

تجميع أسئلة وفق الهيكل الوزاري منهج ريفيل المسار المتقدم



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← رياضيات ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2025-05-27 12:30:15

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة رياضيات:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج الإماراتية على فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة رياضيات في الفصل الثالث

تجميع تدريبات الكتاب وفق الهيكل الوزاري منهج بريدج

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أسئلة الامتحان النهائي القسم الاللكتروني مع الإجابات

2

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الهيكل الوزاري الجديد 2025 منهج ريفيل (محدث)

4

ملزمة مراجعة وفق الهيكل الوزاري منهج بريدج

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2024 -2025
GRADE 8 ADVANCE - TERM 3

MATH
COVERAGE

Module 9, 10 & 11

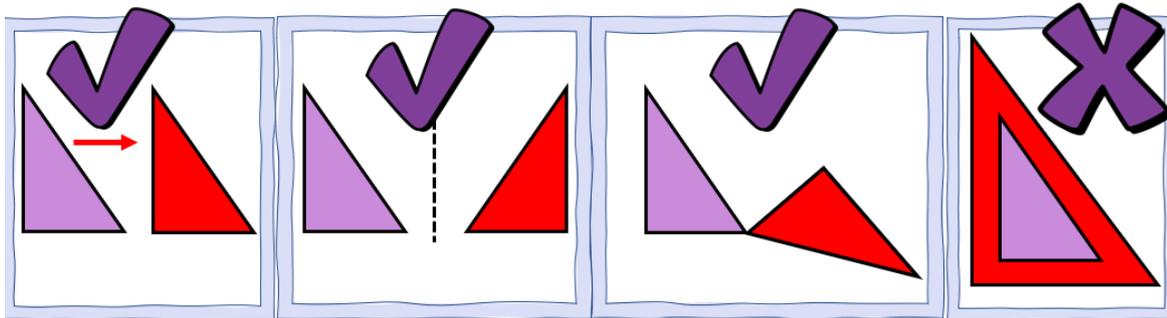
Name:

Class:

M9 L1: Congruence and Transformations

Congruence Transformation :

A transformation that keeps the figure the **SAME** shape and **size**.



Translation

Up OR Down
Right OR Left

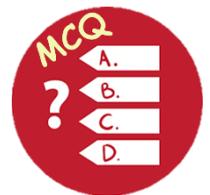
Reflection

Across X-axis OR Y-axis

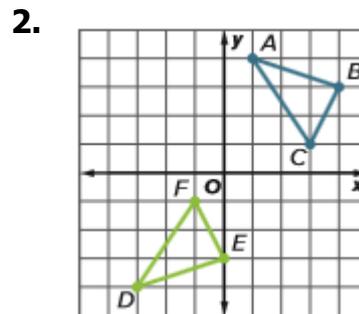
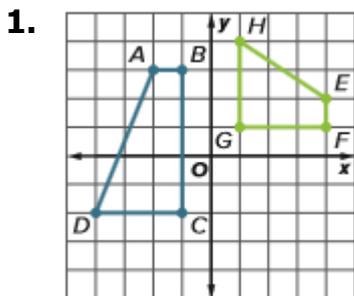
Rotation

Clockwise OR
Counterclockwi

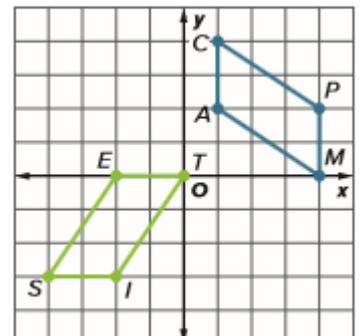
Dilation



Determine if each pair of figures are congruent. If so, **describe a sequence of transformations** that maps one figure onto the other figure. If not, explain why they are not congruent. (Examples 1 and 2)

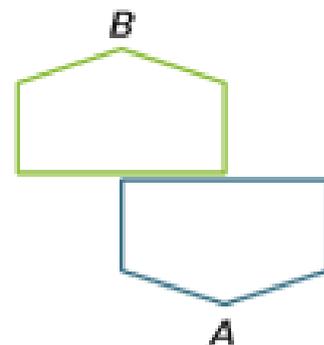


3. Parallelogram *CAMP* is congruent to parallelogram *SITE*. Determine which sequence of transformations maps parallelogram *CAMP* onto parallelogram *SITE*. (Example 3)

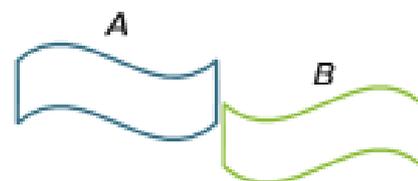




4. For his school web page, Manuel created the logo shown at the right. What transformations could be used to create the logo if Figure A is the preimage and Figure B is the image? Are the two figures congruent? (Example 3)

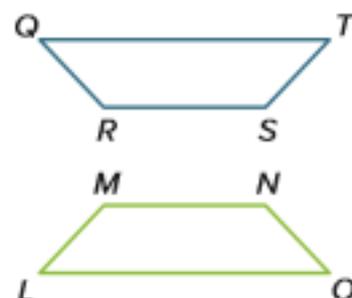


5. For the local art gallery opening, the curator had the design shown at the right created. What transformations could be used to create the design if Figure A is the preimage and Figure B is the image? Are the two figures congruent? (Example 4)



6. **Multiple Choice** Trapezoid $QRST$ and its image are shown. What transformation maps trapezoid $QRST$ onto trapezoid $LMNO$?

- A dilation about vertex R
- B vertical translation
- C reflection across a horizontal line
- D rotation about vertex Q

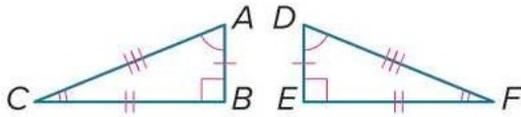


M9 L2: Congruence and Corresponding Parts

Words

If two figures are congruent, their corresponding sides are congruent and their corresponding angles are congruent.

Model



Symbols

$$\triangle ABC \cong \triangle DEF$$

Congruent angles:

$$\angle A \cong \angle D; \angle B \cong \angle E; \angle C \cong \angle F$$

Congruent sides:

$$\overline{AB} \cong \overline{DE}; \overline{BC} \cong \overline{EF}; \overline{CA} \cong \overline{FD}$$

REMEMBER

$$\triangle ABC \cong \triangle DEF$$

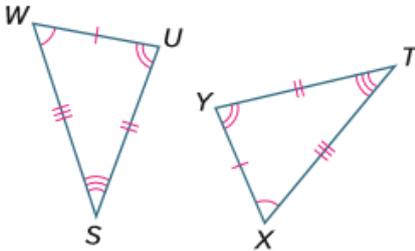
1 2 3

Order is Important for your Congruence Statement

Write congruence statements comparing the corresponding parts in each set of congruent figures. (Example 1)



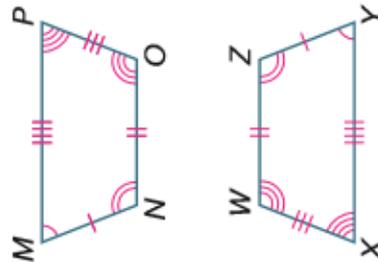
1.



Congruent Sides

Congruent Angles

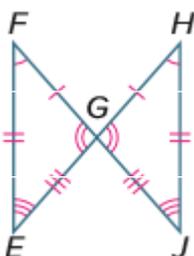
2.



Congruent Sides

Congruent Angles

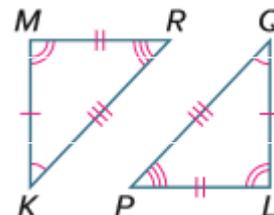
3.



Congruent Sides

Congruent Angles

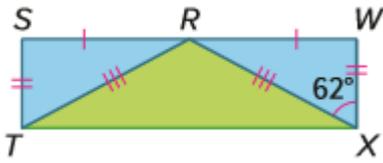
4.



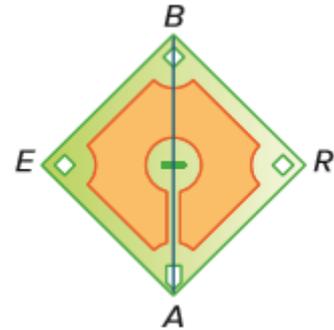
Congruent Sides

Congruent Angles

5. In the quilt design shown, $\triangle RST \cong \triangle RWX$. If $m\angle WXR = 62^\circ$, what is the measure of $\angle STR$? (Example 2)



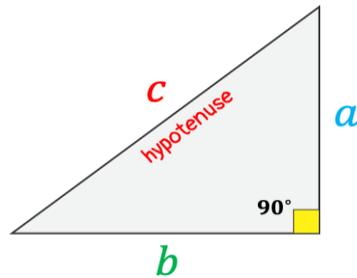
6. **Open Response** In the baseball diamond shown, $\triangle BEA \cong \triangle ARB$. The length of \overline{BE} is 90 feet. What is the length of \overline{AR} ? (Example 2)



REMEMBER

The **Pythagorean theorem** is a cornerstone of math that helps us find the missing side length of a **right triangle**.

PYTHAGOREAN THEOREM

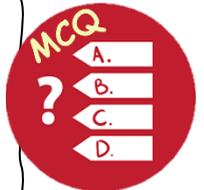


$$c^2 = a^2 + b^2$$

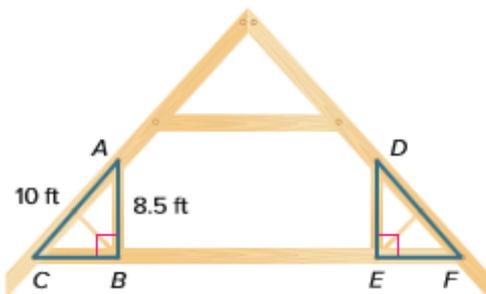
$$\star c = \sqrt{a^2 + b^2}$$

$$\star a = \sqrt{c^2 - b^2}$$

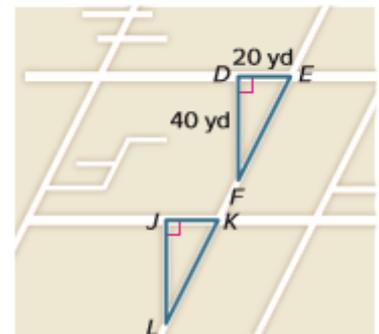
$$\star b = \sqrt{c^2 - a^2}$$



7. In the roof construction shown, $\triangle ABC \cong \triangle DEF$. If $\overline{AB} = 8.5$ feet and $\overline{AC} = 10$ feet, what is the length of \overline{EF} ? Round to the nearest tenth.



8. In the city park map shown, $\triangle DEF \cong \triangle JKL$. The distance from **D to E** is 20 yards and the distance from **D to F** is 40 yards. What is the **distance from K to L**? Round to the nearest tenth.



M9 L3: Similarity and Transformations

SIMILAR VS CONGRUENT

Similar Figures have the **same shape**.

They can be the same size or different sizes.

But the same scale factor

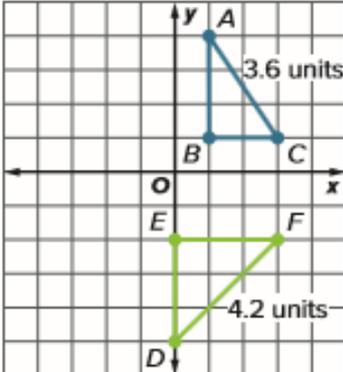
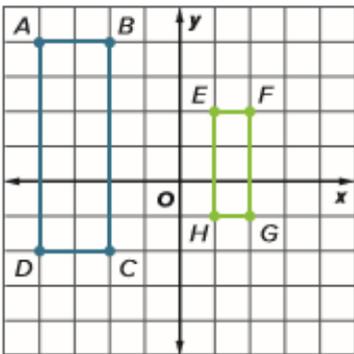
A **dilation** stretches or shrinks a figure. The image created by a dilation is similar to the original figure (preimage). The scale factor of a dilation is the ratio of corresponding side lengths.

$$\text{Scale Factors (K)} = \frac{\text{image}}{\text{preimage}}$$

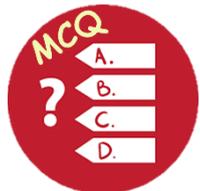
Determine if each pair of figures is similar. If so, describe a sequence of transformations that maps one figure onto the other figure. If not, explain why they are not similar. (Examples 1 and 2)

1.

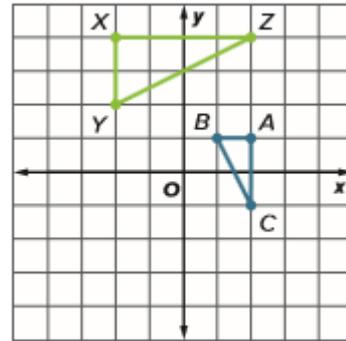
2.



(Hint: To determine whether two figures are similar, find the scale factor for all corresponding sides of both figures.)

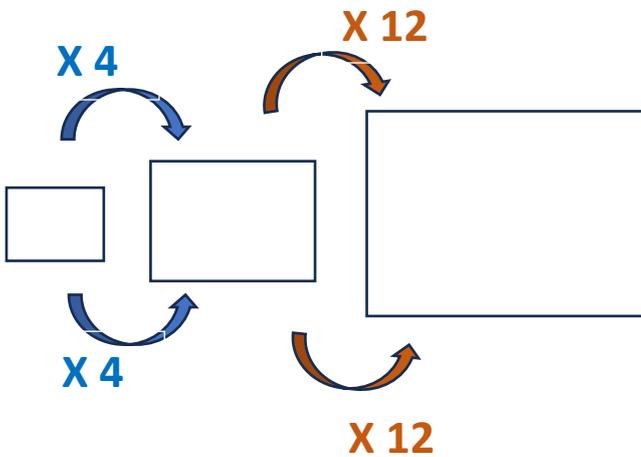


3. Triangle ABC is similar to $\triangle XYZ$. Determine which sequence of transformations maps $\triangle ABC$ onto $\triangle XYZ$. (Example 3)



4. Jenna is creating a mural for her bedroom wall. She would like to copy a **picture that is 2 inches by 2.5 inches**. She uses a copy machine to **enlarge it by a scale factor of 4**. Then she **projects it on her wall by a scale factor of 12**. What are the dimensions of the mural? Are the enlarged pictures similar to the original? (Example 4)

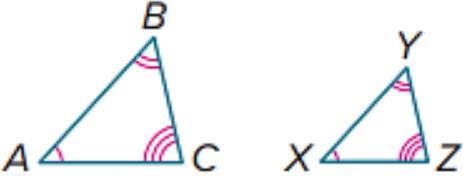
(Hint: The girl used two different scale factors)

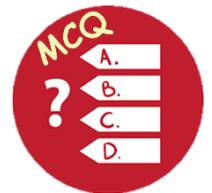


5. **Multiple Choice** Which sequence of transformations can be used to show that two figures are **similar but not necessarily congruent**?

- A dilation and rotation
- B translation and reflection
- C reflection and rotation
- D rotation and translation

M9 L4: Similarity and Corresponding Parts

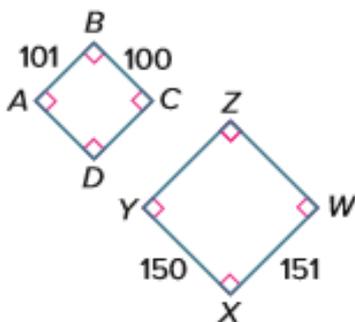
Words	Symbols
If two polygons are similar, then their corresponding angles are congruent and the lengths of the corresponding sides are proportional.	$\triangle ABC \sim \triangle XYZ$ Congruent angles: $\angle A \cong \angle X; \angle B \cong \angle Y;$ $\angle C \cong \angle Z;$ Corresponding sides: $\frac{AB}{XY} = \frac{BC}{YZ} = \frac{AC}{XZ}$
Model	
	<div style="border: 1px solid red; padding: 5px; color: red;"> <p>The corresponding angles of similar figures are the same.</p> </div>



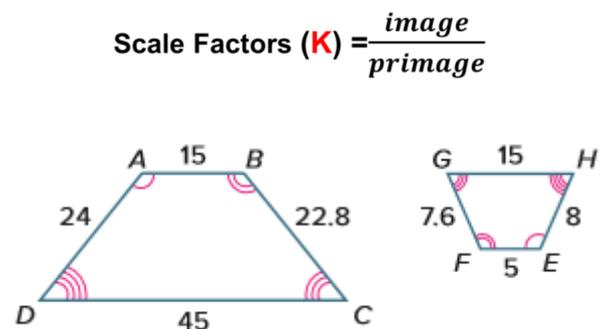
Determine whether each pair of polygons is similar. **If so, write a similarity statement.** (Examples 1 and 2)

(Hint: To determine whether two figures are similar, find the scale factor for all corresponding sides of both figures.)

1.



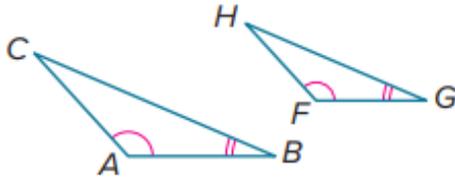
2.



Words

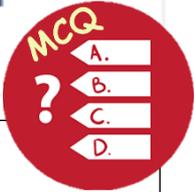
The **Angle-Angle Similarity** states that if two angles of one triangle are congruent to two angles of another triangle, then the triangles are similar.

Model



Symbols

If $\angle A \cong \angle F$ and $\angle B \cong \angle G$, then $\triangle ABC \sim \triangle FGH$.



Use the AA Similarity Theorem when:

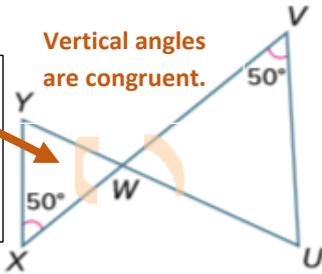
- You are given or can prove that two angles of one triangle match two angles of another.
- You're trying to prove similarity without needing to measure or compare side lengths.

3.

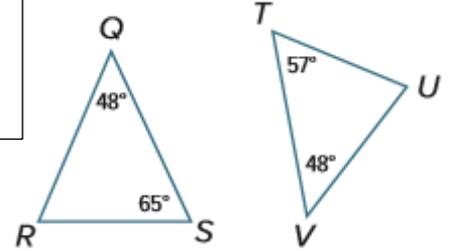
4.

(Hint: If the **second angle is not given** directly in the question, **try to find it**.)

Vertical angles are congruent.

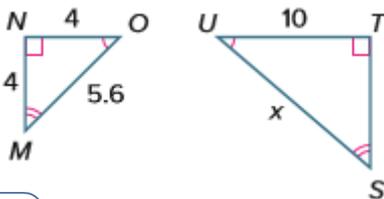


(Hint: Only the angles are given here, so it is appropriate to use the Angle-Angle Similarity Theorem.)

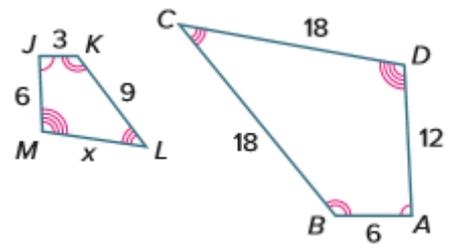


Each pair of polygons is similar. Find each missing side measure. (Example 3)

5.



6.

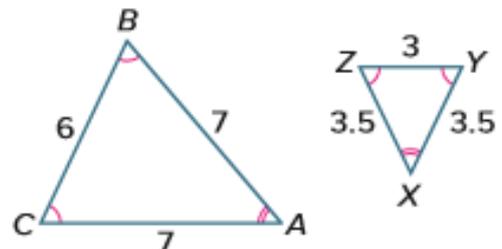


Step 1: Find the scale factor (The image is the figure with the missing side.)

Step 2: Multiply the scale factor by the corresponding side to find the missing side

7. Multiselect Which of the following is true about $\triangle ABC$ and $\triangle XYZ$? Select all that apply.

- The triangles are similar.
- The triangles are not similar.
- The triangles are congruent.
- $\triangle ABC \sim \triangle XYZ$
- $\triangle ABC \cong \triangle XYZ$



M9 L5: Indirect Measurement



REMEMBER

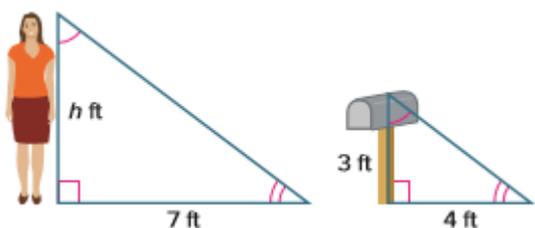
$$\text{Scale Factors (K)} = \frac{\text{image}}{\text{primage}}$$

To find the missing side of each figure, follow these steps:

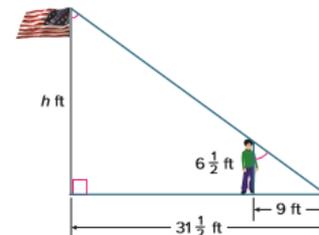
Step 1: Find the scale factor (The image is the figure with the missing side.)

Step 2: Multiply the scale factor by the corresponding side to find the missing side

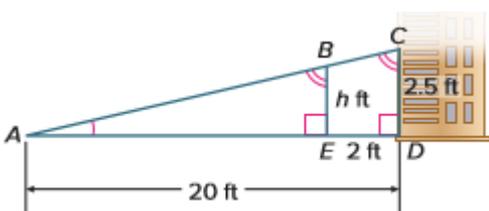
1. Becky casts a 7-foot shadow at the same time a nearby mailbox casts a 4-foot shadow. If the mailbox is 3 feet tall, how tall is Becky? (Example 1)



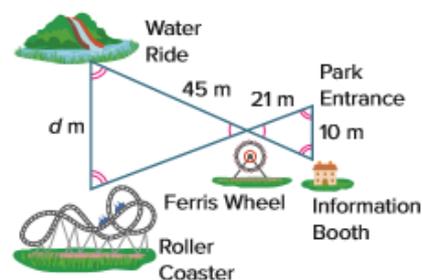
2. At the same time a $6\frac{1}{2}$ -foot tall teacher casts a 9-foot shadow, a nearby flagpole casts a $31\frac{1}{2}$ -foot shadow. How tall is the flagpole? (Example 1)



3. In the figure, $\triangle ABE$ is similar to $\triangle ACD$. What is the height h of the ramp when it is 2 feet from the building? (Example 2)



4. In the figure, the triangles are similar. What is the distance d from the water ride to the roller coaster? Round to the nearest tenth. (Example 2)

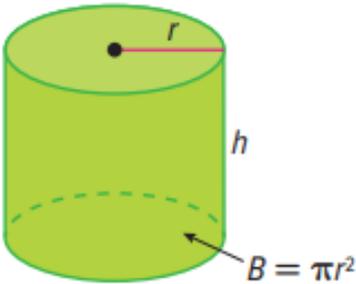


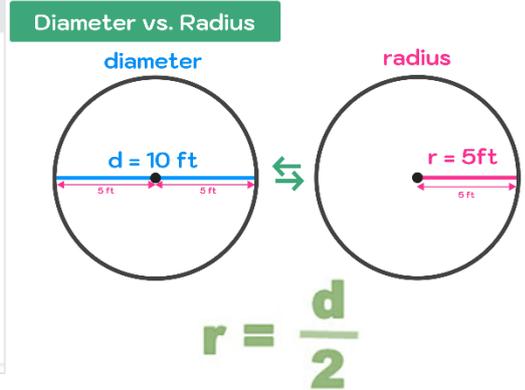
5. If a 25-foot-tall house casts a 75-foot shadow at the same time that a streetlight casts a 60-foot shadow, how tall is the streetlight?

6. **Table Item** A child and a statue casts the shadow lengths shown at the same time. Complete the table to find the height, in feet, of the statue.

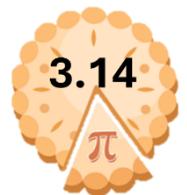
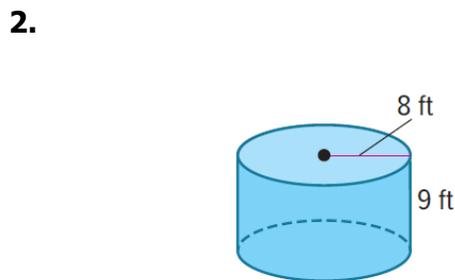
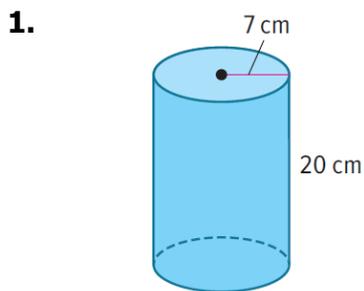
Object	Height of Object (ft)	Shadow Length (ft)
Emma	3.5	5.25
Statue		57

M10 L1: Volume of Cylinders

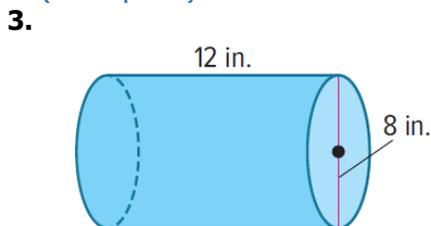
Words	Model
The volume V of a cylinder with radius r is the area of the base B times the height h .	
Symbols $V = Bh$, where $B = \pi r^2$ or $V = \pi r^2 h$	



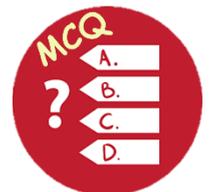
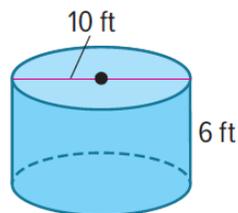
Find the volume of each cylinder. Round to the nearest tenth. (Example 1)



Find the volume of each cylinder. Express your answer in terms of π . (Example 2)

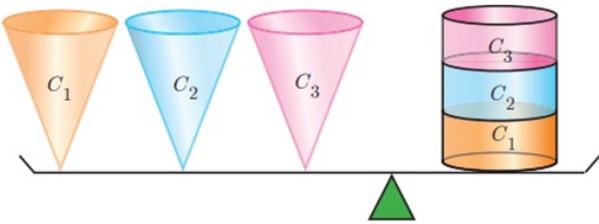


4.



M10 L3: Volume of Cones

Volume Comparison: Cone & Cylinder



$$3 \times V_{\text{Cone}} = 1 V_{\text{Cylinder}}$$

$$\div 3$$

$$V_{\text{Cone}} = \frac{1}{3} V_{\text{Cylinder}}$$

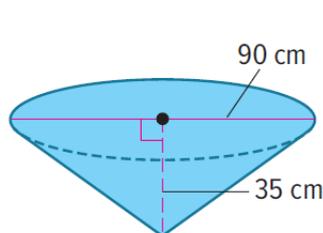
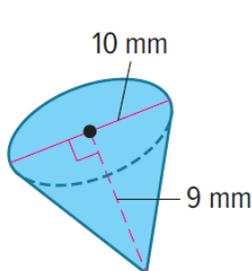
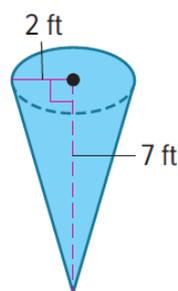
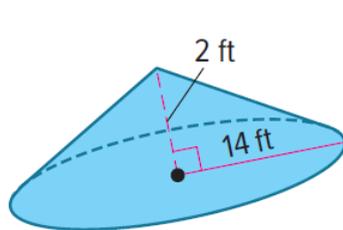
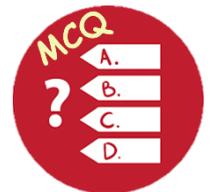
$$V_{\text{Cone}} = \frac{1}{3} \pi r^2 h$$

$$\div 3$$

$$V_{\text{Cone}} = \frac{1}{3} V_{\text{Cylinder}}$$

$$V_{\text{Cone}} = \frac{1}{3} \pi r^2 h$$

Find the volume of each cone. Express your answer in terms of π . (Example 1)



REMEMBER

$$r = \frac{d}{2}$$

M10 L3: Volume of Spheres

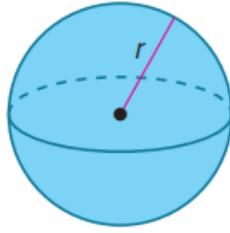
Words

The volume V of a **sphere** is four-thirds the product of π and the cube of the radius r .

Symbols

$$V = \frac{4}{3}\pi r^3$$

Model



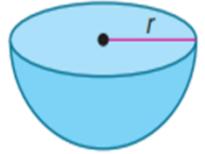
Words

The volume V of a **hemisphere** is two-thirds the product of π and the cube of the radius r .

Symbols

$$V = \frac{2}{3}\pi r^3$$

Model

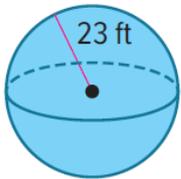


REMEMBER

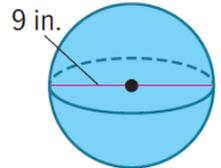
$$r = \frac{d}{2}$$

Find the volume of each sphere. Express your answer in terms of π . (Example 1)

1.



2.



3. A necklace has a single spherical pearl with a radius of 2.1 millimeters. What is the volume of the pearl? Round to the nearest tenth. (Example 2)



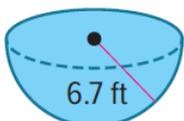
4. The **radius** of a mini-**basketball** is **4 inches**. A pump can inflate the **ball at a rate of 6 cubic inches per second**. How long will it take to inflate the ball? Round to the nearest tenth. (Example 3)

Step 1: Find the volume

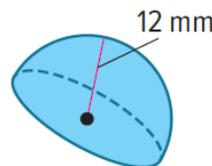
Step 2: $V \div \text{rate}$

Find the volume of each hemisphere. Round to the nearest tenth. (Example 4)

5.



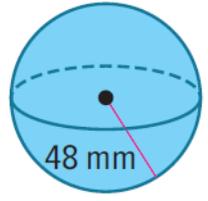
6.



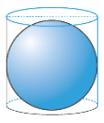


7. Olga is using **spherical beads** to create a border on a picture frame. Each bead has a diameter of 1.5 millimeters. Find the volume of each bead. Round to the nearest tenth.

8. **Open Response** What is the volume of the sphere shown? (Use 3.14 for π .)



9. Miguel has a **ball** of modeling clay that has a **diameter of 3.5 centimeters**. The **cylindrical container** it is **placed in** has a **base area of 7.1 square centimeters** and a **height of 5 centimeters**. **What is the volume of empty space in the container?** Round to the nearest tenth.



Step 1: Find the volume of the ball

Step 2: Find the volume of the cylindrical container $V = BH$

Step 3: Subtract to find the volume of empty space

10. A gift set of **three golf balls** is packaged in a clear **rectangular box 13.1 centimeters long, 4.5 centimeters wide, and 4.5 centimeters tall**. If each ball is 4.3 centimeters in diameter, **find the volume of the empty space in the box**. Round to the nearest tenth.



Step 1: Find the volume of 1 ball

Step 3: find the volume of box (prism) $V = L W h$

Step 4: Subtract to find the volume of empty space

Step 2: Find the volume of 3 balls

11. **Identify Structure When** using a calculator to find the volume of a sphere, one way to calculate $\frac{4}{3}$ is to use the parentheses keys and multiply by $\left(\frac{4}{3}\right)$. What is another way to calculate $\frac{4}{3}$ when finding the volume of a sphere?

12. **Persevere with Problems The** circumference of a sphere is 18π inches. Find the volume of the sphere in terms of π .

REMEMBER

C = Circumference
 d = diameter
 $\pi = 3.14$
 r = radius

$C = \pi d$
 $C = 2\pi r$

$2r = d$



M10 L4: Find Missing Dimensions

1. The **volume of a cylinder is 72π cubic feet** and the **radius is 6 feet**. What is the height of the cylinder? (Example 1)
2. The **volume of a cylinder is $5,070\pi$ cubic centimeters**. The **height of the cylinder is 30 centimeters**. Find the radius. (Example 1)
3. The **volume of a cone is 196π cubic feet**. Its **radius is 7 feet**. Find the height. (Example 2)
4. The **volume of a cone is 735π cubic millimeters** and the **height is 5 millimeters**. What is the radius of the cone. (Example 2)
5. Find the radius of a sphere with a volume of $26,244\pi$ cubic inches. (Example 3)
6. The **volume of a sphere is $4,500\pi$ cubic yards**. What is the radius of the sphere? (Example 3)
7. Melody has a **mug** with a **diameter of 3.5 inches** and a **height of 4 inches**. It is filled to the top with water. She wants to pour it into a **different mug** with a **diameter of 3 inches**. What is the minimum height the different mug must be so it does not overflow? Round to the nearest tenth.
8. **Equation Editor** The **volume of a sphere is $\frac{1,372}{3}\pi$ cubic inches**. Find the diameter of the sphere, in inches.

Step 1: Find the volume of the **Original Mug**

Step 2: Find the new height (Assume that the volume of the new mug is equal to the original mug's volume: $V_1 = V_2$)

REMEMBER

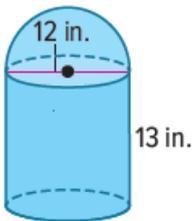
If the two figures are **composite and joined externally** (stacked or added together to form a solid), **add the volume of each figure to find the total volume** of the solid (Q1,2, 4, 5,9,11,12).

If **one figure is inside the other** (a part is hollowed out or removed), **subtract the volume of the inner figure from the outer figure to find the volume** of the solid (Q3,6,8).

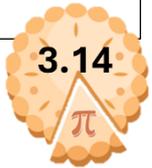
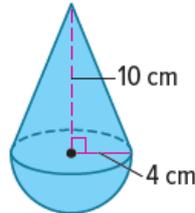
M10 L5: Volume of Composite Solids

Find the volume of each solid. Round to the nearest tenth.
(Example 1)

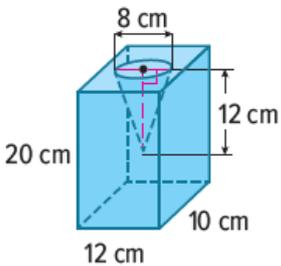
1.



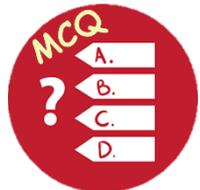
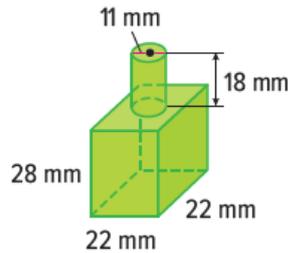
2.



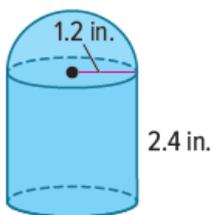
3. Find the volume of the flower vase. Round to the nearest tenth. (Example 2)



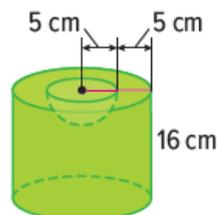
4. Find the volume of the nail polish bottle. Round to the nearest tenth. (Example 3)



5. Find the volume of the salt shaker. Round to the nearest tenth.

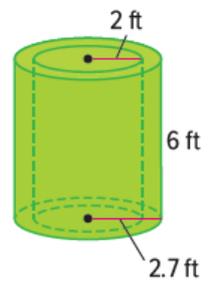
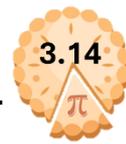


6. Find the volume of the salt shaker. Round to the nearest tenth.

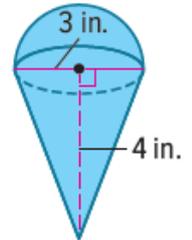


Apply

8. What is the volume of the composite solid in cubic yards? Round to the nearest tenth.



9. Mel's Ice Cream Shop has cylindrical containers to hold its ice cream. Each cylinder has a diameter of 10 inches and a height of 15 inches. How many of the cones shown can be made without any leftover ice cream?



Step 1: Find the volume of hemisphere

Step 3: Add to find total volume (Ice cream cone)

Step 5: Number of ice cream cones
= $V_{\text{cylinder}} \div V_{\text{ice cream cone}}$

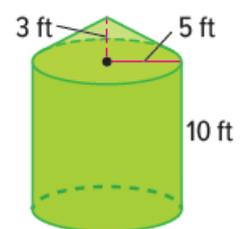
Step 2: Find the volume of the cone

Step 4: Find the volume the cylindrical container

10. What measurements do you need to know in order **to find the volume of a composite solid composed of a hemisphere and a cone?**



11. **Be Precise** Mateo is finding the volume of the solid shown. He found the volume of the cylinder to be 250π cubic feet and the volume of the cone to be 25π cubic feet. Explain how he can use the Distributive Property to add 250π and 25π without using an approximation.

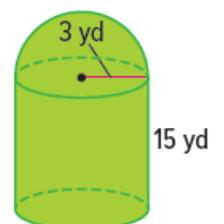


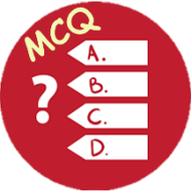
12. **Find the Error** A student found the volume of the solid shown. Find her mistake and correct it.

$$V = \frac{4}{3}\pi r^3 + \pi r^2 h$$

$$V = \frac{4}{3}\pi(3)^3 + \pi(3)^2(15)$$

$$V = 171\pi \text{ yd}^3$$



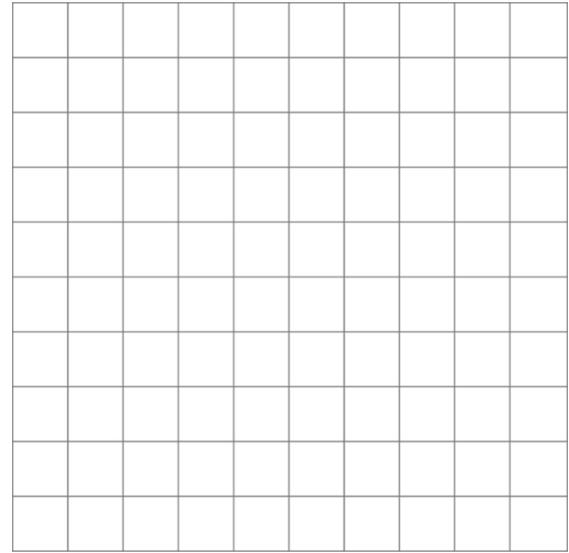


M11 L1: Scatter Plots

REMEMBER

To Construct a Scatter Plot:

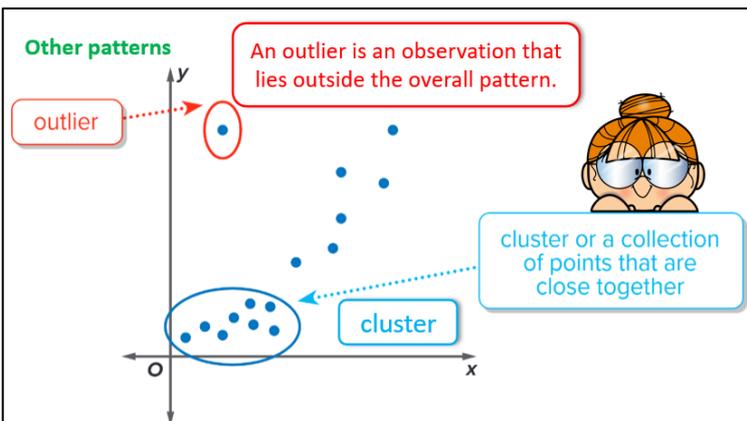
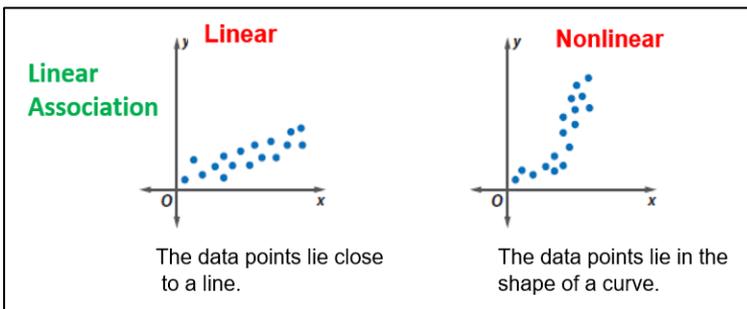
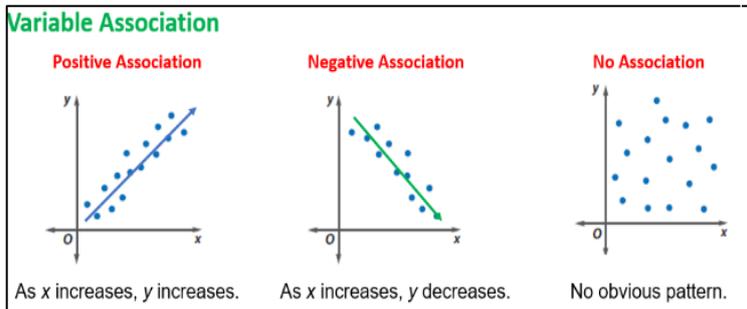
- 1) **Label each axis** with what it represents (e.g., x = season, y = Average point).
- 2) **Choose a consistent scale** for each axis. If the numbers are not in order, identify the lowest and highest values for each axis to determine an appropriate range.
- 3) **Plot each data pair** by placing a dot at the corresponding x and y values.



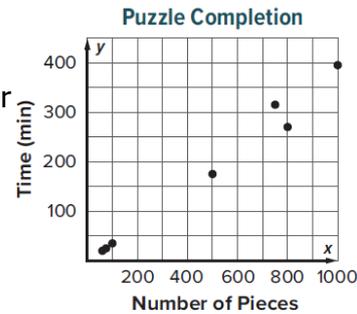
1. The table shows the average points scored per game by an NBA player in the first ten seasons of his career. **Construct a scatter plot of the data.** (Example 1)

Season	1	2	3	4	5
Average Points Per Game	28.2	22.7	37.1	35.0	32.5
Season	6	7	8	9	10
Average Points Per Game	33.6	31.5	30.1	32.6	26.9

REMEMBER Types of Associations

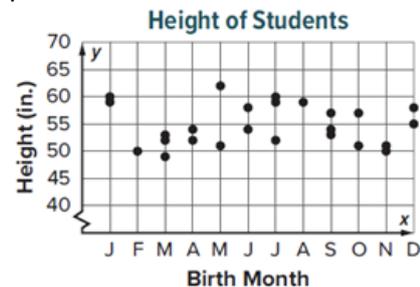


2. The scatter plot shows the relationship between the number of pieces in a jigsaw puzzle and the number of minutes that are recommended to complete the puzzle. **Interpret the scatter plot.** (Example 2)

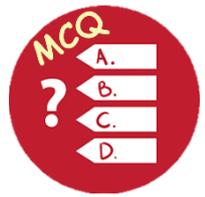


3. **Multiple Choice** The scatter plot shows the relationship between the birth month of every student in Mari's class and their height. Which is the best interpretation of the data?

(Example 3)



- As the months progress, the heights of the students increase. There is a positive, linear association. There are no clusters or outliers.
- The height of a student does not depend on their birth month. The scatter plot shows no association.
- As the months progress, the heights of the students decrease. There is a negative, linear association. There are no clusters or outliers.
- As the months progress, the heights of the students are the same. There is a positive, linear association.

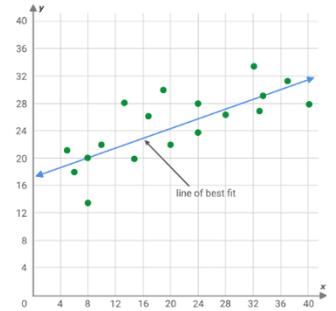


M11 L2: Draw Lines of Fit

REMEMBER

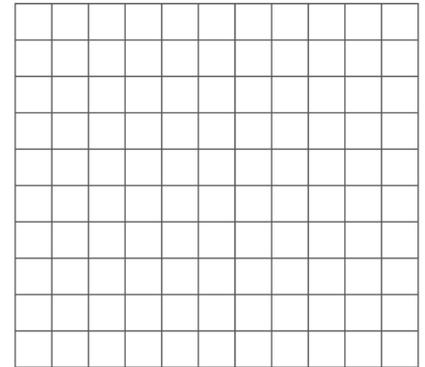
Position the line so that it:

- Follows the general trend of the data.
- Has **about the same number of points above and below** the line.
- Passes through the **middle of the data cloud** (not necessarily through any specific point).



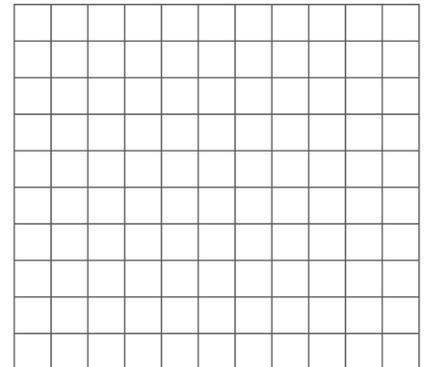
1. The table shows the average combined miles per gallon (MPG) and greenhouse gas (GHG) rating for certain mid-size cars. Construct a scatter plot. Then draw and assess a line that seems to represent the data. (Example 1)

Average MPG	22	25	31	28	16	26
GHG Rating	5	6	7	7	3	6
Average MPG	35	41	24	32	30	23
GHG Rating	8	9	5	8	7	5

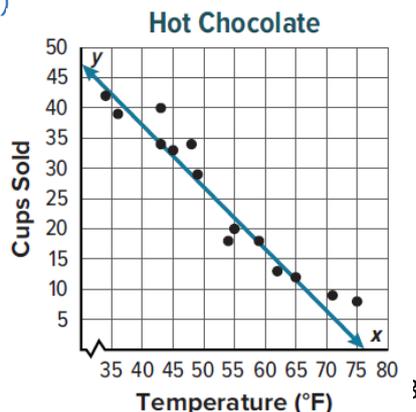


2. The table shows the fat and Calorie content for several snack foods. Construct a scatter plot. Then draw and assess a line that seems to represent the data. (Example 1)

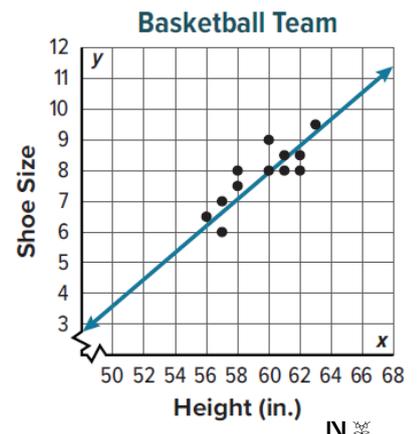
Fat (f)	1	6	7	8	12	18	20
Calories	200	222	239	274	338	339	385



3. The scatter plot shows the number of cups of hot chocolate sold at a football game and the average temperature during the game. **Use the line of fit to make a conjecture** about the number of cups of hot chocolate sold **if the average temperature is 50°F.** (Example 2)



4. The scatter plot shows the height and shoe size of the players on the boys' basketball team. **Use the line of fit to make a conjecture** about the shoe size of a boy on the team that is 59 inches tall. (Example 2)





M11 L3: Equations for Lines of Fit

Slope Intercept Form

$$y = mx + b$$

$$y = (\text{slope})x + \text{y-intercept}$$

Step 1 : Find the slope

$$\text{Slope} = \frac{y_2 - y_1}{x_2 - x_1}$$

Step 2: Find y-intercept

Where the graph crosses the y-axis

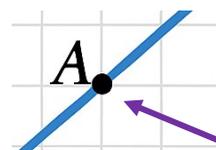
Step 3: Write the equation

$$Y = mx + b$$

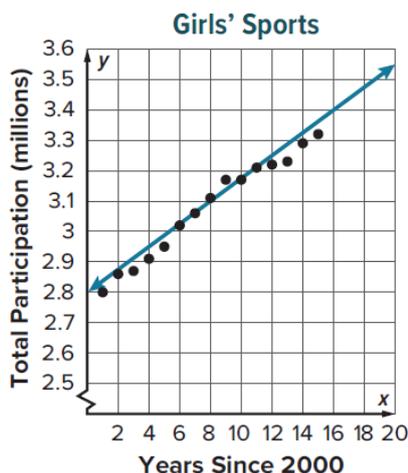
REMEMBER

To find the slope, use two points on the line (that are easy to read):

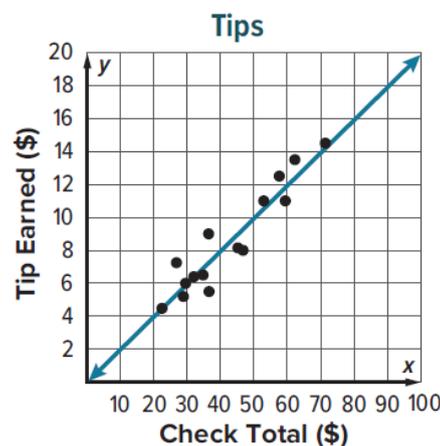
Are clearly on the line & typically fall on the intersections of the grid lines.



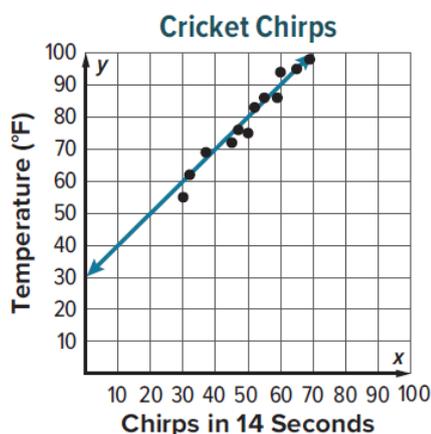
1. The scatter plot shows the number of girls that participated in high school sports in recent years. Write an equation in slope-intercept form for the line of fit that is drawn. Then interpret the slope and y-intercept. (Example 1)



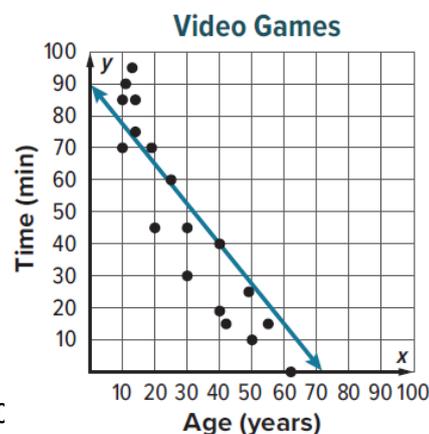
2. The scatter plot shows the tips different restaurant servers earned one night. Write an equation in slope-intercept form for the line of fit that is drawn. Then interpret the slope and y-intercept. (Example 1)



3. The scatter plot shows the relationship between the number of times a cricket chirps and the current temperature. Write an equation for the line of fit. Then use it to make a conjecture about the temperature when there are 40 cricket chirps. (Example 2)



4. Multiple Choice The scatter plot shows the results of a survey about age and daily time spent playing video games. Which equation best represents the line of fit?



- A $y = 0.8x + 90$
 B $y = -0.8x + 9$
 C $y = 1.25x + 90$
 D $y = -1.25x + 90$

M11 L4: Two-Way Tables



1. Omar surveyed students at his school. He found that **23 students are in the Chess Club**, and **8 of those students are in the Math Club**. There are **19 students that are in the Math Club**. **Ten students are in neither club**. Construct a two-way table summarizing the data. (Example 1)

REMEMBER

	Math Club	No Math Club	Total
Chess Club			
No Chess Club			
Total			

Use the data to fill in each cell, this tells how many times a specific combination occurred.

(Hint: If the missing cell is in the middle of a row or column, subtract the total by the other known value(s) to find the missing

(Hint: If the missing cell is in the total row or column, add the other values in the same row or column to find it.)

2. The table shows the results of a survey that asked seventh and eighth grade students whether they buy or pack their lunch. Find the relative frequencies. Round to the nearest hundredth. Are seventh graders or eighth graders more likely to buy their lunch? Explain. (Example 2) **Relative Frequency by Row**

REMEMBER

	Buy Lunch	Pack a Lunch	Total
7 th Graders	30	45	75
8 th Graders	51	25	76
Total	81	70	151

(Hint: Ignore the total column when calculating relative frequency by row.

Relative Frequency by Row =

$$\frac{\text{Cell value}}{\text{Total of that row}}$$
 Write the result as a decimal next to each cell value.

3. The table shows the results of a survey about the number of bus riders at McGuffey Junior High. Find the relative frequencies. Round to the nearest hundredth. Are male students or female students more likely to not ride the bus? Explain. (Example 3) **Relative Frequency by Column**

REMEMBER

	Male	Female	Total
Bus	110	84	194
No Bus	85	42	127
Total	195	126	321

(Hint: Ignore the total row when calculating relative frequency by column.)

Relative Frequency by columns =

$$\frac{\text{Cell value}}{\text{Total of that column}}$$
 Write the result as a decimal next to each cell value.