

# Objectives of Model Fitting: Inference vs. Prediction

*Brady T. West*

# Two Main Objectives of Model Fitting

**I. Making inference about relationships**  
between variables in a given data set

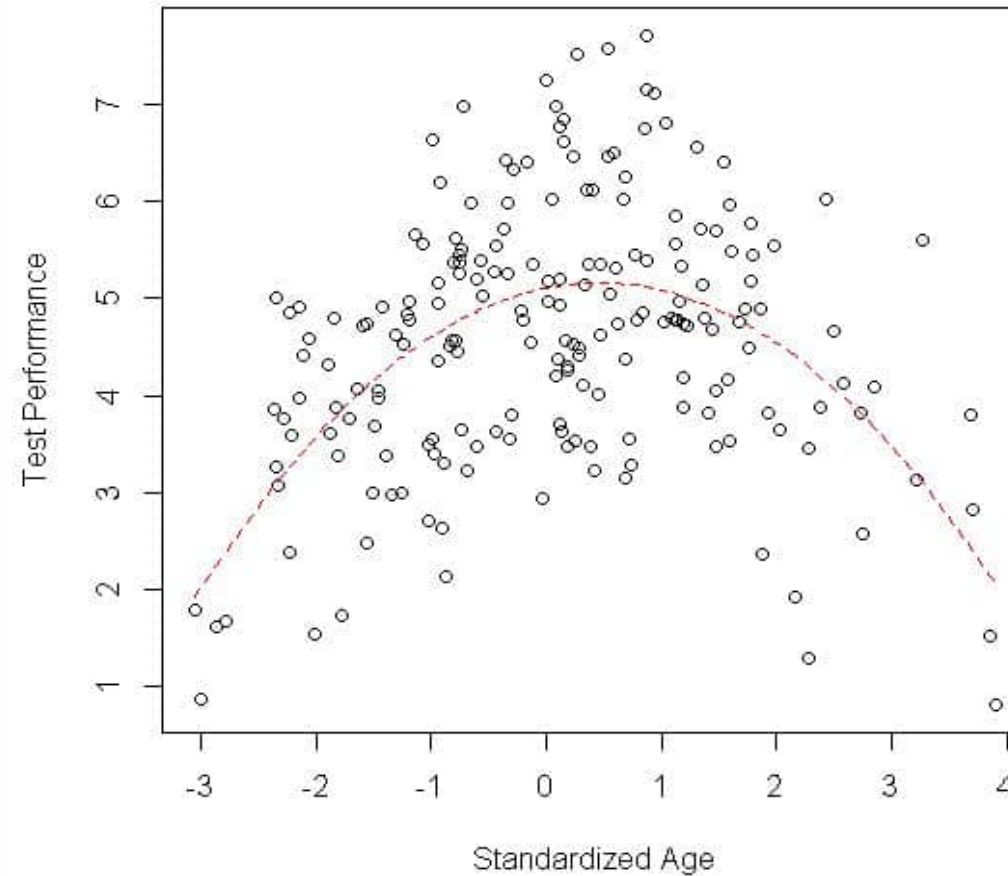
**II. Making predictions/forecasting future outcomes,** based  
on models estimated using historical data

# Objective I: Making Inference

**Predictor**  
**Age (Standardized)**



**Test Performance**  
**(0 – 8 points)**



# Objective I: Making Inference



$$\text{Performance} = a + b * \text{age} + c * \text{age}^2 + e$$

# Objective 1: Making Inference

**Predictor**  
**Age (Standardized)**



**Test Performance**  
**(0 – 8 points)**

$$\text{Performance} = a + b * \text{age} + c * \text{age}^2 + e$$

- $e$  = “error” = actual perf – *predicted* perf using **regression function**  
Errors are normally distributed, mean 0, constant variance (given age)

$$\text{Mean Performance} = a + b * \text{age} + c * \text{age}^2$$

# Objective 1: Making Inference

Make inference about relationship between age and performance

□ examining estimates of regression parameters (a, b, and c)

Estimates of parameters + their standard errors □ we can ...

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# Objective 1: Making Inference

Make inference about relationship between age and performance

- examining estimates of regression parameters (a, b, and c)

Estimates of parameters + their standard errors □ we can ...

**Test hypotheses**  
about whether  
parameters equal to 0

**Form confidence interval**  
for parameters  
~ is 0 in interval?



# Objective 1: Making Inference

$$\text{perf} = a + b \cdot \text{age} + c \cdot \text{age}^2 + e, \quad \text{where } e \sim \mathbf{N}(0, \sigma^2)$$

## Parameter Estimates

Estimate of  $a = 5.11$  (SE = 0.10)

Estimate of  $b = 0.24$  (SE = 0.06)

Estimate of  $c = -0.26$  (SE = 0.03)

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For each parameter we could calculate a test statistic:

$$\text{Test statistic} = \frac{\text{estimate} - 0}{\text{standard error}}$$

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For parameter  $b$ :

$$t = \frac{\text{estimate} - 0}{\text{standard error}} = \frac{0.24}{0.06} = 4$$

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$$t = \frac{\text{estimate} - 0}{\text{standard error}} = \frac{0.24}{0.06} = 4$$

The estimated coefficient for age is 4 standard errors above 0 ~  
A big difference  $\square H_0: b = 0$  would be rejected, significant result!

# IVQ ... Objective 1: Making Inference

$$\text{perf} = a + b \cdot \text{age} + c \cdot \text{age}^2 + e, \quad \text{where } e \sim \mathbf{N}(0, \sigma^2)$$

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Compute test statistics  
for parameter  $a$  and  $c$   
to assess if significant

$$t = \frac{\text{estimate} - 0}{\text{standard error}}$$

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## Test Statistic:

a:  $t = 5.11 / 0.10 = 51.1$

b:  $t = 0.24 / 0.06 = 4.0$

c:  $t = -0.26 / 0.03 = -8.67$

For each parameter, test statistic “large distance”

□  $H_0$ : parameter = 0 would be rejected

**Relationship between age and performance is significant!**

# Objective 1: Making Inference

**Inferences about relationships!**

$$\text{perf} = a + b \cdot \text{age} + c \cdot \text{age}^2 + e, \quad \text{where } e \sim N(0, \sigma^2)$$

Estimate of  $a = 5.11$  (SE = 0.10)

$a$  represents mean test performance

when age is equal to the mean in the data set

- average test performance at this age is 5.11 points  
this is significantly different from 0

# Objective 1: Making Inference

**Inferences about relationships!**

$$\text{perf} = a + b \cdot \text{age} + c \cdot \text{age}^2 + e, \quad \text{where } e \sim N(0, \sigma^2)$$

Estimate of **b** = 0.24 (SE = 0.06)

**b** represents expected rate of increase in performance  
when standardized age is zero

□ This is positive and significantly different from 0



# Objective 1: Making Inference

**Inferences about relationships!**

$$\text{perf} = a + b*\text{age} + c*\text{age}^2 + e, \quad \text{where } e \sim N(0, \sigma^2)$$

Estimate of **c** = -0.26 (SE = 0.03)

**c** represents **non-linear acceleration** in performance as function of age, captures extent of non-linear relationship

**Negative** value □ after initial acceleration,  
additional increases in age **reduce** test performance,  
This aspect of relationship is significantly different from 0

# Objective 1: Making Inference

**Inferences about relationships!**

$$\text{perf} = a + b * \text{age} + c * \text{age}^2 + e, \quad \text{where } e \sim N(0, \sigma^2)$$

Think about it ...

What if estimate of **c** was  
**not significantly different from 0?**

What might this **indicate about the relationship** between performance and age?

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**Inferences about relationships!**

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Think about it ...

What if estimate of **c** was  
**not significantly different from 0?**

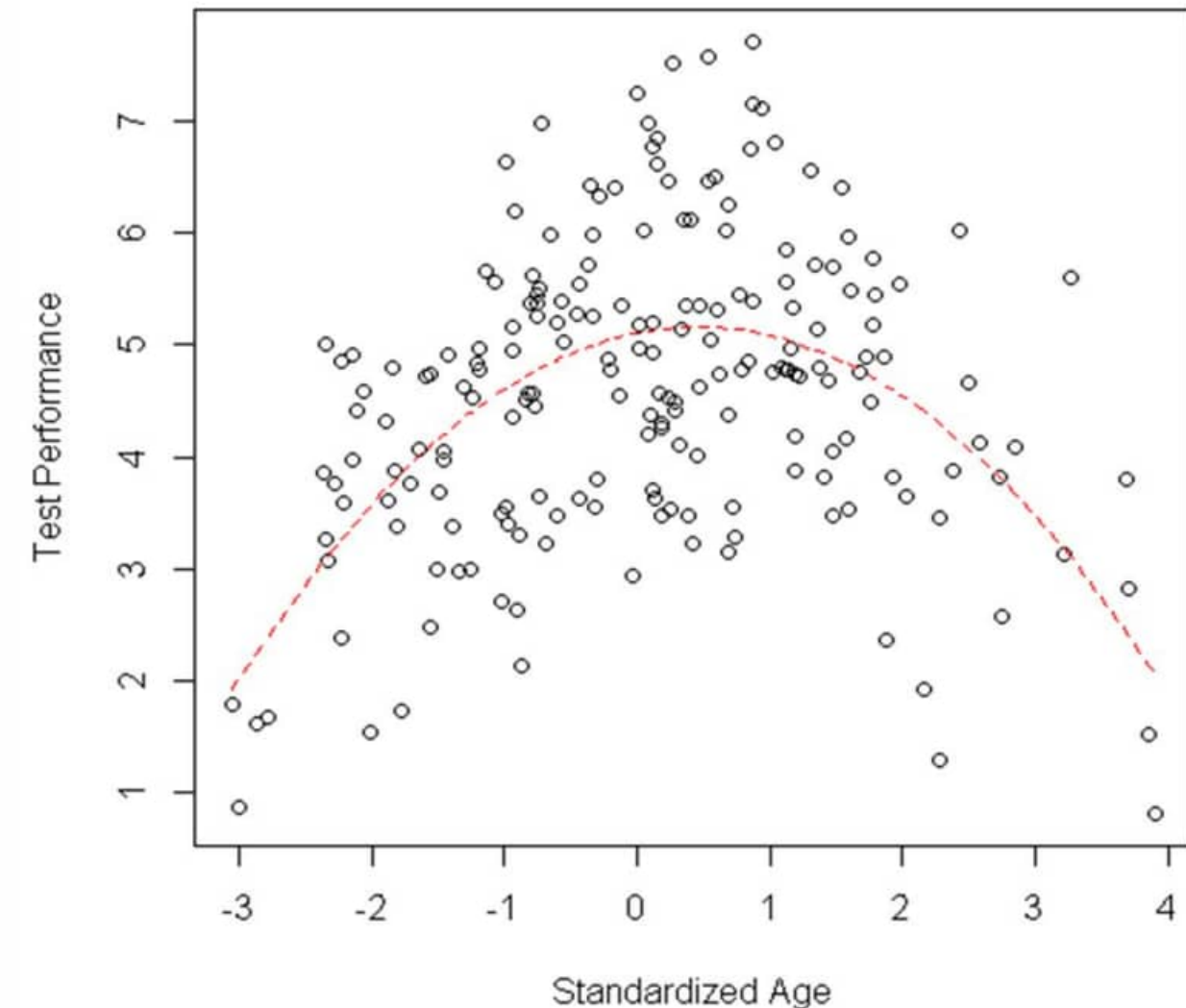
- ☐ evidence of **strictly LINEAR** relationship  
between performance and age

## Objective 2: Making Predictions

Scatterplot shows **predicted values** of test performance as a function of age, based on fitted regression model:

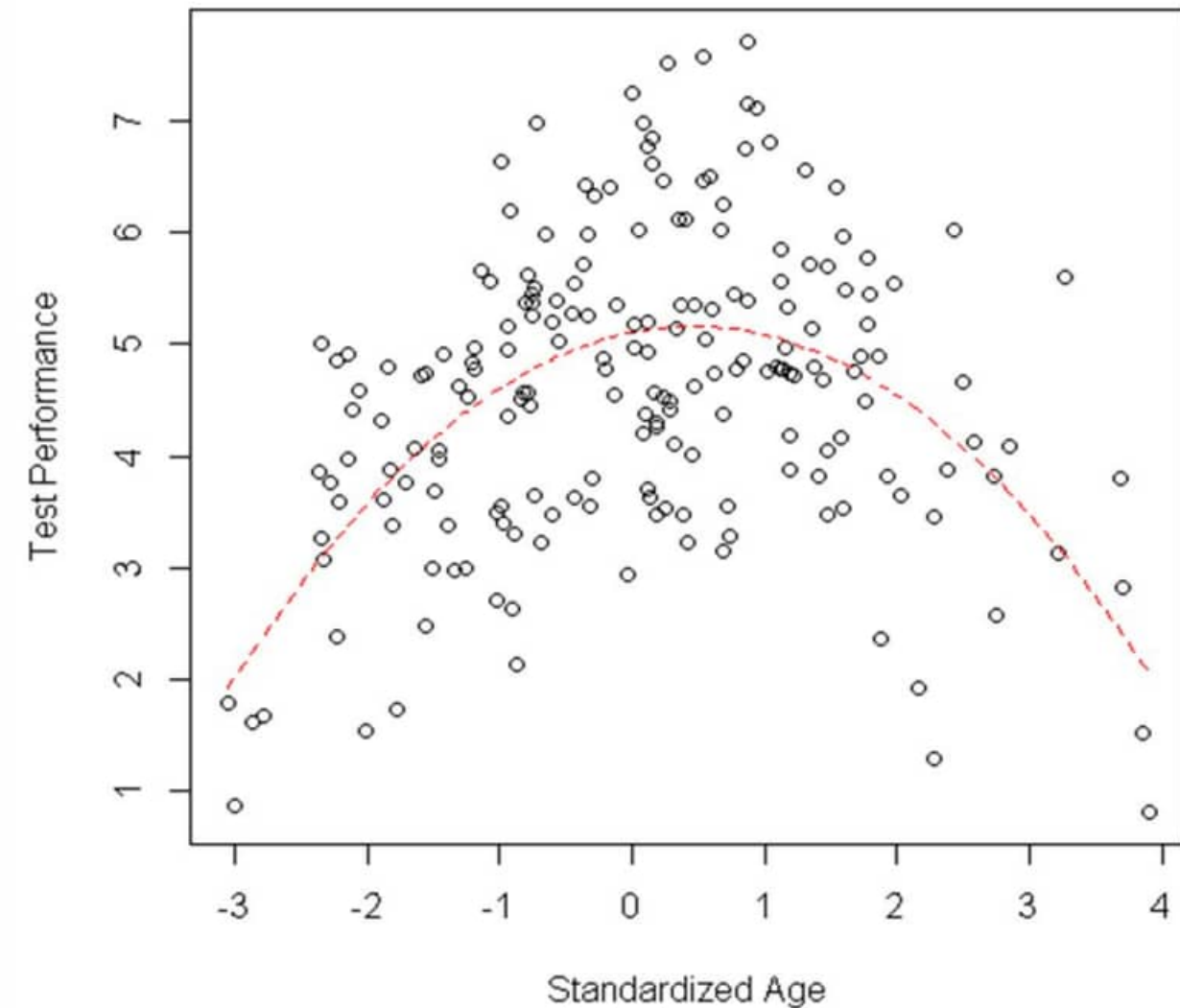
$$\text{perf} = 5.11 + 0.24*\text{age} - 0.26*\text{age}^2 + e$$

Could “plug in” values of age to compute **predictions** of performance!



# IVQ ...Objective 2: Making Predictions

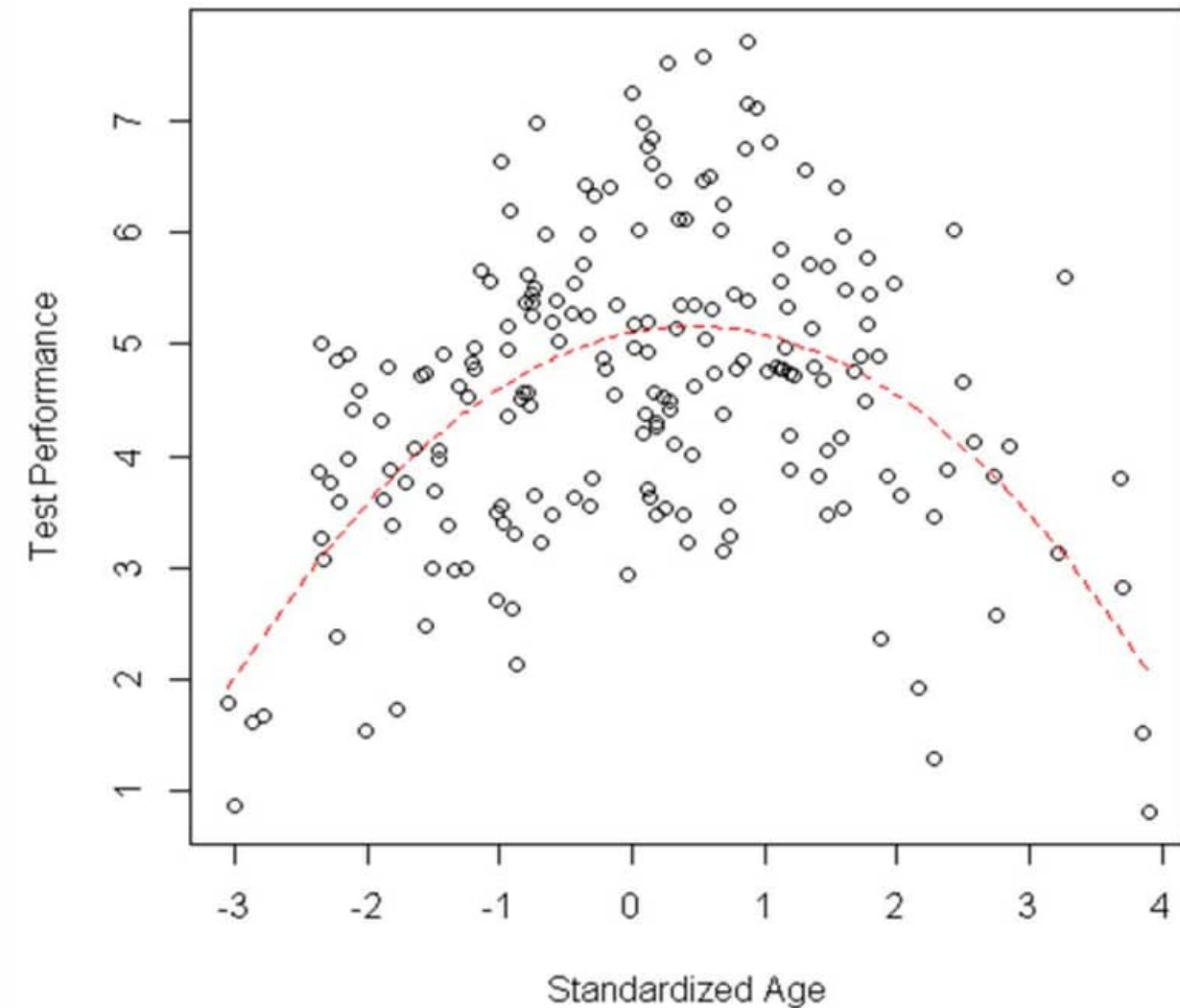
Use the fitted regression model to predict the performance at a standardized age of +1:



## Objective 2: Making Predictions

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$$\begin{aligned}\text{predicted performance} &= 5.11 + 0.24*(1) - 0.26*(1)^2 \\ &= 5.09 \text{ points}\end{aligned}$$

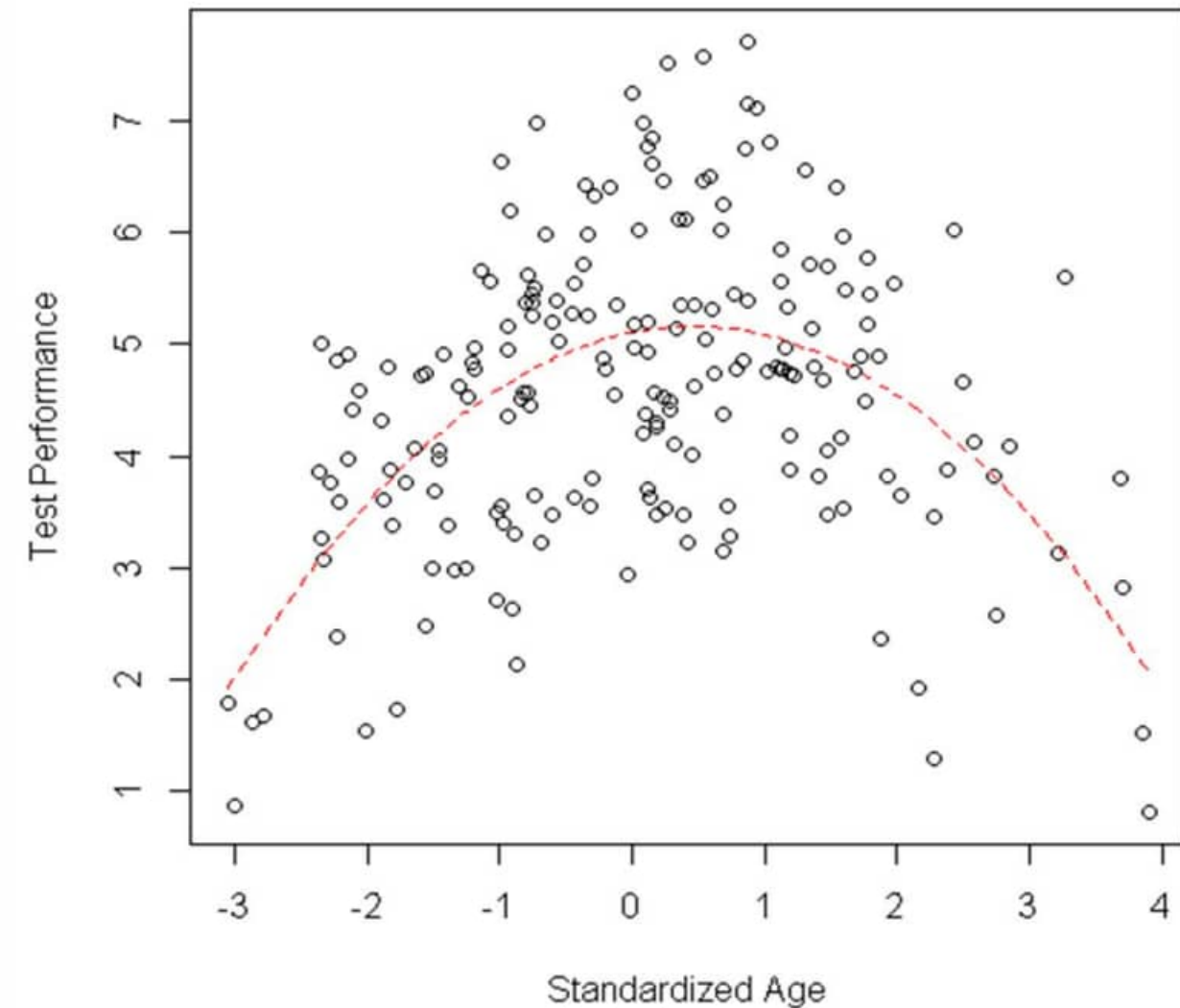


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Check it out: does 5.09 points make sense with the plot?



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Remember...

- Using simple model for **mean test performance**
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The poorer the fitted model, the higher the uncertainty!  
***Need to account for this.***

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  - predictions represent ***expectations*** of what mean test performance will be for a future observation
- Don't forget about the errors ~ predictions will have **uncertainty!**  
The poorer the fitted model, the higher the uncertainty!  
***Need to account for this.***

Aside: Some models will allow prediction of other features of distributions (e.g., the 95<sup>th</sup> percentile), with uncertainty

# What's Next?

- How to compute those parameter estimates when fitting models to dependent variables
- How to test hypotheses, form confidence intervals, make inferences, and make predictions.
- *Always* need to assess the quality of model fit!
- Discuss different schools of thought about model-based inference

**Frequentist Inference versus Bayesian Inference**