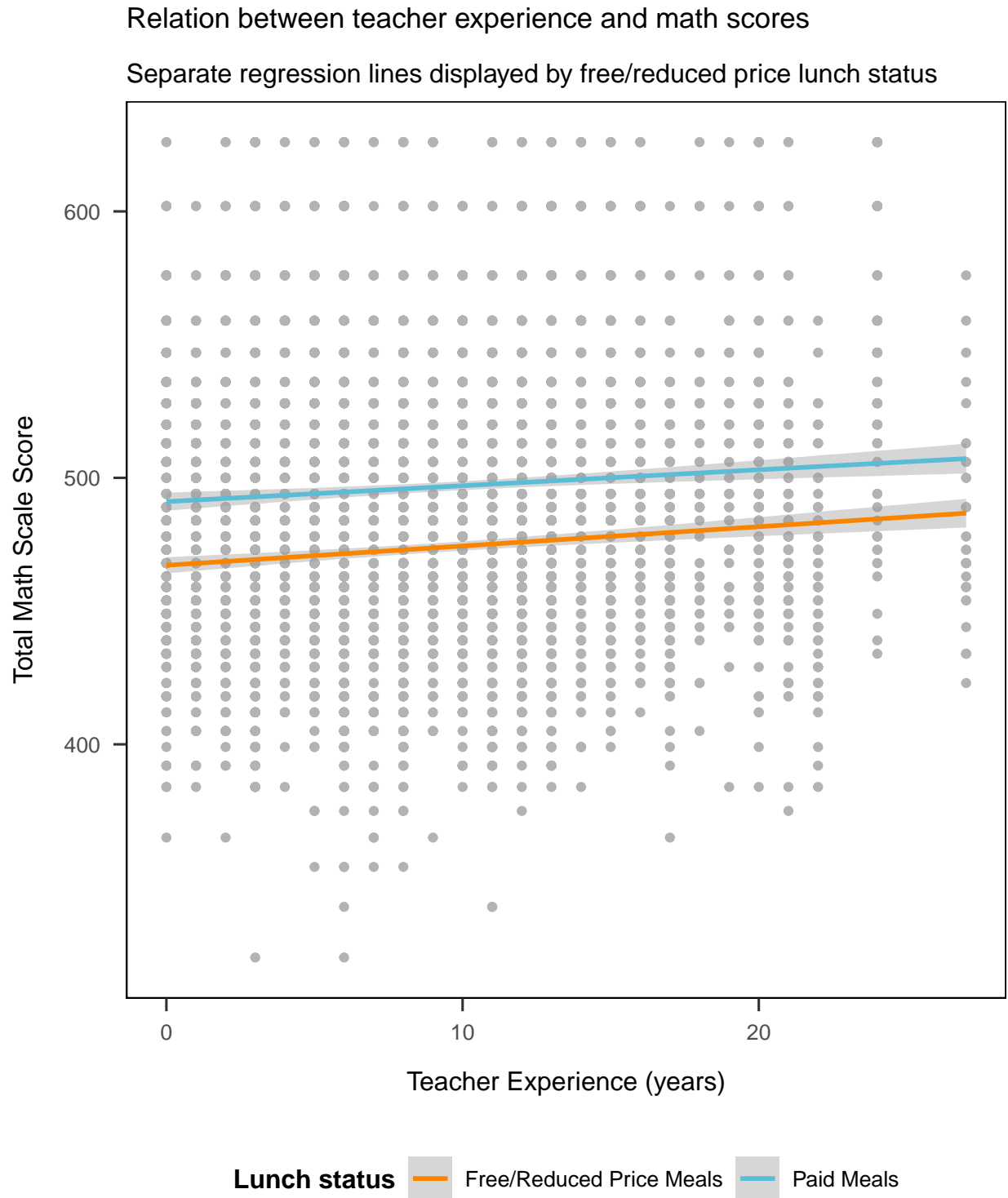


Figure 1. An amazing figure