**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Provide your answers and the code used for each question in the text boxes below. The boxes are approximately sized to match the amount of space you will need for each answer, but you are welcome to expand or shrink the text boxes as needed. You may submit answers as text or screenshots. Note: The text has been set to blue inside the text boxes. This is intentional and will make it easier for the TA’s to see your answers.

1. We know that a standard normal distribution or a t-distribution can take values anywhere from negative infinity to positive infinity. What is the range of F-distribution? (Hint: think of the components of F = and what they are estimates of.) **(1 pt.)**

Answer:

2. If the true means of the j-groups are equal in the population, then what is the value of the ratio ? Justify your answer. **(1 pt.)**

Answer:

3. Suppose you got an *F*-statistic of 1.02, what decision can you **likely** make about failing to reject or rejecting the null hypothesis? Explain your reasoning. **(1 pt.)**

Answer:

4. A school district wants to know about the effects of using positive, negative, or no reinforcement to help children learn math. To examine this, they randomly assigned each student to one of three possible learning programs: positive, in which the children received positive reinforcement for getting correct answers on their practice problems; negative, in which the children received negative reinforcement for their incorrect responses on practice problems; or control, in which students were neither positively or negatively reinforced for their responses on practice problems. At the end of the learning program, students took a final math exam and their scores were recorded.

Use the data set (Homework5Data.csv) from the study to answer the following questions. The outcome variable is labeled “score”, these values indicate the student’s score on the final math exam after the learning program. The predictor variable is “condition”, which indicates the student’s learning program (“Positive” = positive reinforcement; “Negative” = negative reinforcement; “Control” = neither positive or negative reinforcement).

4a. State the null hypothesis and alternative hypothesis (use μPos, μNeg, and μControl to denote the means for each condition) for a one-way ANOVA testing the effect of reinforcement. **(1 pt.)**

Answer:

4b. Conduct a one-way ANOVA to determine whether assigned condition influenced math scores. Can you reject H0? City any relevant statistics here. **(2 pts.)**

Answer:

Code/Syntax:

4c. If the reinforcement conditions (positive and negative) are significantly different from the control condition in the previous ANOVA, run a post-hoc comparison to test (choose either Bonferroni or Tukey’s). Did you find any groups to be significantly different? **(2 pts.)**

Answer:

Code/Syntax:

4d. Write a paragraph reporting your results from the one-way ANOVA and the post-hoc as you would in a research paper, including all relevant detail from the tests. **(2 pts.)**

Answer: