

An experiment was conducted to compare the use of iPads versus regular textbooks in teaching algebra to two classes of middle school students. To reduce teacher-to-teacher variation, the same teacher taught both classes, and all teaching materials were provided by the same author and publisher. Suppose that after 1 month, all students were selected from each class and their scores on an algebra advancement test recorded. The summarized data follow.

	iPad	Textbook
Mean	88.5	79.5
Standard Deviation	4.08	14.2
Sample Size	15	15

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(a) Use the summary data to test for a significant difference in advancement scores for the two groups using $\alpha = 0.05$. (Use iPad - Textbook.)

State the null and alternative hypotheses.

$H_0: (\mu_1 - \mu_2) = 0$ versus $H_a: (\mu_1 - \mu_2) \neq 0$

$H_0: (\mu_1 - \mu_2) = 0$ versus $H_a: (\mu_1 - \mu_2) < 0$

$H_0: (\mu_1 - \mu_2) = 0$ versus $H_a: (\mu_1 - \mu_2) > 0$

$H_0: (\mu_1 - \mu_2) = 0$ versus $H_a: (\mu_1 - \mu_2) \neq 0$

$H_0: (\mu_1 - \mu_2) = 0$ versus $H_a: (\mu_1 - \mu_2) < 0$

State the test statistic. (Round your answer to three decimal places.)

$t =$ _____

State the rejection region. (If the test is one-tailed, enter NONE for the unused region. Round your answers to three decimal places.)

$t >$ _____

$t <$ _____

State the conclusion.

H_0 is rejected. There is sufficient evidence to conclude that there is a significant difference in advancement scores for the two groups.

H_0 is not rejected. There is insufficient evidence to conclude that there is a significant difference in advancement scores for the two groups.

H_0 is not rejected. There is sufficient evidence to conclude that there is a significant difference in advancement scores for the two groups.

H_0 is rejected. There is insufficient evidence to conclude that there is a significant difference in advancement scores for the two groups.

(b) Find a 95% confidence interval for the difference in mean scores for the two groups. (Use iPad - Textbook. Round your answers to three decimal places.)

to _____

(c) In light of parts (a) and (b), what can we say about using iPads versus traditional textbooks in teaching algebra at the middle school level?

Since the hypothesis test shows _____ evidence and the confidence interval shows _____ evidence of a difference in the mean test scores, we _____ difference in learning algebra between the iPad and a traditional textbook.

You may need to use the appropriate [appendix table](#) to answer this question.

Iusd Algebra Advancement Test

Anthony S. Fauci



Iusd Algebra Advancement Test:

Doing What Works Chris Weber, 2019-10-14 While new ideas and innovative programs and pedagogies are exciting the simplest methods are often the most effective In Doing What Works author Chris Weber outlines ten practical common sense practices proven to transform student learning and propel school success Each chapter includes examples from real school leaders and classroom teachers as well as a series of suggested next steps Use this resource to explore and implement effective learning techniques for every student Rediscover common sense strategies and practices proven to strengthen schools and increase student learning Receive recommendations and real world examples to strengthen understanding of the ten specific practices outlined in the book Explore how to prioritize content to maximize learning and ensure students learn behavioral skills alongside academic skills Study strategies that inspire students to take ownership of their learning and empower parents to become active participants in their child s education Observe ways to provide rigorous tasks to enrich student learning and communicate clear learning targets Contents Acknowledgments Table of Contents About the Author Introduction Chapter 1 Teaching Less so Students Learn More Chapter 2 Predicting and Preventing Challenges Chapter 3 Letting Students Do the Talking and the Learning Chapter 4 Keeping Learning Targets Visible and Still Chapter 5 Nurturing Behavioral Habits That Affect Motivation Chapter 6 Fostering Two Way Feedback Chapter 7 Emphasizing Skills Alongside or Above Content Chapter 8 Promoting Rigorous Learning Tasks Chapter 9 Empowering Parents as Partners in Education Chapter 10 Inspiring and Enabling Staff Engagement Epilogue References and Resources Index **Teleconferencing and Electronic Communications** Lorne A. Parker, Christine H. Olgren, 1982 **Resources in Education** ,1989

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