

Assessment Through Multiple Intelligences



A customized training developed for the faculty of S.U.N.Y.
Geneseo

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Agenda

Goals

Understand MI

Goal of assessment

Types

Assessment through MI

Interventions - in class

tic tac do - for long term assignments

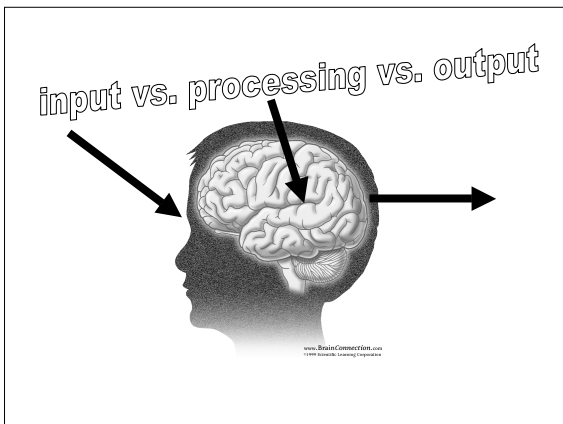
Summary - ticket out the door

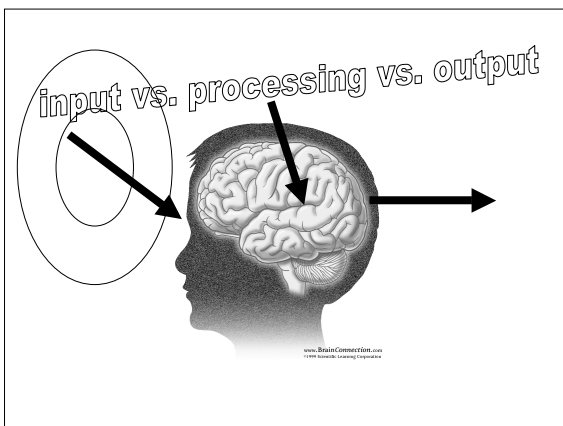


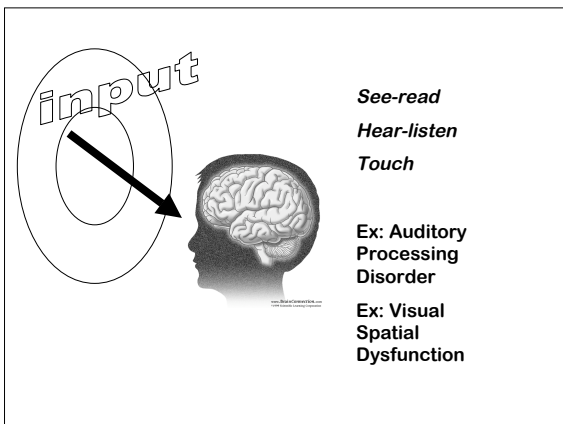
A Knowledge Survey

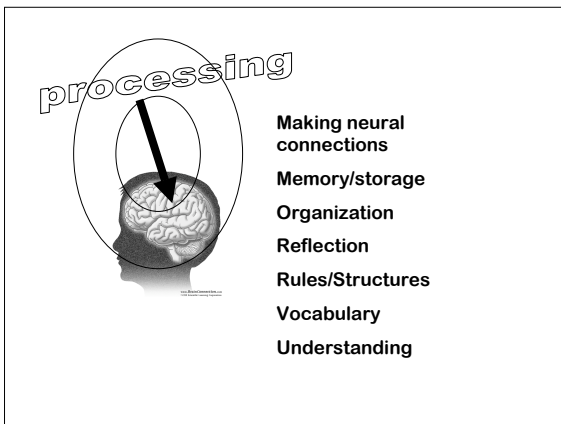
- | | |
|--|-------|
| 1. Formative assessment should be ongoing. | A D U |
| 2. Summative assessment can use any intelligence. | A D U |
| 3. Student grades do not always reflect student learning. | A D U |
| 4. College teachers can assess all students quickly in each class session. | A D U |
| 5. MI can be used for formative and summative assessments | A D U |

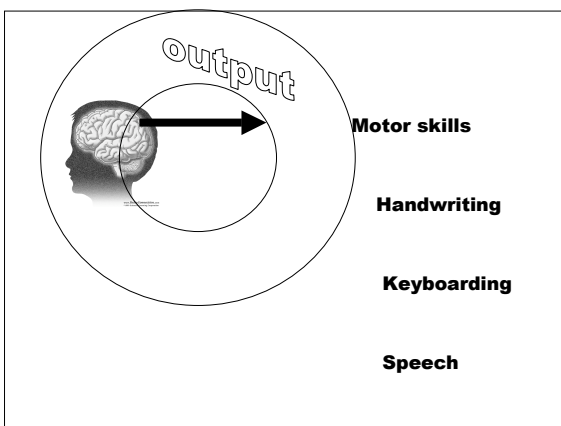
A = agree, D = disagree, U = unsure

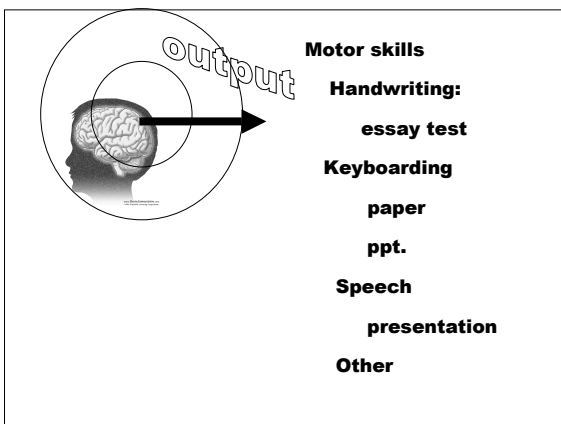




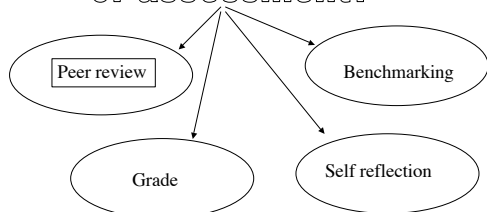








What is the purpose
of assessment?



How well do your current
assessments reflect what the
student has learned?



How well do your
assessments reflect how
well the student can apply
what he/she has learned?



Which assessments did you prefer as a student?

- Multiple choice
- Essay
- Short answer
- Papers
- Projects
- Oral report
- Dialogue
- Self reflection



Think of a time when you were assessed
(and you felt good about it).

1. What was it?
2. Why were you proud of it?
3. What did you learn from it?



Classroom assessment

- | | |
|--|--|
| Formative | to improve quality of learning
not graded |
| Context-specific | what works in one class may not
work in another |
| Ongoing feedback loop to improve learning/teaching | close the loop - share w/students |

Summative Assessment



“You can't fatten a pig by weighing it.”

“Keeping Score Isn't Winning!”

Reaction?




Intelligence is:

A bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture.

Not a thing to be counted, but a potential.

Howard Gardner, in *Intelligence Reframed*.






Some of the criteria Gardner used in his research:


1. a language of its own (symbol system) that can be encoded.
2. a culture that supports and honors this kind of thinking.
3. a location in the brain.
4. a set of capacities or operations.
5. a distinct developmental history and a definable set of expert "end-state" performances. (How it is exhibited within a culture).
6. the existence of savants, prodigies and other exceptional people..

Remember, you have all 8.



Howard Gardner on listening

- ☐ Consider, for example, what happens in a lecture hall.
- ☐ If the speaker lectures, members of the audience sit and either take notes or just focus on the speaker.
- ☐ An observer might easily infer that no processing is going on or that the processing is entirely linguistic.
- ☐ However, once it comes to representing the contents of the lecture, the individual--lecturer no less than listener--is free to make use of whatever representational capacities she has at her disposal.



Howard Gardner on listening

- ☐ A lecture on physics might be represented in language, in logical propositions, in graphic form, through some kind of kinetic imagery (that is how Einstein thought about physics) or even in some kind of musical format (the Greeks stress the parallel between musical and mathematical forces).
- ☐ People may also take notes and use disparate aids to study and recall.

What is an appropriate assessment for whether someone has listened?



Musical Rhythmic Intelligence

Characteristics: Into music, aware of voice tone, thinks in musical associations

Assessments: Create CD that represents...,
Write lyrics for...
Use various voices/accents to show,...



Visual Spatial Intelligence

Characteristics: visual imagery, descriptive language,
artistic, doodler, wear colorful clothing

Assessments: Documentary, photojournalism,
mural, descriptive writing



Bodily Kinesthetic Intelligence

Characteristics: movement, athletics, hands on

Assessments: Practicum, lab, sculpture, 3-D objects
mime, dance



Intrapersonal Intelligence

Characteristics: reflective, philosophical, religious

Assessments: Personal journey, autobiography, stream of consciousness, opinion paper, belief statement



Verbal Linguistic Intelligence

Characteristics: verbal, large vocabulary, skilled writer, strong reader

Assessments: Multiple choice exams, essays, papers, speeches, monologue



Mathematical Logical Intelligence

Characteristics: logical, structured, sequential, formulaic

Assessments: Compare/contrast, cause/effect, time line, Formula, Proof/position paper, Analyze data



Naturalistic Intelligence

Characteristics: connect to nature, ecology, environment, natural surroundings

Assessments: Analogies to nature, scientific method, apply to natural world

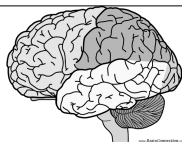


Interpersonal Intelligence

Characteristics: communicate, read body language, has study partners, likes group work, responds to relationship

Assessments: Biography, dialogue, write script for play, teach someone else, peer review

BRAIN BREAK



Hand to heel

1. Stand on your right leg
2. Bend your left leg behind your right knee
3. Tap your left heel with your right hand 3 times
4. Switch legs, so that you are standing on your left leg
5. Bend your right leg so that it is behind your left knee
6. Tap your right heel with your left hand three times

Example

Playwright August Wilson



Pulitzer Prize winner
Author of 10 plays about the
African American Experience in
the U.S.

What is your assumption about his strengths?

Example

*I write in collages. I just write stuff
down and pile it up, and when I get
enough stuff I spread it out and look
at it and figure out how to use it.
You get enough stuff and you start
to build the scene and you don't
know where the scene's going, and
you don't have any idea what's
going to follow after that.*

Example

*But once you get the first scene done (or it
might be the fourth scene in the play),
then you can sort of begin to see other
possibilities. Just like working in
collages you shift it around and organize
it: This doesn't go here; that speech
doesn't really belong to that person, it
belongs to this person....you move stuff
around until you have a composition that
satisfies you; that expresses the idea of
something and then – bing—you have a
play.*

Interviewer: *I have never heard of anyone say they work like that.*

Author August Wilson:



I didn't know what the hell I was doing, but I remained confident that it would all turn out... unless you have confidence, you simply cannot do the work.

Is this the way we teach writing?

Excerpts from an interview in *American Theater* magazine, November 2005



What is noteworthy

about what A. Wilson said?


Interventions



Do a one minute FFW on assessment.

Which kind of learner would love this assignment?


Interventions



Do a “Background Knowledge Probe.”

Which kind of learner would love this assignment?


Interventions



Do a “Knowledge Survey.”

Which kind of learner would love this assignment?

Interventions




Data simulations

Create 3D model (math/science)

Which kind of learner would love this assignment?


Interventions



Create a Formula:
for a quality assessment

*Which kind of learner
would love this assignment?*


Interventions



Chain Notes

*Which kind of learner
would love this assignment?*


Interventions



Analogy w/Manipulative

*Which kind of learner
would love this assignment?*


Interventions



Student Written Test Questions

*Which kind of learner
would love this assignment?*

Interventions




Role Plays

Rebecca Teed, SERC, Carleton College

*Which kind of learner
would love this assignment?*


Interventions



Procedure Brochures

*Which kind of learner
would love this assignment?*


Interventions



EQ to this topic

*Which kind of learner
would love this assignment?*


Interventions



Pen Pals

*Which kind of learner
would love this assignment?*


Interventions



**Benefits Analysis
(Cost/benefit ratio)**

*Which kind of learner
would love this assignment?*


Interventions



Think Pair Share

*Which kind of learner
would love this assignment?*

Interventions




Just in Time Teaching
(preflight checks)

Karen Grove, San Francisco State University

*Which kind of learner
would love this assignment?*


Interventions



One Minute Paper

*Which kind of learner
would love this assignment?*

Interventions




Visualizations

Create 3D model (math/science)

*Which kind of learner
would love this assignment?*

Interventions




Simulations

US Air Force training simulators

*Which kind of learner
would love this assignment?*


Interventions



Convert 'assessment' into a graphic organizer, Venn diagram, or a visual symbol.

*Which kind of learner
would love this assignment?*


Interventions



Music Analogy

*Which kind of learner
would love this assignment?*


Interventions



**What type of assessment is most
helpful to a college professor?**

*Which kind of learner
would love this activity?*


Interventions



Muddy Point

*Which kind of learner
would love this activity?*

Interventions




WWWWHHW

A one sentence summary that includes: “Who does/did what to whom, when, where, how and why?”

Which kind of learner would love this activity?

Tic Tac Do



Shake up your syllabus

1. For this assignment pick three items from your tic tac do board below.
2. You may do them in any order.
3. You may go across, down or diagonally.
4. If you use the Wild Card, you may substitute another activity that meets the criteria of demonstrating what you know about the topic we have been studying.

Tic Tac Do

Democracy Tic Tac Do

Create your own symbol...	Build a model of the meaning of democracy is...	Make an annotated time line of...
Write a speech as if you were a candidate...	Freedom Box Do your own	Represent your belief in...
Make a CD of 5 songs that represent...	Compare our democracy to an animal community...	Identify the personality characteristics necessary...

Elements necessary to obtain a passing grade

Your finished product **must** include the following elements.

1. Demonstrate that you clearly understand the meaning of democracy.
2. Making reference to at least these three principles of a democracy: (more may be included)
 - A. Each citizen having an equal voice
 - B. Majority rule
 - C. Fair election for those in leadership
3. Personal reaction to whether the US today is reflective of a democracy.



In addition, your finished product will be judged using the following chart.

Element	Exceeds expectations, includes original thought and exceptional insight 95-100	Includes all relevant information and presented in a creative way 88-94	Includes all relevant criteria. 85-93	Does not meet passing criteria 50
Creatively used the medium chosen				
Each element required is clearly communicated				
Demonstrates well thought out use of modality chosen				
Audience will be able to appreciate the thought and work you put into this				
Other				



Muddy points?



What questions do you still have?



Ticket out the door

Citations

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