

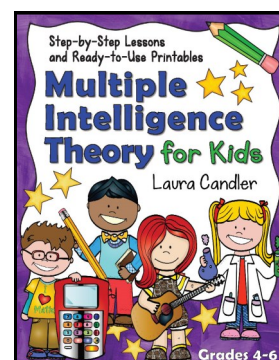
Multiple Intelligence Survey for Kids

By Laura Candler
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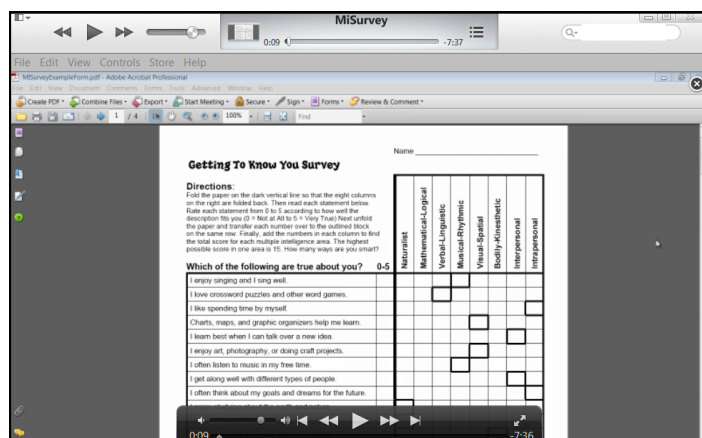
Teaching students about multiple intelligence theory can be very empowering, especially when you administer a survey to help them find out their own strengths. But most online survey tools are too long and complex for kids. So I created the quick and easy classroom version that's on page 3 of this packet along with the example of the completed survey on page 4.

Multiple Intelligence Survey for Kids is a sample activity from **Multiple Intelligence Theory for Kids: Step-by-Step Lessons and Ready-to-Use Printables**. If you aren't familiar with Howard Gardner's theory, you'll find this ebook to be a good place to start. You can also find more on this topic on the Multiple Intelligences page on Teaching Resources at www.lauracandler.com/strategies/multipleintelligences.php.



Before you use the survey with students, please read the important information on the next page. Multiple Intelligence surveys are can be very powerful when used to identify and celebrate strengths, but I believe that much harm will be done if educators use them as a tool to diagnose weaknesses. Also, remember that this survey is something I created to use with my students. It's not research-based or scientific, so the results should not be over-analyzed.

Because the survey can be a bit confusing to use, I created a video to explain exactly how to administer it to students as well as some cautionary words about what to do with the results. Please watch the video before using the materials in this freebie with your students. You can watch the video directly from the Multiple Intelligences page on Teaching Resources or on YouTube at <http://youtu.be/j4UtN1epCmc>



You'll notice that my Multiple Intelligence Theory for Kids ebook looks a little different in the video from what you see on this page. That's because I've recently updated the book but have not yet recorded a new video.

After you watch the video, take the test yourself. This will help you determine the best way to present it to your students, and you'll learn about your own strengths, as well!

Before Administering the Survey

Before using the Multiple Intelligence Survey with your students, please read this information carefully.



- **Teacher Knowledge** - Teachers who use this survey should have a solid understanding of Howard Gardner's Multiple Intelligence theory. While the overall concept is fairly simple, the details are more complex. For example, people who are "Art Smart" may not seem very artistic, but their intelligence reveals itself in other ways such as being able to visualize what they are learning or the ability to interpret maps, charts, and graphs easily. Having a deeper understanding of each area will help you answer your students' questions and guide them as they explore the concepts. If you are not familiar with Multiple Intelligence theory, visit the Multiple Intelligence Theory page on Teaching Resources for some excellent links and resources:
www.lauracandler.com/strategies/multipleintelligences.php
- **Student Survey Results** - The student survey is not scientific or researched-based in any way. To keep it simple for students, I wrote only three descriptive statements for each of the eight areas. As a result, the survey may not be an accurate assessment for many students. Also, because it relies on students to answer the questions honestly, the results are only as accurate as students are able to reflect on their skills honestly.
- **Diagnosing Weaknesses** - The survey and materials are NOT intended to diagnose weaknesses. Just because a student scores low in an area does not mean it's actually a true weakness. For example, a student may not score high in the musical area, but that could be because he or she has not had opportunities to develop these skills. Recent research has shown that our brains are constantly evolving and changing as we learn and grow; it would be a great disservice to proclaim that a student is weak in a particular area and to imply that he or she has no hope of improving! For example, students who score low in math should not assume they will never be good in math – maybe they need to activate different pathways to understanding math such as through music or movement. Understanding our strengths and weaknesses can help us improve and grow in all areas.
- **Parental Awareness** - Consider how you will share this information with parents. Instead of sending the survey home, you may want to share it during a parent-teacher conference where you can explain multiple intelligence theory in more detail. Be sure they know that the survey is not scientific and is simply a way to discover how each child learns best. Make sure they understand that an area of "weakness" does not mean that the child will never be good in a particular area. It also does not mean that the parent should relentlessly drill the child to improve! We all learn best through our strengths, so a more appropriate response would be to figure out how to teach the material in a way that capitalizes on their child's strengths.



**If you have read these cautionary words and watched the video, it's time to get started!
Remember to take the survey yourself to see how it works!**

Getting To Know You Survey

Directions:

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

| | | Naturalist | Mathematical-Logical | Verbal-Linguistic | Musical-Rhythmic | Visual-Spatial | Bodily-Kinesthetic | Interpersonal | Intrapersonal |
|---|--|------------|----------------------|-------------------|------------------|----------------|--------------------|---------------|---------------|
| I enjoy singing and I sing well. | | | | | | | | | |
| I love crossword puzzles and other word games. | | | | | | | | | |
| I like spending time by myself. | | | | | | | | | |
| Charts, maps, and graphic organizers help me learn. | | | | | | | | | |
| I learn best when I can talk over a new idea. | | | | | | | | | |
| I enjoy art, photography, or doing craft projects. | | | | | | | | | |
| I often listen to music in my free time. | | | | | | | | | |
| I get along well with different types of people. | | | | | | | | | |
| I often think about my goals and dreams for the future. | | | | | | | | | |
| I enjoy studying about the earth and nature. | | | | | | | | | |
| I enjoy caring for pets and other animals. | | | | | | | | | |
| I love projects that involve acting or moving. | | | | | | | | | |
| Written assignments are usually easy for me. | | | | | | | | | |
| I can learn new math ideas easily. | | | | | | | | | |
| I play a musical instrument (or would like to). | | | | | | | | | |
| I am good at physical activities like sports or dancing. | | | | | | | | | |
| I like to play games involving numbers and logic. | | | | | | | | | |
| My best way to learn is by doing hands-on activities. | | | | | | | | | |
| I love painting, drawing, or designing on the computer. | | | | | | | | | |
| I often help others without being asked. | | | | | | | | | |
| I enjoy being outside in all types of weather. | | | | | | | | | |
| I love the challenge of solving a difficult math problem. | | | | | | | | | |
| Having quiet time to think over ideas is important to me. | | | | | | | | | |
| I read for pleasure every day. | | | | | | | | | |
| Totals → | | | | | | | | | |

Nature Math Word Music Art Body People Self

Getting To Know You Survey Example

Directions:

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

| | | Naturalist | Mathematical-Logical | Verbal-Linguistic | Musical-Rhythmic | Visual-Spatial | Bodily-Kinesthetic | Interpersonal | Intrapersonal |
|---|---|------------|----------------------|-------------------|------------------|----------------|--------------------|---------------|---------------|
| I enjoy singing and I sing well. | 1 | | | | 1 | | | | |
| I love crossword puzzles and other word games. | 4 | | | 4 | | | | | |
| I like spending time by myself. | 3 | | | | | | | | 3 |
| Charts, maps, and graphic organizers help me learn. | 4 | | | | | 4 | | | |
| I learn best when I can talk over a new idea. | 4 | | | | | | | 4 | |
| I enjoy art, photography, or doing craft projects. | 5 | | | | | 5 | | | |
| I often listen to music in my free time. | 3 | | | | 3 | | | | |
| I get along well with different types of people. | 3 | | | | | | | 3 | |
| I often think about my goals and dreams for the future. | 4 | | | | | | | | 4 |
| I enjoy studying about the earth and nature. | 4 | 3 | | | | | | | |
| I enjoy caring for pets and other animals. | 3 | 3 | | | | | | | |
| I love projects that involve acting or moving. | 2 | | | | | | 2 | | |
| Written assignments are usually easy for me. | 4 | | | 4 | | | | | |
| I can learn new math ideas easily. | 5 | | 5 | | | | | | |
| I play a musical instrument (or would like to). | 0 | | | | 0 | | | | |
| I am good at physical activities like sports or dancing. | 4 | | | | | | 4 | | |
| I like to play games involving numbers and logic. | 4 | | 4 | | | | | | |
| My best way to learn is by doing hands-on activities. | 3 | | | | | | 3 | | |
| I love painting, drawing, or designing on the computer. | 4 | | | | | 4 | | | |
| I often help others without being asked. | 2 | | | | | | | 2 | |
| I enjoy being outside in all types of weather. | 2 | 2 | | | | | | | |
| I love the challenge of solving a difficult math problem. | 5 | | 5 | | | | | | |
| Having quiet time to think over ideas is important to me. | 4 | | | | | | | | 4 |
| I read for pleasure every day. | 5 | | | 5 | | | | | |
| Totals → | | 8 | 14 | 13 | 4 | 13 | 9 | 9 | 11 |

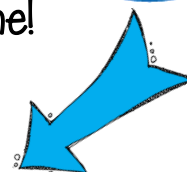
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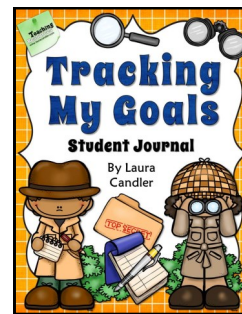
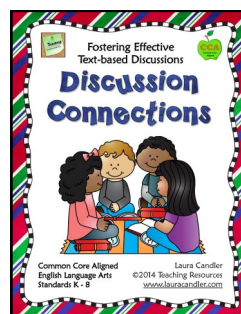
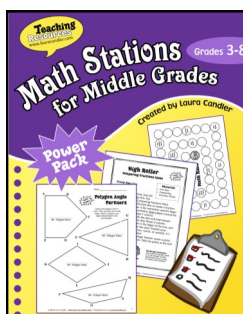
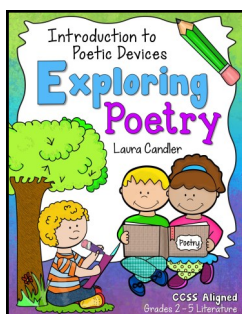
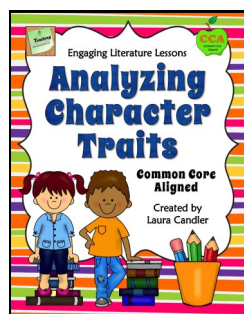
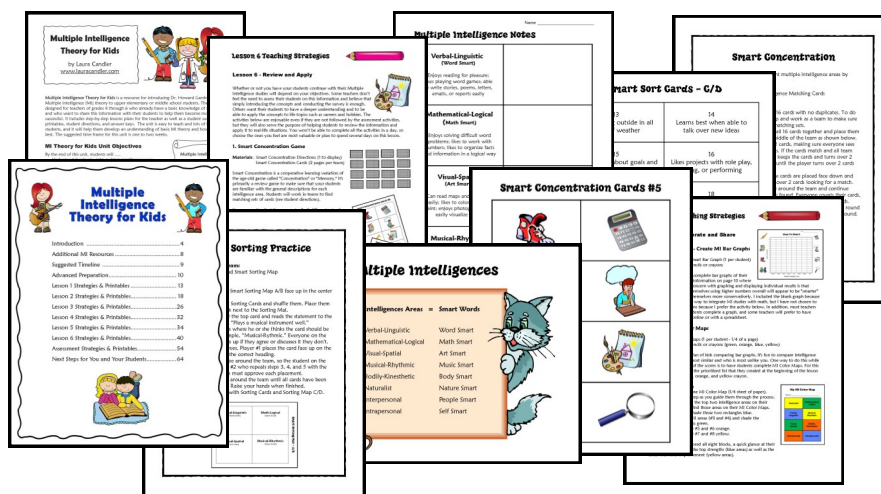
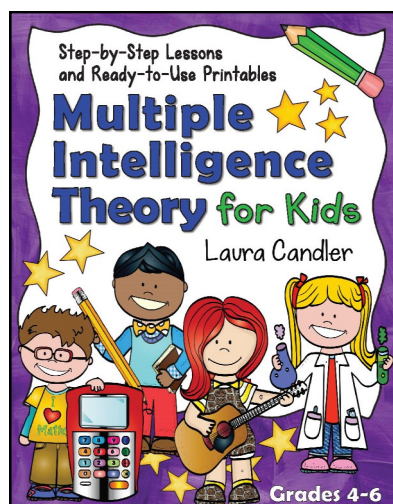
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Corkboard Connections Blog: www.corkboardconnections.com

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Multiple Intelligence Theory for Kids

Multiple Intelligences Survey for Kids is a part of Multiple Intelligence Theory for Kids: Step-by-Step Lessons and Ready-to-Use Printables. Take a peek at what's inside this mini pack. Click [here](#) to find it on TpT.



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