

Impact of Re-mastery of Prior Knowledge Skills on the Retention of New Mathematical Content

An Interactive Qualifying Project Report
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Abstract

This Interactive Qualifying Project (IQP) focused on the impact of the re-mastery of prior knowledge skills on the retention of new mathematical content, using the non-profit, computer-based system of ASSISTments. The study took place over the 2011 – 2012 Academic year, encompassing four middle school classrooms and four books from the Connected Mathematics Project (CMP) curriculum. Two weeks prior to the start of a new mathematics unit, the experimental group was given an opportunity to practice skill building sets identified as prior knowledge skills which were needed for success in the new unit. Data from the study concluded that re-mastery of prior knowledge skills may be beneficial in the mastery of new content.

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Introduction

ASSISTments is a free public service of WPI, which is developed with funds from federal grant money. The online platform assists students with helping learn academic content including English and mathematics. In the ASSISTments online community, students receive formative assessment outside of class time, while receiving feedback in the form of hints and instant correctness gratification, as if they were with an instructor. Additionally, teachers are able to get feedback from assigned material in order to adjust their classroom instruction and pacing.

ASSISTments is now used in many middle schools across Massachusetts, available for students for extra practice and reinforcement of class content. Many researchers suggest, however, that the next step for ASSISTments is to prepare students from new mathematical content by allowing them the opportunity to re-master skills learned in previous units that are necessary for success in the new material.

In response to a curriculum re-design of the Connected Mathematics Project (CMP) focusing on the issue of prior knowledge skills, the goal of this study was to evaluate the impact of re-mastering prior knowledge skills on the retention of new mathematical content. In the study, students were given a set of skill sets to practice on, which had been selected as prior knowledge skills, two weeks before the start of a new unit. Pretest, mid test and posttest assessments were given at the beginning, middle and end of the study to track the students' progress against a control group of students. Data on the skills sets completed, as well as the scores on the assessments, were analyzed in this study to attempt to draw statistically significant conclusions of the study. The analysis of the collected student performance data and the conclusion of the experiments are presented in this paper.

Background

The influence of retrieval on success in retention and mastery of material has been shown to be important through multiple academic studies. A study by Mark Carrier and Harold Pashler of the University of California, San Diego, revealed that retrieval of material is beneficial to the effect that it provides another study opportunity for recall and retention (Carrier 1992). Using two experiments with different stimulus and response times, the pure study trial (ST) and the Test Trial / Study Trial (TTST) methods, the research showed that subjects given the TTST test were more likely to remember more ordered response pairs. Rather than expose subjects to stimuli and response at the same time, as in the ST study, subjects in the TTST study were first given stimuli, followed by the presentation of response items later in time.

One explanation given for this conclusion is that subjects in the TTST study were given the opportunity to recognize stimuli that were difficult to recall, and then were able to adjust and focus primarily on the retention of those specific stimuli. The principle, that prior practice of stimuli related to new material leads to a higher rate of retention, was taken and applied towards connected learning mathematics, culminating in a curriculum re-design and multiple proof of concept studies.

The study of prior knowledge skills, as related to connected learning mathematics, started with a tactical curriculum re-design for the Connected Mathematics Project (CMP), across the units from the sixth to the eighth grade. The re-design focused on the principles of spacing and assessment, which were implemented in the practice of knowledge components, referred to in this paper as skills. In relation to the TTST study, prior knowledge skills represented the stimuli, and the core concepts of the new unit represented the response. In the study, prior knowledge

skills that are expected to have been mastered in earlier units are introduced or refreshed in subjects' minds before the introduction of new material, with the expectation that this re-mastery of prior knowledge would lead to greater retention in new core skills presented in the unit.

To accomplish the re-design of the CMP curriculum, the University of Illinois at Chicago (UIC) and Worcester Polytechnic Institute (WPI) spent time tagging all CMP homework and assessment problems with the content each item practices, the context in which the skill occurs, the procedures involved in solving the problem, and the type of responses required (Year 2 Report). From this work, UIC and WPI were able to tag and identify over 150 skills and 70 linked, prerequisite relationships between skills. Researchers were then able to identify skills in the curriculum that were expected to be mastered before the start of a specific unit. By restructuring teacher's material to reflect this information, the team was able to provide teachers with a way of gauging the retention level of skills learned previously, which were relevant to the upcoming unit. Modifications to the curriculum materials, which allowed students the opportunity to practice previously mastered skills, increased students' acquisition and mastery of new material found in the unit (Year 2 Report). This research has culminated in a two thousand student paper study due to run next spring, as well as multiple smaller online studies, including this Interactive Qualifying Project (IQP).

As stated previously, the goal of this paper is to evaluate the impact of re-mastering relevant prior mathematical knowledge on acquiring new mathematical knowledge. Students in the study were broken into an experimental group and a control group, and while the control group was given irrelevant skill sets, the experimental group was given a chance to practice and re-master all relevant prior knowledge skills needed for success in the upcoming unit. Practice was spaced over the two weeks prior to the start of the unit, and students were assessed at the

beginning and end of the practice, as well as at the end of the unit. This study constituted a more precise test of the benefits of retention of prior mathematical knowledge. It was hypothesized students in the experimental group, who were given additional practice on prior skills, would be better prepared to handle the new mathematical content in the unit and therefore demonstrate higher levels of proficiency on presented topics.

Metrics and Scenarios

The Setup

The setup for the study on the impact of re-mastering prior knowledge skills on acquiring new mathematical knowledge was started by sorting and organizing the prior knowledge skills selected by the University of Illinois at Chicago (UIC) and Worcester Polytechnic Institute (WPI) teams into the selected books for the study. The Connected Mathematics Project (CMP) books that were used in this study were: Accentuate the Negative and Comparing and Scaling for the 7th grade students and Thinking with Mathematical Models and Looking for Pythagoras for the 8th grade students.

Subjects in the control and experimental groups, who started with Accentuate the Negative in the first half of the study, were then switched and provided counterbalance data when they completed Comparing and Scaling. Similarly, subjects who started with Thinking with Mathematical Models in their classrooms provided counterbalance data in their completion of Looking for Pythagoras as the next unit. It is important to note that for the Accentuate the Negative and Comparing and Scaling, the UIC team, including Kevin Dietz selected the prior knowledge skills, whereas for Thinking with Mathematical Models and Looking for Pythagoras the WPI team completed the initial analysis on selecting prior knowledge skills. Using this analysis, members from the Interactive Qualifying Project (IQP) team were able to generate a list of ASSISTments skill builders to assign students in the experimental group. Skill builders, which are each a series of problems requiring students to get three problems in a row correct to achieve mastery, for the subjects in the control group were chosen based on their relative irrelevance to the mathematical content in the new unit.

In addition to providing subjects in the experimental group with an opportunity to re-master prior knowledge skills, both the experimental and the control groups were given assessments to track and compare their knowledge in both the prior knowledge skills and the core knowledge of the unit. There were three tests involved in administering this study: a pretest, a mid test, and a posttest. The format for the pretest and posttest both were identical structure, and had 2 parts to them. The first part of the tests evaluated students on **core knowledge** of the new unit, and the second part of the test evaluated students on the **prior knowledge skills** of the unit. For the first part the group started with an ASSISTments based exam used as a practice exam by teachers during the unit, and deleted duplicates of any problems that were of the same format or repetitive. This first part contained between 10 and 20 problems. The second part was composed of 1 problem from each of the skill builders used for the re-mastery of prior knowledge, given to the experimental group. The mid test only consisted of 1 problem from each of the prerequisites. There were usually around 10 skill builders so the second half of the pretest and posttest, as well as the mid test, was usually around 10 problems. Representations of the pretest, mid test and posttest can be found in the appendix of this report. For all three of these tests, the mode on ASSISTments was set to “test”, which meant that the students did not get any hints or any feedback during completion.

In order to understand the connections between the prior knowledge skills and the core knowledge in the new unit, the group mapped the 2 components of the pretest to each other. Each of the Core problems was mapped to prior knowledge skills which were necessary to complete the problem, and this mapping can be found in the *Prior Knowledge Skills to Core Skills – Relevant Mapping* Appendix. It is important to note that for Accentuate the Negative, each of the core knowledge problems dealt intrinsically with integers, while selected prior

knowledge skills all dealt with fractions and decimal number sense. For Thinking with Mathematical Models, the core knowledge problems mapped very closely to the prior knowledge skills. For Looking for Pythagoras, the IQP team was forced to omit the “Properties and Classifications of Triangles” skill because of lack of an ASSISTments skill builder, but concluded after the mapping of the unit that it was one of the key prior knowledge skills for understanding the core knowledge of the new unit. Comparing and Scaling was well mapped, with a fair distribution of prerequisites being required for the core material.

The Experiment

The study on the impact of re-mastery of prior knowledge skills for the improved retention of new mathematical content took place over the past academic year, September 2011 to May 2012. Coordination of the study needed the cooperation of multiple entities, including the ASSISTments staff, the Interactive Qualifying Project (IQP) team, and the faculty and staff at the subject middle schools.

At the start of the study, students from four middle school classrooms, who already used ASSISTments in their day-to-day learning of the mathematics curriculum, were split into the control group and the experimental group. As stated previously, while students in the control group received various irrelevant skill sets to work on, students in the experimental group were given skill builders for each of the prior knowledge skills that were identified by the UIC and WPI as prior knowledge skills needed for success in the upcoming unit.

To break the students into groups of equal skill level, students were sorted on their current grade for the class, and then every other student was put into one of the two groups. This way, there was an even representation of skill levels in both the control and experimental groups.

Once the control and experimental group were set up, teachers were given group assignments to be delivered anonymously in class. Members of the IQP team spent time navigating through the teacher's accounts on ASSISTments to load and set up all material needed for the study.

After the control and experimental groups were created and the material had been loaded into the assignments folder, careful coordination with the teachers in the study was needed to set up the timing of the study, which was critical for its success. To accurately test the hypothesis of the effect of spacing on the retention of mathematical content, subjects started practice of prior knowledge skills two weeks prior to the start of the unit, at a pace which was determined by the teachers. Formative assessments, to test subjects' progress, were given at the beginning of the study, after all of the prior knowledge practice was completed, and at the end of the new mathematical unit. Those assessments were the pretest, mid test and posttest respectively, which have been explained in depth above.

In order to preserve consistency and control during the study, teachers were told not to access the data from their students, with the exception of checking to make sure that they were all working towards completion of the assigned materials. Once the study was completed, teachers were allowed access to their students' data and a counterbalance experiment was set up on the next book in their curriculum.

Results

Part One: Comparing and Scaling and Thinking with Mathematical Models

Initial Analysis

When the first data came in for Accentuate the Negative, it became apparent that some sort of filtering would need to be applied so that only the students who had been exposed to the relevant elements of the experiment would remain. In its raw form, the data contained many students who had failed to complete the pretest, posttest, numerous homework assignments, mid test, and even combinations of these assignments. When all of the unfiltered data was analyzed at once, the data showed the experimental group scoring 19% higher on the core knowledge, examining the difference between posttest and pretest scores, with differences of 31% and 26% for the experimental and control groups respectively. However, this was not statistically significant with a 2-tailed ttest producing a p-value of 0.1037.

The first filter applied limited the data so that only students with a prior assessment (pretest score) and later assessment (posttest score) would be examined, as students who failed to complete either or both assignments had no metric by which they could be reasonably compared. With this filter alone, the data now showed the experimental group scoring 23% higher on the core knowledge, examining the difference between posttest and pretest scores, with differences of 32% and 26% for the experimental and control groups respectively. Again, this result was not statistically significant with p-value of 0.0597, though was very close to being below the targeted 0.05.

Next, a filter was applied to differentiate between students who scored well on the core knowledge initially, the crude assumption being that they may have taken the work more

seriously. This filter, which was applied to the set of data already limited by the above filter, was implemented with a median split on the core knowledge portion of the pretest assessment. It is important to note that only students above the median score were examined in this portion. This data showed a gain of 56% for the experimental group over the control group in core knowledge, with the posttest and pretest score differences being 28% and 18% for experimental and control groups respectively. This result was statistically significant at 0.0237. A summary of the filtered results can be seen in table 1 below.

Filter Applied	Relevant Skills Group (Pre to Post)	Irrelevant Skills Group (Pre to Post)	T-test Score
Un-filtered Data	31	26	0.1037
Completed both Pre and Post	32	26	0.0597
High Starting Core Knowledge	28	18	0.0237

Table 1: Initial analysis for Accentuate the Negative on three different filters to test for statistical significance

Similar filtering and manipulation of the data was attempted with the data from Thinking with Mathematical Models, but there was no resulting statistically significant data. Upon reflection into the mapping of the prior knowledge skills to the core knowledge problems of the pretest and posttest assessments, the team hypothesized that since the prior knowledge skills mapped so closely to the core knowledge of the unit, as stated previously in metrics and scenarios, students had a chance to practice and re-master prior knowledge skills during the unit, regardless of if they had been given the opportunity to re-mast these prior knowledge skills in the two weeks previous to the start of the unit. The rest of the analysis in the paper will focus primarily on the data received from Accentuate the Negative and its counterbalance data from Comparing and Scaling, rather than Thinking with Mathematical Models.

Subject Ranking System

The idea of reducing the set of data to only subjects meeting certain criteria based on the group's judgment was considered, though ultimately proved to be unprofitable in implementation. With the aim of defining various subject groups to include and exclude in the analysis data set to better show the experimental effect of prerequisite conditioning, three groups were defined.

The first, the "ceiling students", were abstractly defined as subjects so proficient in the relevant (core) knowledge at the time of pretest that they did not have appropriate room to grow throughout the experiment. The consensus was that such subjects should be removed from consideration as the inability to demonstrate growth deemed them ineffective for use in testing the study's research hypothesis. It should be noted that this rationale is contrary and opposite to that found in the initial analysis section, whereby the group of subjects commanding scores superior to the median for subjects on core knowledge pretest sections was the *only* group considered fit to analyze. Interestingly, it followed that the group of "ceiling subjects" was in fact the only group to achieve statistically significant growth, as calculated by t-test, in core knowledge from pretest to posttest. Resultantly, simply removing the "ceiling kids" was not an option, but still efforts continued to include the limiting of "ceiling students" in some larger equation of student ranking that might better depict the actual experimental effect.

The second group defined was "grit subjects", who may have struggle greatly throughout the course of completing their prerequisite skill builders assignments but ultimately persisted through success. The idea here was to avoid discounting a group of students that on the surface may not have seemed serious about their work (based on their homework percent correct), but in actuality did care enough to work hard, despite struggling, and eventually master the assignment. Upon deeper inspection, it could be said that this is in fact the very group of students that stand

to benefit most from such programs of prerequisite conditioning as examined in this study. With this in mind, various metrics and scores were generated in an effort to better understand this population, and data analyzed on “grit subjects” resulted in statistically significant results.

The third group defined was “hard working subjects”, those who completed 100% of the assigned homework through to mastery (three correct in a row). Both in efforts to filter the data in combination with the above two defined group, as well as in exclusion of them, not productive result was found. Perhaps the takeaway lesson here is that in any classroom there will be a variety of background knowledge, skill sets, and capabilities among students. If the goal is to create a general use system to augment preparedness for the standard curriculum, but the population of subjects must be reduced (beyond those that failed to participate fully in the study) to simply show any amount of desirable effect, then perhaps such a system is not truly effective. Rather, a significant effect should be evident when looking at the participating classroom population in its entirety, as was successfully done in this study, and not by artificial manipulations of the data predicated on the analyzer’s judgment.

Performance of “Grit” Subjects

As stated previously, “grit subjects” are defined as students who, even though they do not necessary understand the material, are working hard to master the prior skills and eventually do. Specifically, these were the subjects that during skill builders answer very few questions correctly but end up mastering at least 8 prior skills. Analysis on “grit subjects” was done for the data on Accentuate the Negative.

For “answered very few correctly” the analysis was going to use students who were 1 SD below the mean, but so few students were, the study instead used students who were below the mean for their respected groups.

Relevant Group: 34

Irrelevant Group: 38

And who mastered 8 or more skills:

Relevant group: 20

Irrelevant Group: 17

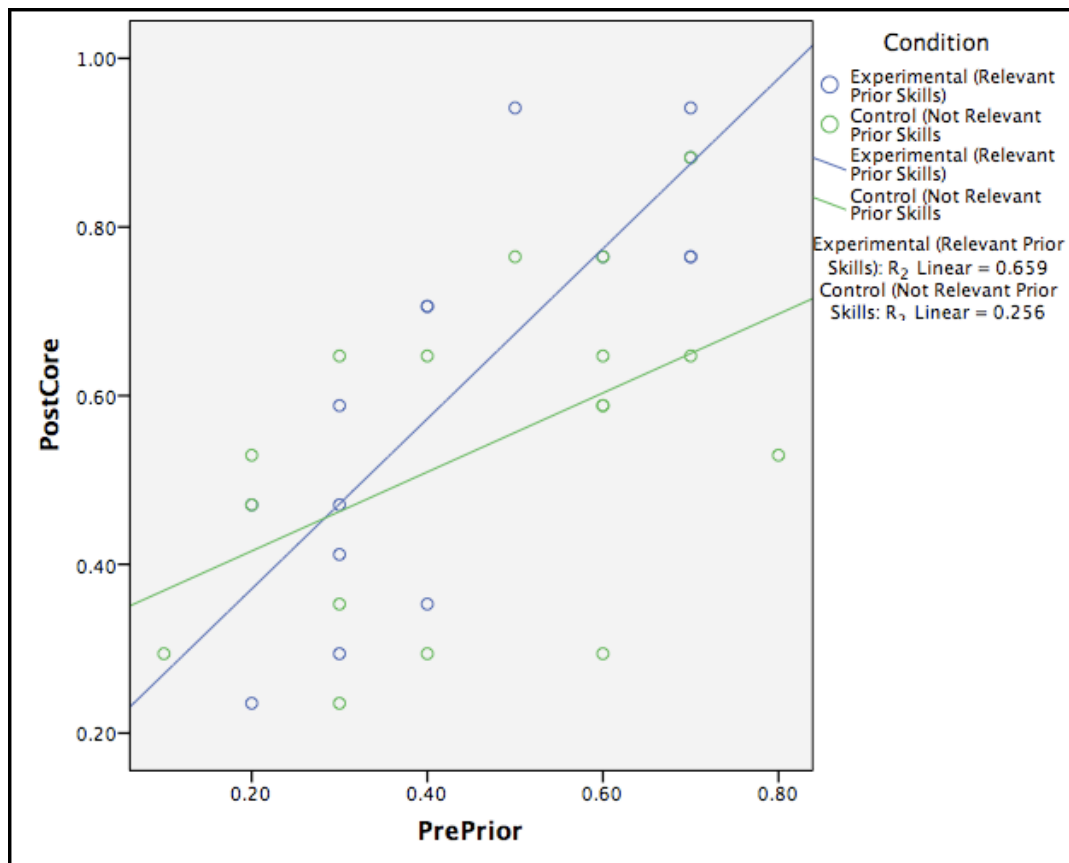


Figure 1: Graphical Analysis of "grit subjects" on prior knowledge pretest scores vs. core knowledge posttest scores

As shown the graph, with subjects' scores on the prior knowledge skills on the pretest on the horizontal axis and subjects' scores on the core knowledge skills on the posttest, Subjects who worked hard to practice and re-master the prior knowledge skills gained more knowledge between the pretest and the posttest than the subjects without practice on the prior knowledge skills.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.710 _a	.504	.450	.15759	.504	9.470	3	28	.000

a. Predictors: (Constant), CondxPrePriorC, Condition10, PrePriorC

ANOVA_b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.706	3	.235	9.470	.000 _a
	Residual	.695	28	.025		
	Total	1.401	31			

a. Predictors: (Constant), CondxPrePriorC, Condition10, PrePriorC

b. Dependent Variable: PostCore

Coefficients_a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.568	.040		14.224	.000
	Condition10	.131	.060	.312	2.192	.037
	PrePriorC	.468	.191	.430	2.449	.021
	CondxPrePriorC	.540	.294	.337	1.836	.077

a. Dependent Variable: PostCore

Table 2: Table of values associated with the analysis of “grit subjects”

The above table of the data from this analysis shows results which show statistically significant differences between the experimental and control groups. The analysis of “grit subjects” has shown that students who work hard to re-master prior knowledge skills before the start of the unit perform higher and retain more knowledge than

students who do not have the chance to re-master prior knowledge skills. This is a promising result, because it shows that the study of prior knowledge skills has the opportunity to impact low knowledge, hard-working students.

Performance of High vs. Low Prior Knowledge Subjects

Another approach that was taken in analyzing the data was to develop questions about different types of subjects and provide answers using the data. The team wanted to see if subjects who came into the study with a strong handle on prior knowledge skills would do better in the unit. Kevin Dietz at the UIC ran some analysis on the Accentuate the Negative data investigating the question of how the performance of high prior knowledge and low prior knowledge subjects were affected by the study. Kevin first ran a hierarchical regression on the pretest scores of the prior knowledge skills. This accounted for significant variance. The students who scored higher on the prior knowledge section of the pretest also scored significantly higher on the core material section of the posttest. Kevin also split the data on those who practiced relevant and irrelevant skills. He found that those who studied the relevant skills did score higher on the posttest core material. The final step was finding the interaction between the two. This was not found to be statistically significant. Figure 1 below shows the results of this analysis. It shows specifically, the Relevant Skills practice condition performed better at the core post-test than the Irrelevant Skills practice condition. In Step 3, the interaction between the two terms was entered, which was not significant, $t(94) = -.77, ns$.

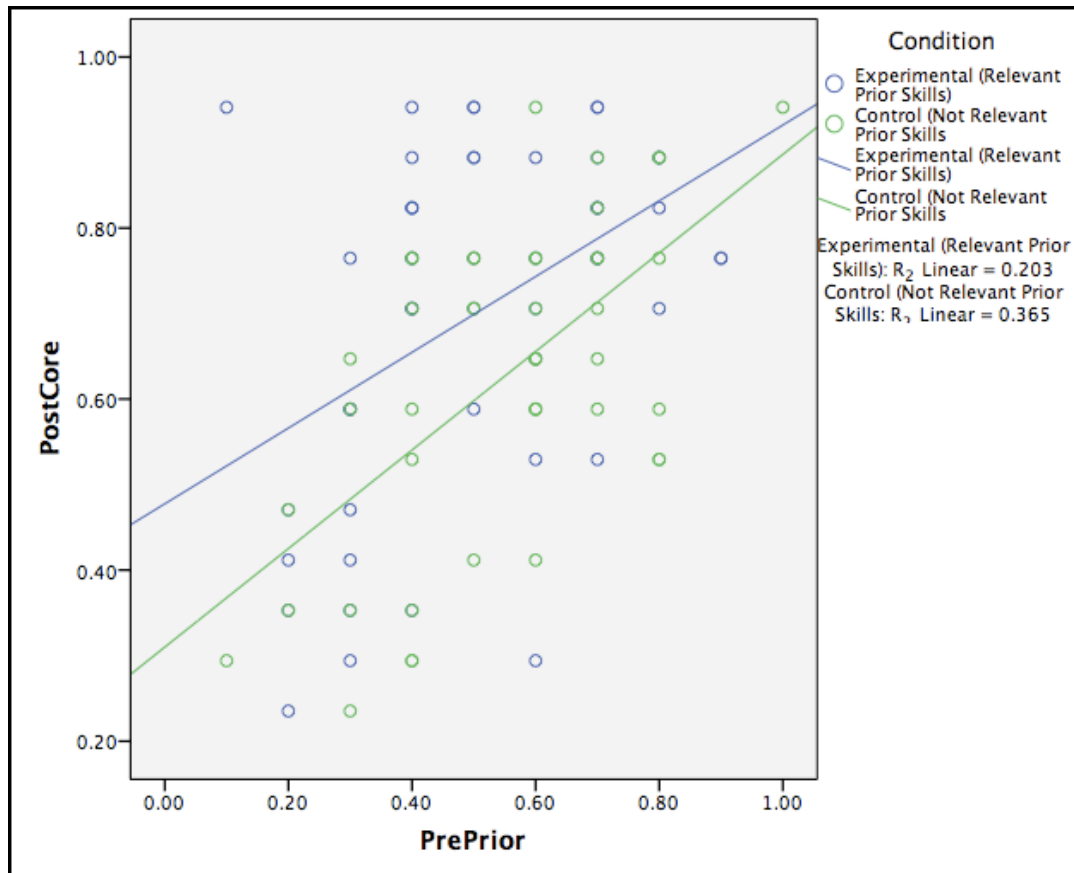


Figure 2: Graphical analysis of high vs. low prior knowledge subjects

Impact of Re-mastery of Prior Knowledge

A key question that the team looked to answer in the study was if the students actually mastered the prior knowledge skills, was it of benefit them in learning the new material. Additionally, Kevin studied the impact of re-mastery of prior knowledge skills on the retention of those skills, essentially studying whether or not the assigned practice was helpful even in the retention of the prior knowledge skills above all else. To complete this analysis for Accentuate the Negative, he ran 2 (Condition: Relevant Prior Skills, Irrelevant Skills) x 3 (Test: pretest, mid test, posttest) ANOVA using the scores of the pretest, mid test, and posttest of only the prior knowledge skills. He found that the students who had been practicing the relevant prior skills

performed better on the mid test, but both groups performed about the same on the prior skills section of the posttest.

Mastery Learning – Proof of Concept

One of the questions that can be reinforced using the data from Accentuate the Negative is whether or not mastery learning as a concept is effective, which has already been shown in the ARRS study (Heffernan 2012). To do this the team looked at the pretest, mid test, and posttest of the prior knowledge skills, or the second part of the pretest and posttest assessments. This was achieved first by comparing changes in scores for the two conditions from prior knowledge skills pretest to prior knowledge skills posttest. Then the team looked at how mastery of the prior knowledge skill set was maintained throughout the course of learning new material in the new unit, in relation to the control group who had no prior knowledge practice.

Because students in who received relevant practice on prior knowledge skills have to use those skills when practicing the new skills they are encountering in Accentuate the Negative, it seemed logical to hypothesize that those relevant prior skills would be answered more correctly at post-test than the subjects who received no practice on the skills before be assessed on the same material. For this analysis, a 2(Condition: Relevant Prior Skills, Irrelevant Prior Skills) x 3(Test: Pretest, Mid test, Posttest) ANOVA where the test variable represents students' scores at pretest, mid test, and posttest of the prior knowledge skills (and *not* the core skills as was the focus of the first ANOVA analysis) was run. The results can be seen below and are graphed in Figure 3 on the next page.

(This analysis was run two ways—either just excluding the students with missing Prior Skill Pre/Mid/Posttest data from Column E or excluding all participants with missing Prior Skill

Pre/Mid/Posttest data AND missing Core Skill Pre/Posttest data. Both ways yield similar results, so only the results from the latter are reported here because the stricter exclusion criteria yield more “favorable” results in the ANOVA above)

No Condition Main effect: $F < 1$

No Test Main effect : $F(2, 192) = 1.58, ns$

Condition x Test Interaction: $F(2, 192) = 8.16, p < .001$

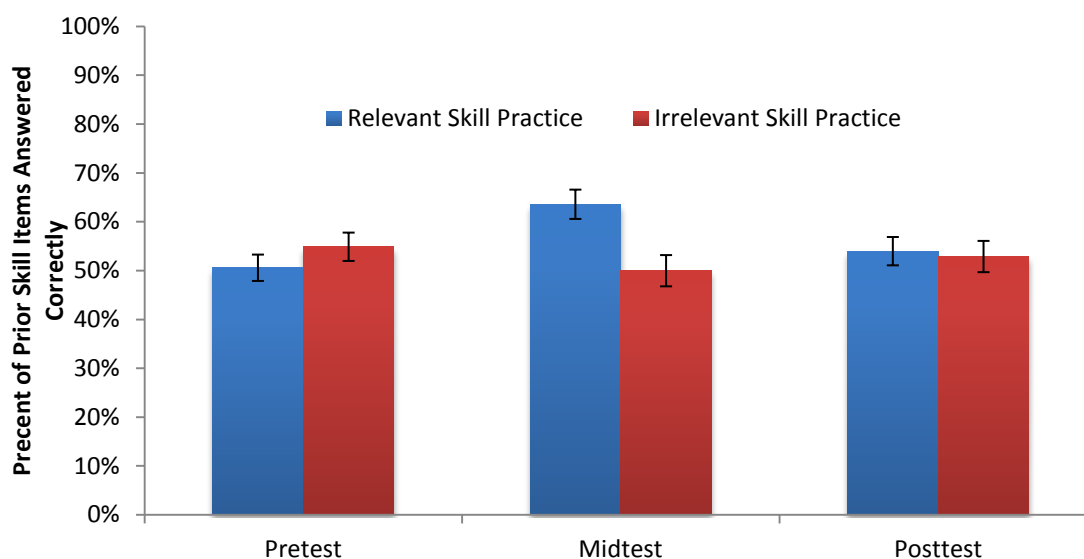


Figure 3: Effectiveness of Mastery Learning on the retention of prior knowledge skills for Accentuate the Negative

Comparing the two conditions at pre-test will allow to us to see whether the two groups came in with the same skill level. They are, $F(1, 192) = 2.05, ns$. After two weeks of mastery-learning, the students receiving practice on prior knowledge skills scored higher on the mid test than students practicing irrelevant prior skills, $F(1, 192) = 17.68, p < .001$. Interestingly, the students practicing prior knowledge skills during the two weeks before the unit did not hold a statistically significant advantage over the students without practice at the posttest. This suggests

that students who did not receive an opportunity to re-master prior knowledge skills were forced to practice and re-learn these skills in order to succeed in the unit.

Part Two: The Counterbalance

Mastery Learning – Proof of Concept

As what done with the subjects from Accentuate the Negative, the same proof of concept to test if mastery works can be run on the subjects from Comparing and Scaling. As in the proof of concept section for Accentuate the Negative, the team looked at the pretest, mid test, and posttest of the prior knowledge skills, or the second part of the pretest and posttest assessments. This was achieved first by comparing changes in scores for the two conditions from prior knowledge skills pretest to prior knowledge skills posttest. Then the team looked at how mastery of the prior knowledge skill set was maintained throughout the course of learning new material in the new unit, in relation to the control group who had no prior knowledge practice. Again, it seemed logical to hypothesize that those relevant prior skills would be answered more correctly at post-test by the subjects who received an opportunity to re-master the skills than the subjects who received no practice on the skills before be assessed on the same material.

Of 130 students from two classrooms, 56 students had incomplete pretest/post-test data and were excluded from the analysis. As a result, 74 students were included in analysis, with 38 in the relevant prior skills condition (experimental) and 36 in the irrelevant skill condition (control)

There were a number of Core Skill pretest items and posttest items (#s 182548, 182549, 182550, 182555, 182556, 182557. All items appear on (both pretest and posttest) that appear to be

open response items and were not scored correct by ASSISTments. Therefore these items were not used when computing pretest and posttest scores for the core items.

2 (Condition: Experimental, Control) x 3 (Test: Pretest on Prior Skills, Mid test on Prior Skills Posttest on Prior Skills)

Main effect of Test: $F(2,124) = 11.39, p < .001$.

Marginal Condition effect: $F < 1$

No Condition x Test Interaction: $F(2, 124) = 1.65, p = .20$

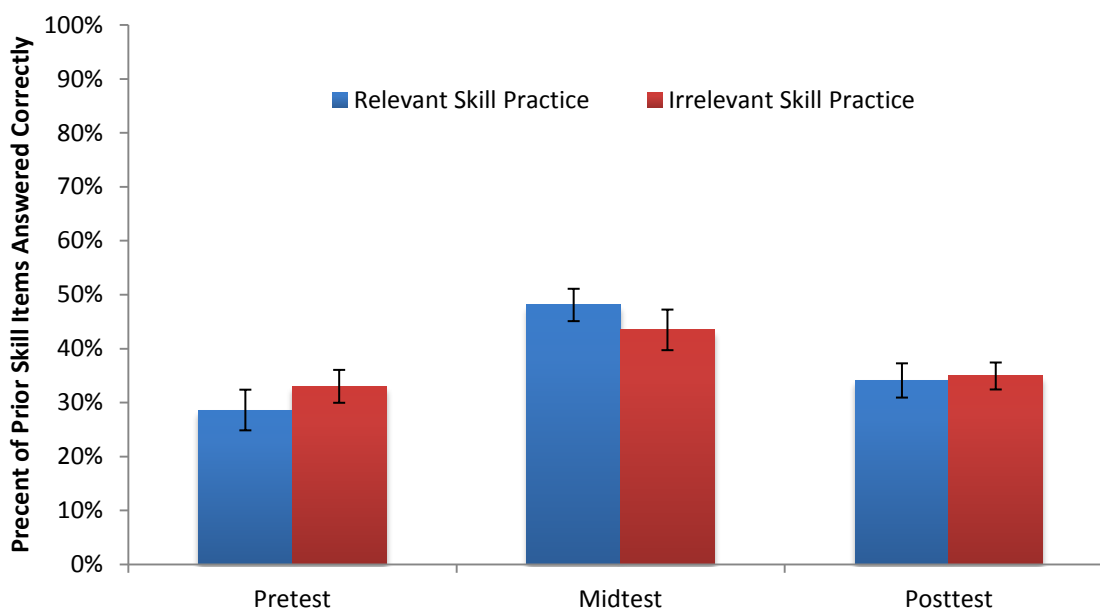


Figure 4: Effectiveness of Mastery Learning on the retention of prior knowledge skills for Comparing and Scaling

As shown in figure 4 above, the students practicing prior knowledge skills during the two weeks before the unit did not hold a statistically significant advantage over the students without

practice at the posttest. This suggests that students who did not receive an opportunity to re-master prior knowledge skills were forced to practice and re-learn these skills in order to succeed in the unit. Interestingly, this is the same result that we found for Accentuate the Negative. This shows again that teachers are able to supplement the prior knowledge skill practice during the unit, even though the relevant skill students came into the unit stronger, which is reflected by the mid test score.

Conclusion

The study of the impact of prior knowledge skills on the retention of new mathematical content is far from over. With the data received thus far from Accentuate the Negative, Thinking with Mathematical Models and Comparing and Scaling, it is inconclusive as to whether or not practice on prior knowledge skills had an effect on students' retention of the new materials, although the concept of mastery learning has been shown again as in the ARRS study.

Although various elements could have affected the study, the team hypothesized that the relative success from Accentuate the Negative was a result of prior knowledge skills which were decimal and fraction based as opposed to integer based, which allowed students in the experimental group an opportunity to improve and re-master key skills in their number sense, making the integer based math of Accentuate the Negative relatively simple. Unlike with Thinking with Mathematical Models, subjects in the experimental group for Accentuate the Negative received skill practice which was not supplemented by classroom instruction, which may have been the key to its success.

Even though the study of prior knowledge skills has yet to be conclusive, individual analysis of Accentuate the Negative, Thinking with Mathematical Models, and Comparing and Scaling have given researchers a perspective on aspects of the study to focus on for future success in analyzing the counterbalance data which will be matched up and analyzed further by Worcester Polytechnic Institute and the University of Illinois at Chicago.

Acknowledgements

The Interactive Qualifying Project (IQP) team would like to thank all of those involved in helping progress the success of this project, including the ASSISTments team, who continues to make improvements to the system and troubleshoot our problems. Additionally, the team would like to acknowledge our advisor Cristina Heffernan and Neil Heffernan, who both gave prompt and quality feedback and guidance for our project. The team would also like to thank Mary Fowler for her help in A and B terms this year, as well as Kevin Dietz and the team at the University of Illinois at Chicago, who helped with analysis and set up. Finally, the team would like to thank the teachers and students involved in this prior knowledge study, who were pivotal to the team's success on this project.

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Created Skill Builders

CMP Study 2011 – 2012

Cristina Heffernan, Alexandra Birch, Quinten Palmer, and Jeffrey Namias
Academic Year 2011 – 2012

The documents below are the templates used for the creation of skill builders, which were used in the CMP pre-requisite study dated September 2011 to May 2012.

Skill	Class
Parallel and Perpendicular Lines	9th Grade

Mastery Problem Set <input type="text" value="#33910"/>	Number of Templates <input type="text" value="10"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

Templates

196885

One line passes through the points $(6,2)$ and $(8,-2)$.

Another line passes through the points $(7,3)$ and $(9,-1)$.

Are these lines parallel, perpendicular, the same line, or none of these answers?

[Comment on this question](#)

Show me hint 1 of 4

Select one:

- Parallel
- Perpendicular
- They are the same line
- None of the above

Submit Answer

- The sets of points change every time, always being sets which are parallel
- There are 8 different, unique sets of values which give parallel lines
- The answers are multiple choice.

One line passes through the points (4,3) and (8,6).

Another line passes through the points (-1,4) and (2,8).

Are these lines parallel, perpendicular, the same line, or none of these?

[Comment on this question](#)

[Show me hint 1 of 4](#)

Select one:

Parallel

Perpendicular

They are the same line

None of the above

[Submit Answer](#)

- The sets of points change every time, always being sets which are perpendicular
- The results are randomized and are independent
- The answers are multiple choice.

One line passes through the points $(13, 8.5)$ and $(14, 9)$.

Another line passes through the points $(5, 11)$ and $(6, 14)$.

Are these lines parallel, perpendicular, the same line, or none of these answers?

[Comment on this question](#)

Show me hint 1 of 3

Select one:

- Parallel
- Perpendicular
- They are the same line
- None of the above

Submit Answer

- The sets of points change every time, always being sets which are “none of the above”
- There are 16 different, unique sets of values which give slopes that are not the same or perpendicular
- The answers are multiple choice.

198797

One line passes through the points (15,-10) and (16,-11).

Another line passes through the points (7,-2) and (8,-3).

Are these lines parallel, perpendicular, the same line, or none of these answers?

[Comment on this question](#)

[Show me hint 1 of 4](#)

Select one:

- Parallel
- Perpendicular
- They are the same line
- None of the above

[Submit Answer](#)

- The sets of points change every time, always being sets which are the same line.
- There are 16 different, unique sets of values which yield this answer
- The answers are multiple choice.

197090

Are these two lines parallel, perpendicular, the same line or none of the above?

$$y = 11x + 18$$

$$y = (-1/11)x + 15$$

[Comment on this question](#)

Show me hint 1 of 4

Select one:

Parallel

Perpendicular

They are the same line

None of the above

Submit Answer

- The slopes of the two lines and the y-intercept change every time
- The two slopes will always be negative reciprocals of one another so the lines will always be perpendicular.
- The answers are multiple choice.

197094

Are these two lines parallel, perpendicular, the same line, or none of these?

$$18x + 3y = 9$$

$$36x + 6y = 78$$

[Comment on this question](#)

Show me hint 1 of 4

Select one:

- Parallel
- Perpendicular
- They are the same line
- None of the above

Submit Answer

- The lines are in the form $Ax + By = C$
- The constants A, B and C are variablized, but it always works out so that the slopes are equal, but not the y-intercept. They are always parallel.
- When put into the form $y = mx + b$, m and b are always integers.
- The answer is multiple choice.

198315

Are these two lines parallel, perpendicular, the same line, or none of the above?

$$14x + 7y = 21$$

$$42x + 21y = 63$$

[Comment on this question](#)

[Show me hint 1 of 4](#)

Select one:

Parallel

Perpendicular

The same line

None of the above

[Submit Answer](#)

- The lines are in the form $Ax + By = C$
- The constants A, B and C are variablized, but it always works out so that the slopes and the y-intercept are always equal. The lines are the same.
- When put into the form $y = mx + b$, m and b are always integers.
- The answer is multiple choice.

199447

Are these two lines parallel, perpendicular, the same line, or none of these?

$$12x + 2y = 8$$

$$21x + 3y = 12$$

[Comment on this question](#)

[Show me hint 1 of 3](#)

Select one:

- Parallel
- Perpendicular
- They are the same line
- None of the above

[Submit Answer](#)

- The lines are in the form $Ax + By = C$
- The constants A, B and C are variablized, but it always works out so that the slopes are not the same or opposite reciprocals. The answer is always “none of the above”
- When put into the form $y = mx + b$, m and b are always integers.
- The answer is multiple choice.

197251

Find the equation of a line that is parallel to $y = 5x + 4$
and passes through the point $(-2, 0)$.

Use x as the independent variable and y as the dependent variable.
To answer the question, fill in the blank:

$y =$ _____

[Comment on this question](#)

Show me hint 1 of 4

Type your answer below (mathematical expression):

Submit Answer

- The slope, the y-intercept, and the (x,y) coordinates are randomized.
- The slope is a positive integer between 2 and 7, while the y-intercept is a positive integer between 1 and 11. The x coordinate is always negative and the y coordinate is always positive
- The answer is algebraic

197542

Find the equation of a line that is perpendicular to $y = (1/6)x + 3$
and passes through the point (1, -3).

Use x for the independent variable and y for the dependant variable.

Type the answer by filling in the blank

$y =$ _____

[Comment on this question](#)

Show me hint 1 of 4

Type your answer below (mathematical expression):

Submit Answer

- The slope, the y-intercept, and the (x,y) coordinates are randomized.
- The slope is one divided by a positive integer, while the y-intercept is a positive integer between 1 and 11. The x coordinate is always positive and the y coordinate is always negative
- The answer is algebraic

Level 1 Skill Building – Points

Mastery Problem Set – Level 1 <input type="text" value="#33908"/>	Number of Templates <input type="text" value="4"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

- 196885
- 196895
- 199578
- 198797

Level 2 Skill Building – Equations

Mastery Problem Set <input type="text" value="#33909"/>	Number of Templates <input type="text" value="6"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

- 197090
- 197094
- 198315
- 199447
- 197251
- 197542

Skill	Class
Percent Increase and Decrease	

Mastery Problem Set <input data-bbox="164 789 566 846" type="text"/>	Number of Templates <input data-bbox="824 789 1281 846" type="text" value="5"/>
Number to Master <input data-bbox="164 903 566 959" type="text" value="3 in-a-row"/>	Number of Attempts <input data-bbox="824 903 1281 959" type="text"/>

Templates

201854

The farmer brought 180 acorn squash to the market.
When the day was over, he had 45% less acorn squash.
How many acorn squash does the farmer have left?

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The total number of items, the item, and the percent decrease are variabilized. There are 10 different items that might be at a market.
- The answer always works out to an integer, so no decimals and no rounding necessary

202387

There was a population of 360 beavers in a National Park. After a year, the population increased by 20%.
How many beavers are there in the park now?

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below (mathematical expression):

Submit Answer

- The total population, the animal/plant, and the percent increase change every time. There are 10 different animals and plants.
- The answer always works out to an integer, so no decimals and no rounding necessary.

202337

Radioshack is having a sale on computers. Betsy picks out a computer that was originally \$599.99
If the computer is 30% off, What is the final price of the computer?
Round to the nearest penny.

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The store name, person name, computer price, and percent decrease change every time.
- The computer price always ends in \$__99.99
- The answer always works out to a decimal that needs to be rounded to the hundredths place

202809

Over the course of a year, the population of opossums in Seattle increased from 350000 to 402500.
What was the percent increase of the population of opossums?
Express your answer as a percent.

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below (mathematical expression):

Submit Answer

- The city name, item, and the initial and final populations change every time.
- The problem is looking for the percent increase, which always turns out to be a whole number percent – all divides evenly.

202927

James had a collection of 100 baseball cards at the beginning of the summer.
After the summer, James had traded some of his baseball cards and now he has only 94 baseball cards.
What is the percent decrease of his baseball card collection?

[Comment on this question](#)

[Show me hint 1 of 3](#)

Type your answer below (mathematical expression):

[Submit Answer](#)

- The type of collection, the boy's name, and the initial and final populations change every time.
- The problem is looking for the percent decrease, which always turns out to be a whole number percent – all divides evenly.

Skill	Class
<h1>Point Plotting</h1>	

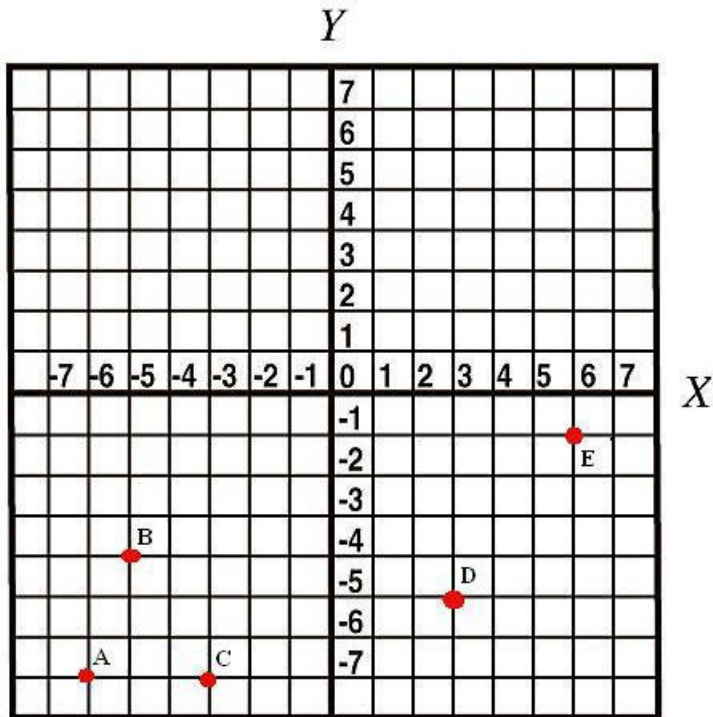
Mastery Problem Set <input data-bbox="164 705 566 762" type="text"/>	Number of Templates <input data-bbox="824 705 1279 762" type="text" value="10"/>
Number to Master <input data-bbox="164 816 566 873" type="text" value="3 in-a-row"/>	Number of Attempts <input data-bbox="824 816 1279 873" type="text" value="10"/>

Templates

208507

Mary has to plot 5 points for homework.

Which is the point with the coordinates $(-6, -7)$?



Show me hint 1 of 2

Select one:

- A
- B
- C
- D
- E

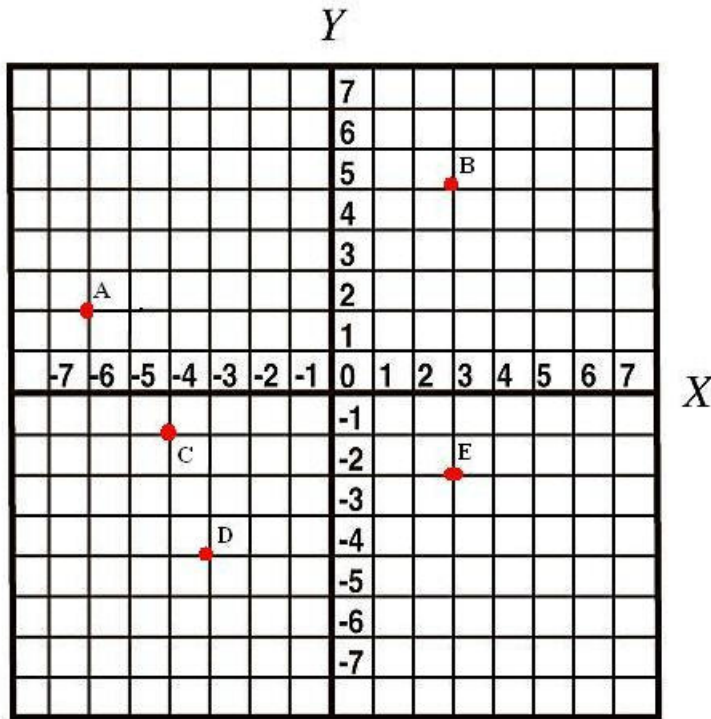
Submit Answer

- There are 10 variable images that will change with the problem
- For this template the answer is always be B, but there are 10 unique plots for B
- The girl's name is also variablized

206263

Joy has to plot 5 points for homework.

Which is the point with the coordinates (3,5)?



Show me hint 1 of 2

select one:

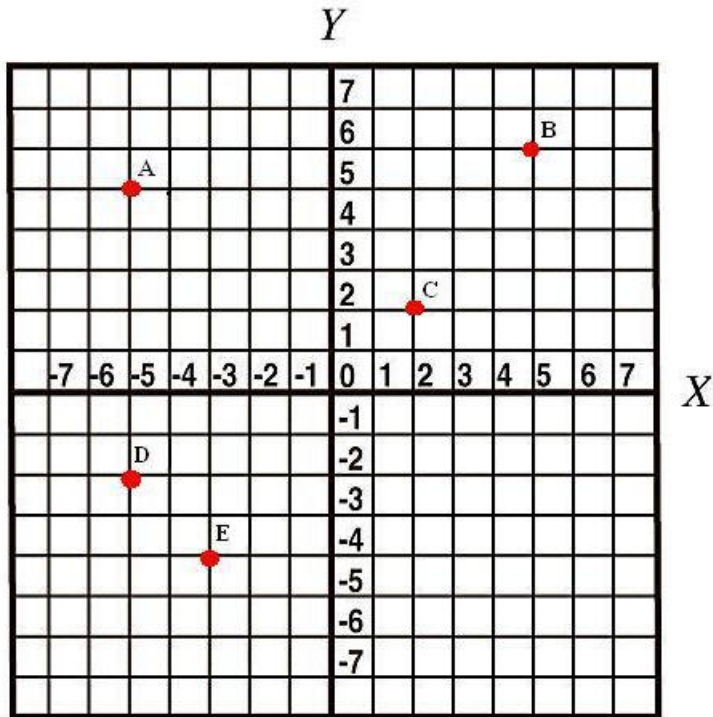
- A
- B
- C
- D
- E

Submit Answer

- There are 10 variable images that will change with the problem
- For this template the answer is always be B, but there are 10 unique plots for B
- The girl's name is also variablized

208508

Mary has to plot 5 points for homework.
Which is the point with the coordinates (2,2)?



Show me hint 1 of 2

Select one:

- A
- B
- C
- D
- E

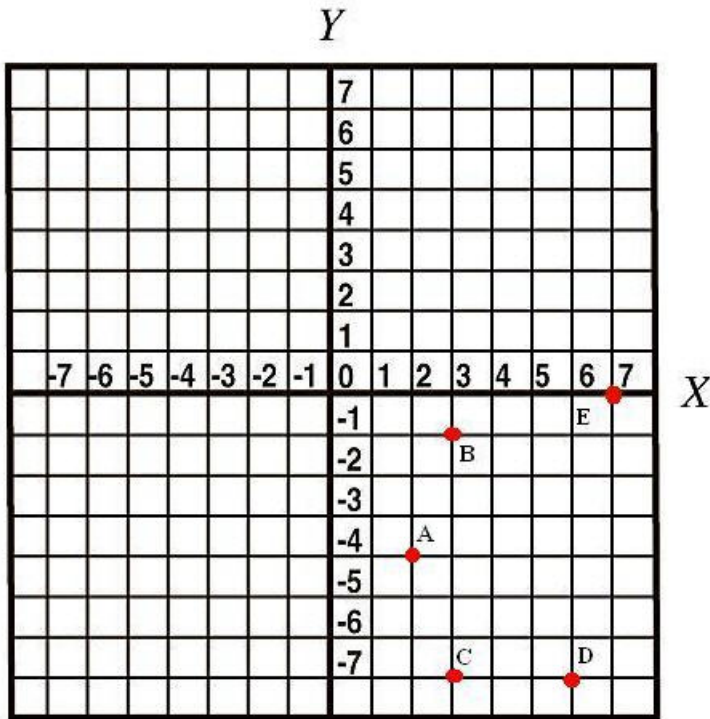
Submit Answer

- There are 10 variable images that will change with the problem
- For this template the answer is always be C, but there are 10 unique plots for C
- The girl's name is also variablized

208516

Anna has to plot 5 points for homework.

Which is the point with the coordinates (6,-7)?



Show me hint 1 of 2

Select one:

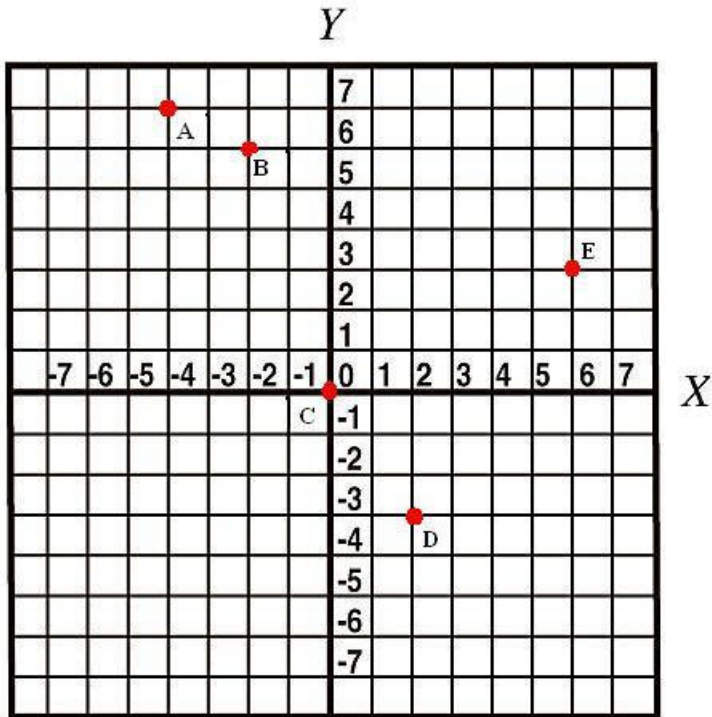
- A
- B
- C
- D
- E

Submit Answer

- There are 10 variable images that will change with the problem
- For this template the answer is always be D, but there are 10 unique plots for D
- The girl's name is also variablized

208517

Kate has to plot 5 points for homework.
Which is the point with the coordinates (6,3)?



Show me hint 1 of 2

Select one:

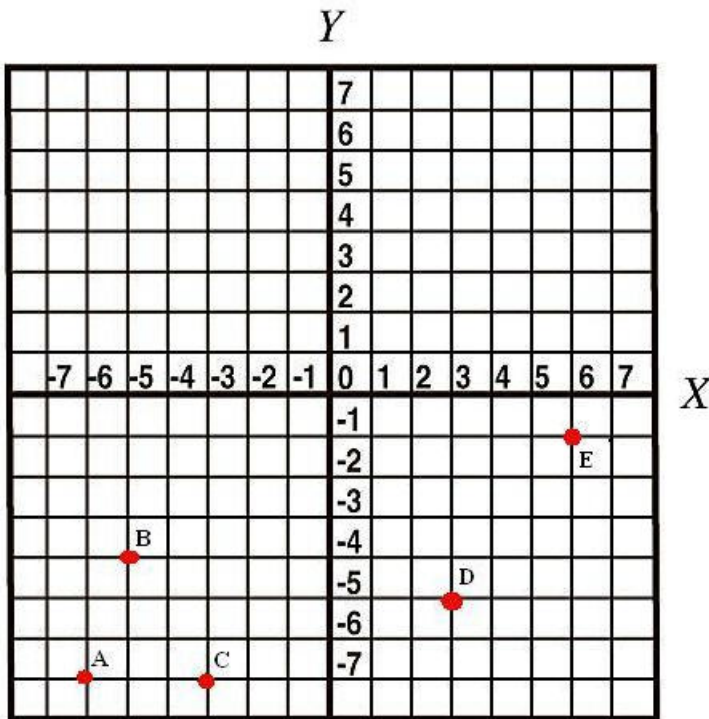
- A
- B
- C
- D
- E

Submit Answer

- There are 10 variable images that will change with the problem
- For this template the answer is always be E, but there are 10 unique plots for E
- The girl's name is also variablized

206262

What are the coordinates of Point A?
Use the form (x,y)



Show me hint 1 of 2

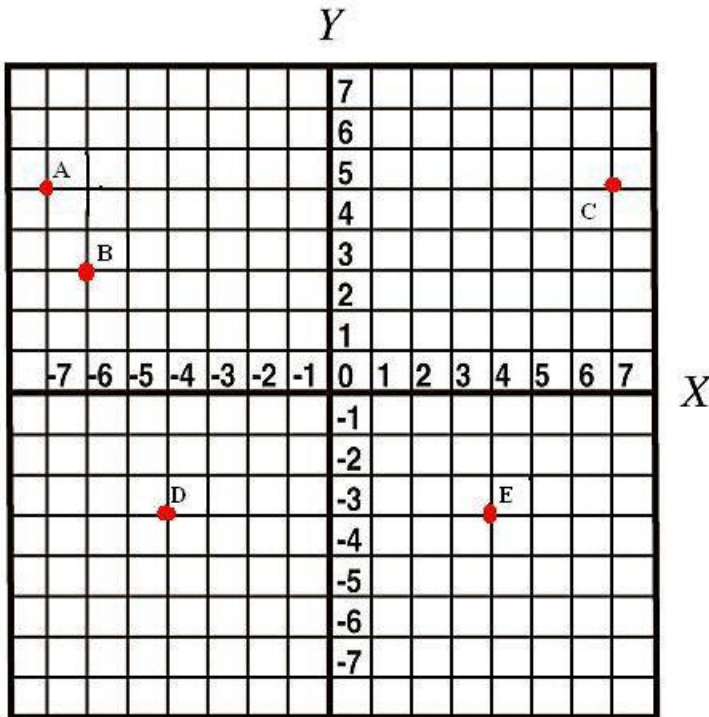
Type your answer below (mathematical expression):

Submit Answer

- This is a template only for point A
- There are 10 unique, varibilized images with 10 unique coordinates for A
- The answer is Fill-in

208518

What are the coordinates of Point B?
Use the form (x,y)



Show me hint 1 of 2

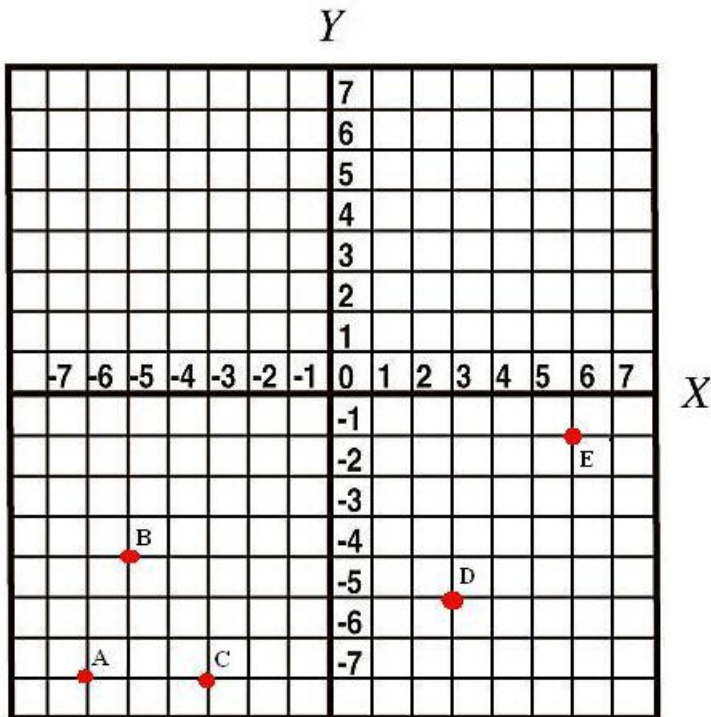
Type your answer below (mathematical expression):

Submit Answer

- This is a template only for point B
- There are 10 unique, varibilized images with 10 unique coordinates for B
- The answer is Fill-in

208519

What are the coordinates of Point C?
Use the form (x,y)



Show me hint 1 of 2

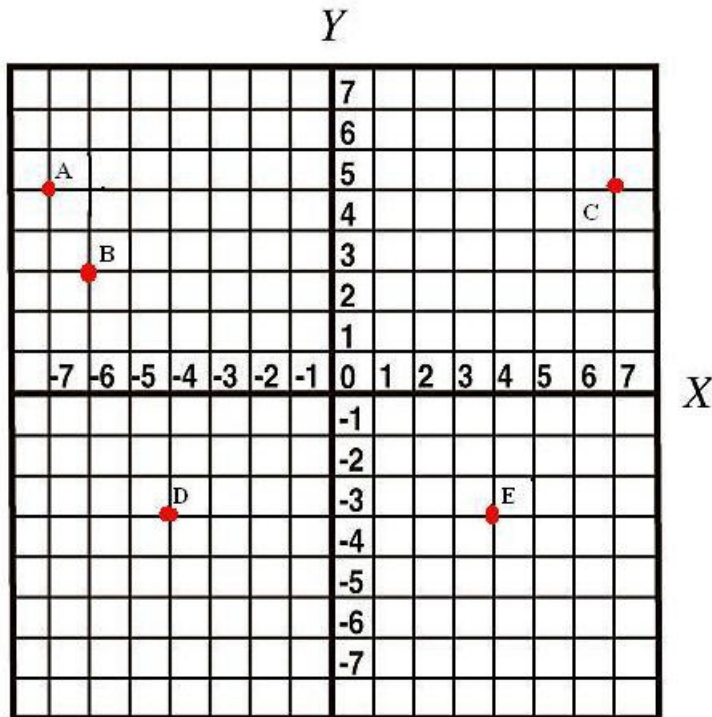
Type your answer below (mathematical expression):

Submit Answer

- This is a template only for point C
- There are 10 unique, varibilized images with 10 unique coordinates for C
- The answer is Fill-in

208520

What are the coordinates of Point D?
Use the form (x,y)



Show me hint 1 of 2

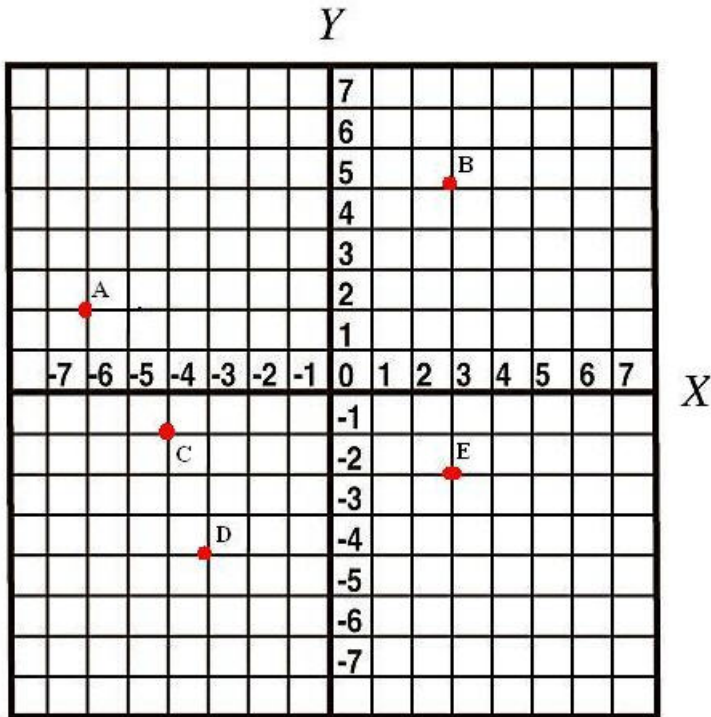
Type your answer below (mathematical expression):

Submit Answer

- This is a template only for point D
- There are 10 unique, varibilized images with 10 unique coordinates for D
- The answer is Fill-in

508521

What are the coordinates of Point E?
Use the form (x,y)



Show me hint 1 of 2

Type your answer below (mathematical expression):

Submit Answer

- This is a template only for point E
- There are 10 unique, varibilized images with 10 unique coordinates for E
- The answer is Fill-in

Skill	Class
<p style="text-align: center;">Elapsed Time – Level 2 Skill Building</p>	

<p>Mastery Problem Set</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">37824</div>	<p>Number of Templates</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">4</div>
<p>Number to Master</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">3 in-a-row</div>	<p>Number of Attempts</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"></div>

Templates

215936

When Mark last checked his watch it was 6:00 pm.
It is now 8:19 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The names are variablized, there are 10 different names
- The first time is always on the hour, so the student must count up the correct number of hours and then add the minutes
- The answer is fill in

215954

When Beth last checked the clock it was 1:17 pm.
It is now 4:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The names are variablized, there are 10 different names
- The second time is always on the hour, so the student must count up the minutes and then count up the hours
- The answer is fill in

216555

When Lynn last checked the clock it was 5:36 pm.
It is now 8:20 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The names are variablized, there are 10 different names
- The student must count up the minutes, then the hours, then add the remaining minutes to the first set of minutes – but the minutes are always less than 60
- The answer is fill in

217062

When Greg last checked the clock it was 5:19 pm.
It is now 9:50 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- The names are variablized, there are 10 different names
- The student must count up the minutes, then the hours, then add the remaining minutes to the first set of minutes – but the total minutes are always greater than 60, so the student must subtract out the full hour from the minutes
- The answer is fill in

Skill	Class
<h1>Finding Max and Min from a Quadratic Equation</h1>	

Mastery Problem Set <input data-bbox="165 873 566 928" type="text" value="#196591"/>	Number of Templates <input data-bbox="829 873 1279 928" type="text" value="1"/>
Number to Master <input data-bbox="165 980 566 1035" type="text" value="3 in-a-row"/>	Number of Attempts <input data-bbox="829 980 1279 1035" type="text"/>

Template

196591

Find the maximum or minimum of this quadratic equation: $y = -27x^2 - 216x - 220$

[Comment on this question](#)

Show me hint 1 of 4

Type your answer below:

Submit Answer

- There are 8 different combinations of positive/negative signs on A, B, and C.
 - A is a multiple of 3 ranging from -33 to 33 (randomized)
 - B is a positive or negative multiple of 2 times A times 2 thru 5 (randomized)
 - C is a number ranging from -255 to 255
- The solution method used in the hints is the formula for the x component of the vertex, $x = -b/2a$
- The answers fill in.

Skill	Class
Finding Max and Min from a Quadratic Equation	

Mastery Problem Set <input data-bbox="165 873 566 928" type="text" value="#197988"/>	Number of Templates <input data-bbox="829 873 1281 928" type="text" value="1"/>
Number to Master <input data-bbox="165 984 566 1039" type="text" value="3 in-a-row"/>	Number of Attempts <input data-bbox="829 984 1281 1039" type="text"/>

Template

197988

Find the maximum or minimum of this quadratic equation: $y = x^2 + 6x + 79$

[Comment on this question](#)

Show me hint 1 of 3

Type your answer below:

Submit Answer

- A is 1 to enable completing the square without requisite complicated factoring skills.
- B is a multiple of 2 from 4 to 16 (randomized). B can be positive or negative.
- C is a random number from 0 to 23 plus a static 65 minus the value of B. The static 65 is added to ensure that C is larger than B squared (largest B is 16, squared is 64).
- The solution method used in the hints is completing the square.
- The answers fill in.

Skill	Class
Addition and Subtraction Fractions	

Mastery Problem Set <input data-bbox="206 667 625 724" type="text" value="38743"/>	Number of Templates <input data-bbox="786 667 1255 724" type="text" value="17"/>
Number to Master <input data-bbox="206 779 625 835" type="text" value="3 in-a-row"/>	Number of Attempts <input data-bbox="786 779 1255 835" type="text"/>

Templates:

219295

Find the sum:

$$3\frac{4}{5} + 2\frac{4}{5}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The addition of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a random number from 1 to 10 added to a base of 1.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a random number from 1 to 10 added to a base of 1.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is the same value as the first denominator.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a mixed number in fill in format.

Find the sum:

$$6\frac{5}{6} + 9\frac{5}{18}$$

Answers must be in the form of a *reduced proper fraction* (example 2/7) or a *mixed number* with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The addition of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a random number from 1 to 10 added to a base of 1.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a random number from 1 to 10 added to a base of 1.
- The second numerator on the right is a number from 1 to 13, excluding 12.
- The second denominator on the right is a number from the set of 8,6,12, 10,18, 14,2,18,30,22, and 36.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a mixed number in fill in format.

Find the sum:

$$3\frac{5}{8} + 7\frac{8}{9}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

- The addition of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a random number from 1 to 10 added to a base of 1.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a random number from 1 to 10 added to a base of 1.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is a number from the set of 2 to 12, excluding 6 and 8.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a mixed number in fill in format.

Find the sum:

$$3\frac{5}{12} + 9\frac{1}{10}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The addition of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a random number from 1 to 10 added to a base of 1.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 4 to 12, excluding 5, 7, and 11.
- The second integer on the right is a random number from 1 to 10 added to a base of 1.
- The second numerator on the right is a number from 1 to 11, excluding 6 and 10.
- The second denominator on the right is a number from the set of 4 to 12, excluding 5, 7, and 11.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a mixed number in fill in format.

Find the difference:

$$9\frac{7}{8} - 3\frac{3}{8}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a number from 1 to 12.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a number from 1 to 11.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is the same value as the first denominator.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a mixed number in fill in format.

ASSISTment ID: 231574

[Comment on this question](#)

Find the difference:

$$5 - 1\frac{2}{5}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a number from 1 to 12.
- The second integer on the right is a number from 1 to 11.
- The numerator on the right is a number from 1 to 11.
- The denominator on the right is a number within a large set from 2 to 12.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

224053

ASSISTment ID: 224053

[Comment on this question](#)

Find the difference:

$$10\frac{2}{7} - 6\frac{5}{14}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a number from 1 to 12.

- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a number from 1 to 11.
- The second numerator on the right is an odd number between(inclusive) 1 and 13.
- The second denominator on the right is a number from the set of 8,6,12, 10,18, 14,2,18,30,22, and 36.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

224054

ASSISTment ID: 224054 [Comment on this question](#)

Find the difference:

$$8\frac{1}{12} - 4\frac{6}{11}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer Show Hint 1 of 3

- The subtraction of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a number from 1 to 12.
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second integer on the right is a number from 1 to 11.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is a number within a set from 3 to 11, excluding 6 and 8.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

229272

Find the difference:

$$9\frac{5}{6} - 2\frac{8}{9}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of mixed numbers in the expression above is completely variabilized:
- The first integer on the left is a number from 1 to 12.
- The first numerator on the left is a number from 1 to 11, excluding 6 and 10.
- The first denominator on the left is a number within a large set from 4 to 12, excluding 5, 7, and 11.
- The second integer on the right is a number from 1 to 11.
- The second numerator on the right is a number from 1 to 11, excluding 10.
- The second denominator on the right is a number within a set from 4 to 12, excluding 5, 7, and 11.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

208868

ASSISTment ID: 208868

[Comment on this question](#)

Find the sum:

$$\frac{2}{7} + \frac{4}{7}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The addition of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is the same value as the first denominator.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

208856

ASSISTment ID: 208856

[Comment on this question](#)

Find the sum:

$$\frac{9}{11} + \frac{3}{22}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The addition of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.

- The second numerator on the right is an odd number between(inclusive) 1 and 13.
- The second denominator on the right is a number from the set of 8,6,12, 10,18, 14,2,18,30,22, and 36.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

208834

ASSISTment ID: 208834 [Comment on this question](#)

Find the sum:

$$\frac{3}{5} + \frac{1}{2}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer Show Hint 1 of 3

- The addition of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is a number from 3 to 11, excluding 6 and 8.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

224085

Find the sum:

$$\frac{8}{9} + \frac{5}{6}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

- The addition of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 and 11, excluding 6 and 10.
- The first denominator on the left is a number within a large set from 4 to 12, excluding 5, 7, and 11.
- The second numerator on the right is a number from 1 and 11, excluding 6 and 10.
- The second denominator on the right is a number from 4 to 12, excluding 5, 7, and 11.
- Sets for the denominators and the numerators link together, so that the addition expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction or mixed number in fill in format.

ASSISTment ID: 217361

[Comment on this question](#)

Find the difference:

$$\frac{3}{4} - \frac{1}{4}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second numerator on the right is a number from 1 and 11.
- The second denominator on the right is the same value as the first denominator.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction in fill in format.

217366

ASSISTment ID: 217366

[Comment on this question](#)

Find the difference:

$$\frac{1}{10} - \frac{1}{30}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.

- The second numerator on the right is an odd number between(inclusive) 1 and 13.
- The second denominator on the right is a number from the set of 8,6,12, 10,18, 14,2,18,30,22, and 36.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction in fill in format.

217373

ASSISTment ID: 217373 [Comment on this question](#)

Find the difference:

$$\frac{5}{8} - \frac{1}{9}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

- The subtraction of proper fractions in the expression above is completely variabilized:
- The first numerator on the left is a number from 1 to 11.
- The first denominator on the left is a number within a large set from 2 to 12.
- The second numerator on the right is a number from 1 to 11.
- The second denominator on the right is a number within a large set from 2 to 12.
- Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
- The fractions are always in reduced/simplest form and there are no cancellations.
- The answer is a proper fraction in fill in format.

229256

Find the difference:

$$\frac{5}{6} - \frac{7}{10}$$

Answers must be in the form of a ***reduced proper fraction*** (example 2/7) or a ***mixed number*** with a space between the whole number and the fraction (example 3 5/8)

Type your answer below:

Submit Answer

Show Hint 1 of 3

- The subtraction of proper fractions in the expression above is completely variabilized:
 - The first numerator on the left is a number from 1 to 11, excluding 6 and 10.
 - The first denominator on the left is a number from 4 to 12, excluding 5, 7, and 11.
 - The second numerator on the right is a number from 1 to 11, excluding 6 and 10.
 - The second denominator on the right is a number from 4 to 12, excluding 5, 7, and 11.
 - Sets for the denominators and the numerators link together, so that the subtraction expression produced can be controlled.
 - The fractions are always in reduced/simplest form and there are no cancellations.
 - The answer is a proper fraction in fill in format.
- Adding and Subtracting Fractions - THE SKILL BUILDING SET - 38743

5 Adding Mixed Numbers with like denominators - 219295

10 Adding Mixed Numbers with related denominators - 224027

10 Adding Mixed Numbers with coprime denominators - 224030

20 Adding Mixed Numbers with non-coprime denominators - 229270

10 Subtracting Mixed Numbers with like denominators - 224052

10 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

15 Subtracting Mixed Numbers with related denominators - 224053

10 Subtracting Mixed Numbers with coprime denominators - 224054

20 Subtracting Mixed Numbers with non-coprime denominators -229272

5 Adding proper fractions with like denominators - 208868

10 Adding proper fractions with related denominators - 208856

10 Adding proper fractions with coprime denominators - 208834

20 Adding proper fractions with non-coprime denominators - 224085

5 Subtracting proper fractions with like denominators - 217361

10 Subtracting proper fractions with related denominators - 217366

10 Subtracting proper fractions with coprime denominators - 217373
20 Subtracting proper fractions with non-coprime denominators -229256

Problem Set #: 38711

Proper 1.1: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding like
200 Adding proper fractions with like denominators - 208868

Problem Set #: 38712

Proper 1.2: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding like and related

100 Adding proper fractions with related denominators - 208856

100 Adding proper fractions with like denominators - 208868

Problem Set #: 38714

Proper 1.3: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding coprime and related

100 Adding proper fractions with coprime denominators - 208834

100 Adding proper fractions with related denominators - 208856

Problem Set #: 38715

Proper 1.4: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding difficult

200 Adding proper fractions with non-coprime denominators - 224085

Problem Set #: 38720

Proper 1.5: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding

20 Adding proper fractions with like denominators - 208868

50 Adding proper fractions with related denominators - 208856

50 Adding proper fractions with coprime denominators - 208834

80 Adding proper fractions with non-coprime denominators - 224085

Problem Set #: 38716

Proper 2.1: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction like

200 Subtracting proper fractions with like denominators - 217361

Problem Set #: 38717

Proper 2.2: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction like and related

100 Subtracting proper fractions with related denominators - 217366

100 Subtracting proper fractions with like denominators - 217361

Problem Set #: 38718

Proper 2.3: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction coprime and related

100 Subtracting proper fractions with coprime denominators - 217373

100 Subtracting proper fractions with related denominators - 217366

Problem Set #: 38719

Proper 2.4: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction difficult

200 Subtracting proper fractions with non-coprime denominators -229256

Problem Set #: 38722

Proper 2.5: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction

20 Subtracting proper fractions with like denominators - 217361

50 Subtracting proper fractions with related denominators - 217366

50 Subtracting proper fractions with coprime denominators - 217373

80 Subtracting proper fractions with non-coprime denominators -229256

Problem Set #: 38721

Proper 3.1: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, like

100, Adding proper fractions with like denominators - 208868

100, Subtracting proper fractions with like denominators - 217361

Problem Set #: 38723

Proper 3.2: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, like and related

50, Adding proper fractions with related denominators - 208856

50, Adding proper fractions with like denominators - 208868

50, Subtracting proper fractions with related denominators - 217366

50, Subtracting proper fractions with like denominators - 217361

Problem Set #: 38724

Proper 3.3: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, coprime and related

50, Adding proper fractions with coprime denominators - 208834

50, Adding proper fractions with related denominators - 208856

50, Subtracting proper fractions with coprime denominators - 217373

50, Subtracting proper fractions with related denominators - 217366

Problem Set #: 38725

Proper 3.4: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, difficult

100, Adding proper fractions with non-coprime denominators - 224085

100, Subtracting proper fractions with non-coprime denominators -229256

Problem Set #: 38726

Proper 3.5: Adding and Subtracting Fractions - LEVELED SKILL BUILDING proper

10, Adding proper fractions with like denominators - 208868

25, Adding proper fractions with related denominators - 208856

25, Adding proper fractions with coprime denominators - 208834

40, Adding proper fractions with non-coprime denominators - 224085

10, Subtracting proper fractions with like denominators - 217361

25, Subtracting proper fractions with related denominators - 217366

25, Subtracting proper fractions with coprime denominators - 217373
40, Subtracting proper fractions with non-coprime denominators -229256

Problem Set #: 38729

Mixed 1.6: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding like mixed

200 Adding Mixed Numbers with like denominators - 219295

Problem Set #: 38727

Mixed 1.7: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding like and related mixed

100 Adding Mixed Numbers with related denominators - 224027

100 Adding Mixed Numbers with like denominators - 219295

Problem Set #: 38728

Mixed 1.8: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding coprime and related mixed

100 Adding Mixed Numbers with coprime denominators - 224030

100 Adding Mixed Numbers with related denominators - 224027

Problem Set #: 38731

Mixed 1.9: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding difficult mixed

200 Adding Mixed Numbers with non-coprime denominators - 229270

Problem Set #: 38730

Mixed 1.10: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, adding mixed

20 Adding Mixed Numbers with like denominators - 219295

50 Adding Mixed Numbers with related denominators - 224027

50 Adding Mixed Numbers with coprime denominators - 224030

80 Adding Mixed Numbers with non-coprime denominators - 229270

Problem Set #: 38734

Mixed 2.6: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction like mixed

160 Subtracting Mixed Numbers with like denominators - 224052

40 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

Problem Set #: 38732

Mixed 2.7: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction like and related mixed

100 Subtracting Mixed Numbers with related denominators - 224053

70 Subtracting Mixed Numbers with like denominators - 224052

30 Subtracting with Whole number template 231574 subtracting a mixed number from a whole

number.

Problem Set #: 38733

Mixed 2.8: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction coprime and related mixed

100 Subtracting Mixed Numbers with coprime denominators - 224054

100 Subtracting Mixed Numbers with related denominators - 224053

Problem Set #: 39736

Mixed 2.9: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction difficult mixed

200 Subtracting Mixed Numbers with non-coprime denominators -229272

Problem Set #: 38735

Mixed 2.10: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, subtraction mixed

20 Subtracting Mixed Numbers with like denominators - 224052

10 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

50 Subtracting Mixed Numbers with related denominators - 224053

50 Subtracting Mixed Numbers with coprime denominators - 224054

70 Subtracting Mixed Numbers with non-coprime denominators -229272

Problem Set #: 38739

Mixed 3.6: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, like mixed

60 Adding Mixed Numbers with like denominators - 219295

80 Subtracting Mixed Numbers with like denominators - 224052

60 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

Problem Set #: 38737

Mixed 3.7: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, like and related mixed

40 Adding Mixed Numbers with related denominators - 224027

40 Adding Mixed Numbers with like denominators - 219295

40 Subtracting Mixed Numbers with related denominators - 224053

40 Subtracting Mixed Numbers with like denominators - 224052

40 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

Problem Set #: 38738

Mixed 3.8: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, coprime and related mixed

50 Adding Mixed Numbers with coprime denominators - 224030

50 Adding Mixed Numbers with related denominators - 224027

50 Subtracting Mixed Numbers with coprime denominators - 224054

50 Subtracting Mixed Numbers with related denominators - 224053

Problem Set #: 38744

Mixed 3.9: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, difficult mixed

100 Adding Mixed Numbers with non-coprime denominators - 229270

100 Subtracting Mixed Numbers with non-coprime denominators -229272

Problem Set #: 38740

Mixed 3.10: Adding and Subtracting Fractions - LEVELED SKILL BUILDING, mixed

10 Adding Mixed Numbers with like denominators - 219295

25 Adding Mixed Numbers with related denominators - 224027

25 Adding Mixed Numbers with coprime denominators - 224030

40 Adding Mixed Numbers with non-coprime denominators - 229270

10 Subtracting Mixed Numbers with like denominators - 224052

10 Subtracting with Whole number template 231574 subtracting a mixed number from a whole number.

25 Subtracting Mixed Numbers with related denominators - 224053

25 Subtracting Mixed Numbers with coprime denominators - 224054

30 Subtracting Mixed Numbers with non-coprime denominators -229272

Skill	Class
Fraction Of	

Mastery Problem Set <input type="text" value="34259"/>	Number of Templates <input type="text" value="9"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

Templates

196524

ASSISTment ID: 196524 [Comment on this question](#)

Last year, Caroline ran a race in 21 minutes. This year she is stronger so her time is $\frac{2}{6}$ less. How much less is her time?

- The duration of the race ranges from 12 to 30 and is always divisible by 3.
- The fraction is always $\frac{2}{6}$ and simplifies to $\frac{1}{3}$.
- The answer will always be a whole number.
- Answer type is Fill In

196601

ASSISTment ID: 196601

[Comment on this question](#)

Chris has 98 cookies. He eats $\frac{3}{7}$ of them. How many cookies did he eat?

Submit Answer

Show Hint 1 of 3

- The number of cookies ranges from 28 to 112.
- The fraction is always $\frac{3}{7}$.
- The answer is always a whole number.
- Answer type is Fill In

196602

ASSISTment ID: 196602

[Comment on this question](#)

Andrew has 99 problems for homework. He has done $\frac{1}{9}$ of his homework. How many problems has Andrew done?

Submit Answer

Show Hint 1 of 2

- The number of problems ranges from 1 to 200.
- The fraction ranges from $\frac{1}{1}$ to $\frac{1}{10}$, all $\frac{1}{\text{number}}$
- The answer is always a whole number.
- Answer type is Fill In

196619

ASSISTment ID: 196619

[Comment on this question](#)

A silo holds 345 tons of grain.

Of the total amount of grain, the vermin consume: $\frac{1}{5}$

How many tons of grain was eaten from the silo?

Submit Answer

Show Hint 1 of 3

- The number of problems amount of grain ranges from 4 to 1010.
- The fraction ranges from $\frac{1}{10}$ to $\frac{3}{4}$, and will always be in it's simplest form.
- The answer is always a whole number.
- Answer type is Fill In

194819

ASSISTment ID: 194819

[Comment on this question](#)

Sarah is collecting postcards. She wants to collect 69 postcards by the end of the day. She has collected $\frac{2}{3}$ of the postcards she wants to. How many postcards has she collected?

Submit Answer

Show Hint 1 of 3

- The number of postcards ranges from 30 to 210.
- The fraction ranges from $\frac{2}{7}$ to $\frac{2}{3}$, all 2 divided by and odd number between 3 and 7
- The answer is always a whole number.
- Answer type is Fill In

194310

ASSISTment ID: 194310

[Comment on this question](#)

John is buying food at the grocery store. He has made a list of 78 items that he needs to buy. He has bought $\frac{1}{6}$ of the items. How many items has he bought?

Submit Answer

Show Hint 1 of 2

- The number of items ranges from 2 to 126.
- The fraction ranges from $\frac{1}{2}$ to $\frac{1}{7}$, ranging the denominator from 2 to 7
- Answer type is always Fill In

200023

ASSISTment ID: 200023

[Comment on this question](#)

Lindsey bought a bag of candy with 90 pieces. She gave away $\frac{2}{9}$ of her candy to Nick. How many pieces did Nick get?

Submit Answer

Show Hint 1 of 3

- The number of pieces of candy ranges from 30 to 210
- The fraction ranges from $\frac{2}{7}$ to $\frac{2}{3}$, all 2 divided by an odd number between 3 and 7
- The answer is always a whole number.
- Answer type is Fill In

194431

*

- The amount of candy ranges from 30 to 650.
- The fraction ranges from $\frac{2}{13}$ to $\frac{2}{3}$, all 2 divided by an odd number between 3 and 13
- The answer is always a whole number.
- Answer type is always Fill In

200022

ASSISTment ID: 200022

[Comment on this question](#)

Andrew has 48 problems for homework. He has done $\frac{1}{3}$ of his homework. How many problems has Andrew done?

Submit Answer

Show Hint 1 of 2

- The number of problems ranges from 1 to 200.
- The fraction ranges from $\frac{1}{1}$ to $\frac{1}{10}$, all $\frac{1}{\text{number}}$
- The answer is always a whole number.
- Answer type is always Fill In

200021

ASSISTment ID: 200021

[Comment on this question](#)

What is $\frac{1}{15}$ of 165

Submit Answer

Show Hint 1 of 3

- The fraction ranges from $\frac{1}{13}$ to $\frac{2}{3}$ and is always in simplest form.
- The number to get a fraction of ranges from 3 to 143.
- The answer is always a whole number.
- Answer type is always Fill In

200020

ASSISTment ID: 200020

[Comment on this question](#)

Find $\frac{2}{3}$ of 48.

Submit Answer

Show Hint 1 of 3

- The fraction will always be in simplest form.
- The answer is always a whole number.
- Answer type is always Fill In

Skill	Class
Reflection	

Mastery Problem Set <input type="text"/>	Number of Templates <input type="text" value="2"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

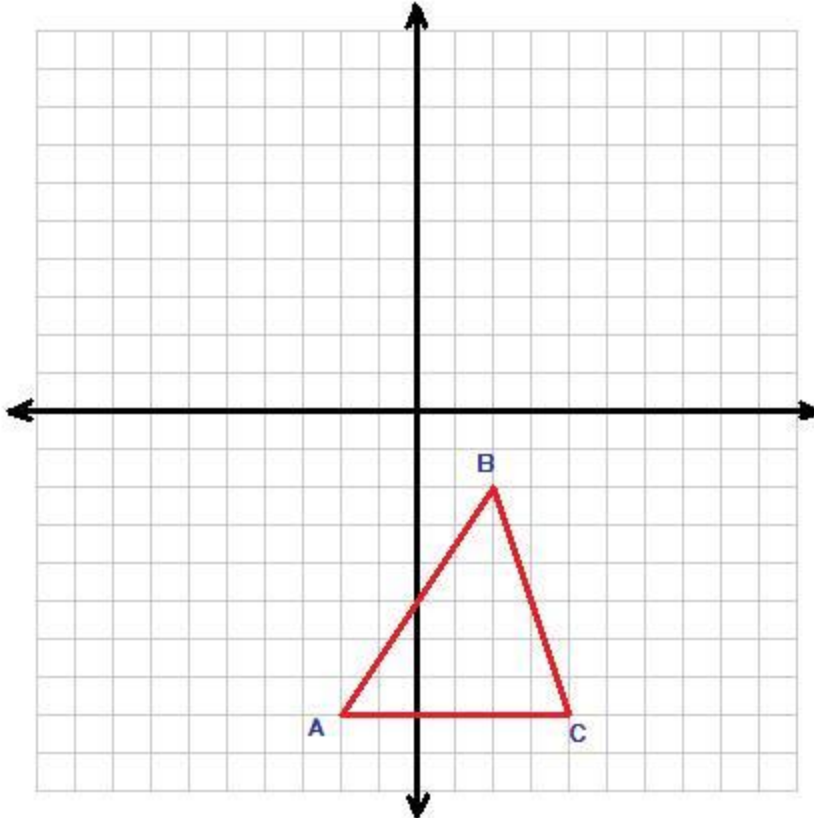
Templates

198014

ASSISTment ID: 198014

[Comment on this question](#)

Reflect the triangle across the **y axis**. What are the coordinates of point **C** after the reflection?



Submit Answer

Show Hint 1 of 4

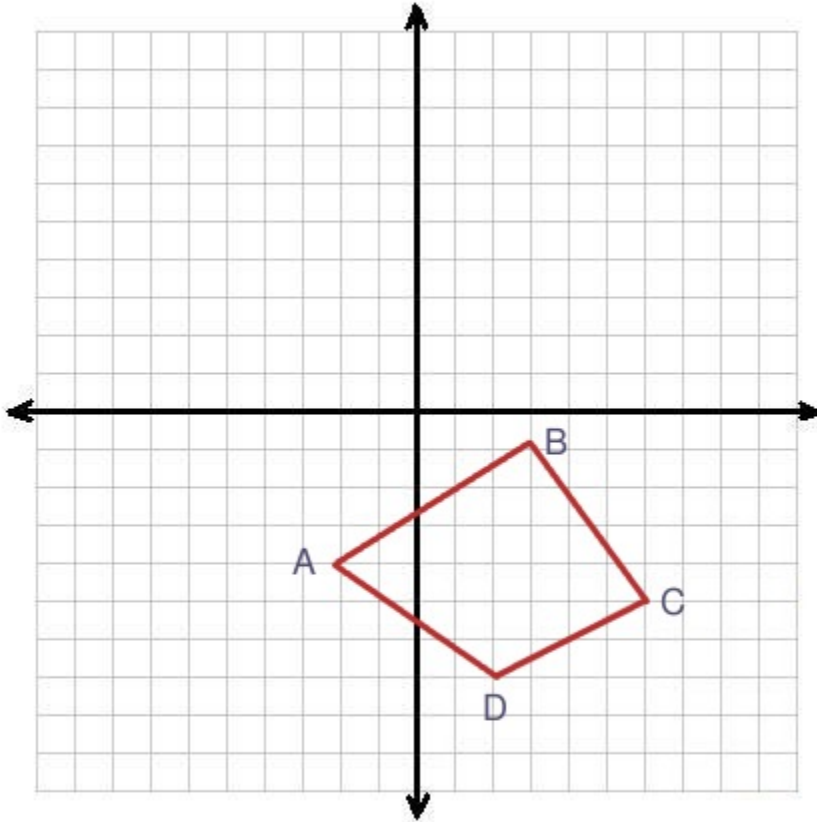
- The triangle has 5 different locations (the same as the Rotation and Translation triangle problems).
- The reflection is across the x or y axis.
- The question will ask about the position of A, B, or C.
- Answer Type is Fill In

206667

ASSISTment ID: 206667

[Comment on this question](#)

Reflect the quadrilateral across the **y axis**. What are the coordinates of point **B** after the reflection?



Submit Answer

Show Hint 1 of 4

- The quadrilateral has 4 different locations (the same as the Rotation and Translation quadrilateral problems).
- The reflection is either across the x or y axis.
- The question will ask about the position of A, B, C, or D.
- Answer Type is Fill In

Skill	Class
Rotation	

Mastery Problem Set <input type="text"/>	Number of Templates <input type="text" value="2"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

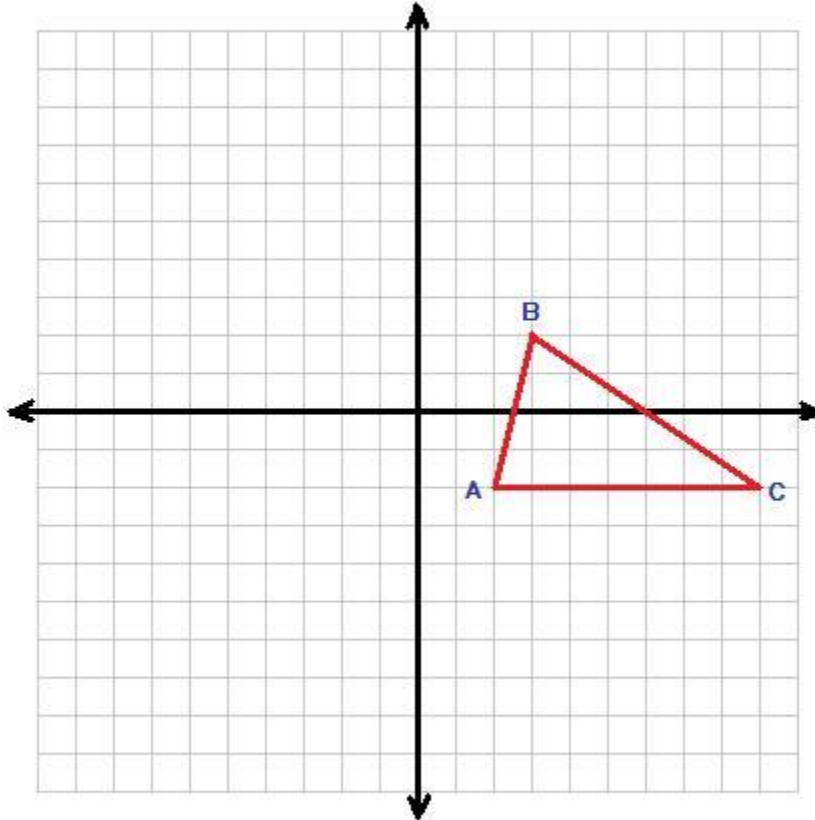
Templates

198778

ASSISTment ID: 198778

[Comment on this question](#)

Rotate the triangle clockwise about the origin **90 degrees**. What are the coordinates of point **A** after the rotation?



Submit Answer

Show Hint 1 of 4

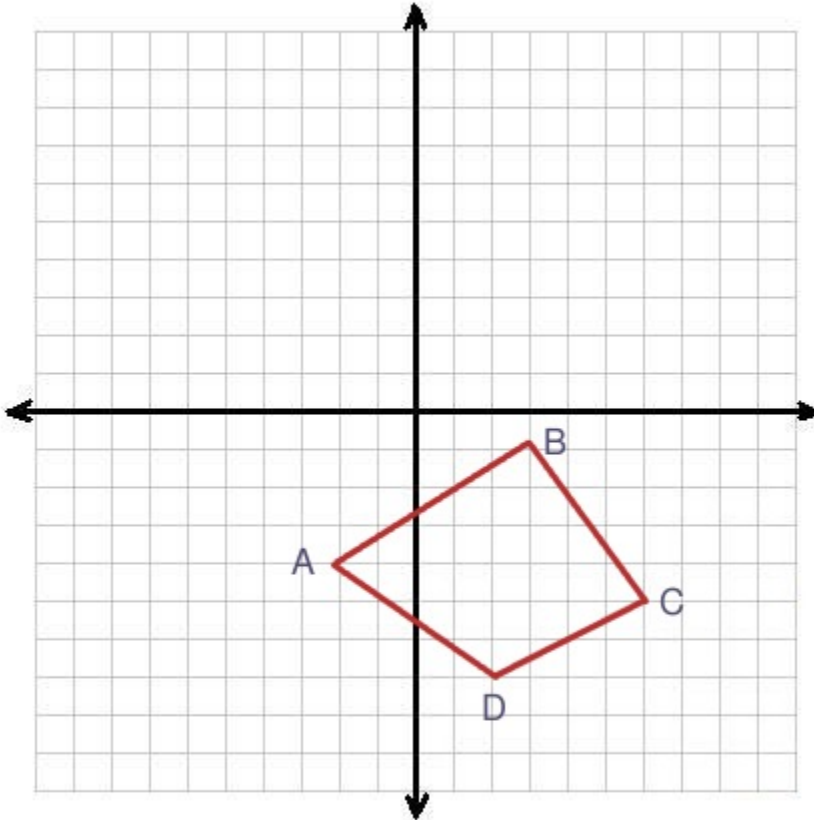
- The triangle has 5 different locations (the same as the Reflection and Translation triangle problems).
- The rotation is either 90 degrees or 180 degrees clockwise.
- The question will ask about the position of A, B, or C.
- Answer Type is Fill In

206664

ASSISTment ID: 206664

[Comment on this question](#)

Rotate the quadrilateral **clockwise** about the origin **90 degrees**.
What are the coordinates of point **D** after the rotation?



Submit Answer

Show Hint 1 of 4

- The quadrilateral has 4 different locations (the same as the Reflection and Translation quadrilateral problems).
- The rotation is either 90 degrees or 180 degrees clockwise.
- The question will ask about the position of A, B, C, or D.
- Answer Type is Fill In

Skill	Class
Translation	

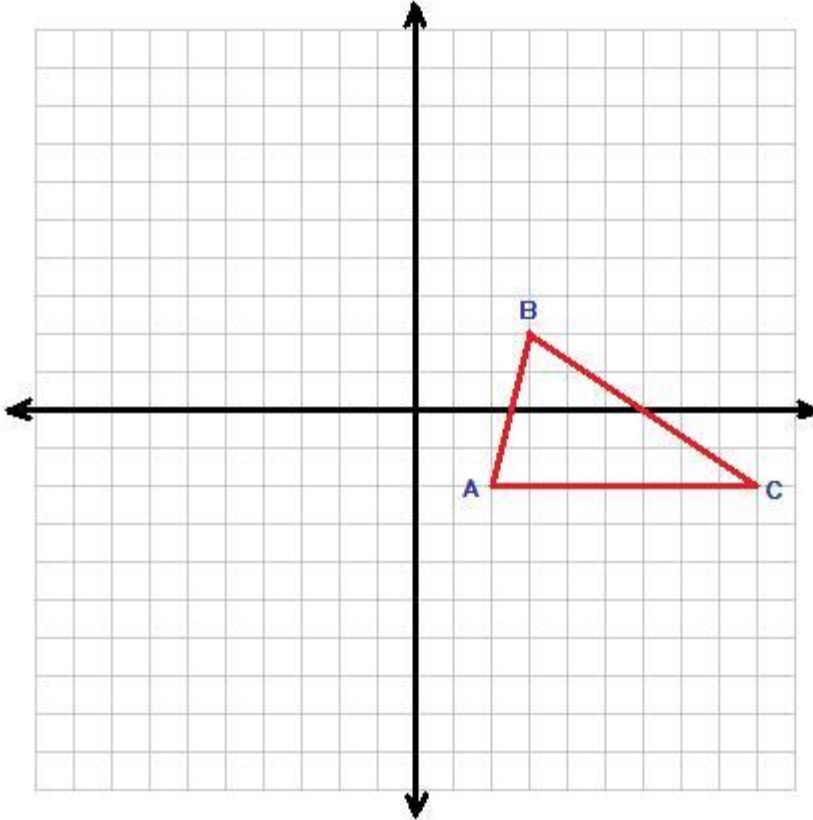
Mastery Problem Set <input type="text"/>	Number of Templates <input type="text" value="2"/>
Number to Master <input type="text" value="3 in-a-row"/>	Number of Attempts <input type="text"/>

Templates
198722

ASSISTment ID: 198722

[Comment on this question](#)

Translate the triangle **left 3** units and **up 7** units. What are the coordinates of point **C** after the translation?



Submit Answer

Show Hint 1 of 4

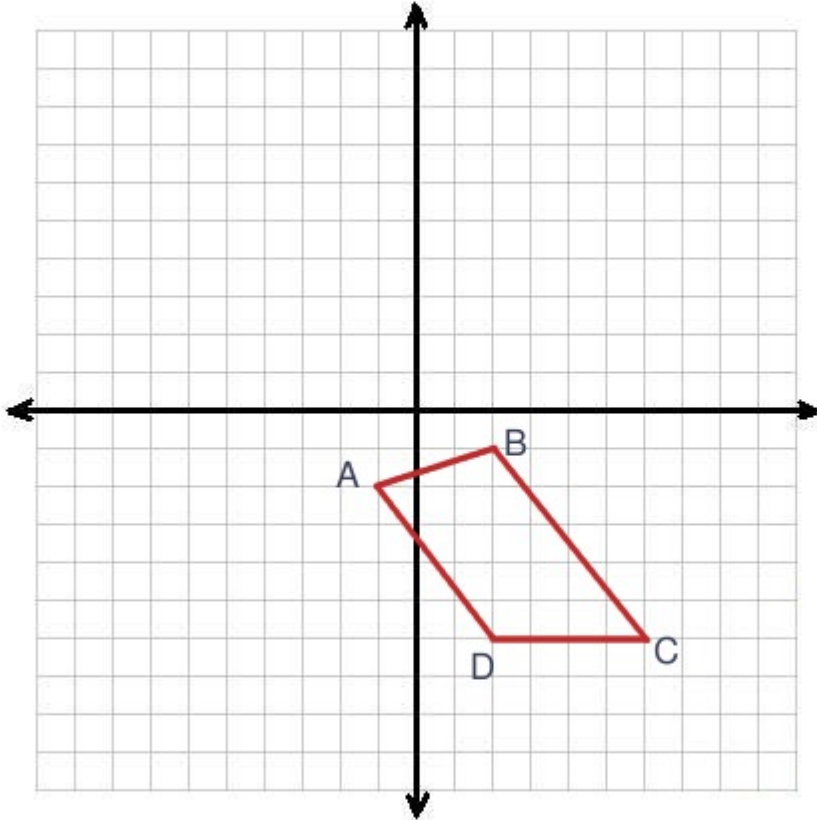
- The triangle has 5 different locations (the same as the Reflection and Rotation triangle problems).
- The translation ranges from 1-9 up and 1-7 left.
- The question will ask about the position of A, B, or C.
- Answer Type is Fill In

206666

ASSISTment ID: 206666

[Comment on this question](#)

Translate the quadrilateral **left 4 units** and **up 4 units**. What are the coordinates of point **C** after the translation?



Submit Answer

Show Hint 1 of 4

- The quadrilateral has 4 different locations (the same as the Reflection and Rotation quadrilateral problems).
- The translation ranges from 1-9 up and 1-7 left.
- The question will ask about the position of A, B, C, or D.
- Answer Type is Fill In

ASSISTMENT deadline	On-Topic Skill Sets x10 (By General Content Skill Name)	On-Topic Skill Sets x10 (By Problem Set #)	Status	Off-Topic Skill Sets x10 (By General Content Skill Name)	Off-Topic Skill Sets x10 (By Problem Set #)	Status
Prerequisite Test Nov 28th						
Pre Accent neg test		37157				
Mid test - just skills.		37103				
End of unit Accent neg test		37174				
Accentuate the Negative	12/7/2011 Ordering Positive Decimals	6040		Mean	19362	
Accentuate the Negative	12/7/2011 Adding and Subtracting Proper Fractions	37971		Median	21943	
Accentuate the Negative	12/7/2011 Adding and Subtracting Mixed Numbers	37981		Median Level 1	21947	
Accentuate the Negative	12/7/2011 Addition of Postive Decimals	35094		Box and Whiskers*	26902	
Accentuate the Negative	12/7/2011 Subtraction of Positive Decimals	36551		Counting Methods*	15528	
Accentuate the Negative	12/7/2011 Point Plotting	35008		Range	8979	
Accentuate the Negative	12/7/2011 Multiplication of Fractions	11829		Range Level 1	14157	
Accentuate the Negative	12/7/2011 Division of Fractions	14211		Acute, Obtuse and Right Angles	9245	
Accentuate the Negative	12/7/2011 Multiplication of Positive Decimals	34666		Third Angle of a Triangle	21257	
Accentuate the Negative	12/7/2011 Division of Positive Decimals	16322		Properties of Solids*	6150	
				Elapsed Time*	37824	
				Polygons 5 or more*	24173	
				Properties of quadrilaterals*	23755	
Prerequisite Test n/a						
Pre Test		38315				
Mid Test		38162				
Post Test		38314				
Unit Test		27456				
Filling and Wrapping	Multiplication and Division of Decimals	16322		Mean	19362	
Filling and Wrapping	Unit Conversion within a System	9056		Median	21943	
Filling and Wrapping	Area of Rectangles	10710		Median Level 1	21947	
Filling and Wrapping	Perimeter of a Polygon	10766		Box and Whiskers*	26902	
Filling and Wrapping	Multiplication of Fractions	11829		Counting Methods*	15528	
Filling and Wrapping	Division of Fractions	14211		Range	8979	
Filling and Wrapping	Properties and Classifications of a Circle	22457		Range Level 1	14157	
Filling and Wrapping	Finding Fractions and Ratios	35610		Elapsed Time	37824	
Filling and Wrapping	Scale Factor	NONE				
Filling and Wrapping	Similar Figures	9998				
Prerequisite Test n/a						
Pretest		37082				
Midtest		38166				
Posttest		38170				
Thinking with Math Models	Addition and Subtraction of Fractions	37994		Mean, Level 1	17470	
Thinking with Math Models	Addition and Subtraction of integers	11898		Median	21943	
Thinking with Math Models	Multiplication Fractions	37091		Elapsed Time	37824	
Thinking with Math Models	Multiplication and division Integers	11899		Box and Whiskers	26902	
Thinking with Math Models	Writing linear equation from ordered pairs	10597		Counting Methods	15528	
Thinking with Math Models	Writing linear equation from situation	34265		Polygons 5 or more	24173	
Thinking with Math Models	Writing linear equation from slope and y-intercept	12449		Range	8979	
Thinking with Math Models	Recognizing Linear Pattern	8752		Properties of quadrilaterals	23755	
Thinking with Math Models	Finding y-intercept from a Linear Equation	9180		Circumference	10767	
Thinking with Math Models	Division of Fractions	14211		Area of a Circle	10762	
Prerequisite Test n/a						
		38309				
		38308				
		37083				
Moving Straight Ahead	Interpreting Coordinate Graphs	NONE				
Moving Straight Ahead	Point Plotting	35008		Median	21943	
Moving Straight Ahead	Multiplication of Decimals	34666		Counting Methods*	15528	
Moving Straight Ahead	Division of Decimals	16322		Range	8979	
Moving Straight Ahead	Addition and Subtraction Integers	11898		Acute, Obtuse and Right Angles	9245	
Moving Straight Ahead	Commutative and Distributive Property	13718		Third Angle of a Triangle	21257	
Moving Straight Ahead	Distributive Property	10195		Properties of Solids*	6150	
Moving Straight Ahead	Multiplication and Division Integers	11899		Elapsed Time*	37824	
Moving Straight Ahead	Parallel and Perpendicular Lines	33910		Polygons 5 or more*	24173	
Moving Straight Ahead	Percent of Increase and Decrease	34196		Properties of quadrilaterals*	23755	
Prerequisite Test n/a						
Pretest		37693				
Mid Test		37655				
Post Test		37653				
Comparing and Scaling	Conversion of Fractions Decimals Percents	6849		Mean	19362	
Comparing and Scaling	Percent of a Number	37146		Median	21943	
Comparing and Scaling	Equivalent Fractions	35085		Third Angle of a Triangle	21257	
Comparing and Scaling	Equation solving simple	8744		Box and Whiskers	26902	
Comparing and Scaling	Greatest Common Factor	6921		Counting Methods	15528	
Comparing and Scaling	Prime factorization	17316		Range	8979	
Comparing and Scaling	Divisibility Rules	8741		Acute, Obtuse and Right Angles	9245	
Prerequisite Test n/a						
Pretest		37084				
Midtest		38531				
Posttest		38533				
Looking for Pythagoras	Point plotting	35008		Mean, Level 1	17470	
Looking for Pythagoras	Area of irregular figures	10765		Median	21943	
Looking for Pythagoras	Ordering fractions both ways	6038		Elapsed Time	37824	
Looking for Pythagoras	Ordering integers	5956		Counting Methods	15528	
Looking for Pythagoras	Perpendicular lines and parallel	33910		Range	8979	
Looking for Pythagoras	Properties and classification of triangles					

Thinking with Mathematical Models
Relevant Pre-requisites for each Core Problem

1. Multiplication and Division of Integers (prob. 17)
2. Recognizing Linear Pattern (prob. 21)
3. N/A (Why isn't Point Plotting a Pre-Req?)
4. Not sure?
5. Writing an equation from Slope and Y-intercept (prob. 20)
6. Addition & Subtraction / Multiplication & Division of Integers and Fractions (probs. 14-17)
7. Writing a Linear Equation from Ordered Pairs (prob. 18)
8. Writing a Linear Equation from a Situation (prob. 19)
9. Addition & Subtraction / Multiplication & Division of Integers and Fractions (probs. 14-17)
10. Multiplication and Division of Integers (prob. 17)
11. Multiplication and Division of Integers (prob. 17)
12. Not sure? Multiplication and Division of Integers (prob. 17)
13. Recognizing Linear Pattern (prob. 21) Multiplication and Division of Integers (prob. 17)

Looking for Pythagoras

Relevant Pre-requisites for each Core Problem

1. Point Plotting (prob. 17)
2. Point Plotting (prob. 17)
3. Point Plotting (prob. 17), Parallel and Perpendicular lines (prob. 21)
4. Point Plotting (prob. 17) ~~Properties and classifications of triangles~~
5. Point Plotting (prob. 17) Area of Irregular Figures (prob. 18)
6. Point Plotting (prob. 17)
7. Ordering Integers (prob. 20)
8. Ordering Integers (prob. 20)
9. Point Plotting (prob. 17)
10. Ordering Integers (prob. 20), ~~Ordering Decimals~~
11. ~~Properties and classifications of triangles~~
12. Point Plotting (prob. 17)
13. ~~Properties and classifications of triangles~~
14. Point Plotting (prob. 17)
15. ~~Properties and classifications of triangles~~
16. None?

Comparing and Scaling
Relevant Pre-requisites for each Core Problem

1. Equivalent Fractions (prob. 26)
2. None
3. Conversions of Fractions to Decimals Percents (prob. 24) Percent of a Number (prob. 25)
4. Equivalent Fractions (prob. 26)
5. None
6. Equivalent Fractions (prob. 26)
7. Equivalent Fractions (prob. 26)
8. Equivalent Fractions (prob. 26)
9. Equivalent Fractions (prob. 26)
10. Equivalent Fractions (prob. 26)
11. Conversions of Fractions to Decimals Percents (prob. 24) Percent of a Number (prob. 25)
12. None
13. None
14. Conversions of Fractions to Decimals Percents (prob. 24)
15. Conversions of Fractions to Decimals Percents (prob. 24)
16. Conversions of Fractions to Decimals Percents (prob. 24)
17. Equivalent Fractions (prob. 26)
18. Equivalent Fractions (prob. 26)
19. None
20. Equivalent Fractions (prob. 26)
21. Equivalent Fractions (prob. 26)
22. Equivalent Fractions (prob. 26)
23. Equivalent Fractions (prob. 26)

Accentuate the Negative

Relevant Pre-requisites for each Core Problem

1. N/A (Why isn't Adding and Subtracting Integers a Pre-Req?)

Question – Integer work instead of fraction and decimal work?

Accentuate the Negative

Appendix of Student Work

Cristina Heffernan, Alexandra Birch, Quinten Palmer and Jeffrey Namias

3/28/2012

This is a document of the Pretest, Posttest, Mid test, and all of the pre-requisite and off-topic skill builders used in the CMP Study. Academic Year 2011 – 2012.

Problem Set "Pre Test for Accentuate the Negative from WPI" id:[37157]**1) Assistent #34509 "34509 - Subtraction - Integers "**

What is $(-21) - (-12)$?

2) Assistent #46611 "46611 - Addition-Integers: negative + positive"

What is $(-6) + 4$?

3) Assistent #50845 "50845 - Addition-Integers: negative + negative"

What is $(-4) + (-15)$?

4) Assistent #34758 "34758 - Division - Integers"

What is the value of p that makes the statement true?
 $-136 / p = -8$

5) Assistent #34775 "34775 - Division - Integers"

What is $40 \div (-10)$?

6) Assistent #34682 "34682 - Multiplication of Integers"

What is $7 * (-2)$?

7) Assistent #38613 "38613 - Ordering"

Arrange these numbers from least to greatest.
 $-12.8, 1/2, 3.8, -7/2$

- 3.8, -12.8, $1/2$, $-7/2$
- 12.8, $-7/2$, 3.8, $1/2$
- $-7/2$, -12.8, $1/2$, 3.8
- 12.8, $-7/2$, $1/2$, 3.8
-

8) Assistent #27875 "27875 - 12315 - Accentuate the Negative: Inv 4, 2a Hints - Morph1"

Evaluate the expression below:

$$3 + ((-7) * 2) - 8$$

9) Assistment #27977 "27977 - 12315 - Accentuate the Negative: Inv 4, 2a Hints - Morph2"

Evaluate the expression below:

$$2 + 3^2 - 8 * 4 - (-7)$$

10) Assistment #37207 "37207 - Exponents, Order of operations"

What is the value of this expression?

$$(5-7+5)^2$$

11) Assistment #34326 "34326 - Morph 2006 #12"

What is the value of the expression below?

$$|-15| - |-13|$$

12) Assistment #46525 "46525 - 27415 - Absolute Value - Easy Simplifications"

Simplify the following:

$$|-215|$$

13) Assistment #147728 "147728 - -32"

$$-3^2$$

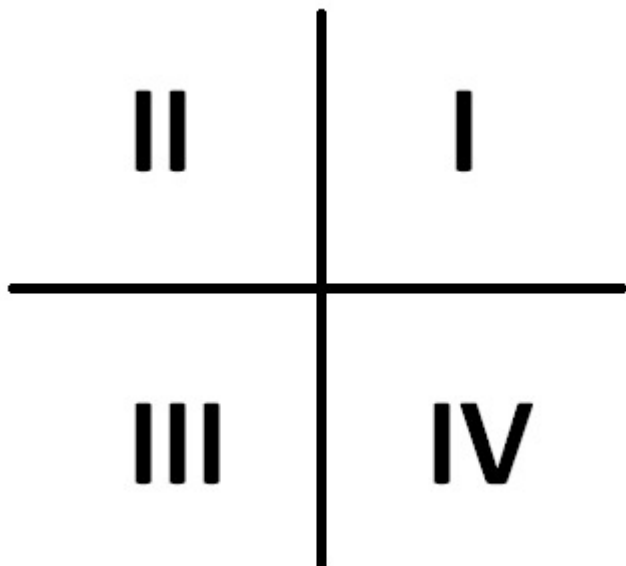
14) Assistment #147729 "147729 - (-2)2"

$$(-2)^2$$

15) Assistment #147732 "147732 - Which quadrant do..."

Which quadrant does this point live in?

(-2,5)



- I
 II
 III
 IV
-

16) Assistment #228122 "228122 - What goes in the ..."What goes in the blank? $-13 \underline{\quad} 9$

- <
 >
 =
-

17) Assistment #228123 "228123 - What goes in the ..."What goes in the blank? $0.34 \underline{\quad} -0.7$

- =
 <
 >
-

18) Assistment #47852 "47852 - Adding Fractions with Mixed Numbers"What is the sum of $1 \frac{2}{5} + 4 \frac{1}{8}$?

Be sure to put a space between the whole number and the fraction in your answer. For example the answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

19) Assistment #47970 "47970 - Subtracting Fractions"

What is the difference of $\frac{2}{5} - \frac{1}{9}$?

20) Assistment #210779 "210779 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $78.78 + 65.356$?

21) Assistment #220696 "220696 - 208598 - Subtraction of Decimals - G"

What is $66.32 - 65.3$?

22) Assistment #209184 "209184 - 208516 - Plot the point"

Olivia has to plot 5 points for homework.

Which is the point with the coordinates $(-5, -2)$?

- A
- B
- C
- D
- E

23) Assistent #48181 "48181 - Multiplying Fractions"

What is the product of $\frac{8}{5} \times \frac{3}{4}$?

24) Assistent #112284 "112284 - Dividing Fractions Template"

What is the quotient of $2\frac{2}{7} \div 2\frac{1}{6}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: **6 2/3**. Not like this: **62/3**

25) Assistent #208092 "208092 - 125385 - Multiplication by powers of 10 - Tens and tenths"

What is 63.19×0.1 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: **.5** = wrong, **0.5** = right)

26) Assistent #39491 "39491 - Ordering Decimals"

What should be to make the following statement true?

0.21 **0.27**

<

>

=

27) Assistent #122853 "122853 - 116386 - Division - Decimals:decimal/decimal - Using Multiplication Table"

What is $2.1 \div 0.7$?

Problem Set "Mid Test for Accentuate the Negative from WPI" id:[37103]**1) Assistment #39403 "39403 - Ordering Decimals"**

What should be to make the following statement true?

$$0.15 \text{ } 0.81$$

<

>

=

2) Assistment #47711 "47711 - Adding Fractions"

What is the sum of $\frac{1}{5} + \frac{2}{7}$?

3) Assistment #47967 "47967 - Subtracting Fractions"

What is the difference of $\frac{3}{5} - \frac{1}{6}$?

4) Assistment #210744 "210744 - Addition of decimals - Tenths place + Thousandths place"

What is $912.6 + 80.828$?

5) Assistment #220683 "220683 - 194991 - Subtraction of Decimals - A"

What is $67 - 0.052$?

6) Assistment #209169 "209169 - 208521 - Point E coordinates"

What are the coordinates of Point E?

Use the form (x,y)

7) Assistment #48176 "48176 - Multiplying Fractions"

What is the product of $\frac{5}{7} \times \frac{5}{4}$?

8) Assistment #112265 "112265 - Dividing Fractions Template"

What is the quotient of $\frac{14}{17} \div 2 \frac{8}{11}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

9) Assistment #208086 "208086 - Multiplying Decimals"

What is 9.3×4.23 ?

10) Assistment #122853 "122853 - 116386 - Division - Decimals:decimal/decimal - Using Multiplication Table"

What is $2.1 \div 0.7$?

Problem Set "Post Test for Accentuate the Negative from WPI" id:[37174]**1) Assistment #34509 "34509 - Subtraction - Integers "**

What is $(-21) - (-12)$?

2) Assistment #46611 "46611 - Addition-Integers: negative + positive"

What is $(-6) + 4$?

3) Assistment #50845 "50845 - Addition-Integers: negative + negative"

What is $(-4) + (-15)$?

4) Assistment #34758 "34758 - Division - Integers "

What is the value of p that makes the statement true?

$$-136 / p = -8$$

5) Assistment #34775 "34775 - Division - Integers "

What is $40 \div (-10)$?

6) Assistment #34682 "34682 - Multiplication of Integers "

What is $7 * (-2)$?

7) Assistment #38613 "38613 - Ordering"

Arrange these numbers from least to greatest.

$-12.8, 1/2, 3.8, -7/2$

- 3.8, -12.8, 1/2, -7/2
- 12.8, -7/2, 3.8, 1/2
- 7/2, -12.8, 1/2, 3.8
- 12.8, -7/2, 1/2, 3.8

8) Assistment #27875 "27875 - 12315 - Accentuate the Negative: Inv 4, 2a Hints - Morph1"

Evaluate the expression below:

$$3 + ((-7) * 2) - 8$$

9) Assistment #27977 "27977 - 12315 - Accentuate the Negative: Inv 4, 2a Hints - Morph2"

Evaluate the expression below:

$$2 + 3^2 - 8 * 4 - (-7)$$

10) Assistment #37207 "37207 - Exponents, Order of operations"

What is the value of this expression?

$$(5-7+5)^2$$

11) Assistment #34326 "34326 - Morph 2006 #12"

What is the value of the expression below?

$$|-15| - |-13|$$

12) Assistment #46525 "46525 - 27415 - Absolute Value - Easy Simplifications"

Simplify the following:

$$|-215|$$

13) Assistment #147728 "147728 - -32"

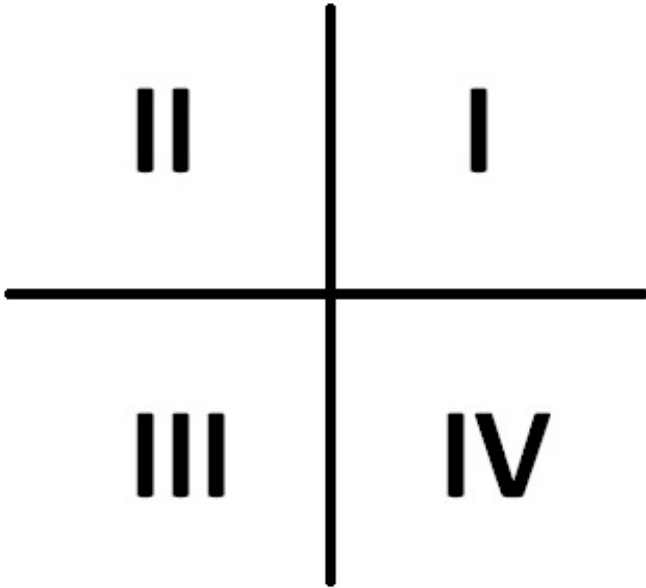
$$-3^2$$

14) Assistment #147729 "147729 - (-2)2"

$(-2)^2$

15) Assistment #147732 "147732 - Which quadrant do..."

Which quadrant does this point live in?

 $(-2,5)$ 

- I
- II
- III
- IV

16) Assistment #228122 "228122 - What goes in the ..."What goes in the blank? $-13 \underline{\quad} 9$

- <
- >
- =

17) Assistment #228123 "228123 - What goes in the ..."What goes in the blank? $0.34 \underline{\quad} -0.7$

- =
- <
- >

18) Assistment #47717 "47717 - Adding Fractions" $\frac{3}{3} + \frac{1}{1}$

What is the sum of $\frac{\quad}{7} + \frac{\quad}{8}$?

19) Assistment #48122 "48122 - Subtracting Fractions with Mixed Numbers"

What is the difference of $12\frac{2}{5} - 2\frac{2}{9}$?

Be sure to put a space between the whole number and the fraction in your answer. For example the answer should look like this: 6 2/3. Not like this: 62/3

20) Assistment #210812 "210812 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $351.883 + 29.263$?

21) Assistment #220718 "220718 - 208600 - Subtraction of Decimals - I"

What is $652.602 - 651.435$?

22) Assistment #209192 "209192 - 206262 - Point A coordinates"

What are the coordinates of Point A?

Use the form (x,y) include parentheses, no spaces.

23) Assistment #48273 "48273 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{2}{3}$ x $\frac{1}{6}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: **6 2/3**. Not like this: 62/3

24) Assistment #112286 "112286 - Dividing Fractions Template"

What is the quotient of $3 \frac{2}{5}$ \div $2 \frac{5}{7}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: **6 2/3**. Not like this: 62/3

25) Assistment #208114 "208114 - Multiplying Decimals"

What is 0.067 x 0.14?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

26) Assistment #122917 "122917 - Division - Decimal: Decimal divided by whole using multiplication table"

What is 0.54 \div 9?

27) Assistment #39557 "39557 - Fill in the blank..."

Fill in the blank to make the statement true.

7.7 ? to 7.70

>

<

=

Problem Set "Ordering Decimals: using <, >, =" id:[6040]**1) Assistent #39560 "39560 - Fill in the blank..."**

Fill in the blank to make the statement true.

2.7 ? to 2.70

- >
 <
 =
-

2) Assistent #39549 "39549 - Ordering Decimals"

What should be to make the following statement true?

0.26 0.26

- <
 >
 =
-

3) Assistent #39504 "39504 - Ordering Decimals"

What should be to make the following statement true?

0.58 0.52

- <
 >
 =
-

4) Assistent #39619 "39619 - Ordering Decimals"

0.62 ? 0.67

- >
 <
 =
-

5) Assistent #39484 "39484 - Ordering Decimals"

What should be to make the following statement true?

$0.23 \square 0.28$

- <
 >
 =
-

6) Assistment #39431 "39431 - Ordering Decimals"

What should \square be to make the following statement true?

$0.36 \square 0.74$

- <
 >
 =
-

7) Assistment #39414 "39414 - Ordering Decimals"

What should \square be to make the following statement true?

$0.26 \square 0.71$

- <
 >
 =
-

8) Assistment #39599 "39599 - Fill in the blank..."

Fill in the blank to make the statement true.

0.64 is ? to 0.22

- >
 <
 =
-

9) Assistment #39548 "39548 - Ordering Decimals"

What should \square be to make the following statement true?

$$0.16 \square 0.16$$

- <
- >
- =
-

10) Assistment #39577 "39577 - Fill in the blank..."

Fill in the blank to make the statement true.

6.6 ? to 6.60

- >
- <
- =
-

11) Assistment #39515 "39515 - Ordering Decimals"

What should \square be to make the following statement true?

$$0.86 \square 0.84$$

- <
- >
- =
-

12) Assistment #39439 "39439 - Ordering Decimals"

What should \square be to make the following statement true?

$$0.82 \square 0.38$$

- <
- >
- =
-

13) Assistment #39540 "39540 - Ordering Decimals"

What should \square be to make the following statement true?

$0.28 \square 0.28$

- <
 >
 =
-

14) Assistment #39423 "39423 - Ordering Decimals"

What should \square be to make the following statement true?

$0.46 \square 0.64$

- <
 >
 =
-

15) Assistment #39453 "39453 - Ordering Decimals"

What should \square be to make the following statement true?

$0.51 \square 0.37$

- <
 >
 =
-

16) Assistment #39485 "39485 - Ordering Decimals"

What should \square be to make the following statement true?

$0.14 \square 0.15$

- <
 >
 =
-

17) Assistment #39593 "39593 - Fill in the blank..."

Problem Set "Adding and Subtracting Proper Fractions" id:[37971]**1) Assistent #235696 "235696 - Subtracting Proper Fractions"**

Find the difference:

$$\frac{7}{12} - \frac{5}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

2) Assistent #235787 "235787 - Adding Proper Fractions"

Find the sum:

$$\frac{7}{11} + \frac{9}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

3) Assistent #235759 "235759 - Adding Proper Fractions"

Find the sum:

$$\frac{5}{6} + \frac{2}{5}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

4) Assistent #235695 "235695 - Subtracting Proper Fractions"

Find the difference:

$$\frac{11}{12} - \frac{1}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

5) Assistment #235706 "235706 - Subtracting Proper Fractions"

Find the difference:

$$\frac{7}{11} - \frac{1}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

6) Assistment #235716 "235716 - Subtracting Proper Fractions"

Find the difference:

$$\frac{8}{9} - \frac{4}{7}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

7) Assistment #235672 "235672 - Subtracting Proper Fractions"

Find the difference:

$$\frac{1}{9} - \frac{1}{18}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

8) Assistment #235745 "235745 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{7}{12} + \frac{1}{9}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

9) Assistment #235663 "235663 - Subtracting Proper Fractions"

Find the difference:

$$\frac{4}{5} - \frac{1}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

10) Assistment #235753 "235753 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{9} + \frac{5}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

11) Assistment #235657 "235657 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{2} + \frac{1}{2}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

12) Assistment #235646 "235646 - 229256 - Subtracting Proper Fractions"

Find the difference:

$$\frac{7}{9} - \frac{1}{6}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

13) Assistment #235731 "235731 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{5}{6} + \frac{1}{9}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

14) Assistent #235773 "235773 - Adding Proper Fractions"

Find the sum:

$$\frac{7}{10} + \frac{7}{11}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

15) Assistent #235710 "235710 - Subtracting Proper Fractions"

Find the difference:

$$\frac{6}{7} - \frac{1}{9}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

16) Assistent #235737 "235737 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{7}{8} + \frac{5}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

17) Assistent #235680 "235680 - Subtracting Proper Fractions"

Find the difference:

$$\frac{1}{6} - \frac{1}{18}$$

Problem Set " Adding and Subtracting Mixed Numbers" id:[37981]**1) Assistent #236298 "236298 - 224052 - Subtracting Mixed Numbers"**

Find the difference:

$$10\frac{1}{3} - 7\frac{1}{3}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

2) Assistent #236250 "236250 - Adding Mixed Numbers"

Find the sum:

$$4\frac{1}{2} + 7\frac{2}{3}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

3) Assistent #236055 "236055 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$5\frac{1}{8} - 1\frac{13}{24}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

4) Assistent #236369 "236369 - 229272 - Subtracting Mixed Numbers"

Find the difference:

$$5\frac{5}{8} - 3\frac{7}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

5) Assistment #236635 "236635 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$4\frac{1}{2} - 1\frac{7}{8}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

6) Assistment #236214 "236214 - 229270 - Adding Mixed Numbers"

Find the sum:

$$2\frac{1}{4} + 1\frac{7}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

7) Assistment #236301 "236301 - 224052 - Subtracting Mixed Numbers"

Find the difference:

$$10\frac{5}{11} - 1\frac{8}{11}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

8) Assistment #236073 "236073 - 224054 - Subtracting Mixed Numbers"

Find the difference:

$$11\frac{8}{9} - 3\frac{6}{7}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

9) Assistment #236058 "236058 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$11\frac{1}{1} - 6\frac{5}{5}$$

$$\begin{array}{r} - \\ 2 \\ - \\ 8 \end{array}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

10) Assistent #236309 "236309 - 229272 - Subtracting Mixed Numbers"

Find the difference:

$$7\frac{1}{10} - 3\frac{11}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

11) Assistent #236174 "236174 - 229270 - Adding Mixed Numbers"

Find the sum:

$$5\frac{8}{9} + 9\frac{11}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

12) Assistent #236111 "236111 - Adding Mixed Numbers"

Find the sum:

$$10\frac{4}{5} + 8\frac{9}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

13) Assistent #236266 "236266 - Adding Mixed Numbers"

Find the sum:

$$8\frac{1}{6} + 7\frac{2}{5}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space

between the whole number and the fraction (example 3 5/8)

14) Assistent #236292 "236292 - 224052 - Subtracting Mixed Numbers"

Find the difference:

$$5\frac{1}{2} - 1\frac{1}{2}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

15) Assistent #236179 "236179 - 229270 - Adding Mixed Numbers"

Find the sum:

$$3\frac{5}{6} + 9\frac{3}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

16) Assistent #236279 "236279 - Adding Mixed Numbers"

Find the sum:

$$4\frac{3}{7} + 5\frac{7}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

17) Assistent #236406 "236406 - Adding Mixed Numbers"

Find the sum:

$$10\frac{1}{2} + 3\frac{1}{2}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

Problem Set "Addition and Subtraction: Positive Decimals - LEVEL 1 SKILL BUILDING Addition"

id:[35094]

1) Assistment #210897 "210897 - Addition of decimals - Tenths place + Thousandths place"What is $66.1 + 727.437$?

2) Assistment #210771 "210771 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $358.4 + 296.242$?

3) Assistment #210820 "210820 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $157.4 + 354.76$?

4) Assistment #210851 "210851 - 195379 - Mika - Addition of decimals - Range "What is $31938 + 0.421686$?

5) Assistment #210846 "210846 - 195379 - Mika - Addition of decimals - Range "What is $20315 + 0.605217$?

6) Assistment #210783 "210783 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $272.74 + 179.48$?

7) Assistment #210854 "210854 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $306.87 + 78.802$?

8) Assistment #210776 "210776 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $713.7 + 6.5$?

9) Assistment #210838 "210838 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $3.17 + 167.86$?

10) Assistment #210865 "210865 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $8.388 + 24.624$?

11) Assistment #210749 "210749 - Addition of decimals - Tenths place + Thousandths place"What is $2.3 + 669.415$?

12) Assistment #210809 "210809 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $723.74 + 5.715$?

13) Assistment #210886 "210886 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $182.6 + 3.42$?

14) Assistment #210779 "210779 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $78.78 + 65.356$?

15) Assistment #210837 "210837 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $8.45 + 471.86$?

16) Assistment #210878 "210878 - Addition of decimals - Hundredths place"What is $4.30 + 5.68$?

17) Assistment #210814 "210814 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $97.6 + 45.44$?

18) Assistment #210823 "210823 - Addition of decimals - Tenths place"What is $1.5 + 4.5$?

19) Assistment #210847 "210847 - 195379 - Mika - Addition of decimals - Range "What is $9785 + 0.183551$?

20) Assistment #210757 "210757 - 194969 - Mika - Addition of decimals - Range .001 and 100"What is $26.4 + 16.776$?

21) Assistment #210780 "210780 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $67.64 + 67.475$?

22) Assistment #210804 "210804 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $44.453 + 97.885$?

23) Assistment #210888 "210888 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $400.3 + 4.72$?

24) Assistment #210767 "210767 - Addition of decimals - Tenths place + Thousandths place"

What is $1.4 + 4.372$?

25) Assistment #210778 "210778 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $650.1 + 8.8$?

26) Assistment #210894 "210894 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $251.12 + 292.687$?

27) Assistment #210816 "210816 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $188.1 + 62.5$?

28) Assistment #210875 "210875 - Addition of decimals - Tenths place + Thousandths place"

What is $518.4 + 7.578$?

29) Assistment #210885 "210885 - Addition of decimals - Hundredths place"

What is $72.57 + 6.78$?

30) Assistment #210798 "210798 - Addition of decimals - Hundredths place"

What is $18.95 + 18.49$?

31) Assistment #210862 "210862 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $340.808 + 9.312$?

32) Assistment #210786 "210786 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $891.3 + 82.73$?

33) Assistment #210867 "210867 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $7.375 + 72.817$?

34) Assistment #210766 "210766 - Addition of decimals - Tenths place"

What is $18.3 + 81.6$?

35) Assistment #210830 "210830 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $41.51 + 4.185$?

36) Assistment #210858 "210858 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $1.63 + 2.607$?

37) Assistment #210785 "210785 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $379.76 + 478.37$?

38) Assistment #210840 "210840 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $8.212 + 6.114$?

39) Assistment #210815 "210815 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $10.4 + 41.44$?

40) Assistment #210799 "210799 - Addition of decimals - Hundredths place"

What is $16.51 + 16.21$?

41) Assistment #210756 "210756 - 194969 - Mika - Addition of decimals - Range .001 and 100"

What is $20.6 + 22.285$?

**Problem Set "Addition and Subtraction: Positive Decimals - LEVEL 2 SKILL BUILDING
Subtraction"** id:[36551]

1) Assistment #220709 "220709 - 208599 - Subtraction of Decimals - H"

What is $96 - 95.72$?

2) Assistment #220780 "220780 - 198620 - Subtraction of Decimals - C"

What is $6283 - 0.003364$?

3) Assistment #220781 "220781 - 198620 - Subtraction of Decimals - C"

What is $54.08 - 0.005207$?

4) Assistment #220774 "220774 - 198620 - Subtraction of Decimals - C"

What is $4013 - 0.007025$?

5) Assistment #220706 "220706 - 208599 - Subtraction of Decimals - H"

What is $52 - 51.41$?

6) Assistment #220775 "220775 - 198620 - Subtraction of Decimals - C"

What is $52780 - 0.009275$?

7) Assistment #220736 "220736 - Subtraction of Decimals - B"

What is $84.5 - 0.837$?

8) Assistment #220788 "220788 - 208586 - Subtraction of Decimals - E"

What is $6 - 5.2$?

9) Assistment #220790 "220790 - 208586 - Subtraction of Decimals - E"

What is $8 - 7.2$?

10) Assistment #220702 "220702 - 208598 - Subtraction of Decimals - G"

What is $93.7 - 56.13$?

11) Assistment #220710 "220710 - 208599 - Subtraction of Decimals - H"

What is $96 - 95.04$?

12) Assistment #220760 "220760 - 208602 - Subtraction of Decimals - K"

What is $790.4 - 789.401$?

13) Assistment #220732 "220732 - 208601 - Subtraction of Decimals - J"

What is $83.778 - 82.23$?

14) Assistment #220707 "220707 - 208599 - Subtraction of Decimals - H"

What is $78 - 77.82$?

15) Assistment #220767 "220767 - 208597 - Subtraction of Decimals - F"

What is $86.05 - 5.83$?

16) Assistment #220712 "220712 - 208599 - Subtraction of Decimals - H"

What is $59 - 41.78$?

17) Assistment #220688 "220688 - 194991 - Subtraction of Decimals - A"

What is $39 - 0.077$?

18) Assistment #220694 "220694 - 208598 - Subtraction of Decimals - G"

What is $74.02 - 21.1$?

19) Assistment #220748 "220748 - 208585 - Subtraction of Decimals - D"

What is $8.1 - 7.5$?

20) Assistment #220703 "220703 - 208599 - Subtraction of Decimals - H"

What is $94 - 93.88$?

21) Assistment #220772 "220772 - 208597 - Subtraction of Decimals - F"

What is $36.88 - 35.82$?

22) Assistment #220757 "220757 - 208602 - Subtraction of Decimals - K"

What is $967.586 - 966.2$?

23) Assistment #220717 "220717 - 208600 - Subtraction of Decimals - I"

What is $815.562 - 814.658$?

24) Assistment #220746 "220746 - 208585 - Subtraction of Decimals - D"

What is $8.1 - 7.5$?

25) Assistment #220715 "220715 - 208600 - Subtraction of Decimals - I"

What is $827.072 - 130.817$?

26) Assistment #220773 "220773 - 198620 - Subtraction of Decimals - C"

What is $1600 - 0.000396$?

27) Assistment #220769 "220769 - 208597 - Subtraction of Decimals - F"

What is $14.17 - 7.11$?

28) Assistment #220705 "220705 - 208599 - Subtraction of Decimals - H"

What is $84 - 55.76$?

29) Assistment #220689 "220689 - 194991 - Subtraction of Decimals - A"

What is $85 - 0.027$?

30) Assistment #220686 "220686 - 194991 - Subtraction of Decimals - A"

What is $18 - 0.014$?

31) Assistment #220716 "220716 - 208600 - Subtraction of Decimals - I"

What is $573.523 - 572.415$?

32) Assistment #220741 "220741 - Subtraction of Decimals - B"

What is $7.7 - 0.442$?

33) Assistment #220731 "220731 - 208601 - Subtraction of Decimals - J"

What is $73.455 - 72.37$?

34) Assistment #220777 "220777 - 198620 - Subtraction of Decimals - C"

What is $40570 - 0.000581$?

35) Assistment #220714 "220714 - 208600 - Subtraction of Decimals - I"

What is $725.183 - 472.678$?

36) Assistment #220687 "220687 - 194991 - Subtraction of Decimals - A"

What is $41 - 0.024$?

37) Assistment #220740 "220740 - Subtraction of Decimals - B"

What is $4.64 - 0.186$?

38) Assistment #220752 "220752 - 208585 - Subtraction of Decimals - D"

What is $8.1 - 7.5$?

39) Assistment #220701 "220701 - 208598 - Subtraction of Decimals - G"

What is $59.46 - 41.1$?

40) Assistment #220776 "220776 - 198620 - Subtraction of Decimals - C"

What is $36720 - 0.004743$?

41) Assistment #220787 "220787 - 208586 - Subtraction of Decimals - E"

What is $6 - 5.5$?

Problem Set "Point Plotting - THE SKILL BUILDING SET" id:[35008]**1) Assistentment #209218 "209218 - 208507 - Plot the point"**

Danielle has to plot 5 points for homework.

Which is the point with the coordinates $(-4,4)$?

- A
- B
- C
- D
- E

2) Assistentment #209223 "209223 - 208507 - Plot the point"

Beth has to plot 5 points for homework.

Which is the point with the coordinates $(-4,4)$?

- A
- B
- C
- D
- E

3) Assistment #209233 "209233 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

4) Assistment #209213 "209213 - 206263 - Plot the point"

Mary has to plot 5 points for homework.

Which is the point with the coordinates (-4,0)?

- A
- B
- C
- D
- E

5) Assistment #209248 "209248 - 208519 - Point C coordinates"

What are the coordinates of Point C?

Use the form (x,y)

6) Assistment #209209 "209209 - 206263 - Plot the point"

Karen:Kate has to plot 5 points for homework.

Which is the point with the coordinates (-6,3)?

- A
- B
- C
- D
- E

7) Assistment #209230 "209230 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

8) Assistment #209234 "209234 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

Problem Set "Multiplication Fractions - THE SKILL BUILDING SET" id:[11829]**1) Assistent #48189 "48189 - Multiplying Fractions"**

What is the product of $\frac{8}{4} \times \frac{6}{3}$?

2) Assistent #48196 "48196 - Multiplying Fractions"

What is the product of $\frac{2}{4} \times \frac{5}{5}$?

3) Assistent #48270 "48270 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{1}{3} \times \frac{1}{3}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

4) Assistent #48183 "48183 - Multiplying Fractions"

What is the product of $\frac{4}{8} \times \frac{4}{8}$?

5) Assistent #48284 "48284 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{2}{5} \times \frac{1}{7}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

6) Assistent #48296 "48296 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{3}{4} \times \frac{1}{8}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

7) Assistment #48170 "48170 - Multiplying Fractions"

What is the product of $\frac{5}{4} \times \frac{8}{2}$?

8) Assistment #48281 "48281 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{1}{4} \times \frac{1}{4}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

9) Assistment #48176 "48176 - Multiplying Fractions"

What is the product of $\frac{5}{7} \times \frac{5}{4}$?

10) Assistment #48178 "48178 - Multiplying Fractions"

What is the product of $\frac{7}{1} \times \frac{9}{1}$?

11) Assistment #48287 "48287 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{4}{5} \times \frac{1}{10}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

12) Assistment #48195 "48195 - Multiplying Fractions"

What is the product of $\frac{8}{7} \times \frac{9}{6}$?

13) Assistment #48291 "48291 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{1}{3} \times \frac{1}{3}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

14) Assistment #48190 "48190 - Multiplying Fractions"

What is the product of $\frac{8}{1} \times \frac{2}{7}$?

15) Assistment #48174 "48174 - Multiplying Fractions"

What is the product of $\frac{8}{2} \times \frac{7}{6}$?

16) Assistment #48269 "48269 - Multiplying Fractions with Mixed Numbers"

What is the product of $1 \frac{1}{2} \times \frac{1}{2}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

17) Assistent #48193 "48193 - Multiplying Fractions"

What is the product of $\frac{6}{3}$ x $\frac{1}{6}$?

18) Assistent #48283 "48283 - Multiplying Fractions with Mixed Numbers"

What is the product of $1\frac{2}{3}$ x $\frac{1}{6}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6\frac{2}{3}$. Not like this: $62/3$

19) Assistent #48179 "48179 - Multiplying Fractions"

What is the product of $\frac{7}{5}$ x $\frac{3}{4}$?

20) Assistent #48279 "48279 - Multiplying Fractions with Mixed Numbers"

What is the product of $1\frac{1}{2}$ x $\frac{1}{2}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6\frac{2}{3}$. Not like this: $62/3$

21) Assistent #48175 "48175 - Multiplying Fractions"

What is the product of $\frac{3}{2}$ x $\frac{5}{2}$?

22) Assistent #48288 "48288 - Multiplying Fractions with Mixed Numbers"

What is the product of $2\frac{1}{2}$ x $\frac{1}{11}$?

Problem Set "Division Fractions - THE SKILL BUILDING SET" id:[14211]**1) Assistent #112305 "112305 - Dividing Fractions Template"**

What is the quotient of $3 \frac{3}{7} \div 2 \frac{1}{3}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

2) Assistent #112311 "112311 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $3 \frac{1}{5} \div \frac{3}{8}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

3) Assistent #112312 "112312 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $1 \frac{1}{5} \div \frac{1}{5}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

4) Assistent #112297 "112297 - Dividing Fractions Template"

What is the quotient of $4 \frac{4}{6} \div 2 \frac{1}{4}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

5) Assistent #112364 "112364 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{15}{21} \div \frac{15}{21}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

6) Assistment #112307 "112307 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $3 \frac{1}{5} \div \frac{3}{8}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

7) Assistment #112349 "112349 - 29863 - Dividing Fracitons"

What is the quotient of $\frac{6}{8} \div \frac{2}{1}$?

8) Assistment #112348 "112348 - 29863 - Dividing Fracitons"

What is the quotient of $\frac{8}{8} \div \frac{3}{7}$?

9) Assistment #112272 "112272 - Dividing Fractions Template"

What is the quotient of $\frac{9}{9} \div 4 \frac{12}{9}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

10) Assistment #112372 "112372 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{13}{7} \div \frac{7}{7}$?

17 17

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

11) Assistment #112353 "112353 - 29863 - Dividing Fracitons"

What is the quotient of $\frac{8}{1} \div \frac{9}{3}$?

12) Assistment #112319 "112319 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $3 \frac{1}{2} \div \frac{3}{4}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

13) Assistment #112320 "112320 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $1 \frac{1}{5} \div \frac{1}{5}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

14) Assistment #112363 "112363 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{6}{21} \div \frac{18}{21}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

15) Assistment #112370 "112370 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{16}{9} \div \frac{9}{9}$?

18 18

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

16) Assistment #112278 "112278 - Dividing Fractions Template"

What is the quotient of $\frac{7}{15} \div 4 \frac{9}{13}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

17) Assistment #112378 "112378 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{17}{19} \div \frac{8}{19}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

18) Assistment #112296 "112296 - Dividing Fractions Template"

What is the quotient of $3 \frac{2}{5} \div 2 \frac{1}{6}$?

You MUST reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

19) Assistment #112375 "112375 - 106622 - Dividing Fractions Template"

What is the quotient of $\frac{17}{20} \div \frac{9}{20}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

Problem Set "Multiplication and Division Decimals - LEVEL 1 SKILL BUILDING Multiplication" id:
[34666]

1) Assistment #208118 "208118 - Multiplying Decimals"

What is 0.73×0.98 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: $.5 = \text{wrong}$, $0.5 = \text{right}$)

2) Assistment #208111 "208111 - 125868 - Multiplication by powers of 10 - Adding zeroes"

What is 6.3×0.01 ?

For answers with only 0 after the decimal do not include the decimal or the zero. (this is only because this is a computer)

(For example: $23.0 = \text{wrong}$, $23 = \text{right}$)

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: $.5 = \text{wrong}$, $0.5 = \text{right}$)

3) Assistment #208132 "208132 - 205620 - Multiplication of decimals - Tenths place"

Find the product of 4.5 and 4

4) Assistment #208095 "208095 - 125385 - Multiplication by powers of 10 - Tens and tenths"

What is 16.15×10 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: $.5 = \text{wrong}$, $0.5 = \text{right}$)

5) Assistment #208101 "208101 - 125399 - Multiplication by powers of 10 - Positive powers of 10"

What is 830.51×10 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: $.5 = \text{wrong}$, $0.5 = \text{right}$)

6) Assistment #208133 "208133 - 205620 - Multiplication of decimals - Tenths place"

Find the product of 8.6 and 7

7) Assistment #208122 "208122 - 205620 - Multiplication of decimals - Tenths place"

Multiply: $4.5 * 3.4$?

8) Assistment #208102 "208102 - 125734 - Multiplication by powers of 10 - Negative powers of ten"

What is 803.2×0.01 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: $.5 = \text{wrong}$, $0.5 = \text{right}$)

9) Assistment #208125 "208125 - 205631 - 194969 - Mika - Multiplication of decimals - Range .001 and 100"

Multiply 0.47 and 0.54, rounding the answer to the nearest thousandth.

10) Assistment #208109 "208109 - 125868 - Multiplication by powers of 10 - Adding zeroes"

What is 5.7×0.001 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

11) Assistment #208105 "208105 - 125734 - Multiplication by powers of 10 - Negative powers of ten"

What is 176.2×0.001 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

12) Assistment #208116 "208116 - Multiplying Decimals"

What is 6.9×0.012 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

13) Assistment #208126 "208126 - 205631 - 194969 - Mika - Multiplication of decimals - Range .001 and 100"

Multiply 0.43 and 0.38, rounding the answer to the nearest thousandth.

14) Assistment #208115 "208115 - Multiplying Decimals"

What is 6.8×0.47 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

15) Assistment #208100 "208100 - 125399 - Multiplication by powers of 10 - Positive powers of 10"

What is 472.375×10 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

16) Assistment #208098 "208098 - 125399 - Multiplication by powers of 10 - Positive powers of 10"

What is 697.267×100 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

17) Assistment #208106 "208106 - 125734 - Multiplication by powers of 10 - Negative powers of ten"

What is 276.6×0.001 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

18) Assistment #208103 "208103 - 125734 - Multiplication by powers of 10 - Negative powers of ten"

What is 503.1×0.01 ?

For answers with no number to the left of the decimal, put a zero there. (this is only because this is a computer)

(For example: .5 = wrong, 0.5 = right)

Problem Set "Multiplication and Division of Decimals - THE SKILL BUILDING SET" id:[16322]

1) Assistment #122916 "122916 - Division - Decimal: Decimal divided by whole using multiplication table"

What is $0.63 \div 7$?

2) Assistment #122852 "122852 - 116386 - Division - Decimals:decimal/decimal - Using Multiplication Table"

What is $5 \div 1$?

3) Assistment #122878 "122878 - Dividing a Decimal by a Whole Number"

What is $0.08 \div 2$?

4) Assistment #122883 "122883 - Dividing a Decimal by a Decimal"

What is $0.013 \div 1.3$?

5) Assistment #122908 "122908 - Multiplication - Decimals : Decimal times whole number with no carry"

What is $5.1 * 9$?

6) Assistment #122930 "122930 - Multiplication - Decimal : Decimal times whole number with a carry"

What is $7.8 * 3$?

7) Assistment #122905 "122905 - Multiplication - Decimals : Decimal times whole number with no carry"

What is $9.1 * 5$?

8) Assistment #122898 "122898 - Multiplication - Decimals : Decimal times whole number with no carry"

What is $3.1 * 6$?

9) Assistment #122912 "122912 - Division - Decimal: Decimal divided by whole using multiplication table"

What is $0.27 \div 3$?

10) Assistment #122956 "122956 - Multiplying Decimals"What is 9.7×2.61 ?

11) Assistment #122936 "122936 - Multiplication - Decimal : Decimal times whole number with a carry"What is 10.9×6 ?

12) Assistment #122873 "122873 - Dividing a Decimal by a Whole Number"What is $0.05 \div 1$?

13) Assistment #122910 "122910 - Multiplication - Decimals : Decimal times whole number with no carry"What is 3.4×2 ?

14) Assistment #122954 "122954 - Multiplying Decimals"What is 9×0.32 ?

15) Assistment #122949 "122949 - Multiplying Decimals"What is 7.4×2.15 ?

16) Assistment #122925 "122925 - Division - Decimal: Decimal divided by whole using multiplication table"What is $0.72 \div 8$?

17) Assistment #122939 "122939 - Multiplication - Decimal : Decimal times whole number with a carry"What is 3.5×5 ?

18) Assistment #122880 "122880 - Dividing a Decimal by a Whole Number"What is $0.02 \div 2$?

19) Assistment #122951 "122951 - Multiplying Decimals"

What is 8.2×1.88 ?

20) Assistment #122897 "122897 - Multiplication - Decimals : Decimal times whole number with no carry"

What is 1.1×9 ?

21) Assistment #122935 "122935 - Multiplication - Decimal : Decimal times whole number with a carry"

What is 10.7×7 ?

22) Assistment #122900 "122900 - Multiplication - Decimals : Decimal times whole number with no carry"

What is 5.1×5 ?

23) Assistment #122932 "122932 - Multiplication - Decimal : Decimal times whole number with a carry"

What is 10.6×9 ?

24) Assistment #122895 "122895 - Dividing a Decimal by a Decimal"

What is $0.038 \div 1.9$?

25) Assistment #122913 "122913 - Division - Decimal: Decimal divided by whole using multiplication table"

What is $0.7 \div 7$?

26) Assistment #122906 "122906 - Multiplication - Decimals : Decimal times whole number with no carry"

What is 5.1×6 ?

27) Assistment #122946 "122946 - Multiplying Decimals"

What is 8×1.2 ?

28) Assistment #122856 "122856 - 116386 - Division - Decimals:decimal/decimal - Using Multiplication Table"

What is $1.8 \div 0.6$?

29) Assistment #122884 "122884 - Dividing a Decimal by a Decimal"

What is $0.133 \div 1.9$?

30) Assistment #122879 "122879 - Dividing a Decimal by a Whole Number"

What is $0.25 \div 5$?

31) Assistment #122948 "122948 - Multiplying Decimals"

What is 8.9×2.72 ?

32) Assistment #122924 "122924 - Division - Decimal: Decimal divided by whole using multiplication table"

What is $0.18 \div 6$?

33) Assistment #122902 "122902 - Multiplication - Decimals : Decimal times whole number with no carry"

What is 2.1×6 ?

34) Assistment #122953 "122953 - Multiplying Decimals"

What is 5.4×2.67 ?

35) Assistment #122928 "122928 - Multiplication - Decimal : Decimal times whole number with a carry"

What is 9.5×6 ?

36) Assistment #122955 "122955 - Multiplying Decimals"

What is 5.8×2.56 ?

37) Assistment #122881 "122881 - Dividing a Decimal by a Whole Number"

What is $0.18 \div 2$?

Problem Set "Mean - THE SKILL BUILDING SET" id:[19362]**1) Assistment #131681 "131681 - 56565 - Mean with Context"**

Nancy obtained the following scores in 5 math tests. Calculate the **mean** of Nancy's math scores:

182, 94, 57, 67, 112

(round to the nearest hundredths place)

2) Assistment #131728 "131728 - 56643 - Mean with Missing Number and Context"

Penny swam the following number of laps in four days. How many laps would she need to swim on the fifth day to have a mean of 5.4 laps per day?

1, 9, 6, 7

3) Assistment #131720 "131720 - 56648 - Mean with Context and Vertical Table"

Julia runs a grocery store, and listed below are the store sales for the year 1997. What were the average monthly sales in 1997?

Month	Sales (\$)
January	1001
February	1051
March	2506
April	1121
May	1506
June	604
July	1009
August	2203
September	1012
October	1638
November	1920
December	2054

(round to hundredths place)

4) Assistment #131652 "131652 - Mean"

Calculate the **mean** of the following numbers:

3, 15, 17, 7, 21, 19

(round to the nearest tenths place)

5) Assistment #131746 "131746 - 57309 - Mean with Context, 9"

Abby obtained the following scores in 9 math tests. Calculate the **mean** of Abby's math scores:

42, 58, 90, 91, 51, 30, 39, 64, 69

(round to the nearest hundredths place)

6) Assistment #131683 "131683 - 56565 - Mean with Context"

Hannah obtained the following scores in 5 math tests. Calculate the **mean** of Hannah's math scores:

205, 83, 45, 124, 89

(round to the nearest hundredths place)

7) Assistment #131739 "131739 - 125327 - Mean with Context, 11"

During a medical study, doctors recorded the weights in pounds of all their volunteers. Some of the weights are given here. What is the average weight of the volunteers listed below?

152, 109, 108, 152, 123, 122, 120, 105, 145, 105, 103

(round to the nearest hundredths place)

8) Assistment #131744 "131744 - 125360 - Mean with Context and Table 1, 8"

The coach for the School Computer Programming team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 8 games.

Name of player	Number of points scored
Jimmy	12,3,8,13,22,17,11,8
Nathalie	16,27,8,11,13,9,17,25

What is the **mean** (average) number of points scored by Jimmy ?
(Round to the hundredths place)

9) Assistment #131645 "131645 - Mean Missing Value"

Chris has scored the following points in his last five basketball games: 12, 9, 8, 5, 11.

How many points must he score in the next game to average 12 points per game?

10) Assistment #131586 "131586 - 56562 - Mean of Integers"

Calculate the **mean** of the following numbers:

183, 142, 24, 134, 69

(round to the nearest hundredths place)

11) Assistment #131626 "131626 - Mean - Smaller Numbers"

Calculate the **mean** of the following numbers:

7, 5, 4, 4, 5, 10

(round to the nearest hundredths place)

12) Assistment #131635 "131635 - 57306 - Mean of Integers"

Calculate the **mean** of the following numbers:

111, 115, 120, 70, 98, 45, 56

(round to the nearest hundredths place)

13) Assistent #131592 "131592 - 125362 - Mean with Context and Table 2"

The coach for the All-Star Basketball team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored
Shaun	10,3,19,14,23,22,13,2,23,13
Julia	20,21,2,12,6,3,23,26,13,14

What is the **mean** (average) number of points scored by Julia ?

14) Assistent #131666 "131666 - 57307 - Mean of Integers,8"

Calculate the **mean** of the following numbers:

89, 154, 138, 69, 21, 3, 72, 38

(round to the nearest hundredths place)

15) Assistent #131648 "131648 - Mean Missing Value"

Chris has scored the following points in his last five basketball games: 10, 7, 6, 8, 14.

How many points must he score in the next game to average 14 points per game?

16) Assistent #131614 "131614 - 125324 - Mean with Context, 12"

During a medical study, doctors recorded the heights in centimeters of all their volunteers. Some of the heights are given here. What is the average height of the volunteers listed below?

176, 195, 165, 181, 168, 192, 189, 204, 152, 162, 175, 171

(round to the nearest hundredths place)

Problem Set "Median - THE SKILL BUILDING SET" id:[21943]**1) Assistment #137385 "137385 - Median - Find Missing Data Points - Even"**

What number should be added to the list below to get a **median** of 18?

10, 21, 9, 15, 28

- 10
- 11
- 30
- 1

2) Assistment #137491 "137491 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
John	40,67,27,80,16,75,57,4,72,24,48
Cristina	22,26,8,11,54,6,9,22,23,18,11

What is the median number of points scored by John ?

3) Assistment #137387 "137387 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19?

13, 23, 8, 15, 26

- 9
- 14
- 30
- 4

4) Assistment #137359 "137359 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	11,8,14,6,1,20,22,12
Cristina	20,8,27,6,24,22,12,15

What is the **median** of number of points obtained by Cristina ?

5) Assistment #137313 "137313 - 132165 - Median - Find Missing Data Points - Even, 8"

What number should be added to the list below to get a **median** of 25.115?

12, 28.23, 35, 19, 61, 8.63, 48

- 9.63
- 13
- 22
- 5.63

6) Assistment #137483 "137483 - 56714 - Median - Find Missing Data Points - Odd, with context"

Mary obtained the following scores in 4 of 5 math tests. If the **median** of Mary's math scores was 21, what was Mary's math score on the fifth test?

14, 26.87, 21, 6

- 7
- 15
- 24
- 3

7) Assistment #137488 "137488 - 56714 - Median - Find Missing Data Points - Odd, with context"

John obtained the following scores in 4 of 5 math tests. If the **median** of John's math scores was 17, what was John's math score on the fifth test?

12, 26.87, 17, 7

- 8
- 13
- 26
- 4

8) Assistment #137357 "137357 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	6,8,9,9,8,21,26,20

Cristina	18,8,27,4,24,22,12,15
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What is the **median** of number of points obtained by Cristina ?

9) Assistment #137379 "137379 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[1.33, 3.85, 1.65, 2.11, 1.12, 4.51, 2.33, 2.69, 3.91]

What is the **median** number in this list?

10) Assistment #137402 "137402 - Median - Find Missing Data Points - Odd"

What number should be added to the list below to get a **median** of 18?

11, 23, 5, 18

- 25
 17
 6
 2

11) Assistment #137386 "137386 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19.5?

14, 22, 9, 17, 25

- 10
 15
 33
 4

12) Assistment #137466 "137466 - 56719 - Median with Context and Vertical Table"

Liz runs a grocery store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1125
February	2506
March	1922
April	607
May	1044
June	901

July	1507
August	1631
September	1006
October	1021
November	2203
December	2054

13) Assistment #137472 "137472 - 56719 - Median with Context and Vertical Table"

Ashley runs a shoe store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1126
February	2504
March	1924
April	601
May	1045
June	903
July	1501
August	1636
September	1002
October	1024
November	2201
December	2050

14) Assistment #137336 "137336 - 56717 - Median with Context and Table and Odd values"

The coach for the School Tennis Team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 7 games.

Name of player	Number of points scored on the last ten games
Brian	20,8,15,5,23,22,13
Camille	12,10,12,7,9,23,24

What is the **median** of number of points scored by Brian ?

Problem Set "Median - LEVEL 1 SKILL BUILDING" id:[21947]**1) Assistment #137657 "137657 - 30369 - median table"**

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
Jose	37,65,26,81,17,75,61,2,70,23,51
Beth	20,27,3,10,46,7,2,21,30,16,14

What is the median number of points scored by Jose ?

2) Assistment #137525 "137525 - 56717 - Median with Context and Table and Odd values"

The coach for the All-USA Math Team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 7 tests.

Name of player	Number of points scored on the last ten games
Chris	18,9,16,6,23,22,13
Liz	8,2,9,8,5,15,22

What is the **median** of number of points obtained by Chris ?

3) Assistment #137624 "137624 - Median: Odd Number of Values"

Below is a list of numbers.

[26, 53, 38, 50, 21, 85, 77, 43, 30, 91, 47, 55, 40]

What is the **median** number in this list?

4) Assistment #137652 "137652 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
Shaun	34,65,26,81,15,78,57,2,73,21,48
Julia	16,23,2,16,52,11,9,17,29,20,9

What is the median number of points scored by Shaun ?

5) Assistment #137656 "137656 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
Bob	30,66,28,82,18,78,59,6,72,22,54
Ashley	17,21,2,8,54,10,4,15,28,13,8

What is the median number of points scored by Bob ?

6) Assistment #137507 "137507 - Median: Even Number of Values"

Below is a list of numbers.

[70, 22, 13, 42, 91, 12, 66, 60, 21, 40, 38, 10]

What is the **median** number in this list?

7) Assistment #137631 "137631 - Median: Odd Number of Values"

Below is a list of numbers.

[1, 48, 76, 84, 23, 45, 21, 24, 34, 65, 36, 41, 56]

What is the **median** number in this list?

8) Assistment #137591 "137591 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[66, 12, 3, 4, 9, 56, 2, 8, 122]

What is the **median** number in this list?

9) Assistment #137582 "137582 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[13, 14.77, 23, 10.56, 8.45, 5.66, 20]

What is the **median** number in this list?

10) Assistment #137647 "137647 - 56719 - Median with Context and Vertical Table"

Alex runs a hardware store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1121
February	2503
March	1926
April	600
May	1047
June	901
July	1507
August	1636
September	1002
October	1017
November	2209
December	2057

11) Assistment #137578 "137578 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[4.0035, 40.035, 0.40035, 4.0035, 0.040035, 0.0040035, 400.35]

What is the **median** number in this list?

12) Assistment #137612 "137612 - 56708 - Median: Even Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[1.33, 0.99, 3.85, 1.65, 2.11, 1.12, 4.51, 2.33, 2.69, 3.91]

What is the **median** number in this list?

13) Assistment #137661 "137661 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games

Jose	34,67,27,83,18,75,60,6,73,21,54
Beth	17,26,6,9,43,9,8,17,28,14,15

What is the median number of points scored by Jose ?

14) Assistment #137604 "137604 - 132173 - Median: Even Number of Values with Context"

During a medical study, doctors recorded the heights of all their volunteers. Some of heights (in centimeters) are provided here. What is the median height of the volunteers as listed below?

181, 187, 176, 175, 193, 201, 170, 195, 213, 171

15) Assistment #137579 "137579 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[10135, 11035, 10315, 51301, 30115, 30151, 11053]

What is the **median** number in this list?

16) Assistment #137664 "137664 - 56715 - Median: Odd Number of Values with Context"

During a medical study, doctors measured the heights of all their volunteers. Some of heights (in centimeters) are provided here. What is the median height of the volunteers as listed below?

181, 187, 179, 173, 193, 200, 170, 195, 170

17) Assistment #137636 "137636 - 56719 - Median with Context and Vertical Table"

Liz runs a hardware store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1119
February	2507
March	1920
April	607
May	1050
June	903
July	1504
August	1635
September	1005
October	1019
November	2208
December	2054


Problem Set "Counting Methods - THE SKILL BUILDING SET" id:[15528]**1) Assistment #120292 "120292 - Calvin is making ..."**

Calvin is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make without sausage?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

2) Assistment #119978 "119978 - Jenny is ordering..."

Jenny is ordering a salad from the menu shown below. If she picks one item from each category, how many different salads can she make with peppers?

G arden reens alore		
Lettuce	Vegetable	Dressing
Iceberg Romaine Bibb	Tomatoes Carrots Peppers Onions	Vinaigrette Ranch Caesar

3) Assistment #120307 "120307 - Kaitlin is gettin..."

Kaitlin is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make without a large popcorn?

 Golden Reels Cinema 		
Popcorn	Snacks	Soda
Kiddie Medium Large Jumbo	Candy Bar Pretzel Hot Dog Ice Cream	Orange Soda Root Beer Ginger Ale

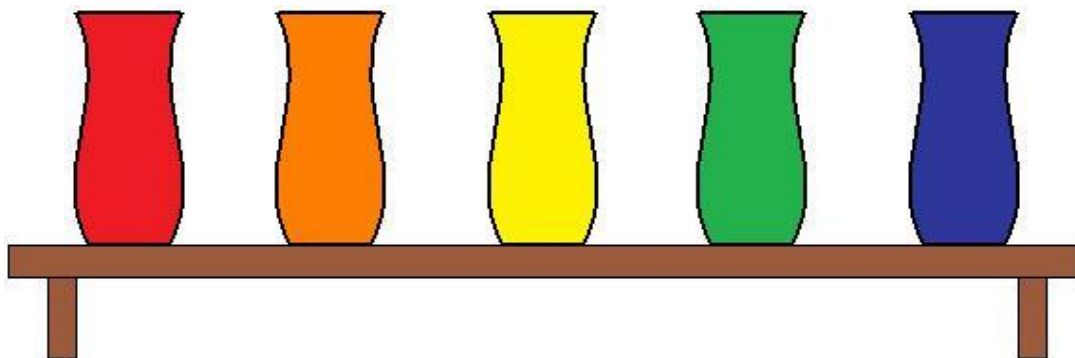
4) Assistment #120029 "120029 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with peppers?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

5) Assistment #119962 "119962 - How many ways can..."

How many ways can the vases shown below be organized on the shelf if the red vase does not move?



6) Assistment #120023 "120023 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with tomatoes?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

7) Assistment #119947 "119947 - Penny is going to..."

Penny is going to flip a coin 4 times. How many outcomes are there in which she gets tails a total of 3 times?

8) Assistment #119951 "119951 - Kenny is going to..."

Kenny is going to flip a coin 4 times. How many outcomes are there in which he gets heads a total of 0 times?

9) Assistment #120000 "120000 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with ham?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

10) Assistent #119917 "119917 - Blair is making a..."

Blair is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make without pepperoni?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

11) Assistent #120022 "120022 - Patty is making a..."

Patty is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make with mushrooms?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

12) Assistent #120407 "120407 - Nancy is getting ..."

Nancy is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make with an ice cream?

Problem Set "Range - THE SKILL BUILDING SET" id:[8979]**1) Assistment #58435 "58435 - 57506 - Range, Missing number, 8"**

What number should be added to the following list to get a range of 121?

52, 67, 27, 73, 24, 107, 84

- 85
 202
 145
 158
-

2) Assistment #58437 "58437 - 57506 - Range, Missing number, 8"

What number should be added to the following list to get a range of 129?

41, 55, 39, 67, 5, 101, 78

- 79
 191
 134
 161
-

3) Assistment #58386 "58386 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.67, 54.67, 32, 106, 6, 35, 143

4) Assistment #58442 "58442 - 30370 - range-table-female"

The coach for the lacross Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Shaun	10, 6, 17, 14, 25, 18, 8, 4, 23, 10
Julia	16, 19, 6, 9, 9, 2, 15, 30, 13, 11

What is the **range** number of points scored by Julia?

5) Assistment #58475 "58475 - 57508 - Range, with Context, 8"

Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

26, 31, 23, 29, 16, 24, 40, 48

6) Assistment #58251 "58251 - Range"

Calculate the **range** of the following numbers:

52, 43, 3, 124, 78, 137

7) Assistment #58372 "58372 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

52, 34, 9, 106, 84, 139, 106

8) Assistment #58420 "58420 - 57507 - Range, Missing number, 10"

What number should be added to the following list to get a range of 122?

50, 53, 65, 38, 88, 120, 99, 131, 146

- 19
 23
 24
 31

9) Assistment #58443 "58443 - 30370 - range-table-female"

The coach for the ping-pong Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	16, 10, 19, 17, 20, 18, 13, 3, 26, 8
Amanda	18, 22, 5, 10, 12, 2, 21, 30, 16, 16

What is the **range** number of points scored by Amanda?

10) Assistment #58466 "58466 - 57511 - Range, with Context, 6"

The All-USA Physics team coach needs to pick one of two people for the All-USA Physics team. Points obtained by Gary and Ross are given below.

What is the range of points obtained by Ross?

Gary	15, 8, 18, 18, 16, 18
Ross	25, 20, 14, 23, 15, 29

11) Assistment #58378 "58378 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.33, 31.67, 27, 114, 4, 31, 133

12) Assistment #58488 "58488 - 57509 - Range, with Context, 5"

Beth's scores in 5 history tests are shown below. What is the range of Beth's scores?

33, 20, 16, 52, 25

13) Assistment #58247 "58247 - Range"

Calculate the **range** of the following numbers:

54, 47, 12, 106, 91, 127

14) Assistment #58474 "58474 - 57508 - Range, with Context, 8"

Beth's scores in 8 math tests are shown below. What is the range of Beth's scores?

27, 32, 24, 26, 11, 30, 37, 48

15) Assistment #58458 "58458 - 57510 - Range, with Context, 7"

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Ross are given below.

What is the range of points obtained by Joe?

Joe	23, 28, 20, 12, 21, 19, 31
Ross	15, 9, 15, 19, 26, 16, 22

16) Assistment #58369 "58369 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

54, 30, 14, 112, 93, 147, 112

17) Assistment #58250 "58250 - Range"

Calculate the **range** of the following numbers:

67, 37, 17, 118, 86, 137

18) Assistment #58399 "58399 - What number shoul..."

What number should be added to the following list to get a range of 128?

69, 46, 8, 124, 97

- 123
- 137
- 136
- 151

19) Assistment #58403 "58403 - What number shoul..."

What number should be added to the following list to get a range of 113?

59, 34, 15, 119, 77

- 118
- 129
- 128
- 140

Problem Set "Range - LEVEL 1 SKILL BUILDING" id:[14157]**1) Assistment #111885 "111885 - 57510 - Range, with Context, 7"**

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Fleur are given below.

What is the range of points obtained by Joe?

Joe	23, 28, 18, 11, 23, 15, 32
Fleur	15, 7, 15, 22, 25, 16, 20

2) Assistment #111848 "111848 - 57508 - Range, with Context, 8"

Amy's scores in 8 math tests are shown below. What is the range of Amy's scores?

23, 28, 22, 31, 15, 28, 42, 48

3) Assistment #111971 "111971 - 30370 - range-table-female"

The coach for the darts Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Chris	16, 4, 12, 14, 23, 21, 8, 7, 22, 6
Liz	18, 24, 12, 8, 12, 2, 15, 31, 21, 15

What is the **range** number of points scored by Liz?

4) Assistment #111846 "111846 - 57508 - Range, with Context, 8"

Amy's scores in 8 math tests are shown below. What is the range of Amy's scores?

26, 31, 22, 27, 15, 28, 38, 49

5) Assistment #111880 "111880 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

184.78, 64, 41, 112, 5, 38, 126

6) Assistment #111872 "111872 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

189.56, 42.67, 23, 118, 8, 45, 143

7) Assistment #111902 "111902 - 57505 - Range, 9"

Calculate the **range** of the following numbers:

124, 50.33, 248.73, 37, 115, 33, 142, 3, 80.35

8) Assistment #111914 "111914 - Range"

Calculate the **range** of the following numbers:

67, 29, 2, 103, 90, 144

9) Assistment #111852 "111852 - 57508 - Range, with Context, 8"

Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

22, 27, 21, 29, 14, 25, 40, 45

10) Assistment #111956 "111956 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

71, 34, 13, 121, 98, 140, 121

11) Assistment #111901 "111901 - 57505 - Range, 9"

Calculate the **range** of the following numbers:

130, 34.33, 256.09, 29, 102, 29, 143, 10, 86.35

12) Assistent #111860 "111860 - 57509 - Range, with Context, 5"

Gary's scores in 5 geography tests are shown below. What is the range of Gary's scores?

32, 25, 15, 46, 25

13) Assistent #111897 "111897 - 57510 - Range, with Context, 7"

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Ross are given below.

What is the range of points obtained by Joe?

Joe	24, 29, 20, 11, 21, 17, 33
Ross	18, 10, 14, 19, 25, 14, 22

14) Assistent #111962 "111962 - 30370 - range-table-female"

The coach for the volleyball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Jose	10, 11, 14, 19, 26, 15, 13, 1, 23, 14
Beth	16, 26, 10, 11, 7, 2, 18, 30, 20, 10

What is the **range** number of points scored by Beth?

15) Assistent #111937 "111937 - 57511 - Range, with Context, 6"

The basketball team coach needs to pick one of two people for the basketball team. Points obtained by Joe and Jess are given below.

What is the range of points obtained by Jess?

Joe	19, 7, 15, 21, 16, 19
Jess	28, 18, 12, 23, 18, 31

16) Assistment #111844 "111844 - 57508 - Range, with Context, 8"

Amy's scores in 8 math tests are shown below. What is the range of Amy's scores?

22, 27, 26, 29, 16, 28, 40, 50

17) Assistment #111966 "111966 - 30370 - range-table-female"

The coach for the baseball Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Eric	16, 10, 19, 17, 18, 23, 8, 3, 23, 8
Alexa	20, 20, 12, 11, 14, 1, 20, 31, 21, 13

What is the **range** number of points scored by Alexa?

18) Assistment #111861 "111861 - 57509 - Range, with Context, 5"

Gary's scores in 5 english tests are shown below. What is the range of Gary's scores?

32, 24, 13, 46, 28

19) Assistment #111843 "111843 - 57508 - Range, with Context, 8"

Gary's scores in 8 math tests are shown below. What is the range of Gary's scores?

26, 31, 27, 27, 16, 30, 38, 46

20) Assistment #111845 "111845 - 57508 - Range, with Context, 8"

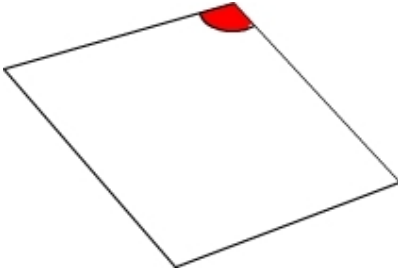
Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

24, 29, 25, 30, 13, 27, 41, 50

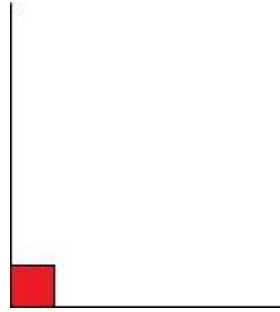
Problem Set "Angles - Obtuse, Acute and Right Angles - THE SKILL BUILDING SET" id:[9245]**1) Assistent #75194 "75194 - 61816 - 61815 - select obtuse"**

Which of the following colored angles represents an obtuse angle?

1.



2.

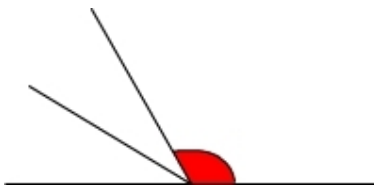


3.



2) Assistent #75184 "75184 - 61814 - Obtuse angles"

Identify the type of the colored angle in the following figure?



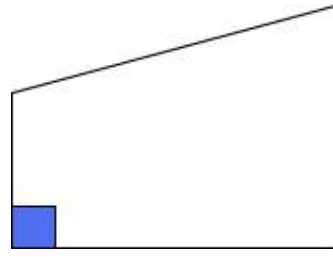
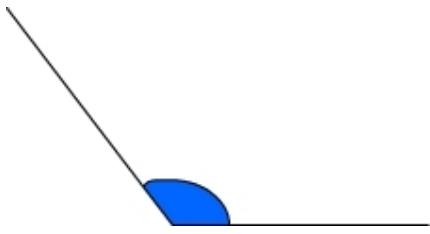
- Acute Angle
- Right Angle
- Obtuse Angle

3) Assistent #75202 "75202 - 61816 - 61815 - select obtuse"

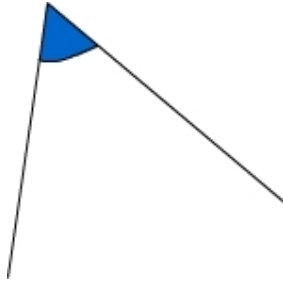
Which of the following colored angles represents an obtuse angle?

1.

2.

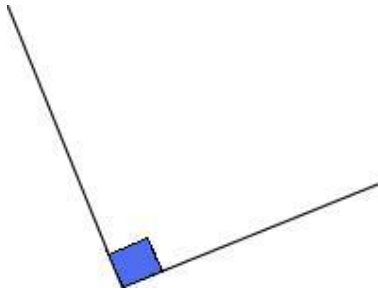


3.



4) Assistent #75167 "75167 - 61813 - Right angles"

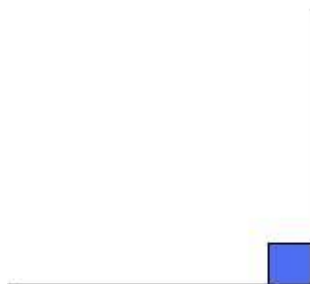
Identify the type of the colored angle in the following figure?



- Acute Angle
- Obtuse Angle
- Right Angle

5) Assistent #75163 "75163 - 61813 - Right angles"

Identify the type of the colored angle in the following figure?

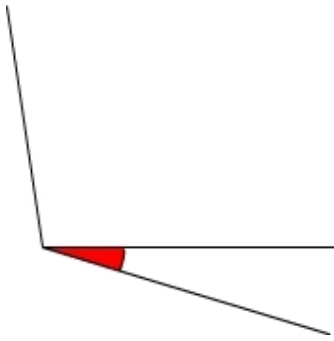


- Acute Angle
- Obtuse Angle
- Right Angle

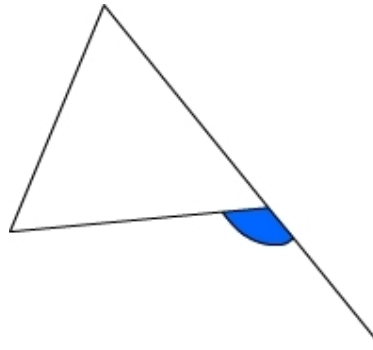
6) Assistent #75212 "75212 - 61817 - 61816 - 61815 - select right"

Which of the following colored angles represents a right angle?

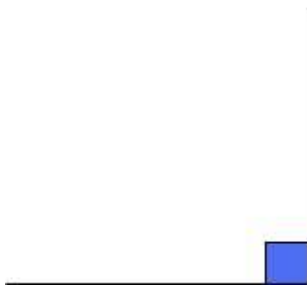
1.



2.

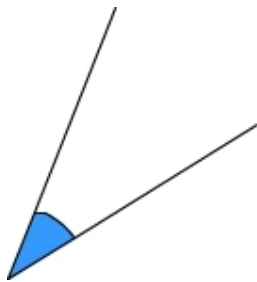


3.



7) Assistent #75237 "75237 - 61812 - Acute angles"

Identify the type of the colored angle in the following figure?



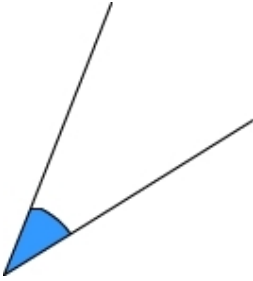
- Acute angle

- Right angle
- Obtuse angle

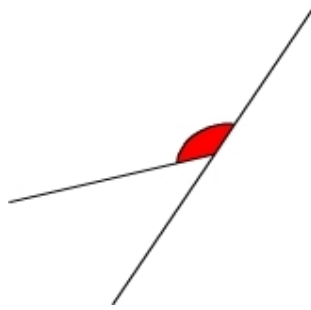
8) Assistent #75206 "75206 - 61816 - 61815 - select obtuse"

Which of the following colored angles represents an obtuse angle?

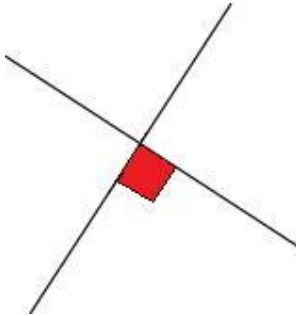
1.



2.



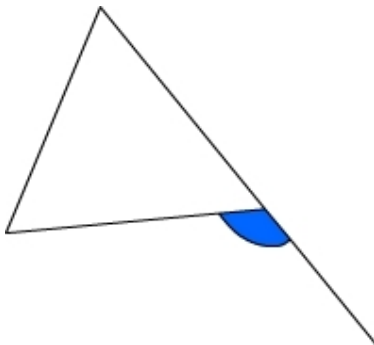
3.



9) Assistent #75149 "75149 - 61815 - select acute"

Which of the following colored angles represents an acute angle?

1.



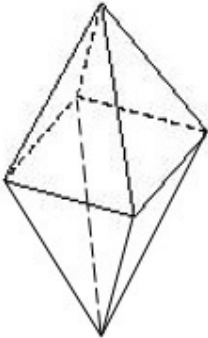
2.



3.

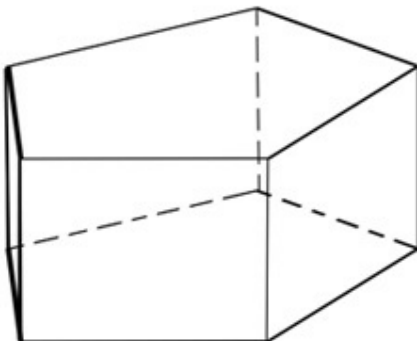
Problem Set "Properties of Solids" id:[6150]**1) Assistent #42347 "42347 - Properties of Solids - Number of Faces"**

How many faces are there in a [Diamond](#)



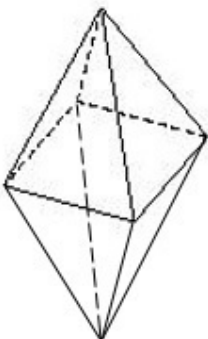
2) Assistent #42343 "42343 - Properties of Solids - Number of Faces"

How many faces are there in a [Pentagon](#)



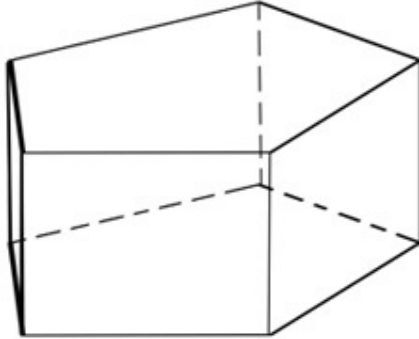
3) Assistent #42345 "42345 - Properties of Solids - Number of Faces"

How many faces are there in a [Diamond](#)



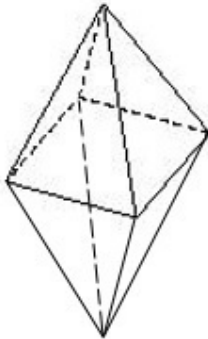
4) Assistment #42339 "42339 - Properties of Solids - Number of Faces"

How many faces are there in a [Pentagon](#)



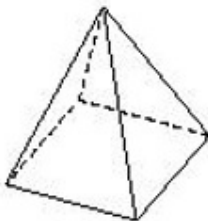
5) Assistment #42337 "42337 - Properties of Solids - Number of Faces"

How many faces are there in a [Diamond](#)



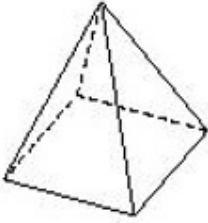
6) Assistment #42354 "42354 - Properties of Solids - Number of Faces"

How many faces are there in a [Pyramid](#)



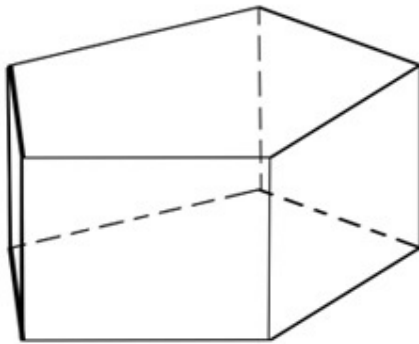
7) Assistment #42340 "42340 - Properties of Solids - Number of Faces"

How many faces are there in a [Pyramid](#)



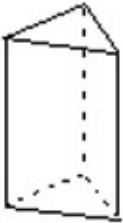
8) Assistent #42333 "42333 - Properties of Solids - Number of Faces"

How many faces are there in a [Pentagon](#)



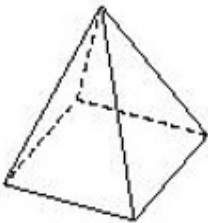
9) Assistent #42328 "42328 - Properties of Solids - Number of Faces"

How many faces are there in a [Triangular Prism](#)



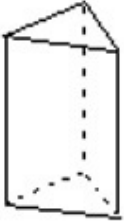
10) Assistent #42344 "42344 - Properties of Solids - Number of Faces"

How many faces are there in a [Pyramid](#)



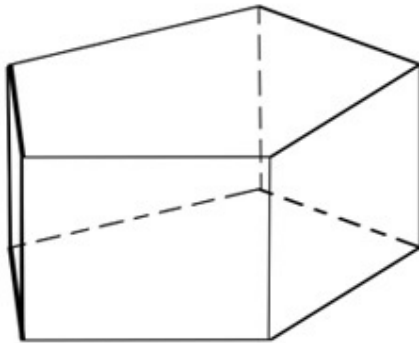
11) Assistent #42342 "42342 - Properties of Solids - Number of Faces"

How many faces are there in a [Triangular Prism](#)



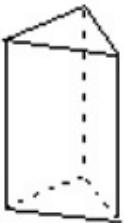
12) Assistent #42349 "42349 - Properties of Solids - Number of Faces"

How many faces are there in a [Pentagon](#)



13) Assistent #42338 "42338 - Properties of Solids - Number of Faces"

How many faces are there in a [Triangular Prism](#)



14) Assistent #42334 "42334 - Properties of Solids -Number of Faces"

Problem Set "Elapsed Time - LEVEL 2 SKILL BUILDING" id:[37824]**1) Assistment #234450 "234450 - Elapsed Time 3"**

When Mary last checked the clock it was 6:51 pm.

It is now 10:25 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

2) Assistment #234432 "234432 - Elapsed Time 2"

When Mary last checked the clock it was 1:47 pm.

It is now 3:00 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

3) Assistment #234394 "234394 - 215936 - Elapsed Time 1"

When Mark last checked his watch it was 1:00 pm.

It is now 4:15 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

4) Assistment #234460 "234460 - Elapsed Time 4"

When Travis last checked the clock it was 6:12 pm.

It is now 10:42 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

5) Assistment #234391 "234391 - 215936 - Elapsed Time 1"

When Eddie last checked his watch it was 6:00 pm.

It is now 8:53 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

6) Assistment #234483 "234483 - Elapsed Time 4"

When Dan last checked the clock it was 1:14 pm.
It is now 4:52 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

7) Assistment #234419 "234419 - Elapsed Time 2"

When Rachel last checked the clock it was 2:20 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

8) Assistment #234407 "234407 - Elapsed Time 2"

When Cindy last checked the clock it was 3:47 pm.
It is now 6:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

9) Assistment #234388 "234388 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 1:00 pm.
It is now 3:29 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

10) Assistment #234475 "234475 - Elapsed Time 4"

When Matt last checked the clock it was 5:17 pm.
It is now 9:39 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

11) Assistment #234446 "234446 - Elapsed Time 3"

When Anna last checked the clock it was 2:56 pm.
It is now 6:23 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

12) Assistment #234458 "234458 - Elapsed Time 3"

When Beth last checked the clock it was 1:34 pm.

It is now 5:19 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

13) Assistment #234380 "234380 - 215936 - Elapsed Time 1"

When Tony last checked his watch it was 5:00 pm.

It is now 7:32 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

14) Assistment #234437 "234437 - Elapsed Time 3"

When Sarah last checked the clock it was 4:36 pm.

It is now 8:10 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

15) Assistment #234436 "234436 - Elapsed Time 3"

When Danielle last checked the clock it was 7:38 pm.

It is now 10:23 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

16) Assistment #234471 "234471 - Elapsed Time 4"

When Andrew last checked the clock it was 5:19 pm.

It is now 8:52 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

17) Assistment #234384 "234384 - 215936 - Elapsed Time 1"

When Jeff last checked his watch it was 1:00 pm.
It is now 3:20 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

18) Assistment #234381 "234381 - 215936 - Elapsed Time 1"

When Matt last checked his watch it was 7:00 pm.
It is now 9:21 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

19) Assistment #234406 "234406 - Elapsed Time 2"

When Cindy last checked the clock it was 2:31 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

20) Assistment #234386 "234386 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 7:00 pm.
It is now 9:33 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

21) Assistment #234456 "234456 - Elapsed Time 3"

When Lindsay last checked the clock it was 7:45 pm.
It is now 11:19 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

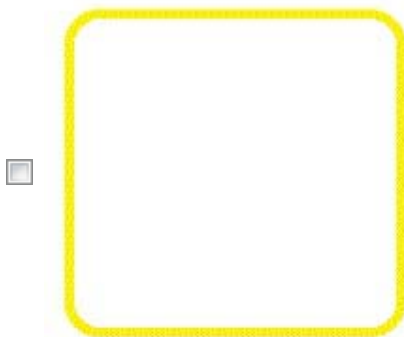
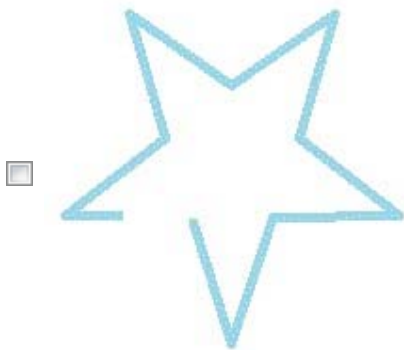
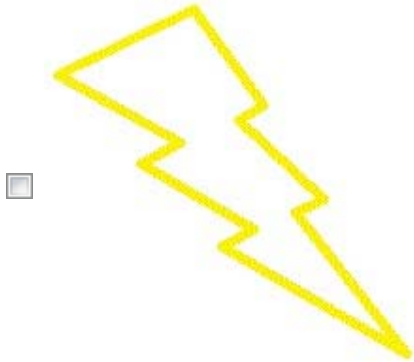
22) Assistment #234434 "234434 - Elapsed Time 3"

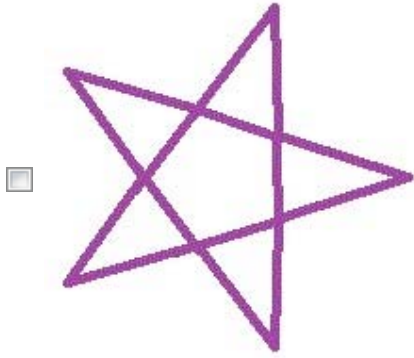
When Kate last checked the clock it was 7:44 pm.
It is now 11:13 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

Problem Set "Properties and Classification of Polygons With 5 Or More Sides - THE SKILL BUILDING SET" id:[24173]

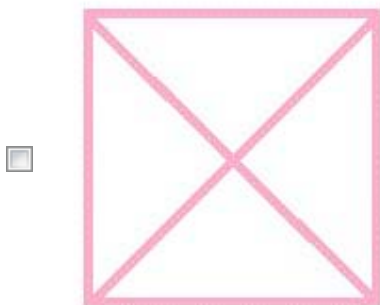
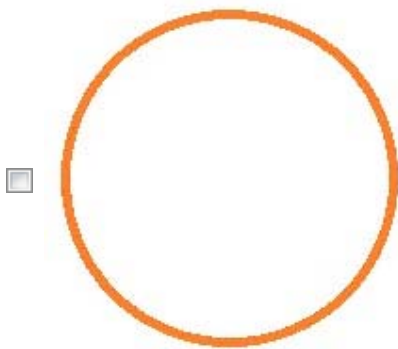
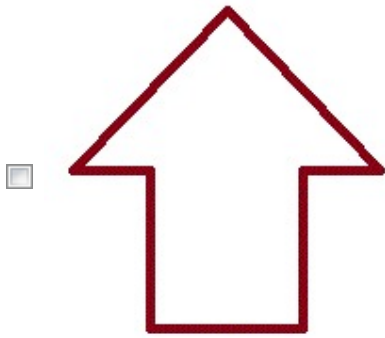
1) Assistment #144038 "144038 - 134809 - What is a Polygon? Check all that apply. (1correctpolygon)"
Please select all of the shapes that are polygons.





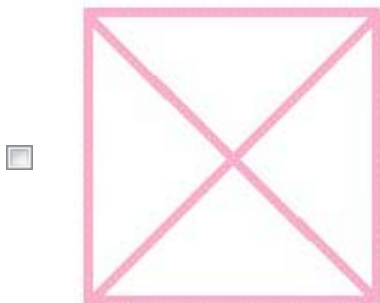
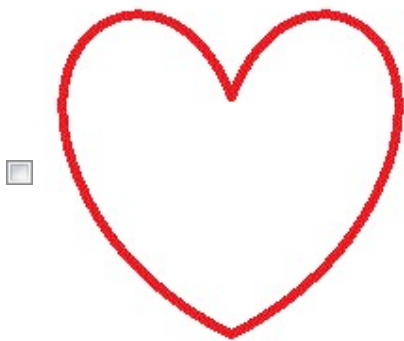
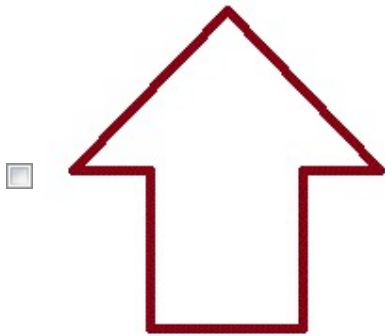
2) Assistment #144017 "144017 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"

Please select all of the shapes that are polygons.





3) Assistment #143994 "143994 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"
Please select all of the shapes that are polygons.





4) Assistent #144106 "144106 - 143395 Convex/Concave Polygon (True or False)"

Is the following statement true or false?

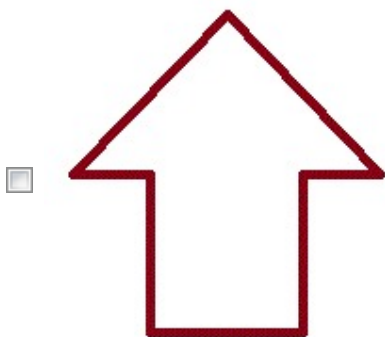
This polygon is a "concave polygon".

False

True

5) Assistent #144006 "144006 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"

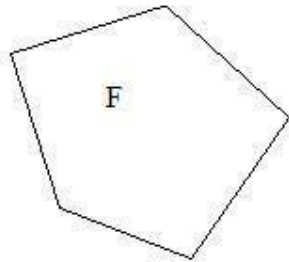
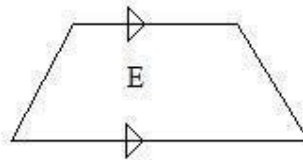
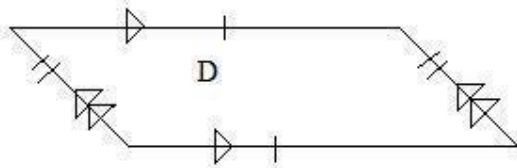
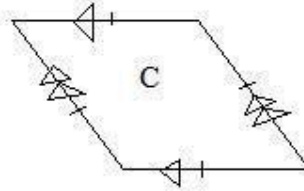
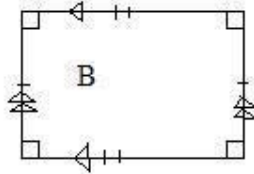
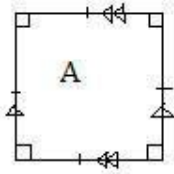
Please select all of the shapes that are polygons.



Problem Set "Properties and Classification Quadrilaterals - THE SKILL BUILDING SET" id:[23755]

1) Assistent #143305 "143305 - Which of the foll..."

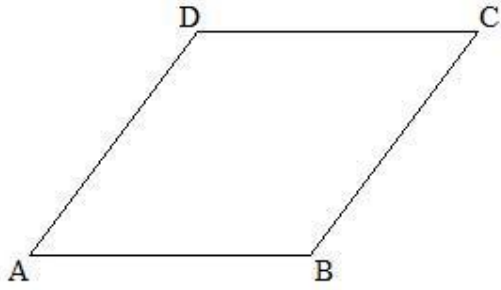
Which of the following figures are trapezoids? (Check all that apply)



- A
- B
- C
- D
- E
- F

2) Assistent #143325 "143325 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

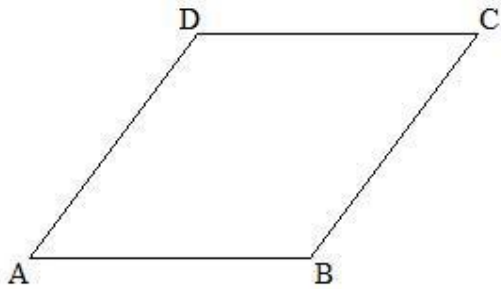


Which angle of the rhombus is congruent to angle A

- B
- C
- D
- A

3) Assistment #143323 "143323 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

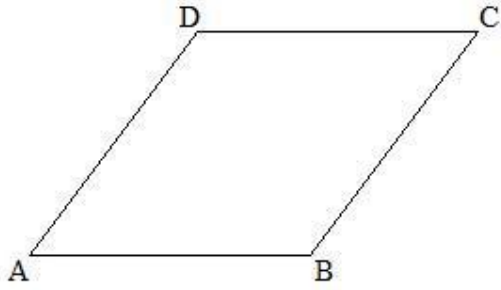


Which angle of the rhombus is congruent to angle B

- C
- D
- A
- B

4) Assistment #143266 "143266 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

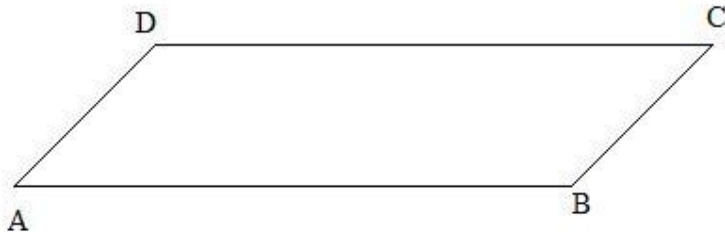


Which side of the rhombus is parallel to side BC?

- BC
- CD
- AD
- AB

5) Assistment #143233 "143233 - Given that the fo..."

Given that the following quadrilateral ABCD is a parallelogram:

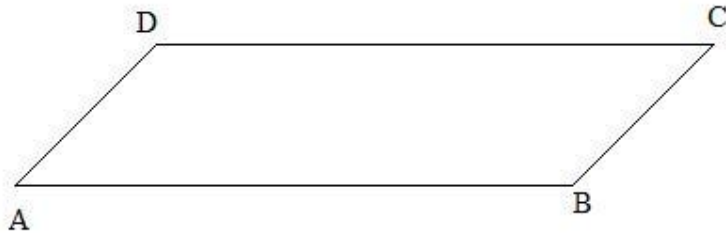


Which side of the parallelogram is parallel to side AD?

- AD
- AB
- BC
- CD

6) Assistment #143238 "143238 - Given that the fo..."

Given that the following quadrilateral ABCD is a parallelogram:

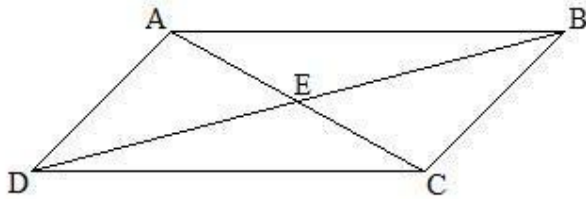


Which angle of the parallelogram is congruent to angle D

- angle A
- angle B
- angle C
- angle D

7) Assistentment #143254 "143254 - If the following ..."

If the following shape is a parallelogram:



If the length of the diagonal between points A and C is 6 units, what is the length of line segment AE?

8) Assistentment #143287 "143287 - Given that the fo..."

Given that the following quadrilateral ABCD is a rectangle:

Thinking with Mathematical Models

Appendix of Student Work

Cristina Heffernan, Alexandra Birch, Quinten Palmer, and Jeffrey Namias

Academic Year 2011 – 2012

Problem Set "Pretest of Thinking with Mathematical Models from WPI" id:[38165]**1) Assistent #12809 "12809 - Thinking with Mathematical Models Investigation 1 #1"**

An 8th grader in Mrs. Philips class made these patterns out of blocks. The first four images in the pattern are shown. Fill in the table with how many blocks are in each figure by looking at the pictures. What value should go in the shaded box in the table?

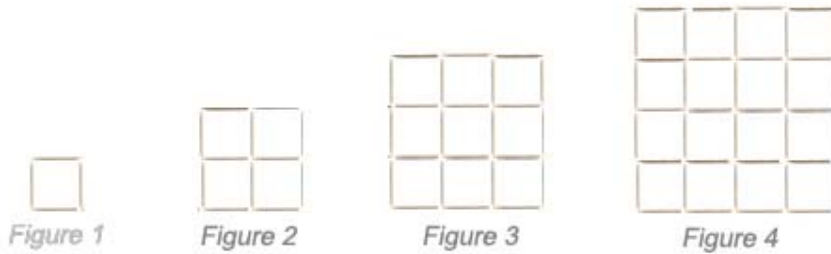


Figure	1	2	3	4	5
Blocks					

2) Assistent #12841 "12841 - Thinking with Mathematical Models Investigation 1 #2"

An 8th grader in Mrs. Philips class made these patterns out of blocks. The first four images in the pattern are shown along with a table that shows how many blocks are needed for each figure.

Is the relationship between the figure numbers and the number of blocks linear?

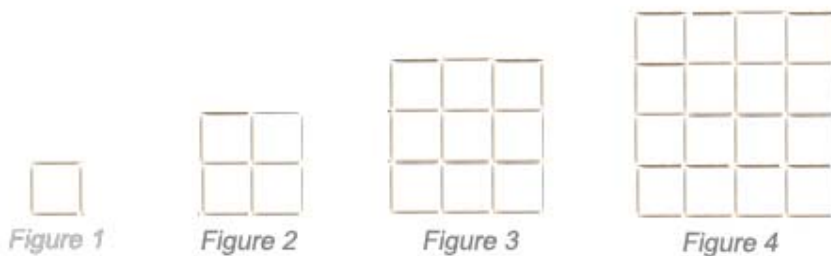


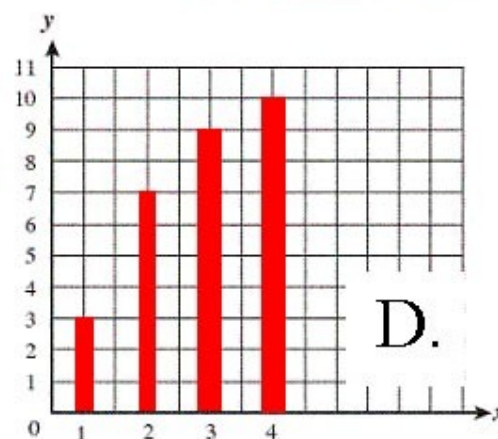
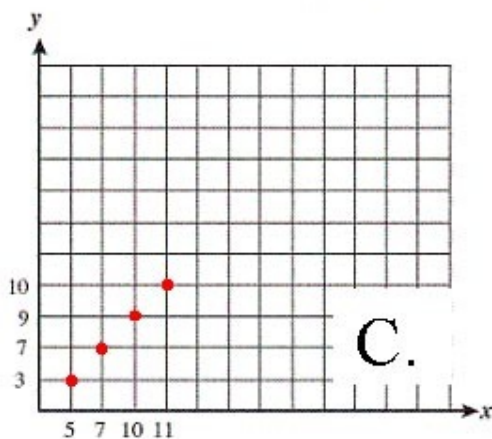
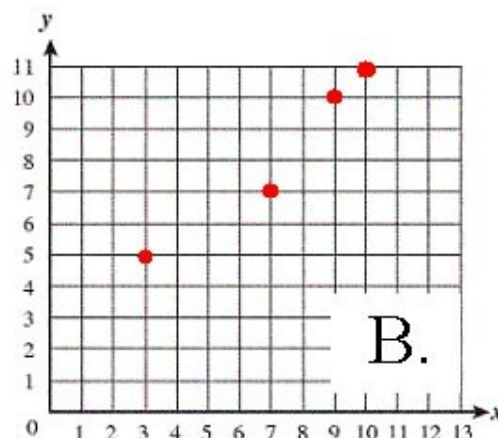
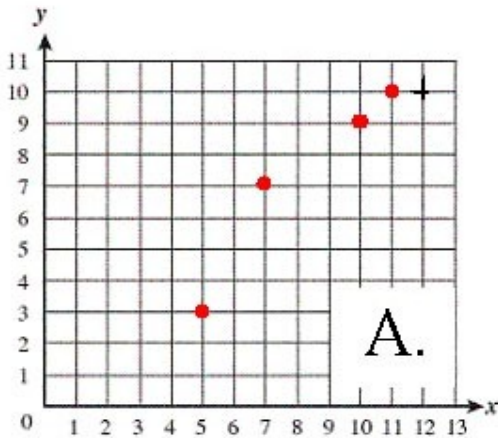
Figure	1	2	3	4	5
Blocks	1	4	9	16	25

- Maybe
 No
 Yes

3) Assistent #12842 "12842 - Thinking with Mathematical Models Investigation 1 #3"

Which x-y graph correctly represents the data table above?

x	5	7	10	11
y	3	7	9	10

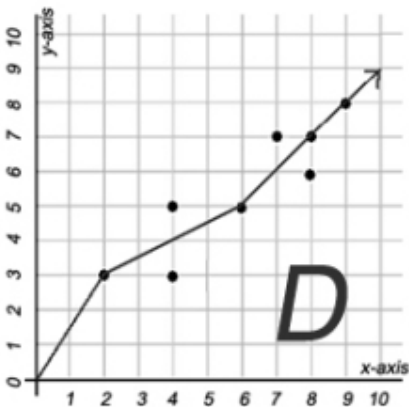
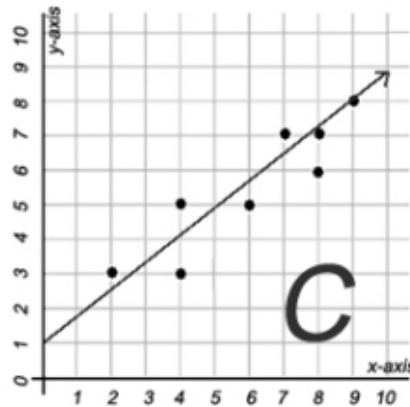
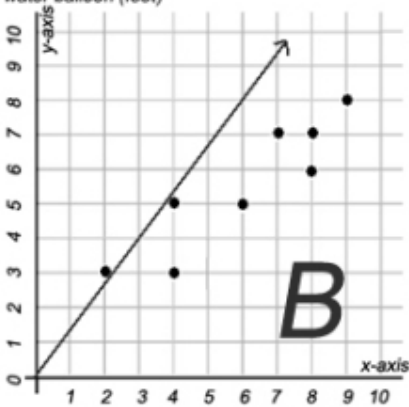
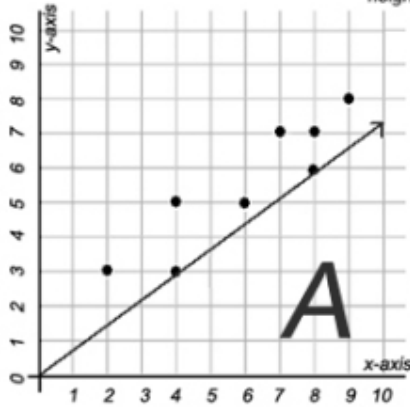
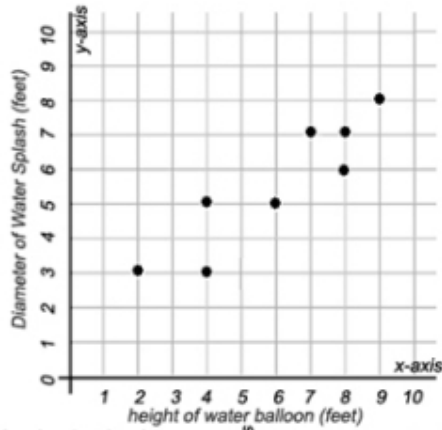


- A.
- B.
- C.
- D.

4) Assistent #12807 "12807 - Thinking with Mathematical Models Investigation 2 #1"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash. The scatter plot shows the data they collected after 8 drops. Which of the above graphs shows the

model of a line that best fits the data?



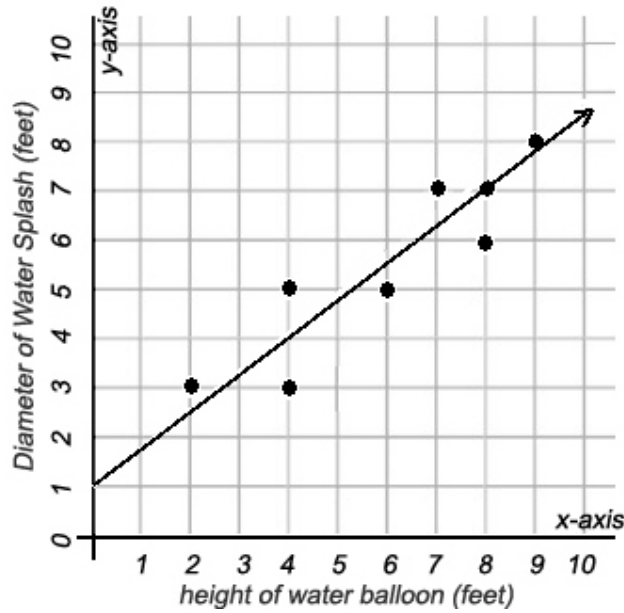
- A
- B
- C
- D

5) Assistment #12806 "12806 - Thinking with Mathematical Models Investigation 2 #2"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash. The graph below shows the data they collected after 8 drops and the best fit line.

Finish the equation for the best fit line in terms of x :

y = _____.



- A. $\frac{3}{4} * x$
 B. $\frac{3}{4} * x + 1$
 C. $\frac{4}{3} * x$
 D. $\frac{4}{3} * x + 1$

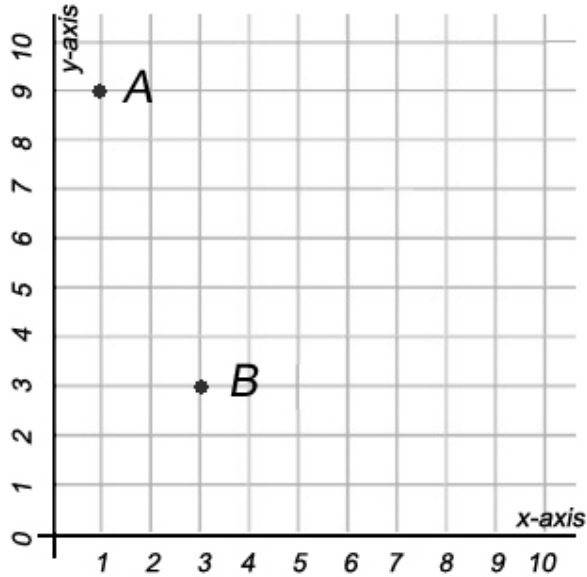
6) Assistent #12808 "12808 - Thinking with Mathematical Models Investigation 2 #3"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash.

The equation of the line of best fit for this data is $y = \frac{3}{4} * x + 1$ where x is the height of the drop and y is the diameter of the splash. Use this equation to predict how many feet the diameter of the splash is; assuming the water balloon was dropped from 16 feet.

7) Assistent #12838 "12838 - Thinking with Mathematical Models Investigation 2 #4"

Given the graph below, which of the equations represents the line that goes through point A and point B.



- A. $y = 3x + 12$
 B. $y = 3x + 6$
 C. $y = -3x + 12$
 D. $y = -3x - 12$

8) Assistment #12839 "12839 - Thinking with Mathematical Models Investigation 2 #5"

Tanika has saved \$200 for dance classes. She spends \$15 for each dance class. What equation gives t , the money left in her savings, after she has taken d dance classes?

- $t = 200 - 15d$
 $t = 200d - 15$
 $t = d - 200 * 15$
 $t = 200 - 15$

9) Assistment #12840 "12840 - Thinking with Mathematical Models Investigation 2 #6"

Tanika has saved \$200 for dance classes. She spends \$15 for each dance class. The equation that gives t , the money left in her savings, after she has taken d dance classes is:

$$t = 200 - 15d$$

How many classes has she taken if she has \$95 left in her savings account?

10) Assistment #12843 "12843 - Thinking with Mathematical Models Investigation 3 #1"

The table above shows the length and width of a rectangle with area 40 square centimeters. What value should be in the shaded region of the table?

Rectangle with area 40 cm²

<i>Length (cm)</i>	1	2	4	5	8
<i>Width (cm)</i>	40	20	10	8	

11) Assistent #12844 "12844 - Thinking with Mathematical Models Investigation 3 #2"

The table above shows the length and width of five rectangles with an area of 40 square centimeters. Which equation shows the relationship between length **l** and width **w**?

Rectangle with area 40 cm²

<i>Length (cm)</i>	1	2	4	5	8
<i>Width (cm)</i>	40	20	10	8	5

- $l / w = 40$
 $w / l = 40$
 $l * w = 40$
 $l = 40$

12) Assistent #12845 "12845 - Thinking with Mathematical Models Investigation 3 #3"

Which of the four tables shows an **inversely proportional** relationship between the variables x and y ?

A

X	0	1	2	3	4	5
Y	3	6	16	19	21	35

B

X	0	5	10	20	30	40
Y	7	17	27	47	67	87

C

X	1	2	3	4	5	6
Y	16	8	6	5	3	1

D

X	2	4	6	8	10	12
Y	24	12	8	6	4.8	4

- A
 B
 C
 D

13) Assistment #12846 "12846 - Thinking with Mathematical Models Investigation 3 #4"

Which of the four tables above shows a **linear** relationship between the variables **x** and **y**?

A

X	0	1	2	3	4	5
Y	3	6	16	19	21	35

B

X	0	5	10	20	30	40
Y	7	17	27	47	67	87

C

X	1	2	3	4	5	6
Y	16	8	6	5	3	1

D

X	2	4	6	8	10	12
Y	24	12	8	6	4.8	4

- A
 B
 C
 D

14) Assistment #236808 "236808 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$9\frac{1}{4} - 5\frac{7}{12}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

15) Assistment #99195 "99195 - Addition-Integers: negative + positive"

What is $(-14) + 10$?

16) Assistment #226705 "226705 - 214631 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{2}{\quad} \times \frac{1}{\quad}$$

3 4

17) Assistment #99263 "99263 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $25 \div (-5)$?

18) Assistment #89965 "89965 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points $(-14, -12)$ and $(-9, 3)$

Write your equation in the form $y = \underline{\hspace{2cm}}$

19) Assistment #204752 "204752 - 61768 - Linear Equation from Situation Phone"

A phone company charges a connection fee of \$0.67 and a variable cost per minute of \$0.08 for a call.

Assume the number of minutes is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of a phone call that lasts x minutes.

Write your equation in the form $y = \underline{\hspace{2cm}}$.

20) Assistment #103994 "103994 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $6/8$

Y-intercept of the equation: 7

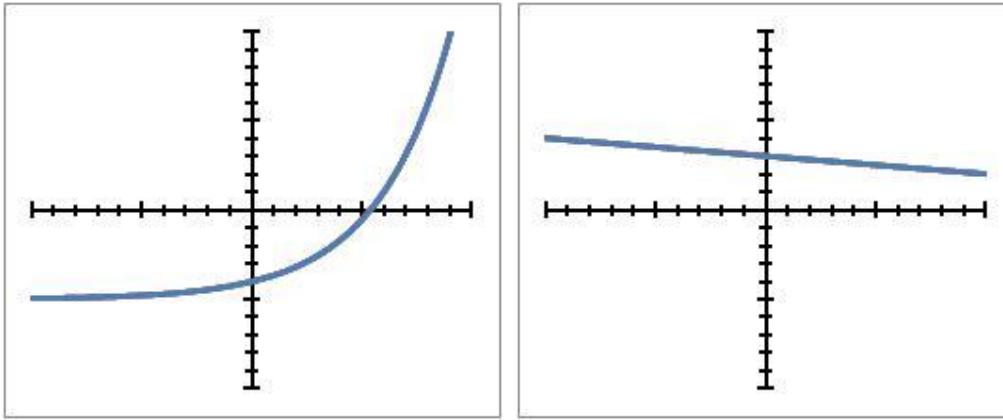
Use x as the independent variable.

21) Assistment #64197 "64197 - 57849 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

22) Assistment #73939 "73939 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (3/5)x + 2$$

23) Assistment #112265 "112265 - Dividing Fractions Template"

What is the quotient of $\frac{14}{17} \div 2\frac{8}{11}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6\frac{2}{3}$. Not like this: $62/3$

Problem Set "Midtest of Thinking with Mathematical Models from WPI" id:[38166]**1) Assistment #236814 "236814 - 224053 - Subtracting Mixed Numbers"**

Find the difference:

$$6\frac{1}{2} - 5\frac{7}{8}$$

Answers must be in the form of a reduced proper fraction (example 2/7) or a mixed number with a space between the whole number and the fraction (example 3 5/8)

2) Assistment #99197 "99197 - Addition-Integers: negative + positive"What is $(-11) + 7$?

3) Assistment #226706 "226706 - 214631 - Multiplying Fractions(OC)"Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{3}{4} \times \frac{5}{12}$$

4) Assistment #99264 "99264 - 27443 - Division-Integers: positive / negative : Easy using table"What is $24 \div (-8)$?

5) Assistment #89969 "89969 - 69710 - Write Linear Equation from Ordered Pairs"Write a linear equation for the line going through the points $(-7, -14)$ and $(-2, 6)$ Write your equation in the form $y =$ _____

6) Assistment #204753 "204753 - 61768 - Linear Equation from Situation Phone"

A phone company charges a connection fee of \$0.77 and a variable cost per minute of \$0.32 for a call.

Assume the number of minutes is your independent variable (x) and the cost is your dependent variable (y).Find 'y', the cost of a phone call that lasts x minutes.Write your equation in the form $y =$ _____.

7) Assistment #103996 "103996 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $\frac{3}{2}$

Y-intercept of the equation: 10

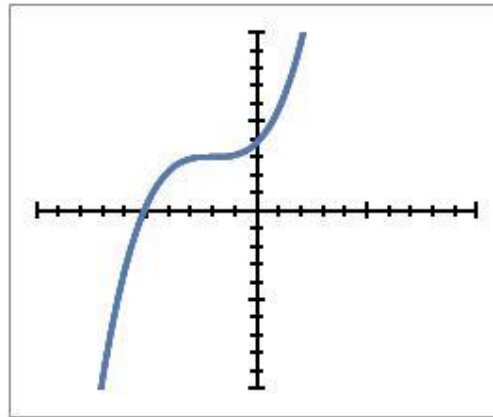
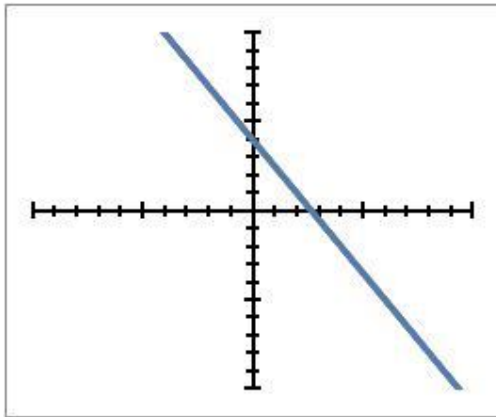
Use x as the independent variable.

8) Assistment #64247 "64247 - 57752 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

9) Assistment #73947 "73947 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = \frac{1}{9}x + 10$$

10) Assistment #112266 "112266 - Dividing Fractions Template"

What is the quotient of $\frac{11}{12} \div 2\frac{6}{11}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6\frac{2}{3}$. Not like this: $62/3$

Problem Set "Posttest of Thinking with Mathematical Models from WPI" id:[38170]**1) Assistent #12809 "12809 - Thinking with Mathematical Models Investigation 1 #1"**

An 8th grader in Mrs. Philips class made these patterns out of blocks. The first four images in the pattern are shown. Fill in the table with how many blocks are in each figure by looking at the pictures. What value should go in the shaded box in the table?

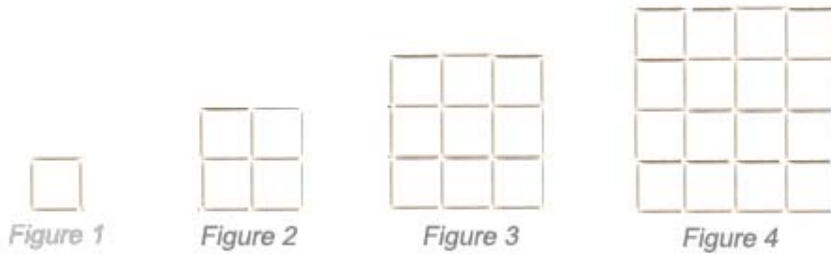


Figure	1	2	3	4	5
Blocks					

2) Assistent #12841 "12841 - Thinking with Mathematical Models Investigation 1 #2"

An 8th grader in Mrs. Philips class made these patterns out of blocks. The first four images in the pattern are shown along with a table that shows how many blocks are needed for each figure.

Is the relationship between the figure numbers and the number of blocks linear?

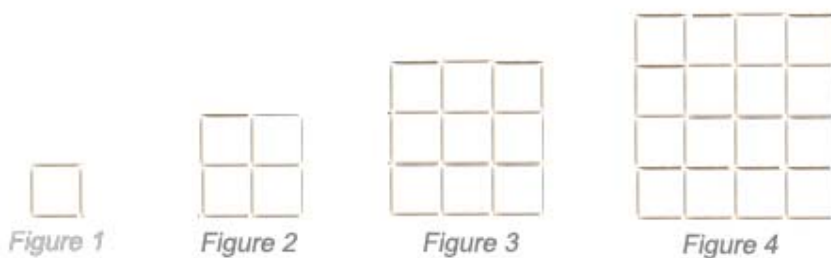


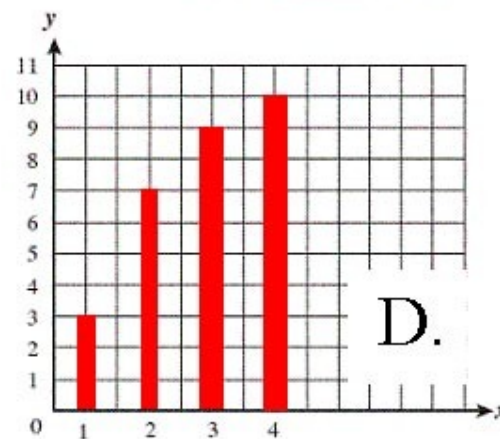
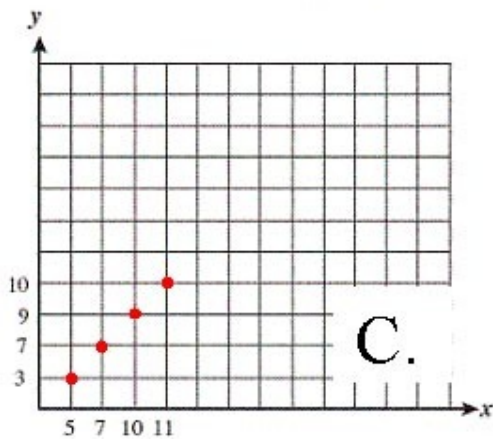
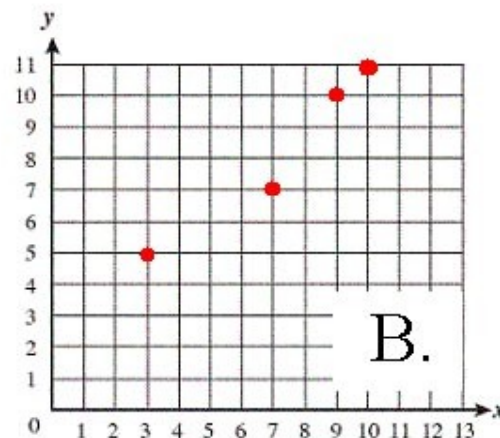
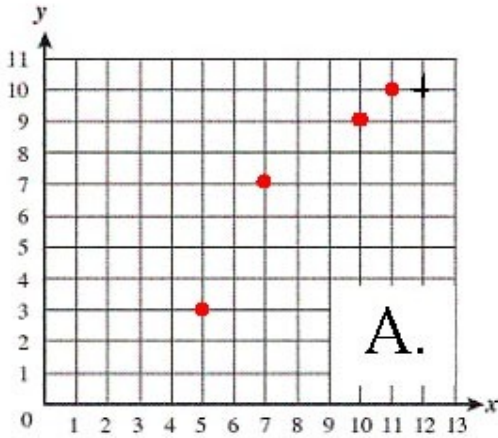
Figure	1	2	3	4	5
Blocks	1	4	9	16	25

- Maybe
 No
 Yes

3) Assistent #12842 "12842 - Thinking with Mathematical Models Investigation 1 #3"

Which x-y graph correctly represents the data table above?

x	5	7	10	11
y	3	7	9	10

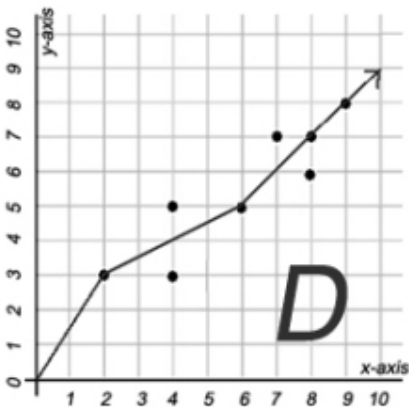
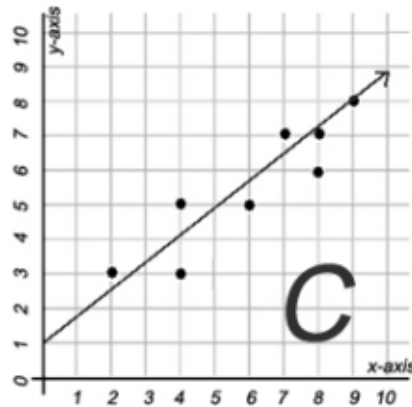
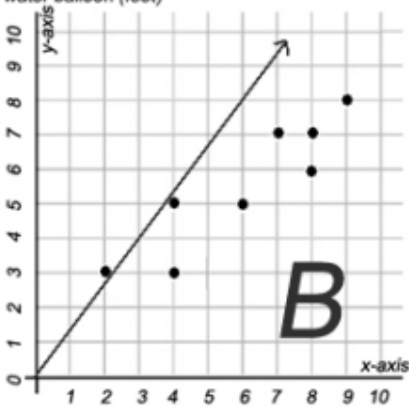
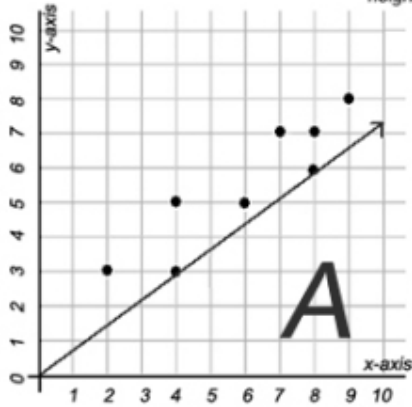
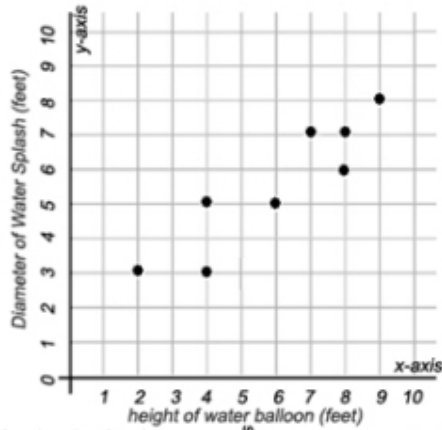


- A.
- B.
- C.
- D.

4) Assistent #12807 "12807 - Thinking with Mathematical Models Investigation 2 #1"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash. The scatter plot shows the data they collected after 8 drops. Which of the above graphs shows the

model of a line that best fits the data?



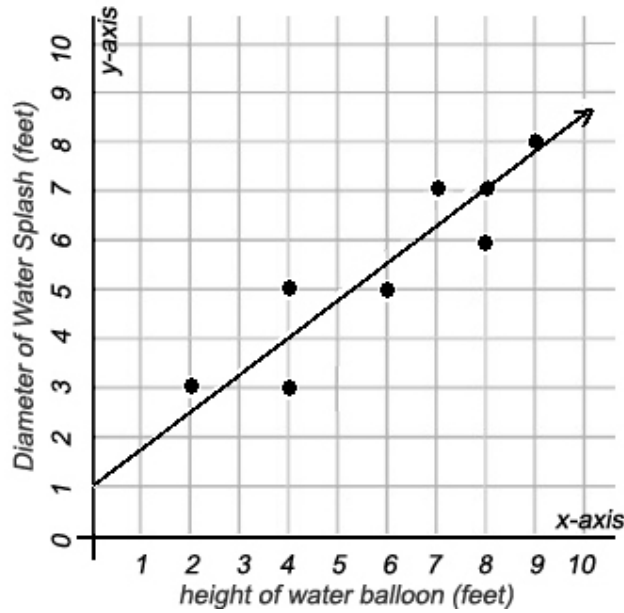
- A
- B
- C
- D

5) Assistent #12806 "12806 - Thinking with Mathematical Models Investigation 2 #2"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash. The graph below shows the data they collected after 8 drops and the best fit line.

Finish the equation for the best fit line in terms of x:

y = _____.



- A. $\frac{3}{4} * x$
 B. $\frac{3}{4} * x + 1$
 C. $\frac{4}{3} * x$
 D. $\frac{4}{3} * x + 1$

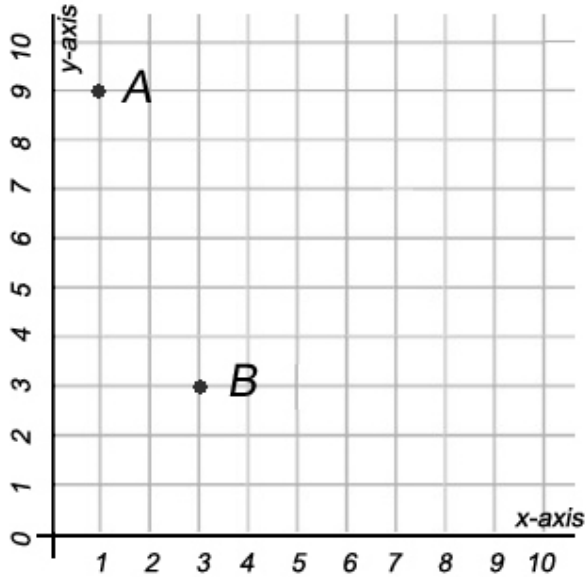
6) Assistent #12808 "12808 - Thinking with Mathematical Models Investigation 2 #3"

Jill's science class was dropping water balloons from different heights and measuring the diameter of the splash.

The equation of the line of best fit for this data is $y = \frac{3}{4} * x + 1$ where x is the height of the drop and y is the diameter of the splash. Use this equation to predict how many feet the diameter of the splash is; assuming the water balloon was dropped from 16 feet.

7) Assistent #12838 "12838 - Thinking with Mathematical Models Investigation 2 #4"

Given the graph below, which of the equations represents the line that goes through point A and point B.



- A. $y = 3x + 12$
 B. $y = 3x + 6$
 C. $y = -3x + 12$
 D. $y = -3x - 12$

8) Assistment #12839 "12839 - Thinking with Mathematical Models Investigation 2 #5"

Tanika has saved \$200 for dance classes. She spends \$15 for each dance class. What equation gives t , the money left in her savings, after she has taken d dance classes?

- $t = 200 - 15d$
 $t = 200d - 15$
 $t = d - 200 * 15$
 $t = 200 - 15$

9) Assistment #12840 "12840 - Thinking with Mathematical Models Investigation 2 #6"

Tanika has saved \$200 for dance classes. She spends \$15 for each dance class. The equation that gives t , the money left in her savings, after she has taken d dance classes is:

$$t = 200 - 15d$$

How many classes has she taken if she has \$95 left in her savings account?

10) Assistment #12843 "12843 - Thinking with Mathematical Models Investigation 3 #1"

The table above shows the length and width of a rectangle with area 40 square centimeters. What value should be in the shaded region of the table?

Rectangle with area 40 cm²

<i>Length (cm)</i>	1	2	4	5	8
<i>Width (cm)</i>	40	20	10	8	

11) Assistent #12844 "12844 - Thinking with Mathematical Models Investigation 3 #2"

The table above shows the length and width of five rectangles with an area of 40 square centimeters. Which equation shows the relationship between length **l** and width **w**?

Rectangle with area 40 cm²

<i>Length (cm)</i>	1	2	4	5	8
<i>Width (cm)</i>	40	20	10	8	5

- $l / w = 40$
 $w / l = 40$
 $l * w = 40$
 $l = 40$

12) Assistent #12845 "12845 - Thinking with Mathematical Models Investigation 3 #3"

Which of the four tables shows an **inversely proportional** relationship between the variables x and y ?

A

X	0	1	2	3	4	5
Y	3	6	16	19	21	35

B

X	0	5	10	20	30	40
Y	7	17	27	47	67	87

C

X	1	2	3	4	5	6
Y	16	8	6	5	3	1

D

X	2	4	6	8	10	12
Y	24	12	8	6	4.8	4

- A
 B
 C
 D

13) Assistment #12846 "12846 - Thinking with Mathematical Models Investigation 3 #4"

Which of the four tables above shows a **linear** relationship between the variables **x** and **y**?

A

X	0	1	2	3	4	5
Y	3	6	16	19	21	35

B

X	0	5	10	20	30	40
Y	7	17	27	47	67	87

C

X	1	2	3	4	5	6
Y	16	8	6	5	3	1

D

X	2	4	6	8	10	12
Y	24	12	8	6	4.8	4

- A
 B
 C
 D

14) Assistment #236819 "236819 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$10\frac{1}{8} - 9\frac{7}{24}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

15) Assistment #99199 "99199 - Addition-Integers: negative + positive"

What is $(-13) + 8$?

16) Assistment #226707 "226707 - 214631 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{2}{\quad} \times \frac{5}{\quad}$$

3 12

17) Assistment #99265 "99265 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $10 \div (-1)$?

18) Assistment #89971 "89971 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points $(-3, 3)$ and $(-4, -9)$

Write your equation in the form $y = \underline{\hspace{2cm}}$

19) Assistment #204754 "204754 - 61768 - Linear Equation from Situation Phone"

A phone company charges a connection fee of \$1.28 and a variable cost per minute of \$0.22 for a call.

Assume the number of minutes is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of a phone call that lasts x minutes.

Write your equation in the form $y = \underline{\hspace{2cm}}$.

20) Assistment #103999 "103999 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $10/2$

Y-intercept of the equation: 8

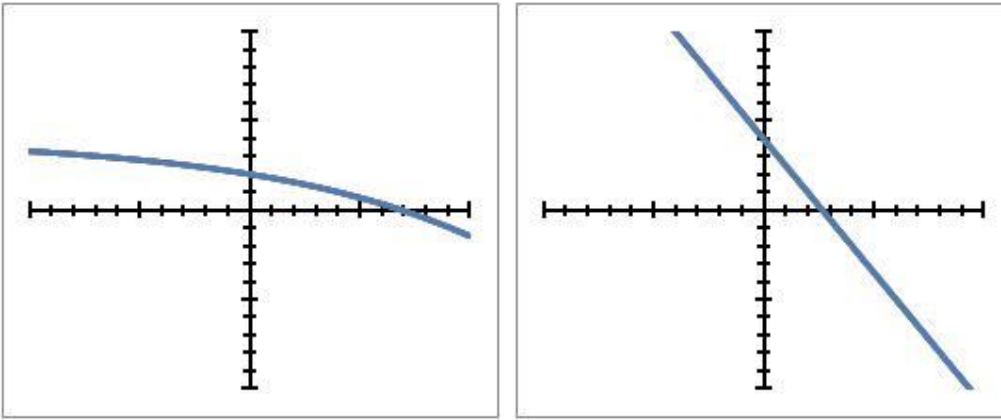
Use x as the independent variable.

21) Assistment #64199 "64199 - 57849 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

22) Assistentment #73950 "73950 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (4/9)x + 4$$

23) Assistentment #112276 "112276 - Dividing Fractions Template"

What is the quotient of $\frac{7}{17} \div 4 \frac{8}{9}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

Problem Set "Adding and Subtracting Fractions - THE SKILL BUILDING SET" id:[37994]**1) Assistent #236887 "236887 - Subtracting Proper Fractions"**

Find the difference:

$$\begin{array}{r} 8 \\ - \\ 9 \end{array} - \begin{array}{r} 7 \\ - \\ 8 \end{array}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

2) Assistent #237002 "237002 - Adding Mixed Numbers"

Find the sum:

$$9\frac{4}{11} + 10\frac{9}{11}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

3) Assistent #236966 "236966 - 229272 - Subtracting Mixed Numbers"

Find the difference:

$$11\frac{3}{4} - 8\frac{3}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

4) Assistent #236866 "236866 - 224054 - Subtracting Mixed Numbers"

Find the difference:

$$8\frac{2}{9} - 2\frac{2}{7}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

5) Assistment #236833 "236833 - 229256 - Subtracting Proper Fractions"

Find the difference:

$$\frac{5}{6} - \frac{1}{9}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

6) Assistment #236818 "236818 - 224053 - Subtracting Mixed Numbers"

Find the difference:

$$4\frac{4}{5} - 1\frac{3}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

7) Assistment #236897 "236897 - 231574 - Subtracting Mixed Numbers"

Find the difference:

$$11 - 7\frac{1}{8}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

8) Assistment #236930 "236930 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{8} + \frac{3}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

9) Assistment #236990 "236990 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{3} + \frac{3}{4}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

10) Assistent #236974 "236974 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{2} + \frac{5}{8}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

11) Assistent #236940 "236940 - 224085 - Adding Proper Fractions"

Find the sum:

$$\frac{7}{12} + \frac{9}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

12) Assistent #236850 "236850 - Subtracting Proper Fractions"

Find the difference:

$$\frac{1}{10} - \frac{1}{30}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

13) Assistent #236978 "236978 - Adding Proper Fractions"

Find the sum:

$$\frac{1}{2} + \frac{5}{8}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

14) Assistent #236827 "236827 - 229256 - Subtracting Proper Fractions"

Find the difference:

$$\frac{1}{4} - \frac{1}{6}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

15) Assistent #236861 "236861 - 224054 - Subtracting Mixed Numbers"

Find the difference:

$$10\frac{2}{5} - 1\frac{1}{2}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

16) Assistent #236926 "236926 - 229270 - Adding Mixed Numbers"

Find the sum:

$$8\frac{3}{8} + 6\frac{1}{10}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

17) Assistent #236986 "236986 - Adding Proper Fractions"

Find the sum:

$$\frac{2}{3} + \frac{1}{6}$$

Answers must be in the form of a **reduced proper fraction** (example 2/7) or a **mixed number** with a space between the whole number and the fraction (example 3 5/8)

Problem Set "Addition and Subtraction Integers - THE SKILL BUILDING SET" id:[11898]

1) Assistment #99173 "99173 - Addition-Integers: negative + positive"

What is $(-11) + 8$?

2) Assistment #99228 "99228 - Subtraction Integers : positive minus negative"

What is $21 - (-9)$?

3) Assistment #99259 "99259 - Subtraction - Integers : negative minus negative"

What is $(-6) - (-5)$?

4) Assistment #99155 "99155 - 27372 - Addition-Integers: positive + negative"

What is $1 + (-14)$?

5) Assistment #99193 "99193 - Addition-Integers: negative + positive"

What is $(-21) + 3$?

6) Assistment #99158 "99158 - 27372 - Addition-Integers: positive + negative"

What is $19 + (-1)$?

7) Assistment #99162 "99162 - 27372 - Addition-Integers: positive + negative"

What is $16 + (-2)$?

8) Assistment #99172 "99172 - 27372 - Addition-Integers: positive + negative"

What is $2 + (-9)$?

9) Assistment #99196 "99196 - Addition-Integers: negative + positive"

What is $(-6) + 20$?

10) Assistment #99232 "99232 - Subtraction Integers : positive minus negative"

What is $5 - (-10)$?

11) Assistment #99242 "99242 - Subtraction - Integers : negative minus negative"

What is $(-8) - (-5)$?

12) Assistment #99163 "99163 - 27372 - Addition-Integers: positive + negative"

What is $4 + (-4)$?

13) Assistment #99233 "99233 - Subtraction - Integers : negative minus negative"

What is $(-16) - (-8)$?

14) Assistment #99174 "99174 - Addition-Integers: negative + positive"

What is $(-6) + 1$?

15) Assistment #99238 "99238 - Subtraction - Integers : negative minus negative"

What is $(-2) - (-19)$?

16) Assistment #99207 "99207 - Subtraction Integers : positive minus negative"

What is $17 - (-18)$?

17) Assistment #99197 "99197 - Addition-Integers: negative + positive"

What is $(-11) + 7$?

18) Assistment #99217 "99217 - Subtraction Integers : positive minus negative"

What is $3 - (-17)$?

19) Assistent #99253 "99253 - Subtraction - Integers : negative minus negative"

What is $(-12) - (-12)$?

20) Assistent #99150 "99150 - 27372 - Addition-Integers: positive + negative"

What is $7 + (-6)$?

21) Assistent #99205 "99205 - Subtraction Integers : positive minus negative"

What is $7 - (-12)$?

22) Assistent #99195 "99195 - Addition-Integers: negative + positive"

What is $(-14) + 10$?

23) Assistent #99190 "99190 - Addition-Integers: negative + positive"

What is $(-10) + 20$?

24) Assistent #99234 "99234 - Subtraction - Integers : negative minus negative"

What is $(-11) - (-11)$?

25) Assistent #99200 "99200 - Addition-Integers: negative + positive"

What is $(-1) + 3$?

26) Assistent #99164 "99164 - 27372 - Addition-Integers: positive + negative"

What is $20 + (-1)$?

27) Assistent #99209 "99209 - Subtraction Integers : positive minus negative"

What is $11 - (-4)$?

28) Assistentment #99170 "99170 - 27372 - Addition-Integers: positive + negative"

What is $1 + (-7)$?

29) Assistentment #99243 "99243 - Subtraction - Integers : negative minus negative"

What is $(-20) - (-11)$?

30) Assistentment #99254 "99254 - Subtraction - Integers : negative minus negative"

What is $(-13) - (-17)$?

31) Assistentment #99178 "99178 - Addition-Integers: negative + positive"

What is $(-6) + 8$?

32) Assistentment #99182 "99182 - Addition-Integers: negative + positive"

What is $(-2) + 7$?

33) Assistentment #99246 "99246 - Subtraction - Integers : negative minus negative"

What is $(-12) - (-12)$?

34) Assistentment #99147 "99147 - 27372 - Addition-Integers: positive + negative"

What is $8 + (-16)$?

35) Assistentment #99226 "99226 - Subtraction Integers : positive minus negative"

What is $3 - (-1)$?

36) Assistentment #99211 "99211 - Subtraction Integers : positive minus negative"

What is $18 - (-6)$?

Problem Set "Multiplication Fractions - THE SKILL BUILDING SET" id:[37091]**1) Assistment #226766 "226766 - 217359 - Multiplying Fractions(M/W)"**

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 3 5/6.

$$2 \frac{5}{6} \times 5$$

2) Assistment #226748 "226748 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{9}{35} \times \frac{7}{10}$$

3) Assistment #226756 "226756 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{1}{21} \times \frac{7}{8}$$

4) Assistment #226802 "226802 - 217983 - Multiplying Fraction(MP)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 2 2/9.

$$3 \frac{3}{4} \times \frac{4}{7}$$

5) Assistment #226763 "226763 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{3}{40} \times \frac{8}{11}$$

6) Assistment #226758 "226758 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{2}{7} \times \frac{7}{9}$$

7) Assistment #226785 "226785 - 217983 - Multiplying Fraction(MP)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 2 2/9.

$$4 \frac{4}{9} \times \frac{6}{7}$$

8) Assistment #226772 "226772 - 217359 - Multiplying Fractions(M/W)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 3 5/6.

$$1 \frac{9}{10} \times 7$$

9) Assistment #226739 "226739 - Multiplying Fraction(NC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{5}{8} \times \frac{5}{8}$$

10) Assistment #226810 "226810 - 220065 - Multiplying Fraction(M/M)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 4 1/2.

$$4 \frac{5}{7} \times 4 \frac{5}{8}$$

11) Assistment #226780 "226780 - 217983 - Multiplying Fraction(MP)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the

whole number and the fraction parts. Example: 2 2/9.

$$4 \frac{7}{10} \times \frac{5}{11}$$

12) Assistent #226732 "226732 - Multiplying Fraction(NC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{7}{9} \times \frac{4}{15}$$

13) Assistent #226715 "226715 - 214631 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{2}{7} \times \frac{5}{6}$$

14) Assistent #226740 "226740 - Multiplying Fraction(NC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{5}{9} \times \frac{5}{9}$$

15) Assistent #226753 "226753 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{5}{24} \times \frac{4}{9}$$

16) Assistent #226716 "226716 - 214631 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{4}{7} \times \frac{3}{8}$$

17) Assistent #226812 "226812 - 220065 - Multiplying Fraction(M/M)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 4 1/2.

$$2 \frac{6}{10} \times 2 \frac{3}{10}$$

$$\frac{\quad}{7} \times \frac{\quad}{11}$$

18) Assistment #226735 "226735 - Multiplying Fraction(NC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{8}{9} \times \frac{8}{9}$$

19) Assistment #226742 "226742 - Multiplying Fraction(NC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{4}{5} \times \frac{4}{5}$$

20) Assistment #226767 "226767 - 217359 - Multiplying Fractions(M/W)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 3 5/6.

$$3 \frac{5}{11} \times 4$$

21) Assistment #226793 "226793 - 217983 - Multiplying Fraction(MP)"

Calculate the product of the following and make sure your answer is in **SIMPLEST FORM!**

If your answer is an improper fraction, submit your answer as a mixed number with a space between the whole number and the fraction parts. Example: 2 2/9.

$$3 \frac{3}{20} \times \frac{5}{11}$$

22) Assistment #226707 "226707 - 214631 - Multiplying Fractions(OC)"

Calculate the product of the following two fractions and make sure your answer is in **SIMPLEST FORM!**

$$\frac{2}{3} \times \frac{5}{12}$$

23) Assistment #226765 "226765 - 217359 - Multiplying Fractions(M/W)"

Problem Set "Multiplication and Division Integers - THE SKILL BUILDING SET" id:[11899]

1) Assistment #99288 "99288 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $18 \div (-9)$?

2) Assistment #99372 "99372 - Division-Integers: negative / positive : Easy using table"

What is $(-64) \div 8$?

3) Assistment #99306 "99306 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $5 \cdot (-10)$?

4) Assistment #99358 "99358 - Division-Integers: negative / positive : Easy using table"

What is $(-45) \div 9$?

5) Assistment #99332 "99332 - Multiplication - Integers: Negative times Negative"

What is $(-6) \cdot (-5)$?

6) Assistment #99283 "99283 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $27 \div (-9)$?

7) Assistment #99374 "99374 - Division-Integers: negative / positive : Easy using table"

What is $(-63) \div 9$?

8) Assistment #99354 "99354 - Division-Integers: negative / positive : Easy using table"

What is $(-16) \div 4$?

9) Assistment #99275 "99275 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $100 \div (-10)$?

10) Assistment #99370 "99370 - Division-Integers: negative / positive : Easy using table"

What is $(-24) \div 3$?

11) Assistent #99312 "99312 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $5 \cdot (-1)$?

12) Assistent #99277 "99277 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $42 \div (-7)$?

13) Assistent #99292 "99292 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $3 \cdot (-9)$?

14) Assistent #99331 "99331 - Multiplication - Integers: Negative times Negative"

What is $(-6) \cdot (-8)$?

15) Assistent #99304 "99304 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $3 \cdot (-7)$?

16) Assistent #99352 "99352 - Division-Integers: negative / positive : Easy using table"

What is $(-50) \div 10$?

17) Assistent #99329 "99329 - Multiplication - Integers: Negative times Negative"

What is $(-5) \cdot (-4)$?

18) Assistent #99314 "99314 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $1 \cdot (-6)$?

19) Assistent #99303 "99303 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $10 \cdot (-9)$?

20) Assistent #99305 "99305 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $9 \cdot (-9)$?

21) Assistentment #99368 "99368 - Division-Integers: negative / positive : Easy using table"

What is $(-18) \div 2$?

22) Assistentment #99321 "99321 - Multiplication - Integers: Negative times Negative"

What is $(-7) \cdot (-9)$?

23) Assistentment #99351 "99351 - Division-Integers: negative / positive : Easy using table"

What is $(-3) \div 1$?

24) Assistentment #99290 "99290 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $7 \cdot (-5)$?

25) Assistentment #99349 "99349 - Division-Integers: negative / positive : Easy using table"

What is $(-12) \div 2$?

26) Assistentment #99309 "99309 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $9 \cdot (-6)$?

27) Assistentment #99281 "99281 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $63 \div (-7)$?

28) Assistentment #99373 "99373 - Division-Integers: negative / positive : Easy using table"

What is $(-8) \div 2$?

29) Assistentment #99333 "99333 - Multiplication - Integers: Negative times Negative"

What is $(-6) \cdot (-4)$?

30) Assistentment #99287 "99287 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $4 \div (-2)$?

31) Assistentment #99364 "99364 - Division-Integers: negative / positive : Easy using table"

What is $(-80) \div 8$?

32) Assistment #99328 "99328 - Multiplication - Integers: Negative times Negative"

What is $(-5) \cdot (-2)$?

33) Assistment #99282 "99282 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $4 \div (-2)$?

34) Assistment #99320 "99320 - Multiplication - Integers: Negative times Negative"

What is $(-2) \cdot (-9)$?

35) Assistment #99307 "99307 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $9 \cdot (-3)$?

36) Assistment #99284 "99284 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $36 \div (-4)$?

37) Assistment #99286 "99286 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $18 \div (-9)$?

38) Assistment #99347 "99347 - Multiplication - Integers: Negative times Negative"

What is $(-1) \cdot (-2)$?

39) Assistment #99308 "99308 - 27632 - Multiplication-Integers: Positive Times Negative"

What is $9 \cdot (-10)$?

40) Assistment #99269 "99269 - 27443 - Division-Integers: positive / negative : Easy using table"

What is $49 \div (-7)$?

41) Assistment #99339 "99339 - Multiplication - Integers: Negative times Negative"

What is $(-5) \cdot (-7)$?

Problem Set "Write Linear Equation from Ordered Pairs - THE SKILL BUILDING SET" id:[10597]**1) Assistment #89989 "89989 - Write Linear Equation from X and Y Intercepts"**

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: 4

Y-intercept of the equation: 10

2) Assistment #89995 "89995 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (6, -34) and (0, 2)

Write your equation in the form $y = \underline{\hspace{2cm}}$

3) Assistment #89998 "89998 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-4, 8) and (-2, -10)

Write your equation in the form $y = \underline{\hspace{2cm}}$

4) Assistment #89992 "89992 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: 10

Y-intercept of the equation: 4

5) Assistment #89966 "89966 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (8, 19) and (6, 7)

Write your equation in the form $y = \underline{\hspace{2cm}}$

6) Assistment #90006 "90006 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (14, -120) and (6, 0)

Write your equation in the form $y = \underline{\hspace{2cm}}$

7) Assistment #90008 "90008 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-11, 61) and (-4, -9)

Write your equation in the form $y = \underline{\hspace{2cm}}$

8) Assistment #89959 "89959 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-2, -55) and (4, -7)

Write your equation in the form $y =$ _____

9) Assistment #89990 "89990 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: 10

Y-intercept of the equation: 10

10) Assistment #90029 "90029 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: 7

Y-intercept of the equation: -8

11) Assistment #89972 "89972 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (7, -19) and (9, 1)

Write your equation in the form $y =$ _____

12) Assistment #89980 "89980 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (6, 30) and (1, -5)

Write your equation in the form $y =$ _____

13) Assistment #90035 "90035 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: 8

Y-intercept of the equation: -4

14) Assistment #89965 "89965 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-14, -12) and (-9, 3)

Write your equation in the form $y =$ _____

15) Assistment #90037 "90037 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: 10

Y-intercept of the equation: -8

16) Assistment #90009 "90009 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-2, -7) and (-6, 9)

Write your equation in the form $y =$ _____

17) Assistment #90019 "90019 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: -4

Y-intercept of the equation: -2

18) Assistment #90036 "90036 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: 4

Y-intercept of the equation: -9

19) Assistment #90016 "90016 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-3, 17) and (5, 9)

Write your equation in the form $y =$ _____

20) Assistment #90039 "90039 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y =$ _____" using the following information about the equation:

X-intercept of the equation: -2

Y-intercept of the equation: 2

21) Assistent #89964 "89964 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (5, -6) and (6, 7)

Write your equation in the form $y = \underline{\hspace{2cm}}$

22) Assistent #90023 "90023 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: -8

Y-intercept of the equation: -4

23) Assistent #90004 "90004 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-11, 29) and (-1, -1)

Write your equation in the form $y = \underline{\hspace{2cm}}$

24) Assistent #90030 "90030 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: 9

Y-intercept of the equation: -5

25) Assistent #90028 "90028 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: 10

Y-intercept of the equation: -6

26) Assistent #90025 "90025 - Write Linear Equation from X and Y Intercepts"

Write a linear equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

X-intercept of the equation: -4

Y-intercept of the equation: -9

27) Assistent #90003 "90003 - 69710 - Write Linear Equation from Ordered Pairs"

Write a linear equation for the line going through the points (-3, 30) and (5, -10)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Problem Set "Write Linear Equation From Situation - THE SKILL BUILDING SET" id:[34265]**1) Assistment #204846 "204846 - Linear Equation from Situation Submarine"**

A submarine is being tracked underwater. At the beginning of the tracking the submarine is at a depth of 363 feet below sea level.

The submarine is descending at 100 feet per minute.

Assume the number of minutes is your independent variable (x) and the depth is your dependent variable (y).

Find ' y ', the depth of the submarine after x minutes

Write your equation in the form $y =$ _____.

2) Assistment #204837 "204837 - Linear Equation from Situation Submarine"

A submarine is being tracked underwater. At the beginning of the tracking the submarine is at a depth of 153 feet below sea level.

The submarine is descending at 19 feet per minute.

Assume the number of minutes is your independent variable (x) and the depth is your dependent variable (y).

Find ' y ', the depth of the submarine after x minutes

Write your equation in the form $y =$ _____.

3) Assistment #204829 "204829 - Linear Equation from Situation Freezer"

A deep freezer has a temperature of -7°C when it is turned off.

The temperature then rises at 3.7°C per minute.

Assume the number of minutes is your independent variable (x) and the current temperature is your dependent variable (y)

Find ' y ', the current temperature of the freezer after x minutes

Write your equation in the form $y =$ _____.

4) Assistment #204785 "204785 - Linear Equation from Situation Bank"

A bank account currently has a balance of \$4130.

Each month, \$7 is withdrawn to pay for a monthly magazine subscription. No other transactions take place.

Assume the number of months is your independent variable (x) and the balance is your dependent variable (y).

Find 'y', the balance in the bank account after x months

Write your equation in the form $y = \underline{\hspace{2cm}}$.

5) Assistment #204789 "204789 - Linear Equation from Situation Bank"

A bank account currently has a balance of \$8374.

Each month, \$17 is withdrawn to pay for a monthly magazine subscription. No other transactions take place.

Assume the number of months is your independent variable (x) and the balance is your dependent variable (y).

Find 'y', the balance in the bank account after x months

Write your equation in the form $y = \underline{\hspace{2cm}}$.

6) Assistment #204825 "204825 - Linear Equation from Situation Freezer"

A deep freezer has a temperature of -5°C when it is turned off.

The temperature then rises at 1.3°C per minute.

Assume the number of minutes is your independent variable (x) and the current temperature is your dependent variable (y)

Find 'y', the current temperature of the freezer after x minutes

Write your equation in the form $y = \underline{\hspace{2cm}}$.

7) Assistment #204755 "204755 - 61768 - Linear Equation from Situation Phone"

A phone company charges a connection fee of \$1.43 and a variable cost per minute of \$0.34 for a call.

Assume the number of minutes is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of a phone call that lasts x minutes.

Write your equation in the form $y = \underline{\hspace{2cm}}$.

8) Assistment #204818 "204818 - Linear Equation from Situation Freezer"

A deep freezer has a temperature of -17°C when it is turned off.

The temperature then rises at 4.1°C per minute.

Assume the number of minutes is your independent variable (x) and the current temperature is your dependent variable (y)

Find 'y', the current temperature of the freezer after x minutes

Write your equation in the form $y =$ _____.

9) Assistment #204849 "204849 - Linear Equation from Situation Submarine"

A submarine is being tracked underwater. At the beginning of the tracking the submarine is at a depth of 791 feet below sea level.

The submarine is descending at 87 feet per minute.

Assume the number of minutes is your independent variable (x) and the depth is your dependent variable (y).

Find 'y', the depth of the submarine after x minutes

Write your equation in the form $y =$ _____.

10) Assistment #204819 "204819 - Linear Equation from Situation Freezer"

A deep freezer has a temperature of -12°C when it is turned off.

The temperature then rises at 3.8°C per minute.

Assume the number of minutes is your independent variable (x) and the current temperature is your dependent variable (y)

Find 'y', the current temperature of the freezer after x minutes

Write your equation in the form $y =$ _____.

11) Assistment #204813 "204813 - Linear Equation from Situation Freezer"

A deep freezer has a temperature of -24°C when it is turned off.

The temperature then rises at 2.3°C per minute.

Assume the number of minutes is your independent variable (x) and the current temperature is your dependent variable (y)

Find 'y', the current temperature of the freezer after x minutes

Write your equation in the form $y =$ _____.

12) Assistment #204801 "204801 - 200234 - 61768 - Linear Equation from Situation Gas"

Texaco charges \$2.94 dollars per gallon of gas for refuelling vehicles.

Assume the number of gallons is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of x gallons of gas.

Write your equation in the form $y =$ _____.

13) Assistent #204836 "204836 - Linear Equation from Situation Submarine"

A submarine is being tracked underwater. At the beginning of the tracking the submarine is at a depth of 141 feet below sea level.

The submarine is descending at 42 feet per minute.

Assume the number of minutes is your independent variable (x) and the depth is your dependent variable (y).

Find 'y', the depth of the submarine after x minutes

Write your equation in the form $y =$ _____.

14) Assistent #204781 "204781 - Linear Equation from Situation Bank"

A bank account currently has a balance of \$7898.

Each month, \$9 is withdrawn to pay for a monthly magazine subscription. No other transactions take place.

Assume the number of months is your independent variable (x) and the balance is your dependent variable (y).

Find 'y', the balance in the bank account after x months

Write your equation in the form $y =$ _____.

15) Assistent #204806 "204806 - 200234 - 61768 - Linear Equation from Situation Gas"

BP charges \$1.85 dollars per gallon of gas for refuelling vehicles.

Assume the number of gallons is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of x gallons of gas.

Write your equation in the form $y =$ _____.

16) Assistent #204760 "204760 - 61768 - Linear Equation from Situation Phone"

A phone company charges a connection fee of \$1.29 and a variable cost per minute of \$0.29 for a call.

Assume the number of minutes is your independent variable (x) and the cost is your dependent variable (y).

Find 'y', the cost of a phone call that lasts x minutes.

Write your equation in the form $y =$ _____.

17) Assistent #204835 "204835 - Linear Equation from Situation Submarine"

Problem Set "Write Linear Equation from Slope and y-intercept - THE SKILL BUILDING SET" id: [12449]

1) Assistment #104100 "104100 - 57702 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 4"

Write a linear equation for the line with slope = 0 going through the point: (0, 1)

Write your equation in the form $y =$ _____

Use x as the independent variable.

2) Assistment #104002 "104002 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y =$ _____" using the following information about the equation:

Slope of the equation: $10/6$

Y-intercept of the equation: 9

Use x as the independent variable.

3) Assistment #104062 "104062 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

Write a linear equation for the line with slope = $4/4$ going through the point: (0, 8)

Write your equation in the form $y =$ _____

Use x as the independent variable.

4) Assistment #104017 "104017 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y =$ _____" using the following information about the equation:

Slope of the equation: $4/3$

Y-intercept of the equation: 8

Use x as the independent variable.

5) Assistment #104076 "104076 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

Write a linear equation for the line with slope = $1/5$ going through the point: (0, 2)

Write your equation in the form $y =$ _____

Use x as the independent variable.

6) Assistment #104008 "104008 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form "y=_____ " using the following information about the equation:

Slope of the equation: $\frac{4}{3}$

Y-intercept of the equation: 4

Use x as the independent variable.

7) Assistment #104087 "104087 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 5"

Write a linear equation for the line with slope = $-\frac{7}{4}$ going through the point: (0, 3)

Write your equation in the form y= _____

Use x as the independent variable.

8) Assistment #104103 "104103 - 57702 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 4"

Write a linear equation for the line with slope = 0 going through the point: (0, 9)

Write your equation in the form y = _____

Use x as the independent variable.

9) Assistment #104092 "104092 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 5"

Write a linear equation for the line with slope = $-\frac{7}{3}$ going through the point: (0, 9)

Write your equation in the form y= _____

Use x as the independent variable.

10) Assistment #104057 "104057 - 56786 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 3"

Write an equation in the form "y=_____ " using the following information about the equation:

Slope of the equation: 0

Y-intercept of the equation: 3

Use x as the independent variable.

11) Assistment #104083 "104083 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 5"

Write a linear equation for the line with slope = $-8/3$ going through the point: (0, 6)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Use x as the independent variable.

12) Assistment #104006 "104006 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $10/1$

Y-intercept of the equation: 9

Use x as the independent variable.

13) Assistment #103995 "103995 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $5/5$

Y-intercept of the equation: 2

Use x as the independent variable.

14) Assistment #104069 "104069 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

Write a linear equation for the line with slope = $2/5$ going through the point: (0, 5)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Use x as the independent variable.

15) Assistment #104073 "104073 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

Write a linear equation for the line with slope = $2/1$ going through the point: (0, 8)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Use x as the independent variable.

16) Assistment #104077 "104077 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

Write a linear equation for the line with slope = $\frac{8}{3}$ going through the point: (0, 4)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Use x as the independent variable.

17) Assistment #104016 "104016 - Algebra1 Equation from Slope and Y-intercept Mastery Learning"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: $\frac{7}{6}$

Y-intercept of the equation: 4

Use x as the independent variable.

18) Assistment #104054 "104054 - 56786 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 3"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: 0

Y-intercept of the equation: 9

Use x as the independent variable.

19) Assistment #104042 "104042 - 56786 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 3"

Write an equation in the form " $y = \underline{\hspace{2cm}}$ " using the following information about the equation:

Slope of the equation: 0

Y-intercept of the equation: 7

Use x as the independent variable.

20) Assistment #104070 "104070 - Algebra1 Equation from Slope and Y-intercept Mastery Learning 6"

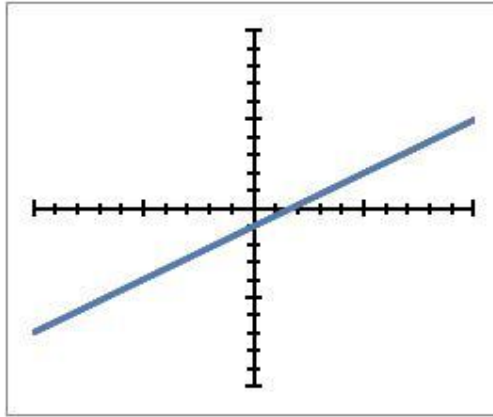
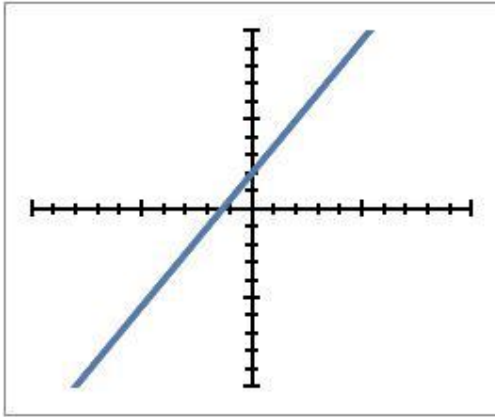
Write a linear equation for the line with slope = $\frac{3}{5}$ going through the point: (0, 2)

Write your equation in the form $y = \underline{\hspace{2cm}}$

Use x as the independent variable.

Problem Set "Recognize Linear Pattern - THE SKILL BUILDING SET" id:[8752]**1) Assistent #64267 "64267 - 57852 - Recognizing Linear Functions"**

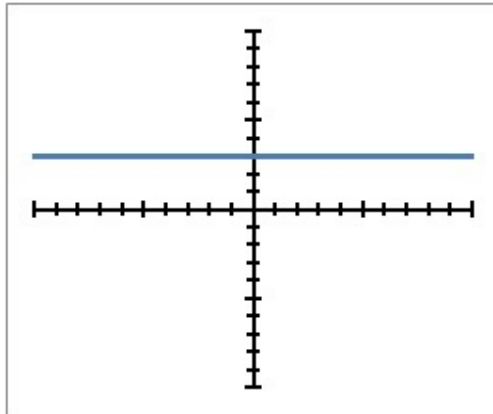
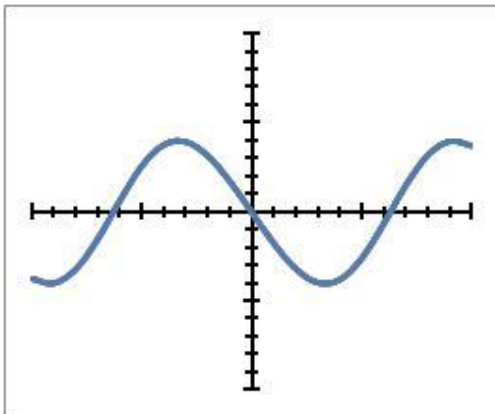
Choose the answer that describes the two graphs shown below:

A)**B)**

- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

2) Assistent #64214 "64214 - 57849 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)**B)**

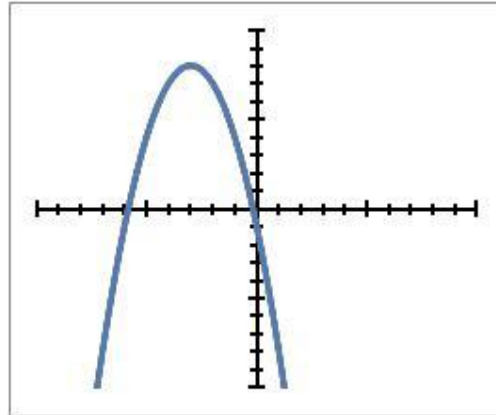
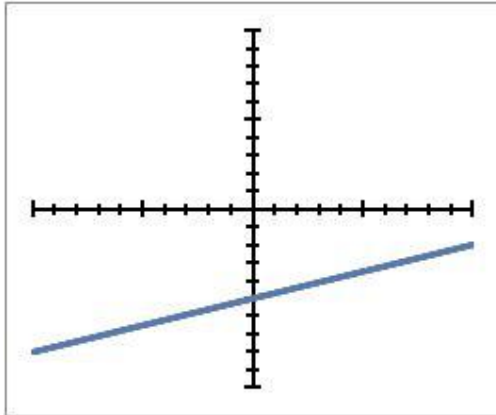
- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

3) Assistent #64243 "64243 - 57752 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



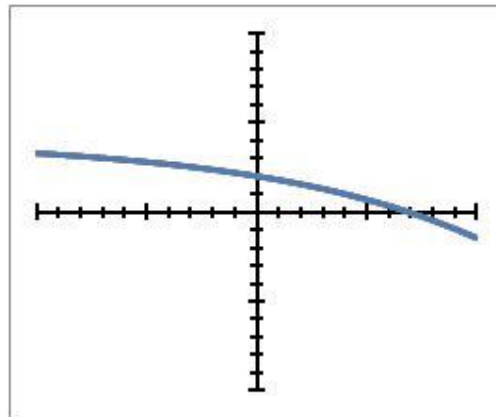
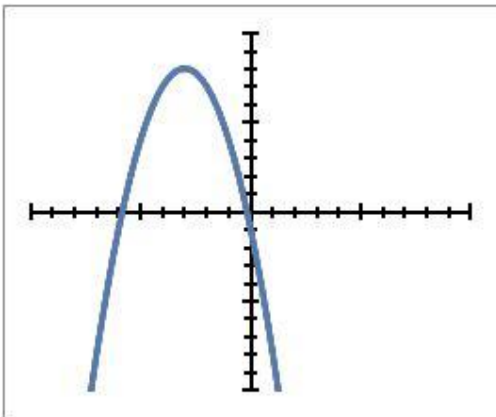
- Both are Linear
- Neither are Linear
- A is Linear but B is not
- B is Linear but A is not

4) Assistent #64233 "64233 - 57850 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



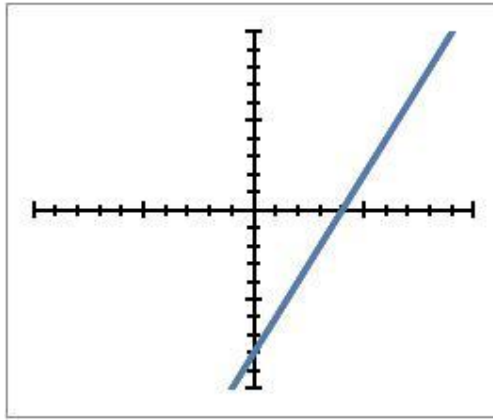
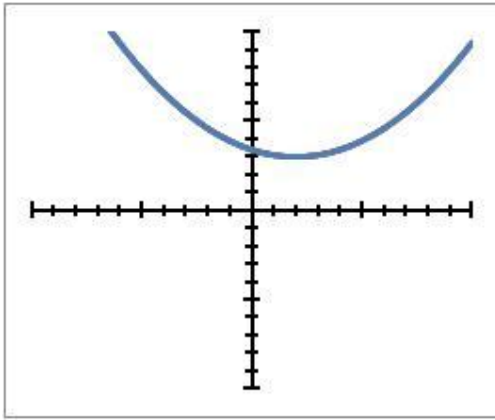
- Both are Linear
- Neither are Linear
- A is Linear but B is not
- B is Linear but A is not

5) Assistent #64198 "64198 - 57849 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



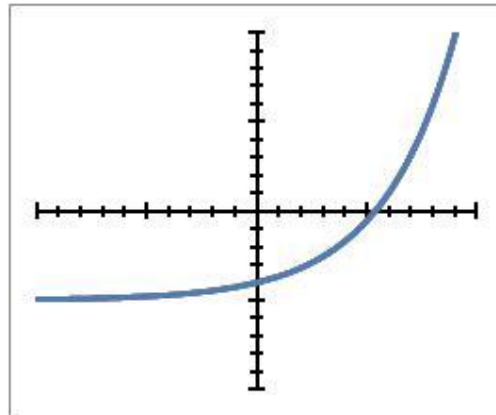
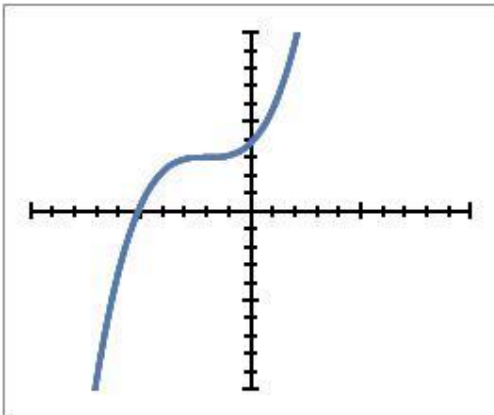
- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

6) Assistentment #64217 "64217 - 57850 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



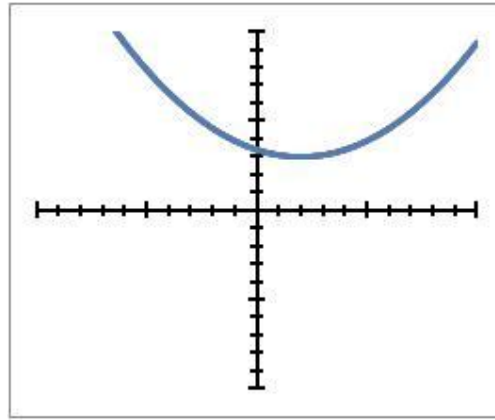
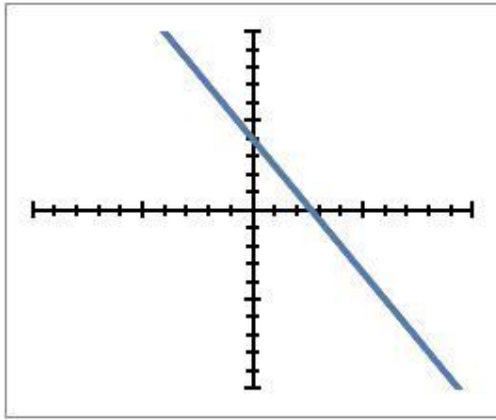
- Both are Linear
 Neither are Linear
 A is Linear but B is not
 B is Linear but A is not

7) Assistentment #64256 "64256 - 57752 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



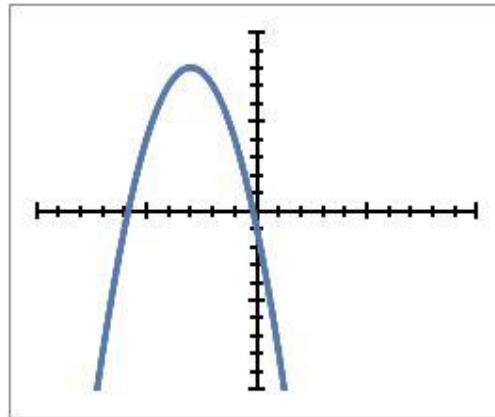
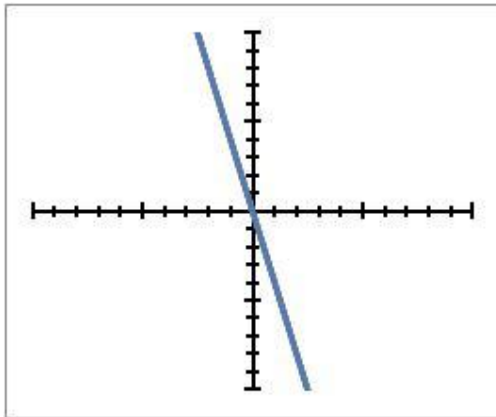
- Both are Linear
- Neither are Linear
- A is Linear but B is not
- B is Linear but A is not

8) Assistent #64254 "64254 - 57752 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)



- Both are Linear
- Neither are Linear
- A is Linear but B is not
- B is Linear but A is not

9) Assistent #64207 "64207 - 57849 - Recognizing Linear Functions"

Choose the answer that describes the two graphs shown below:

A)

B)

Problem Set "Finding y-intercept From Linear Equation - THE SKILL BUILDING SET" id:[9180]**1) Assistment #73980 "73980 - 61826 - Algebra1 Finding Y-intercept from Linear Equation 2"**

Determine the y-intercept from the following equation:

$$y = (8/7)x - 6$$

2) Assistment #74003 "74003 - 61827 - Algebra1 Finding Y-intercept from Linear Equation 3"

Determine the y-intercept from the following equation:

$$y = (7/5)x$$

3) Assistment #74017 "74017 - 61828 - Algebra1 Finding Y-intercept from Linear Equation 4"

Determine the y-intercept from the following equation:

$$4y = 9x + 5$$

4) Assistment #73999 "73999 - 61827 - Algebra1 Finding Y-intercept from Linear Equation 3"

Determine the y-intercept from the following equation:

$$y = (5/7)x$$

5) Assistment #73950 "73950 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (4/9)x + 4$$

6) Assistment #73947 "73947 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (1/9)x + 10$$

7) Assistment #73994 "73994 - 61827 - Algebra1 Finding Y-intercept from Linear Equation 3"

Determine the y-intercept from the following equation:

$$y = (7/5)x$$

8) Assistment #74015 "74015 - 61828 - Algebra1 Finding Y-intercept from Linear Equation 4"

Determine the y-intercept from the following equation:

$$1y = 8x + 3$$

9) Assistment #73972 "73972 - 61826 - Algebra1 Finding Y-intercept from Linear Equation 2"

Determine the y-intercept from the following equation:

$$y = (1/9)x - 7$$

10) Assistment #74032 "74032 - 61830 - Algebra1 Finding Y-intercept from Linear Equation 6"

Determine the y-intercept from the following equation:

$$9y = 9x$$

11) Assistment #73949 "73949 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (10/7)x + 6$$

12) Assistment #73988 "73988 - 61832 - Algebra1 Finding Y-intercept from Linear Equation 8"

Determine the y-intercept from the following equation:

$$10y - 8x = 5$$

13) Assistment #73968 "73968 - 61826 - Algebra1 Finding Y-intercept from Linear Equation 2"

Determine the y-intercept from the following equation:

$$y = (10/10)x - 4$$

14) Assistment #73952 "73952 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (4/2)x + 4$$

15) Assistment #74011 "74011 - 61828 - Algebra1 Finding Y-intercept from Linear Equation 4"

Determine the y-intercept from the following equation:

$$9y = 6x + 10$$

16) Assistment #74008 "74008 - 61827 - Algebra1 Finding Y-intercept from Linear Equation 3"

Determine the y-intercept from the following equation:

$$y = (1/9)x$$

17) Assistment #73983 "73983 - 61832 - Algebra1 Finding Y-intercept from Linear Equation 8"

Determine the y-intercept from the following equation:

$$1y - 1x = 2$$

18) Assistment #73962 "73962 - 61831 - Algebra1 Finding Y-intercept from Linear Equation 7"

Determine the y-intercept from the following equation:

$$1x + 2y = 3$$

19) Assistment #73981 "73981 - 61826 - Algebra1 Finding Y-intercept from Linear Equation 2"

Determine the y-intercept from the following equation:

$$y = (5/7)x - 3$$

20) Assistment #73989 "73989 - 61832 - Algebra1 Finding Y-intercept from Linear Equation 8"

Determine the y-intercept from the following equation:

$$6y - 6x = 4$$

21) Assistment #73955 "73955 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (1/1)x + 10$$

22) Assistment #73948 "73948 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (8/3)x + 8$$

23) Assistment #73977 "73977 - 61826 - Algebra1 Finding Y-intercept from Linear Equation 2"

Determine the y-intercept from the following equation:

$$y = (5/1)x - 4$$

24) Assistment #74037 "74037 - 61830 - Algebra1 Finding Y-intercept from Linear Equation 6"

Determine the y-intercept from the following equation:

$$9y = 1x$$

25) Assistment #73957 "73957 - 61831 - Algebra1 Finding Y-intercept from Linear Equation 7"

Determine the y-intercept from the following equation:

$$8x + 10y = 6$$

26) Assistment #74019 "74019 - 61829 - Algebra1 Finding Y-intercept from Linear Equation 5"

Determine the y-intercept from the following equation:

$$-10y = 8x + 3$$

27) Assistment #73945 "73945 - Algebra1 Finding Y-intercept from Linear Equation"

Determine the y-intercept from the following equation:

$$y = (9/2)x + 9$$

28) Assistment #73984 "73984 - 61832 - Algebra1 Finding Y-intercept from Linear Equation 8"

Determine the y-intercept from the following equation:

$$3y - 10x = 1$$

29) Assistment #74026 "74026 - 61829 - Algebra1 Finding Y-intercept from Linear Equation 5"

Determine the y-intercept from the following equation:

$$-9y = 10x + 9$$

30) Assistment #74036 "74036 - 61830 - Algebra1 Finding Y-intercept from Linear Equation 6"

Determine the y-intercept from the following equation:

$$1y = 6x$$

31) Assistment #73985 "73985 - 61832 - Algebra1 Finding Y-intercept from Linear Equation 8"

Problem Set "Division Fractions - THE SKILL BUILDING SET" id:[14211]**1) Assistent #112358 "112358 - 106622 - Dividing Fractions Template"**

What is the quotient of $\frac{18}{22} \div \frac{7}{22}$?

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

2) Assistent #112352 "112352 - 29863 - Dividing Fracitons"

What is the quotient of $\frac{9}{4} \div \frac{4}{7}$?

3) Assistent #112305 "112305 - Dividing Fractions Template"

What is the quotient of $3 \frac{3}{7} \div 2 \frac{1}{3}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

4) Assistent #112324 "112324 - 46275 - Dividing Fractions with Mixed Numbers Template"

What is the quotient of $4 \frac{1}{2} \div \frac{5}{7}$?

You **MUST** reduce your answer to lowest terms.

If your answer is a mixed number, be sure to put a space between the whole number and the fraction in your answer. The answer should look like this: $6 \frac{2}{3}$. Not like this: $62/3$

5) Assistent #112277 "112277 - Dividing Fractions Template"

What is the quotient of $\frac{9}{3} \div 2 \frac{10}{10}$?

Problem Set "Mean - LEVEL 1 SKILL BUILDING" id:[17470]**1) Assistment #126435 "126435 - 57305 - Mean of Integer and Decimals,6"**

Calculate the **mean** of the following numbers:

1.03, 2, 2, 0.97, 2, 2.34

(round to the nearest hundredths place)

2) Assistment #126508 "126508 - 56648 - Mean with Context and Vertical Table"

Matt runs a shoe store, and listed below are the store sales for the year 1997. What were the average monthly sales in 1997?

Month	Sales (\$)
January	1006
February	1044
March	2504
April	1119
May	1503
June	601
July	1003
August	2203
September	1011
October	1634
November	1921
December	2050

(round to hundredths place)

3) Assistment #126464 "126464 - Mean"

Calculate the **mean** of the following numbers:

17, 13, 6, 10, 18, 15

(round to the nearest tenths place)

4) Assistment #126467 "126467 - 57312 - Mean with Context, 5"

Jamie works at the local clothes store and has to process all the sales at the end of the day. The list below gives the dollar amounts of all the sales made on a particular day.

What is the **average** amount of these sales?

29, 18, 8, 13.86, 4

(round to the nearest hundredths place)

5) Assistment #126428 "126428 - 125362 - Mean with Context and Table 2"

The coach for the All-USA Math Team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 10 tests.

Name of player	Number of points scored
Chris	8,11,14,13,18,23,12,3,30,14
Liz	20,22,6,13,7,2,17,27,19,13

What is the **mean** (average) number of points obtained by Liz ?

6) Assistment #126420 "126420 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	9,5,17,14,23,15,6,4,28,6
Amanda	23,20,5,16,7,8,22,29,14,10

What is the **mean** (average) number of points scored by Daniel ?

7) Assistment #126450 "126450 - Mean - Smaller Numbers"

Calculate the **mean** of the following numbers:

9, 10, 2, 4, 8, 9

(round to the nearest hundredths place)

8) Assistment #126417 "126417 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Eric	9,5,16,20,19,23,10,6,24,7
Alexa	17,26,6,13,10,9,15,30,20,15

What is the **mean** (average) number of points scored by Eric ?

9) Assistment #126496 "126496 - 56554 - Mean of Integer and Decimals"

Calculate the **mean** of the following numbers:

1.35, 3, 8, 1.09, 6, 2.63, 5

(round to the nearest hundredths place)

10) Assistment #126516 "126516 - 125360 - Mean with Context and Table 1, 8"

The coach for the Drama Team Competition needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 8 games.

Name of player	Number of points scored
Eric	10,6,9,12,26,21,13,6
Alexa	23,22,2,16,12,7,19,28

What is the **mean** (average) number of points scored by Eric ?

(Round to the hundredths place)

11) Assistment #126509 "126509 - 125327 - Mean with Context, 11"

During a medical study, doctors recorded the weights in pounds of all their volunteers. Some of the weights are given here. What is the average weight of the volunteers listed below?

147, 160, 103, 137, 127, 151, 118, 149, 151, 109, 135

(round to the nearest hundredths place)

12) Assistent #126483 "126483 - 56565 - Mean with Context"

Nancy obtained the following scores in 5 math tests. Calculate the **mean** of Nancy's math scores:

189, 126, 88, 124, 47

(round to the nearest hundredths place)

13) Assistent #126413 "126413 - 57304 - Mean of Integer and Decimals,9"

Calculate the **mean** of the following numbers:

1.67, 1, 9, 1.56, 5, 3.14, 14, 3.65, 10

(round to the nearest hundredths place)

14) Assistent #126424 "126424 - 56562 - Mean of Integers"

Calculate the **mean** of the following numbers:

38, 111, 54, 53, 69

(round to the nearest hundredths place)

15) Assistent #126418 "126418 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Ricky	13,6,15,19,24,21,12,6,30,13
Carol	19,22,5,16,12,9,22,27,15,15

What is the **mean** (average) number of points scored by Ricky ?

16) Assistent #126491 "126491 - 125271 - Mean of Decimals,11"

Calculate the **mean** of the following numbers:

Problem Set "Median - THE SKILL BUILDING SET" id:[21943]**1) Assistment #137385 "137385 - Median - Find Missing Data Points - Even"**

What number should be added to the list below to get a **median** of 18?

10, 21, 9, 15, 28

- 10
- 11
- 30
- 1

2) Assistment #137491 "137491 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
John	40,67,27,80,16,75,57,4,72,24,48
Cristina	22,26,8,11,54,6,9,22,23,18,11

What is the median number of points scored by John ?

3) Assistment #137387 "137387 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19?

13, 23, 8, 15, 26

- 9
- 14
- 30
- 4

4) Assistment #137359 "137359 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	11,8,14,6,1,20,22,12
Cristina	20,8,27,6,24,22,12,15

What is the **median** of number of points obtained by Cristina ?

5) Assistment #137313 "137313 - 132165 - Median - Find Missing Data Points - Even, 8"

What number should be added to the list below to get a **median** of 25.115?

12, 28.23, 35, 19, 61, 8.63, 48

- 9.63
- 13
- 22
- 5.63

6) Assistment #137483 "137483 - 56714 - Median - Find Missing Data Points - Odd, with context"

Mary obtained the following scores in 4 of 5 math tests. If the **median** of Mary's math scores was 21, what was Mary's math score on the fifth test?

14, 26.87, 21, 6

- 7
- 15
- 24
- 3

7) Assistment #137488 "137488 - 56714 - Median - Find Missing Data Points - Odd, with context"

John obtained the following scores in 4 of 5 math tests. If the **median** of John's math scores was 17, what was John's math score on the fifth test?

12, 26.87, 17, 7

- 8
- 13
- 26
- 4

8) Assistment #137357 "137357 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	6,8,9,9,8,21,26,20

Cristina	18,8,27,4,24,22,12,15
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What is the **median** of number of points obtained by Cristina ?

9) Assistment #137379 "137379 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[1.33, 3.85, 1.65, 2.11, 1.12, 4.51, 2.33, 2.69, 3.91]

What is the **median** number in this list?

10) Assistment #137402 "137402 - Median - Find Missing Data Points - Odd"

What number should be added to the list below to get a **median** of 18?

11, 23, 5, 18

- 25
- 17
- 6
- 2

11) Assistment #137386 "137386 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19.5?

14, 22, 9, 17, 25

- 10
- 15
- 33
- 4

12) Assistment #137466 "137466 - 56719 - Median with Context and Vertical Table"

Liz runs a grocery store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1125
February	2506
March	1922
April	607
May	1044
June	901

July	1507
August	1631
September	1006
October	1021
November	2203
December	2054

13) Assistment #137472 "137472 - 56719 - Median with Context and Vertical Table"

Ashley runs a shoe store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1126
February	2504
March	1924
April	601
May	1045
June	903
July	1501
August	1636
September	1002
October	1024
November	2201
December	2050

14) Assistment #137336 "137336 - 56717 - Median with Context and Table and Odd values"

The coach for the School Tennis Team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 7 games.

Name of player	Number of points scored on the last ten games
Brian	20,8,15,5,23,22,13
Camille	12,10,12,7,9,23,24

What is the **median** of number of points scored by Brian ?

Problem Set "Elapsed Time - LEVEL 2 SKILL BUILDING" id:[37824]**1) Assistment #234450 "234450 - Elapsed Time 3"**

When Mary last checked the clock it was 6:51 pm.

It is now 10:25 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

2) Assistment #234432 "234432 - Elapsed Time 2"

When Mary last checked the clock it was 1:47 pm.

It is now 3:00 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

3) Assistment #234394 "234394 - 215936 - Elapsed Time 1"

When Mark last checked his watch it was 1:00 pm.

It is now 4:15 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

4) Assistment #234460 "234460 - Elapsed Time 4"

When Travis last checked the clock it was 6:12 pm.

It is now 10:42 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

5) Assistment #234391 "234391 - 215936 - Elapsed Time 1"

When Eddie last checked his watch it was 6:00 pm.

It is now 8:53 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

6) Assistment #234483 "234483 - Elapsed Time 4"

When Dan last checked the clock it was 1:14 pm.
It is now 4:52 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

7) Assistment #234419 "234419 - Elapsed Time 2"

When Rachel last checked the clock it was 2:20 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

8) Assistment #234407 "234407 - Elapsed Time 2"

When Cindy last checked the clock it was 3:47 pm.
It is now 6:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

9) Assistment #234388 "234388 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 1:00 pm.
It is now 3:29 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

10) Assistment #234475 "234475 - Elapsed Time 4"

When Matt last checked the clock it was 5:17 pm.
It is now 9:39 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

11) Assistment #234446 "234446 - Elapsed Time 3"

When Anna last checked the clock it was 2:56 pm.
It is now 6:23 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

12) Assistment #234458 "234458 - Elapsed Time 3"

When Beth last checked the clock it was 1:34 pm.

It is now 5:19 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

13) Assistment #234380 "234380 - 215936 - Elapsed Time 1"

When Tony last checked his watch it was 5:00 pm.

It is now 7:32 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

14) Assistment #234437 "234437 - Elapsed Time 3"

When Sarah last checked the clock it was 4:36 pm.

It is now 8:10 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

15) Assistment #234436 "234436 - Elapsed Time 3"

When Danielle last checked the clock it was 7:38 pm.

It is now 10:23 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

16) Assistment #234471 "234471 - Elapsed Time 4"

When Andrew last checked the clock it was 5:19 pm.

It is now 8:52 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

17) Assistment #234384 "234384 - 215936 - Elapsed Time 1"

When Jeff last checked his watch it was 1:00 pm.
It is now 3:20 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

18) Assistment #234381 "234381 - 215936 - Elapsed Time 1"

When Matt last checked his watch it was 7:00 pm.
It is now 9:21 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

19) Assistment #234406 "234406 - Elapsed Time 2"

When Cindy last checked the clock it was 2:31 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

20) Assistment #234386 "234386 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 7:00 pm.
It is now 9:33 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

21) Assistment #234456 "234456 - Elapsed Time 3"

When Lindsay last checked the clock it was 7:45 pm.
It is now 11:19 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

22) Assistment #234434 "234434 - Elapsed Time 3"

When Kate last checked the clock it was 7:44 pm.
It is now 11:13 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)


Problem Set "Counting Methods - THE SKILL BUILDING SET" id:[15528]**1) Assistment #120292 "120292 - Calvin is making ..."**

Calvin is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make without sausage?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

2) Assistment #119978 "119978 - Jenny is ordering..."

Jenny is ordering a salad from the menu shown below. If she picks one item from each category, how many different salads can she make with peppers?

G arden reens alore		
Lettuce	Vegetable	Dressing
Iceberg Romaine Bibb	Tomatoes Carrots Peppers Onions	Vinaigrette Ranch Caesar

3) Assistment #120307 "120307 - Kaitlin is gettin..."

Kaitlin is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make without a large popcorn?

 Golden Reels Cinema 		
Popcorn	Snacks	Soda
Kiddie Medium Large Jumbo	Candy Bar Pretzel Hot Dog Ice Cream	Orange Soda Root Beer Ginger Ale

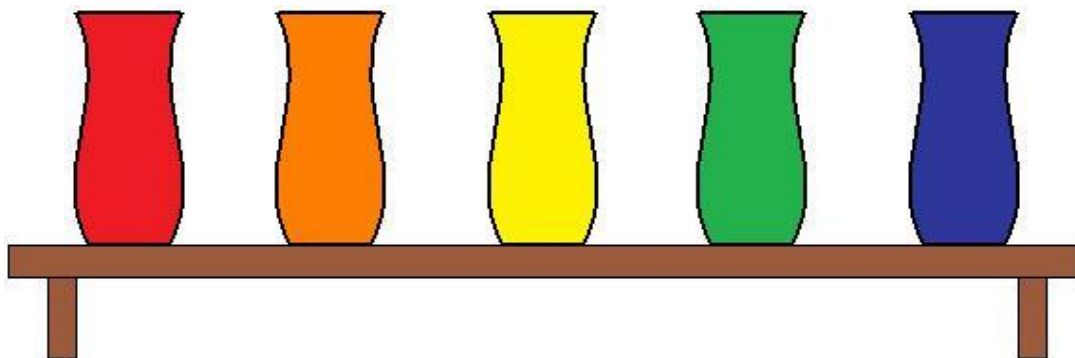
4) Assistment #120029 "120029 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with peppers?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

5) Assistment #119962 "119962 - How many ways can..."

How many ways can the vases shown below be organized on the shelf if the red vase does not move?



6) Assistment #120023 "120023 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with tomatoes?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

7) Assistment #119947 "119947 - Penny is going to..."

Penny is going to flip a coin 4 times. How many outcomes are there in which she gets tails a total of 3 times?

8) Assistment #119951 "119951 - Kenny is going to..."

Kenny is going to flip a coin 4 times. How many outcomes are there in which he gets heads a total of 0 times?

9) Assistment #120000 "120000 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with ham?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

10) Assistent #119917 "119917 - Blair is making a..."

Blair is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make without pepperoni?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

11) Assistent #120022 "120022 - Patty is making a..."

Patty is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make with mushrooms?

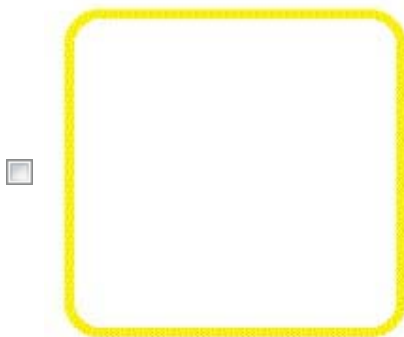
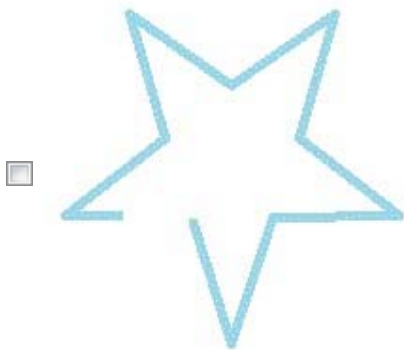
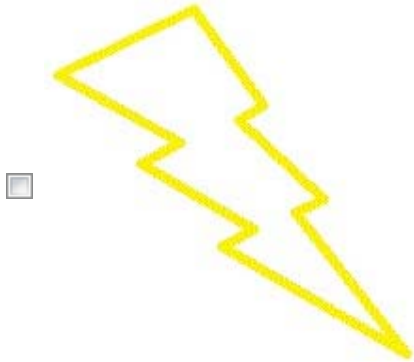
Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

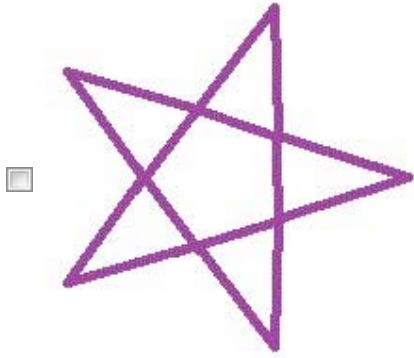
12) Assistent #120407 "120407 - Nancy is getting ..."

Nancy is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make with an ice cream?

Problem Set "Properties and Classification of Polygons With 5 Or More Sides - THE SKILL BUILDING SET" id:[24173]

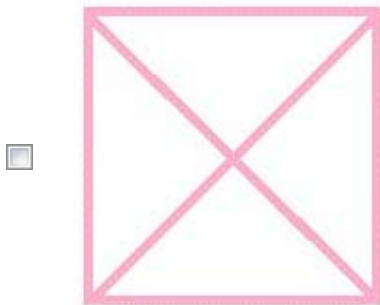
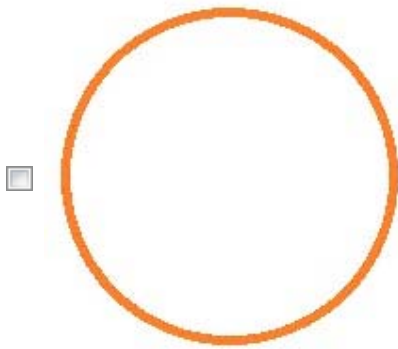
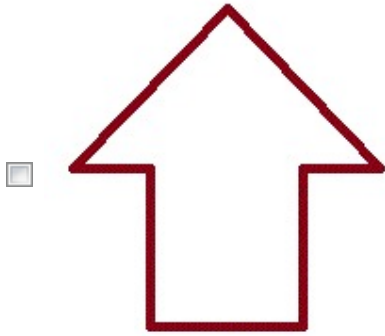
1) Assistment #144038 "144038 - 134809 - What is a Polygon? Check all that apply. (1correctpolygon)"
Please select all of the shapes that are polygons.





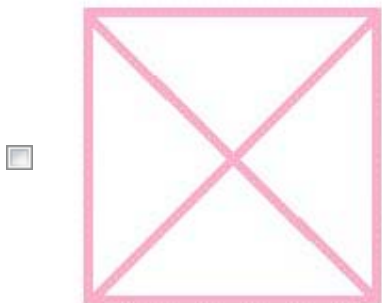
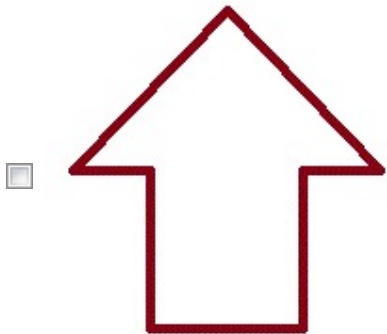
2) Assistment #144017 "144017 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"

Please select all of the shapes that are polygons.





3) Assistment #143994 "143994 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"
Please select all of the shapes that are polygons.





4) Assistent #144106 "144106 - 143395 Convex/Concave Polygon (True or False)"

Is the following statement true or false?

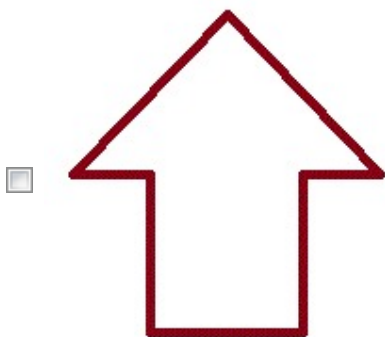
This polygon is a "concave polygon".

False

True

5) Assistent #144006 "144006 - 143426 - What is a Polygon? Check all that apply. (2correctpolygons)"

Please select all of the shapes that are polygons.



Problem Set "Range - THE SKILL BUILDING SET" id:[8979]**1) Assistment #58435 "58435 - 57506 - Range, Missing number, 8"**

What number should be added to the following list to get a range of 121?

52, 67, 27, 73, 24, 107, 84

- 85
 202
 145
 158
-

2) Assistment #58437 "58437 - 57506 - Range, Missing number, 8"

What number should be added to the following list to get a range of 129?

41, 55, 39, 67, 5, 101, 78

- 79
 191
 134
 161
-

3) Assistment #58386 "58386 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.67, 54.67, 32, 106, 6, 35, 143

4) Assistment #58442 "58442 - 30370 - range-table-female"

The coach for the lacross Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Shaun	10, 6, 17, 14, 25, 18, 8, 4, 23, 10
Julia	16, 19, 6, 9, 9, 2, 15, 30, 13, 11

What is the **range** number of points scored by Julia?

5) Assistment #58475 "58475 - 57508 - Range, with Context, 8"

Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

26, 31, 23, 29, 16, 24, 40, 48

6) Assistment #58251 "58251 - Range"

Calculate the **range** of the following numbers:

52, 43, 3, 124, 78, 137

7) Assistment #58372 "58372 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

52, 34, 9, 106, 84, 139, 106

8) Assistment #58420 "58420 - 57507 - Range, Missing number, 10"

What number should be added to the following list to get a range of 122?

50, 53, 65, 38, 88, 120, 99, 131, 146

- 19
 23
 24
 31

9) Assistment #58443 "58443 - 30370 - range-table-female"

The coach for the ping-pong Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	16, 10, 19, 17, 20, 18, 13, 3, 26, 8
Amanda	18, 22, 5, 10, 12, 2, 21, 30, 16, 16

What is the **range** number of points scored by Amanda?

10) Assistment #58466 "58466 - 57511 - Range, with Context, 6"

The All-USA Physics team coach needs to pick one of two people for the All-USA Physics team. Points obtained by Gary and Ross are given below.

What is the range of points obtained by Ross?

Gary	15, 8, 18, 18, 16, 18
Ross	25, 20, 14, 23, 15, 29

11) Assistment #58378 "58378 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.33, 31.67, 27, 114, 4, 31, 133

12) Assistment #58488 "58488 - 57509 - Range, with Context, 5"

Beth's scores in 5 history tests are shown below. What is the range of Beth's scores?

33, 20, 16, 52, 25

13) Assistment #58247 "58247 - Range"

Calculate the **range** of the following numbers:

54, 47, 12, 106, 91, 127

14) Assistment #58474 "58474 - 57508 - Range, with Context, 8"

Beth's scores in 8 math tests are shown below. What is the range of Beth's scores?

27, 32, 24, 26, 11, 30, 37, 48

15) Assistment #58458 "58458 - 57510 - Range, with Context, 7"

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Ross are given below.

What is the range of points obtained by Joe?

Joe	23, 28, 20, 12, 21, 19, 31
Ross	15, 9, 15, 19, 26, 16, 22

16) Assistment #58369 "58369 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

54, 30, 14, 112, 93, 147, 112

17) Assistment #58250 "58250 - Range"

Calculate the **range** of the following numbers:

67, 37, 17, 118, 86, 137

18) Assistment #58399 "58399 - What number shoul..."

What number should be added to the following list to get a range of 128?

69, 46, 8, 124, 97

- 123
- 137
- 136
- 151

19) Assistment #58403 "58403 - What number shoul..."

What number should be added to the following list to get a range of 113?

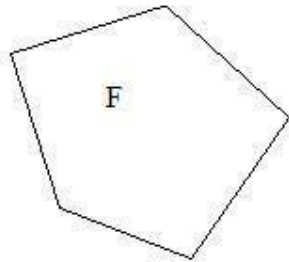
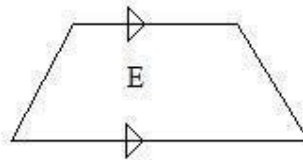
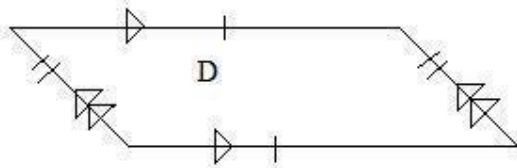
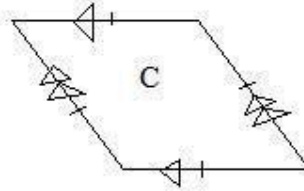
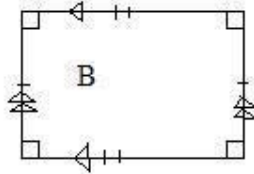
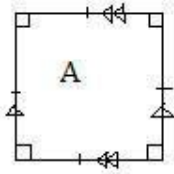
59, 34, 15, 119, 77

- 118
- 129
- 128
- 140

Problem Set "Properties and Classification Quadrilaterals - THE SKILL BUILDING SET" id:[23755]

1) Assistent #143305 "143305 - Which of the foll..."

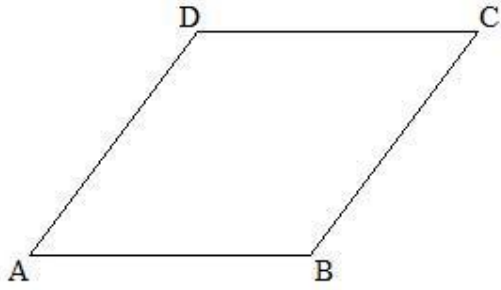
Which of the following figures are trapezoids? (Check all that apply)



- A
- B
- C
- D
- E
- F

2) Assistent #143325 "143325 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

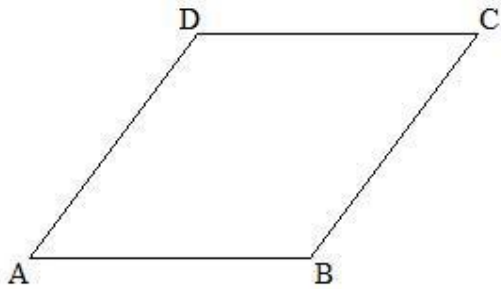


Which angle of the rhombus is congruent to angle A

- B
- C
- D
- A

3) Assistment #143323 "143323 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

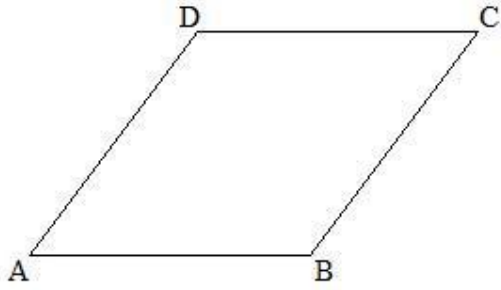


Which angle of the rhombus is congruent to angle B

- C
- D
- A
- B

4) Assistment #143266 "143266 - Given that the fo..."

Given that the following quadrilateral ABCD is a rhombus:

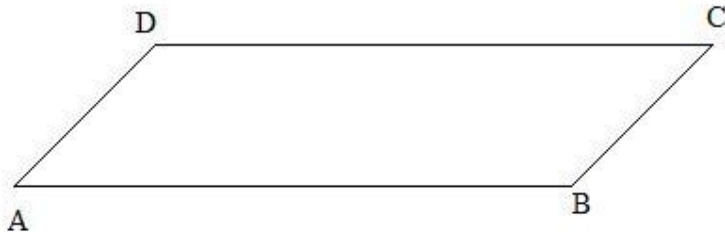


Which side of the rhombus is parallel to side BC?

- BC
- CD
- AD
- AB

5) Assistment #143233 "143233 - Given that the fo..."

Given that the following quadrilateral ABCD is a parallelogram:

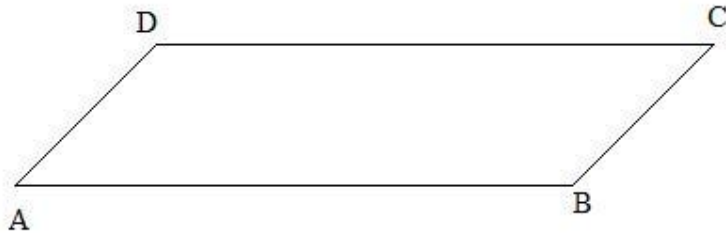


Which side of the parallelogram is parallel to side AD?

- AD
- AB
- BC
- CD

6) Assistment #143238 "143238 - Given that the fo..."

Given that the following quadrilateral ABCD is a parallelogram:

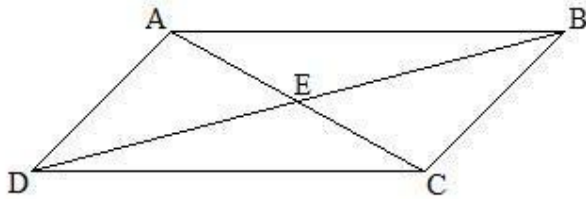


Which angle of the parallelogram is congruent to angle D

- angle A
- angle B
- angle C
- angle D

7) Assistentment #143254 "143254 - If the following ..."

If the following shape is a parallelogram:



If the length of the diagonal between points A and C is 6 units, what is the length of line segment AE?

8) Assistentment #143287 "143287 - Given that the fo..."

Given that the following quadrilateral ABCD is a rectangle:

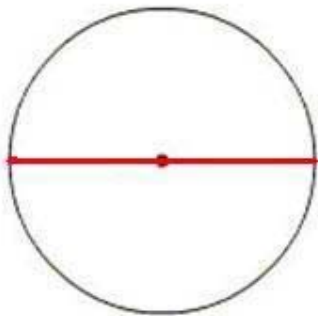
Problem Set "Circumference - THE SKILL BUILDING SET" id:[10767]**1) Assistent #92320 "92320 - 75487 - 75486 - 74181- circumference from diameter of circle"**

What is the circumference of the circle with the diameter of 5? (use 3.14 for π)

5

2) Assistent #92329 "92329 - 74195 - 55956 - Diameter from circumference of circle"

What is the **diameter** of the circle when the circumference of the circle is 18.84? (use 3.14 for π)



3) Assistent #92335 "92335 - 74181 - 62271 - circumference of the circle using radius"

What is the circumference of the circle with the radius of 4? (use 3.14 for π)

4

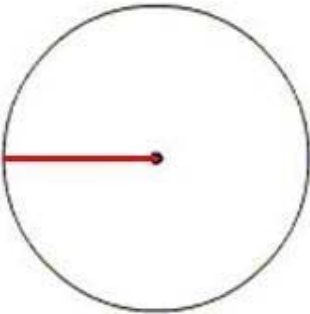
4) Assistent #92317 "92317 - 75487 - 75486 - 74181- circumference from diameter of circle"

What is the circumference of the circle with the diameter of 8? (use 3.14 for π)

8

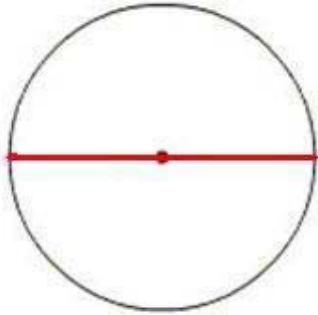
5) Assistent #92404 "92404 - 74546 - Radius from circumference of circle"

What is the **radius** of the circle when the circumference of the circle is **25.12**? (use 3.14 for π)



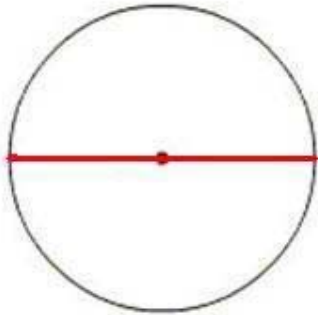
6) Assistent #92324 "92324 - 74195 - 55956 - Diameter from circumference of circle"

What is the **diameter** of the circle when the circumference of the circle is **25.12**? (use 3.14 for π)



7) Assistment #92369 "92369 - 75491 - 75486 - 74181- diameter from circumference of circle"

What is the **diameter** of the circle when the circumference of the circle is **25.12**? (use 3.14 for π)



8) Assistment #92365 "92365 - 62273 - 55937 - Circumference of circle using diameter"

What is the circumference of the circle with the diameter of 8? (use 3.14 for π)

8

9) Assistment #92363 "92363 - 62273 - 55937 - Circumference of circle using diameter"

What is the circumference of the circle with the diameter of 9? (use 3.14 for π)

9

10) Assistment #92338 "92338 - 74181 - 62271 - circumference of the circle using radius"

What is the circumference of the circle with the radius of 2? (use 3.14 for π)

2

11) Assistment #92350 "92350 - 74181 - 62271 - circumference of the circle using radius"

What is the circumference of the circle with the radius of 6? (use 3.14 for π)

6

Problem Set " Area Circle - THE SKILL BUILDING SET" id:[10762]**1) Assistent #91925 "91925 - 55956 - Diameter from area of circle"**

What is the **diameter** of the circle when the area of the circle is **78.5**? (use 3.14 for π)

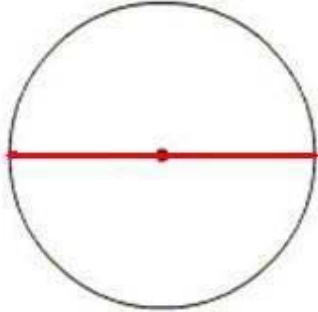


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2) Assistent #91928 "91928 - 55956 - Diameter from area of circle"

What is the **diameter** of the circle when the area of the circle is **50.24**? (use 3.14 for π)

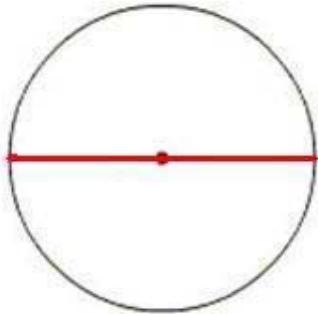


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3) Assistent #91908 "91908 - Radius from area of circle"

What is the **radius** of the circle when the area of the circle is **12.56**? (use 3.14 for π)

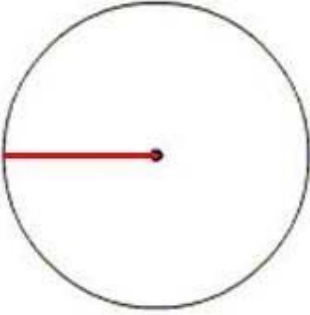


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4) Assistment #91853 "91853 - 55956 - Diameter from area of circle"

What is the **diameter** of the circle when the area of the circle is **50.24**? (use 3.14 for π)

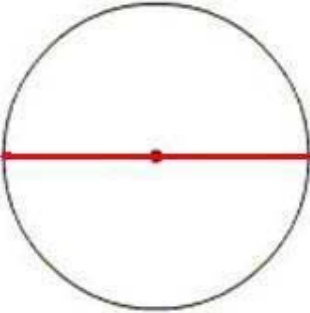


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5) Assistment #91859 "91859 - Radius from area of circle"

What is the **radius** of the circle when the area of the circle is **113.04**? (use 3.14 for π)

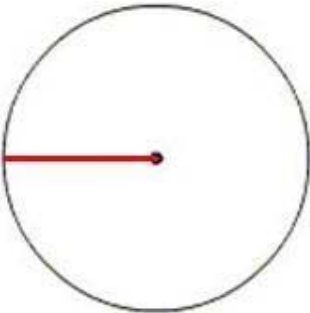


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6) Assistent #91909 "91909 - Radius from area of circle"

What is the **radius** of the circle when the area of the circle is **28.26**? (use 3.14 for π)

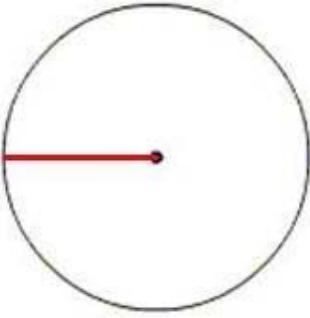


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7) Assistent #91878 "91878 - 55937 - Area of circle using diameter"

What is the area of the circle with the diameter of 8? (use 3.14 for π)

8

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8) Assistent #91880 "91880 - 55937 - Area of circle using diameter"

What is the area of the circle with the diameter of 6? (use 3.14 for π)

6

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9) Assistment #91883 "91883 - 62273 - 55937 - Area of circle using diameter"

What is the area of the circle with the diameter of 8? (use 3.14 for π)

8

image not to scale

10) Assistment #91877 "91877 - 55937 - Area of circle using diameter"

What is the area of the circle with the diameter of 10? (use 3.14 for π)

10

image not to scale

11) Assistment #91854 "91854 - 55956 - Diameter from area of circle"

Comparing and Scaling

Appendix of Student Work

Cristina Heffernan, Alexandra Birch, Quinten Palmer, and Jeffrey Namias
Academic Year 2011 – 2012

This is a document of the Pretest, Posttest, Mid test, and all of the pre-requisite and off-topic skill builders used in the CMP Study. Academic Year 2011 – 2012.

Problem Set "Pretest of Comparing and Scaling from WPI" id:[37693]**1) Assistment #182537 "182537 - 1. The ratio of t..."**

1. The ratio of tulips to lilies in a flower arrangement is 2 to 17. Find an equivalent ratio.

- D. 3 to 18
 - C. 34 to 4
 - A. 17 to 2
 - B. 1 to 8.5
-

2) Assistment #182538 "182538 - 2. Jessica is sel..."

2. Jessica is selling tickets to the school musical. She sells 6 student tickets, 9 adult tickets, and 8 senior tickets. Write the ratio of adult tickets to student tickets in 3 ways.

- D. 8:6; 8 to 6; 8/6
 - C. 9:8; 9 to 8; 9/8
 - A. 9:6; 9 to 6; 9/6
 - B. 6:9; 6 to 9; 6/9
-

3) Assistment #182539 "182539 - 3. The ratio of f..."

3. The ratio of fruit to ice in a fruit smoothie is 7 to 4. What percent of the total smoothie is fruit?

- B. 57%
 - A. 175%
 - C. 36%
 - D. 64%
-

4) Assistment #182540 "182540 - 4. A dessert reci..."

4. A dessert recipe calls for 3 cups sugar and 4 cups cocoa powder. If you are following the recipe but using 12 cups of cocoa powder, how much sugar do you need?

- B. 16 cups
 - D. 6 cups
 - C. 9 cups
 - A. 12 cups
-

5) Assistment #182541 "182541 - 5. Mix A uses 2 s..."

5. Mix A uses 2 scoops powder and 5 ounces water. Mix B uses 16 scoops powder and 22 ounces water. Which 2 ratios would you want to compare to determine which mix is strongest?

- B. $5/2$ vs. $22/16$
- C. $5/7$ vs. $22/38$
- A. $2/5$ vs. $16/22$
- D. $2/7$ vs. $16/38$

6) Assistment #182542 "182542 - 6. A car travels ..."

6. A car travels 200 miles using 7 gallons of gas. At that rate, how far can the car travel using 35 gallons of gas?

- A. 1,000 miles
- C. 900 miles
- D. 1,500 miles
- B. 1,200 miles

7) Assistment #182543 "182543 - 7. You can buy 8 ..."

7. You can buy 8 cupcakes for \$4.64. What is the unit price?

- D. \$1.25
- A. \$0.60
- C. \$0.58
- B. \$1.72

8) Assistment #182544 "182544 - 8. Find the value..."

8. Find the value that completes the proportion.

$$\frac{7}{3} = \frac{?}{27}$$

- D. 70
- B. 63
- A. 84
- C. 49

9) Assistment #182545 "182545 - 9. Find the value..."

9. Find the value that completes the proportion.

$$\frac{6}{16} = \frac{9}{?}$$

- D. 36
- A. 24
- C. 42
- B. 30

10) Assistment #182546 "182546 - 10. The ratio of ..."

10. The ratio of dogs to cats is 3 to 5. There are 15 dogs. How many cats are there?

- D. 12
- C. 25
- A. 9
- B. 30

11) Assistment #182547 "182547 - Use the following..."

Use the following table to answer questions 11 & 12. Show all work on separate sheet of paper.

11. What percent of the homeruns (listed in the table) did Alex Rodriguez hit?

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50
Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

12) Assistent #182548 "182548 - 12. Using the inf..."

12. Using the information in the table:

a) Write a comparison statement using ratios

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50
Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33

Ken Griffey, Jr.	30
TOTAL	295

13) Assistment #182549 "182549 - 12b) Write a comp..."

12b) Write a comparison statement using differences.

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50
Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

14) Assistment #182550 "182550 - 12c) Write a comp..."

12c) Write a comparison statement using percents.

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50

Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

15) Assistment #182551 "182551 - PART C: Answer th..."

PART C: Answer the following questions using part-to-part or part-to-whole ratios. Show all work on a separate sheet of paper!

13. You are making iced tea to bring to a party. Consider the following mixes.

MIX A

2 scoops powder
3 cups water

MIX B

10 scoops powder
13 cups water

MIX C

5 scoops powder
7 cups water

Which mix is the strongest tasting? Show work to support your answer.

- C. Mix C
- B. Mix B
- A. Mix A

16) Assistment #182552 "182552 - PART C: Answer th..."

PART C: Answer the following questions using part-to-part or part-to-whole ratios. Show all work on a separate sheet of paper!

14. Charlie is bringing hot pretzels to 2 class parties, one in reading class and one in math class. He is bringing 35 pretzels to reading and 39 pretzels to math. His reading class has 24 students and his math class has 28 students. In which class do you get more pretzels per person? Show work to support your answer.

- B. Math Class
- A. Reading Class

17) Assistment #182553 "182553 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

15. You can buy 5 Yankees tickets on eBay for \$425.

a. Complete the rate table below.

# of tickets	1	2	3	4	5
Price					\$425

- I have completed the tabl. It was very difficult.
 I could not complete the table.
 I have completed the table. It was not difficult.
 I have completed the table. It was somewhat difficult.

18) Assistment #182554 "182554 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!
Use the table to answer the following question.

15 b. How many tickets can you buy with \$595?

19) Assistment #182555 "182555 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

16. You are traveling a distance of 230 miles in 3.15 hours. At what rate are you traveling?

20) Assistment #182556 "182556 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

17. You are making a scale model of your bedroom. The scale model has to be 10 inches wide. Your bedroom is 9 feet wide and 11 feet long. How long should your scale model be?

a. Set up a proportion using RATIOS

21) Assistment #182557 "182557 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

17. You are making a scale model of your bedroom. The scale model has to be 10 inches wide. Your bedroom is 9 feet wide and 11 feet long. How long should your scale model be?

b. Set up a proportion using RATES

22) Assistment #182558 "182558 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

18. Find the value of x.

a. using scale factor:

$$\frac{4}{11} = \frac{12}{x}$$

23) Assistment #182559 "182559 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

18. Find the value of x.

b. using cross-multiplication:

$$\frac{19.5}{15} = \frac{x}{10}$$

24) Assistment #46632 "46632 - Converting a Fraction to a Percent"

Convert $\frac{6}{8}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

25) Assistment #227736 "227736 - Solving Percent Problems"

What is 14% of 80?

26) Assistment #210507 "210507 - Solving for an Unknown in a Proportion"

Find the value of **c** that makes the fraction equivalent.

$$\frac{48}{c} = \frac{16}{7}$$

27) Assistment #64083 "64083 - 30835 - Solve for x (1.4)"

Solve for x.

$$5 - 11x = -5$$

Answer as a fraction.

28) Assistment #48760 "48760 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

29) Assistment #125757 "125757 - Choose all the PR..."Choose all the **PRIME FACTORS** of 1815.

- 11
- 3
- 5
- 7
- 1
- 6

30) Assistment #62274 "62274 - Divisibility by 9"

Which number is divisible by 9?

- %v{a}
 - %v{b}
 - %v{c}
 - %v{d}
 - %v{e}
 - %v{f}
-

Problem Set "Mid Test of Comparing and Scaling from WPI" id:[37655]**1) Assistment #46633 "46633 - Converting a Fraction to a Percent"**

Convert $\frac{4}{5}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

2) Assistment #227735 "227735 - Solving Percent Problems"

What is 92% of 50?

3) Assistment #210508 "210508 - Solving for an Unknown in a Proportion"

Find the value of **a** that makes the fraction equivalent.

$$\frac{60}{a} = \frac{10}{5}$$

4) Assistment #64084 "64084 - 30835 - Solve for x (1.4)"

Solve for x.

$$8 - 6x = -5$$

Answer as a fraction.

5) Assistment #48761 "48761 - Greatest Common Factor"

Find the greatest common factor for 63 and 42.

6) Assistment #62275 "62275 - Radius from area of circle"

What is the **radius** of the circle when the area of the circle is $\%v{\text{area}}$? (use 3.14 for π)

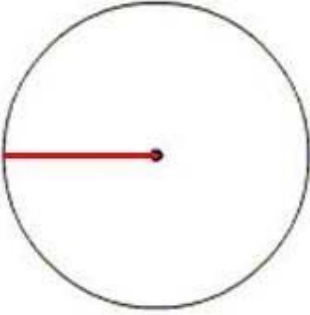


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7) Assistment #125758 "125758 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 12375.

- 11
- 3
- 5
- 17
- 1
- 15

Problem Set "Post Test of Comparing and Scaling from WPI" id:[37653]**1) Assistment #182537 "182537 - 1. The ratio of t..."**

1. The ratio of tulips to lilies in a flower arrangement is 2 to 17. Find an equivalent ratio.

- D. 3 to 18
 - C. 34 to 4
 - A. 17 to 2
 - B. 1 to 8.5
-

2) Assistment #182538 "182538 - 2. Jessica is sel..."

2. Jessica is selling tickets to the school musical. She sells 6 student tickets, 9 adult tickets, and 8 senior tickets. Write the ratio of adult tickets to student tickets in 3 ways.

- D. 8:6; 8 to 6; 8/6
 - C. 9:8; 9 to 8; 9/8
 - A. 9:6; 9 to 6; 9/6
 - B. 6:9; 6 to 9; 6/9
-

3) Assistment #182539 "182539 - 3. The ratio of f..."

3. The ratio of fruit to ice in a fruit smoothie is 7 to 4. What percent of the total smoothie is fruit?

- B. 57%
 - A. 175%
 - C. 36%
 - D. 64%
-

4) Assistment #182540 "182540 - 4. A dessert reci..."

4. A dessert recipe calls for 3 cups sugar and 4 cups cocoa powder. If you are following the recipe but using 12 cups of cocoa powder, how much sugar do you need?

- B. 16 cups
 - D. 6 cups
 - C. 9 cups
 - A. 12 cups
-

5) Assistment #182541 "182541 - 5. Mix A uses 2 s..."

5. Mix A uses 2 scoops powder and 5 ounces water. Mix B uses 16 scoops powder and 22 ounces water. Which 2 ratios would you want to compare to determine which mix is strongest?

- B. $\frac{5}{2}$ vs. $\frac{22}{16}$
- C. $\frac{5}{7}$ vs. $\frac{22}{38}$
- A. $\frac{2}{5}$ vs. $\frac{16}{22}$
- D. $\frac{2}{7}$ vs. $\frac{16}{38}$

6) Assistment #182542 "182542 - 6. A car travels ..."

6. A car travels 200 miles using 7 gallons of gas. At that rate, how far can the car travel using 35 gallons of gas?

- A. 1,000 miles
- C. 900 miles
- D. 1,500 miles
- B. 1,200 miles

7) Assistment #182543 "182543 - 7. You can buy 8 ..."

7. You can buy 8 cupcakes for \$4.64. What is the unit price?

- D. \$1.25
- A. \$0.60
- C. \$0.58
- B. \$1.72

8) Assistment #182544 "182544 - 8. Find the value..."

8. Find the value that completes the proportion.

$$\frac{7}{3} = \frac{?}{27}$$

- D. 70
- B. 63
- A. 84
- C. 49

9) Assistment #182545 "182545 - 9. Find the value..."

9. Find the value that completes the proportion.

$$\frac{6}{16} = \frac{9}{?}$$

- D. 36
- A. 24
- C. 42
- B. 30

10) Assistment #182546 "182546 - 10. The ratio of ..."

10. The ratio of dogs to cats is 3 to 5. There are 15 dogs. How many cats are there?

- D. 12
- C. 25
- A. 9
- B. 30

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Use the following table to answer questions 11 & 12. Show all work on separate sheet of paper.

11. What percent of the homeruns (listed in the table) did Alex Rodriguez hit?

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David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

12) Assistentment #182548 "182548 - 12. Using the inf..."

12. Using the information in the table:

a) Write a comparison statement using ratios

Homerun Statistics for the 2007-2008 Baseball Season

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David Ortiz	35
Carlos Beltran	33

Ken Griffey, Jr.	30
TOTAL	295

13) Assistment #182549 "182549 - 12b) Write a comp..."

12b) Write a comparison statement using differences.

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50
Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

14) Assistment #182550 "182550 - 12c) Write a comp..."

12c) Write a comparison statement using percents.

Homerun Statistics for the 2007-2008 Baseball Season

Player	Number of Homeruns
Alex Rodriguez	54
Prince Fielder	50

Ryan Howard	47
Carlos Pena	46
David Ortiz	35
Carlos Beltran	33
Ken Griffey, Jr.	30
TOTAL	295

15) Assistment #182551 "182551 - PART C: Answer th..."

PART C: Answer the following questions using part-to-part or part-to-whole ratios. Show all work on a separate sheet of paper!

13. You are making iced tea to bring to a party. Consider the following mixes.

MIX A

2 scoops powder
3 cups water

MIX B

10 scoops powder
13 cups water

MIX C

5 scoops powder
7 cups water

Which mix is the strongest tasting? Show work to support your answer.

- C. Mix C
 B. Mix B
 A. Mix A

16) Assistment #182552 "182552 - PART C: Answer th..."

PART C: Answer the following questions using part-to-part or part-to-whole ratios. Show all work on a separate sheet of paper!

14. Charlie is bringing hot pretzels to 2 class parties, one in reading class and one in math class. He is bringing 35 pretzels to reading and 39 pretzels to math. His reading class has 24 students and his math class has 28 students. In which class do you get more pretzels per person? Show work to support your answer.

- B. Math Class
 A. Reading Class

17) Assistment #182553 "182553 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

15. You can buy 5 Yankees tickets on eBay for \$425.

a. Complete the rate table below.

# of tickets	1	2	3	4	5
Price					\$425

- I have completed the tabl. It was very difficult.
 I could not complete the table.
 I have completed the table. It was not difficult.
 I have completed the table. It was somewhat difficult.

18) Assistent #182554 "182554 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!
Use the table to answer the following question.

15 b. How many tickets can you buy with \$595?

19) Assistent #182555 "182555 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

16. You are traveling a distance of 230 miles in 3.15 hours. At what rate are you traveling?

20) Assistent #182556 "182556 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

17. You are making a scale model of your bedroom. The scale model has to be 10 inches wide. Your bedroom is 9 feet wide and 11 feet long. How long should your scale model be?

a. Set up a proportion using RATIOS

21) Assistent #182557 "182557 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

17. You are making a scale model of your bedroom. The scale model has to be 10 inches wide. Your bedroom is 9 feet wide and 11 feet long. How long should your scale model be?

b. Set up a proportion using RATES

22) Assistent #182558 "182558 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

18. Find the value of x.

a. using scale factor:

$$\frac{4}{11} = \frac{12}{x}$$

23) Assistment #182559 "182559 - PART D: Answer th..."

PART D: Answer the following questions related to rates, scale factor, and proportions. Show all work!

18. Find the value of x.

b. using cross-multiplication:

$$\frac{19.5}{15} = \frac{x}{10}$$

24) Assistment #46634 "46634 - Converting a Fraction to a Percent"

Convert $\frac{5}{11}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

25) Assistment #227734 "227734 - Solving Percent Problems"

What is 53% of 80?

26) Assistment #210509 "210509 - Solving for an Unknown in a Proportion"

Find the value of **d** that makes the fraction equivalent.

$$\frac{96}{d} = \frac{16}{7}$$

27) Assistentment #64085 "64085 - 30835 - Solve for x (1.4)"

Solve for x.
 $2 - 10x = -2$

Answer as a fraction.

28) Assistentment #48762 "48762 - Greatest Common Factor"

Find the greatest common factor for 84 and 56.

29) Assistentment #62276 "62276 - 58787 - Area of the irregular figure"

What is the area of this object with given information? use 3.14 for π .

$\%v\{\text{diameter}\}$

$\%v\{\text{height}\}$

$\%v\{\text{base}\}$

image not to scale

30) Assistentment #125759 "125759 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 45375.

- 11
- 3
- 5
- 19
- 1
- 18

Problem Set "Converting between decimals, fractions, and percents - THE SKILL BUILDING SET"

id:[6849]

1) Assistment #46689 "46689 - Converting Percents to Fractions"Convert 12% into a **fraction**.**2) Assistment #46649 "46649 - Converting a Fraction to a Percent"**Convert $\frac{1}{6}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

3) Assistment #46597 "46597 - Converting a Decimal to a Percent"Convert 0.59 into a **percent**.**4) Assistment #46681 "46681 - Converting Percents to Fractions"**Convert 31% into a **fraction**.**5) Assistment #46657 "46657 - Converting a Percent to a Decimal"**Convert 49% into a **decimal**.**6) Assistment #46572 "46572 - Converting a Percent to a Decimal"**Convert 98% into a **decimal**.**7) Assistment #46668 "46668 - Converting Percents to Decimals"**Convert 80.77% into a **decimal**.

8) Assistment #46658 "46658 - Converting a Percent to a Decimal"

Convert 93% into a **decimal**.

9) Assistment #46553 "46553 - Converting Percents to Decimals"

Convert 77.62% into a **decimal**.

10) Assistment #46533 "46533 - Converting Percents to Fractions"

Convert 10% into a **fraction**.

11) Assistment #46673 "46673 - Converting Percents to Fractions"

Convert 10% into a **fraction**.

12) Assistment #46571 "46571 - Converting a Percent to a Decimal"

Convert 48% into a **decimal**.

13) Assistment #46664 "46664 - Converting Percents to Decimals"

Convert 92.46% into a **decimal**.

14) Assistment #46650 "46650 - Converting a Fraction to a Percent"

Convert $\frac{5}{8}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

15) Assistment #46537 "46537 - Converting Percents to Fractions"

Convert 50% into a **fraction**.

16) Assistment #46672 "46672 - Converting Percents to Fractions"

Convert 75% into a **fraction**.

17) Assistment #46659 "46659 - Converting a Percent to a Decimal"

Convert 23% into a **decimal**.

18) Assistment #46579 "46579 - Converting a Percent to a Decimal"

Convert 86% into a **decimal**.

19) Assistment #46666 "46666 - Converting Percents to Decimals"

Convert 82.84% into a **decimal**.

20) Assistment #46652 "46652 - Converting a Percent to a Decimal"

Convert 48% into a **decimal**.

21) Assistment #46598 "46598 - Converting a Decimal to a Percent"

Convert 0.73 into a **percent**.

22) Assistentment #46625 "46625 - Converting a Decimal to a Percent"

Convert 0.64 into a **percent**.

23) Assistentment #46643 "46643 - Converting a Fraction to a Percent"

Convert $\frac{5}{9}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

24) Assistentment #46574 "46574 - Converting a Percent to a Decimal"

Convert 44% into a **decimal**.

25) Assistentment #46621 "46621 - Converting a Decimal to a Percent"

Convert 0.01 into a **percent**.

26) Assistentment #46635 "46635 - Converting a Fraction to a Percent"

Convert $\frac{6}{10}$ into a **percent**.

Round your answer to the nearest percent. Enter your answer without the percent sign. For example, if the answer is 27% enter 27.

27) Assistentment #46654 "46654 - Converting a Percent to a Decimal"

Convert 35% into a **decimal**.

28) Assistentment #46644 "46644 - Converting a Fraction to a Percent"

Problem Set "Percent Of" id:[37146]**1) Assistment #227797 "227797 - Percent of - Word problem 1"**

Chris has 777 comics. He decides to give 46% of them to a friend as a birthday present. How many comics does Chris give away?

Round your answer to the nearest whole number.

2) Assistment #227803 "227803 - Percent of - Word problem 1"

Ryan has 381 cookies. He decides to give 28% of them to a friend as a birthday present. How many cookies does Ryan give away?

Round your answer to the nearest whole number.

3) Assistment #227785 "227785 - Percent of - Word problem 1"

Andrew has 719 gumballs. He decides to give 86% of them to a friend as a birthday present. How many gumballs does Andrew give away?

Round your answer to the nearest whole number.

4) Assistment #227795 "227795 - Percent of - Word problem 1"

David has 474 cookies. He decides to give 13% of them to a friend as a birthday present. How many cookies does David give away?

Round your answer to the nearest whole number.

5) Assistment #227779 "227779 - Percent of - Word problem 1"

David has 294 cookies. He decides to give 13% of them to a friend as a birthday present. How many cookies does David give away?

Round your answer to the nearest whole number.

6) Assistment #227737 "227737 - Percent of"

What is 170% of 60?

7) Assistment #227804 "227804 - Percent of - Word problem 1"

Tom has 413 cookies. He decides to give 14% of them to a friend as a birthday present. How many cookies does Tom give away?

Round your answer to the nearest whole number.

8) Assistment #227711 "227711 - Solving Percent Problems"

What is 75% of 90?

9) Assistment #227771 "227771 - Percent of"

What is 180% of 60?

10) Assistment #227776 "227776 - Percent of - Word problem 1"

Chris has 317 cookies. He decides to give 55% of them to a friend as a birthday present. How many cookies does Chris give away?

Round your answer to the nearest whole number.

11) Assistment #227777 "227777 - Percent of - Word problem 1"

David has 768 gumballs. He decides to give 95% of them to a friend as a birthday present. How many gumballs does David give away?

Round your answer to the nearest whole number.

12) Assistment #227856 "227856 - Percent of - Word problem 3"

Anthony is running a lemonade stand. He expects to make \$108 for the day, but ends up making 204% of that amount. How much money did Anthony make that day?

13) Assistment #227736 "227736 - Solving Percent Problems"

What is 14% of 80?

14) Assistment #227730 "227730 - Solving Percent Problems"

What is 34% of 80?

15) Assistment #227802 "227802 - Percent of - Word problem 1"

Ryan has 959 cookies. He decides to give 94% of them to a friend as a birthday present. How many cookies does Ryan give away?

Round your answer to the nearest whole number.

16) Assistment #227754 "227754 - Percent of"

What is 170% of 50?

17) Assistment #227726 "227726 - Solving Percent Problems"

What is 83% of 60?

18) Assistment #227855 "227855 - Percent of - Word problem 3"

Tracy is running a lemonade stand. She expects to make \$97 for the day, but ends up making 462% of that amount. How much money did Tracy make that day?

19) Assistment #227798 "227798 - Percent of - Word problem 1"

Ryan has 829 cookies. He decides to give 10% of them to a friend as a birthday present. How many cookies does Ryan give away?

Round your answer to the nearest whole number.

20) Assistment #227734 "227734 - Solving Percent Problems"

What is 53% of 80?

21) Assistment #227742 "227742 - Percent of"

What is 120% of 50?

22) Assistment #227793 "227793 - Percent of - Word problem 1"

Andrew has 978 comics. He decides to give 36% of them to a friend as a birthday present. How many comics does Andrew give away?

Round your answer to the nearest whole number.

23) Assistment #227850 "227850 - Percent of - Word problem 3"

Tracy is running a lemonade stand. She expects to make \$77 for the day, but ends up making 307% of that amount. How much money did Tracy make that day?

24) Assistment #227713 "227713 - Solving Percent Problems"

What is 99% of 60?

25) Assistment #227852 "227852 - Percent of - Word problem 3"

Anthony is running a lemonade stand. He expects to make \$53 for the day, but ends up making 437% of that amount. How much money did Anthony make that day?

26) Assistment #227739 "227739 - Percent of"

What is 130% of 60?

27) Assistment #227823 "227823 - Percent of - Word problem 2"

Rebecca went shopping with \$97 in her pocket, but she didn't want to spend it all. She decided to spend 62% of her money at most, and save the rest for later. How much was Rebecca willing to spend?

28) Assistment #227841 "227841 - Percent of - Word problem 3"

Tracy is running a lemonade stand. She expects to make \$117 for the day, but ends up making 319% of that amount. How much money did Tracy make that day?

29) Assistment #227827 "227827 - Percent of - Word problem 2"

Daisy went shopping with \$137 in her pocket, but she didn't want to spend it all. She decided to spend 42% of her money at most, and save the rest for later. How much was Daisy willing to spend?

30) Assistment #227746 "227746 - Percent of"

What is 190% of 90?

31) Assistment #227805 "227805 - Percent of - Word problem 1"

Andrew has 200 comics. He decides to give 50% of them to a friend as a birthday present. How many comics does Andrew give away?

Round your answer to the nearest whole number.

Problem Set "Equivalent Fractions?" id:[35085]**1) Assistment #210613 "210613 - 160773 - Convert mixed number to improper number - Level 1"**

Convert the following to an improper fraction:

$$6 \frac{1}{5}$$

2) Assistment #210663 "210663 - 196425 - Equivalent Fractions - multiplier - numer"

Find the **numerator** of a **fraction** equivalent to the fraction below with the **denominator** of 30.

$$\frac{1}{3}$$

3) Assistment #210615 "210615 - 160773 - Convert mixed number to improper number - Level 1"

Convert the following to an improper fraction:

$$2 \frac{3}{7}$$

4) Assistment #210505 "210505 - Solving for an Unknown in a Proportion"

Find the value of **b** that makes the fraction equivalent.

$$\frac{60}{b} = \frac{12}{6}$$

5) Assistment #210537 "210537 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{33}{4}$$

6) Assistment #210642 "210642 - 161219 - 160773 - Convert mixed number to improper number - Level 2"

Convert the following to an improper fraction:

$$14 \frac{14}{17}$$

7) Assistment #210682 "210682 - Assistment #107610"

Find the **denominator** of a **fraction** equivalent to the fraction below with the **numerator** of 27.

$$\frac{3}{6}$$

8) Assistment #210506 "210506 - Solving for an Unknown in a Proportion"

Find the value of **d** that makes the fraction equivalent.

$$\frac{39}{d} = \frac{13}{3}$$

9) Assistment #210510 "210510 - Solving for an Unknown in a Proportion"

Find the value of **a** that makes the fraction equivalent.

$$\frac{102}{a} = \frac{17}{8}$$

10) Assistment #210640 "210640 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{49}{7}$$

11) Assistment #210620 "210620 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{20}{3}$$

3

12) Assistment #210617 "210617 - 160773 - Convert mixed number to improper number - Level 1"

Convert the following to an improper fraction:

$$2 \frac{2}{3}$$

13) Assistment #210545 "210545 - Solving for an Unknown in a Proportion"

Find the value of **d** that makes the fraction equivalent.

$$\frac{14}{3} = \frac{42}{d}$$

14) Assistment #210516 "210516 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{35}{6}$$

6

15) Assistment #210629 "210629 - 161901 - Reducing Fractions to Lowest Terms (Level 2)"

Simplify the following fraction into its lowest terms.

$$\frac{20}{12}$$

12

16) Assistment #210522 "210522 - 196427 - Equivalent Fractions - divider - denom"

Find the **denominator** of a **fraction** equivalent to the fraction below with the **numerator** of 2.

$$\frac{12}{\quad}$$

30

17) Assistment #210538 "210538 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{49}{\quad}$$

4

18) Assistment #210688 "210688 - Assistment #107610"

Find the **denominator** of a **fraction** equivalent to the fraction below with the **numerator** of 16.

$$\frac{4}{\quad}$$

7

19) Assistment #210679 "210679 - Assistment #107610"

Find the **denominator** of a **fraction** equivalent to the fraction below with the **numerator** of 81.

$$\frac{9}{\quad}$$

1

20) Assistment #210671 "210671 - Reducing fractions to lowest terms - Level 1"

Reduce the following fraction to its lowest terms:

$$\frac{18}{\quad}$$

45

21) Assistment #210514 "210514 - Improper Fraction to Mixed Number"

Convert the improper fraction below to a mixed number.

$$\frac{37}{\quad}$$

6

Problem Set "Equation Solving Two or Fewer Steps - THE SKILL BUILDING SET" id:[8744]**1) Assistment #64094 "64094 - 30835 - Solve for x (1.4)"**

Solve for x.

$$3 - 3x = 2$$

Answer as a fraction.

2) Assistment #64044 "64044 - 30834 - Solve for x (1.3)"

Solve for x.

$$15x - 8x = -3$$

Answer as a fraction.

3) Assistment #64016 "64016 - 58064 - Solve - decimal"

Solve for x.

$$2.55x + 3 = 10.59$$

Answer as a fraction.

4) Assistment #64025 "64025 - 55932 - Solving Equations 1.0"

Solve for n:

$$n + 1 = 17.3$$

5) Assistment #64092 "64092 - 30835 - Solve for x (1.4)"

Solve for x.

$$9 - 7x = 8$$

Answer as a fraction.

6) Assistment #64064 "64064 - 30461 - Solve for x (1.1)"

Solve for x.

$$7x + 5x = -6$$

Answer as a fraction.

7) Assistment #64047 "64047 - 30834 - Solve for x (1.3)"

Solve for x.

$$17x - 11x = 5$$

Answer as a fraction.

8) Assistment #64054 "64054 - 30461 - Solve for x (1.1)"

Solve for x.

$$4x + 7x = -2$$

Answer as a fraction.

9) Assistment #63997 "63997 - 58064 - Solve - decimal"

Solve for x.

$$11.08 + x + 9.62 = 13.43$$

10) Assistment #63998 "63998 - 58064 - Solve - decimal"

Solve for x.

$$11.16 + x + 13.98 = 3.5$$

11) Assistment #64043 "64043 - 30834 - Solve for x (1.3)"

Solve for x.

$$8x - 2x = -9$$

Answer as a fraction.

12) Assistment #64057 "64057 - 30461 - Solve for x (1.1)"

Solve for x.

$$11x + 3x = 4$$

Answer as a fraction.

13) Assistment #64013 "64013 - 58064 - Solve - decimal"

Solve for x.

$$3.05x + 7.31 = 8.37$$

Answer as a fraction.

14) Assistment #64010 "64010 - 58064 - Solve - decimal"

Solve for x.

$$0.67 + x + 1.93 = 7.88$$

15) Assistment #64037 "64037 - 55932 - Solving Equations 1.0"

Solve for n:

$$n + 0.8 = 5.6$$

16) Assistment #64065 "64065 - 30461 - Solve for x (1.1)"

Solve for x.

$$8x + 8x = -4$$

Answer as a fraction.

17) Assistment #64083 "64083 - 30835 - Solve for x (1.4)"

Solve for x.

$$5 - 11x = -5$$

Answer as a fraction.

18) Assistment #64091 "64091 - 30835 - Solve for x (1.4)"

Solve for x.

$$7 - 3x = 8$$

Answer as a fraction.

19) Assistment #64018 "64018 - 58064 - Solve - decimal"

Solve for x.

$$8.74x + 7.98 = 4.56$$

Answer as a fraction.

20) Assistment #64011 "64011 - 58064 - Solve - decimal"

Solve for x.

$$3.21x + 10.39 = 11.2$$

Answer as a fraction.

21) Assistent #64086 "64086 - 30835 - Solve for x (1.4)"

Solve for x.

$$5 - 2x = 3$$

Answer as a fraction.

22) Assistent #64009 "64009 - 58064 - Solve - decimal"

Solve for x.

$$4.98 + x + 4.79 = 8.52$$

23) Assistent #64068 "64068 - 58064 - Solve - decimal"

Solve for x.

$$x - 6.23 = 12.75$$

24) Assistent #64058 "64058 - 30461 - Solve for x (1.1)"

Solve for x.

$$10x + 2x = 7$$

Answer as a fraction.

25) Assistent #64024 "64024 - 58064 - Solve - decimal"

Solve for x.

$$12.79x + 3.22 = 6.08$$

Answer as a fraction.

26) Assistent #64042 "64042 - 30834 - Solve for x (1.3)"

Solve for x.

$$13x - 5x = 2$$

Answer as a fraction.

27) Assistent #64055 "64055 - 30461 - Solve for x (1.1)"

Solve for x.

$$5x + 10x = 7$$

Answer as a fraction.

Problem Set "Greatest Common Factor - THE SKILL BUILDING SET" id:[6921]**1) Assistment #48914 "48914 - Greatest Common Factor"**

Find the greatest common factor for 60 and 40.

2) Assistment #48852 "48852 - Greatest Common Factor"

Find the greatest common factor for 60 and 40.

3) Assistment #48768 "48768 - Greatest Common Factor"

Find the greatest common factor for 30 and 20.

4) Assistment #48760 "48760 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

5) Assistment #48910 "48910 - Greatest Common Factor"

Find the greatest common factor for 45 and 30.

6) Assistment #48838 "48838 - Greatest Common Factor"

Find the greatest common factor for 42 and 28.

7) Assistment #48752 "48752 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

8) Assistment #48786 "48786 - Greatest Common Factor"

Find the greatest common factor for 45 and 30.

9) Assistment #48890 "48890 - Greatest Common Factor"

Find the greatest common factor for 24 and 16.

10) Assistment #48787 "48787 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

11) Assistment #48872 "48872 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

12) Assistment #48881 "48881 - Greatest Common Factor"

Find the greatest common factor for 60 and 40.

13) Assistment #48877 "48877 - Greatest Common Factor"

Find the greatest common factor for 96 and 64.

14) Assistment #48775 "48775 - Greatest Common Factor"

Find the greatest common factor for 63 and 42.

15) Assistment #48785 "48785 - Greatest Common Factor"

Find the greatest common factor for 48 and 32.

16) Assistment #48860 "48860 - Greatest Common Factor"

Find the greatest common factor for 42 and 28.

17) Assistment #48912 "48912 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

18) Assistment #48911 "48911 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

19) Assistment #48909 "48909 - Greatest Common Factor"

Find the greatest common factor for 63 and 42.

20) Assistment #48891 "48891 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

21) Assistment #48758 "48758 - Greatest Common Factor"

Find the greatest common factor for 30 and 20.

22) Assistment #48749 "48749 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

23) Assistment #48906 "48906 - Greatest Common Factor"

Find the greatest common factor for 54 and 36.

24) Assistment #48791 "48791 - Greatest Common Factor"

Find the greatest common factor for 60 and 40.

25) Assistment #48907 "48907 - Greatest Common Factor"

Find the greatest common factor for 45 and 30.

26) Assistment #48858 "48858 - Greatest Common Factor"

Find the greatest common factor for 30 and 20.

27) Assistment #48780 "48780 - Greatest Common Factor"

Find the greatest common factor for 45 and 30.

28) Assistment #48767 "48767 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

29) Assistment #48854 "48854 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

30) Assistment #48763 "48763 - Greatest Common Factor"

Find the greatest common factor for 48 and 32.

31) Assistment #48759 "48759 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

32) Assistment #48779 "48779 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

33) Assistment #48919 "48919 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

34) Assistment #48750 "48750 - Greatest Common Factor"

Find the greatest common factor for 42 and 28.

35) Assistment #48769 "48769 - Greatest Common Factor"

Find the greatest common factor for 63 and 42.

36) Assistment #48917 "48917 - Greatest Common Factor"

Find the greatest common factor for 63 and 42.

37) Assistment #48908 "48908 - Greatest Common Factor"

Find the greatest common factor for 36 and 24.

38) Assistment #48766 "48766 - Greatest Common Factor"

Find the greatest common factor for 96 and 64.

39) Assistment #48853 "48853 - Greatest Common Factor"

Find the greatest common factor for 96 and 64.

40) Assistment #48751 "48751 - Greatest Common Factor"

Find the greatest common factor for 72 and 48.

41) Assistment #48882 "48882 - Greatest Common Factor"

Find the greatest common factor for 45 and 30.

Problem Set "Prime Factor - SKILL BUILDING SET" id:[17316]**1) Assistment #125769 "125769 - Choose all the PR..."**

Choose all the **PRIME FACTORS** of 5049.

- 3
 - 11
 - 5
 - 1
 - 6
 - 17
-

2) Assistment #125741 "125741 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 4563.

- 3
 - 13
 - 7
 - 1
 - 8
-

3) Assistment #157314 "157314 - Prime Factorization"

What is the prime factorization of 105?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

4) Assistment #157294 "157294 - Prime Factorization"

What is the prime factorization of 245?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

5) Assistment #125768 "125768 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 18513.

- 3
- 11
- 7
- 1
- 8
- 17

6) Assistment #125811 "125811 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 3267.

- 3
- 11
- 7
- 1
- 8

7) Assistment #125816 "125816 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 363.

- 3
- 11
- 17
- 1
- 10

8) Assistment #125761 "125761 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 12375.

- 11
- 3
- 5
- 7
- 1
- 6

9) Assistment #125840 "125840 - Prime Factorization"

What is the prime factorization of 175?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

10) Assistment #157322 "157322 - Prime Factorization"

What is the prime factorization of 105?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

11) Assistment #125745 "125745 - Choose all the PR..."

Choose all the **PRIME FACTORS** of 4563.

- 3
- 13
- 11
- 1
- 10

12) Assistment #157329 "157329 - Prime Factorization"

What is the prime factorization of 30?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

13) Assistment #157310 "157310 - Prime Factorization"

What is the prime factorization of 70?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

14) Assistment #157315 "157315 - Prime Factorization"

What is the prime factorization of 105?

Your answer should look like $11 \times 11 \times 5$. Use the "x" for the multiplication sign.

15) Assistment #125824 "125824 - Choose all the PR..."Choose all the **PRIME FACTORS** of 400.

- 5
- 2
- 11
- 1
- 8

16) Assistment #125785 "125785 - Choose all the PR..."Choose all the **PRIME FACTORS** of 4225.

- 5
- 13
- 3
- 1
- 6

17) Assistment #125829 "125829 - Choose all the PR..."Choose all the **PRIME FACTORS** of 29645.

- 5
- 7
- 17
- 1
- 15
- 11

18) Assistment #125850 "125850 - Choose all the PR..."Choose all the **PRIME FACTORS** of 45.

- 5
- 3
- 2
- 1

Problem Set "Divisibility - THE SKILL BUILDING SET" id:[8741]**1) Assistment #63851 "63851 - 57623 - Divisibility by 10"**

Which number is divisible by 10?

- 60
 - 1861
 - 1453
 - 57
 - 1599
-

2) Assistment #63837 "63837 - 57618 - Divisibility by 5"

Which number is divisible by 5?

- 1400
 - 891
 - 353
 - 736
 - 29
-

3) Assistment #63833 "63833 - 57616 - Divisibility by 4"

Which number is divisible by 4?

- 156
 - 1187
 - 845
 - 438
 - 1350
-

4) Assistment #63840 "63840 - 57618 - Divisibility by 5"

Which number is divisible by 5?

- 1900
 - 1792
 - 1343
 - 1556
 - 889
-

5) Assistment #63822 "63822 - 57331 - Divisibility by 3"

Which number is divisible by 3?

- 180
- 109

- 103
 - 113
 - 167
-

6) Assistment #63857 "63857 - 57624 - Divisibility by 6"

Which number is divisible by 6?

- 114
 - 193
 - 164
 - 45
 - 178
-

7) Assistment #63830 "63830 - 57616 - Divisibility by 4"

Which number is divisible by 4?

- 512
 - 1043
 - 1201
 - 130
 - 1958
-

8) Assistment #63809 "63809 - 57322 - Divisibility by 2"

Which number is divisible by 2?

- 74
 - 37
 - 87
 - 139
 - 181
-

9) Assistment #63820 "63820 - 57331 - Divisibility by 3"

Which number is divisible by 3?

- 54
 - 172
 - 130
 - 59
 - 176
-

10) Assistment #63860 "63860 - 57624 - Divisibility by 6"

Which number is divisible by 6?

- 36
 - 49
 - 182
 - 195
 - 40
-

11) Assistment #63850 "63850 - 57623 - Divisibility by 10"

Which number is divisible by 10?

- 1300
 - 1682
 - 113
 - 506
 - 1119
-

12) Assistment #63811 "63811 - 57322 - Divisibility by 2"

Which number is divisible by 2?

- 50
 - 53
 - 91
 - 141
 - 187
-

13) Assistment #63829 "63829 - 57616 - Divisibility by 4"

Which number is divisible by 4?

- 1596
 - 1275
 - 613
 - 758
 - 1114
-

14) Assistment #63853 "63853 - 57623 - Divisibility by 10"

Which number is divisible by 10?

- 790
 - 921
 - 1673
 - 756
 - 1848
-

15) Assistment #63834 "63834 - 57616 - Divisibility by 4"

Which number is divisible by 4?

- 1840
 - 1463
 - 1029
 - 186
 - 1206
-

16) Assistment #63818 "63818 - 57331 - Divisibility by 3"

Which number is divisible by 3?

- 177
 - 97
 - 91
 - 134
 - 152
-

17) Assistment #63828 "63828 - 57616 - Divisibility by 4"

Which number is divisible by 4?

- 892
 - 1311
 - 285
 - 886
 - 1994
-

18) Assistment #63867 "63867 - 62274 - Divisibility by 9"

Which number is divisible by 9?

- 162
 - 151
 - 115
 - 170
 - 53
 - 129
-

19) Assistment #63814 "63814 - 57322 - Divisibility by 2"

Which number is divisible by 2?

- 54
- 37
- 75
- 111

Problem Set "Mean - THE SKILL BUILDING SET" id:[19362]**1) Assistment #131681 "131681 - 56565 - Mean with Context"**

Nancy obtained the following scores in 5 math tests. Calculate the **mean** of Nancy's math scores:

182, 94, 57, 67, 112

(round to the nearest hundredths place)

2) Assistment #131728 "131728 - 56643 - Mean with Missing Number and Context"

Penny swam the following number of laps in four days. How many laps would she need to swim on the fifth day to have a mean of 5.4 laps per day?

1, 9, 6, 7

3) Assistment #131720 "131720 - 56648 - Mean with Context and Vertical Table"

Julia runs a grocery store, and listed below are the store sales for the year 1997. What were the average monthly sales in 1997?

Month	Sales (\$)
January	1001
February	1051
March	2506
April	1121
May	1506
June	604
July	1009
August	2203
September	1012
October	1638
November	1920
December	2054

(round to hundredths place)

4) Assistment #131652 "131652 - Mean"

Calculate the **mean** of the following numbers:

3, 15, 17, 7, 21, 19

(round to the nearest tenths place)

5) Assistment #131746 "131746 - 57309 - Mean with Context, 9"

Abby obtained the following scores in 9 math tests. Calculate the **mean** of Abby's math scores:

42, 58, 90, 91, 51, 30, 39, 64, 69

(round to the nearest hundredths place)

6) Assistment #131683 "131683 - 56565 - Mean with Context"

Hannah obtained the following scores in 5 math tests. Calculate the **mean** of Hannah's math scores:

205, 83, 45, 124, 89

(round to the nearest hundredths place)

7) Assistment #131739 "131739 - 125327 - Mean with Context, 11"

During a medical study, doctors recorded the weights in pounds of all their volunteers. Some of the weights are given here. What is the average weight of the volunteers listed below?

152, 109, 108, 152, 123, 122, 120, 105, 145, 105, 103

(round to the nearest hundredths place)

8) Assistment #131744 "131744 - 125360 - Mean with Context and Table 1, 8"

The coach for the School Computer Programming team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 8 games.

Name of player	Number of points scored
Jimmy	12,3,8,13,22,17,11,8
Nathalie	16,27,8,11,13,9,17,25

What is the **mean** (average) number of points scored by Jimmy ?
(Round to the hundredths place)

9) Assistment #131645 "131645 - Mean Missing Value"

Chris has scored the following points in his last five basketball games: 12, 9, 8, 5, 11.

How many points must he score in the next game to average 12 points per game?

10) Assistment #131586 "131586 - 56562 - Mean of Integers"

Calculate the **mean** of the following numbers:

183, 142, 24, 134, 69

(round to the nearest hundredths place)

11) Assistment #131626 "131626 - Mean - Smaller Numbers"

Calculate the **mean** of the following numbers:

7, 5, 4, 4, 5, 10

(round to the nearest hundredths place)

12) Assistment #131635 "131635 - 57306 - Mean of Integers"

Calculate the **mean** of the following numbers:

111, 115, 120, 70, 98, 45, 56

(round to the nearest hundredths place)

13) Assistment #131592 "131592 - 125362 - Mean with Context and Table 2"

The coach for the All-Star Basketball team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored
Shaun	10,3,19,14,23,22,13,2,23,13
Julia	20,21,2,12,6,3,23,26,13,14

What is the **mean** (average) number of points scored by Julia ?

14) Assistment #131666 "131666 - 57307 - Mean of Integers,8"

Calculate the **mean** of the following numbers:

89, 154, 138, 69, 21, 3, 72, 38

(round to the nearest hundredths place)

15) Assistment #131648 "131648 - Mean Missing Value"

Chris has scored the following points in his last five basketball games: 10, 7, 6, 8, 14.

How many points must he score in the next game to average 14 points per game?

16) Assistment #131614 "131614 - 125324 - Mean with Context, 12"

During a medical study, doctors recorded the heights in centimeters of all their volunteers. Some of the heights are given here. What is the average height of the volunteers listed below?

176, 195, 165, 181, 168, 192, 189, 204, 152, 162, 175, 171

(round to the nearest hundredths place)

Problem Set "Median - THE SKILL BUILDING SET" id:[21943]**1) Assistment #137385 "137385 - Median - Find Missing Data Points - Even"**

What number should be added to the list below to get a **median** of 18?

10, 21, 9, 15, 28

- 10
- 11
- 30
- 1

2) Assistment #137491 "137491 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
John	40,67,27,80,16,75,57,4,72,24,48
Cristina	22,26,8,11,54,6,9,22,23,18,11

What is the median number of points scored by John ?

3) Assistment #137387 "137387 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19?

13, 23, 8, 15, 26

- 9
- 14
- 30
- 4

4) Assistment #137359 "137359 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	11,8,14,6,1,20,22,12
Cristina	20,8,27,6,24,22,12,15

What is the **median** of number of points obtained by Cristina ?

5) Assistment #137313 "137313 - 132165 - Median - Find Missing Data Points - Even, 8"

What number should be added to the list below to get a **median** of 25.115?

12, 28.23, 35, 19, 61, 8.63, 48

- 9.63
- 13
- 22
- 5.63

6) Assistment #137483 "137483 - 56714 - Median - Find Missing Data Points - Odd, with context"

Mary obtained the following scores in 4 of 5 math tests. If the **median** of Mary's math scores was 21, what was Mary's math score on the fifth test?

14, 26.87, 21, 6

- 7
- 15
- 24
- 3

7) Assistment #137488 "137488 - 56714 - Median - Find Missing Data Points - Odd, with context"

John obtained the following scores in 4 of 5 math tests. If the **median** of John's math scores was 17, what was John's math score on the fifth test?

12, 26.87, 17, 7

- 8
- 13
- 26
- 4

8) Assistment #137357 "137357 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	6,8,9,9,8,21,26,20

Cristina	18,8,27,4,24,22,12,15
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What is the **median** of number of points obtained by Cristina ?

9) Assistment #137379 "137379 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[1.33, 3.85, 1.65, 2.11, 1.12, 4.51, 2.33, 2.69, 3.91]

What is the **median** number in this list?

10) Assistment #137402 "137402 - Median - Find Missing Data Points - Odd"

What number should be added to the list below to get a **median** of 18?

11, 23, 5, 18

- 25
 17
 6
 2

11) Assistment #137386 "137386 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19.5?

14, 22, 9, 17, 25

- 10
 15
 33
 4

12) Assistment #137466 "137466 - 56719 - Median with Context and Vertical Table"

Liz runs a grocery store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1125
February	2506
March	1922
April	607
May	1044
June	901

July	1507
August	1631
September	1006
October	1021
November	2203
December	2054

13) Assistment #137472 "137472 - 56719 - Median with Context and Vertical Table"

Ashley runs a shoe store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1126
February	2504
March	1924
April	601
May	1045
June	903
July	1501
August	1636
September	1002
October	1024
November	2201
December	2050

14) Assistment #137336 "137336 - 56717 - Median with Context and Table and Odd values"

The coach for the School Tennis Team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 7 games.

Name of player	Number of points scored on the last ten games
Brian	20,8,15,5,23,22,13
Camille	12,10,12,7,9,23,24

What is the **median** of number of points scored by Brian ?

Problem Set "Sum of Interior Angles Triangle - THE SKILL BUILDING SET" id:[21257]**1) Assistment #135511 "135511 - 27540 - Sum of Interior Angles - Triangle - Scalene"** 109° 59°

What is the angle of **a** in the above **scalene triangle**?

2) Assistment #135476 "135476 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

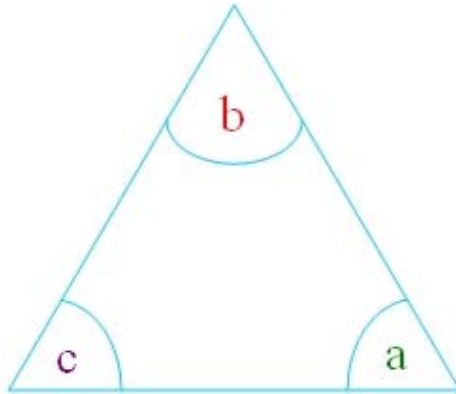
In the following isosceles triangle, what is the value of angle **a** in degrees? The angle on the top with one dash is 25°

3) Assistment #135555 "135555 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

In the following isosceles triangle, what is the value of angle **a** in degrees?

77°

4) Assistent #135534 "135534 - Sum of Interior Angles Triangle - Equilateral"



What is the angle of **a** in the above **equilateral triangle**?

5) Assistent #135447 "135447 - 27540 - Sum of Interior Angles - Triangle - Scalene"

What is the measure of angle **a** in degrees for the following scalene triangle?

68°

35°

6) Assistent #135561 "135561 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

In the following isosceles triangle, what is the value of angle **a** in degrees?

78°

7) Assistment #135569 "135569 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

In the following isosceles triangle, what is the value of angle a in degrees?

75°

8) Assistment #135462 "135462 - 27540 - Sum of Interior Angles - Triangle - Scalene"

What is the measure of angle a in degrees for the following scalene triangle?

69° 31°

9) Assistment #135565 "135565 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

In the following isosceles triangle, what is the value of angle a in degrees?

 84°

10) Assistment #135493 "135493 - 132505 - 27540 - Sum of Interior Angles - Triangle - Isosceles"

In the following isosceles triangle, what is the value of angle a in degrees? The angle on the top with one dash is 31°

Problem Set "Box and Whisker - THE SKILL BUILDING SET" id:[26902]**1) Assistent #157190 "157190 - 133418 - Box and Whisker - Term to Number"**

Billy made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

55 63 71 79 87 95 103 111 119 127

From this plot, what is the **lower quartile** of chocolate bars sold per week?

2) Assistent #157189 "157189 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

64 68 72 76 80 84 88 92 96 100

From this plot, what is the **sample minimum** of chocolate chip cookies sold per week?

3) Assistent #157198 "157198 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

21 25 29 33 37 41 45 49 53 57

From this plot, what is the **lower quartile** of cups of lemonade sold per week?

4) Assistment #157270 "157270 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

35 43 51 59 67 75 83 91 99 107

From this plot, what is the term for the value **91** on the box-and-whisker plot of chocolate chip cookies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

5) Assistment #157228 "157228 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

26 34 42 50 58 66 74 82 90 98

From this plot, what is the term for the value **82** on the box-and-whisker plot of chocolate chip cookies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

6) Assistment #157181 "157181 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

73 77 81 85 89 93 97 101 105 109

From this plot, what is the **sample maximum** of cups of lemonade sold per week?

7) Assistment #157174 "157174 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

32 36 40 44 48 52 56 60 64 68

From this plot, what is the **sample maximum** of chocolate bars sold per week?

8) Assistment #157222 "157222 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

27 31 35 39 43 47 51 55 59 63

From this plot, what is the term for the value **45** on the box-and-whisker plot of chocolate chip cookies sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

9) Assistment #157217 "157217 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

52 56 60 64 68 72 76 80 84 88

From this plot, what is the **range** of chocolate chip cookies sold per week?

10) Assistment #157233 "157233 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

49 57 65 73 81 89 97 105 113 121

From this plot, what is the term for the value **64** on the box-and-whisker plot of chocolate chip cookies sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

11) Assistment #157201 "157201 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

34 42 50 58 66 74 82 90 98 106

From this plot, what is the **range** of cups of lemonade sold per week?

12) Assistment #157245 "157245 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

67 75 83 91 99 107 115 123 131 139

From this plot, what is the term for the value **75** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

13) Assistment #157215 "157215 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

67 71 75 79 83 87 91 95 99 103

From this plot, what is the **upper quartile** of chocolate chip cookies sold per week?

14) Assistment #157186 "157186 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

21 25 29 33 37 41 45 49 53 57

From this plot, what is the **inter-quartile range** of apple pies sold per week?

15) Assistment #157254 "157254 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

52 56 60 64 68 72 76 80 84 88

From this plot, what is the term for the value **16** on the box-and-whisker plot of apple pies sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

16) Assistment #157241 "157241 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

43 47 51 55 59 63 67 71 75 79

From this plot, what is the term for the value **61** on the box-and-whisker plot of chocolate bars sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

17) Assistment #157203 "157203 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

51 59 67 75 83 91 99 107 115 123

From this plot, what is the **range** of chocolate chip cookies sold per week?

18) Assistment #157185 "157185 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

21 25 29 33 37 41 45 49 53 57

From this plot, what is the **sample maximum** of chocolate bars sold per week?

19) Assistment #157176 "157176 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

72 76 80 84 88 92 96 100 104 108

From this plot, what is the **median** of apple pies sold per week?

20) Assistment #157234 "157234 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

76 80 84 88 92 96 100 104 108 112

From this plot, what is the term for the value **16** on the box-and-whisker plot of cups of lemonade sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

21) Assistment #157219 "157219 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

61 65 69 73 77 81 85 89 93 97

From this plot, what is the term for the value **32** on the box-and-whisker plot of chocolate bars sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

22) Assistment #157258 "157258 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

29 37 45 53 61 69 77 85 93 101

From this plot, what is the term for the value **85** on the box-and-whisker plot of cups of lemonade sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

23) Assistment #157177 "157177 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

36 44 52 60 68 76 84 92 100 108

From this plot, what is the **range** of apple pies sold per week?

24) Assistment #157206 "157206 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

47 55 63 71 79 87 95 103 111 119

From this plot, what is the **median** of chocolate chip cookies sold per week?

25) Assistment #157208 "157208 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

79 83 87 91 95 99 103 107 111 115

From this plot, what is the **lower quartile** of apple pies sold per week?

26) Assistment #157263 "157263 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

31 35 39 43 47 51 55 59 63 67

From this plot, what is the term for the value **59** on the box-and-whisker plot of chocolate bars sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

27) Assistment #157266 "157266 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

69 73 77 81 85 89 93 97 101 105

From this plot, what is the term for the value **87** on the box-and-whisker plot of cups of lemonade sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

28) Assistment #157167 "157167 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

18 22 26 30 34 38 42 46 50 54

From this plot, what is the **upper quartile** of chocolate bars sold per week?

29) Assistment #157193 "157193 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

14 18 22 26 30 34 38 42 46 50

From this plot, what is the **sample minimum** of cups of lemonade sold per week?

30) Assistment #157173 "157173 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

54 62 70 78 86 94 102 110 118 126

From this plot, what is the **median** of apple pies sold per week?

31) Assistment #157243 "157243 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

61 65 69 73 77 81 85 89 93 97

From this plot, what is the term for the value **65** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample minimum
- lower quartile
- median
- upper quartile

- sample maximum
- inter-quartile range
- range

32) Assistment #157251 "157251 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

67 71 75 79 83 87 91 95 99 103

From this plot, what is the term for the value **85** on the box-and-whisker plot of chocolate chip cookies sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

33) Assistment #157187 "157187 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

31 35 39 43 47 51 55 59 63 67

From this plot, what is the **range** of chocolate chip cookies sold per week?

34) Assistment #157236 "157236 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

36 40 44 48 52 56 60 64 68 72

From this plot, what is the term for the value **54** on the box-and-whisker plot of cups of lemonade sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

35) Assistment #157172 "157172 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

77 85 93 101 109 117 125 133 141 149

From this plot, what is the **sample minimum** of cups of lemonade sold per week?

36) Assistment #157213 "157213 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

56 60 64 68 72 76 80 84 88 92

From this plot, what is the **sample maximum** of chocolate chip cookies sold per week?

37) Assistment #157247 "157247 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

54 58 62 66 70 74 78 82 86 90

From this plot, what is the term for the value **58** on the box-and-whisker plot of chocolate bars sold per week?

- sample minimum
- lower quartile
- median
- upper quartile

- sample maximum
- inter-quartile range
- range

38) Assistment #157207 "157207 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

57 61 65 69 73 77 81 85 89 93

From this plot, what is the **lower quartile** of chocolate chip cookies sold per week?

39) Assistment #157192 "157192 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

53 57 61 65 69 73 77 81 85 89

From this plot, what is the **median** of chocolate chip cookies sold per week?

40) Assistment #157220 "157220 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

12 16 20 24 28 32 36 40 44 48

From this plot, what is the term for the value **16** on the box-and-whisker plot of chocolate chip cookies sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

41) Assistment #157269 "157269 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

76 80 84 88 92 96 100 104 108 112

From this plot, what is the term for the value **80** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample minimum
- lower quartile
- median

- upper quartile
- sample maximum
- inter-quartile range
- range

42) Assistentment #157264 "157264 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

46 54 62 70 78 86 94 102 110 118

From this plot, what is the term for the value **54** on the box-and-whisker plot of cups of lemonade sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

43) Assistentment #157248 "157248 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

15 19 23 27 31 35 39 43 47 51

From this plot, what is the term for the value **33** on the box-and-whisker plot of cups of lemonade sold per week?

- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile

44) Assistment #157196 "157196 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

12 20 28 36 44 52 60 68 76 84

From this plot, what is the **range** of chocolate chip cookies sold per week?

45) Assistment #157168 "157168 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

71 75 79 83 87 91 95 99 103 107

From this plot, what is the **median** of apple pies sold per week?

46) Assistment #157205 "157205 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

59 67 75 83 91 99 107 115 123 131

From this plot, what is the **inter-quartile range** of apple pies sold per week?

47) Assistment #157210 "157210 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

74 82 90 98 106 114 122 130 138 146

From this plot, what is the **median** of cups of lemonade sold per week?

48) Assistment #157250 "157250 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

71 79 87 95 103 111 119 127 135 143

From this plot, what is the term for the value **79** on the box-and-whisker plot of chocolate bars sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

49) Assistment #157166 "157166 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

76 84 92 100 108 116 124 132 140 148

From this plot, what is the **lower quartile** of chocolate bars sold per week?

50) Assistment #157191 "157191 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

78 82 86 90 94 98 102 106 110 114

From this plot, what is the **inter-quartile range** of apple pies sold per week?

51) Assistment #157232 "157232 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

23 27 31 35 39 43 47 51 55 59

From this plot, what is the term for the value **27** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

52) Assistment #157259 "157259 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

17 21 25 29 33 37 41 45 49 53

From this plot, what is the term for the value **21** on the box-and-whisker plot of apple pies sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

53) Assistment #157179 "157179 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

42 46 50 54 58 62 66 70 74 78

From this plot, what is the **median** of apple pies sold per week?

54) Assistment #157199 "157199 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

76 80 84 88 92 96 100 104 108 112

From this plot, what is the **range** of chocolate chip cookies sold per week?

55) Assistment #157242 "157242 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

16 24 32 40 48 56 64 72 80 88

From this plot, what is the term for the value **72** on the box-and-whisker plot of chocolate chip cookies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

56) Assistment #157229 "157229 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

57 61 65 69 73 77 81 85 89 93

From this plot, what is the term for the value **32** on the box-and-whisker plot of apple pies sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

57) Assistment #157231 "157231 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

16 20 24 28 32 36 40 44 48 52

From this plot, what is the term for the value **28** on the box-and-whisker plot of chocolate chip cookies sold per week?

- lower quartile
- median
- upper quartile

- sample maximum
- inter-quartile range
- range
- sample minimum

58) Assistment #157183 "157183 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

63 67 71 75 79 83 87 91 95 99

From this plot, what is the **sample maximum** of chocolate bars sold per week?

59) Assistment #157194 "157194 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

15 23 31 39 47 55 63 71 79 87

From this plot, what is the **lower quartile** of chocolate bars sold per week?

60) Assistment #157261 "157261 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

35 43 51 59 67 75 83 91 99 107

From this plot, what is the term for the value **32** on the box-and-whisker plot of cups of lemonade sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

61) Assistment #157237 "157237 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

67 71 75 79 83 87 91 95 99 103

From this plot, what is the term for the value **95** on the box-and-whisker plot of apple pies sold per week?

- upper quartile
- sample maximum
- inter-quartile range

- range
- sample minimum
- lower quartile
- median

62) Assistment #157197 "157197 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

18 26 34 42 50 58 66 74 82 90

From this plot, what is the **upper quartile** of cups of lemonade sold per week?

63) Assistment #157262 "157262 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of chocolate bars that he sold per week in a year.

38 42 46 50 54 58 62 66 70 74

From this plot, what is the term for the value **50** on the box-and-whisker plot of chocolate bars sold per week?

- lower quartile
- median
- upper quartile

- sample maximum
- inter-quartile range
- range
- sample minimum

64) Assistentment #157249 "157249 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

57 61 65 69 73 77 81 85 89 93

From this plot, what is the term for the value **69** on the box-and-whisker plot of chocolate chip cookies sold per week?

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

65) Assistentment #157202 "157202 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

43 47 51 55 59 63 67 71 75 79

From this plot, what is the **upper quartile** of cups of lemonade sold per week?

66) Assistment #157253 "157253 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

53 61 69 77 85 93 101 109 117 125

From this plot, what is the term for the value **61** on the box-and-whisker plot of cups of lemonade sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

67) Assistment #157175 "157175 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

57 61 65 69 73 77 81 85 89 93

From this plot, what is the **lower quartile** of chocolate bars sold per week?

68) Assistment #157267 "157267 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

48 52 56 60 64 68 72 76 80 84

From this plot, what is the term for the value **16** on the box-and-whisker plot of cups of lemonade sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

69) Assistment #157240 "157240 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

24 28 32 36 40 44 48 52 56 60

From this plot, what is the term for the value **36** on the box-and-whisker plot of cups of lemonade sold per week?

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

70) Assistment #157227 "157227 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

23 27 31 35 39 43 47 51 55 59

From this plot, what is the term for the value **35** on the box-and-whisker plot of cups of lemonade sold per week?

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

71) Assistment #157252 "157252 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

37 41 45 49 53 57 61 65 69 73

From this plot, what is the term for the value 49 on the box-and-whisker plot of cups of lemonade sold per week?

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

72) Assistment #157260 "157260 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

64 68 72 76 80 84 88 92 96 100

From this plot, what is the term for the value 32 on the box-and-whisker plot of cups of lemonade sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

73) Assistment #157246 "157246 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

42 50 58 66 74 82 90 98 106 114

From this plot, what is the term for the value **114** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile

74) Assistment #157230 "157230 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

61 69 77 85 93 101 109 117 125 133

From this plot, what is the term for the value **85** on the box-and-whisker plot of apple pies sold per week?

- lower quartile
- median

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

75) Assistment #157180 "157180 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

26 30 34 38 42 46 50 54 58 62

From this plot, what is the **inter-quartile range** of chocolate chip cookies sold per week?

76) Assistment #157239 "157239 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

47 55 63 71 79 87 95 103 111 119

From this plot, what is the term for the value **103** on the box-and-whisker plot of apple pies sold per week?

- upper quartile
- sample maximum

- inter-quartile range
- range
- sample minimum
- lower quartile
- median

77) Assistment #157184 "157184 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

72 76 80 84 88 92 96 100 104 108

From this plot, what is the **upper quartile** of apple pies sold per week?

78) Assistment #157169 "157169 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

57 65 73 81 89 97 105 113 121 129

From this plot, what is the **inter-quartile range** of cups of lemonade sold per week?

79) Assistment #157178 "157178 - 133418 - Box and Whisker - Term to Number"

David made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

24 32 40 48 56 64 72 80 88 96

From this plot, what is the **lower quartile** of apple pies sold per week?

80) Assistment #157182 "157182 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

53 61 69 77 85 93 101 109 117 125

From this plot, what is the **median** of chocolate bars sold per week?

81) Assistment #157221 "157221 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

28 32 36 40 44 48 52 56 60 64

From this plot, what is the term for the value **40** on the box-and-whisker plot of chocolate chip cookies sold per week?

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum

82) Assistment #157223 "157223 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

79 87 95 103 111 119 127 135 143 151

From this plot, what is the term for the value **115** on the box-and-whisker plot of chocolate chip cookies sold per week?

- median
 - upper quartile
 - sample maximum
 - inter-quartile range
 - range
 - sample minimum
 - lower quartile
-

83) Assistment #157257 "157257 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

51 55 59 63 67 71 75 79 83 87

From this plot, what is the term for the value **79** on the box-and-whisker plot of chocolate chip cookies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

84) Assistment #157218 "157218 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

76 84 92 100 108 116 124 132 140 148

From this plot, what is the term for the value **64** on the box-and-whisker plot of cups of lemonade sold per week?

- range
- sample minimum

- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

85) Assistment #157238 "157238 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

36 40 44 48 52 56 60 64 68 72

From this plot, what is the term for the value **64** on the box-and-whisker plot of chocolate chip cookies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

86) Assistment #157216 "157216 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate bars that he sold per week in a year.

59 63 67 71 75 79 83 87 91 95

From this plot, what is the **sample minimum** of chocolate bars sold per week?

87) Assistment #157255 "157255 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

37 41 45 49 53 57 61 65 69 73

From this plot, what is the term for the value **41** on the box-and-whisker plot of cups of lemonade sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

88) Assistment #157235 "157235 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

15 23 31 39 47 55 63 71 79 87

From this plot, what is the term for the value **23** on the box-and-whisker plot of chocolate chip cookies sold per week?

- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range
- range

89) Assistment #157256 "157256 - 133549 - Box and Whisker - Number to Term"

Steve made a **box-and-whisker plot** on the number of chocolate chip cookies that he sold per week in a year.

16 20 24 28 32 36 40 44 48 52

From this plot, what is the term for the value **16** on the box-and-whisker plot of chocolate chip cookies sold per week?

- inter-quartile range
- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum

90) Assistment #157265 "157265 - 133549 - Box and Whisker - Number to Term"

Billy made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

26 34 42 50 58 66 74 82 90 98

From this plot, what is the term for the value 64 on the box-and-whisker plot of cups of lemonade sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

91) Assistment #157225 "157225 - 133549 - Box and Whisker - Number to Term"

John made a **box-and-whisker plot** on the number of apple pies that he sold per week in a year.

41 49 57 65 73 81 89 97 105 113

From this plot, what is the term for the value 97 on the box-and-whisker plot of apple pies sold per week?

- upper quartile
- sample maximum
- inter-quartile range
- range
- sample minimum
- lower quartile
- median

92) Assistment #157212 "157212 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

42 50 58 66 74 82 90 98 106 114

From this plot, what is the **inter-quartile range** of apple pies sold per week?

93) Assistment #157224 "157224 - 133549 - Box and Whisker - Number to Term"

David made a **box-and-whisker plot** on the number of cups of lemonade that he sold per week in a year.

48 56 64 72 80 88 96 104 112 120

From this plot, what is the term for the value **64** on the box-and-whisker plot of cups of lemonade sold per week?

- range
- sample minimum
- lower quartile
- median
- upper quartile
- sample maximum
- inter-quartile range

94) Assistment #157200 "157200 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

41 49 57 65 73 81 89 97 105 113

From this plot, what is the **upper quartile** of chocolate chip cookies sold per week?

95) Assistment #157171 "157171 - 133418 - Box and Whisker - Term to Number"

Steve made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

78 86 94 102 110 118 126 134 142 150

From this plot, what is the **inter-quartile range** of chocolate chip cookies sold per week?

96) Assistment #157195 "157195 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

46 50 54 58 62 66 70 74 78 82

From this plot, what is the **range** of apple pies sold per week?

97) Assistment #157211 "157211 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

47 51 55 59 63 67 71 75 79 83

From this plot, what is the **inter-quartile range** of cups of lemonade sold per week?

98) Assistment #157214 "157214 - 133418 - Box and Whisker - Term to Number"

Billy made a **box-and-whisker plot** of the number of chocolate chip cookies that he sold per week in a year.

68 72 76 80 84 88 92 96 100 104

From this plot, what is the **sample maximum** of chocolate chip cookies sold per week?

99) Assistment #157188 "157188 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of apple pies that he sold per week in a year.

72 80 88 96 104 112 120 128 136 144

From this plot, what is the **median** of apple pies sold per week?

100) Assistment #157209 "157209 - 133418 - Box and Whisker - Term to Number"

John made a **box-and-whisker plot** of the number of cups of lemonade that he sold per week in a year.

47 51 55 59 63 67 71 75 79 83

From this plot, what is the **sample maximum** of cups of lemonade sold per week?


Problem Set "Counting Methods - THE SKILL BUILDING SET" id:[15528]**1) Assistment #120292 "120292 - Calvin is making ..."**

Calvin is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make without sausage?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

2) Assistment #119978 "119978 - Jenny is ordering..."

Jenny is ordering a salad from the menu shown below. If she picks one item from each category, how many different salads can she make with peppers?

G arden reens alore		
Lettuce	Vegetable	Dressing
Iceberg Romaine Bibb	Tomatoes Carrots Peppers Onions	Vinaigrette Ranch Caesar

3) Assistment #120307 "120307 - Kaitlin is gettin..."

Kaitlin is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make without a large popcorn?

 Golden Reels Cinema 		
Popcorn	Snacks	Soda
Kiddie Medium Large Jumbo	Candy Bar Pretzel Hot Dog Ice Cream	Orange Soda Root Beer Ginger Ale

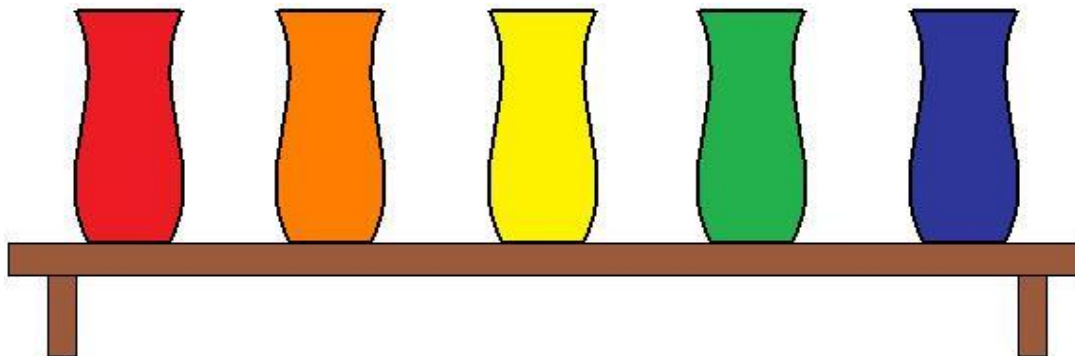
4) Assistment #120029 "120029 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with peppers?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

5) Assistment #119962 "119962 - How many ways can..."

How many ways can the vases shown below be organized on the shelf if the red vase does not move?



6) Assistment #120023 "120023 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with tomatoes?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

7) Assistment #119947 "119947 - Penny is going to..."

Penny is going to flip a coin 4 times. How many outcomes are there in which she gets tails a total of 3 times?

8) Assistment #119951 "119951 - Kenny is going to..."

Kenny is going to flip a coin 4 times. How many outcomes are there in which he gets heads a total of 0 times?

9) Assistment #120000 "120000 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with ham?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

10) Assistent #119917 "119917 - Blair is making a..."

Blair is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make without pepperoni?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

11) Assistent #120022 "120022 - Patty is making a..."

Patty is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make with mushrooms?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

12) Assistent #120407 "120407 - Nancy is getting ..."

Nancy is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make with an ice cream?

Problem Set "Range - THE SKILL BUILDING SET" id:[8979]**1) Assistment #58435 "58435 - 57506 - Range, Missing number, 8"**

What number should be added to the following list to get a range of 121?

52, 67, 27, 73, 24, 107, 84

- 85
 202
 145
 158
-

2) Assistment #58437 "58437 - 57506 - Range, Missing number, 8"

What number should be added to the following list to get a range of 129?

41, 55, 39, 67, 5, 101, 78

- 79
 191
 134
 161
-

3) Assistment #58386 "58386 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.67, 54.67, 32, 106, 6, 35, 143

4) Assistment #58442 "58442 - 30370 - range-table-female"

The coach for the lacross Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Shaun	10, 6, 17, 14, 25, 18, 8, 4, 23, 10
Julia	16, 19, 6, 9, 9, 2, 15, 30, 13, 11

What is the **range** number of points scored by Julia?

5) Assistment #58475 "58475 - 57508 - Range, with Context, 8"

Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

26, 31, 23, 29, 16, 24, 40, 48

6) Assistment #58251 "58251 - Range"

Calculate the **range** of the following numbers:

52, 43, 3, 124, 78, 137

7) Assistment #58372 "58372 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

52, 34, 9, 106, 84, 139, 106

8) Assistment #58420 "58420 - 57507 - Range, Missing number, 10"

What number should be added to the following list to get a range of 122?

50, 53, 65, 38, 88, 120, 99, 131, 146

- 19
 23
 24
 31
-

9) Assistment #58443 "58443 - 30370 - range-table-female"

The coach for the ping-pong Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	16, 10, 19, 17, 20, 18, 13, 3, 26, 8
Amanda	18, 22, 5, 10, 12, 2, 21, 30, 16, 16

What is the **range** number of points scored by Amanda?

10) Assistentment #58466 "58466 - 57511 - Range, with Context, 6"

The All-USA Physics team coach needs to pick one of two people for the All-USA Physics team. Points obtained by Gary and Ross are given below.

What is the range of points obtained by Ross?

Gary	15, 8, 18, 18, 16, 18
Ross	25, 20, 14, 23, 15, 29

11) Assistentment #58378 "58378 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.33, 31.67, 27, 114, 4, 31, 133

12) Assistentment #58488 "58488 - 57509 - Range, with Context, 5"

Beth's scores in 5 history tests are shown below. What is the range of Beth's scores?

33, 20, 16, 52, 25

13) Assistentment #58247 "58247 - Range"

Calculate the **range** of the following numbers:

54, 47, 12, 106, 91, 127

14) Assistentment #58474 "58474 - 57508 - Range, with Context, 8"

Beth's scores in 8 math tests are shown below. What is the range of Beth's scores?

27, 32, 24, 26, 11, 30, 37, 48

15) Assistentment #58458 "58458 - 57510 - Range, with Context, 7"

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Ross are given below.

What is the range of points obtained by Joe?

Joe	23, 28, 20, 12, 21, 19, 31
Ross	15, 9, 15, 19, 26, 16, 22

16) Assistment #58369 "58369 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

54, 30, 14, 112, 93, 147, 112

17) Assistment #58250 "58250 - Range"

Calculate the **range** of the following numbers:

67, 37, 17, 118, 86, 137

18) Assistment #58399 "58399 - What number shoul..."

What number should be added to the following list to get a range of 128?

69, 46, 8, 124, 97

- 123
- 137
- 136
- 151

19) Assistment #58403 "58403 - What number shoul..."

What number should be added to the following list to get a range of 113?

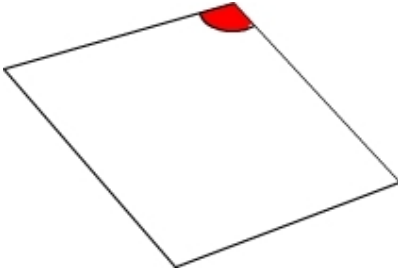
59, 34, 15, 119, 77

- 118
- 129
- 128
- 140

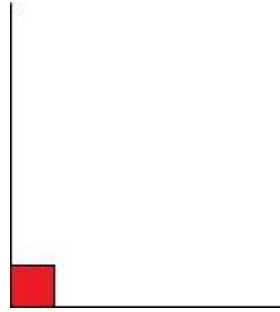
Problem Set "Angles - Obtuse, Acute and Right Angles - THE SKILL BUILDING SET" id:[9245]**1) Assistent #75194 "75194 - 61816 - 61815 - select obtuse"**

Which of the following colored angles represents an obtuse angle?

1.



2.

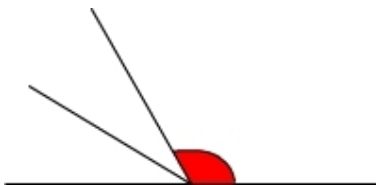


3.



2) Assistent #75184 "75184 - 61814 - Obtuse angles"

Identify the type of the colored angle in the following figure?



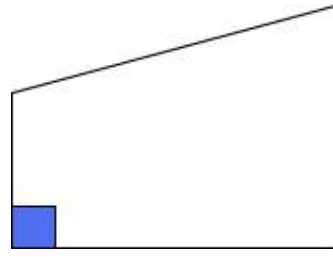
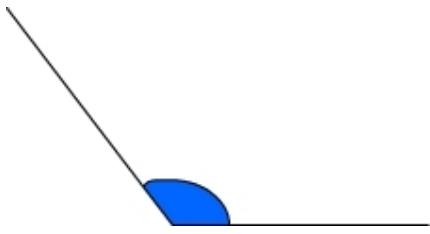
- Acute Angle
- Right Angle
- Obtuse Angle

3) Assistent #75202 "75202 - 61816 - 61815 - select obtuse"

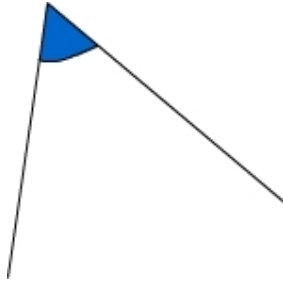
Which of the following colored angles represents an obtuse angle?

1.

2.

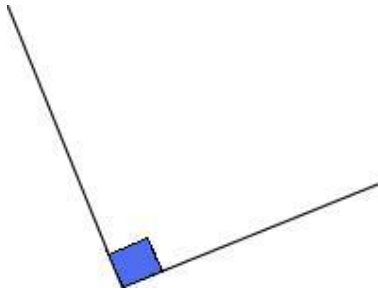


3.



4) Assistent #75167 "75167 - 61813 - Right angles"

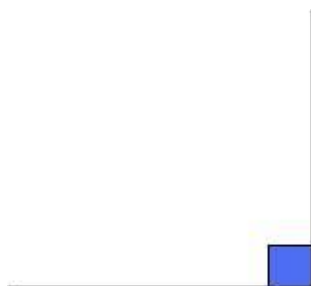
Identify the type of the colored angle in the following figure?



- Acute Angle
- Obtuse Angle
- Right Angle

5) Assistent #75163 "75163 - 61813 - Right angles"

Identify the type of the colored angle in the following figure?

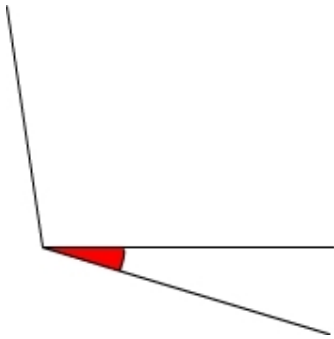


- Acute Angle
- Obtuse Angle
- Right Angle

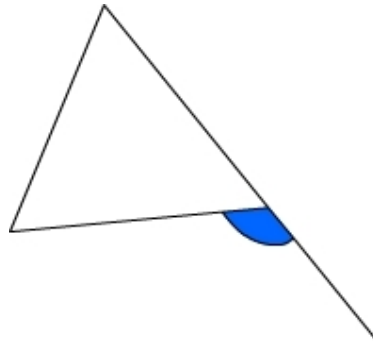
6) Assistent #75212 "75212 - 61817 - 61816 - 61815 - select right"

Which of the following colored angles represents a right angle?

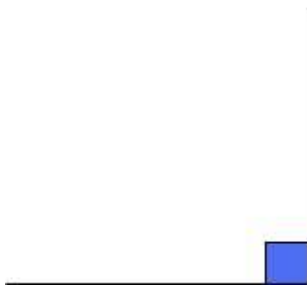
1.



2.

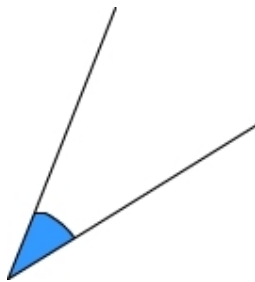


3.



7) Assistent #75237 "75237 - 61812 - Acute angles"

Identify the type of the colored angle in the following figure?



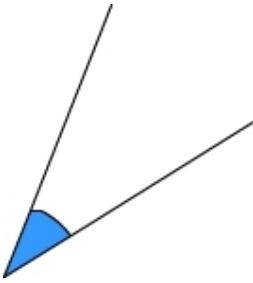
- Acute angle

- Right angle
- Obtuse angle

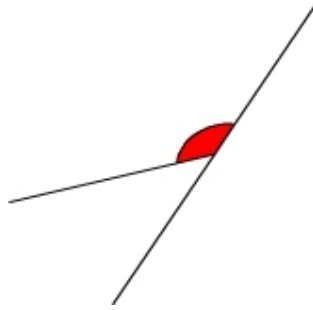
8) Assistent #75206 "75206 - 61816 - 61815 - select obtuse"

Which of the following colored angles represents an obtuse angle?

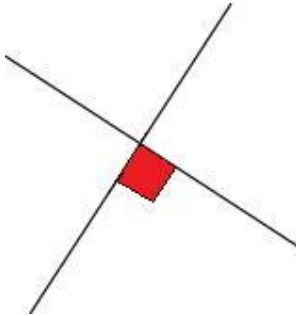
1.



2.



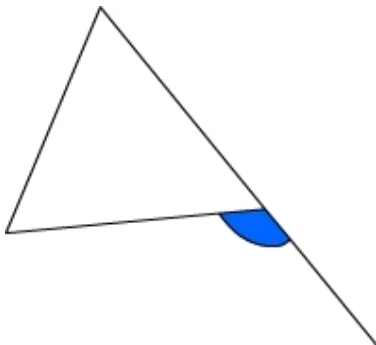
3.



9) Assistent #75149 "75149 - 61815 - select acute"

Which of the following colored angles represents an acute angle?

1.



2.



3.

Looking for Pythagoras

Appendix of Student Work

Cristina Heffernan, Alexandra Birch, Quinten Palmer, and Jeffrey Namias

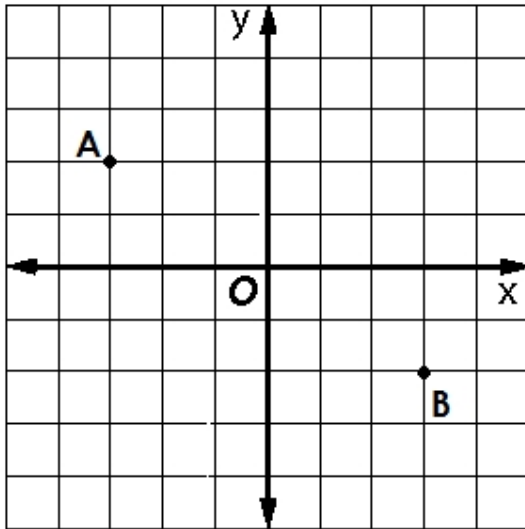
Academic Year 2011 – 2012

This is a document of the Pretest, Posttest, Mid test, and all of the relevant and irrelevant skill builders used in the CMP Study. Academic Year 2011 – 2012.

Problem Set "Pretest of Looking for Pythagoras from WPI" id:[38531]

1) Assistent #34880 "34880 - Looking for Pythagoras Investigation 1 #1-Morph2"

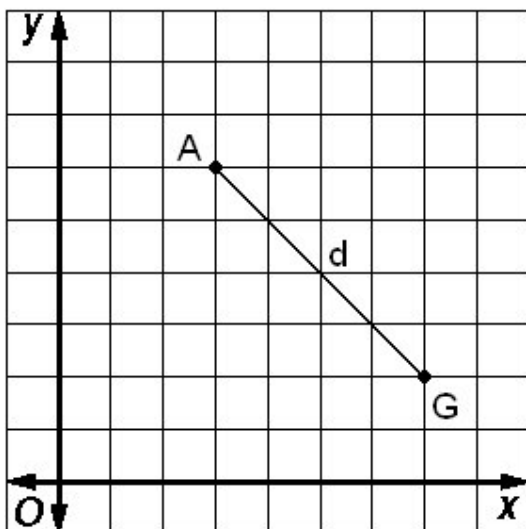
The position of two houses (A and B) are shown on a coordinate plane below. If you were able to walk between the location of house A and house B in a direct line, what would be the halfway point (or midpoint) of the houses?



- (-2, 3)
- (1, 0)
- (0, 0)
- (3, -2)

2) Assistent #36384 "36384 - Looking for Pythagoras Investigation 1 #2-Morph2"

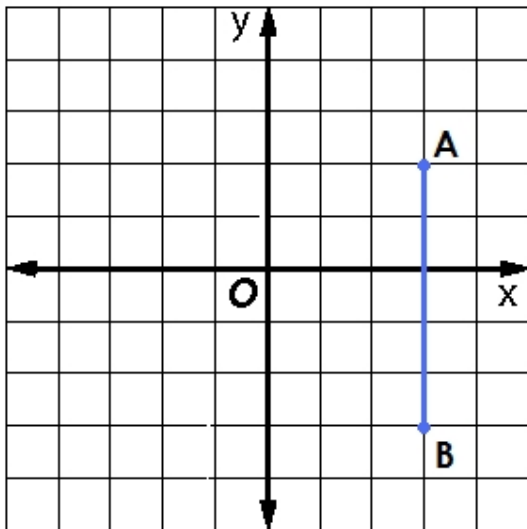
If you draw a line from A to G, as shown below, which statement is true about the distance d ? Assume a unit is the length of the side of a square on the grid.



- A. $d > 4$ units
- B. $d < 4$ units
- C. $d = 4$ units

3) Assistment #36386 "36386 - Looking for Pythagoras Investigation 1 #3-Morph2"

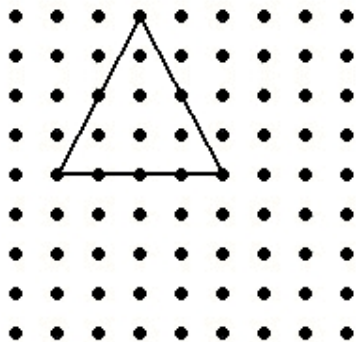
Suppose you want to place two points C and D on the graph in order to create a *non-rectangular* parallelogram ABCD. Which of the following locations for point C and point D would create a non-rectangular parallelogram?



- A) C(1,-2); D(1,3)
- B) C(1,-3); D(1,2)
- C) C(1,-2); D(1,1)

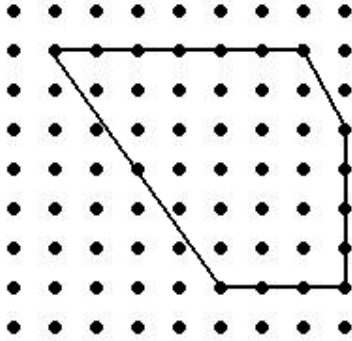
4) Assistment #36388 "36388 - Looking for Pythagoras Investigation 1 #4-Morph2"

What is the area of the triangle shown below? (Assume the distance between each dot represents 1 unit. Enter your answer as a whole number without any units or labels)



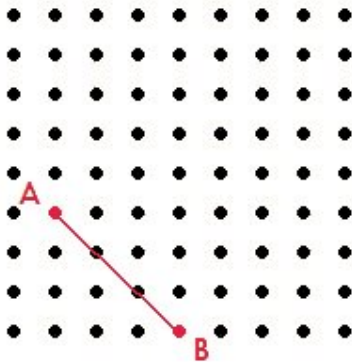
5) Assistment #36392 "36392 - Looking for Pythagoras Investigation 1 #5-Morph2"

Find the area of the figure shown. (Note: The horizontal and vertical distance between each dot is 1 unit)



6) Assistment #43009 "43009 - Looking for Pythagoras Investigation 2 #1-Morph2"

The figure below shows one side of a square, line segment AB. What is the *area* of the square?



7) Assistment #36605 "36605 - Looking for Pythagoras Investigation 2 #2-Morph2"

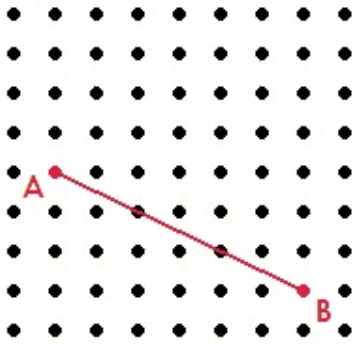
What is the largest whole number less than $\sqrt{39}$?

8) Assistment #36607 "36607 - Looking for Pythagoras Investigation 2 #3-Morph2"

What is the **smallest** whole number **greater** than $\sqrt{27}$?

9) Assistment #43012 "43012 - Looking for Pythagoras Investigation 2 #4-Morph2"

How long is the line segment AB?



- 6
 9
 $\sqrt{45}$
 45

10) Assistment #36654 "36654 - Looking for Pythagoras Investigation 2 #5-Morph2"

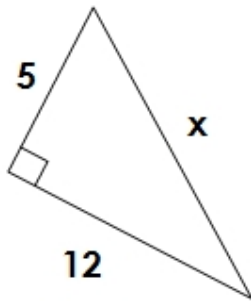
Which of the following answer choices shows the numbers in order from *least to greatest*?

$$\sqrt{37} \quad \sqrt{28} \quad -6 \quad 4.9 \quad 7.2 \quad -\sqrt{33}$$

- A. $-\sqrt{33}$, -6 , 4.9 , $\sqrt{28}$, $\sqrt{37}$, 7.2
 B. 7.2 , $\sqrt{37}$, $\sqrt{28}$, 4.9 , $-\sqrt{33}$, -6
 C. -6 , $-\sqrt{33}$, 4.9 , $\sqrt{28}$, $\sqrt{37}$, 7.2
 D. $-\sqrt{33}$, -6 , 4.9 , 7.2 , $\sqrt{28}$, $\sqrt{37}$

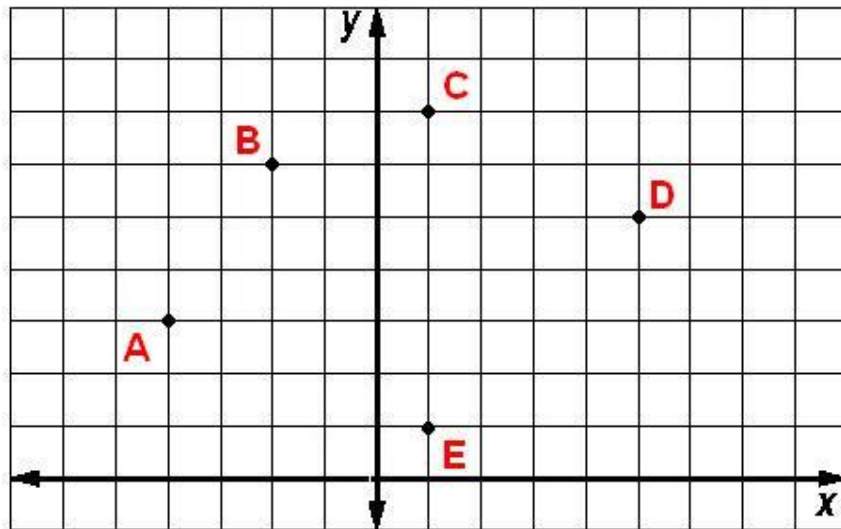
11) Assistment #42272 "42272 - Looking for Pythagoras Investigation 3 #1 - Morph2"

What is the length of the hypotenuse of the right triangle shown below?



12) Assistent #43059 "43059 - Looking for Pythagoras Investigation 3 #2-Morph2"

Which two points have a distance between them of $\sqrt{32}$?



- A and B
- B and C
- C and D
- D and E

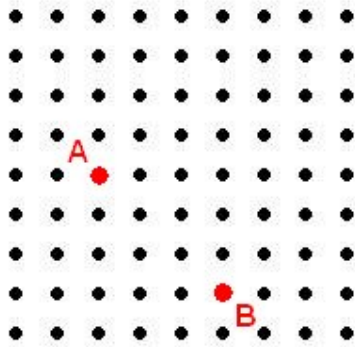
13) Assistent #42907 "42907 - Looking for Pythagoras Investigation 3 #3 - Morph2"

Which set of lengths would make a right triangle?

- A. 2, 4, 6
- B. 3, 6, 9
- C. 5, 12, 13
- D. 1, 2, 3

14) Assistent #42960 "42960 - Looking for Pythagoras Investigation 3 #4-Morph2"

Use the Pythagorean Theorem to find the distance between point A and point B. (Note: The horizontal and vertical distance between each dot is 1 unit)



- $\sqrt{18}$ units
 4 units
 6 units
 $\sqrt{12}$ units

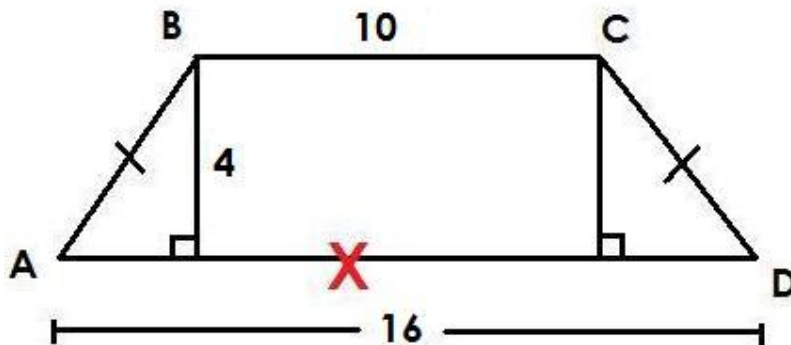
15) Assistent #42962 "42962 - Looking for Pythagoras Investigation 4 #1-Morph2"

A right isocoles triangle has a hypotenuse of 20 feet. What are the lengths of the legs of the triangle?

- $\sqrt{10}$ feet
 40 feet
 5 feet
 $\sqrt{200}$ feet

16) Assistent #43198 "43198 - Looking for Pythagoras Investigation 4 #2-Morph2"

Mr. Erickson's daily commute (from point A to D) to work is normally 16 miles. Due to an accident he must take an alternative route (A to B to C to D). How far will Mr. Erickson's alternative commute be due to the accident?



17) Assistent #209167 "209167 - 208521 - Point E coordinates"

What are the coordinates of Point E?
Use the form (x,y)

18) Assistentment #92112 "92112 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

2

12

8

image not to scale

19) Assistentment #39117 "39117 - Ordering Fractions"

Fill in the **blank** to make the statement true.

$$\frac{3}{5} \quad \underline{\quad ? \quad} \quad \frac{4}{8}$$

>

<

=

20) Assistent #34022 "34022 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-4, 3, 8, -9

21) Assistent #200792 "200792 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (4,6) and (6,6).

Another line passes through the points (5,3) and (7,3).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
 - Perpendicular
 - They are the same line
 - None of the above
-

Problem Set "Midtest of Looking for Pythagoras from WPI" id:[38532]**1) Assistent #209169 "209169 - 208521 - Point E coordinates"**

What are the coordinates of Point E?

Use the form (x,y)

2) Assistent #92114 "92114 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

2

6

9

image not to scale

3) Assistent #39120 "39120 - Ordering Fractions"

Fill in the **blank** to make the statement true.

$$\frac{1}{6} \quad \underline{\quad ? \quad} \quad \frac{2}{18}$$

- >
- <
- =

4) Assistent #34030 "34030 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-2, 4, 6, -9

5) Assistent #200793 "200793 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (6,2) and (8,-2).

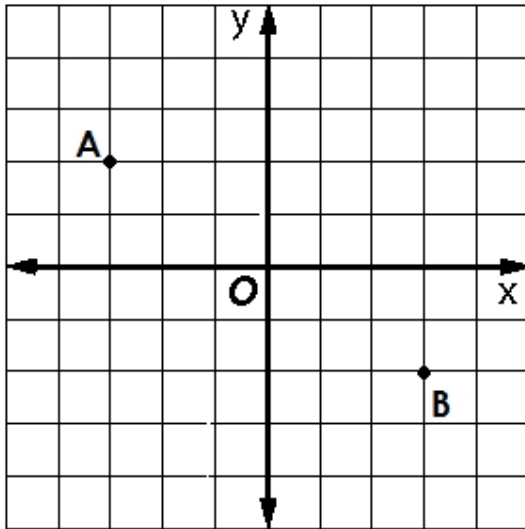
Another line passes through the points (7,3) and (9,-1).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

Problem Set "Posttest of Looking for Pythagoras from WPI" id:[38533]**1) Assistent #34880 "34880 - Looking for Pythagoras Investigation 1 #1-Morph2"**

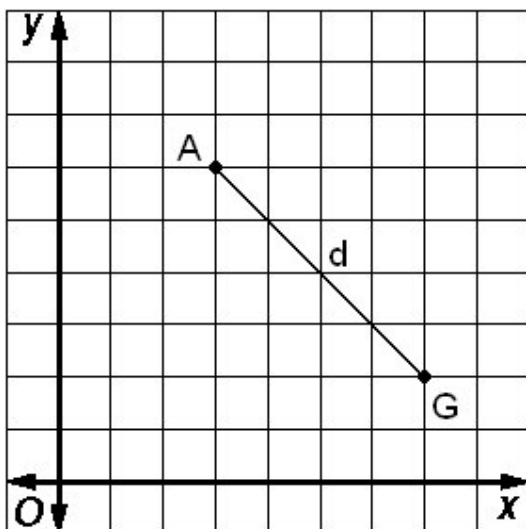
The position of two houses (A and B) are shown on a coordinate plane below. If you were able to walk between the location of house A and house B in a direct line, what would be the halfway point (or midpoint) of the houses?



- (-2, 3)
- (1, 0)
- (0, 0)
- (3, -2)

2) Assistent #36384 "36384 - Looking for Pythagoras Investigation 1 #2-Morph2"

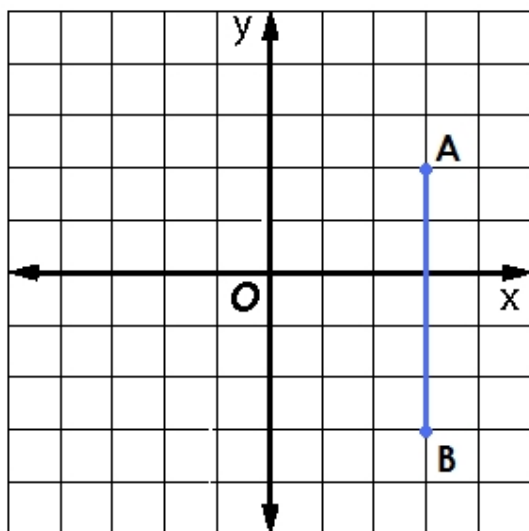
If you draw a line from A to G, as shown below, which statement is true about the distance d ? Assume a unit is the length of the side of a square on the grid.



- A. $d > 4$ units
- B. $d < 4$ units
- C. $d = 4$ units

3) Assistment #36386 "36386 - Looking for Pythagoras Investigation 1 #3-Morph2"

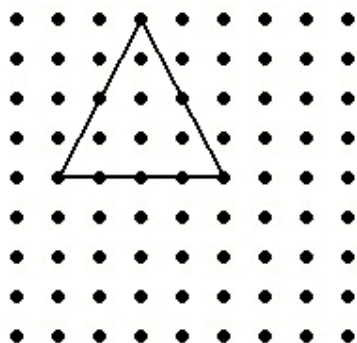
Suppose you want to place two points C and D on the graph in order to create a *non-rectangular* parallelogram ABCD. Which of the following locations for point C and point D would create a non-rectangular parallelogram?



- A) C(1,-2); D(1,3)
- B) C(1,-3); D(1,2)
- C) C(1,-2); D(1,1)

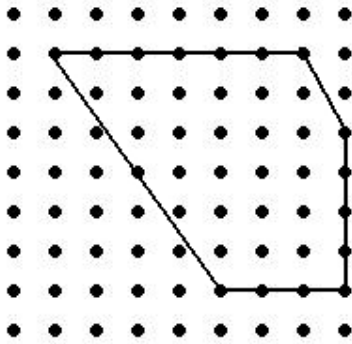
4) Assistment #36388 "36388 - Looking for Pythagoras Investigation 1 #4-Morph2"

What is the area of the triangle shown below? (Assume the distance between each dot represents 1 unit. Enter your answer as a whole number without any units or labels)



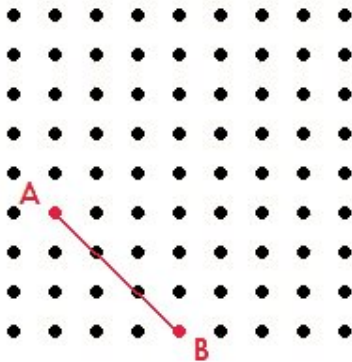
5) Assistment #36392 "36392 - Looking for Pythagoras Investigation 1 #5-Morph2"

Find the area of the figure shown. (Note: The horizontal and vertical distance between each dot is 1 unit)



6) Assistent #43009 "43009 - Looking for Pythagoras Investigation 2 #1-Morph2"

The figure below shows one side of a square, line segment AB. What is the *area* of the square?



7) Assistent #36605 "36605 - Looking for Pythagoras Investigation 2 #2-Morph2"

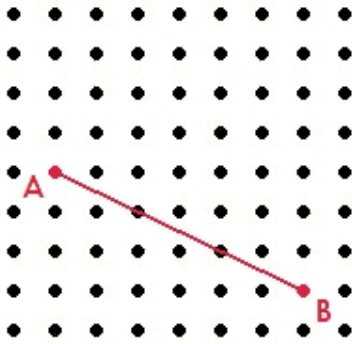
What is the largest whole number less than $\sqrt{39}$?

8) Assistent #36607 "36607 - Looking for Pythagoras Investigation 2 #3-Morph2"

What is the **smallest** whole number **greater** than $\sqrt{27}$?

9) Assistent #43012 "43012 - Looking for Pythagoras Investigation 2 #4-Morph2"

How long is the line segment AB?



- 6
 9
 $\sqrt{45}$
 45

10) Assistment #36654 "36654 - Looking for Pythagoras Investigation 2 #5-Morph2"

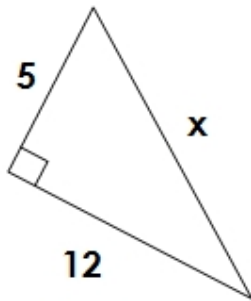
Which of the following answer choices shows the numbers in order from *least to greatest*?

$$\sqrt{37} \quad \sqrt{28} \quad -6 \quad 4.9 \quad 7.2 \quad -\sqrt{33}$$

- A. $-\sqrt{33}$, -6 , 4.9 , $\sqrt{28}$, $\sqrt{37}$, 7.2
 B. 7.2 , $\sqrt{37}$, $\sqrt{28}$, 4.9 , $-\sqrt{33}$, -6
 C. -6 , $-\sqrt{33}$, 4.9 , $\sqrt{28}$, $\sqrt{37}$, 7.2
 D. $-\sqrt{33}$, -6 , 4.9 , 7.2 , $\sqrt{28}$, $\sqrt{37}$

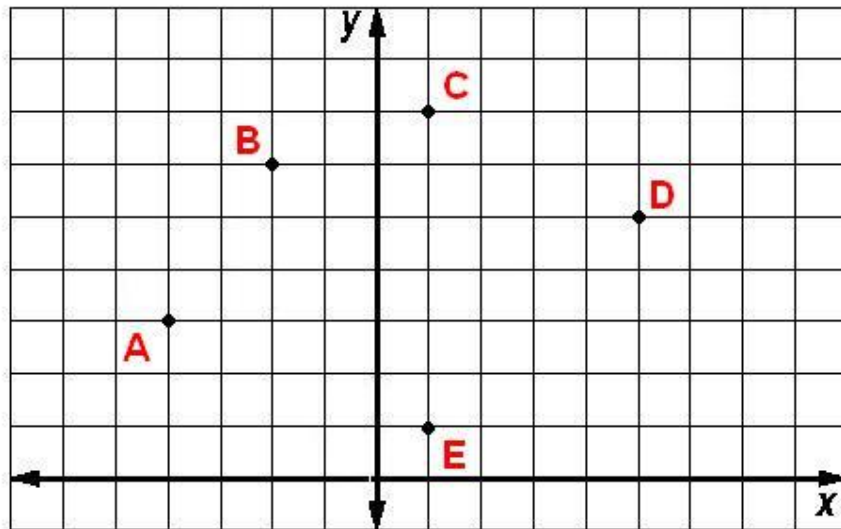
11) Assistment #42272 "42272 - Looking for Pythagoras Investigation 3 #1 - Morph2"

What is the length of the hypotenuse of the right triangle shown below?



12) Assistent #43059 "43059 - Looking for Pythagoras Investigation 3 #2-Morph2"

Which two points have a distance between them of $\sqrt{32}$?



- A and B
 B and C
 C and D
 D and E

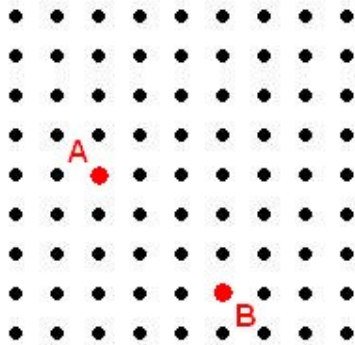
13) Assistent #42907 "42907 - Looking for Pythagoras Investigation 3 #3 - Morph2"

Which set of lengths would make a right triangle?

- A. 2, 4, 6
 B. 3, 6, 9
 C. 5, 12, 13
 D. 1, 2, 3

14) Assistent #42960 "42960 - Looking for Pythagoras Investigation 3 #4-Morph2"

Use the Pythagorean Theorem to find the distance between point A and point B. (Note: The horizontal and vertical distance between each dot is 1 unit)



- $\sqrt{18}$ units
- 4 units
- 6 units
- $\sqrt{12}$ units

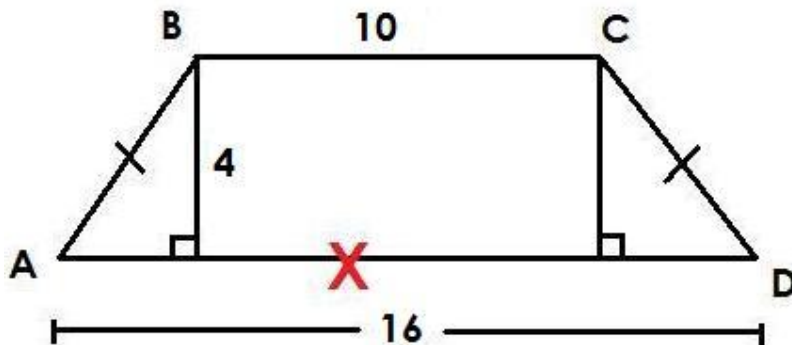
15) Assistent #42962 "42962 - Looking for Pythagoras Investigation 4 #1-Morph2"

A right isoceses triangle has a hypotenuse of 20 feet. What are the lengths of the legs of the triangle?

- $\sqrt{10}$ feet
- 40 feet
- 5 feet
- $\sqrt{200}$ feet

16) Assistent #43198 "43198 - Looking for Pythagoras Investigation 4 #2-Morph2"

Mr. Erickson's daily commute (from point A to D) to work is normally 16 miles. Due to an accident he must take an alternative route (A to B to C to D). How far will Mr. Erickson's alternative commute be due to the accident?



17) Assistent #209174 "209174 - 208521 - Point E coordinates"

What are the coordinates of Point E?
Use the form (x,y)

18) Assistment #92115 "92115 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

2

14

8

image not to scale

19) Assistment #39183 "39183 - Fill in the blank..."

Fill in the **blank** to make the statement true.

$$\frac{3}{6} \underline{\quad ? \quad} \frac{5}{10}$$

- >
- <
- =
-

20) Assistent #34031 "34031 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-2, 3, 7, -8

21) Assistent #200794 "200794 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (2,4) and (4,8).

Another line passes through the points (3,3) and (5,7).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

Problem Set "Point Plotting - THE SKILL BUILDING SET" id:[35008]**1) Assistent #209218 "209218 - 208507 - Plot the point"**

Danielle has to plot 5 points for homework.

Which is the point with the coordinates $(-4,4)$?

- A
- B
- C
- D
- E

2) Assistent #209223 "209223 - 208507 - Plot the point"

Beth has to plot 5 points for homework.

Which is the point with the coordinates $(-4,4)$?

- A
- B
- C
- D
- E

3) Assistment #209233 "209233 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

4) Assistment #209213 "209213 - 206263 - Plot the point"

Mary has to plot 5 points for homework.

Which is the point with the coordinates (-4,0)?

- A
- B
- C
- D
- E

5) Assistment #209248 "209248 - 208519 - Point C coordinates"

What are the coordinates of Point C?

Use the form (x,y)

6) Assistment #209209 "209209 - 206263 - Plot the point"

Karen:Kate has to plot 5 points for homework.

Which is the point with the coordinates (-6,3)?

- A
- B
- C
- D
- E

7) Assistment #209230 "209230 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

8) Assistment #209234 "209234 - 208518 - Point B coordinates"

What are the coordinates of Point B?

Use the form (x,y)

Problem Set "Area Trapezoid - THE SKILL BUILDING SET" id:[10765]**1) Assistentment #92201 "92201 - Area of Trapezoid"**

What is the area of the trapezoid with the given information?

2

13

8

image not to scale

2) Assistentment #92159 "92159 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

6

9

9

image not to scale

3) Assistentment #92194 "92194 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

6

6

12

image not to scale

4) Assistment #92191 "92191 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

6

13

10

image not to scale

5) Assistment #92186 "92186 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

6

10

7

8

image not to scale

6) Assistment #92144 "92144 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

4

8

5.5

7

image not to scale

7) Assistent #92132 "92132 - 75488 - Height from Area of Trapezoid"

What is the height of the trapezoid with area of 31.5 and the given information?

1

8

image not to scale

8) Assistent #92155 "92155 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

4

6

10

image not to scale

9) Assistent #92126 "92126 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

5

7

10

image not to scale

10) Assistment #92176 "92176 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

3

15

12

image not to scale

11) Assistment #92172 "92172 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

6

11

7

image not to scale

12) Assistment #92149 "92149 - Area of Trapezoid"

What is the area of the trapezoid with the given information?

Problem Set "Ordering Fractions: using <, >, =" id:[6038]**1) Assistment #39395 "39395 - Ordering Fractions"**

What should be to make the following statement true?

$$\frac{17}{10} \square 1$$

- >
 <
 =

2) Assistment #39195 "39195 - Fill in the blank..."

Fill in the **blank** to make the statement true.

$$\frac{2}{8} \square \frac{3}{6}$$

- >
 <
 =

3) Assistment #39390 "39390 - Ordering Fractions"

What should be to make the following statement true?

$$\frac{3}{4} \square 1$$

- <
 =
 >
-

4) Assistment #39361 "39361 - Ordering Fractions"

What should be to make the following statement true?

$$\frac{1}{2} \quad \square \quad \frac{4}{5}$$

- <
 >
 =
-

5) Assistment #39282 "39282 - Fill in the blank..."

Fill in the **blank** to make the statement true.

$$\frac{4}{5} \quad \underline{\quad ? \quad} \quad \frac{2}{5}$$

- >
 <
 =
-

6) Assistment #39388 "39388 - Ordering Fractions"

What should be to make the following statement true?

$$\frac{12}{14} \square 1$$

- <
 =
 >

7) Assistment #39371 "39371 - Ordering Fractions"

What should \square be to make the following statement true?

$$\frac{1}{2} \square \frac{4}{5}$$

- <
 >
 =

8) Assistment #39309 "39309 - Fill in the blank..."

Fill in the **blank** to make the statement true.

$$\frac{5}{6} \underline{\quad ? \quad} \frac{4}{6}$$

- >
 <
 =

9) Assistment #39278 "39278 - Fill in the blank..."

Fill in the **blank** to make the statement true.

$$\frac{1}{5} \stackrel{?}{\underline{\quad}} \frac{3}{5}$$

- >
 <
 =

10) Assistment #39357 "39357 - Ordering Fractions"

What should be to make the following statement true?

$$\frac{3}{8} \stackrel{\square}{\underline{\quad}} \frac{2}{5}$$

- <
 >
 =

11) Assistment #39358 "39358 - Ordering Fractions"

What should be to make the following statement true?

$$\frac{3}{7} \stackrel{\square}{\underline{\quad}} \frac{1}{2}$$

- <
 >
 =

12) Assistment #39311 "39311 - Fill in the blank..."

Fill in the **blank** to make the statement true.

Problem Set "Ordering Integers" id:[5956]**1) Assistment #34019 "34019 - Ordering Integers "**

From the following **integers**, which **integer** is the largest?

-5, 1, 6, -10

2) Assistment #34040 "34040 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-2, 1, 9, -7

3) Assistment #34088 "34088 - Ordering Integers "

From the following **integers**, which **integer** is the smallest?

-5, 2, 7, -9

4) Assistment #34052 "34052 - Ordering Integers "

The table below shows the low temperatures of four cities one winter night.

City	Temperature
Cambridge	-6
Leominster	29
Shrewsbury	-11
Stoneham	14

Which city had the lowest temperature that night?

- Cambridge
- Leominster
- Shrewsbury
- Stoneham

5) Assistment #34100 "34100 - Ordering Integers"

From the following **integers**, which **integer** is the smallest?

-9, -3, 4, 8, -5, 9

6) Assistment #34036 "34036 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-2, 4, 9, -9

7) Assistment #34029 "34029 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-4, 3, 7, -7

8) Assistment #34080 "34080 - Ordering Integers "

From the following **integers**, which **integer** is the smallest?

-3, 3, 7, -7

9) Assistment #34055 "34055 - Ordering Integers "

The table below shows the low temperatures of four cities one winter night.

City	Temperature
Worcester	-1
Leominster	5
Holden	-18
Malden	15

Which city had the lowest temperature that night?

- Worcester
- Leominster
- Holden
- Malden

10) Assistment #34071 "34071 - Ordering Integers "

The table below shows the low temperatures of four cities one winter night.

City	Temperature
Boston	-4
Paxton	4
Spencer	-13
Charlton	1

Which city had the lowest temperature that night?

- Boston
- Paxton
- Spencer
- Charlton

11) Assistment #34043 "34043 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-2, 4, 6, -7

12) Assistment #34018 "34018 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-4, 2, 8, -10

13) Assistment #34038 "34038 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-3, 3, 7, -10

14) Assistment #34050 "34050 - Ordering Integers "

The table below shows the low temperatures of four cities one winter night.

City	Temperature
Cambridge	-6
Leominster	4
Spencer	-19
Malden	1

Which city had the lowest temperature that night?

- Cambridge
- Leominster
- Spencer
- Malden

15) Assistment #34026 "34026 - Ordering Integers "

From the following **integers**, which **integer** is the largest?

-3, 3, 9, -9

16) Assistment #34097 "34097 - Ordering Integers"

From the following **integers**, which **integer** is the smallest?

-4, -7, 2, 9

17) Assistment #34074 "34074 - Ordering Integers "

The table below shows the low temperatures of four cities one winter night.

City	Temperature
Boston	-5
Leominster	5
Sterling	-10

Problem Set "Parallel and Perpendicular Lines - THE SKILL BUILDING SET" id:[33910]**1) Assistent #200844 "200844 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines "**

Are these two lines parallel, perpendicular, the same line or none of the above?

$$y = 8x + 15$$

$$y = (-1/8)x + 2$$

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

2) Assistent #200803 "200803 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (4,6) and (6,6).

Another line passes through the points (5,3) and (7,3).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

3) Assistent #200816 "200816 - 196895 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (1,0) and (3,0).

Another line passes through the points (-1,-3) and (-1,-1).

Are these lines parallel, perpendicular, the same line, or none of these?

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

4) Assistent #200890 "200890 - 197251 - Parallel and Perpendicular Lines"

Find the equation of a line that is parallel to $y = 5x + 10$
and passes through the point (-9, -9).

Use x as the independant variable and y at the dependant variable.

To answer the question, fill in the blank:

y = _____

5) Assistent #200868 "200868 - 197094 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of these?

$$32x + 4y = 12$$

$$64x + 8y = 112$$

- Parallel
- Perpendicular
- They are the same line
- None of the above

6) Assistment #200925 "200925 - 198797 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (5,8.5) and (6,9).

Another line passes through the points (13,12.5) and (14,13).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
- Perpendicular
- They are the same line
- None of the above

7) Assistment #200845 "200845 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines "

Are these two lines parallel, perpendicular, the same line or none of the above?

$$y = 4x + 9$$

$$y = (-1/4)x + 3$$

- Parallel
- Perpendicular
- They are the same line
- None of the above

8) Assistment #200884 "200884 - 197251 - Parallel and Perpendicular Lines"

Find the equation of a line that is parallel to $y = 2x + 7$
and passes through the point (-1, 1).

Use x as the independant variable and y at the dependant variable.

To answer the question, fill in the blank:

y = _____

9) Assistment #200853 "200853 - 197094 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of these?

$$32x + 4y = 12$$

$$64x + 8y = 144$$

- Parallel
- Perpendicular

- They are the same line
- None of the above

10) Assistment #200852 "200852 - 197094 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of these?

$$12x + 2y = 4$$

$$36x + 6y = 72$$

- Parallel
- Perpendicular
- They are the same line
- None of the above

11) Assistment #200936 "200936 - 198797 - 196885 - Parallel and Perpendicular Lines - Points"

One line passes through the points (3,6) and (4,8).

Another line passes through the points (11,22) and (12,24).

Are these lines parallel, perpendicular, the same line, or none of these answers?

- Parallel
- Perpendicular
- They are the same line
- None of the above

12) Assistment #200854 "200854 - 197094 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of these?

$$36x + 3y = 3$$

$$144x + 12y = 60$$

- Parallel
- Perpendicular
- They are the same line
- None of the above

13) Assistment #200913 "200913 - 198315 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of the above?

$$12x + 6y = 12$$

$$36x + 18y = 36$$

- Parallel
- Perpendicular
- The same line
- None of the above

14) Assistment #200871 "200871 - 197094 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of these?

$$12x + 2y = 8$$

$$36x + 6y = 60$$

- Parallel
- Perpendicular
- They are the same line
- None of the above
-

15) Assistment #200910 "200910 - 197542 - 197251 - Parallel and Perpendicular Lines"

Find the equation of a line that is perpendicular to $y = (1/2)x + 3$ and passes through the point (8, -8).

Use x for the independant variable and y for the dependant variable.

Type the answer by filling in the blank

y = _____

16) Assistment #200909 "200909 - 197542 - 197251 - Parallel and Perpendicular Lines"

Find the equation of a line that is perpendicular to $y = (1/2)x + 1$ and passes through the point (4, -12).

Use x for the independant variable and y for the dependant variable.

Type the answer by filling in the blank

y = _____

17) Assistment #200921 "200921 - 198315 - Parallel and Perpendicular Lines"

Are these two lines parallel, perpendicular, the same line, or none of the above?

$$20x + 10y = 10$$

$$120x + 60y = 60$$

- Parallel
- Perpendicular
- The same line
- None of the above
-

18) Assistment #200851 "200851 - 197090 - 196895 - 196885 - Parallel and Perpendicular Lines "

Are these two lines parallel, perpendicular, the same line or none of the above?

$$y = 2x + 11$$

$$y = (-1/2)x + 14$$

- Parallel
- Perpendicular
- They are the same line
- None of the above

Problem Set "Mean - LEVEL 1 SKILL BUILDING" id:[17470]**1) Assistment #126435 "126435 - 57305 - Mean of Integer and Decimals,6"**

Calculate the **mean** of the following numbers:

1.03, 2, 2, 0.97, 2, 2.34

(round to the nearest hundredths place)

2) Assistment #126508 "126508 - 56648 - Mean with Context and Vertical Table"

Matt runs a shoe store, and listed below are the store sales for the year 1997. What were the average monthly sales in 1997?

Month	Sales (\$)
January	1006
February	1044
March	2504
April	1119
May	1503
June	601
July	1003
August	2203
September	1011
October	1634
November	1921
December	2050

(round to hundredths place)

3) Assistment #126464 "126464 - Mean"

Calculate the **mean** of the following numbers:

17, 13, 6, 10, 18, 15

(round to the nearest tenths place)

4) Assistment #126467 "126467 - 57312 - Mean with Context, 5"

Jamie works at the local clothes store and has to process all the sales at the end of the day. The list below gives the dollar amounts of all the sales made on a particular day.

What is the **average** amount of these sales?

29, 18, 8, 13.86, 4

(round to the nearest hundredths place)

5) Assistment #126428 "126428 - 125362 - Mean with Context and Table 2"

The coach for the All-USA Math Team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 10 tests.

Name of player	Number of points scored
Chris	8,11,14,13,18,23,12,3,30,14
Liz	20,22,6,13,7,2,17,27,19,13

What is the **mean** (average) number of points obtained by Liz ?

6) Assistment #126420 "126420 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	9,5,17,14,23,15,6,4,28,6
Amanda	23,20,5,16,7,8,22,29,14,10

What is the **mean** (average) number of points scored by Daniel ?

7) Assistment #126450 "126450 - Mean - Smaller Numbers"

Calculate the **mean** of the following numbers:

9, 10, 2, 4, 8, 9

(round to the nearest hundredths place)

8) Assistment #126417 "126417 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Eric	9,5,16,20,19,23,10,6,24,7
Alexa	17,26,6,13,10,9,15,30,20,15

What is the **mean** (average) number of points scored by Eric ?

9) Assistment #126496 "126496 - 56554 - Mean of Integer and Decimals"

Calculate the **mean** of the following numbers:

1.35, 3, 8, 1.09, 6, 2.63, 5

(round to the nearest hundredths place)

10) Assistment #126516 "126516 - 125360 - Mean with Context and Table 1, 8"

The coach for the Drama Team Competition needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 8 games.

Name of player	Number of points scored
Eric	10,6,9,12,26,21,13,6
Alexa	23,22,2,16,12,7,19,28

What is the **mean** (average) number of points scored by Eric ?

(Round to the hundredths place)

11) Assistment #126509 "126509 - 125327 - Mean with Context, 11"

During a medical study, doctors recorded the weights in pounds of all their volunteers. Some of the weights are given here. What is the average weight of the volunteers listed below?

147, 160, 103, 137, 127, 151, 118, 149, 151, 109, 135

(round to the nearest hundredths place)

12) Assistment #126483 "126483 - 56565 - Mean with Context"

Nancy obtained the following scores in 5 math tests. Calculate the **mean** of Nancy's math scores:

189, 126, 88, 124, 47

(round to the nearest hundredths place)

13) Assistment #126413 "126413 - 57304 - Mean of Integer and Decimals,9"

Calculate the **mean** of the following numbers:

1.67, 1, 9, 1.56, 5, 3.14, 14, 3.65, 10

(round to the nearest hundredths place)

14) Assistment #126424 "126424 - 56562 - Mean of Integers"

Calculate the **mean** of the following numbers:

38, 111, 54, 53, 69

(round to the nearest hundredths place)

15) Assistment #126418 "126418 - mean table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Ricky	13,6,15,19,24,21,12,6,30,13
Carol	19,22,5,16,12,9,22,27,15,15

What is the **mean** (average) number of points scored by Ricky ?

16) Assistment #126491 "126491 - 125271 - Mean of Decimals,11"

Calculate the **mean** of the following numbers:

Problem Set "Median - THE SKILL BUILDING SET" id:[21943]**1) Assistment #137385 "137385 - Median - Find Missing Data Points - Even"**

What number should be added to the list below to get a **median** of 18?

10, 21, 9, 15, 28

- 10
- 11
- 30
- 1

2) Assistment #137491 "137491 - 30369 - median table"

The coach for the All-Star Basketball Game needs to pick one of the two players for the team. The table below shows the number of points each of the players scored in their last 11 games.

Name of player	Number of points scored on the last eleven games
John	40,67,27,80,16,75,57,4,72,24,48
Cristina	22,26,8,11,54,6,9,22,23,18,11

What is the median number of points scored by John ?

3) Assistment #137387 "137387 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19?

13, 23, 8, 15, 26

- 9
- 14
- 30
- 4

4) Assistment #137359 "137359 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	11,8,14,6,1,20,22,12
Cristina	20,8,27,6,24,22,12,15

What is the **median** of number of points obtained by Cristina ?

5) Assistment #137313 "137313 - 132165 - Median - Find Missing Data Points - Even, 8"

What number should be added to the list below to get a **median** of 25.115?

12, 28.23, 35, 19, 61, 8.63, 48

- 9.63
- 13
- 22
- 5.63

6) Assistment #137483 "137483 - 56714 - Median - Find Missing Data Points - Odd, with context"

Mary obtained the following scores in 4 of 5 math tests. If the **median** of Mary's math scores was 21, what was Mary's math score on the fifth test?

14, 26.87, 21, 6

- 7
- 15
- 24
- 3

7) Assistment #137488 "137488 - 56714 - Median - Find Missing Data Points - Odd, with context"

John obtained the following scores in 4 of 5 math tests. If the **median** of John's math scores was 17, what was John's math score on the fifth test?

12, 26.87, 17, 7

- 8
- 13
- 26
- 4

8) Assistment #137357 "137357 - 56718 - Median with Context and Table and Even values"

The coach for the All-USA Physics team needs to pick one of two students for the team. The table below shows the number of points each of the students obtained in their last 8 tests.

Name of player	Number of points scored on the last ten games
John	6,8,9,9,8,21,26,20

Cristina	18,8,27,4,24,22,12,15
----------	-----------------------

What is the **median** of number of points obtained by Cristina ?

9) Assistment #137379 "137379 - 56707 - Median: Odd Number of Values, Mix of Decimals and Integers"

Below is a list of numbers.

[1.33, 3.85, 1.65, 2.11, 1.12, 4.51, 2.33, 2.69, 3.91]

What is the **median** number in this list?

10) Assistment #137402 "137402 - Median - Find Missing Data Points - Odd"

What number should be added to the list below to get a **median** of 18?

11, 23, 5, 18

- 25
- 17
- 6
- 2

11) Assistment #137386 "137386 - Median - Find Missing Data Points - Even"

What number should be added to the list below to get a **median** of 19.5?

14, 22, 9, 17, 25

- 10
- 15
- 33
- 4

12) Assistment #137466 "137466 - 56719 - Median with Context and Vertical Table"

Liz runs a grocery store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1125
February	2506
March	1922
April	607
May	1044
June	901

July	1507
August	1631
September	1006
October	1021
November	2203
December	2054

13) Assistent #137472 "137472 - 56719 - Median with Context and Vertical Table"

Ashley runs a shoe store, and listed below are the store sales for the year 1997. What was the median of the monthly sales in 1997?

Month	Sales (\$)
January	1126
February	2504
March	1924
April	601
May	1045
June	903
July	1501
August	1636
September	1002
October	1024
November	2201
December	2050

14) Assistent #137336 "137336 - 56717 - Median with Context and Table and Odd values"

The coach for the School Tennis Team needs to pick one of two players for the team. The table below shows the number of points each of the players scored in their last 7 games.

Name of player	Number of points scored on the last ten games
Brian	20,8,15,5,23,22,13
Camille	12,10,12,7,9,23,24

What is the **median** of number of points scored by Brian ?

Problem Set "Elapsed Time - LEVEL 2 SKILL BUILDING" id:[37824]**1) Assistment #234450 "234450 - Elapsed Time 3"**

When Mary last checked the clock it was 6:51 pm.

It is now 10:25 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

2) Assistment #234432 "234432 - Elapsed Time 2"

When Mary last checked the clock it was 1:47 pm.

It is now 3:00 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

3) Assistment #234394 "234394 - 215936 - Elapsed Time 1"

When Mark last checked his watch it was 1:00 pm.

It is now 4:15 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

4) Assistment #234460 "234460 - Elapsed Time 4"

When Travis last checked the clock it was 6:12 pm.

It is now 10:42 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

5) Assistment #234391 "234391 - 215936 - Elapsed Time 1"

When Eddie last checked his watch it was 6:00 pm.

It is now 8:53 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

6) Assistment #234483 "234483 - Elapsed Time 4"

When Dan last checked the clock it was 1:14 pm.
It is now 4:52 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

7) Assistment #234419 "234419 - Elapsed Time 2"

When Rachel last checked the clock it was 2:20 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

8) Assistment #234407 "234407 - Elapsed Time 2"

When Cindy last checked the clock it was 3:47 pm.
It is now 6:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

9) Assistment #234388 "234388 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 1:00 pm.
It is now 3:29 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

10) Assistment #234475 "234475 - Elapsed Time 4"

When Matt last checked the clock it was 5:17 pm.
It is now 9:39 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

11) Assistment #234446 "234446 - Elapsed Time 3"

When Anna last checked the clock it was 2:56 pm.
It is now 6:23 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

12) Assistment #234458 "234458 - Elapsed Time 3"

When Beth last checked the clock it was 1:34 pm.

It is now 5:19 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

13) Assistment #234380 "234380 - 215936 - Elapsed Time 1"

When Tony last checked his watch it was 5:00 pm.

It is now 7:32 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

14) Assistment #234437 "234437 - Elapsed Time 3"

When Sarah last checked the clock it was 4:36 pm.

It is now 8:10 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

15) Assistment #234436 "234436 - Elapsed Time 3"

When Danielle last checked the clock it was 7:38 pm.

It is now 10:23 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

16) Assistment #234471 "234471 - Elapsed Time 4"

When Andrew last checked the clock it was 5:19 pm.

It is now 8:52 pm.

How much time has elapsed?

Answer: __:__ __ (hours:minutes)

17) Assistment #234384 "234384 - 215936 - Elapsed Time 1"

When Jeff last checked his watch it was 1:00 pm.
It is now 3:20 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

18) Assistment #234381 "234381 - 215936 - Elapsed Time 1"

When Matt last checked his watch it was 7:00 pm.
It is now 9:21 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

19) Assistment #234406 "234406 - Elapsed Time 2"

When Cindy last checked the clock it was 2:31 pm.
It is now 5:00 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

20) Assistment #234386 "234386 - 215936 - Elapsed Time 1"

When Evan last checked his watch it was 7:00 pm.
It is now 9:33 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

21) Assistment #234456 "234456 - Elapsed Time 3"

When Lindsay last checked the clock it was 7:45 pm.
It is now 11:19 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)

22) Assistment #234434 "234434 - Elapsed Time 3"

When Kate last checked the clock it was 7:44 pm.
It is now 11:13 pm.
How much time has elapsed?

Answer: __:__ __ (hours:minutes)


Problem Set "Counting Methods - THE SKILL BUILDING SET" id:[15528]**1) Assistment #120292 "120292 - Calvin is making ..."**

Calvin is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make without sausage?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

2) Assistment #119978 "119978 - Jenny is ordering..."

Jenny is ordering a salad from the menu shown below. If she picks one item from each category, how many different salads can she make with peppers?

G arden reens alore		
Lettuce	Vegetable	Dressing
Iceberg Romaine Bibb	Tomatoes Carrots Peppers Onions	Vinaigrette Ranch Caesar

3) Assistment #120307 "120307 - Kaitlin is gettin..."

Kaitlin is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make without a large popcorn?

 Golden Reels Cinema 		
Popcorn	Snacks	Soda
Kiddie Medium Large Jumbo	Candy Bar Pretzel Hot Dog Ice Cream	Orange Soda Root Beer Ginger Ale

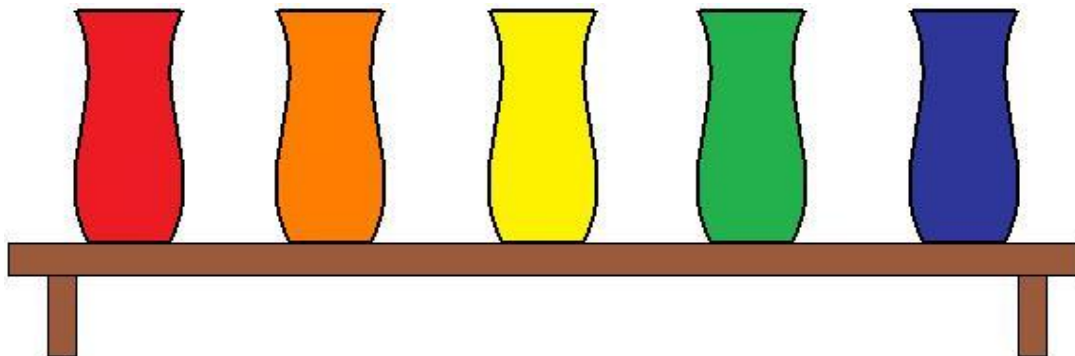
4) Assistment #120029 "120029 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with peppers?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

5) Assistment #119962 "119962 - How many ways can..."

How many ways can the vases shown below be organized on the shelf if the red vase does not move?



6) Assistment #120023 "120023 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with tomatoes?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

7) Assistment #119947 "119947 - Penny is going to..."

Penny is going to flip a coin 4 times. How many outcomes are there in which she gets tails a total of 3 times?

8) Assistment #119951 "119951 - Kenny is going to..."

Kenny is going to flip a coin 4 times. How many outcomes are there in which he gets heads a total of 0 times?

9) Assistment #120000 "120000 - Tim is making a p..."

Tim is making a pizza from the menu below. If he chooses one item from each category, how many different pizza combinations can he make with ham?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

10) Assistent #119917 "119917 - Blair is making a..."

Blair is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make without pepperoni?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

11) Assistent #120022 "120022 - Patty is making a..."

Patty is making a pizza from the menu below. If she chooses one item from each category, how many different pizza combinations can she make with mushrooms?

Pizza Pi's Pizzeria		\$6.99 special!
Meats	Vegetables	Crust
Pepperoni Ham Sausage Beef	Peppers Onions Tomatoes Mushrooms Spinach	Deep Dish Thin Crust Original

12) Assistent #120407 "120407 - Nancy is getting ..."

Nancy is getting snacks from the movie theater concession stand. If she picks one item from each category, how many different combinations can she make with an ice cream?

Problem Set "Range - THE SKILL BUILDING SET" id:[8979]**1) Assistment #58435 "58435 - 57506 - Range, Missing number, 8"**

What number should be added to the following list to get a range of 121?

52, 67, 27, 73, 24, 107, 84

- 85
 202
 145
 158
-

2) Assistment #58437 "58437 - 57506 - Range, Missing number, 8"

What number should be added to the following list to get a range of 129?

41, 55, 39, 67, 5, 101, 78

- 79
 191
 134
 161
-

3) Assistment #58386 "58386 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.67, 54.67, 32, 106, 6, 35, 143

4) Assistment #58442 "58442 - 30370 - range-table-female"

The coach for the lacross Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Shaun	10, 6, 17, 14, 25, 18, 8, 4, 23, 10
Julia	16, 19, 6, 9, 9, 2, 15, 30, 13, 11

What is the **range** number of points scored by Julia?

5) Assistment #58475 "58475 - 57508 - Range, with Context, 8"

Rachel's scores in 8 math tests are shown below. What is the range of Rachel's scores?

26, 31, 23, 29, 16, 24, 40, 48

6) Assistment #58251 "58251 - Range"

Calculate the **range** of the following numbers:

52, 43, 3, 124, 78, 137

7) Assistment #58372 "58372 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

52, 34, 9, 106, 84, 139, 106

8) Assistment #58420 "58420 - 57507 - Range, Missing number, 10"

What number should be added to the following list to get a range of 122?

50, 53, 65, 38, 88, 120, 99, 131, 146

- 19
 - 23
 - 24
 - 31
-

9) Assistment #58443 "58443 - 30370 - range-table-female"

The coach for the ping-pong Game needs to pick one of the two players for the team.

The table below shows the number of points each of the players scored in their last 10 games.

Name of player	Number of points scored on the last ten games
Daniel	16, 10, 19, 17, 20, 18, 13, 3, 26, 8
Amanda	18, 22, 5, 10, 12, 2, 21, 30, 16, 16

What is the **range** number of points scored by Amanda?

10) Assistment #58466 "58466 - 57511 - Range, with Context, 6"

The All-USA Physics team coach needs to pick one of two people for the All-USA Physics team. Points obtained by Gary and Ross are given below.

What is the range of points obtained by Ross?

Gary	15, 8, 18, 18, 16, 18
Ross	25, 20, 14, 23, 15, 29

11) Assistment #58378 "58378 - 57504 - Range, 7"

Calculate the **range** of the following numbers:

185.33, 31.67, 27, 114, 4, 31, 133

12) Assistment #58488 "58488 - 57509 - Range, with Context, 5"

Beth's scores in 5 history tests are shown below. What is the range of Beth's scores?

33, 20, 16, 52, 25

13) Assistment #58247 "58247 - Range"

Calculate the **range** of the following numbers:

54, 47, 12, 106, 91, 127

14) Assistment #58474 "58474 - 57508 - Range, with Context, 8"

Beth's scores in 8 math tests are shown below. What is the range of Beth's scores?

27, 32, 24, 26, 11, 30, 37, 48

15) Assistment #58458 "58458 - 57510 - Range, with Context, 7"

The All-USA Math team coach needs to pick one of two people for the All-USA Math team. Points obtained by Joe and Ross are given below.

What is the range of points obtained by Joe?

Joe	23, 28, 20, 12, 21, 19, 31
Ross	15, 9, 15, 19, 26, 16, 22

16) Assistment #58369 "58369 - 27424 - Find the Range"

Calculate the **range** of the following numbers:

54, 30, 14, 112, 93, 147, 112

17) Assistment #58250 "58250 - Range"

Calculate the **range** of the following numbers:

67, 37, 17, 118, 86, 137

18) Assistment #58399 "58399 - What number shoul..."

What number should be added to the following list to get a range of 128?

69, 46, 8, 124, 97

- 123
- 137
- 136
- 151

19) Assistment #58403 "58403 - What number shoul..."

What number should be added to the following list to get a range of 113?

59, 34, 15, 119, 77

- 118
- 129
- 128
- 140