



## MULTIPLE INTELLIGENCES TEST

The multiple intelligences test is designed to help you discover your learning style. By understanding your learning style, you will learn how to maximize your method(s) of learning, identifying what helps you learn and process information best. Learning styles are applicable across all ages and apply to both children and adults. This test does not provide a medical diagnosis of any sort and is for informational purposes only.

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 an "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 in my head.
5. \_\_\_\_\_ I like to work with calculators and computers.
6. \_\_\_\_\_ I pick up new dance steps fast.
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 come with new gadgets or appliances.
12. \_\_\_\_\_ I like to work puzzles and play games.
13. \_\_\_\_\_ Learning to ride a bike (or skates) 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'm good at finding the fine points of word meanings.
19. \_\_\_\_\_ I can look at an object one way and see it 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'm alone.
24. \_\_\_\_\_ I'm good at athletics.
25. \_\_\_\_\_ I'd like to study the structure and logic of languages.
26. \_\_\_\_\_ I'm usually aware of the expression 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.

Excerpted from Armstrong, T. *Multiple Intelligences In The Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (1994).

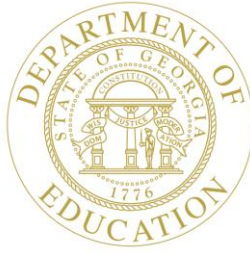


## MULTIPLE INTELLIGENCE SCORING SHEET

Place a check mark by each item 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 and G a score of one or more means you have abilities as well.

A	B	C	D	E	F	G
Linguistic	Logical-Mathematical	Musical	Spatial	Bodily-Kinesthetic	Intra-personal	Inter-personal
7 ____	4 ____	2 ____	1 ____	6 ____	26 ____	27 ____
8 ____	5 ____	3 ____	9 ____	13 ____	28 ____	29 ____
14 ____	12 ____	10 ____	11 ____	15 ____		30 ____
18 ____	16 ____	20 ____	19 ____	17 ____		
25 ____	21 ____	23 ____	22 ____	24 ____		
Totals: ____	____	____	____	____	____	____

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## The Seven Multiple Intelligences in Children

Children who are strongly:	Think	Love	Need
<b>Linguistic</b>	in words	reading, writing, telling stories, playing word games, etc.	books, tapes, writing tools paper diaries, dialogues, discussion, debate stories
<b>Logical-Mathematical</b>	by reasoning	experimenting, questioning, figuring out puzzles, calculating, etc.	things to explore and think about, science materials, manipulatives, trips to the planetarium and science museum
<b>Spatial</b>	in images and pictures	designing, drawing, visualizing, doodling, etc.	art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
<b>Bodily-Kinesthetic</b>	through somatic sensations	dancing, running, jumping, building, touching, gesturing, etc.	role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
<b>Musical</b>	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening, etc..	sing-along time, trips to concerts, music playing at home and school, musical instruments
<b>Interpersonal</b>	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying, etc.	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
<b>Intrapersonal</b>	deeply inside themselves	setting goals, meditating, dreaming, being quiet,	secret places, time alone, self-paced projects, choices

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