



Drumming to the Beat of a Different Marcher

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Checklists for Assessing "How Students Are Smart"
Adapted by Debbie Silver
from *Multiple Intelligences in the Classroom* by Thomas Armstrong

Name of Student- _____

Check all the items that apply:

Linguistic Intelligence (Word Smart)

- 1. Is a good reader.
- 2. Enjoys word games.
- 3. Is a good joke teller/ storyteller.
- 4. Has a good vocabulary for age.
- 5. Enjoys listening activities.
- 6. Likes to write stories and/or poems
- 7. Communicates with others in a highly verbal way.
- 8. Appreciates rhymes, puns, and/or nonsense words.
- 9. Has a good memory for words, stories, details.

Other linguistic strengths:

Logical-Mathematical Intelligence (Number Smart)

- 1. Asks a lot of questions about how things work.
- 2. Has a good sense of cause and effect.
- 3. Finds math games interesting.
- 4. Can see and repeat patterns easily.
- 5. Enjoys working puzzles and brain teasers.
- 6. Understands computer programming.
- 7. Is a logical thinker.
- 8. Can estimate things involving numbers with relative ease.
- 9. Can work math concepts in head.

Other logical-mathematical strengths:

Visual-Spatial Intelligence (Picture Smart)

- 1. Reports clear, visual images (or dreams).
- 2. Can envision objects from more than one perspective.
- 3. Daydreams more than peers.
- 4. Likes to draw and/or create art projects.
- 5. Has a good eye for detail and color.
- 6. Is good at spatial games like chess and Tetris.
- 7. Likes movies, slides, or other visual presentations.
- 8. Can move between 2-dimensional and 3 dimensional representations with ease.
- 9. Can read and/or create maps.

Other visual-spatial strengths:

Bodily-Kinesthetic Intelligence (Body Smart)

- 1. Is very coordinated.
- 2. Exceptionally mobile: moves, twitches, fidgets, taps when seated for long.
- 3. Enjoys working with clay, fingerpaint, and other tactile media.
- 4. Can mimic others' gestures, posture, and movements
- 5. Must touch anything new or interesting.
- 6. Loves to take things apart and put them back together.
- 7. Uses dramatic body movements for self-expression.
- 8. Enjoys running, hopping, climbing, wrestling, or similar activities.
- 9. Exhibits fine motor control (crafts, painting, etc.).

Other bodily-kinesthetic strengths:

Musical Intelligence (Music Smart)

- 1. Can detect music that is off-key, off-beat, or disturbing in some way.
- 2. Remembers melodies of songs.
- 3. Taps rhythmically as he/she works or plays.
- 4. Sensitive to environmental noise (rain on the windows, etc.).
- 5. Plays a musical instrument and/or sings in a choir.
- 6. Has a good singing voice.
- 7. Responds favorably when music is played.
- 8. Sings songs that he/she has learned.
- 9. Unconsciously hums much of the time.

Other musical strengths:

Interpersonal Communications Intelligence (People Smart)

- 1. Establishes meaningful peer relationships.
- 2. Seems to be a natural leader.
- 3. Empathizes with others.
- 4. Likes to play with others.
- 5. Shows good teamwork skills.
- 6. Others seek this student's company.
- 7. Has two or more close friends.
- 8. Frequently acts as a mediator and/or peace maker.
- 9. Enjoys teaching others.

Other interpersonal communication strengths:

Intra-personal Awareness Intelligence (Self Smart)

- 1. Displays a sense of strong will.
- 2. Enjoys playing or working alone.
- 3. Has high self-esteem.
- 4. Has a good sense of self-direction.
- 5. Does not mind being different from others.
- 6. Has a realistic view of his/her strengths and weaknesses.
- 7. Is able to deal effectively with successes and failures.
- 8. Has an interest or talent that is not readily shared with others.
- 9. Seems to “march to the beat of a different drummer.”

Other intra-personal awareness strengths

Naturalistic Intelligence (Nature Smart)

- 1. Likes to identify and classify living and nonliving things in nature.
- 2. Cares for pets or animals.
- 3. Understands repeating patterns in nature and the universe.
- 4. Seems more “in tune with nature” than peers.
- 5. Would rather be outside than inside.
- 6. Has a demonstrated appreciation for a part of the natural world (i.e. dinosaurs, clouds, rocks, etc.)
- 7. Likes to garden and/or appreciates plants.
- 8. Understands and appreciates the environment.
- 9. Loves to collect things from nature.

Other naturalistic strengths

MI Theory has done much to advance the argument for differentiated instruction. No thinking person can acknowledge that children have unique blends of the eight intelligences and then advocate that they all be taught the same thing at the same time in the same way. Along that same line we should concentrate on finding valid ways of assessing what students know that are not entirely based on literacy skills.

Howard Gardner has stated repeatedly that he does not think his identified levels of intelligence should be used to label, sort, or remediate students. The knowledge that students are smart in different ways should empower teachers to seek conduits for each child's optimum opportunities for learning. The self-knowledge that they “are smart, too” encourages students to feel competent and to become successful learners.

Effective Questioning Technique Tips

- Always ask your well-worded question before calling on a particular student. Calling a student's name before the question is asked signals the other students that they don't have to think about it.
- Avoid bombarding students with too much teacher talk. Strive to talk less and listen more.
- Wait time should be more than 2 seconds and can be as long as 6 seconds. You'll have to practice to get comfortable with it. (Because of my Type-A personality, this was really hard for me. I used to hand a designated student, usually one I needed to help stay focused, a timer and ask her/him to help me in gauging my wait time.)
- Practice calling on ALL students. (It's harder than it seems!) You may want to draw names randomly, mark names on a seating chart as you call them, or create another way to ensure that all students are given a chance to answer at some point during the lesson. Do NOT let a few students monopolize the question-answer session.
- Give the same think time to all students! Often teachers give the perceived brighter students more time to generate an answer than those who are thought to be not so bright.
- Require students to wait until they are called on. This helps you call on students evenly and fairly. (It also helps students who need help in controlling impulsivity).
- It is motivating and cognitively helpful to have other students respond to or elaborate on an answer rather than always having the teacher reacting to each individual answer.
- Ask students to orally elaborate (talk out loud about their thinking process) on how they got their answers. This is a great help to students who need tips on how to make certain connections, and it promotes higher order thinking.
- When giving a follow-up comment, use strong praise sparingly. It is more beneficial to have students comment on each other's answers.
- Avoid bluffing an answer to a student question for which you do not have an answer. Be a good model in problem solving to find it.
- Encourage students to ask questions about process as well as content.

(adapted from Kellough and Kellough, (1999). *Middle School Teaching: A Guide to Methods and Resources.*)

Different Ways to Find Out What Students Understand

Make a chart or diagram
 Write a letter to the editor
 Conduct a discussion
 Create an advertisement
 Write an essay
 Participate in a simulation
 Create a poem
 Do a photo essay
 Create an invention
 Teach someone else
 Write an analogy
 Participate in a mock trial
 Design and teach a class
 Devise a new recipe
 Write a monologue
 Illustrate a math concept
 Do a multimedia presentation
 Write a diary from the perspective
 of someone else

Do a demonstration
 Make a scrapbook
 Participate in a debate
 Make an editorial video
 Design a structure
 Develop a collection
 Write and do a rap
 Design a game
 Present a news report
 Judge an event
 Conduct an interview
 Create cartoons
 Create a flow chart
 Give a performance
 Defend a theory
 Create a brochure
 Develop an exhibit
 Set up a system of checks
 and balances

Create a dance
 Design a Web Quest
 Create a puppet show
 Keep a journal log
 Create a report
 Make a plan
 Make a mural
 Create a new product
 Do an experiment
 Make a model
 Develop a rubric
 Write a book
 Make a learning center
 Draw a blueprint
 Do a self-assessment
 Solve a mystery
 Critique a book
 Do a Gallery Walk
 (Carousel Walk)

Tips For Implementing Reform-Based Practices

- Don't try to do it alone. Involve other teachers, parents, and administrators.
- Get involved in your professional networking especially through your subject area organizations. Read their journals, attend their workshops, subscribe to their newsletters, and visit their recommended sites on the Internet.
- Use the Internet to find new ideas, talk with other teachers, and ask questions you may have.
- Talk with others about the changes you are making. Let parents, students, and other teachers know what is happening.
- Communicate with business and industry for practical ideas about real-life assessment practices.
- Enjoy the process. Reflect on successes as well as failures.

Adapted from the 1991 National Council for Teachers of Math (NCTM) booklet, *Mathematics Assessment: Myths, Models, Good Questions, and Practical Suggestions*.

GALLERY WALKS

Language Arts:

Compose a grammatically correct sentence using two homophones.

- 1. Mrs. Cox had no right to tell Josh that he could not write about mating habits for his science fair project.**
- 2. She went hunting with him and no longer thought he was so dear when he shot the little deer.**
- 3. Did you read the story about the student who got a reed stuck up his nose during band?**
- 4. Of course my mom put coarse ground pepper on the plate of spaghetti.**
- 5. Her pants were so tight that her friend had to sew her into them. (Cool!)**
- 6. Michael spent the whole day digging a hole for his rat collection.**

GALLERY WALKS

Math:

You have been invited to Congress to argue for changing the United States to the metric system. Give a valid argument for making the change.

- 1. Most of the rest of the world uses the metric system. It would be easier for world trade if we all used the same thing.**
- 2. The metric system is easier to use because all of the units are in 10s.**
- 3. In the metric system all the units are related. (Like cubic centimeters and milliliters)**
- 4. A decimal system is easier to use than fractions. Mixed fractions are hard!**
- 5. Machine parts can be interchangeable. This could help with cars and computers and things like that.**
- 6. Travel in other countries would be easier because people would have the same measuring systems for gas, speed, and distance.**

GALLERY WALKS

History:

A group of miners and their families decide to stay behind when the others move on to find more gold. They decide to form their own town. What are some reasons they might build their town around a square?

- 1. Start coming out at night when predators can't distinguish color very well.**
- 2. Sit with wings folded up tight so color can't be seen.**
- 3. Sit underneath leaves where they are less likely to be seen.**
- 4. Spend time in fields of bright orange flowers where they will be hard to see.**
- 5. Migrate to an area where other bright orange colored butterflies contain a poison and predators avoid all brightly colored butterflies.**
- 6. Move to a place where there are no predators.**

GALLERY WALKS

Science:

Imagine that you are a bright orange butterfly. A predator moves into your habitat that preys on bright orange butterflies. *What could you do so that the population of bright orange butterflies survives?*

- 1. Start coming out at night when predators can't distinguish color very well.**
- 2. Sit with wings folded up tight so color can't be seen.**
- 3. Sit underneath leaves where they are less likely to be seen.**
- 4. Spend time in fields of bright orange flowers where they will be hard to see.**
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- 6. Move to a place where there are no predators.**

Test Your Science Knowledge

- a. **3 = N of B in the M E**
3 = Number of Bones in the Middle Ear
- b. **8 = N of L on an O**
8 = Number of Legs on an Octopus
- c. **7 = C in a R**
7 = Colors in a Rainbow
- d. **1 = N of Q in a B H**
1 = Number of Queens in a Bee Hive
- e. **206 = N of B in an A S**
206 = Number of Bones in an Adult Skeleton
- f. **3 = N of B P in an I**
3 = Number of Body Part in an Insect
- g. **3 = N of A in a W M**
3 = Number of Atoms in a Water Molecule
- h. **1,110 = F P S that S T**
1,110 = Feet Per Second that Sound Travels

Do You Know What I Mean?

- 1. **Members of an avian species of identical plumage congregate.**
Birds of a feather flock together.
- 2. **Surveillance should precede vaulting.**
Look before you leap.
- 3. **Pulchritude posses solely cutaneous profundity.**
Beauty is only skin deep.
- 4. **It is fruitless to become lachrymose over precipitately departed lactate fluid.**
It is foolish to cry over spilt milk.
- 5. **Freedom from incrustation of grime is contiguous to rectitude.**
Cleanliness is next to godliness.



Like Captured Fireflies

**In her classroom our speculations ranged
the world.**

**She aroused us to book waving
discussions.**

**Every morning we came to her carrying
new truths, new facts, new ideas cupped
and sheltered in
our hands like captured fireflies.**

**When she went away a sadness
came over us,**

But the light did not go out.

**She left her signature upon us,
The literature of the teacher who writes
on children's minds.**

**I've had many teachers who taught us
soon forgotten things,
But only a few like her who created in me
a new thing, a new attitude, a new
hunger.**

**I suppose that to a large extent I am the
unsigned manuscript of that teacher.
What deathless power lies in the hands of
such a person.**

—John Steinbeck