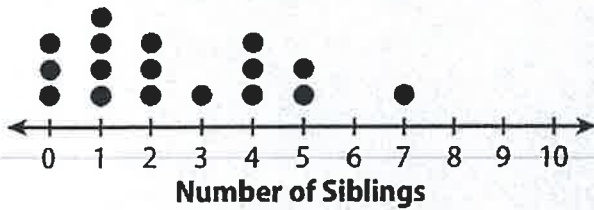
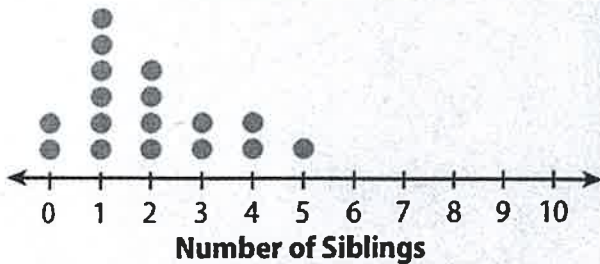


For 1–2, use the dot plots representing the number of siblings of students in each class.

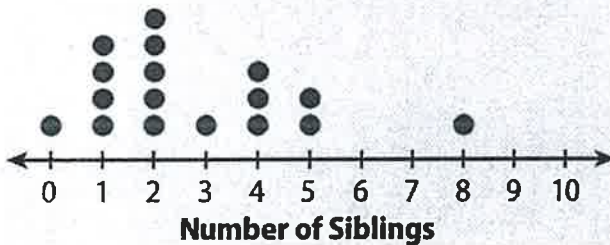
Mr. Walker's Class



Ms. White's Class



Mr. Barrett's Class



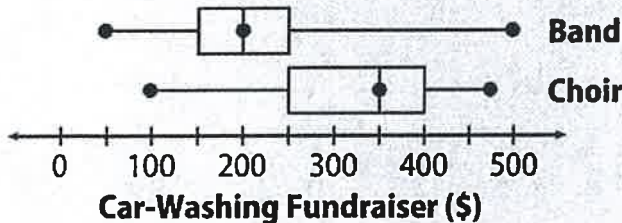
- How does the shape of the dot plot for Mr. Barrett's class compare to the shape of the dot plot for Ms. White's class?

The data in Ms. White's class and in Mr. Barrett's class are clustered at 1 or 2 siblings, except for the outlier of 8 in Mr. Barrett's class.

- How do the ranges of the dot plots compare for Mr. Barrett's and Mr. Walker's classes?

The ranges are nearly the same:
 Mr. Barrett : 8
 Mr. Walker : 7

For 3–5, use the box plots.



- Compare the shapes of the box plots.

The choir's box is longer than the band's box, and the band's right whisker is much longer than the choir's right whisker.

- Compare the centers of the box plots.

The band has a median of about \$200, while the choir has a median of about \$350. The choir has 75% of its values greater than the upper quartile of the band's value.

- Compare the spreads of the box plots.

The IQR of the band's plot is about \$100, while the IQR of the choir's plot is about \$150. The position of the choir's box is much higher on the number line, meaning choir members earned

6. Jess took 10 random samples of 10 students from two schools and asked them how many minutes they spent per day reading. The medians and the means of the samples are shown below. Compare the distributions of the medians and means to compare the reading times for the two populations.

School A
Medians: 30, 30, 40, 50, 40, 35, 35, 45, 60, 60
Means: 25, 25, 45, 60, 50, 45, 45, 35, 40, 50

School B
Medians: 10, 20, 15, 25, 35, 40, 50, 25, 50, 30
Means: 15, 10, 20, 30, 15, 40, 50, 25, 40, 25

Both the medians and the means show that the reading times for the students at School A are longer.