

Checklist for Identifying Students' Type of Intelligence

1) Linguistic Intelligence

- ☐ Writes better than average for age;
- ☐ Spins tall tales or tells jokes and stories;
- ☐ Has a good memory for names, places, dates or trivia;
- ☐ Enjoys word games;
- ☐ Enjoys reading books;
- ☐ Spells words accurately;
- ☐ Appreciates nonsense rhymes, puns, tongue twisters;
- ☐ Enjoys listening to the spoken word (stories, commentary on the radio, talking books);
- ☐ Has a good vocabulary for age;
- ☐ Communicates to others in a highly verbal way

2) Logical/Mathematical Intelligence

- ☐ Asks a lot of questions about how things work;
- ☐ Enjoys working or playing with numbers;
- ☐ Enjoys math class (or if preschool, enjoys counting and doing other things with numbers);
- ☐ Finds math and computer games interesting (or if no exposure to computers, enjoys other math or science games);
- ☐ Enjoys playing chess, checkers, or other strategy games;
- ☐ Enjoys working on logic puzzles or brainteasers;
- ☐ Enjoys putting things in categories, hierarchies or other logical patterns;
- ☐ Likes to do experiments in science class or in free play;
- ☐ Shows interest in science-related subjects;
- ☐ Does well on Piagetian-type assessments of logical thinking

3) Spatial Intelligence

- ☐ Reports clear visual images;
- ☐ Reads maps, charts and diagrams more easily than text;
- ☐ Daydreams a lot;
- ☐ Enjoys art activities;
- ☐ Is good at drawing;
- ☐ Likes to view movies, slides or other visual presentations;
- ☐ Enjoys doing puzzles, mazes or similar visual activities;
- ☐ Builds interesting three-dimensional constructions (e.g., Lego buildings);
- ☐ Gets more out of pictures than words while reading;
- ☐ Doodles on workbooks, worksheets or other materials

4) Bodily-Kinaesthetic Intelligence

- ☐ Excels in one or more sports;
- ☐ Moves, twitches, taps or fidgets while seated for a long time in one spot;
- ☐ Cleverly mimics other people's gestures or mannerisms;
- ☐ Loves to take things apart and put them back together again;
- ☐ Puts his/her hands all over something he/she has just seen;
- ☐ Enjoys running, jumping, wrestling or similar activities (or if older, will show these interests in a more "restrained" way—e.g., running to class, jumping over a chair);
- ☐ Shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways);
- ☐ Has a dramatic way of expressing herself/himself;
- ☐ Reports different physical sensations while thinking or working;
- ☐ Enjoys working with clay or other tactile experiences (e.g., finger painting)

5) Musical Intelligence

- ☐ Tells you when music sounds off-key or disturbing in some other way;
- ☐ Remembers melodies of songs;
- ☐ Has a good singing voice;
- ☐ Plays a musical instrument or sings in a choir or other group;
- ☐ Has a rhythmic way of speaking or moving;
- ☐ Unconsciously hums to himself/herself;
- ☐ Taps rhythmically on the table or desk as he/she works;
- ☐ Is sensitive to environmental noises (e.g., rain on the roof);
- ☐ Responds favourably when a piece of music is put on;
- ☐ Sings songs that he/she has learned outside of the classroom

6) Interpersonal Intelligence

- ☐ Enjoys socializing with peers;
- ☐ Seems to be a natural leader;
- ☐ Gives advice to friends who have problems;
- ☐ Seems to be street-smart;
- ☐ Belongs to clubs, committees, organizations or informal peer groups;
- ☐ Enjoys informally teaching other kids;
- ☐ Likes to play games with other kids;
- ☐ Has two or more close friends;
- ☐ Has a good sense of empathy or concern for others;
- ☐ Is sought out for company by others

7) Intrapersonal Intelligence

- ___ Displays a sense of independence or a strong will;
- ___ Has a realistic sense of his/her abilities and weaknesses;
- ___ Does well when left alone to play or study;
- ___ Marches to the beat of a different drummer in his/her style of living and learning;
- ___ Has an interest or hobby that he/she does not talk much about;
- ___ Has a good sense of self-direction;
- ___ Prefers working alone to working with others;
- ___ Accurately expresses how he/she is feeling;
- ___ Is able to learn from his/her failures and successes in life;
- ___ Has good self-esteem

8) Naturalist Intelligence

- ___ Talks a lot about favourite pets or preferred spots in nature, during class sharing;
- ___ Likes field trips in nature, to the zoo or to a natural history museum;
- ___ Shows sensitivity to natural formations (e.g., while walking outside with the class, will notice mountains, clouds; or if in an urban environment, may show this ability in sensitivity to popular culture 'formations' such as sneakers or automobile styles);
- ___ Likes to water and tend to the plants in the classroom;
- ___ Likes to hang around the gerbil cage, the aquarium or the terrarium in class;
- ___ Gets excited when studying about ecology, nature, plants or animals;
- ___ Speaks out in class for the rights of animals or the preservation of planet earth;
- ___ Enjoys doing nature projects, such as bird watching, collecting butterflies or insects, studying trees or raising animals;
- ___ Brings to school bugs, flowers, leaves or other natural things to share with classmates or teachers;
- ___ Does well in topics at school that involve living systems (e.g., biological topics in science, environmental issues in social studies)

Bibliography:

Armstrong, T. (2009), *Multiple Intelligences in the Classroom* (3rd edition), Alexandria, VA: Association for Supervision and Curriculum Development