**Comparing Box Plots Notes Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Vocabulary | Definition | From Above |
| Five-Number Summary | the five numbers used to create the box plot: lower extreme, Q1, median, Q3, and upper extreme |  |
| Range | the difference between the maximum and minimum values in a distribution |  |
| Interquartile Range | the difference between Q3 minus Q1marks in a box plot - where the middle 50% of the data can be found |  |
| Symmetrical | characterized by or exhibiting symmetry; well-proportioned, as a body or whole; regular in form or arrangement of corresponding parts |  |
| Cluster | a group of things or persons close together |  |

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| Example:  The two box plots at the right compare the test grades for Tim and Joe in math class for the entire school year. | |
| 1. Find the median, range, and interquartile range for Tim and Joe. |  |
| 2. Use the medians to compare the students’ grades. |  |
| 3. Use the interquartile range to compare the students’ grades. |  |
| 4. Use the range to compare the students’ grades. |  |
| 5. Use of evidence of cluster and/or symmetry to compare the students’ grades. |  |

**Pause the video and try these on your own!**

**Then press play and check your answers with a color pen**

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| Example:  The two box plots at the right compare the amount of money that Tim and Joe earned in one day while working at a restaurant. | |
| 1. Find the median, range, and interquartile range for Tim and Joe. |  |
| 2. Use the medians to compare the boys’ earnings. |  |
| 3. Use the interquartile range to compare boys’ earnings. |  |
| 4. Use the range to compare the boys’ earnings. |  |
| 5. Use of evidence of cluster and/or symmetry to compare the boys’ earnings. |  |