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$\qquad$ Period: $\qquad$
ALL WORK MUST BE SHOWN TO RECEIVE CREDIT.

1. Points $P, Q$, and $R$ are collinear.
a. Find $P Q$.

b. If $R$ 's coordinate is 7 , why is $\overline{P Q}$ not congruent to $\overline{Q R}$ ?
c. What must the coordinate of $R$ be in order for $Q$ to be the midpoint of $\overline{P R}$ ?
2. Points $W, X$, and $Y$ are collinear. $W Y=25$ and the ratio of $W X$ to $X Y$ is 2:3. Find $W X$.

3. The lengths of two segments are in the ratio $5: 3$, and the longer segment exceeds the shorter segment by 14 . Find the length of the longer segment.
4. If $C D=5 x-7$, find the value of $x, C E$, and $C D$.

5. Use the Segment Addition Postulate to find the value of $x$ and the length of $P Q$. Leave your answer as an improper fraction.

6. If $C$ is the midpoint of $\overline{K N}$, what is $K C$ ?

7. If the ratio of $\frac{R S}{S T}=\frac{5}{7}$, find the value of $x, R S$, and $R T$.

8. Points $A, B, \& C$ are collinear. $A B=x+4, B C=2 x$, and $A C=16$. Is $\overline{A B} \cong \overline{B C}$ ? Explain your reasoning.

9. Point $M$ is between $L$ and $N$ on $\overline{L N} . L M=x^{2}-6 x, M N=x$, and $L N=50$. Use the Segment Addition Postulate to set up and solve a quadratic equation and find the value of $x$ (that makes sense). Then find $L M$ and $M N$.
10. Points $X, Y$, and $Z$ are collinear. $X Y=x^{2}+3, Y Z=4+2 x$, and $X Z=15$.
a. Use the Segment Addition Postulate to set up and solve a quadratic equation and find the value of $x$ (that makes sense).

b. Is $Y$ the midpoint of $\overline{X Z}$ ? Explain your reasoning.

Find the segment length indicated.
12. Find $L K$.

14. Use the Segment Addition Postulate to find the value of $x$ and the length of $J K$.

13. Find $Q T$.

15. Use the Segment Addition Postulate to find the value of $x$. Identify any congruent segments.

16. In the diagram, $\overline{A F} \cong \overline{G E}, \overline{C D} \cong \overline{C B}, I$ and $H$ trisect $\overline{C D}, C E=0.5 A E, D G=8$, $A B=C D=12$, and $C E=6$. Find the lengths of ALL segments in the diagram.


