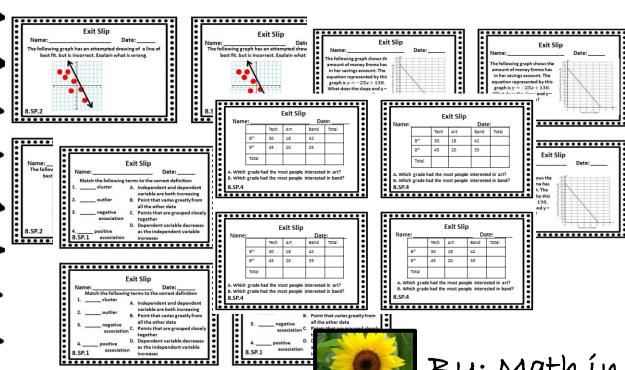
## 8th Grade Math CCSS Exit Slips Statistics & Probability



8.\$P.1 8.\$P.2 8.\$P.3 8.\$P.4

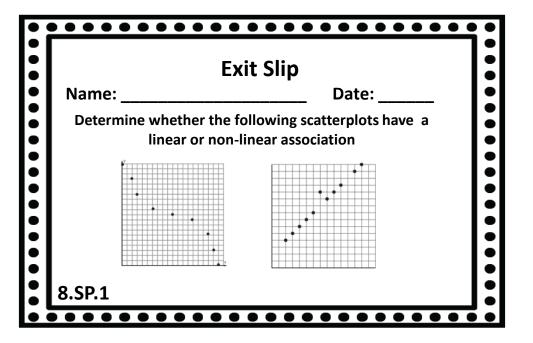
By: Math in the Midwest.

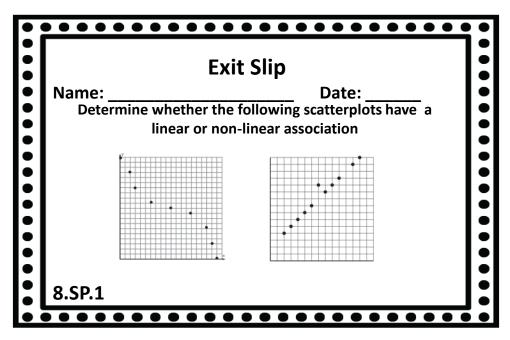
Exit Slip							
Name: Date:							
Match the followir	ng terms to the correct definition						
1 cluster	A. Independent and dependent variable are both increasing						
2 outlier	B. Point that varies greatly from all the other data						
3 negative association	C. Points that are grouped closely n together						
4 positive 8.SP.1 association	D. Dependent variable decreases as the independent variable increases						

	Ex	xit	Slip	
• I .	•	terr	Date: ms to the correct definition	
1 2	cluster outlier		Independent and dependent variable are both increasing	
3	negative association		Point that varies greatly from all the other data Points that are grouped closely together	
4 8.SP.1	positive association	D.	Dependent variable decreases as the independent variable increases	

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	Exit Slip							
	Name: Match the followin	Date: g terms to the correct definition	•					
•	1 cluster	A. Independent and dependent variable are both increasing	•					
•	2 outlier	B. Point that varies greatly from all the other data						
	3 negative association	C Points that are grouped closely	•					
•	4 positive	D. Dependent variable decreases as the independent variable	•					
	8.SP.1	increases	•					

	E	Exit Slip
Name: _ Mato	h the following	Date: g terms to the correct definition
1	cluster	A. Independent and dependent
2	outlier	variable are both increasing B. Point that varies greatly from
3	negative association	all the other data  C. Points that are grouped closely together
4 8.SP.1	_ positive association	D. Dependent variable decreases as the independent variable increases





	Exit Slip
	Date: er the following scatterplots have a or non-linear association
3.SP.1	

Exit Slip						
	Date: the following scatterplots have a non-linear association					
¥.	•••					
* * *	•					
3.SP.1						

### **Exit Slip** Name: \_\_\_\_\_ Date: The table shows the amount of time students spend doing homework per week and their overall GPA in school. Time(hours) 6 15 10 GPA 1.8 2.0 2.9 3.4 A. Identify the independent and dependent variables B. What relationship seems to exist between time **8.SP.1** studied and the GPA? ••••••

e: able shows the omework per w				spend doing
Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4

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Name:			_ Da		
The table shows t				-	
homework per	week a	ind their	overall G	iPA in scho	ool.
Time(hours)	4	6	10	15	1
GPA	1.8	2.0	2.9	3.4	
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A. Identify the	indepe	ndent an	d depen	dent varia	ble
B. What rela	•		•		
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e: table shows th omework per v				ts spend	_
Time(hours)	4	6	10	15	
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### ••••••• **Exit Slip** Name: \_\_\_\_\_ Date: The table shows the amount of time students spend doing homework per week and their overall GPA in school. 6 Time(hours) 10 15 3.4 **GPA** 1.8 2.0 2.9 On the back of the exit slip construct a scatterplot of the given information. Be sure to label the graph. 8.SP.1

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Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4
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## Exit Slip \_\_\_\_\_ Date: \_\_\_\_

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Name:

•••••••

Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4

A. Does there appear to be a linear or non-linear association?

8.SP.1<sup>B.</sup> Is there a positive or negative association?

### **Exit Slip**

••••••

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8.SP.1

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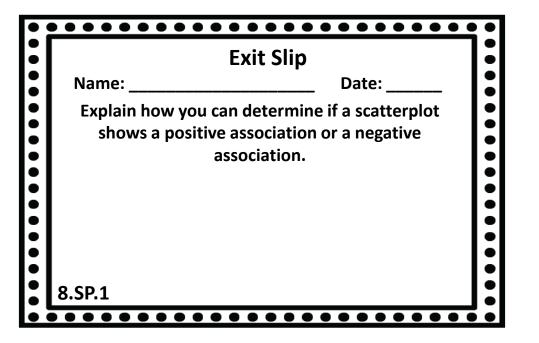
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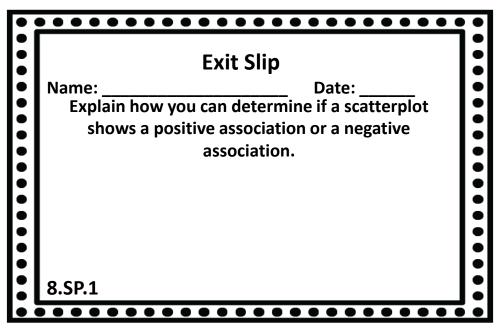
	Exit Slip	
	Name: Date:	•
• • • •	Explain how you can determine if a scatterplot shows a linear, non-linear, or no association.	••••
• • • •		• • • •
	8.SP.1	• • • •

• (		
•	Exit Slip	•
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	Exit Slip	•
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	8.SP.1	





	Exit Slip	•
•••••••	Name: Date: Explain how you can determine if a scatterplot shows a positive association or a negative association.	•••••••
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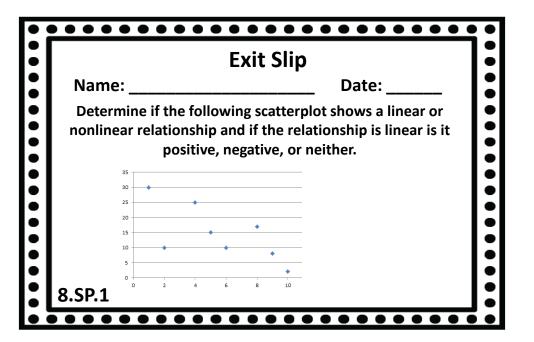
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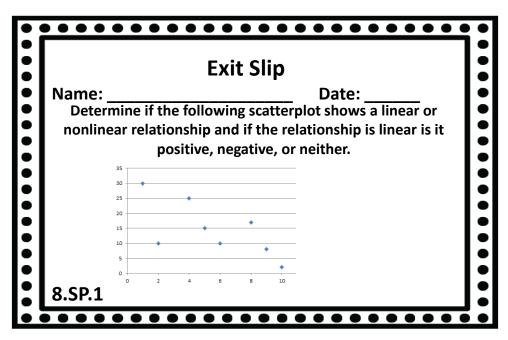
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	Name: Date:			
• • • •	Explain how you can determine if a scatterplot an outlier. Give a visual example of a scatterplot that has an outlier.	•		
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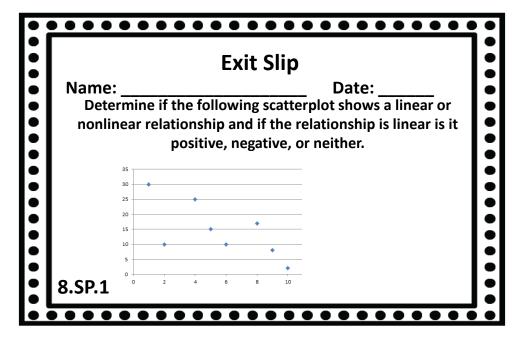
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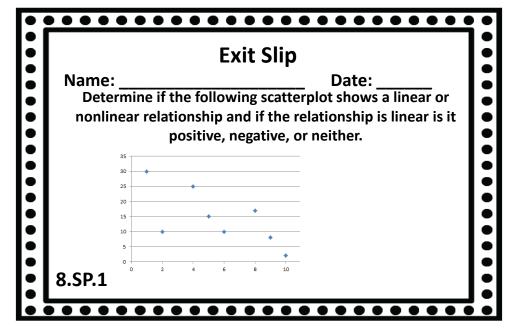
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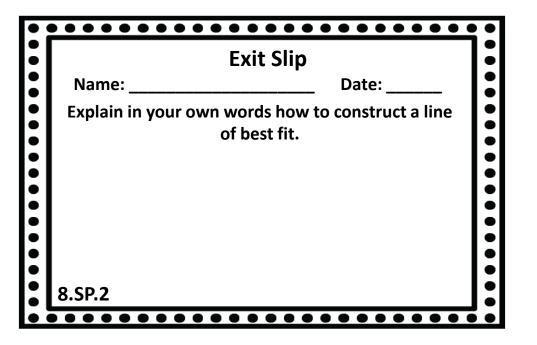
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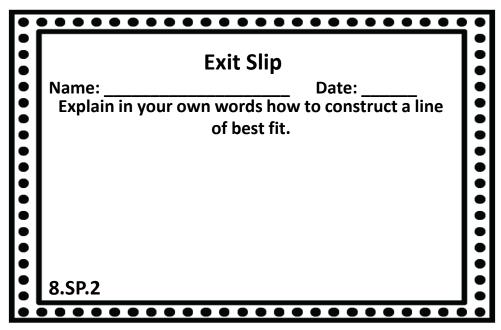






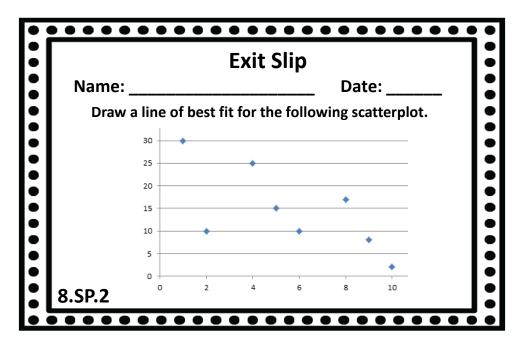


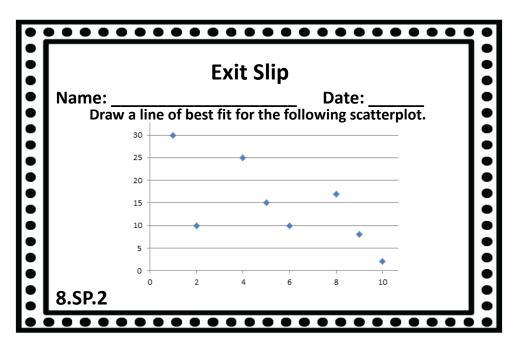


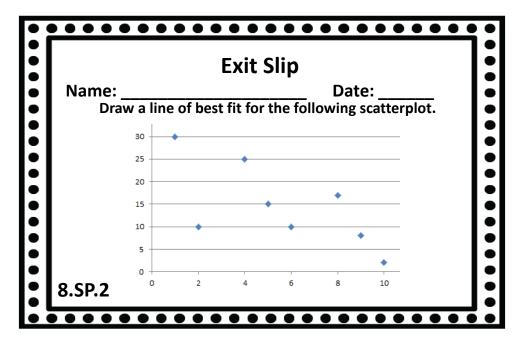


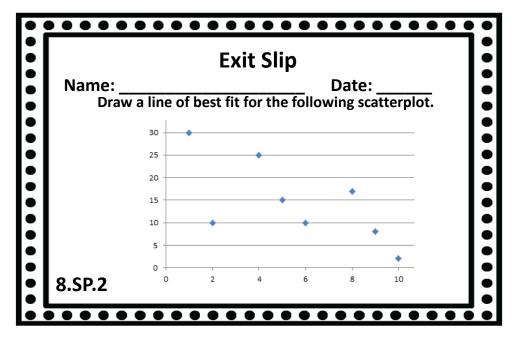
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	Explain in your own words how to construct a line of best fit.		
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	8.SP.2		

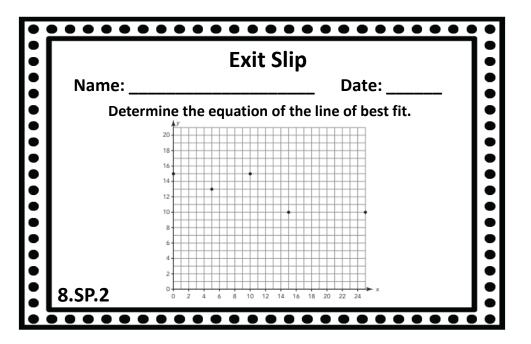
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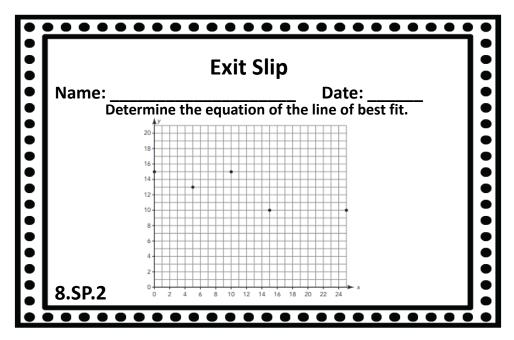


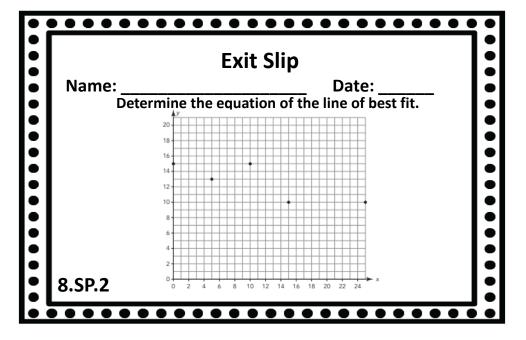


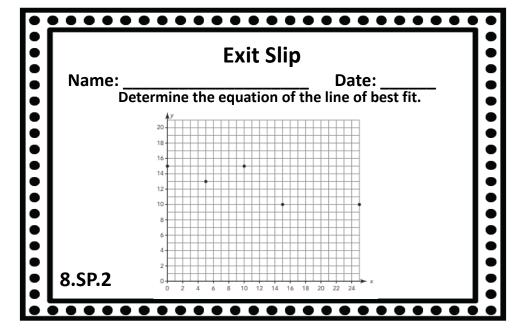










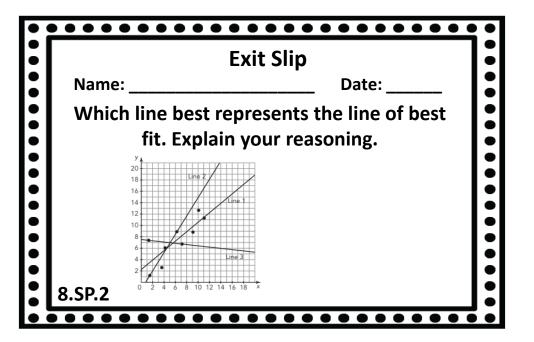


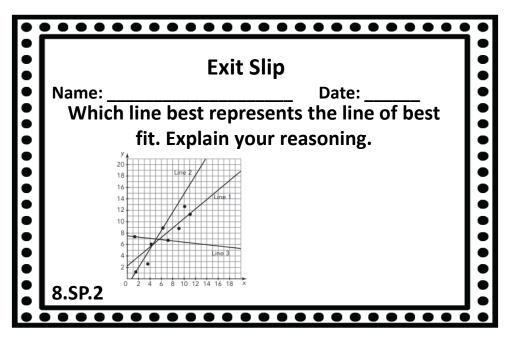
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•	Fill in th	e blanks	•		
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	is close to as many	as possible.			
	A line of best fit can be used to make				
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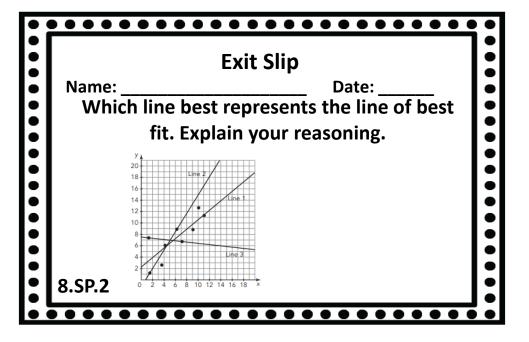
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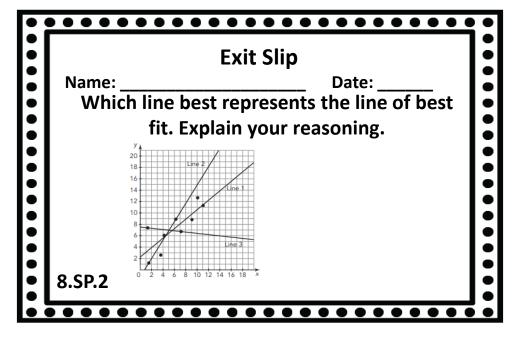
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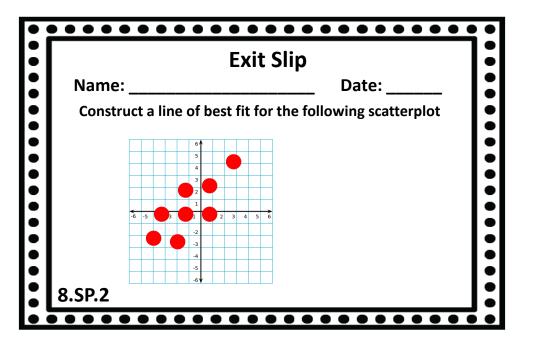
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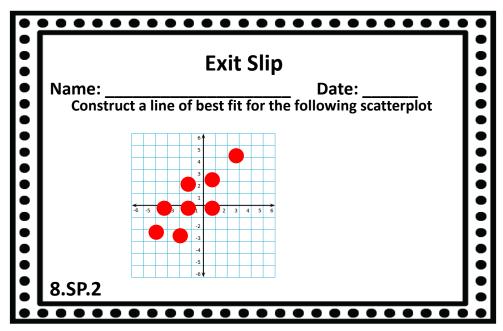


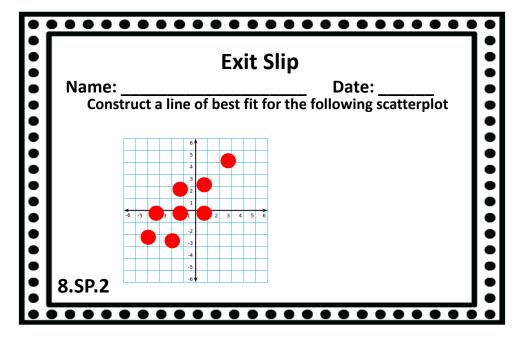


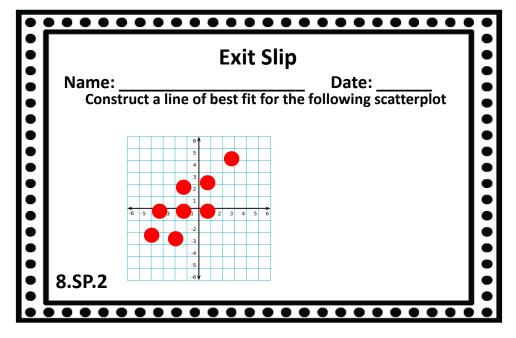


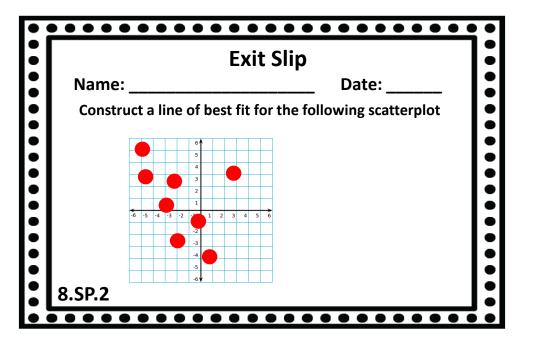


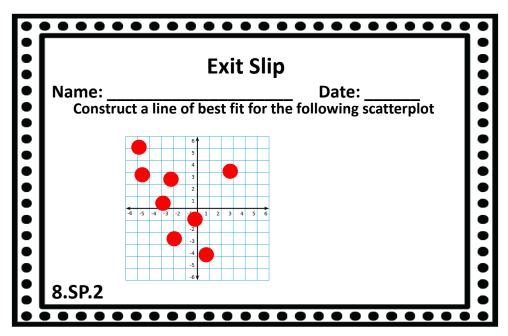


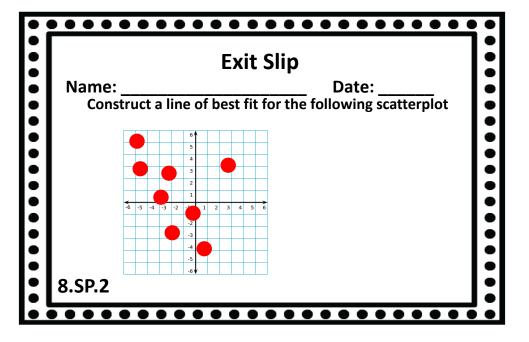


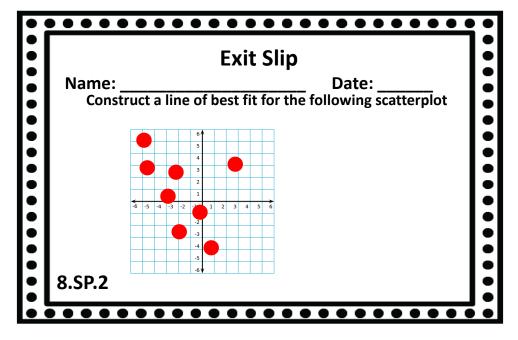


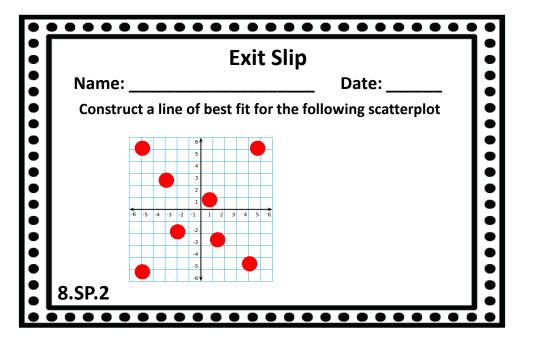


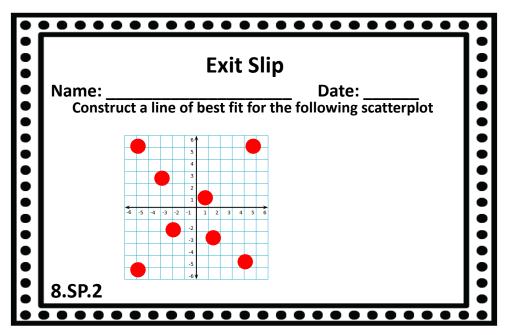


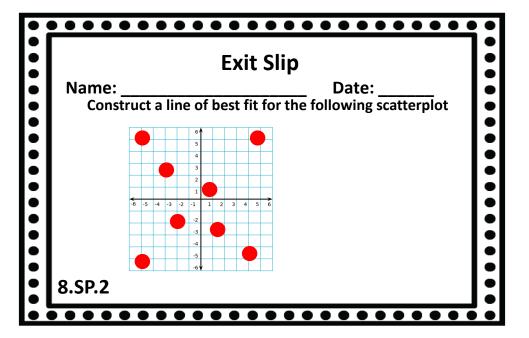


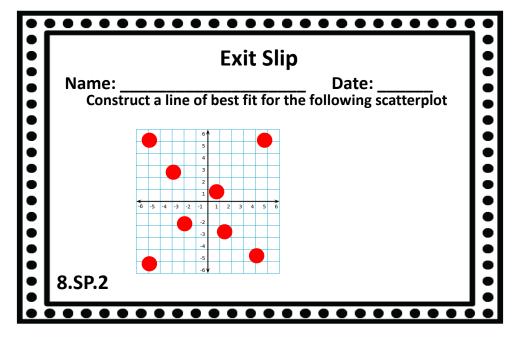


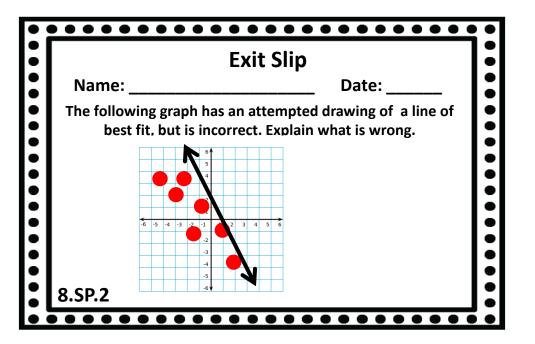


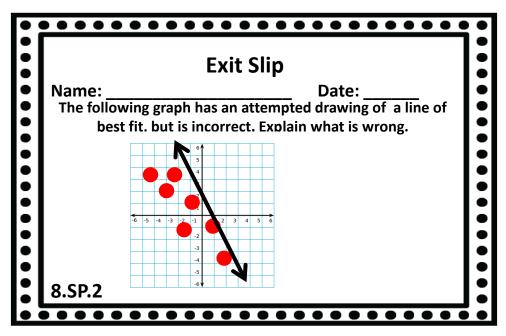


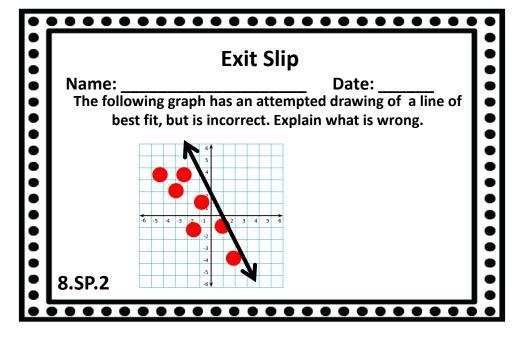


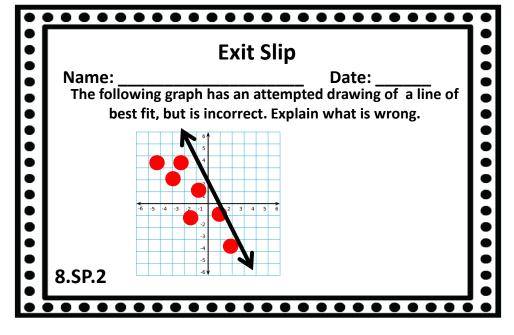


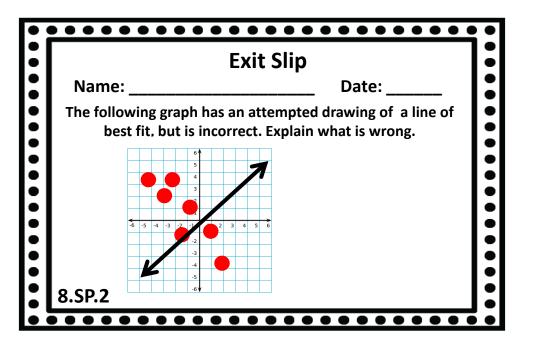


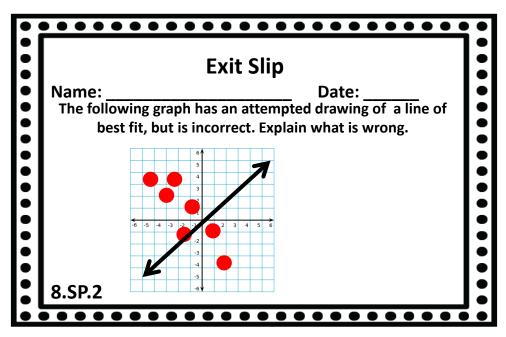


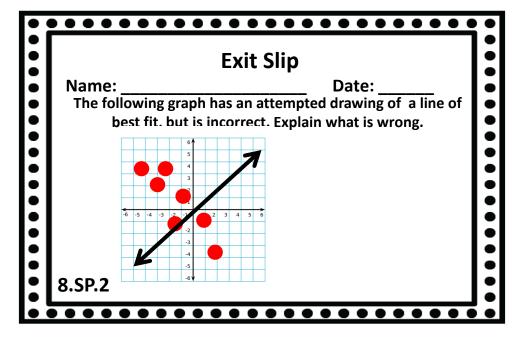


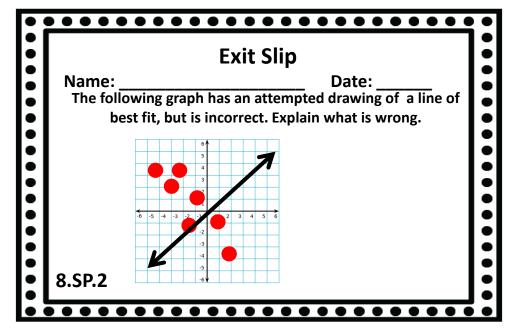












### **Exit Slip**

Name: \_\_\_\_\_ Date: \_\_\_\_

Which of the following equations about data could represent a negative linear association?

A. 
$$y = -2x + 4$$

B. 
$$y = 3x - 1$$

C. 
$$-y = 0.2x - 5$$

$$D. -y = -1.3x + 4$$

8.SP.3

### **Exit Slip**

••••••

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	Exit	Sli
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8.SP.3

# Exit Slip Name: \_\_\_\_\_\_ Date: \_\_\_\_\_ Alex recorded the growth of a plant over 10 weeks. The equation y = 0.32x + 5 represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks?

Exit Slip	
Name: Date:	•
Alex recorded the growth of a plant over 10	9
weeks. The equation $y=0$ . $32x+5$ represent	
the height (y) in inches over the time (x) in weeks.	•
How tall would the plant be after 4 weeks?	9
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8.SP.3	] •

•	Exit Slip	
•••••••	Name: Date: Alex recorded the growth of a plant over 10 weeks. The equation $y=0.32x+5$ represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks?	••••••
•••••	8.SP.3	• • • •

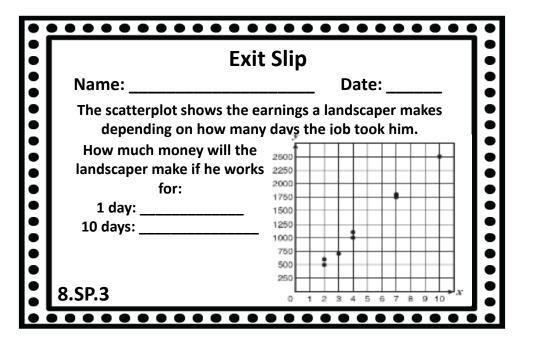
Exit Slip	
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8.SP.3	

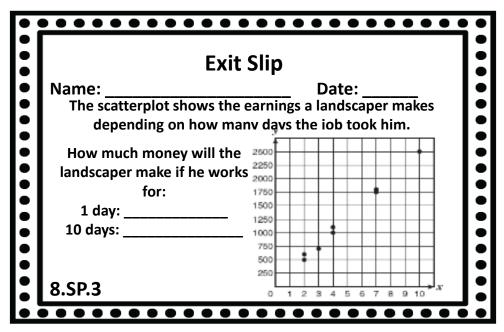
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	Name: Date:	
••••••	Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.	•••••
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	8.SP.3	
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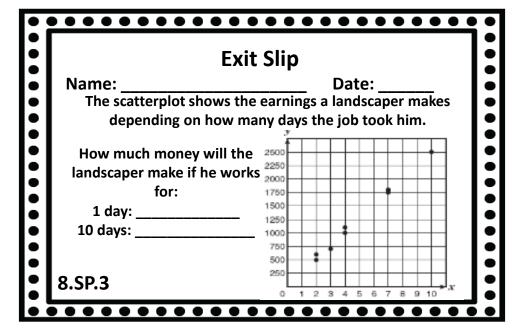
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•	Exit Slip	
	Name: Date: Explain the difference between interpolating and	
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•		
	8.SP.3	

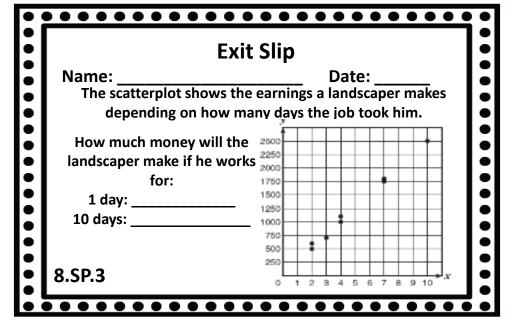
•	Exit Slip	
	Name: Date: Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.	
	8.SP.3	

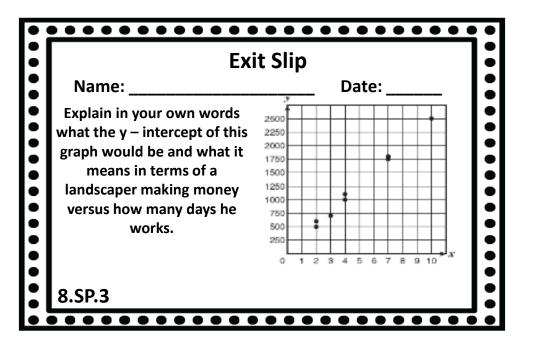
•	Exit Slip	
	Name: Date: Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.	
	8.SP.3	

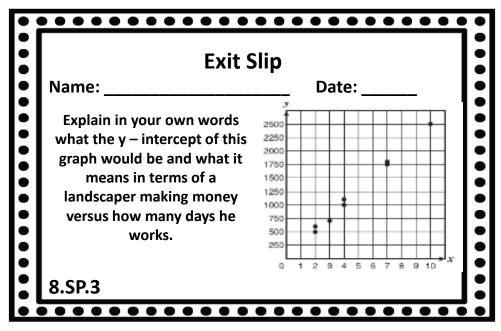


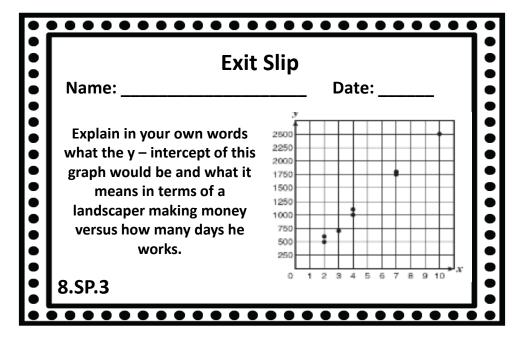


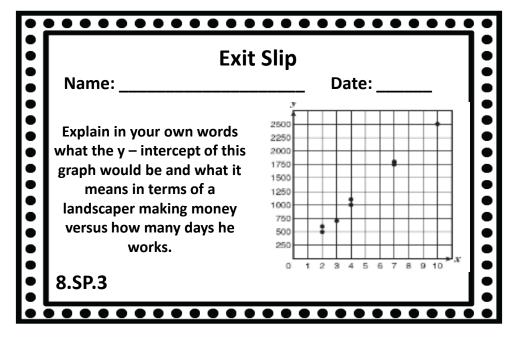






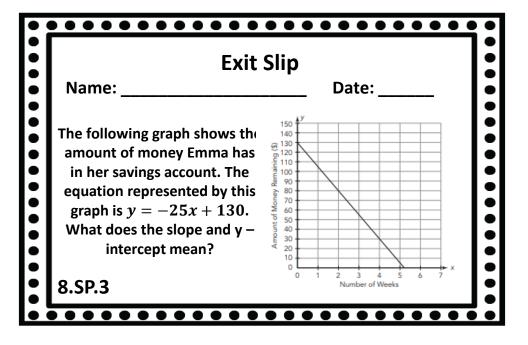


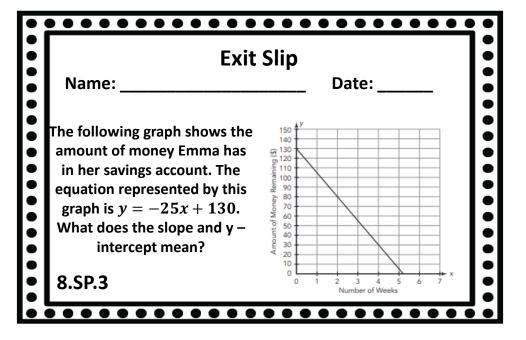


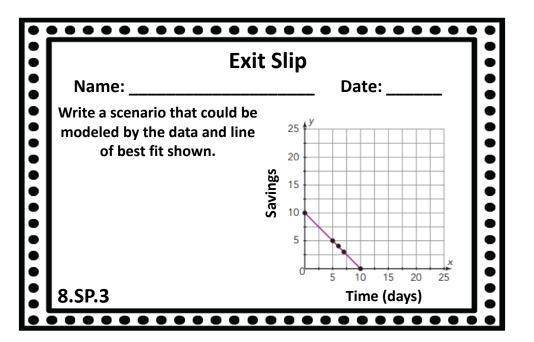


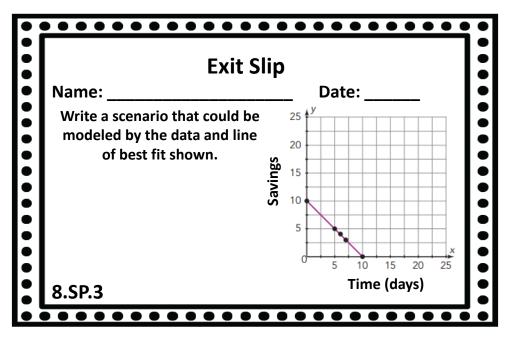
••••••• **Exit Slip** Date: Name: The following graph shows the amount of money Emma has € 130° 120 -110 in her savings account. The 100 equation represented by this 90 graph is y = -25x + 130. What does the slope and y -50 intercept mean? Number of Weeks 8.SP.3 

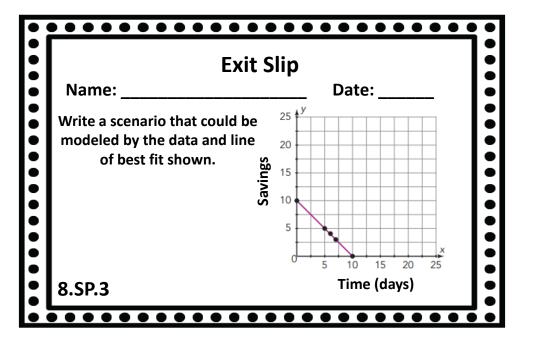
Name: Date:  The following graph shows the amount of money Emma has in her savings account. The equation represented by this graph is $y = -25x + 130$ .  What does the slope and y - intercept mean?		Exit SI	lip	•
amount of money Emma has in her savings account. The equation represented by this graph is $y=-25x+130$ .  What does the slope and $y-$ intercept mean?			•	•
	••••••••	amount of money Emma has in her savings account. The equation represented by this graph is $y=-25x+130$ . What does the slope and y intercept mean?	140 (\$) 130 130 130 100 90 80 80 80 90 90 90 90 90 90 90 90 90 90 90 90 90	•••••

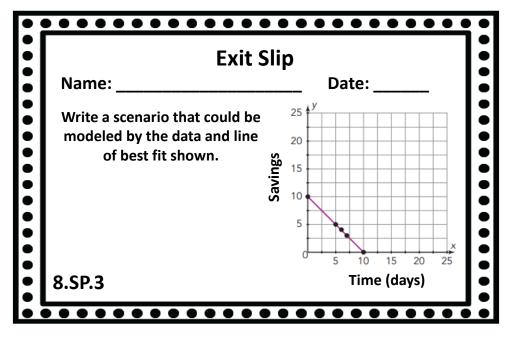


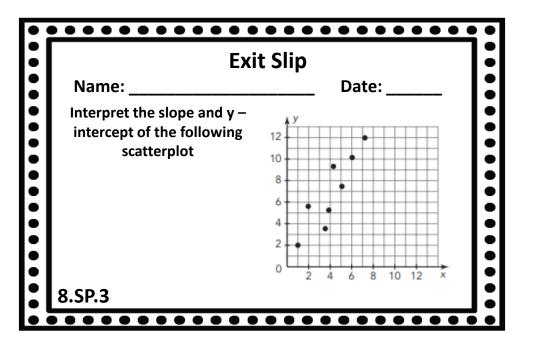


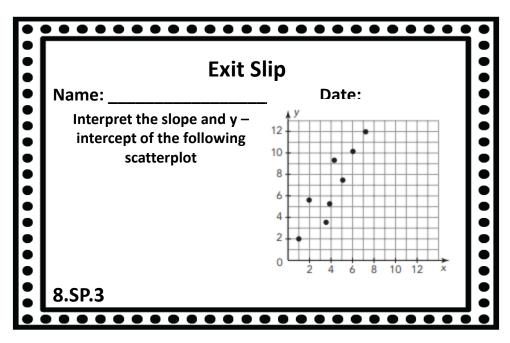


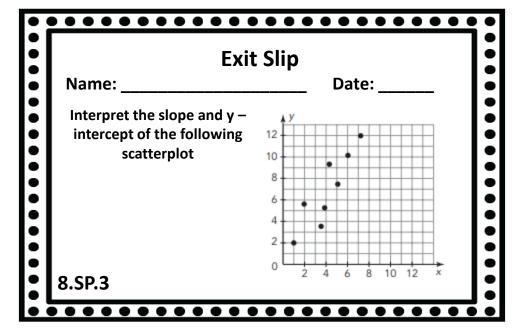


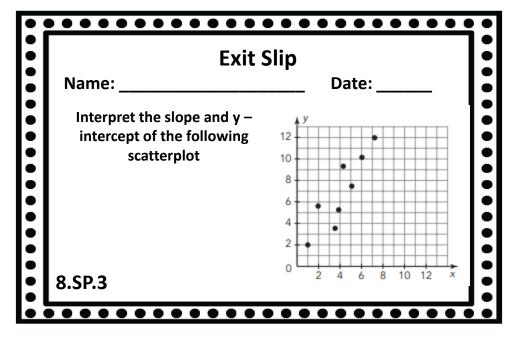


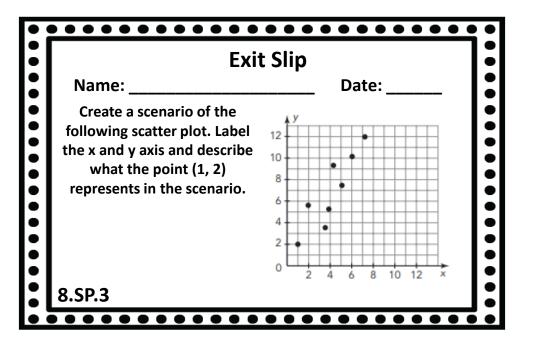


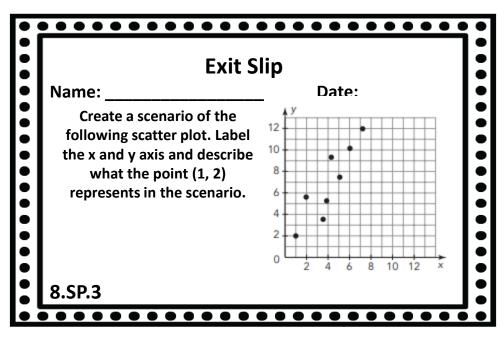


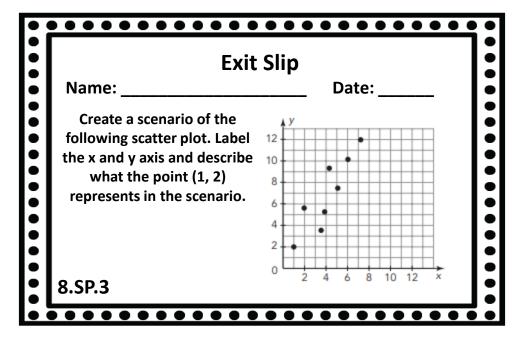


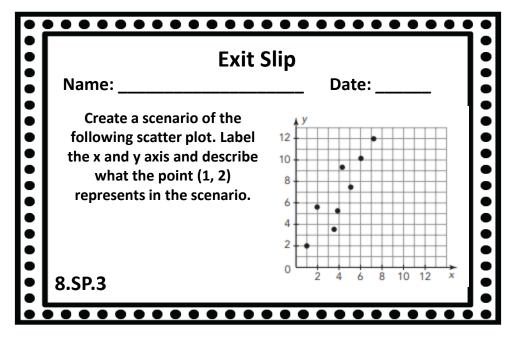










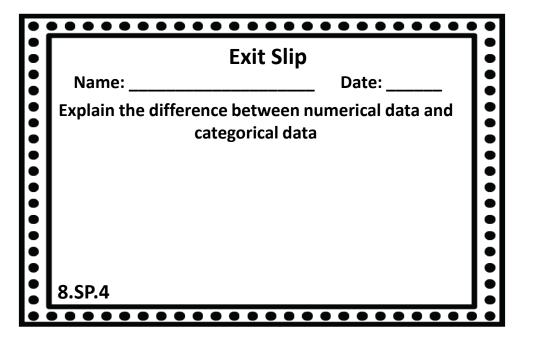


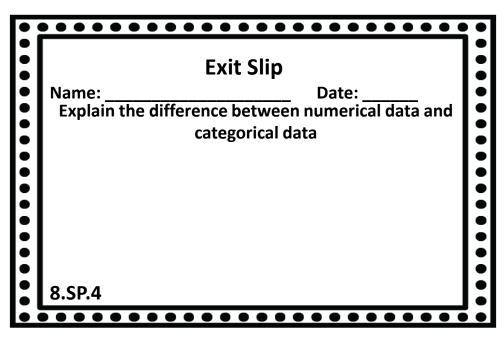
Exit	Slip
Name:	Date:
Match the following words to the correct definition.	A. Number of times a variable appears in a data
1 Categorical Data	set  B. Data that can be grouped
2 Frequency	into categories C. Percent or Proportion of
3 Relative Frequency	observations within a category of a data set
8.SP.4	· .

• (			i
:	Exit S	Slip	
•	Name:	Date:	Ŀ
	Match the following words to the correct definition.  1. Categorical Data	A. Number of times a variable appears in a data set	
	2 Frequency	<ul><li>B. Data that can be grouped into categories</li><li>C. Percent or Proportion of</li></ul>	
	3 Relative Frequency 8.SP.4	observations within a category of a data set	
		••••••	<b>j</b> (

Exit S	Slip
Name:	Date:
Match the following words to	
the correct definition.	A. Number of times a variable appears in a data
1 Categorical Data	set
	B. Data that can be grouped
2 Frequency	into categories
	C. Percent or Proportion of
3 Relative Frequency	observations within a
0.CD 4	category of a data set
8.SP.4	<i>5 ,</i>

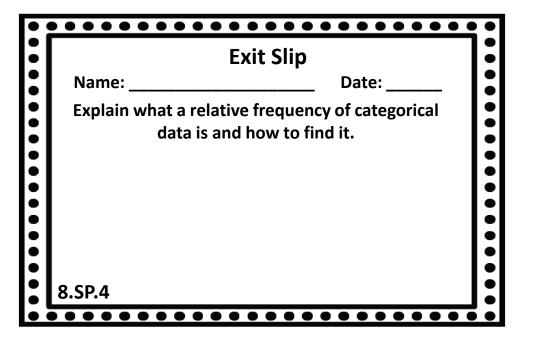
Exit S	Slip
Name:	Date:
Match the following words to the correct definition.	A. Number of times a
1 Categorical Data	variable appears in a data set
2 Frequency	B. Data that can be grouped into categories
3 Relative Frequency	C. Percent or Proportion of observations within a
8.SP.4	category of a data set

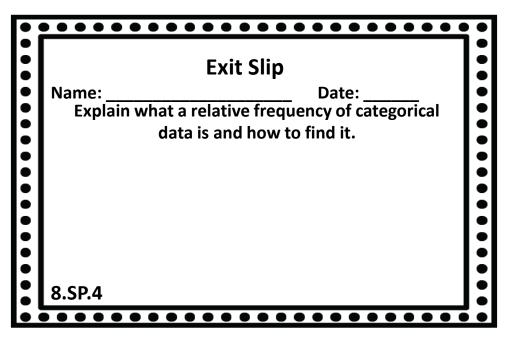




	Exit Slip	
•	Name: Date:	•
• • • •	Explain the difference between numerical data and categorical data	
	8.SP.4	
•		

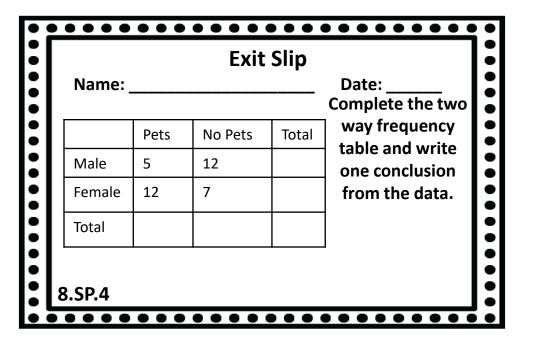
•	••••••	•
	Exit Slip	
•	Name: Date:	•
	Explain the difference between numerical data and categorical data	•
:		:
•		•
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•	8.SP.4	

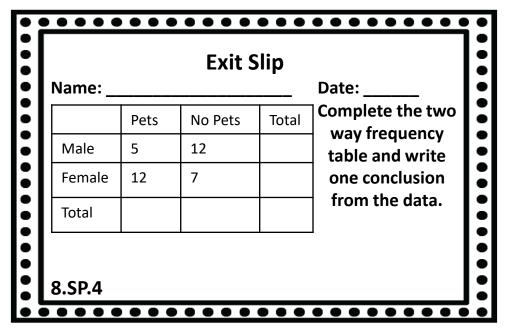




	Exit Slip
Name:	Date:
Explain wh	nat a relative frequency of categorical data is and how to find it.
10 1	
8.SP.4	

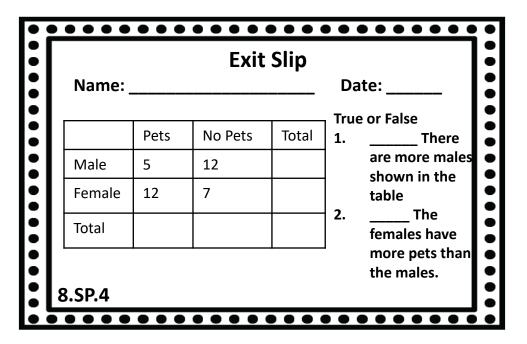
	Exit Slip
Name:	Date:
<b>■</b> -	tive frequency of categorical nd how to find it.
8.SP.4	





Name:		Exit	Slip	Date: Complete the two
	Pets	No Pets	Total	way frequency table and write
Male	5	12		one conclusion
Female	12	7		from the data.
Total				1

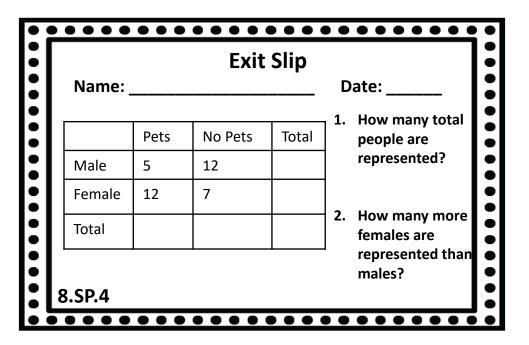
Name:			Slip 	Date:
	Pets	No Pets	Total	way frequency table and write
Male	5	12		one conclusion
Female	12	7		from the data.
Total				1
8.SP.4	1	'		_

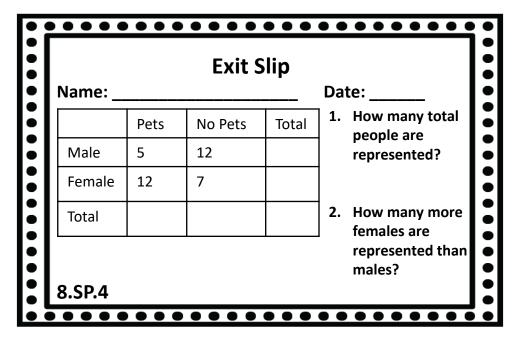


me:	Exit	Slip 	Date:
Pe	ets No Pets	Total	True or False 1. There
1ale 5	12		are more male
emale 12	2 7		shown in the table
otal			2 The
	2 7		table

Name:		Exit	Slip		ate: e or False
	Pets	No Pets	Total	] 1.	There
Male	5	12		1	are more males shown in the
Female	12	7		2.	table The
Total				]	females have
8.SP.4			<u> </u>		more pets than the males.

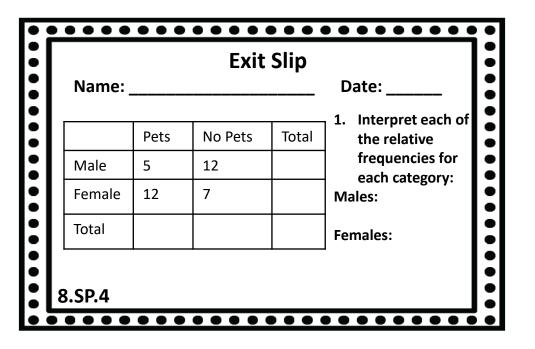
Name:		EXIT	Slip	Date	:
				True or	False
	Pets	No Pets	Total	1	There
Male	5	12			re more males nown in the
Female	12	7		ta	able The
Total				fe	males have
8.SP.4		'			ore pets than ne males.

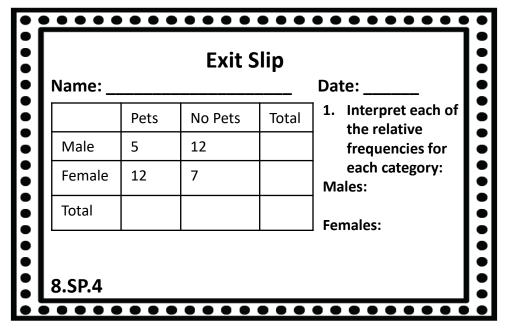




Name:					ate: How many total
	Pets	No Pets	Total		people are
Male	5	12			represented?
Female	12	7		2.	How many more
Total					females are
	l				represented than males?

		Exit	Slip		
Name:				C	oate:
				1.	How many total
	Pets	No Pets	Total		people are represented?
Male	5	12			representeur
Female	12	7		2.	How many more
Total					females are
8.SP.4		'			represented than males?

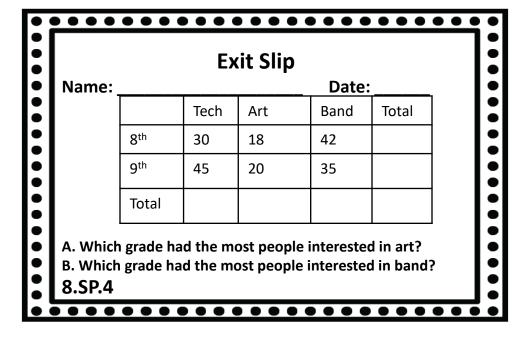


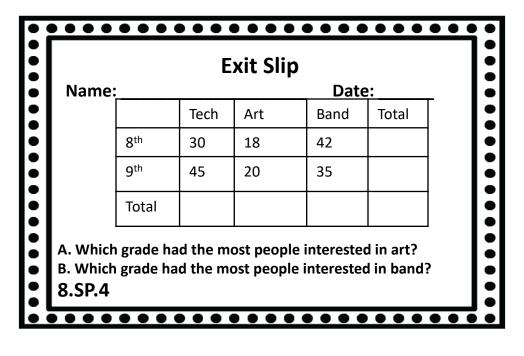


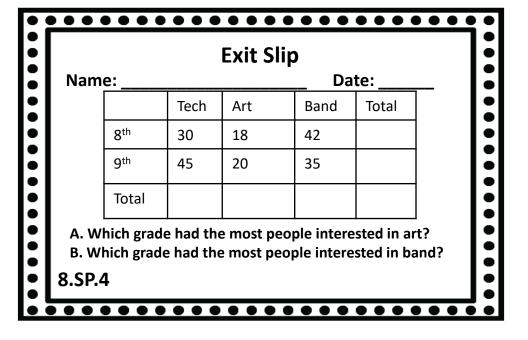
Name:		Exit	Slip	Date: 1. Interpret each of
	Pets	No Pets	Total	the relative
Male	5	12		frequencies for each category:
Female	12	7		Males:
Total				Females:

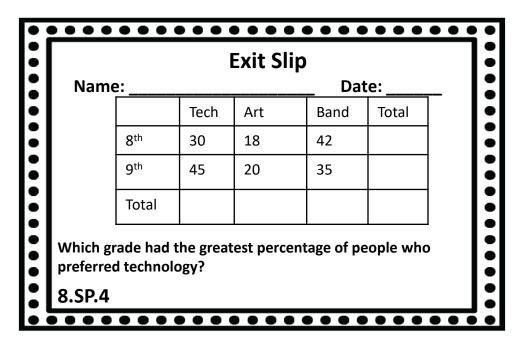
Name:				Date:
	Pets	No Pets	Total	1. Interpret each of the relative
Male	5	12	Total	frequencies for each category:
Female	12	7		Males:
Total				Females:

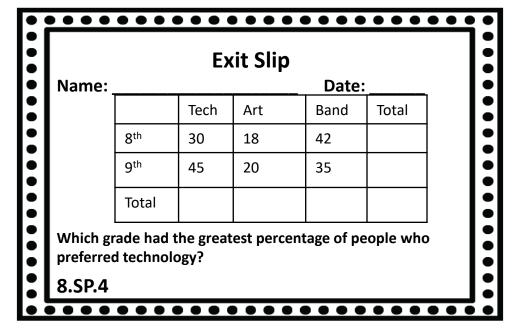
#### **Exit Slip** Name: Date: Tech Art Band Total 8<sup>th</sup> 18 30 42 **9**th 45 20 35 Total A. Which grade had the most people interested in art? B. Which grade had the most people interested in band? 8.SP.4

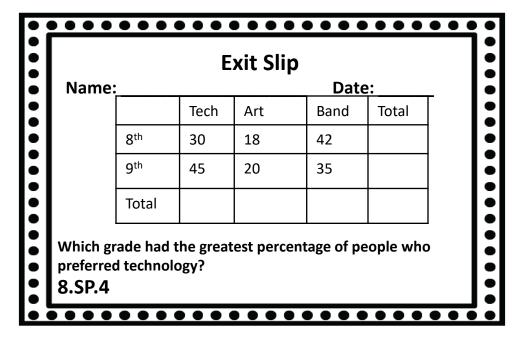


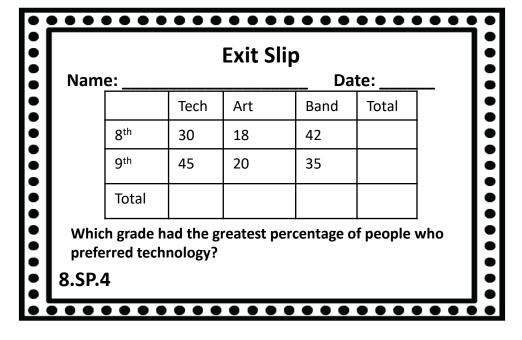








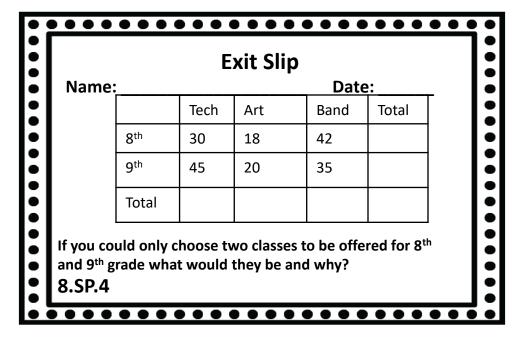


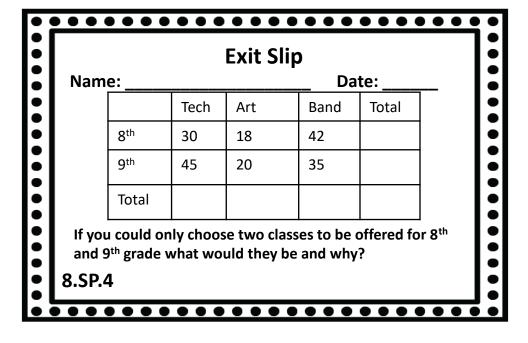


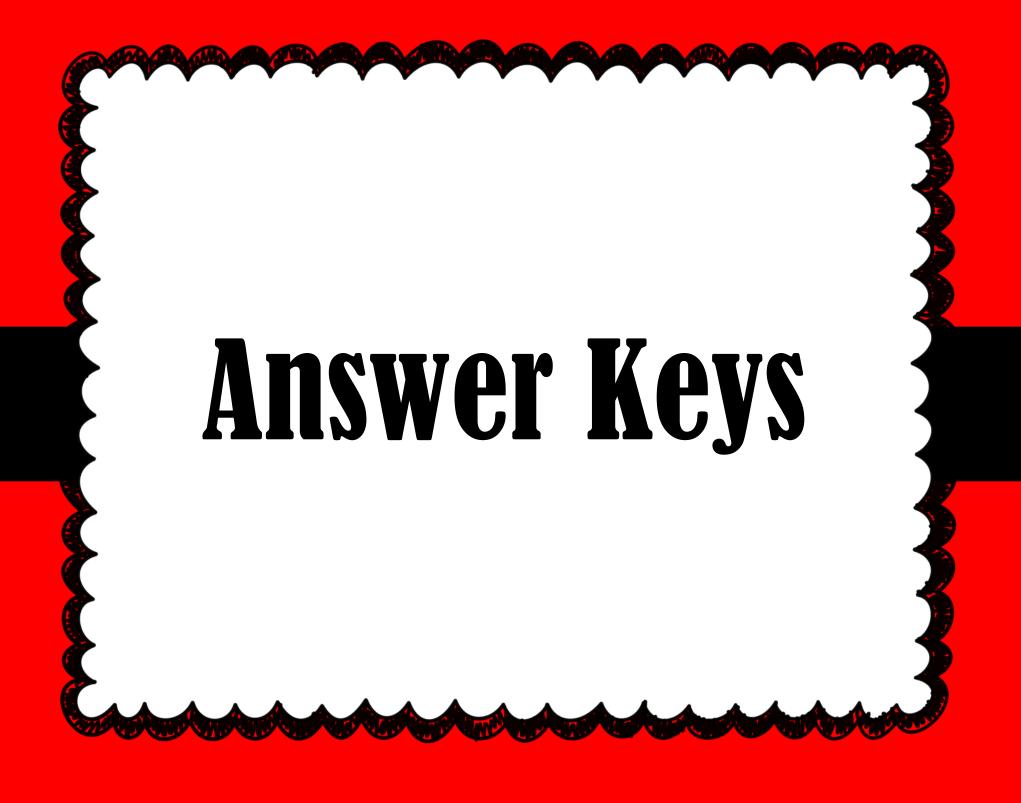
#### **Exit Slip** Name: Date: Tech Art Band Total 8<sup>th</sup> 30 18 42 **9**th 45 20 35 Total

If you could only choose two classes to be offered for 8<sup>th</sup> and 9<sup>th</sup> grade what would they be and why?

		Ех	it Slip			
Name:				Date		
		Tech	Art	Band	Total	
	8 <sup>th</sup>	30	18	42		
	9 <sup>th</sup>	45	20	35		
	Total					
			wo classes they be ar		red for 8 <sup>th</sup>	ำ
8.SP.4						





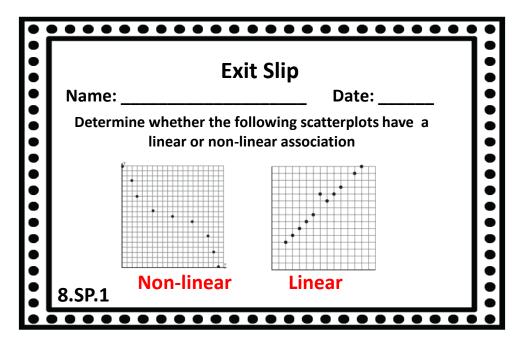


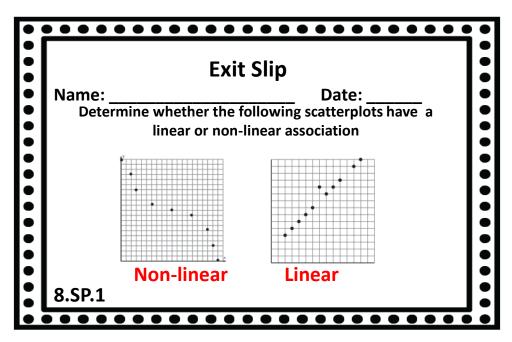
Exit Slip					
Name:		Date:			
Match	the following	g terms to the correct definition			
1. <u>C</u>	_ cluster	A. Independent and dependent variable are both increasing			
2. <u>B</u>	_ outlier	B. Point that varies greatly from all the other data			
3. <u>D</u>	_ negative association	C. Points that are grouped closely together			
4 8.SP.1	positive association	D. Dependent variable decreases as the independent variable			

•		
Ex	xit Slip	•
	Date: terms to the correct definition	•
1. <u>C</u> cluster  2. <u>B</u> outlier	A. Independent and dependent variable are both increasing     B. Point that varies greatly from	•
3. D negative association	all the other data  C. Points that are grouped closely together	•
4. A positive association	D. Dependent variable decreases as the independent variable increases	•
	• • • • • • • • • • •	

		E	xi	t Slip
N	ame: Matcl	_	te	Date: rms to the correct definition
2	. <u>B</u>	_ cluster _ outlier		Independent and dependent variable are both increasing Point that varies greatly from
3	. <u>D</u>	_ negative association	C.	all the other data Points that are grouped closely together
8.9	<mark>A</mark> SP.1	positive association	D.	Dependent variable decreases as the independent variable increases

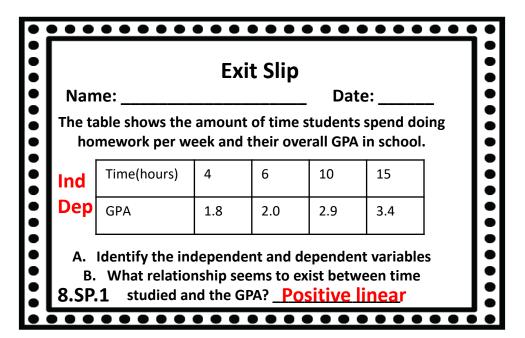
	Exit Slip
Name: Match the	Date: following terms to the correct definition
	ster A. Independent and dependent variable are both increasing
	B. Point that varies greatly from
	sociation C. Points that are grouped closely together
4. <u>A</u> posi	tive D. Dependent variable decreases ssociation as the independent variable increases

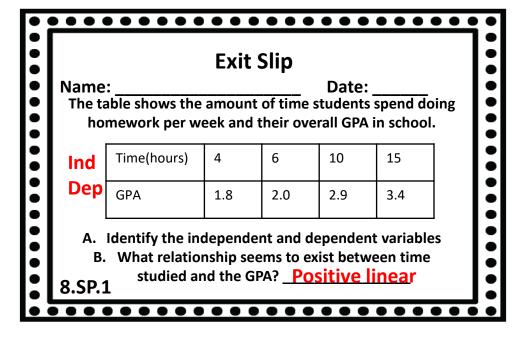




Exit	: Slip
Name:	Date:
	ollowing scatterplots have a
linear or non-	linear association
<i>y</i>	· · · · · · · · · · · · · · · · · · ·
•	
•	
•	•
•	
Non-linear	Linear
3.SP.1	2

	Exit Slip
	Date: the following scatterplots have a non-linear association
¥ •	
• • •	•
Non-linea	r Linear





		Ex	it Slip			
Nan		·ho ama	unt of tir	_ Dat		<u>-</u> -:
	table shows to nomework per				-	
Ind	Time(hours)	4	6	10	15	
Dep	GPA	1.8	2.0	2.9	3.4	
Α	. Identify the B. What rela	-		-		
		-			e linear	

	e: table shows th omework per v	e amoun			spend doing
Ind	Time(hours)	4	6	10	15
Dep	GPA	1.8	2.0	2.9	3.4
	Identify the in B. What relation studied a	onship se		xist betw	veen time

#### ••••••• **Exit Slip** Name: \_\_\_\_\_ Date: The table shows the amount of time students spend doing homework per week and their overall GPA in school. 6 Time(hours) 10 15 3.4 **GPA** 1.8 2.0 2.9 On the back of the exit slip construct a scatterplot of the given information. Be sure to label the graph. 8.SP.1

#### **Exit Slip** Name: Date: The table shows the amount of time students spend doing homework per week and their overall GPA in school. Time(hours) 6 10 15 GPA 1.8 2.0 2.9 3.4 On the back of the exit slip construct a scatterplot of the given information. Be sure to label the graph. 8.SP.1 ••••••

	ole shows t nework per	he amou			ts spend
Tin	ne(hours)	4	6	10	15
GP	'A	1.8	2.0	2.9	3.4
On the	A  e back of the	ne exit sli	p constru	uct a scat	terplot of

Name: The table shows the homework per	ne amour			spend doin
Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4
On the back of th given inforn 8.SP.1	•			•

#### **Exit Slip** Date: Name: \_\_\_\_\_ The table shows the amount of time students spend doing homework per week and their overall GPA in school. Time(hours) 6 10 15 GPA 1.8 2.0 2.9 3.4 A. Does there appear to be a linear or non-linear association? Linear

B. Is there a positive or negative association? positive

Name: The table shows the homework per w				
Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4
A. Does there	asso	ciation?	Linea	•

	ne: e table shows t homework per	he amou			ts spend do
	Time(hours)	4	6	10	15
	GPA	1.8	2.0	2.9	3.4
8.SP	A. Does ther	as	sociatio	n? Line	ar ociation?

Name: The table shows th homework per v	e amoun			spend doing
Time(hours)	4	6	10	15
GPA	1.8	2.0	2.9	3.4
A. Does there	ass	ociation	P Line	ear

#### **Exit Slip** Date: Name: The table shows the amount of time students spend doing homework per week and their overall GPA in school. Time(hours) 6 10 15 GPA 3.0 2.0 2.9 3.4 A. Does there appear to be a potential outlier? If so, explain why it is a potential outlier. (4, 3.0) because it varies greatly from the other

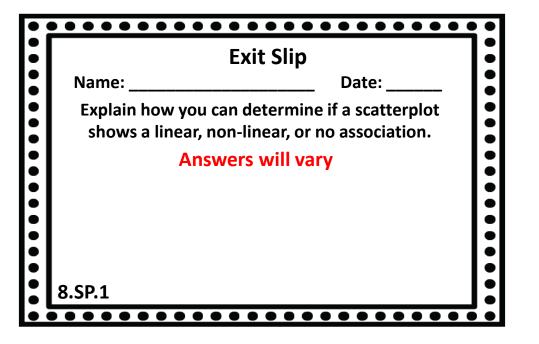
data points

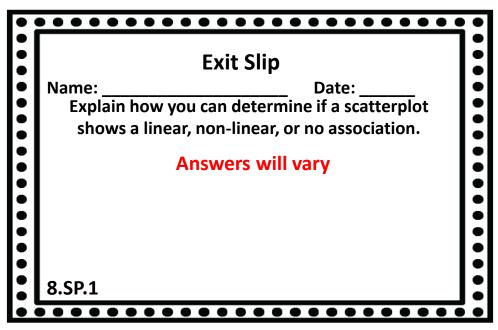
••••••

	ws the amoun c per week and			
Time(h	ours) 4	6	10	15
GPA	3.0	2.0	2.9	3.4
	nere appear to explain why it 3.0) because it	is a poter	ntial outli eatly fron	er.

ne: e table shows t homework per				ts spend do
Time(hours)	4	6	10	15
GPA	3.0	2.0	2.9	3.4

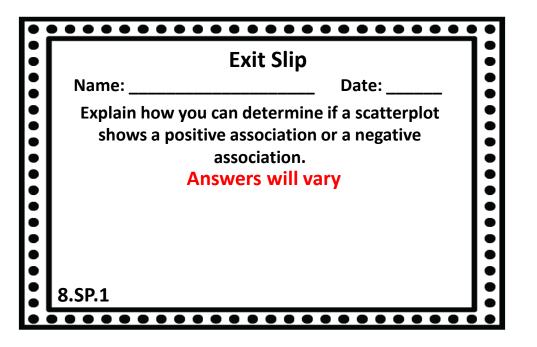
Name:		Slip	Date student	
homework pe				
Time(hours	3) 4	6	10	15
GPA	3.0	2.0	2.9	3.4
	plain why it	is a pote	ntial out greatly fi	•





•	• • • • • • • • • • • • • • • • • • • •	•
	Exit Slip	
•	Name: Date:	•
•	Explain how you can determine if a scatterplot	•
	shows a linear, non-linear, or no association.	
	Answers will vary	
•	, ,	•
•		•
•		
	8.SP.1	
•	0.JF.1	•
•		

	Exit Slip	
	Name: Date: Explain how you can determine if a scatterplot shows a linear, non-linear, or no association.	
•	Answers will vary	
	8.SP.1	
•		

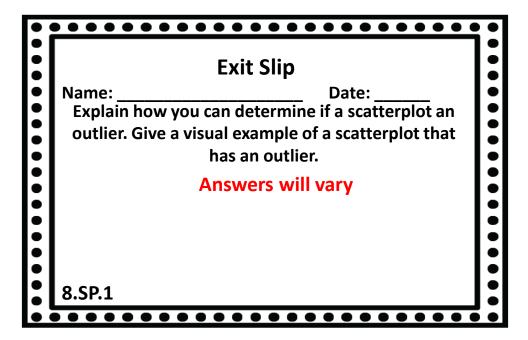




	Exit Slip	
•	Name: Date: Explain how you can determine if a scatterplot	•
• • • • • •	shows a positive association or a negative association.	:
•	Answers will vary	
•		
	8.SP.1	

Exit Slip
Name: Date: Explain how you can determine if a scatterplot shows a positive association or a negative association. Answers will vary
8.SP.1

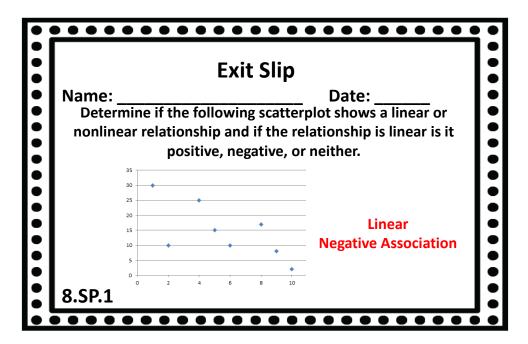
•	• • • • • • • • • • • • • • • • • • • •	
•	Exit Slip	
	Name: Date:	
• • • •	Explain how you can determine if a scatterplot an outlier. Give a visual example of a scatterplot that has an outlier.	• • • •
• • •	Answers will vary	
•••	8.SP.1	
•		

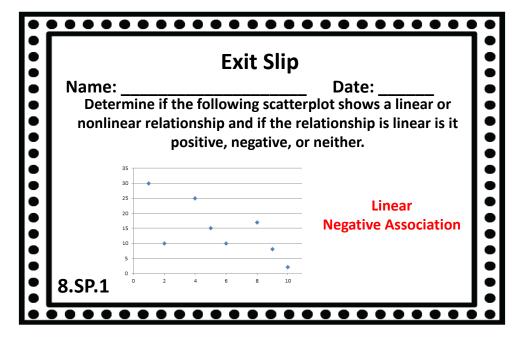


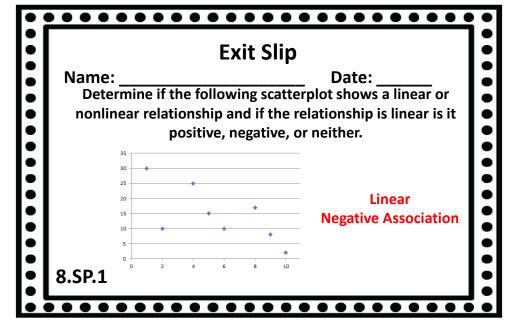
	• • • • • • • • • • • • • • • • • • • •	
	Exit Slip	
•	Name: Date:	•
•	Explain how you can determine if a scatterplot an	•
	outlier. Give a visual example of a scatterplot that	
•	has an outlier.	
	Answers will vary	
•		•
•		•
	8.SP.1	
١	0.JP.1	•
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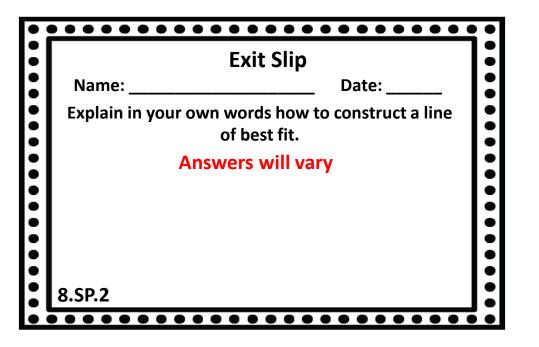
	Exit Slip	
• • • • •	Name: Date: Explain how you can determine if a scatterplot an outlier. Give a visual example of a scatterplot that has an outlier.	
• • • • •	Answers will vary	
	8.SP.1	

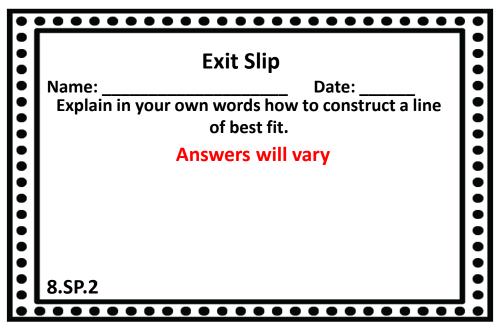
Exit Slip							
Nam	ne:						Date:
nonlinear relationship and if the relationship is linear is it positive, negative, or neither.							
		P		•		•	
	35						
			•				
	30	<b>P</b> •	•		•		Linear
	30 25 20		+		•		Linear Negative Association
	30 25 20	+	+	•	+	·	





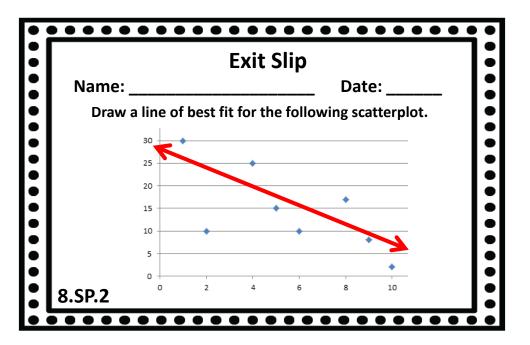


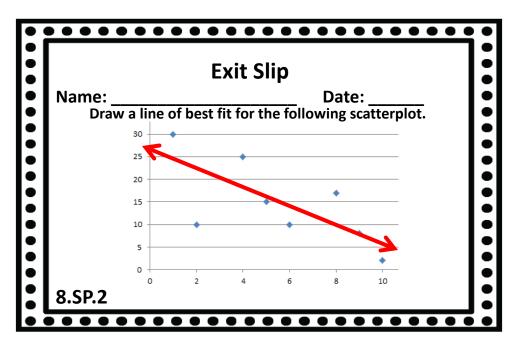


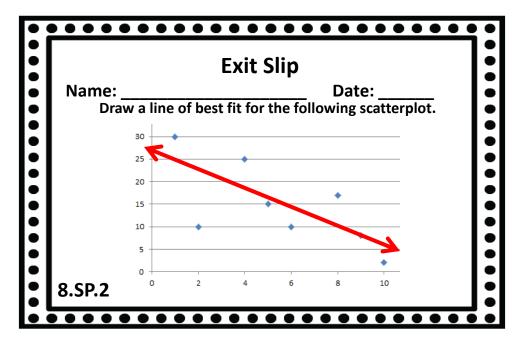


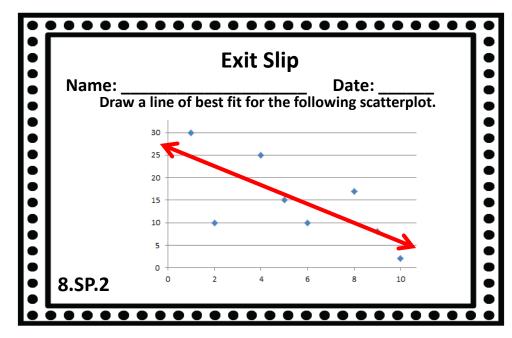
	Evit Clin	
• • • •	Exit Slip  Name: Date:  Explain in your own words how to construct a line of best fit.	• • • •
• • • •	Answers will vary	•
• • • •	8.SP.2	
•		

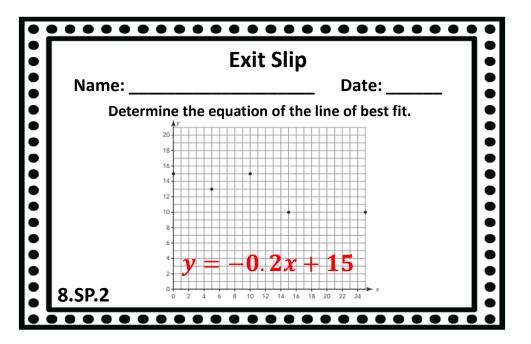
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•	Name: Date: Explain in your own words how to construct a line of best fit.	
• • • • •	Answers will vary	
	8.SP.2	

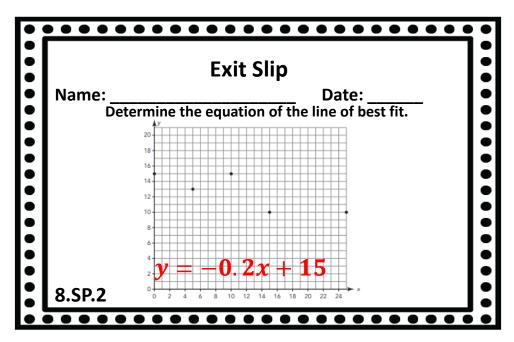


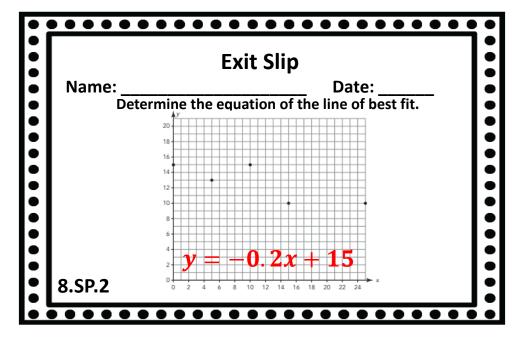


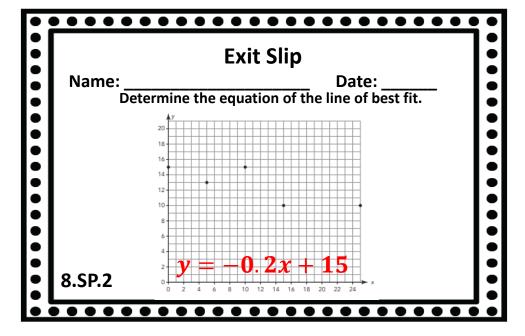












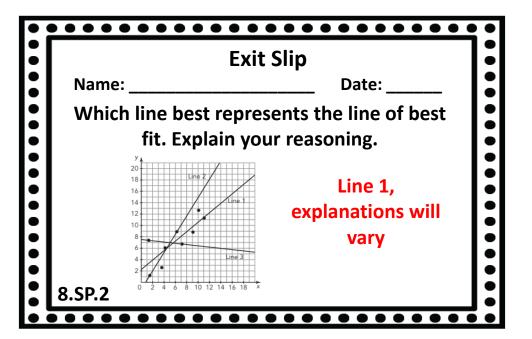
	Exit Slip	•
•	Name: Date:	
	Fill in the blanks	•
• • • • •	A line of best fit is a <u>straight</u> line that	•
	is close to as many <u>points</u> as possible.	
•	A line of best fit can be used to make	•
:	predicationsabout the data.	
•		•
:	8.SP.2	

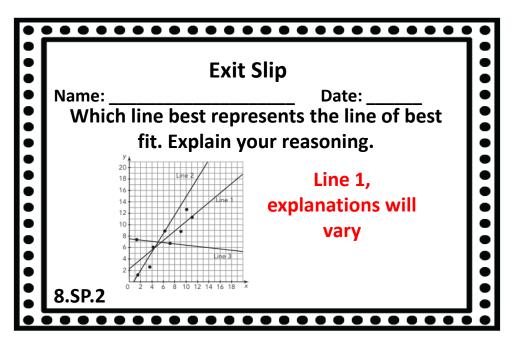
Exit Slip
Name: Date: Fill in the blanks
A line of best fit is a straight line that is close to as many points as possible.  A line of best fit can be used to make predications about the data.
8.SP.2

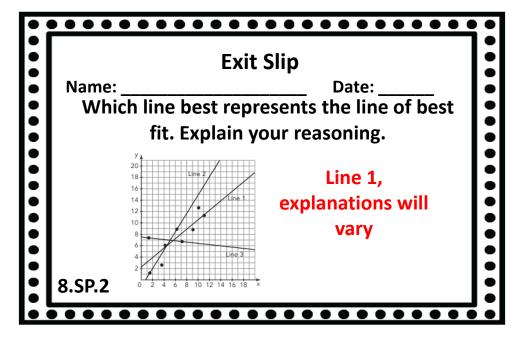
••••••	Exit Slip  Name: Date:  Fill in the blanks	
• • • • • •	A line of best fit is a <u>straight</u> line that is close to as many <u>points</u> as possible.  A line of best fit can be used to make <u>predications</u> about the data.	• • • • • •
• • • •	8.SP.2	• • • •

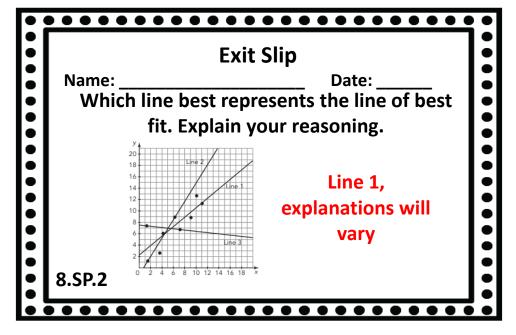
	Exit Slip	
•	Name: Date: Fill in the blanks	
	A line of best fit is a straight line that is close to as many points as possible.  A line of best fit can be used to make predications about the data.	
	8.SP.2	

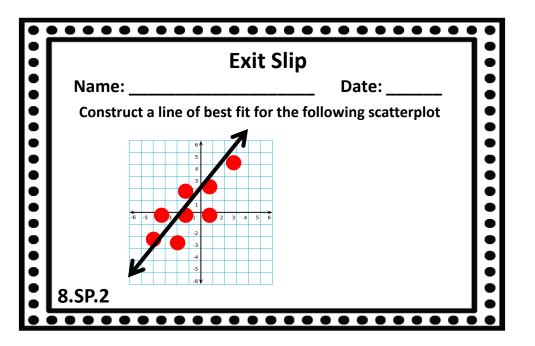
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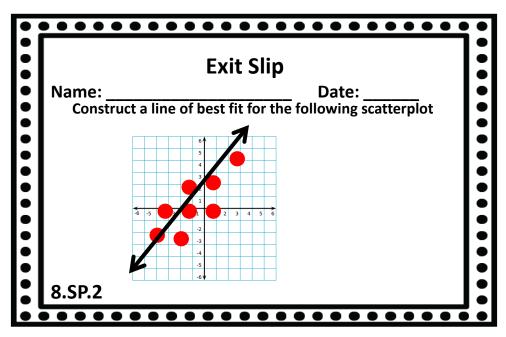


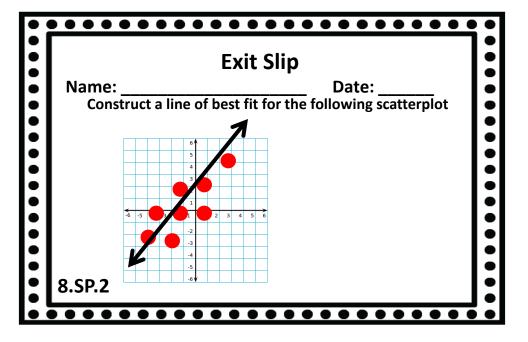


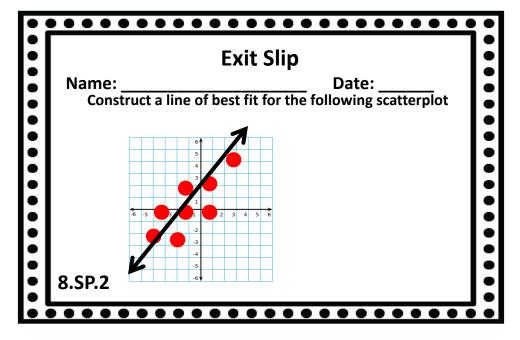


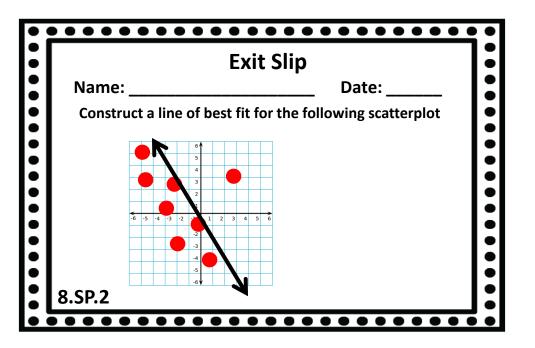


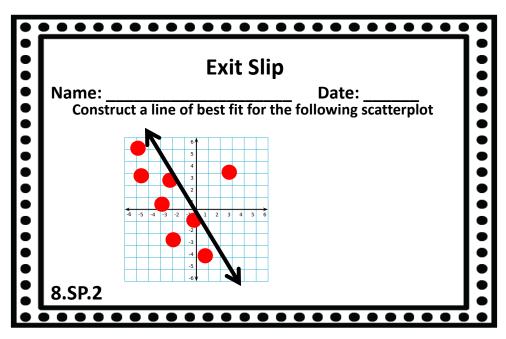


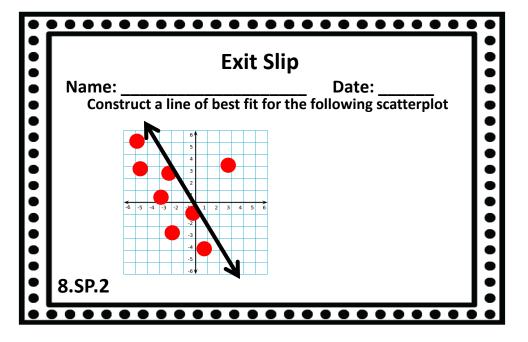


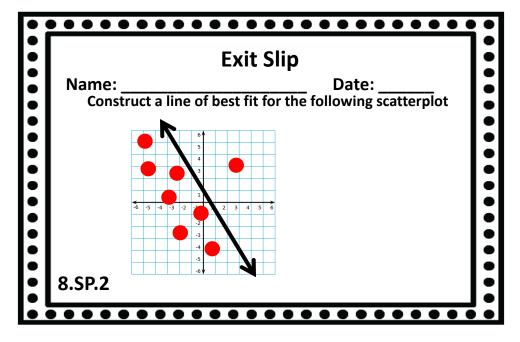


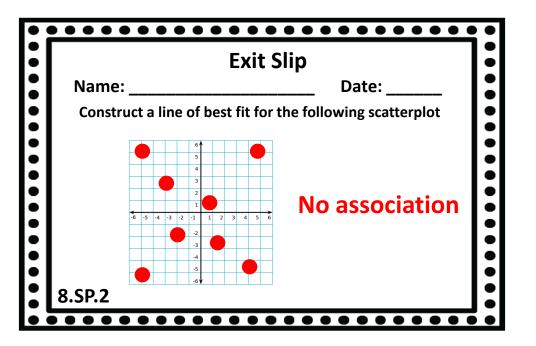


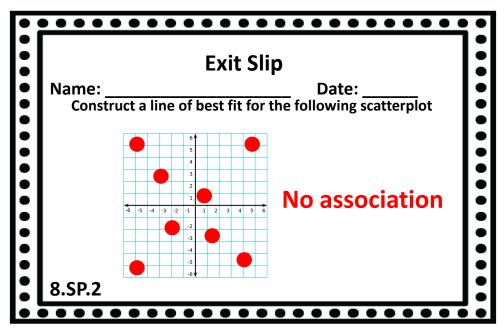


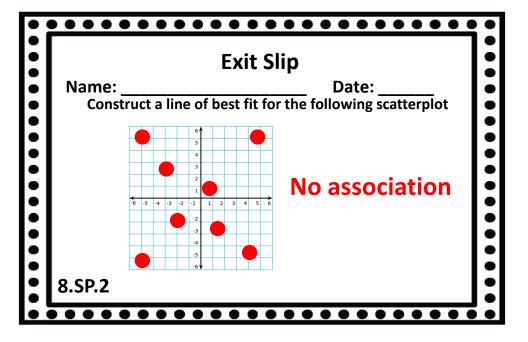


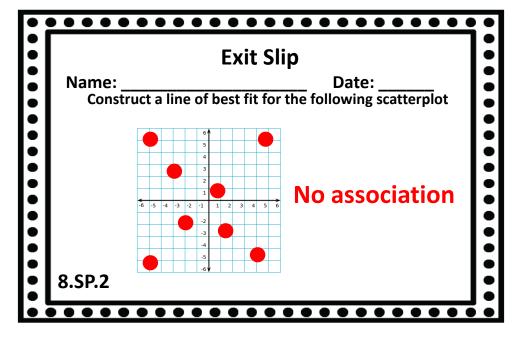


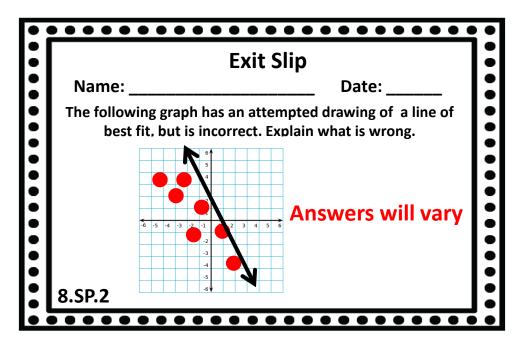


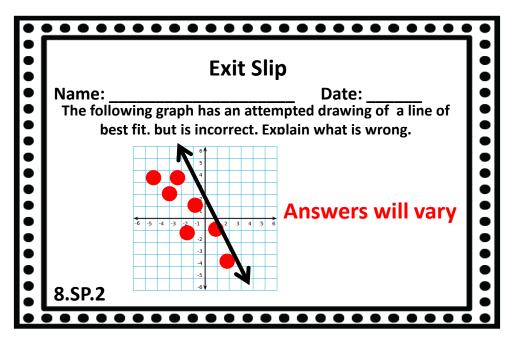


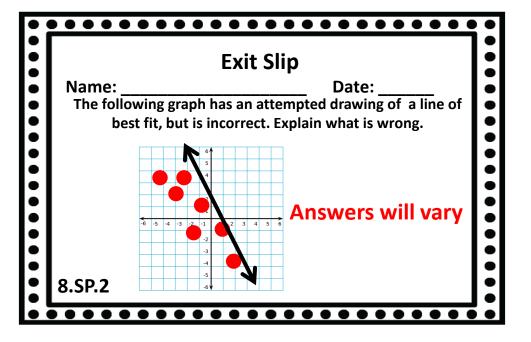


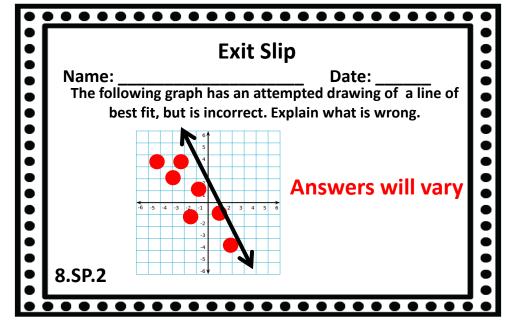


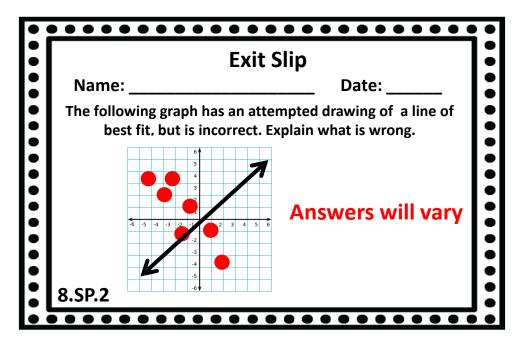


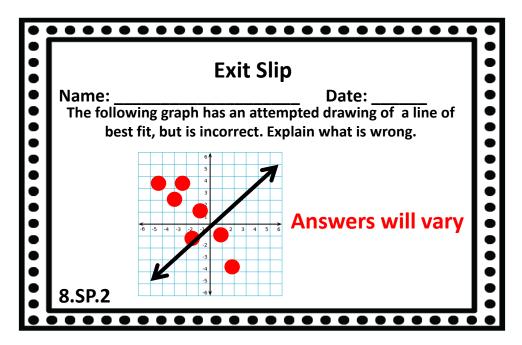


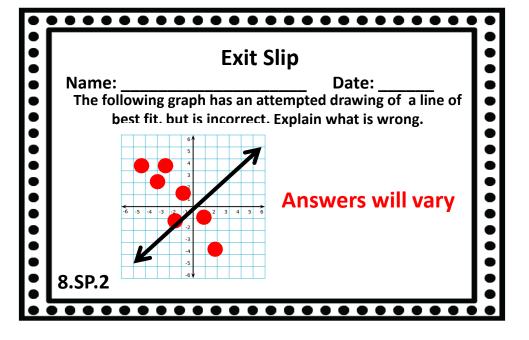


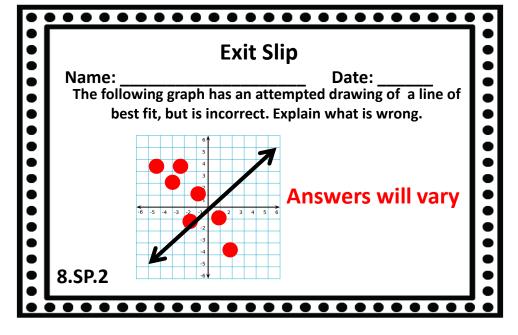












# **Exit Slip**

........

Name: \_\_\_\_\_ Date: \_\_\_\_

Which of the following equations about data could represent a negative linear association?

A. 
$$y = -2x + 4$$

B. 
$$y = 3x - 1$$

C. 
$$-y = 0.2x - 5$$

$$D. -y = -1.3x + 4$$

8.SP.3

Exit	Slip
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••••••

Name: \_\_\_\_\_ Date: \_\_\_\_ Which of the following equations about data could represent a negative linear association?

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8.SP.3

# Exit Slip Name:

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# Exit Slip

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# **Exit Slip**

Name: \_\_\_\_\_ Date: \_\_\_\_

Which of the following equations about data could represent a positive linear association?

A. 
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C. 
$$-y = 0.2x - 5$$

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8.SP.3

#### **Exit Slip**

••••••

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# **Exit Slip**

........

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8.SP.3

# Exit Slip

Name: \_\_\_\_\_ Date: \_\_\_\_ Which of the following equations about

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••••••

........

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# Exit Slip Name: \_\_\_\_\_\_ Date: \_\_\_\_ Alex recorded the growth of a plant over 10 weeks. The equation y = 0.32x + 5 represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks? 6.28 inches

Exit Slip	
Name: Date: Alex recorded the growth of a plant over 10 weeks. The equation $y=0.32x+5$ represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks?	
6.28 inches	
8.SP.3	

	Exit Slip	
••••••	Name: Date: Alex recorded the growth of a plant over 10 weeks. The equation $y=0.32x+5$ represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks?	• • • • • •
•••••	6.28 inches 8.SP.3	• • • • •

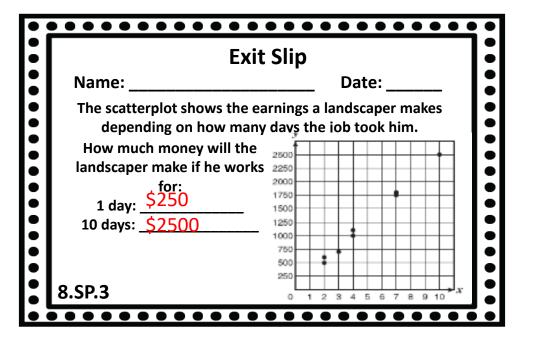
	Exit Slip		
	ame: Date: Alex recorded the growth of a plant over 10 weeks. The equation $y=0.32x+5$ represent the height (y) in inches over the time (x) in weeks. How tall would the plant be after 4 weeks?		
8.9	6.28 inches SP.3		

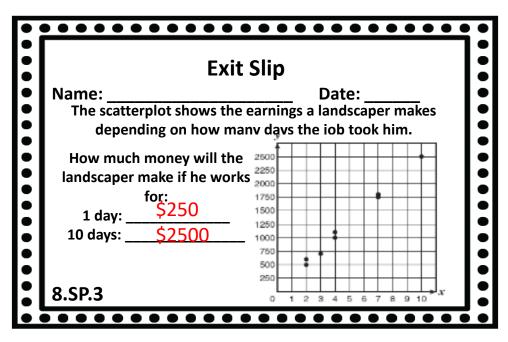
•	Exit Slip				
	Name: Date:				
••••	Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.				
• • • •	Answers will vary				
•	8.SP.3	:			

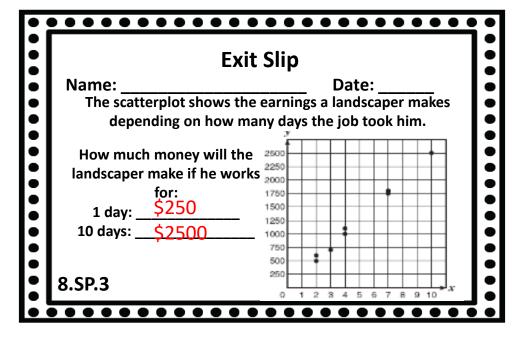


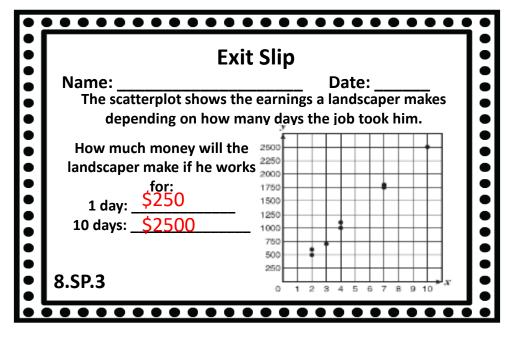
	Exit Slip	
• • • • •	Name: Date: Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.	• • • • •
• • • • •	Answers will vary	• • • • •
	8.SP.3	

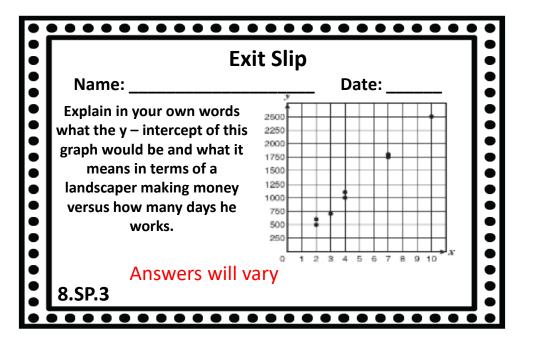
•	Exit Slip	
• • • •	Name: Date: Explain the difference between interpolating and extrapolating when making predictions from a line of best fit.	
• • • •	Answers will vary	
	8.SP.3	

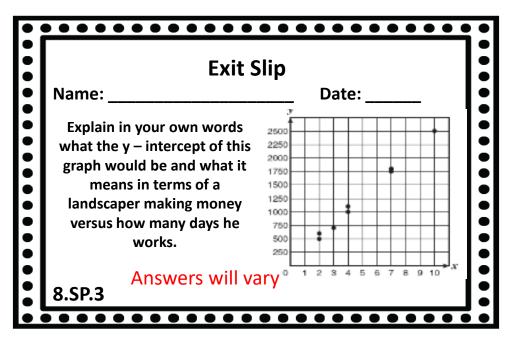


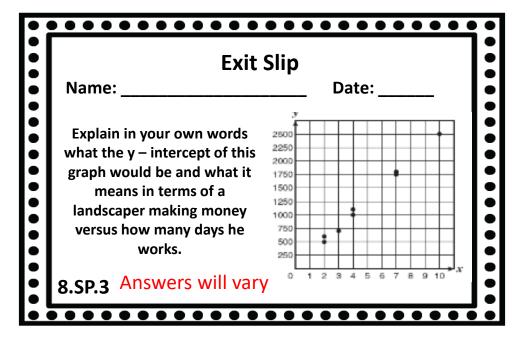


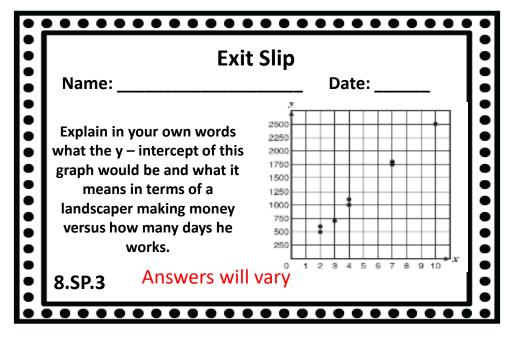




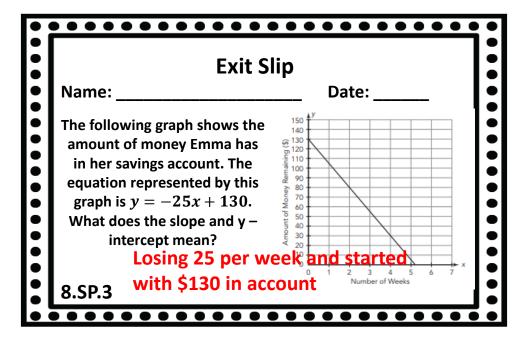


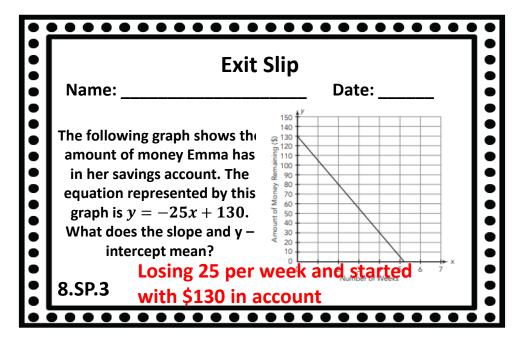


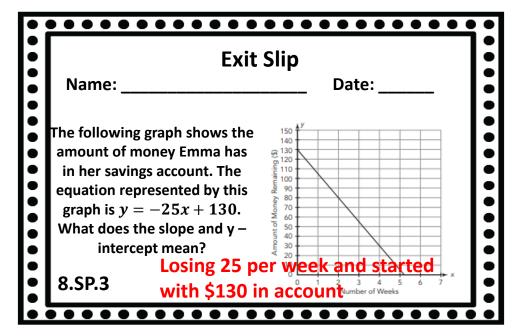


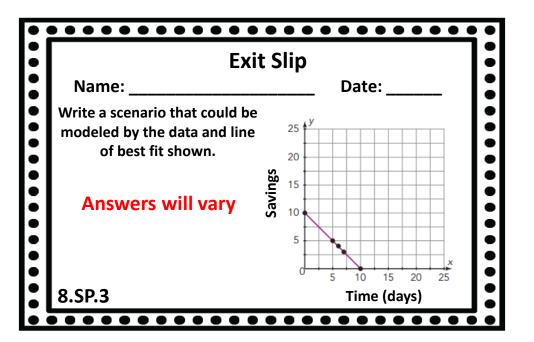


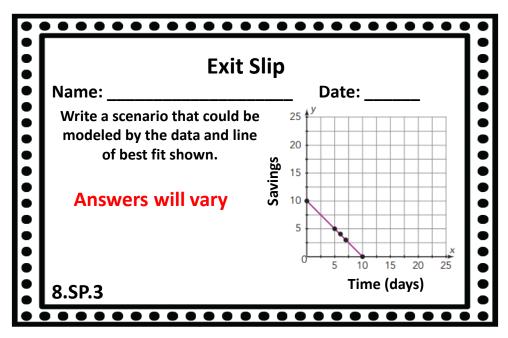
•		::
•	Exit Slip	•
	Name: Date:	
••••••	The following graph shows the amount of money Emma has in her savings account. The equation represented by this graph is $y=-25x+130$ . What does the slope and $y-$ intercept mean?	•••••
•	Losing 25 per week and statted by x with \$130 in account	

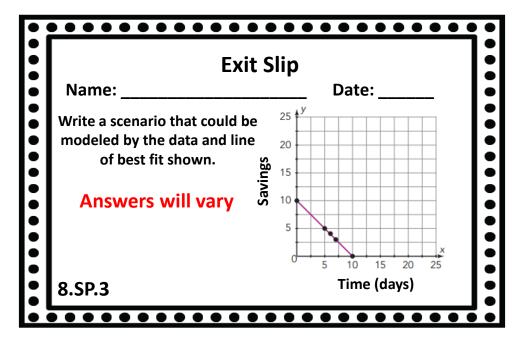


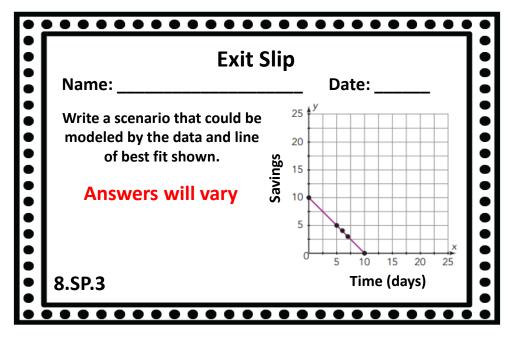


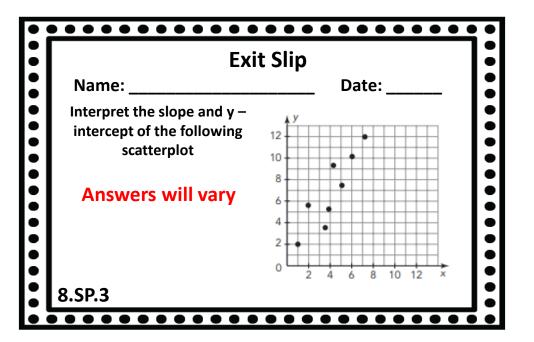


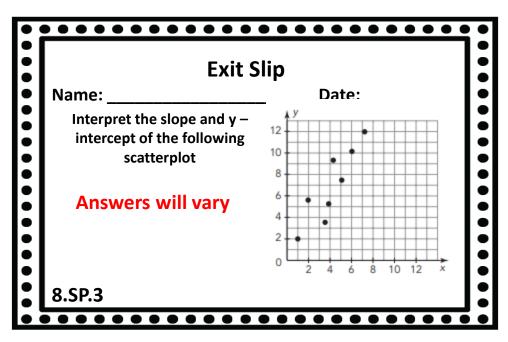


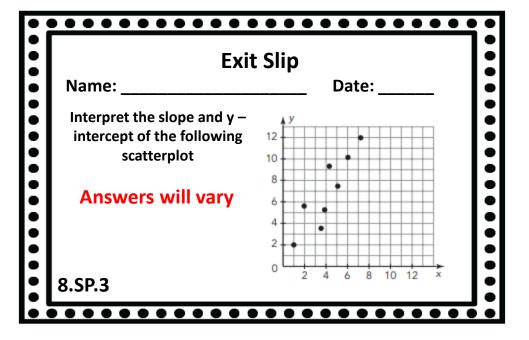


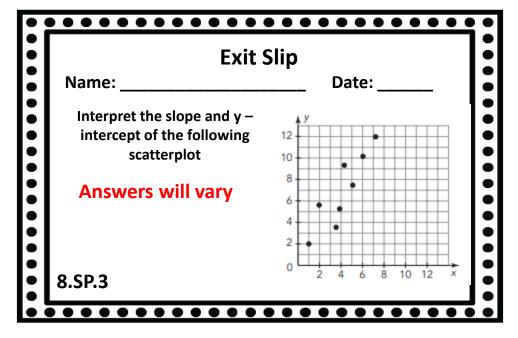


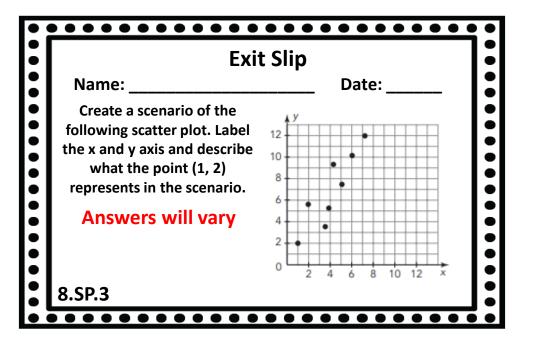


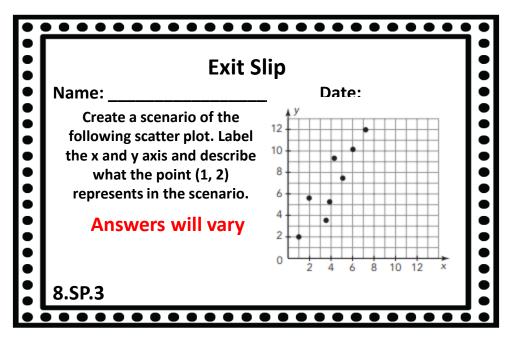


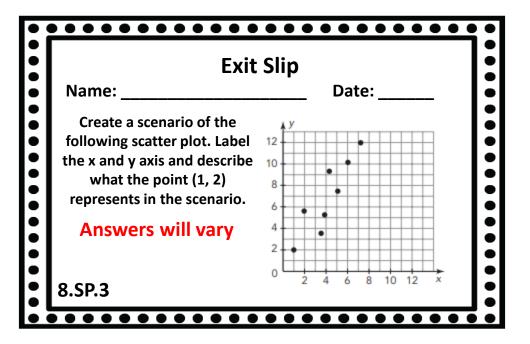


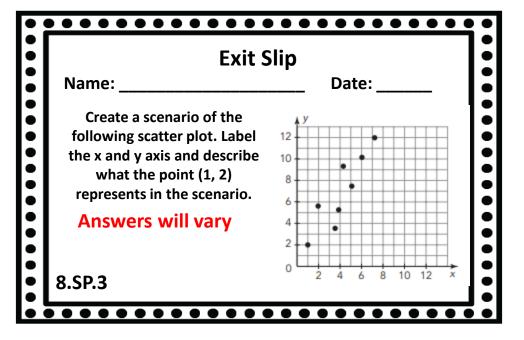










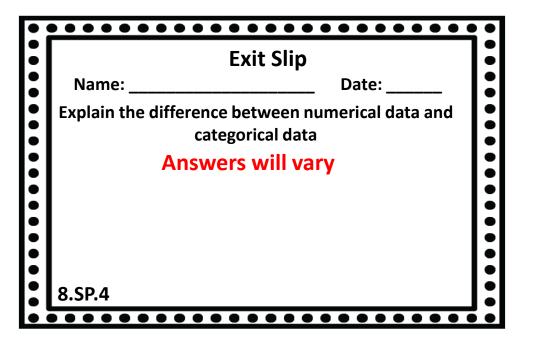


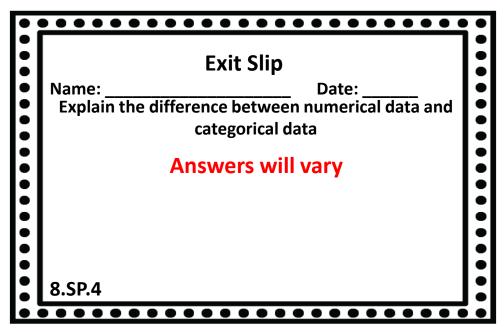
Exit	Slip
Name:	Date:
Match the following words to the correct definition.  1. B Categorical Data 2. A Frequency C Relative Frequency	<ul> <li>A. Number of times a variable appears in a data set</li> <li>B. Data that can be grouped into categories</li> <li>C. Percent or Proportion of observations within a</li> </ul>
8.SP.4	category of a data set

Exit S	Slip
• Name:	Date:
Match the following words to the correct definition.  1. B Categorical Data 2. A Frequency 3. Relative Frequency 8.SP.4	<ul> <li>A. Number of times a variable appears in a data set</li> <li>B. Data that can be grouped into categories</li> <li>C. Percent or Proportion of observations within a category of a data set</li> </ul>

Exit	Slip
Name:	Date:
Match the following words to the correct definition.  1B Categorical Data 2A _ Frequency C Relative Frequency 8.SP.4	<ul> <li>A. Number of times a variable appears in a data set</li> <li>B. Data that can be grouped into categories</li> <li>C. Percent or Proportion of observations within a category of a data set</li> </ul>

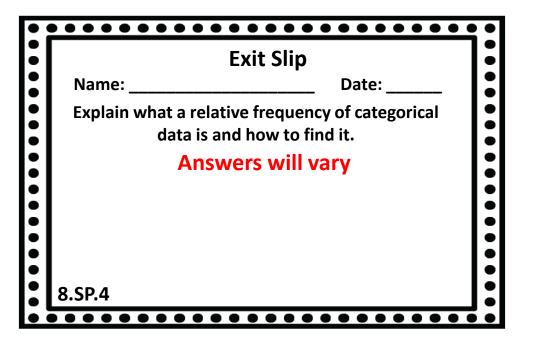
Exit S	Slip
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Match the following words to the correct definition.  1. B Categorical Data 2. A Frequency C Relative Frequency 8.SP.4	<ul> <li>A. Number of times a variable appears in a data set</li> <li>B. Data that can be grouped into categories</li> <li>C. Percent or Proportion of observations within a category of a data set</li> </ul>

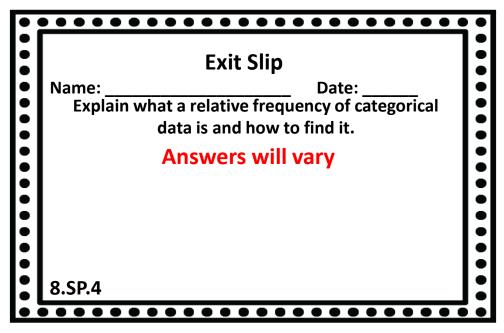




Exit Slip	
Name: Date:	•
Explain the difference between numerical data and categorical data	
Answers will vary	
8.SP.4	
	Name: Date: Explain the difference between numerical data and categorical data  Answers will vary

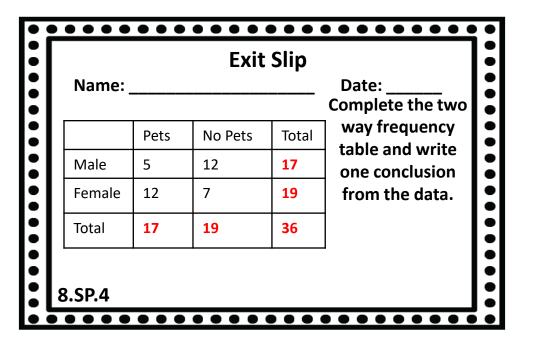
	Exit Slip
	Name: Date:
	Explain the difference between numerical data and categorical data
	Answers will vary
	0 CD 4
,	8.SP.4

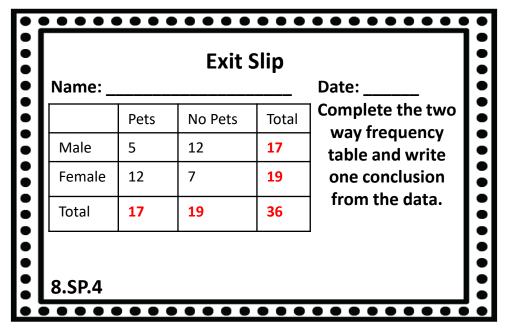




•	• • • • • • • • • • • • • • • • • • • •	•
•	Exit Slip	•
•	Name: Date:	
• • • •	Explain what a relative frequency of categorical data is and how to find it.	• •
	Answers will vary	•
		•
•	8.SP.4	• •
	• • • • • • • • • • • • • • • • • • • •	

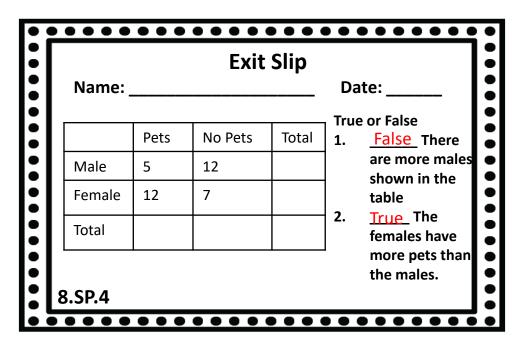
:[	Exit Slip	
N	lame: Date:	ľ
	Explain what a relative frequency of categorical data is and how to find it.	
	Answers will vary	
8.9	SP.4	

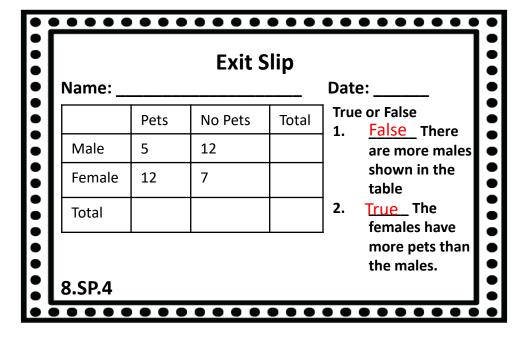




Name: _				Date: Complete the two
	Pets	No Pets	Total	way frequency
Male	5	12	17	table and write
Female	12	7	19	one conclusion from the data.
Total	17	19	36	1

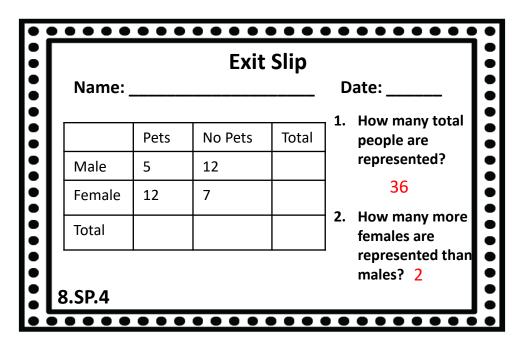
Name:				Date: Complete the two
	Pets	No Pets	Total	way frequency
Male	5	12	17	table and write
Female	12	7	19	one conclusion
Total	17	19	36	from the data.
8.SP.4				-

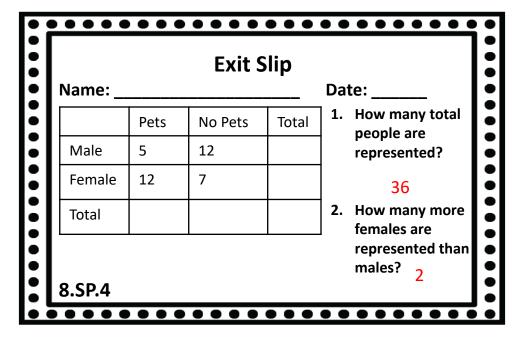




Name:					ate: e or False
	Pets	No Pets	Total	1.	False There
Male	5	12			are more males shown in the
Female	12	7		2.	table <u>True</u> The
Total					females have
Otal					more pets that the males.

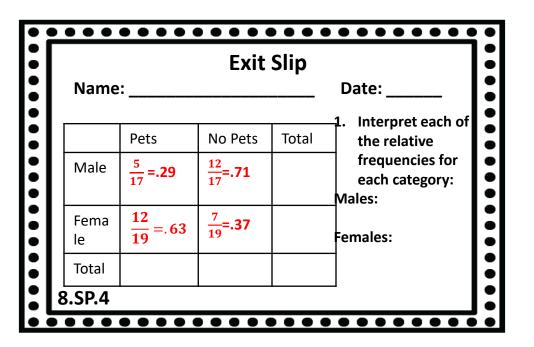
		Exit	Slip		
Name: _				D	ate:
				_ Tru	e or False
	Pets	No Pets	Total	1.	False There are more males
Male	5	12			shown in the
Female	12	7		2.	table <u>True</u> The
Total				<b> -</b> '	females have
8.SP.4		•	•		more pets than the males.

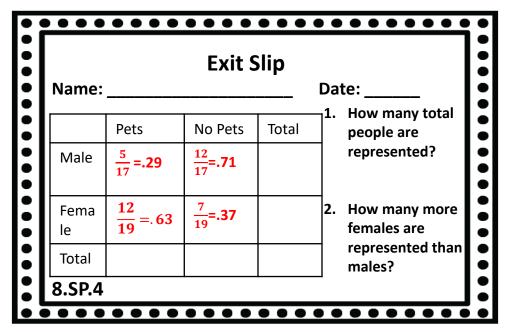




Name:		Exit 	Slip 		ate: How many total
	Pets	No Pets	Total	]	people are
Male	5	12			represented?
Female	12	7		2.	How many more
Total					females are represented than
8.SP.4	•	•		-	males? 2

Name:		Exit	Slip	D	eate:
					How many total
	Pets	No Pets	Total	1	people are
Male	5	12		1	represented?
Female	12	7		2.	How many more
Total					females are
8.SP.4	,	•	•	_	represented than males? 2

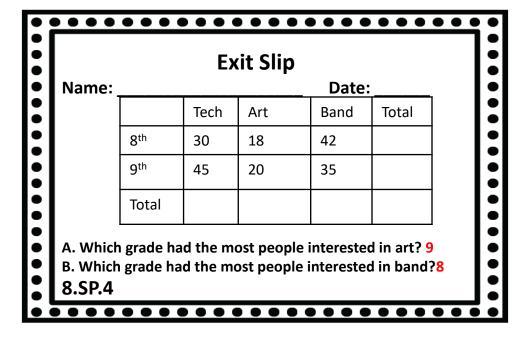


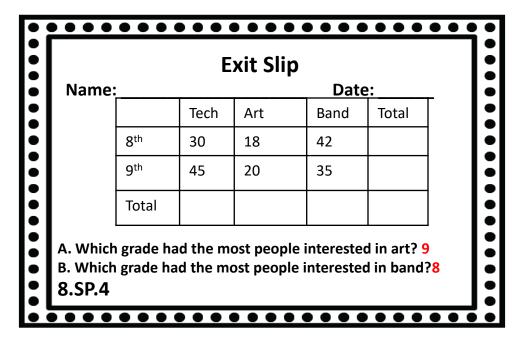


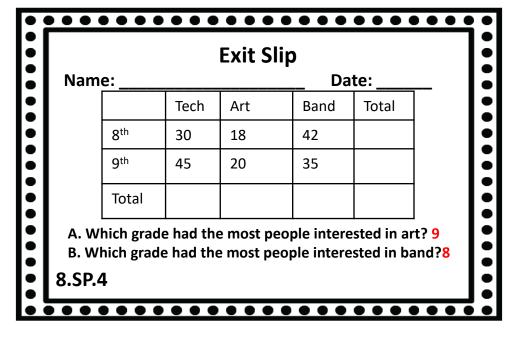
Name	:	Exit	Slip	Date:
	Pets	No Pets	Total	1. How many total people are
Male	$\frac{5}{17}$ =.29	$\frac{12}{17}$ =.71		represented?
Fema le	$\frac{12}{19} = .63$	<del>7</del> = .37		2. How many more females are
Total				represented than males?
8.SP.4				

		Exit	Slip		
Name	•			Da	ite:
	Pets	No Pets	Total		How many total
Male	$\frac{5}{17}$ =.29	$\frac{12}{17}$ =.71		1 -	eople are epresented?
Fema le	$\frac{12}{19} = .63$	$\frac{7}{19}$ =.37		_ I	How many more emales are
Total				r	epresented than
8.SP.4				—՝ r	nales?

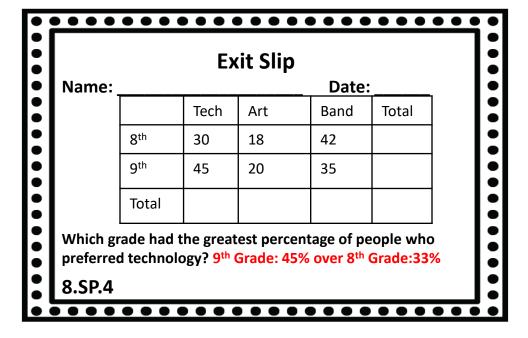
#### **Exit Slip** Name: Date: Tech Art Band Total 8<sup>th</sup> 18 30 42 **9**th 45 20 35 Total A. Which grade had the most people interested in art? 9 B. Which grade had the most people interested in band?8 8.SP.4

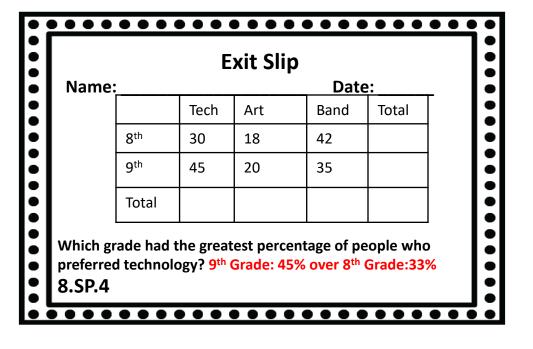


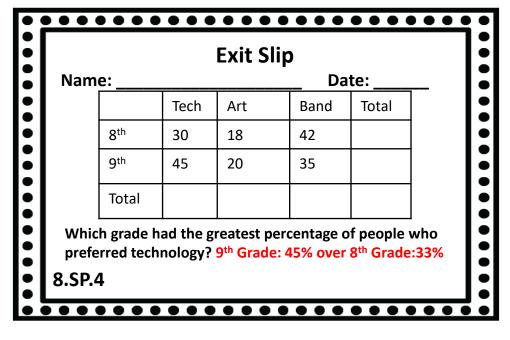




#### **Exit Slip** Name: Date: Tech Band Art Total 8<sup>th</sup> 30 18 42 **9**th 45 20 35 Total Which grade had the greatest percentage of people who preferred technology? 9th Grade: 45% over 8th Grade: 33% 8.SP.4







# **Exit Slip**

Name: Date:

	Tech	Art	Band	Total
8 <sup>th</sup>	30	18	42	
9 <sup>th</sup>	45	20	35	
Total				

If you could only choose two classes to be offered for 8th and 9th grade what would they be and why?

**Answers will vary** 8.SP.4

### **Exit Slip**

Name:

			Date:		
		Tech	Art	Band	Total
	8 <sup>th</sup>	30	18	42	
	9 <sup>th</sup>	45	20	35	
	Total				

If you could only choose two classes to be offered for 8th and 9th grade what would they be and why?

Answers will vary 8.SP.4

### **Exit Slip**

Name:

Date:

٠.				Dutc.		
		Tech	Art	Band	Total	
	8 <sup>th</sup>	30	18	42		
	9 <sup>th</sup>	45	20	35		
	Total					

If you could only choose two classes to be offered for 8th and 9th grade what would they be and why?

**Answers will vary** 8.SP.4

### **Exit Slip**

Name:

Date:

	Tech	Art	Band	Total
8 <sup>th</sup>	30	18	42	
9 <sup>th</sup>	45	20	35	
Total				

If you could only choose two classes to be offered for 8th and 9th grade what would they be and why?

8.SP.4

**Answers will vary** 

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