Posing a question and tallying the data

A good survey question is **clear**, **specific**, and easy to **answer** with the same kind of word or number every time. Avoid vague words ('often', 'sometimes') unless you give them a number.

→ **Vague**: 'Do you eat fruit a lot?' **Clear**: 'How many pieces of fruit do you eat in a typical day? (0, 1, 2, 3 or more)'.

→ **Vague**: 'How do you get to school?' **Clear**: 'How did you travel to school today? (walk / cycle / bus / car / other)'.

HOW TO ANSWER TODAY

- **Tally marks.** Tally marks come in gates of 5. Count gates × 5, then add the singles.
  3 gates + 2 singles → 3 × 5 + 2 = 17

TRY IT ON THE LINE

Pose ONE question about your class, list your answer categories, then collect tallies for each. Write your question above the table.

Category	Tally	Count
Choice 1		
Choice 2		
Choice 3		
Choice 4		
Choice 5		

1. Your question: _____
2. Replace 'Choice 1' etc. with your answer categories.
3. Mark one tally per pupil response.
4. Which choice had the most? _____

PRACTICE

1 Mr Ó Briain runs a daily question on the noticeboard all week, and **12** pupils chose hurling as their favourite sport. Saoirse draws the tally using gate marks for groups of **5**. How many full gate marks will the tally have, and how many extra single marks?

> A class survey records 12 responses for one option. How many groups of 5 (gate marks) will the tally have, and how many extra single marks?

2 Cian keeps a weather tally on the 5th class noticeboard over a fortnight. He records **30** cloudy mornings in total, using gate marks of **5**. How many groups of **5** will his tally have, and how many extra single marks?

> A class survey records 30 responses for one option. How many groups of 5 (gate marks) will the tally have, and how many extra single marks?