**Introduction**

For this activity, you will be examining NASCAR data and exploring relationships between key variables relating to driving performance. Using data transformations to create different linear models, you will enhance the capabilities of your models to make them more effective and accurate.

**Learning Goals**

By the end of the activity, you will have practiced:

* Assessing model effectiveness
* Checking model assumptions
* Transforming data to better fit a linear regression model

**Data**

The data can be found from the NASCAR website (<https://www.nascar.com/stats/>). This data shows the season statistics from 2007-2022 with variables such as wins, average start, average mid race, average finish, average position, pass difference, green flag passes, green flag passed, quality passes, percent of quality passes, number of fastest laps, laps in top 15, percent of laps in top 15, laps led, percent of laps led, total laps, driver rating, and points. A preview of the first six rows and ten variables of the data can be found below.

**A screenshot of a calendar

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**Methods**

For this activity, students will simply need to interpret the results of various models.

**Exercises**

For this exercise, you will be examining the relationship between a driver’s average finish for a race, and their driver rating.

A graph showing a curve

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1. Looking at the scatterplot above, discuss the trends you see in the relationship between the two variables.
2. Turn this relationship into a linear model, using driver rating to predict the average finish of a driver. Report the least squares regression equation of the linear model.

A white sheet with black text

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1. Here is a plot of the residuals vs. fitted values of the model. Use the plot to check the linearity assumption for the linear model. Does it seem reasonably met? If not, explain why.

A graph of a number of dots

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1. If the linearity assumption does not hold, a linear model may not be appropriate for dealing with the relationship. One way to fix this is by taking the natural log of the explanatory variable. Examine the new scatterplot below that displays the relationship between average finish and the natural log of driver rating. What seems to have changed?

A graph showing a line of dots

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1. Report the new least squares regression equation of the model using the natural log of driver rating to predict average finish of a driver. How has the size of typical error changed?

A screenshot of a computer code

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1. Looking at the new scatter plot and residual vs. fitted values plot below, does the linearity assumption seem to be met now? How has the transformation altered the model?

A graph of a graph showing a number of values

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1. Another method of transforming the data is by taking the square root of our explanatory variable. Now using the square root of driver rating, look at the scatterplot and residuals vs. fitted values plot below. How has this transformation impacted the linearity of the relationship?

A graph of a line with a blue line

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1. Report the least squares regression equation of this transformed relationship.

A white sheet with black numbers and symbols

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1. Does this model using the square root of driver rating seem to be better or worse than the model using the natural log of driver rating? Explain the reasoning for your conclusion.
2. In 2022, Ross Chastain had a driver rating of 92.8 points. Using all three model equations, provide a prediction for Chastain’s average finish for the season.
3. In reality, Ross Chastain ended the 2022 season with an average finish of 14.2 Calculate the residual for each of your estimates.