A customized training developed for the faculty of S.U.N.Y. Geneseo
Ellen Arnold, Ed. D.
Ellenarnold@arncraft.com
April 7, 2009

Assessment
Through Multiple Intelligences

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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
Making neural connections
Memory/storage
Organization
Reflection
Rules/Structures
Vocabulary
Understanding

Motor skills
Handwriting
Keyboarding
Speech

Motor skills
Handwriting:
essay test
Keyboarding
paper
ppt.
Speech
presentation
Other
What is the purpose of assessment?

- Peer review
- Benchmarking
- Grade
- Self reflection

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.

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.

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

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
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?

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.

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

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**What is noteworthy about what A. Wilson said?**

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**Interventions**

Do a one minute FFW on assessment.

*Which kind of learner would love this assignment?*
Do a “Background Knowledge Probe.”

Which kind of learner would love this assignment?

Do a “Knowledge Survey.”

Which kind of learner would love this assignment?

Data simulations

Create 3D model (math/science)

Which kind of learner would love this assignment?
Create a Formula: for a quality assessment

Which kind of learner would love this assignment?

Chain Notes

Which kind of learner would love this assignment?

Analogy w/Manipulative

Which kind of learner would love this assignment?
Student Written Test Questions

Which kind of learner would love this assignment?

Role Plays

Rebecca Teed, SERC, Carleton College

Which kind of learner would love this assignment?

Procedure Brochures

Which kind of learner would love this assignment?
EQ to this topic

Which kind of learner would love this assignment?

Pen Pals

Which kind of learner would love this assignment?

Benefits Analysis (Cost/benefit ratio)

Which kind of learner would love this assignment?
Think Pair Share

Which kind of learner
would love this assignment?

Just in Time Teaching
(preflight checks)

Karen Grove, San Francisco State University

Which kind of learner
would love this assignment?

One Minute Paper

Which kind of learner
would love this assignment?
Visualizations

Create 3D model (math/science)

*Which kind of learner would love this assignment?*

Simulations

US Air Force training simulators

*Which kind of learner would love this assignment?*

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

*Which kind of learner would love this assignment?*
Music Analogy

Which kind of learner would love this assignment?

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

Which kind of learner would love this activity?

Muddy Point

Which kind of learner would love this activity?
WWWWWWHW
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?

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**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.

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**Democracy Tic Tac Do**

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

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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.

<table>
<thead>
<tr>
<th>Element</th>
<th>文化创意, original thought and exceptional insight (95-100)</th>
<th>Includes all relevant information and presented in a creative way (85-94)</th>
<th>Does not meet passing criteria (50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity must be evident chosen</td>
<td>Each element required is clearly communicated</td>
<td>Demonstrate well thought-out use of creativity chosen</td>
<td>Audience will be able to appreciate the thought and work put into the piece</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What questions do you still have?
Citations


