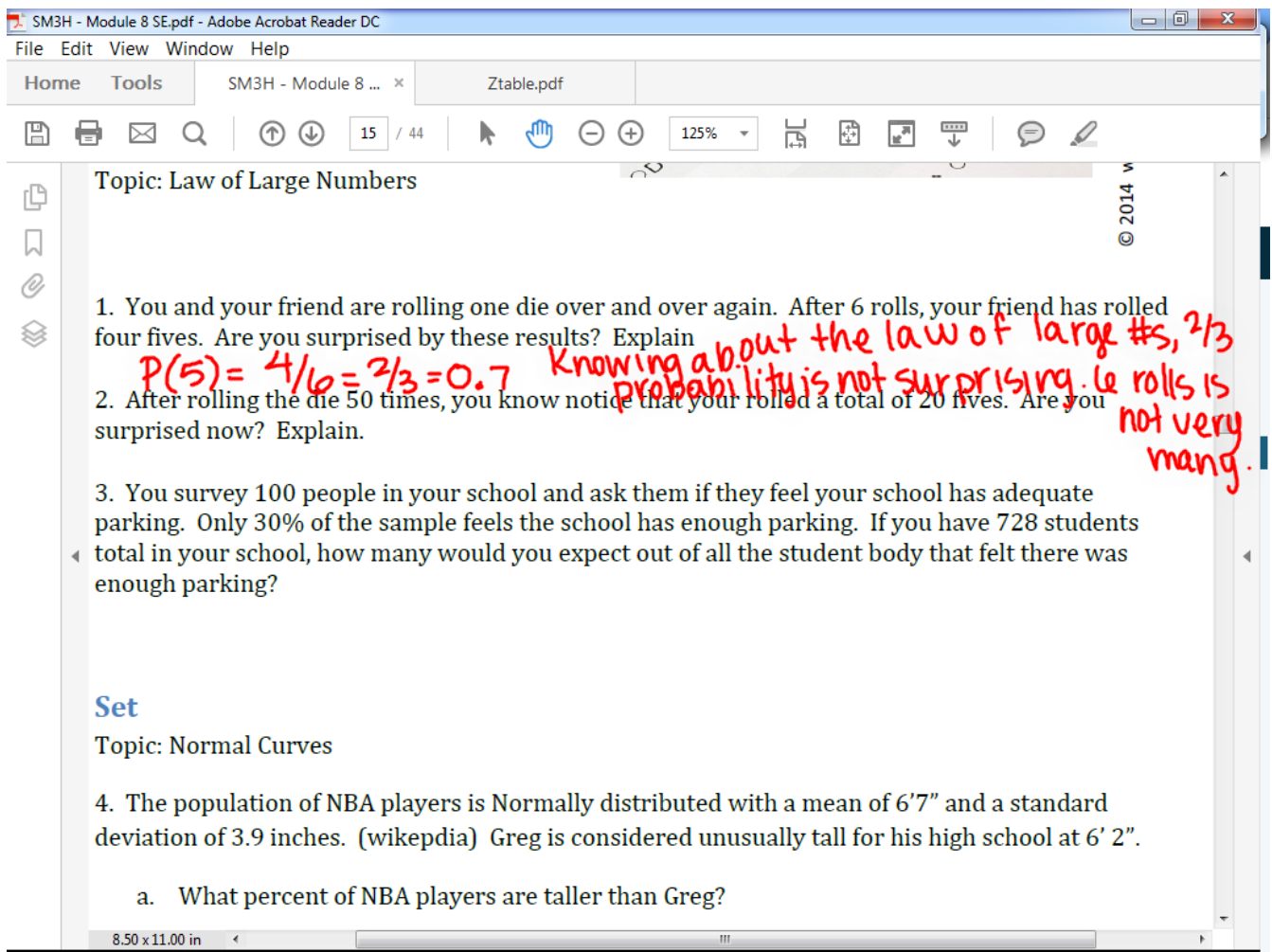


Questions on 8.2 HW?



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Topic: Law of Large Numbers

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1. You and your friend are rolling one die over and over again. After 6 rolls, your friend has rolled four fives. Are you surprised by these results? Explain
2. After rolling the die 50 times, you know notice that your rolled a total of 20 fives. Are you surprised now? Explain.
3. You survey 100 people in your school and ask them if they feel your school has adequate parking. Only 30% of the sample feels the school has enough parking. If you have 728 students total in your school, how many would you expect out of all the student body that felt there was enough parking?

*Handwritten notes in red ink:*  
 $P(5) = 4/6 = 2/3 = 0.7$  Knowing about the law of large #s, 2/3 probability is not surprising. 6 rolls is not very many.

**Set**

Topic: Normal Curves

4. The population of NBA players is Normally distributed with a mean of 6'7" and a standard deviation of 3.9 inches. (wikipedia) Greg is considered unusually tall for his high school at 6' 2".
  - a. What percent of NBA players are taller than Greg?

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6. Jordan is drinking a cup of hot chocolate. From previous research, he knows that it takes a cup of hot chocolate 10 minutes to reach a temperature where his tongue will not burn. The time it takes the chocolate to cool varies Normally with a standard deviation of 2 minutes.

a. How long should he wait to drink his hot chocolate if he wants to be 84% sure that he won't burn himself?

12 mins

b. If he waits 8 minutes, what percent of the time will he burn his tongue?

50 - 34 = 16%

**Go**

Topic: Logarithms

Use the properties of logarithms to expand the expression as a sum or difference, and or constant multiple of logarithms. (Assume all variables are positive.)

7.  $\log_2 3x$                       8.  $\log_x \frac{5}{7}$                       9.  $\ln \sqrt[3]{x}$                       10.  $\log \frac{x^2 y^4}{3z^2}$

8.50 x 11.00 in

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Topic: Logarithms

Use the properties of logarithms to expand the expression as a sum or difference, and or constant multiple of logarithms. (Assume all variables are positive.)

7.  $\log_2 3x$       8.  $\log_x \frac{5}{7}$       9.  $\ln \sqrt[3]{x} = \ln x^{1/3}$       10.  $\log \frac{x^2 2y^4}{3z^2}$

11.  $\log_3 \frac{16x^2 - 36}{x^2}$       12.  $\log \frac{x^2 + 12x + 20}{5}$       13.  $\log_3 27x^7$       14.  $\log 10^5 \sqrt{y}$

$\log_3 \frac{(4x+6)(4x-6)}{x^2}$

$= \log_3 (4x+6) + \log_3 (4x-6) - \log_3 x^2$

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$$= \log_3 (4x+6) + \log_3 (4x-6) - 2 \cdot \log_3 x$$

## 8.3 Y B Normal?

### *A Solidify Understanding Task*

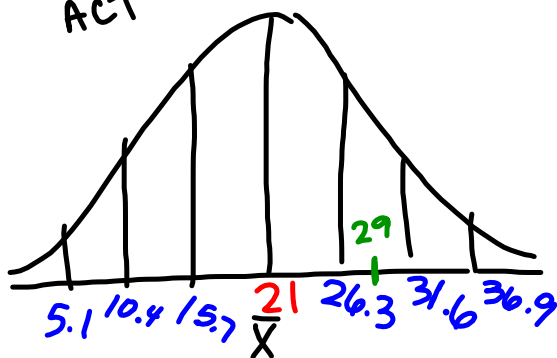
As a college admissions officer, you get to evaluate hundreds of applications from students that want to attend your school. Many of them have good grades, have participated in school activities, have done service within their communities, and all kinds of other attributes that would make them great candidates for attending the college you represent. One part of the application that is considered carefully is the applicants score on the college entrance examination. At the college you work for, some students have taken the ACT and some students have taken the SAT.



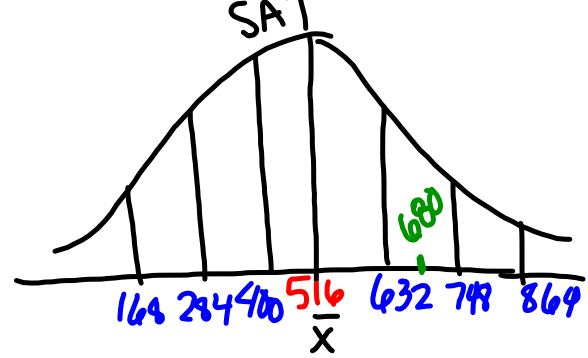
You have to make a final decision on two applicants. They are both wonderful students with the very same G.P.A. and class rankings. It all comes down to their test scores. Student A took the ACT and received a score of 29 in mathematics. Student B took the SAT and received a score of 680 in mathematics. Since you are an expert in college entrance exams, you know that both tests are designed to be normally distributed. A perfect ACT is 36. The ACT mathematics section has a mean of 21 and standard deviation of 5.3. (Source: National Center for Education Statistics 2010) A perfect score on the SAT math section is 800. The SAT mathematics section has a mean of 516 and a standard deviation of 116. (Source: [www.collegeboard.com](http://www.collegeboard.com) 2010 Profile).

1. Based only on their test scores, which student would you choose and why?

Student A  
ACT



Student B  
SAT



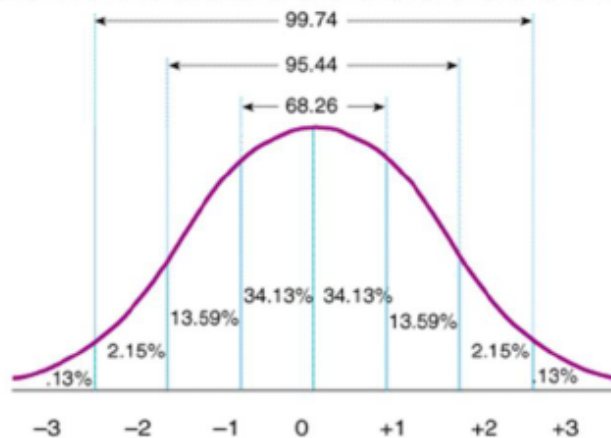
This analysis is starting to make you hungry, so you call your friend in the Statistics Department at the university and ask her to go to lunch with you. During lunch, you tell her of your dilemma. The conversation goes something like this:

**You:** I'm not sure that I'm making the right decision about which of two students to admit to the university. Their entrance exam scores seem like they're in about the same part of the distribution, but I don't know which one is better. It's like trying to figure out which bag of fruit weighs more

when one is measured in kilograms and one is measured in pounds. They might look like about the same amount, but you can't tell the exact difference unless you put them on the same scale or convert them to the same units.

**Statistician:** Actually, there is a way to make comparisons on two different normal distributions that is like converting the scores to the same unit. The scale is called the "standard normal distribution". Since it was invented to make it easy to think about a normal distribution, they set it up so that the mean is 0 and the standard deviation is 1.

Here's what your statistician friend drew on her napkin to show you the standard normal distribution:



You: Well, that looks just like the way I always think of normal distributions.

*The z-score is how many standard deviations above or below the mean a data point is.*

**Statistician:** Yes, it's pretty simple. When we use this scale, we give things a z-score. A z-score of 1 means that it's 1 standard deviation above the mean. A z-score of -1.3 means that it is between 1 and 2 standard deviations below the mean. Easy-peasy.

What's even better is that when we have a z-score there are tables that will show the area under the curve to the left of that score. For a test score like the ACT or SAT, it shows the percentage of the population (or sample) that is below that score. I've got a z-score table right here in my purse. See, the z-score is -1.3, then 9.68% of the population scored less. You can also say that 90.32% of the population scored better, so -1.3 wouldn't be a very good score on a test.

Try it: Let's say you had two imaginary test takers, Jack and Jill. Jack's z-score was 1.49 and Jill's z-score was 0.89.

2. What percent of the test takers scored below Jack? What percent scored above Jack?



*93.19% scored below Jack.*

*100 - 93.19 = 6.81% scored above Jack.*

3. What percent of the test takers scored below Jill? What percent scored above Jill?

*81.33% scored below Jill.*

*100 - 81.33% scored above Jill.*

Ztable.pdf - Adobe Acrobat Reader DC  
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2 / 2 125%  
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z	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
0.0	.5000	.5040	.5080	.5120	.5160	.5199	.5239	.5279	.5319	.5359
0.1	.5398	.5438	.5478	.5517	.5557	.5596	.5636	.5675	.5714	.5753
0.2	.5793	.5832	.5871	.5910	.5948	.5987	.6026	.6064	.6103	.6141
0.3	.6179	.6217	.6255	.6293	.6331	.6368	.6406	.6443	.6480	.6517
0.4	.6554	.6591	.6628	.6664	.6700	.6736	.6772	.6808	.6844	.6879
0.5	.6915	.6950	.6985	.7019	.7054	.7088	.7123	.7157	.7190	.7224
0.6	.7257	.7291	.7324	.7357	.7389	.7422	.7454	.7486	.7517	.7549
0.7	.7580	.7611	.7642	.7673	.7704	.7734	.7764	.7794	.7823	.7852
0.8	.7881	.7910	.7939	.7967	.7995	.8023	.8051	.8078	.8106	0.8133
0.9	.8159	.8186	.8212	.8238	.8264	.8289	.8315	.8340	.8365	.8389
1.0	.8413	.8438	.8461	.8485	.8508	.8531	.8554	.8577	.8599	.8621
1.1	.8643	.8665	.8686	.8708	.8729	.8749	.8770	.8790	.8810	.8830
1.2	.8849	.8869	.8888	.8907	.8925	.8944	.8962	.8980	.8997	.9015
1.3	.9032	.9049	.9066	.9082	.9099	.9115	.9131	.9147	.9162	.9177
1.4	.9192	.9207	.9222	.9236	.9251	.9265	.9279	.9292	.9306	.9319
1.5	.9332	.9345	.9357	.9370	.9382	.9394	.9406	.9418	.9429	.9441
1.6	.9452	.9463	.9474	.9484	.9495	.9505	.9515	.9525	.9535	.9545
1.7	.9554	.9564	.9573	.9582	.9591	.9599	.9608	.9616	.9625	.9633
1.8	.9641	.9649	.9656	.9664	.9671	.9678	.9686	.9693	.9699	.9706
1.9	.9713	.9719	.9726	.9732	.9738	.9744	.9750	.9756	.9761	.9767
2.0	.9772	.9778	.9783	.9788	.9793	.9798	.9803	.9808	.9812	.9817
2.1	.9821	.9826	.9830	.9834	.9838	.9842	.9846	.9850	.9854	.9857
2.2	.9861	.9864	.9868	.9871	.9875	.9878	.9881	.9884	.9887	.9890
2.3	.9893	.9896	.9898	.9901	.9904	.9906	.9909	.9911	.9913	.9916
2.4	.9918	.9920	.9922	.9925	.9927	.9929	.9931	.9932	.9934	.9936

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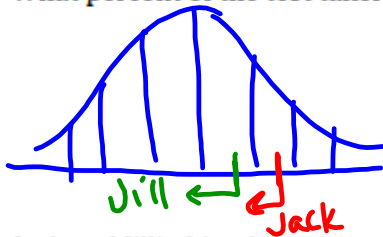
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z	.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
0.0	.5000	.5040	.5080	.5120	.5160	.5199	.5239	.5279	.5319	.5359
0.1	.5398	.5438	.5478	.5517	.5557	.5596	.5636	.5675	.5714	.5753
0.2	.5793	.5832	.5871	.5910	.5948	.5987	.6026	.6064	.6103	.6141
0.3	.6179	.6217	.6255	.6293	.6331	.6368	.6406	.6443	.6480	.6517
0.4	.6554	.6591	.6628	.6664	.6700	.6736	.6772	.6808	.6844	.6879
0.5	.6915	.6950	.6985	.7019	.7054	.7088	.7123	.7157	.7190	.7224
0.6	.7257	.7291	.7324	.7357	.7389	.7422	.7454	.7486	.7517	.7549
0.7	.7580	.7611	.7642	.7673	.7704	.7734	.7764	.7794	.7823	.7852
0.8	.7881	.7910	.7939	.7967	.7995	.8023	.8051	.8078	.8106	.8133
0.9	.8159	.8186	.8212	.8238	.8264	.8289	.8315	.8340	.8365	.8389
1.0	.8413	.8438	.8461	.8485	.8508	.8531	.8554	.8577	.8599	.8621
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1.7	.9554	.9564	.9573	.9582	.9591	.9599	.9608	.9616	.9625	.9633
1.8	.9641	.9649	.9656	.9664	.9671	.9678	.9686	.9693	.9699	.9706
1.9	.9713	.9719	.9726	.9732	.9738	.9744	.9750	.9756	.9761	.9767
2.0	.9772	.9778	.9783	.9788	.9793	.9798	.9803	.9808	.9812	.9817
2.1	.9821	.9826	.9830	.9834	.9838	.9842	.9846	.9850	.9854	.9857
2.2	.9861	.9864	.9868	.9871	.9875	.9878	.9881	.9884	.9887	.9890
2.3	.9893	.9896	.9898	.9901	.9904	.9906	.9909	.9911	.9913	.9916
2.4	.9918	.9920	.9922	.9925	.9927	.9929	.9931	.9932	.9934	.9936

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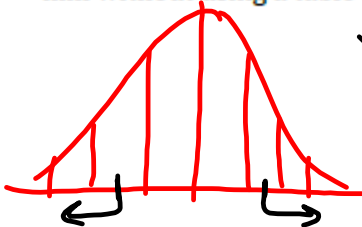


4. What percent of the test takers scored between Jack and Jill?



$$93.19\% - 81.33\% = 11.86\% \text{ between J \& J}$$

5. Jack and Jill's friend, Jason, scored -1.49. Find the number of test takers that scored above him without using a table or technology. Explain your strategy.



Jason is the exact opposite of Jack & 6.81% scored below Jason, and 93.19% scored above him.

You: That's very cool, but the two scores I'm working with are not given as z-scores. Is there some way that I can transform values from some normal distribution like the scores on the ACT or SAT to z-scores?

Statistician: Sure. The scale wouldn't be so amazing if you couldn't use it for any normal distribution. There's a little formula for transforming a data point from any normal distribution to a standard normal distribution:

$$\text{z-score} = \frac{\text{data point} - \text{mean}}{\text{standard deviation}}$$

6. So, if you have an ACT score of 23. The mean score on the ACT is 21 and the standard deviation is 5.2. What would you estimate the z-score to be?
7. Let's use the formula to figure it out:  $\text{z-score} = \frac{23-21}{5.2}$ . How was your estimate? Explain why this value is reasonable.

$$\frac{2}{5.2} = 0.38$$

You: That's great. I'm going back to the office to decide which student is admitted.

8. Compare the scores of Student A and Student B. Explain which student has the highest mathematics test score and why.

Student A

$$z = \frac{29-21}{5.3} = 1.50945 = 1.51 \quad \text{z-score \& \%} \quad 93.45\%$$

Student B

$$z = \frac{680-516}{116} = 1.41379 = 1.41 \quad 92.07\%$$

Homework

Finish 8.3 "Ready, Set, Go"