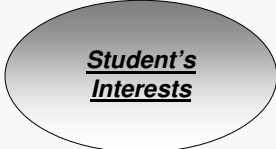


Learner Profile Card

Gender Stripe	
Auditory, Visual, Kinesthetic Modality	Analytical, Creative, Practical Sternberg
 <p><u>Student's Interests</u></p>	
Multiple Intelligence Preference Gardner	Array Inventory

How Do You Like to Learn?



- | | |
|---|--------|
| 1. I study best when it is quiet. | Yes No |
| 2. I am able to ignore the noise of other people talking while I am working. | Yes No |
| 3. I like to work at a table or desk. | Yes No |
| 4. I like to work on the floor. | Yes No |
| 5. I work hard by myself. | Yes No |
| 6. I work hard for my parents or teacher. | Yes No |
| 7. I will work on an assignment until it is completed, no matter what. | Yes No |
| 8. Sometimes I get frustrated with my work and do not finish it. | Yes No |
| 9. When my teacher gives an assignment, I like to have exact steps on how to complete it. | Yes No |
| 10. When my teacher gives an assignment, I like to create my own steps on how to complete it. | Yes No |
| 11. I like to work by myself. | Yes No |
| 12. I like to work in pairs or in groups. | Yes No |
| 13. I like to have unlimited amount of time to work on an assignment. | Yes No |
| 14. I like to have a certain amount of time to work on an assignment. | Yes No |
| 15. I like to learn by moving and doing. | Yes No |
| 16. I like to learn while sitting at my desk. | Yes No |

My Way

An expression Style Inventory

K.E. Kettle J.S. Renzull, M.G. Rizza

University of Connecticut

Products provide students and professionals with a way to express what they have learned to an audience. This survey will help determine the kinds of products YOU are interested in creating.

My Name is: _____



Instructions:

Read each statement and circle the number that shows to what extent YOU are interested in creating that type of product. (Do not worry if you are unsure of how to make the product).

	Not At All Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
1. Writing Stories	1	2	3	4	5
2. Discussing what I have learned	1	2	3	4	5
3. Painting a picture	1	2	3	4	5
4. Designing a computer software project	1	2	3	4	5
5. Filming & editing a video	1	2	3	4	5
6. Creating a company	1	2	3	4	5
7. Helping in the community	1	2	3	4	5
8. Acting in a play	1	2	3	4	5

	Not At All Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
9. Building an invention	1	2	3	4	5
10. Playing musical instrument	1	2	3	4	5
11. Writing for a newspaper	1	2	3	4	5
12. Discussing ideas	1	2	3	4	5
13. Drawing pictures for a book	1	2	3	4	5
14. Designing an interactive computer project	1	2	3	4	5
15. Filming & editing a television show	1	2	3	4	5
16. Operating a business	1	2	3	4	5
17. Working to help others	1	2	3	4	5
18. Acting out an event	1	2	3	4	5
19. Building a project	1	2	3	4	5
20. Playing in a band	1	2	3	4	5
21. Writing for a magazine	1	2	3	4	5
22. Talking about my project	1	2	3	4	5
23. Making a clay sculpture of a character	1	2	3	4	5

	Not At All Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
24. Designing information for the computer internet	1	2	3	4	5
25. Filming & editing a movie	1	2	3	4	5
26. Marketing a product	1	2	3	4	5
27. Helping others by supporting a social cause	1	2	3	4	5
28. Acting out a story	1	2	3	4	5
29. Repairing a machine	1	2	3	4	5
30. Composing music	1	2	3	4	5
31. Writing an essay	1	2	3	4	5
32. Discussing my research	1	2	3	4	5
33. Painting a mural	1	2	3	4	5
34. Designing a computer	1	2	3	4	5
35. Recording & editing a radio show	1	2	3	4	5
36. Marketing an idea	1	2	3	4	5
37. Helping others by fundraising	1	2	3	4	5
38. Performing a skit	1	2	3	4	5

	Not At All Interested	Of Little Interest	Moderately Interested	Interested	Very Interested
39. Constructing a working model	1	2	3	4	5
40. Performing music	1	2	3	4	5
41. Writing a report	1	2	3	4	5
42. Talking about my experiences	1	2	3	4	5
43. Making a clay sculpture of a scene	1	2	3	4	5
44. Designing a multi-media computer show	1	2	3	4	5
45. Selecting slides and music for a slide show	1	2	3	4	5
46. Managing investments	1	2	3	4	5
47. Collecting clothing or food to help others	1	2	3	4	5
48. Role-playing a character	1	2	3	4	5
49. Assembling a kit	1	2	3	4	5
50. Playing in an orchestra	1	2	3	4	5

Instructions: My Way ...A Profile Write your score beside each number. Add each Row to determine your expression style profile.	Products	1. ___	11. ___	21. ___	31. ___	41. ___	Total
	Written	2. ___	12. ___	22. ___	32. ___	42. ___	___
	Oral	3. ___	13. ___	23. ___	33. ___	43. ___	___
	Artistic	4. ___	14. ___	24. ___	34. ___	44. ___	___
	Computer	5. ___	15. ___	25. ___	35. ___	45. ___	___
	Audio/Visual	6. ___	16. ___	26. ___	36. ___	46. ___	___
	Commercial	7. ___	17. ___	27. ___	37. ___	47. ___	___
	Service	8. ___	18. ___	28. ___	38. ___	48. ___	___
	Dramatization	9. ___	19. ___	29. ___	39. ___	49. ___	___
	Manipulative	10. ___	20. ___	30. ___	40. ___	50. ___	___
Musical							

Activity 2.5 – The Modality Preferences Instrument (HBL, p. 23)

Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument, keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

Identifying Sensory Preferences

Directions: For each item, circle "A" if you agree that the statement describes you most of the time. Circle "D" if you disagree that the statement describes you most of the time.

- | | | | |
|-----|--|---|---|
| 1. | I Prefer reading a story rather than listening to someone tell it. | A | D |
| 2. | I would rather watch television than listen to the radio. | A | D |
| 3. | I remember faces better than names. | A | D |
| 4. | I like classrooms with lots of posters and pictures around the room. | A | D |
| 5. | The appearance of my handwriting is important to me. | A | D |
| 6. | I think more often in pictures. | A | D |
| 7. | I am distracted by visual disorder or movement. | A | D |
| 8. | I have difficulty remembering directions that were told to me. | A | D |
| 9. | I would rather watch athletic events than participate in them. | A | D |
| 10. | I tend to organize my thoughts by writing them down. | A | D |
| 11. | My facial expression is a good indicator of my emotions. | A | D |
| 12. | I tend to remember names better than faces. | A | D |
| 13. | I would enjoy taking part in dramatic events like plays. | A | D |
| 14. | I tend to sub vocalize and think in sounds. | A | D |
| 15. | I am easily distracted by sounds. | A | D |
| 16. | I easily forget what I read unless I talk about it. | A | D |
| 17. | I would rather listen to the radio than watch TV. | A | D |
| 18. | My handwriting is not very good. | A | D |
| 19. | When faced with a problem , I tend to talk it through. | A | D |
| 20. | I express my emotions verbally. | A | D |
| 21. | I would rather be in a group discussion then read about a topic. | A | D |

- | | | | |
|-----|---|---|---|
| 22. | I prefer talking on the phone rather than writing a letter to someone. | A | D |
| 23. | I would rather participate in athletic events than watch them. | A | D |
| 24. | I prefer going to museums where I can touch the exhibits. | A | D |
| 25. | My handwriting deteriorates when the space becomes smaller. | A | D |
| 26. | My mental pictures are usually accompanied by movement. | A | D |
| 27. | I like being outdoors and doing things like biking, camping, swimming, hiking etc. | A | D |
| 28. | I remember best what was done rather then what was seen or talked about. | A | D |
| 29. | When faced with a problem, I often select the solution involving the greatest activity. | A | D |
| 30. | I like to make models or other hand crafted items. | A | D |
| 31. | I would rather do experiments rather then read about them. | A | D |
| 32. | My body language is a good indicator of my emotions. | A | D |
| 33. | I have difficulty remembering verbal directions if I have not done the activity before. | A | D |

Interpreting the Instrument's Score

Total the number of "A" responses in items 1-11 _____

This is your visual score

Total the number of "A" responses in items 12-22 _____

This is your auditory score

Total the number of "A" responses in items 23-33 _____

This is you tactile/kinesthetic score

If you scored a lot higher in any one area: This indicates that this modality is very probably your preference during a protracted and complex learning situation.

If you scored a lot lower in any one area: This indicates that this modality is not likely to be your preference(s) in a learning situation.

If you got similar scores in all three areas: This indicates that you can learn things in almost any way they are presented.

Self Assessment:

The Theory of Multiple Intelligences

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part jot down a "T". If it doesn't mark and "F". If the statement is sometimes true, sometimes false, leave it blank.

1. I'd rather draw a map than give someone verbal directions.
2. I can play (or used to play) a musical instrument.
3. I can associate music with my moods.
4. I can add or multiply quickly in my head.
5. I like to work with calculators and computers.
6. I pick up new dance steps quickly.
7. It's easy for me to say what I think in an argument or debate.
8. I enjoy a good lecture, speech, or sermon.
9. I always know north from south no matter where I am.
10. Life seems empty without music.
11. I always understand the directions that comes with new gadgets or appliances.
12. I like to work puzzles and play games.
13. Learning to ride a bike (or skate) was easy.
14. I am irritated when I hear an argument or statement that sounds illogical.
15. My sense of balance and coordination is good.
16. I often see patterns and relationships between numbers faster and easier than others.
17. I enjoy building models (or sculpting).
18. I am good at finding the the fine points of word meanings.
19. I can look at an object one way and see it turned sideways or backwards just as easily.
20. I often connect a piece of music with some event in my life.
21. I like to work with numbers and figures.
22. Just looking at shapes of buildings and structures is pleasurable to me.
23. I like to hum, whistle, and sing in the shower or when I am alone.
24. I'm good at athletics.
25. I'd like to study the structure and logic or languages.
26. I'm usually aware of the expressions on my face.
27. I'm sensitive to the expressions on other people's faces.
28. I stay in touch with my moods. I have no trouble identifying them.
29. I am sensitive to the moods of others.
30. I have a good sense of what others think of me.

Scoring Sheet

Place a checkmark by each item, which you marked as "True." Add your totals. A total of (four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

A	B	C	D
Linguistic	Logical/Math.	Musical	Spatial
7 <input type="checkbox"/>	4 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
8 <input type="checkbox"/>	5 <input type="checkbox"/>	3 <input type="checkbox"/>	9 <input type="checkbox"/>
14 <input type="checkbox"/>	12 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
18 <input type="checkbox"/>	16 <input type="checkbox"/>	20 <input type="checkbox"/>	19 <input type="checkbox"/>
25 <input type="checkbox"/>	21 <input type="checkbox"/>	23 <input type="checkbox"/>	22 <input type="checkbox"/>
E	F	G	
Body/Kinesthetic	Intrapersonal	Interpersonal	
6 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	
13 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	
15 <input type="checkbox"/>		30 <input type="checkbox"/>	
17 <input type="checkbox"/>			
24 <input type="checkbox"/>			

Triarchic Theory of Intelligences

Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

1. Analyzing characters when I'm reading or listening to a story ___
2. Designing new things ___
3. Taking things apart and fixing them ___
4. Comparing and contrasting points of view ___
5. Coming up with ideas ___
6. Learning through hands-on activities ___
7. Criticizing my own and other kids' work ___
8. Using my imagination ___
9. Putting into practice things I learned ___
10. Thinking clearly and analytically ___
11. Thinking of alternative solutions ___
12. Working with people in teams or groups ___
13. Solving logical problems ___
14. Noticing things others often ignore ___
15. Resolving conflicts ___

Triarchic Theory of Intelligences

Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

16. Evaluating my own and other's points of view ___
17. Thinking in pictures and images ___
18. Advising friends on their problems ___
19. Explaining difficult ideas or problems to others ___
20. Supposing things were different ___
21. Convincing someone to do something ___
22. Making inferences and deriving conclusions ___
23. Drawing ___
24. Learning by interacting with others ___
25. Sorting and classifying ___
26. Inventing new words, games, approaches ___
27. Applying my knowledge ___
28. Using graphic organizers or images to organize your thoughts ___
29. Composing ___
30. Adapting to new situations ___

Triarchic Theory of Intelligences – Key Robert Sternberg

Transfer your answers from the survey to the key. The column with the most True responses is your dominant intelligence.

Analytical	Creative	Practical
1. ___	2. ___	3. ___
4. ___	5. ___	6. ___
7. ___	8. ___	9. ___
10. ___	11. ___	12. ___
13. ___	14. ___	15. ___
16. ___	17. ___	18. ___
19. ___	20. ___	21. ___
22. ___	23. ___	24. ___
25. ___	26. ___	27. ___
28. ___	29. ___	30. ___

Total Number of True:

Analytical ___

Creative ___

Practical ___

Thinking About the Sternberg Intelligences

ANALYTICAL

Linear – Schoolhouse Smart - Sequential

- Show the parts of _____ and how they work.
- Explain why _____ works the way it does.
- Diagram how _____ affects _____.
- Identify the key parts of _____.
- Present a step-by-step approach to _____.

PRACTICAL

Streetsmart – Contextual – Focus on Use

- Demonstrate how someone uses _____ in their life or work.
- Show how we could apply _____ to solve this real life problem _____.
- Based on your own experience, explain how _____ can be used.
- Here's a problem at school, _____. Using your knowledge of _____, develop a plan to address the problem.

CREATIVE

Innovator – Outside the Box – What If - Improver

- Find a new way to show _____.
- Use unusual materials to explain _____.
- Use humor to show _____.
- Explain (show) a new and better way to _____.
- Make connections between _____ and _____ to help us understand _____.
- Become a _____ and use your "new" perspectives to help us think about _____.

Array Interaction Inventory

Directions:

- Rank order the responses in rows below on a scale from 1 to 4 with 1 being "least like me" to 4 being "most like me".
- After you have ranked each row, add down each column.
- The column(s) with the highest score(s) shows your primary Personal Objective(s) in your personality.

In your normal day-to-day life, you tend to be:							
Nurturing Sensitive Caring		Logical Systematic Organized		Spontaneous creative Playful		Quiet Insightful reflective	
In your normal day-to-day life, you tend to value:							
Harmony Relationships are important		Work Time schedules are important		Stimulation Having fun is important		Reflection Having some time alone is important	
In most settings, you are usually:							
Authentic Compassionate Harmonious		Traditional Responsible Parental		Active Opportunistic Spontaneous		Inventive Competent Seeking	
In most situations, you could be described as:							
Empathetic Communicative Devoted		Practical Competitive Loyal		Impetuous Impactful Daring		Conceptual Knowledgeable Composed	

Array Interaction Inventory, cont'd

You approach most tasks in a(n) _____ manner:							
Affectionate Inspirational Vivacious		Conventional Orderly Concerned		Courageous Adventurous Impulsive		Rational Philosophical Complex	
When things start to "not go your way" and you are tired and worn down, what might your responses be?							
Say "I'm sorry" Make mistakes Feel badly		Over-control Become critical Take charge		"It's not my fault" Manipulate Act out		Withdraw Don't talk Become indecisive	
When you've "had a bad day" and you become frustrated, how might you respond?							
Over-please Cry Feel depressed		Be perfectionistic Verbally attack Overwork		Become physical Be irresponsible Demand attention		Disengage Delay Daydream	
Add score:							
Harmony Winnie the Pooh		Production Rabbit		Connection Tigger		Status Quo Eeyore	

Personal Objectives/Personality Components

Teacher and student personalities are a critical element in the classroom dynamic. The Array Model (Knaupp, 1995) identifies four personality components; however, one or two components(s) tend to greatly influence the way a person sees the world and responds to it. A person whose primary Personal Objective of Production is organized, logical and thinking-oriented. A person whose primary Personal Objective is Connection is enthusiastic, spontaneous and action-oriented. A person whose primary Personal Objective is Status Quo is insightful, reflective and observant. Figure 3.1 presents the Array model descriptors and offers specific Cooperative and Reluctant behaviors from each personal objective.

	Personal Objectives/Personality Component			
	HARMONY	PRODUCTION	CONNECTION	STATUS QUO
COOPERATIVE (Positive Behavior)	Caring Sensitive Nurturing Harmonizing Feeling-oriented	Logical Structured Organized Systematic Thinking-oriented	Spontaneous Creative Playful Enthusiastic Action-oriented	Quiet Imaginative Insightful Reflective Inaction-oriented
RELUCTANT (Negative Behavior)	Overadaptive Overpleasing Makes mistakes Cries or giggles Self-defeating	Overcritical Overworks Perfectionist Verbally attacks Demanding	Disruptive Blames Irresponsible Demands attention Defiant	Disengaging Withdrawn Delays Despondent Daydreams
PSYCHOLOGICAL NEEDS	Friendships Sensory experience	Task completion Time schedule	Contact with people Fun activities	Alone time Stability
WAYS TO MEET NEEDS	Value their feelings Comfortable work place Pleasing learning environment Work with a friend sharing times	Value their ideas Incentives Rewards Leadership positions Schedules To-do lists	Value their activity Hands-on activities Group interaction Games Change in routine	Value their privacy Alone time Independent activities Specific directions Computer activities Routine tasks