

collected the data so it would show whether or not your hypothesis would be accurate

8:12:55 PM MsChien: MADDIE YES

8:12:56 PM Sarah -----: to see how close the data points are to the mean and therefore how reliable it is....that's the point of SD no matter what the situation is right?

8:13:06 PM MsChien: SARAH, DEEEEEEP! GOOD!

8:13:07 PM Maddie -----: wouldnt the standard deviation not matter about whether it did better or not?

8:13:35 PM Maddie -----: -directed to adam

8:13:40 PM MsChien: OH OK

8:14:03 PM Adam -----: well if the sd is lower then the data was more consistent and reliable

8:14:09 PM Maddie -----: cause it shows the clusters and how depedendable the data is

8:14:10 PM Maddie -----: yeah

8:14:21 PM Maddie -----: but you said that it would see what it did better with

8:14:33 PM Maddie -----: nevermind

8:14:33 PM Adam -----: what?

8:14:38 PM Maddie -----: i read it wrong

8:14:42 PM Maddie -----: XD

8:14:49 PM MsChien: HEHEHEHEH

8:14:59 PM MsChien: I THINK WE QUESTION ADAM FOR THE SAKE OF QUESTIONING ADAM

8:15:06 PM Maddie -----: of course =]

8:15:09 PM Adam -----: yeah, it happens

8:15:12 PM MsChien: NEXT QUESTION

8:15:23 PM MsChien: ***What is the significance of the MEAN?***

8:15:35 PM Maddie -----: the average!

8:15:45 PM MsChien: MADDIE - GOTTA BE MORE THAN THAT

8:15:55 PM Adam -----: the mean is the average of the data and allows you to get one solid value instead of multiple data points

8:16:00 PM Sarah -----: it's a simpler way to compare data- you compare 2 #s instead of like 40

8:16:08 PM Sarah -----: and it's the avg.

8:16:09 PM Adam -----: helps accuracy

8:16:11 PM MsChien: ADAM AND SARAH; GOOOD

8:16:11 PM Maddie -----: hehe, it shows that where the data is around.

8:16:17 PM Elizabeth -----: it represents all the data -elisabeth

8:16:18 PM Maddie -----: yeah, what they said

8:16:48 PM MsChien: ELIZABETH, TO AN EXDENT - HOW IS THE MEAN LIMITED IN ANALYSIS?

8:17:00 PM Sarah -----: it doesn't account for outliers

8:17:14 PM MsChien: SARAH, GOOD

8:17:31 PM Maddie -----: exactly. it doesnt show the rest of the data. whether or not its clustered or spread out

8:17:37 PM Maddie -----: *spread

8:17:52 PM Adam -----: basically what they said

8:18:03 PM Sarah -----: lol deep adam

8:18:11 PM Adam -----: always

8:18:17 PM MsChien: MAD; GOOOD

8:19:09 PM MsChien: ***What does it mean when the data in your experiment is insignificant?***

8:19:38 PM Adam -----: it means thatit is a very high chance that your data is due to chance

8:19:49 PM MsChien: ADAM: SUPER!

8:20:05 PM Maddie -----: i still dont understand all that

8:20:21 PM Sarah -----: that the results from the 2 (or more) groups aren't that different, or that the

results are probably due to chance

8:20:23 PM Maddie -----: like everything we were arguing about today in class. it just confused me more

8:20:25 PM MsChien: SOON, YOU WILL EARN THE NAME WIESSEY TOO!

8:20:34 PM Sarah -----: -----y? what?

8:20:34 PM Adam -----: alright!

8:20:41 PM Sarah -----: ohhhh ok got it

8:20:59 PM MsChien: MADDIE - WHAT DIDNT YOU GET

8:21:56 PM Maddie -----: i dont any of it

8:21:57 PM Maddie -----: ha

8:22:12 PM Maddie -----: like the insignficant and how it is or isnt

8:22:14 PM Maddie -----: and why?

8:22:20 PM MsChien: SOMEONE HELP!

8:23:21 PM Adam -----: the data is significant if the t value is greater than the critical value

8:23:40 PM Adam -----: insignificant is the t value is less

8:23:40 PM Maddie -----: critical is the one on the paper?

8:23:41 PM MsChien: ADAM: CAN WE ALL EXPLAIN TO MADDIE WHAT DOES IT MEAN TO BE SIGNIFICANT?

8:23:52 PM Adam -----: yes

8:23:57 PM OMA -----: don't you use the chart with the degrees of freedom and the given t value?

8:24:10 PM MsChien: MADD: YES

8:24:17 PM MsChien: OMA YES

8:24:19 PM Maddie -----: why? why is it that? i thought that it was better to be less. cause that meant that it was more accurate

8:24:38 PM MsChien: IS SOMEONE GONNA ANSWE MADDIE'S GOOD QUESTION???????

8:25:07 PM Adam -----: i dont really know how to explain it

8:25:20 PM OMA -----: well when u get your degrees of freedom and match it up with the t value on the chart if the given t value on the chart is higher it means that the data is insignificant

8:25:51 PM Adam -----: i think that it only matters if it is smaller in the standard deviation, not the t test

8:26:03 PM Maddie -----: okay.

8:26:27 PM Sarah -----: i thought higher meant significant!

8:26:42 PM Adam -----: higher does!

8:27:02 PM MsChien: MAD: THE T VALUE IS ONLY PRESENTS THE PROBABILITY THAT THE DATA IS SIGNIFICANT OR NOT

8:27:22 PM Maddie -----: i think i just have it in my head that it needs to be lower because of SD

8:27:45 PM Maddie -----: but i get it now. or i just know what to do

8:27:48 PM MsChien: WELL THE SD, MEAN AND RANGES ARE MORE DIRECT CALCULATIONS OF THE DATA

8:28:33 PM MsChien: NEXT QUESTION???????

8:28:41 PM Maddie -----: shoot.

8:28:43 PM MsChien: EVERYONE HERE WILL GET A GLOWING BRACLET TOMORROW

8:28:51 PM MsChien: ***When should scientists use a t-test?***

8:28:53 PM Sarah -----: are chi things going to be on the test?

8:29:00 PM MsChien: SARAH, ES

8:29:02 PM MsChien: YES

8:29:14 PM Maddie -----: to see if its due to chance

8:29:16 PM Maddie -----: ?

8:29:28 PM MsChien: MAD: YES BUT IN WHAT TYPE OF AN EXPERIMENT

8:29:30 PM Adam -----: scientists should use a t test when they want to determine if the data could be due to randomness

8:29:34 PM Sarah -----: so what are they? i don't get them.

8:29:39 PM OMA -----: i thought that t-tests are used to check the significance of an experiment where the data is variable?

8:29:48 PM MsChien: OMA: THATS TOO GENERAL

8:29:56 PM MsChien: HINT: REMEMBER WHAT CHRIS BLAND SAID TODAY

8:29:59 PM Maddie -----: two sets of data

8:29:59 PM MsChien: SARAH, WHAT?

8:30:04 PM MsChien: WHAT KINDS OF DATA

8:30:08 PM Maddie -----: OH!

8:30:21 PM Sarah -----: i wanted to know more about chi tests, i don't really get them...

8:30:24 PM Maddie -----: ummm. i do not remember.

8:30:28 PM MsChien: HOLD SARAH!!!!!!!!!!!!

8:30:46 PM MsChien: WHAT KINDS OF DATA DOES T-TEST ANALYZE?

8:30:53 PM Maddie -----: its not coming to me. i remember him saying it though

8:30:53 PM MsChien: DISCRETE OR CONTINUOUS

8:30:57 PM Maddie -----: discrete

8:31:02 PM Sarah -----: ummmmm....?

8:31:05 PM MsChien: MADDIE - NOOOOOOOOOOOOOOOOO

8:31:08 PM MsChien: CONTINUOUS!

8:31:08 PM Maddie -----: what?

8:31:13 PM OMA -----: continuous!!!!

8:31:15 PM Maddie -----: i thought that was chi test

8:31:20 PM MsChien: THATS DISCRETE

8:31:26 PM Adam -----: whats the difference

8:31:29 PM Adam -----: ?

8:31:30 PM Maddie -----: can you define those words then

8:31:32 PM Maddie -----: /?

8:31:59 PM Sarah -----: yes please!

8:32:07 PM MsChien: Discrete data is information that can be categorized into a classification. Discrete data is based on counts.

8:32:23 PM MsChien: CHI SQUARE IS USED TO DETERMINE WHETHER DISCRETE INFO IS SIGNIFICANT OR NOT

8:32:42 PM Adam -----: so the chi test is like the t test of discrete data

8:32:53 PM MsChien: ADAM- EXACTLY!

8:32:54 PM MsChien: Continuous data is information that can be measured on a continuum or scale. Continuous data can have almost any numeric value and can be meaningfully subdivided into finer and finer increments, depending upon the precision of the measurement system.

8:33:11 PM MsChien: T-TEST LOOKS FOR WHETHER CONTINUOUS DATA IS SIGNIFICANT OR NOT

8:33:12 PM Maddie -----: i feel like that fits the chi test too though

8:33:19 PM Maddie -----: *though

8:33:45 PM MsChien: T-TEST IS JUST FOR CONTINUOUS DATA

8:33:53 PM MsChien: CHI-SQUARE IS FOR DISCRETE

8:34:07 PM Maddie -----: alrighty then.

8:34:10 PM Sarah -----: wait wait " Discrete data is information that can be categorized into a

classification. Discrete data is based on counts." what's continuous then?

8:34:23 PM MsChien: Continuous data is information that can be measured on a continuum or scale. Continuous data can have almost any numeric value and can be meaningfully subdivided into finer and finer increments, depending upon the precision of the measurement system.

8:34:55 PM Sarah -----: so when you said that you meant continuous data is based on counting?

8:35:10 PM MsChien: EXAMPLE: HEIGHT, AGE, DISTANCE, WEIGHT ARE ALL CONTINUOUS DATA

8:35:16 PM MsChien: NO

8:35:20 PM MsChien: THATS DISCRETE

8:35:21 PM Sarah -----: confused.

8:35:26 PM MsChien: DISCRETE - COUNTING

8:35:33 PM MsChien: CONTINUOUS - MEASURED DATA

8:35:44 PM Sarah -----: so continuous is the t-test one?

8:35:46 PM Maddie -----: so t test are continuous

8:35:49 PM Maddie -----: okayy.

8:35:55 PM MsChien: MAD, SARAH - YES

8:36:01 PM Adam -----: got it

8:36:14 PM MsChien: GOOD

8:36:27 PM MsChien: ***READY FOR THE NEXT QUESTION????????????????????***

8:36:28 PM Maddie -----: i think i will just never understand stats.

8:36:31 PM Maddie -----: yes, ready

8:36:34 PM Sarah -----: nononono

8:36:36 PM Sarah -----: wait

8:36:36 PM OMA ----: i agree!

8:36:41 PM MsChien: ***Kris wants to determine the amount of students participating in IB Bio versus Design tech. What type of statistical test(s) should he use?***

8:36:58 PM Maddie -----: chitest

8:36:59 PM OMA ----: chi test?

8:37:03 PM MsChien: OMA - YEPPIES

8:37:05 PM Adam -----: chi test

8:37:14 PM Maddie -----: its just counting. so discrete data

8:37:15 PM MsChien: ADAM, YES

8:37:18 PM Maddie -----: right?

8:37:18 PM MsChien: MAD, YES

8:37:24 PM MsChien: SO I THOUGHT YOU DIDNT GET IT??!?!?!?!?!?

8:37:25 PM Sarah -----: if continuous data is the numeric value and scale one, isn't that what the chi test is? the one that has to do with #s and counting?

8:37:38 PM MsChien: SARAH, DISCRETE DATA IS COUNTING

8:37:41 PM MsChien: ONE, TWO THREE

8:37:46 PM Adam -----: the chi test is when you have classifications

8:37:48 PM MsChien: THATS WHY ITS DISCRETE

8:37:54 PM Adam -----: like bio vs design tech

8:37:59 PM Adam -----: design

8:38:11 PM Sarah -----: but that's not what you said b4...oh forget it.

8:38:19 PM Maddie -----: chi test- counting t-test: measured values

8:38:32 PM MsChien: SARAH HEHEHEH NOW I HAVE IT IN WRITING!

8:38:54 PM MsChien: ***What is a null hypothesis? Why are they necessary?***

8:39:14 PM Sarah -----: the opposite of your regular hypothesis

8:39:26 PM Sarah -----: necessary in case yours is false, there has to be an alternative

8:39:27 PM Elizabeth -----: it is the opposite your regular hyp.

8:39:31 PM MsChien: ***If Chris' hypothesis is this: Drinking Pepsi before an exam will help students get higher scores. What would be the null?***

8:40:03 PM Sarah -----: won't effect scores? or lower scores?

8:40:11 PM Maddie -----: drinking pepsi's will either have no effect or have lower scores

8:40:17 PM MsChien: SARAH, THE FIRST ONE IS BETTER TES

8:40:19 PM MsChien: MAD, YES

8:40:27 PM Sarah -----: why is it better?

8:40:30 PM Adam -----: students who drank pepsi before an exam showed no change in scores

8:40:47 PM MsChien: BECAUSE THE NULL ASSUMES NO DIFFERENCE

8:40:48 PM Maddie -----: so no change vs. doing the opposite.

8:40:53 PM Maddie -----: okay, i gotcha

8:41:01 PM MsChien: IF ITS THE TRUE OPPOSITE, ITS CONSIDERED THE ALTERNATE HYPOTHESIS MORE

8:41:07 PM MsChien: MADDIE - YEY!

8:41:29 PM Sarah -----: ok i gets it.

8:41:53 PM MsChien: ***Connect these two ideas: CHANCE and SIGNIFICANCE***

8:42:32 PM Maddie -----: if the data is not due to chance the data is significant

8:42:38 PM Adam -----: significance is only when there is a low degree of chance or randomness

8:42:39 PM Sarah -----: if your data's significant, it's less likely that the results are due to chance

8:42:50 PM MsChien: MAD, YES

8:42:53 PM MsChien: ADAM YES

8:43:02 PM MsChien: SARAH - DO YOU MEAN UNLIKELY???

8:43:04 PM MsChien: READ IT AGAIN

8:43:23 PM Sarah -----: yeah. that one.

8:43:26 PM Maddie -----: she said less. it makes sense ms -----

8:43:36 PM Sarah -----: thanks Maddie =)

8:43:40 PM MsChien: OHH OK

8:43:43 PM MsChien: I SEE I SEE

8:43:48 PM Maddie -----: ugh, correction. MADDIE

8:43:51 PM MsChien: ***Connect these two ideas: CHANCE and T-TEST***

8:43:58 PM MsChien: ***FINE***

8:44:01 PM Maddie -----: =D

8:44:03 PM Sarah -----: omg sorry! fast typing not paying much attention to spelling

8:44:26 PM Maddie -----: t-test show whether the data is due to chance or not

8:44:31 PM Adam -----: t test determine the amount of chance in a continuous set of data

8:44:38 PM Maddie -----: no

8:44:41 PM Maddie -----: does it?

8:44:56 PM MsChien: MADDIE - GOOD

8:45:04 PM Adam -----: amount of chance, due to chance same diff

8:45:04 PM Maddie -----: it cant determine the amount of chance in it can it?

8:45:05 PM Sarah -----: you do a t-test to decide if your results are due to chance

8:45:18 PM Sarah -----: isn't that what the % thing's for?

8:45:19 PM Maddie -----: SO NOT the same difference

8:45:39 PM MsChien: WHATS THE ADVANTAGE OF USING A T-TEST?

8:45:46 PM MsChien: WHAT DOES OR DOESN'T % TELL YOU?

8:45:57 PM Sarah -----: you can find out if your results are significant

8:46:12 PM Maddie -----: the % tells you the amount of data that isnt due to chance like we use (95%)

8:46:29 PM Adam -----: it tells you whether or not the experiment shows anything that is significant

8:46:31 PM Sarah -----: it tells you how likely it is that your results are due to chance!

8:46:36 PM MsChien: OK GOOD

8:47:08 PM MsChien: SOMEONE TELL JAVEED TO GET INTO THE CHAT!

8:47:15 PM Adam -----: how?

8:47:23 PM Sarah -----: which one's he? is he on?

8:47:30 PM Maddie -----: i dont have his sn

8:47:37 PM Adam -----: me neither

8:47:40 PM MsChien: ja786veed

8:47:48 PM MsChien: ***What is the role of establishing ranges in data?***

8:48:11 PM Sarah -----: show's how varied you data is

8:48:14 PM Sarah -----: *your

8:48:32 PM Adam -----: javeed rejected me

8:48:32 PM MsChien: SARAH GOOD

8:48:37 PM Maddie -----: me too

8:48:38 PM Sarah -----: lol fail

8:48:40 PM MsChien: LOL

8:48:45 PM Maddie -----: =[

8:48:47 PM MsChien: ***Why are graphs necessary in scientific communication?***

8:48:53 PM MsChien: I THINK HE THINKS ITS A PARTY

8:48:58 PM Sarah -----: they show trends better

8:49:01 PM OMA -----: it gives a visual representation

8:49:02 PM Sarah -----: and quicker

8:49:03 PM MsChien: SARAH YES

8:49:06 PM MsChien: OMA YES

8:49:11 PM Maddie -----: to show the data. whether or not it clusters.

8:49:11 PM Adam -----: they allow you to visualize trends in data

8:49:16 PM MsChien: ADAM YES

8:49:17 PM Maddie -----: *allow

8:49:26 PM MsChien: ***Karen wants to compare the test scores of two Regents Bio classes. Which statistical test should she use?***

8:49:26 PM Adam -----: whatever

8:49:42 PM Adam -----: the t test

8:49:43 PM Maddie -----: t-test

8:49:53 PM Sarah -----: t-test

8:50:03 PM MsChien: AD, MAD AND SAR - TGOOD

8:50:38 PM MsChien: ***How are standard deviation and ranges expressed in a graph? How are they different?***

8:50:47 PM Sarah -----: error bar

8:51:05 PM Sarah -----: range shows high and low point, SD shows how close the data is to the mean

8:51:06 PM MsChien: SARAH, GOOD

8:51:07 PM Maddie -----: you dont graph SD.

8:51:14 PM Adam -----: range is shown with an error bar

8:51:28 PM Adam -----: i dont know about SD graphing

8:51:49 PM Sarah -----: you can graph SD can't you? you just start from the bottom and go up to the SD point

8:51:49 PM MsChien: SD CAN BE SHOWN

8:51:57 PM Sarah -----: with an error bar thing
8:51:58 PM MsChien: SARAH - EXCELLENT
8:52:13 PM Adam -----: okeydokey
8:52:26 PM MsChien: ***Cause or correlation: Gravity keeps Ms----- from flying across the room.***
8:52:31 PM Maddie -----: wait.
8:52:31 PM Adam -----: cause
8:52:39 PM MsChien: ADAM GOOD
8:52:41 PM Sarah -----: oh frick. i forget how to do that
8:52:45 PM Maddie -----: so confused. can you really graph SD?!
8:52:50 PM Sarah -----: lol yes
8:52:56 PM Maddie -----: how?
8:53:00 PM MsChien: SOMEONE REPEAT SD TO MADDIE AGAIN
8:53:11 PM Maddie -----: its usually a very little number
8:53:16 PM Sarah -----: use the error bar line, but start from bottom and go up to SD point
8:53:22 PM MsChien: SARAH GOOD
8:53:40 PM Adam -----: just like range graphing
8:53:40 PM Maddie -----: what if your numbers are huge?
8:53:47 PM Maddie -----: weird. okay
8:53:52 PM Adam -----: get a bigger graph
8:53:54 PM Sarah -----: that's a good point though...what if your SD's like 1 and your #s are like 500
8:54:06 PM Sarah -----: lol ok adam..
8:54:14 PM Sarah -----: ha so there ms -----!
8:54:27 PM MsChien: YOU CAN DRAW A LINE AS LONG AS YOU CAN
8:54:33 PM MsChien: JUST INDICATE THE SD BY HAND
8:54:38 PM MsChien: HI JAVEED!
8:54:44 PM JAVEED -----: hey
8:54:50 PM MsChien: ***What is the role of the critical limit (0.05) in a t-test?
8:54:51 PM Maddie -----: but thats just weird. do they make you graph the SD alot?
8:54:55 PM Sarah -----: what do you mean indicate it by hand?
8:55:04 PM Maddie -----: its the amount of chance
8:55:07 PM MsChien: SARAH, LIKE WRITE SD = 500
8:55:11 PM MsChien: ***What is the role of the critical limit (0.05) in a t-test?
8:55:14 PM Sarah -----: woah but it never does
8:55:18 PM Sarah -----: wait
8:55:23 PM Sarah -----: when would it equal 500???
8:55:31 PM MsChien: WHAT?
8:55:41 PM Maddie -----: that's be crazyyy
8:55:46 PM MsChien: IF THE SD IS WAY TOO BIG FOR YOU TO PLOT, THEN JUST WRITE IT: SD=500
8:55:58 PM Maddie -----: or too little?
8:56:08 PM Sarah -----: ok, but what if they tell you to graph it?
8:56:43 PM MsChien: THEN THEY ARE WRONG
8:56:49 PM Sarah -----: lol k
8:57:53 PM MsChien: ***What is the role of the critical limit (0.05) in a t-test?
8:57:55 PM MsChien: ANSWER!
8:58:00 PM Maddie -----: i did!
8:58:12 PM Adam -----: it is the amount of chance
8:58:14 PM MsChien: WAIT, SARAH DISTRACTED ME!

8:58:17 PM Maddie -----: its the amount of chance.
8:58:33 PM Sarah -----: oh um it's the probability that your results are due to chance again
8:58:38 PM MsChien: TELL ME THE % DUE TO CHANCE, AND THE % THAT IS SIGNIFCANCE
8:58:45 PM MsChien: IN P = 0.05
8:58:58 PM Adam -----: 5% insignificant, 95% significant
8:59:01 PM Sarah -----: 5%, 95%
8:59:03 PM MsChien: GOOOOD
8:59:08 PM MsChien: WHAT ABOUT P = 05
8:59:10 PM MsChien: WAIT
8:59:12 PM MsChien: 0.5
8:59:18 PM Sarah -----: 50 50
8:59:23 PM Sarah -----: (%)
8:59:41 PM Adam -----: 5050%
8:59:45 PM MsChien: YESSSS
8:59:55 PM Adam -----: theres supposed to be a space
9:00:03 PM Maddie -----: whatever you say adam
9:00:11 PM Sarah -----: OCD adam
9:00:18 PM MsChien: ***Cause or correlation: Cocktail drugs has a higher chance of addressing the symptoms in AIDS***
9:00:19 PM JAVEED -----: ask another sample test question
9:00:29 PM Adam -----: cause
9:00:34 PM MsChien: JAVEED - THESE ARE ALL TEST QUESTIONS
9:00:39 PM Sarah -----: what's the difference?
9:00:44 PM JAVEED -----: k
9:00:53 PM MsChien: WHATS THE DIFFERENCES WHAT?
9:01:00 PM Maddie -----: cause?
9:01:02 PM Sarah -----: between cause and correlation!
9:01:09 PM MsChien: JAVEED, I WILL MAKE A TRANSCRIPT OF THIS CONVERSATION SO YOU WILL SEE EVERYTHIN YOU MISSED
9:01:15 PM MsChien: SOMEONE HELP SARAH!!!!!!!!!!!!!!!!!!!!!!
9:01:18 PM Sarah -----: ohh wait is cause the experiment and correlation the observation?
9:01:27 PM Adam -----: YES!!!!
9:01:33 PM MsChien: CAUSE CAN BE SUPPORTED BY EXPERIMENTS
9:01:40 PM MsChien: CORRELATION IS MADE THROUGH OBSERVATIONS
9:01:43 PM MsChien: COMPLETE SENTENCES!
9:01:47 PM Sarah -----: CAN be? doesn't have to have been?
9:01:58 PM Maddie -----: like if you look it up
9:02:02 PM MsChien: YES YES, YOURE RIGHT
9:02:06 PM Maddie -----: it can be backed up.
9:02:16 PM Sarah -----: who's right?
9:02:25 PM Adam -----: its a cause
9:02:47 PM Adam -----: right?
9:02:54 PM Sarah -----: sounds good to me
9:02:55 PM MsChien: ITS A CORRALTION
9:03:00 PM Sarah -----: wiat how?
9:03:17 PM Adam -----: hasn't it been tested?
9:03:22 PM Sarah -----: and higher chance than what?
9:03:37 PM MsChien: BECAUSE THERE ARE OTHER THINGS THAT CAN IMPROVE THE AIDS PATIENTS (DIET, EXERCISE) - ITS HARD TO PINPOINT ONE

9:03:48 PM Adam -----: ok

9:03:52 PM Maddie -----: HOW ARE WE SUPPOSED TO KNOW THAT!?

9:04:01 PM Sarah -----: so if you can't prove it then it's a correlation?

9:04:01 PM MsChien: ADAM, YES BUT ITS STILL A COORELATION - THE RELATIONSHP IS STRONG, BUT NOT DEFINIETE

9:04:06 PM JAVEED -----: isnt it also an ethical issue

9:04:14 PM MsChien: ON THE TEST, ILL MAKE OBVIOUS CONNECTIONS

9:04:19 PM Sarah -----: lol javeed

9:04:38 PM MsChien: JAVEED - ONLY IF YOU ARE AGAINST TAKING MEDS FOR TERMINAL ILLNESSES

9:04:44 PM Maddie -----: haha

9:04:53 PM MsChien: HEY!!!!!!! HOW IS THAT FUNNY

9:04:54 PM Sarah -----: what if you're a prohibitionist or something

9:05:00 PM JAVEED -----: just tryin to participate

9:05:09 PM MsChien: THERE ARE FOLKS WHO ARE AGINST THAT!

9:05:10 PM Adam -----: isn't this off topic?

9:05:16 PM Maddie -----: the pope is against protecting people from having condoms to prevent from transferring aids

9:05:19 PM Sarah -----: against participating?

9:05:19 PM MsChien: LEAVE JAVEED ALONE!

9:05:32 PM MsChien: WELL ITS THEIR RIGHT, IF THEY CHOOSE TO DIE NATURALLY

9:05:43 PM JAVEED -----: next question

9:05:50 PM Adam -----: yeah

9:05:54 PM MsChien: BUT ETHICALLY, YOU GUYS CAN DEBATE

9:06:19 PM MsChien: TWO MORE QUESTIONS

9:06:42 PM MsChien: GIVE ME AN EXAMPLE OF AN EXPERIMENT THAT WOULD USE A CHI-SQUARE

9:06:49 PM Sarah -----: skittles!

9:06:55 PM Maddie -----: amount of m&ms

9:06:57 PM MsChien: WHAT ABOUT SKITTLE???

9:06:58 PM MsChien: S

9:07:01 PM Adam -----: .guessing how many skittles are in a package

9:07:05 PM MsChien: MADDIE GOOD

9:07:05 PM Sarah -----: the experiment we did with them

9:07:08 PM MsChien: ADAM GOOD

9:07:14 PM Sarah -----: yeah what adam said

9:07:18 PM MsChien: SARAH, GOT TO BE MORE DETAILED

9:07:28 PM Sarah -----: well i will on the test

9:07:38 PM MsChien: GIVE ME AN EXAMPLE OF WHEN YOU WILL NEED TO DO A T-TEST

9:07:57 PM Sarah -----: effect of sugar water on bean plants

9:08:02 PM MsChien: SRAHA GOOD

9:08:02 PM Adam -----: when you are measuring the effect of soil ph's on plant growth

9:08:06 PM MsChien: THATS DETAILED

9:08:07 PM MsChien: GOOD

9:08:30 PM MsChien: OK ITS 9 MSCHIE HAS GOT TO GO

9:08:34 PM MsChien: MS-----

9:08:35 PM Sarah -----: wait wait

9:08:41 PM Sarah -----: what's the homeowrk?

9:08:46 PM JAVEED -----: yeh

9:08:53 PM MsChien: THE BIO REVIEW SHEET

9:08:59 PM Sarah -----: you said review page, what's the review page?

9:09:00 PM Adam -----: yeah we didn't get a review sheet

9:09:00 PM MsChien: DO THE STATEMENT

9:09:02 PM Sarah -----: what is that?

9:09:02 PM MsChien: S

9:09:09 PM Sarah -----: what's the review sheet?'

9:09:11 PM Maddie -----: we got a review sheet?

9:09:16 PM MsChien: ONE THE DO NOW ON TUESDAY, IT SAID TO PICK THEM UP

9:09:30 PM Maddie -----: ?

9:09:30 PM Maddie -----: oh.

9:09:32 PM Sarah -----: ummm what did it look like? i looked and couldn't find one

9:09:33 PM JAVEED -----: uhhhh

9:09:33 PM Maddie -----: maybe i have that.

9:09:33 PM Adam -----: the gray one?

9:09:39 PM MsChien: ADAM, YES THE GRAY ONE

9:09:47 PM Sarah -----: oh well yeah i have that one

9:09:51 PM Adam -----: with the garlic stuff right?

9:09:52 PM Maddie -----: wait, thats not the one we did today right?

9:09:56 PM Sarah -----: yeah

9:09:56 PM MsChien: NO

9:09:59 PM MsChien: JAVEED DO YOU HAVE ONE

9:10:00 PM Sarah -----: no?

9:10:10 PM Sarah -----: but we did the grey one today

9:10:14 PM Sarah -----: and you said it's the grey one

9:10:18 PM JAVEED -----: looking

9:10:19 PM MsChien: OH BROTHER

9:10:26 PM Maddie -----: so its not the one we did today

9:10:28 PM Maddie -----: ?

9:10:31 PM Maddie -----: its another one

9:10:35 PM Maddie -----: i might have it.

9:10:37 PM Sarah -----: another grey one?

9:10:45 PM MsChien: <http://xmltwo.ibo.org/publications/migrated/production-app2.ibo.org/publication/7/part/2/chapter/4/page/1.html>

9:10:48 PM MsChien: HERE IS THE ONLINE VERSION

9:11:02 PM Sarah -----: we so never got this

9:11:09 PM Maddie -----: maybe we did

9:11:09 PM MsChien: IT WAS SO ON THE DO NOW

9:11:11 PM Maddie -----: i have to look

9:11:21 PM JAVEED -----: the syllabus?

9:11:25 PM Adam -----: yeah we got it I have it

9:11:40 PM Sarah -----: wait the syllabus?? wasn't that from like 2 weeks ago?

9:11:43 PM MsChien: JAVEED - THE REVIEW SHEET IS DIRECTLY OFF THE IB SYALLBUS

9:11:51 PM MsChien: IB SYLLABUS

9:12:03 PM Sarah -----: hold on-

9:12:15 PM MsChien: I JUST COPY AND PASTED WHATEVER THE IB STANDARDS WERE AND USE IT AS REVIEW MATERIAL

9:12:18 PM Maddie -----: stats analysis?

9:12:28 PM Sarah -----: ohhh that ok i have it

9:12:30 PM MsChien: I JUST COPY AND PASTED WHATEVER THE IB STANDARDS WERE AND USE IT AS REVIEW MATERIAL

9:12:34 PM Maddie -----: what do we have to do with that paper?

9:12:35 PM Sarah -----: but the rest of the class is gonna be confused..

9:12:46 PM MsChien: THEY SHOULD NOT BE IF THEY FOLLOWED THE DO NOW

9:12:56 PM Adam -----: there aren't any questions though

9:13:00 PM Sarah -----: yeah but it's not a review sheet, or it doesn't say so

9:13:01 PM Maddie -----: do we do the assessment statements?

9:13:08 PM MsChien: YES

9:13:13 PM Adam -----: ok got it

9:13:19 PM Maddie -----: okey dokey.

9:13:22 PM MsChien: ASSESSMET STATEMENTS - THINGS ON THE TEST YOU SHOLD KNOW = REVIEW SHEET

9:13:34 PM Sarah -----: how? what are we calulating the mean and such for?

9:13:38 PM Maddie -----: and we had to finish our skittle test right?

9:13:44 PM MsChien: I ANNOUNCE THE HANDOUT 3X AND SAID "IF YOU DIDNT GET THIS, YOU WOULD HAVE TO DEAL WITH ME" LKE 3X

9:13:49 PM MsChien: MADDIE - YES

9:13:58 PM Sarah -----: yeah i have it but idk how to do it

9:14:10 PM JAVEED -----: 1.1.1

State that error bars are a graphical representation of the variability of data.

9:14:17 PM JAVEED -----: so i answer that

9:14:25 PM Maddie -----: isnt that answering the question though

9:14:28 PM Maddie -----: ?

9:14:33 PM MsChien: WELL GIVE ME AN EXAMPLE OF IT

9:14:35 PM Sarah -----: but how? we just state what the question already stated?

9:14:41 PM JAVEED -----: ohhh

9:14:49 PM Sarah -----: examples for all of them?

9:14:54 PM JAVEED -----: okay i've got a good idea

9:14:58 PM MsChien: YES, ELABORATE THEM IN DETAIL

9:15:12 PM Maddie -----: okay then

9:15:12 PM Adam -----: ok Ill figure it out

9:15:18 PM MsChien: ADAM ASK QUESTIONS NOW

9:15:28 PM Sarah -----: rest of the class is going to be sooooo confused. but ok.

9:15:32 PM MsChien: THE STATEMENT IS WRITTEN AS A GOAL - READ THE GOAL, AND THEN ELABORATE ON THEM

9:15:39 PM Adam -----: well alll we do is give examples and elaborate right?

9:15:40 PM Maddie -----: okay. will do

9:15:44 PM MsChien: ADAM YES

9:15:49 PM Adam -----: got it

9:15:51 PM Maddie -----: goodnight everyone:-)

9:15:57 PM Adam -----: see you guys later!

9:15:58 PM Sarah -----: .byesums

9:15:59 PM MsChien: SARAH, IF THEY ARE CONFUSED THEN THEY SHOULD HAVE ASKED

9:16:09 PM JAVEED -----: cya 2morrow

9:16:13 PM MsChien: BYE BYE J

9:16:21 PM Sarah -----: well we don't usually look at the homework until they get home

9:16:30 PM Sarah -----: *we

9:16:49 PM JAVEED -----: Go to sleep sarah

9:16:57 PM Sarah -----: lol fine. byebye