Note to Students!

*This is an example paper to show APA Style formatting, and the basic information in a descriptive statistics paper. Careful reading shows that the topic and numbers change throughout the paper because it is a combination of several different students’ papers. This is just a guide; do NOT copy the words, just the format.*

**Your Title**

Your Name

Your College

**Your Title**

I was interested in how many siblings my classmates had, which is a quantitative variable. I found this interesting because I thought that students who went to a community college might have more siblings than students who might go to a university.

**Methods**

The participants in this data include those who are taking this Behavioral Statistics class in the fall of 2019. To collect this data, all the peers of this section anonymously wrote down answers to the survey. Figure 1 shows the frequency of siblings.

**Results**

The mean, median, mode, and standard deviation can be seen in Table 1. Although it confused my group at first, the data made sense to us. This year’s volleyball team was for the most part very short, with the exception of two or three players, which ultimately increased the average height of the team. The median was in the middle of the mean and mode.

The standard deviations, also shown in Table 1, shows that the volleyball team’s height was large in comparison to the mean. This suggests that the shape of the distribution should be wide and flat (platykurtic). However, Figure 1 shows that the distribution of volleyball player heights was positively skewed because of the few tall players.

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*The t-test results also showed that there was not enough evidence to conclude that the volleyball team is taller than the softball team (t (20) = -0.036, p>.05). I hypothesized that the volleyball team’s mean height (X= 65.82 inches) would be taller than the softball team’s mean height (X=65.86). However, this research hypothesis was not supported. In conclusion, the volleyball and softball team’s height were very similar.*

**Conclusion**

This analysis showed that the most students in my class had from two to 4 pens in their bags, but that some students only had one pen, and a few students had many pens (17 or 22 pens!). This information might be useful to know for the tutors or Equal Opportunity Programs and Services office to understand what kind of learning resources students are bringing to class. If I were to do this research project again, I would want to survey a much larger group that was more diverse.

**Appendix A**

**Figure 1**

*Frequency of Ages*

**Appendix B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table 1 | | | | |  |
| *Measures of Central Tendency and Standard Deviations* | | | | | |
| Groups | N | Mean | Median | Mode | Standard Deviation |
| Group 1 | 34 | 921 | 2 | 6.50 | 4.55 |
| Group 2 | 7 | 2.50 | 3 | 1 | 0.52 |