

Student Name

Date

Data Analysis of Choosing a Classroom Pet

My topic was to research classroom pets. I wanted to find out if there was a suitable pet for our classroom. My data was collected for two reasons:

- See if my classmates were interested in having a classroom pet
- Determine what kind of pet would be the best for our class

Two kinds of poll questions were used, Yes/No and Multiple Choice. The Yes/No questions helped divide the students in groups, while the multiple choice questions gave more information about student choices. These Yes/No groups included students interested in having a class pet and those who have an allergy, making having a class pet less likely. It also included those who like to hold pets, and those who were willing to sponsor the class pet. The multiple choice questions identified the time commitment the students were willing to make, the pet traits that were important to the students, and the best pet choice.

For each question, I wanted to know how many students chose each answer. Then I figured out what percentage each answer choice represented. Knowing how many helped me see the total number of students who felt the same way. Knowing the percentage for each choice helped me see how each choice measured up against the other choices. Seeing how the data worked in these two ways helped me understand how the students felt about having a class pet.

The data shows that most students (68%) want a classroom pet. Only a few students (4) have an allergy, but more information is needed to see how this affects having a pet in the classroom. Many students are willing to spend time taking care of the pet (68%) and playing with the pet (79%). Almost equal numbers of students want a pet that is soft and furry to hold (39%) and one that likes to play with boys and girls (32%). The top choice for a pet, a hamster, meets both these needs. My conclusions are that our class wants a pet and that my classmates are realistic about the kind of pet they want.