| ID 173 | $\begin{gathered} \text { \#Total } \\ 135 \end{gathered}$ | \#Active $119$ | $\begin{gathered} \text { \#Q } \\ 1343 \end{gathered}$ | $\mathrm{T}=$ Thinking Critically <br> 121 based on questions |
| :---: | :---: | :---: | :---: | :---: |
| ID | 20 | 18 | 182 | CHAPTER 1: |
| C1A | 1 | 1 | 10 | T: Distinguish observable from unobservable |
| C1B | 1 | 1 | 10 | T: Distinguish types of inference Add |
| C1C | 1 | 1 | 10 | T: Distinguish deterministic, probabilistic causation |
| C1D | 1 | 1 | 10 | C: Determine if event is repeatable or condition is switchable |
| C1E | 1 | 1 | 10 | C : Determine if study is repeatable |
| C1F | 1 | 1 | 10 | T: Distinguish Association-Causation in cross-sectional studies |
| C1G | 1 | 1 | 10 | T: Distinguish Association-Causation in time-based studies |
| C1H | 1 | 1 | 10 | T: Distinguish Association-causation in studies (cohort vs. non) |
| C1I | 1 |  | 10 | T: Distinguish causal phrases |
| C1J |  |  |  | A: Which situation/association is stronger? |
| C1K | 1 | 1 | 10 | C: Distinguish common cause, confounder and mechanism |
| C1L | 1 | 1 | 10 | C: Determine effect of confounder on a statistic |
| C1M | 1 | 1 | 10 | T: Distinguish different sense of "Can" |
| C1N | 1 | 1 | 7 | A: Red books activity |
| C1O | 1 | 1 | 10 | A: Identify which definition gives a higher count or total |
| C1P | 1 | 1 | 5 | A: Calculate effect of grouping on counts |
| C1Q | 1 | 1 | 10 | A: Impact of word change on number |
| C1R | 1 | 1 | 10 | A: Redefine groups to increase/decrease count |
| C1S | 1 |  | 10 | R: Law of Very Large Numbers |
| C1U | 1 | 1 | 5 | E: Distinguish major types of error or bias |
| C1V |  |  |  | Identify key claim words |
| C1W |  |  |  | Write to make claim asserted more/less causation |
| C1X | 1 | 1 | 5 | X: Distinguish Confounding, Assembly, Randomness and Error |
| ID | 27 | 23 | 220 | CHAPTER 2: |
| C2A | 1 | 1 | 10 | Identify appropriate form given compare type, test and base |
| C2B | 1 | 1 | 10 | Identify type comparison based on grammar |
| C2C | 1 | 1 | 10 | Calculate size of comparison given test, base and compare grammar |
| C2D | 1 | 1 | 10 | Identify comparison grammar given test, base and size of comparison |
| C2E | 1 | 1 | 10 | Calculate compare given two percentages |
| C2F | 1 | 1 | 10 | Identify biggest comparison of two numbers |
| C2G | 1 | 1 | 10 | Calculate test or base given opposite and compare. |
| C2H | 1 | 1 | 10 | Compare test and base after scaling |
| C2I | 1 | 1 | 10 | Calculate effect of definitions on averages |
| C2J | 1 | 1 | 10 | Distinguish Longitudinal vs. cross-sectional |
| C2K | 1 | 1 | 10 | Distinguish Xsectional from Longitudinal (cohort from non-cohort) |
| C2L | 1 | 1 | 10 | Distinguish Experiment vs. observational |
| C2M | 1 | 1 | 10 | Distinguish Controlled vs. uncontrolled |
| C2N | 1 | 1 | 10 | Xsec vs Long (Uncontrolled vs. Controlled) |
| C2M |  |  |  | Estimate the implications of statistics if true |
| C 2 N |  |  |  | Estimate effect of randomness given sample size |
| C 2 O | 1 | 1 | 10 | Statistical Significance vs. Importance |
| C2P | 1 | 1 | 5 | Use ME to determine statistical significance |
| C2Q | 1 | 1 | 10 | Random assign vs. random select |
| C2R | 1 | 1 | 10 | Distinguish types of bias |
| C2S | 1 | 1 | 5 | Write: def to increase/decrease count |


| ID | \#Total | \#Active | \#Q | $\mathrm{T}=$ Thinking Critically |
| :---: | :---: | :---: | :---: | :---: |
| C21 | 1 | 1 | 10 | Study \#1:Boys more likely to use heroin than girls. |
| C22 | 1 | 1 | 10 | Study \#2: Substance abusing teens randomly assigned... |
| C23 | 1 | 1 | 10 | Study \#3: Percentage of seniors who got their diploma |
| C24 | 1 | 1 | 10 | Study \#4: Percentage of sixth-graders who had asthma |
| C2E1 | 1 |  |  | calculation Pctg Pt given rate and \%chg |
| C2E2 | 1 |  |  | Calculate \%chg given rate and PctgPtDiff |
| C2E3 | 1 |  |  | Calc rate given \%chg and PctgPtDiff |
| P21 | 1 |  |  | Write out different types of comparisons |
| ID | 26 | 16 | 145 | CHAPTER 3: MEASUREMENTS |
| C3A | 1 | 1 | 5 | Calculate \& compare ranks from scores |
| СЗВ |  |  |  | Calculate percentiles from scores |
| C3C | 1 | 1 | 8 | Identify which percentile, score or rank is higher |
| C3D | 1 | 1 | 10 | Identify which mean is higher in closely related groups |
| C3E | 1 | 1 | 13 | Compare averages from extremes of a distribution |
| C3F | 1 | 1 | 5 | Calculate weighted average given subgroup averages |
| C3G | 1 | 1 | 10 | Calculate mean, median \& mode given data values |
| C3H | 1 | 1 | 5 | Write comparisons of ranks, percentiles, modes, medians and means. |
| C3I | 1 | 1 | 5 | Calculate/compare weighted average before/after standardization |
| C3J | 1 | 1 | 10 | Results of Standardizing |
| C3K1 | 1 | 1 | 8 | Standardize measures for binary confounder |
| C3K2 | 1 | 1 | 8 | Standardize measures for binary confounder |
| C3K3 | 1 | 1 | 8 | Standardize measures for binary confounder |
| C3L | 1 | 1 | 10 | Calculate \& compare Z-scores |
| C3M | 1 | 1 | 10 | Calculate \& compare Normalized scores |
| C3N | 1 |  |  | Calculate Prediction Intervals |
| C3O | 1 |  |  | Calculate \& compare Coefficients of Variation |
| C3P | 1 | 1 | 10 | Calculate \& compare Effect Sizes |
| C3Q | 1 | 1 | 10 | Predict outcome given regression \& predictor |
| C3R | 1 |  |  | Calculate correlation from slope and std deviation |
| C3S | 1 |  |  | Compare correlations. |
| C3T | 1 |  |  | Calculate "percentage explained" from correlations |
| C3U | 1 |  |  | Predict outcome given correlation, SD \& predictor |
| C3V | 1 |  |  | Calculate Prediction Interval from correlation, SD \& predictor |
| C3W |  |  |  | Excel: Identify effect of outlier on slope and correlation |
| C31 | 1 |  |  | MacLeans Ranking of Canadian Colleges |
| C3R2 |  |  |  |  |
| C3W1 | 1 |  |  | Write out comparisons of numbers |
| C3W2 | 1 |  |  | Write out comparisons of statistics that have units |
|  |  |  |  |  |
| ID | 25 | 25 | 397 | CHAPTER 4: DESCRIBING RATIOS |
| C4A1 | 1 | 1 | 5 | Identify part in percent grammar statements (toy problems) |
| C4A2 | 1 | 1 | 10 | Identify part in percent grammar statements (real ones) |
| C4B1 | 1 | 1 | 10 | Identify part in What Percentage questions (toy problems) |
| C4B2 | 1 | 1 | 10 | Identify part in "what percentage" questions (real) ones) |
| C4C | 1 | 1 | 10 | Calculate percentages from simple count tables |
| C4D | 1 | 1 | 20 | Calculate percentage in complex count table (Religious affiliation: Teen vs adult) |
| C4E | 1 | 1 | 31 | Hunting-Wildlife-Fishing Brochure (1 attempt) |


| ID | \#Total | \#Active | \#Q | $\mathrm{T}=$ Thinking Critically |
| :---: | :---: | :---: | :---: | :---: |
| C4F | 1 | 1 | 5 | Identify the complement of a percent grammar description |
| C4G |  |  |  | Read complex percent tables |
| C41RW |  |  |  | Use Reading (G1) and Writing (G2) program |
| C4H | 1 | 1 | 10 | Identify part in percentage grammar statements |
| C4I | 1 | 1 | 5 | Identify part in questions using "What is the percentage..." |
| C4J1 | 1 | 1 | 10 | Identify proper percentage to percent conversion |
| C4J2 | 1 | 1 | 10 | Identify proper percent to percentage conversion |
| C4K1 | 1 | 1 | 10 | Identify part in statements: percent or percentage grammar |
| C4K2 | 1 | 1 | 10 | Identify part in questions: percent or percentage grammar |
| C4L | 1 | 1 | 6 | Identify part/whole or correct description in percentage tables (Disabilities) |
| C4M | 1 | 1 | 5 | Identify part/whole or description in percentage graphs |
| C4N |  |  |  | Write descriptions of percentages based on charts and tables |
| C42RW |  |  |  | Use Reading (N1) and Writing (N2) program |
| C4O |  |  |  | Don't use. Hard to distinguish O from zero (0) |
| C4P | 1 | 1 | 10 | Calculate rate per K given\# of numerator and \# of denominator |
| C4Q | 1 | 1 | 10 | Identify part in phrase-based rate statement |
| C4R | 1 | 1 | 10 | Identify equivalent phrase-based rate statement given "Per" ratio |
| C4S | 1 | 1 | 10 | Identify part in clause-based rate statement |
| C4T | 1 | 1 | 5 | Translate between phrase-based \& clause-based rate grammar |
| C4U | 1 | 1 | 10 | Identify part/whole (variable/given) in chance grammar statements |
| C4V | 1 | 1 | 5 | Calculate 1 chance in N given numerator and denominator |
|  |  |  |  | Which choice of whole gives bigger/smaller ratio? <br> Convert rates to different basis <br> Identify influence of assembly on percentages and rates. |
| C43R | 1 | 1 | 60 | Record READING percentage-grammar problems |
| C43W | 1 | 1 | 110 | Record WRITING percentage-grammar problems |
| ID | 16 | 16 | 198 | CHAPTER 5: COMPARING RATIOS |
| C5A | 1 | 1 | 10 | Calculate percentage attributable from percentage/rate data. |
| C5B | 1 | 1 | 5 | Calculate cases attributable given rates and \# of cases/exposure |
| C5C |  |  |  | Determine if compare is common or distinct part: table or graph |
| C5D | 1 | 1 | 10 | Percentage-grammar compare: identify common-part and base whole |
| C5E | 1 | 1 | 5 | Percentage-grammar compare: identify if common or distinct part |
| C5F | 1 | 1 | 10 | Compare two percents: Select correct perccentage-who grammar. |
| C5G | 1 | 1 | 10 | Rate-phrase compare statement: identify common part, base whole |
| C5H | 1 | 1 | 5 | Rate-phrase compare statement: Determine if common or distinct part |
| C5I |  |  |  | Rate-phrase grammar: Correct compare given statements/table/graph |
| C5J | 1 | 1 | 10 | Rate-clause compare statement: identify common part, base whole |
| C5K | 1 | 1 | 5 | Rate-clause compare statement: Determine if common or distinct part |
| C5L |  |  |  | Rate-clause grammar: Correct compare given statements/tables/graphs |
| C5M |  |  |  | Chance grammar: Identify common part and base whole |
| C5N |  |  |  | Chance grammar: Determine if common or distinct part compare |
| C5O |  |  |  | Chance grammar: Identify correct compare given statements/tables/graphs |
| C5P | 1 | 1 | 10 | Likely grammar common-part compare: identify common part and base whole |
| C5Q | 1 | 1 | 5 | Likely grammar: Determine if common or distinct part |
| C5R | 1 | 1 | 5 | Likely grammar: Identify correct compare given percentage statements |
| C5S | 1 | 1 | 10 | Likely grammar: Identify correct compare given percentage tables/graphs |
| C5T | 1 | 1 | 5 | Likely grammar: Identify correct compare given rate statements |
| C5U |  |  |  | Likely grammar: Identify correct compare given rate tables/graphs |



