

## **Howard Gardner of Harvard has identified seven -then nine - distinct intelligences.**

### **Original set of seven intelligences:**

**Visual-Spatial** - think in terms of physical space, as do architects and sailors. They are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

**Bodily-kinesthetic** - use the body effectively, like a dancer or a surgeon. They have a keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and can be taught through physical activity, hands-on learning, acting out, and role-playing. Tools include equipment and real objects.

**Musical** - show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, and multimedia.

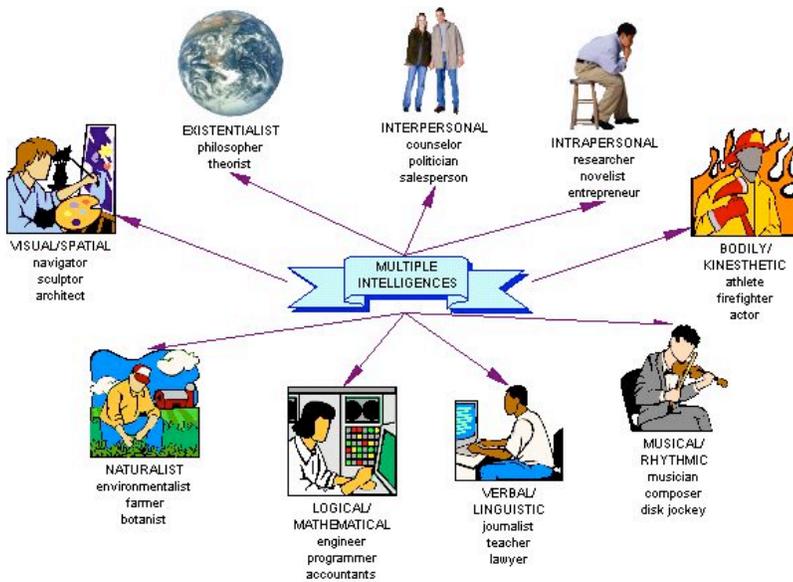
**Interpersonal** - understanding, interacting with others. These students learn through interaction. They have many friends, empathy for others, street smarts. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, and E-mail.

**Intrapersonal** - understanding one's own interests, goals. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

**Linguistic** - using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, and read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture.

**Logical -Mathematical** - reasoning, calculating. They think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

**Revised set of nine intelligences**



**Verbal-Linguistic Intelligence** - well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words

**Mathematical-Logical Intelligence** - ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns

**Musical Intelligence** - ability to produce and appreciate rhythm, pitch and timber

**Visual-Spatial Intelligence** - capacity to think in images and pictures, to visualize accurately and abstractly

**Bodily-Kinesthetic Intelligence** - ability to control one's body movements and to handle objects skillfully

**Interpersonal Intelligence** - capacity to detect and respond appropriately to the moods, motivations and desires of others.

**Intrapersonal Intelligence** - capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

\* **Naturalist Intelligence** - ability to recognize and categorize plants, animals and other objects in nature

\* **Existential Intelligence** - sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here

According to Howard Gardner:

- all human beings possess all nine intelligences in varying amounts;
- each person has a different intellectual composition;
- we can improve education by addressing the multiple intelligences of our students;
- these intelligences are located in different areas of the brain and can either work independently or together;
- these intelligences may define the human species.

# Multiple Intelligences Inventory

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## The One and Only Surfaquarium

Note: This is not a test -  
it is a snapshot in time of an individual's perceived MI preferences.

### Part I

Section 1	Section 2	Section 3
<input type="checkbox"/> I enjoy categorizing things by common traits	<input type="checkbox"/> I easily pick up on patterns	<input type="checkbox"/> I am known for being neat and orderly
<input type="checkbox"/> Ecological issues are important to me	<input type="checkbox"/> I focus in on noise and sounds	<input type="checkbox"/> Step-by-step directions are a big help
<input type="checkbox"/> Classification helps me make sense of new data	<input type="checkbox"/> Moving to a beat is easy for me	<input type="checkbox"/> Problem solving comes easily to me
<input type="checkbox"/> I enjoy working in a garden	<input type="checkbox"/> I enjoy making music	<input type="checkbox"/> I get easily frustrated with disorganized people
<input type="checkbox"/> I believe preserving our national parks is important	<input type="checkbox"/> I respond to the cadence of poetry	<input type="checkbox"/> I can complete calculations quickly in my head
<input type="checkbox"/> Putting things in hierarchies makes sense to me	<input type="checkbox"/> I remember things by putting them in a rhyme	<input type="checkbox"/> Logic puzzles are fun
<input type="checkbox"/> Animals are important in my life	<input type="checkbox"/> Concentration is difficult for me if there is background noise	<input type="checkbox"/> I can't begin an assignment until I have all my "ducks in a row"
<input type="checkbox"/> My home has a recycling system in place	<input type="checkbox"/> Listening to sounds in nature can be very relaxing	<input type="checkbox"/> Structure is a good thing
<input type="checkbox"/> I enjoy studying biology, botany and/or zoology	<input type="checkbox"/> Musicals are more engaging to me than dramatic plays	<input type="checkbox"/> I enjoy troubleshooting something that isn't working properly
<input type="checkbox"/> I pick up on subtle differences in meaning	<input type="checkbox"/> Remembering song lyrics is easy for me	<input type="checkbox"/> Things have to make sense to me or I am dissatisfied
<input type="checkbox"/> TOTAL	<input type="checkbox"/> TOTAL	<input type="checkbox"/> TOTAL

Section 4	Section 5	Section 6
<p><input type="checkbox"/> It is important to see my role in the “big picture” of things</p> <p><input type="checkbox"/> Religion is important to me</p> <p><input type="checkbox"/> I enjoy viewing art work</p> <p><input type="checkbox"/> Relaxation and meditation exercise are rewarding to me</p> <p><input type="checkbox"/> I like traveling to visit inspiring places</p> <p><input type="checkbox"/> I enjoy reading philosophers</p> <p><input type="checkbox"/> Learning new things is easy when I see their real world applications</p> <p><input type="checkbox"/> I wonder if there are other forms of intelligent life in the universe</p> <p><input type="checkbox"/> It is important for me to feel connected to people, ideas, and beliefs</p> <p>_____TOTAL</p>	<p><input type="checkbox"/> I learn best interacting with others</p> <p><input type="checkbox"/> I enjoy informal chat and serious discussion</p> <p><input type="checkbox"/> The more the merrier</p> <p><input type="checkbox"/> I often serve as a leader among peers and colleagues</p> <p><input type="checkbox"/> I value relationships more than ideas or accomplishments</p> <p><input type="checkbox"/> Study groups are very productive for me</p> <p><input type="checkbox"/> I am a “team player”</p> <p><input type="checkbox"/> Friends are important to me</p> <p><input type="checkbox"/> I belong to more than three clubs or organizations</p> <p><input type="checkbox"/> I dislike working alone</p> <p>_____TOTAL</p>	<p><input type="checkbox"/> I learn by doing</p> <p><input type="checkbox"/> I enjoy making things with my hands</p> <p><input type="checkbox"/> Sports are part of my life</p> <p><input type="checkbox"/> I use gestures and non-verbal cues when I communicate</p> <p><input type="checkbox"/> Demonstration is better than explaining</p> <p><input type="checkbox"/> Logic puzzles are fun</p> <p><input type="checkbox"/> I love to dance.”</p> <p><input type="checkbox"/> I like working with tools</p> <p><input type="checkbox"/> Inactivity can make me more tired than being very busy</p> <p><input type="checkbox"/> Hands-one activities are fun</p> <p><input type="checkbox"/> I live an active lifestyle</p> <p>_____TOTAL</p>

Section 7	Section 8	Section 9
<p>___ Foreign languages interest me</p> <p>___ I enjoy reading books, magazines and web sites</p> <p>___ I keep a journal</p> <p>___ Word puzzles like crosswords or jumbles are enjoyable</p> <p>___ Taking notes helps me remember and understand</p> <p>___ I faithfully contact friends through letters and emails</p> <p>___ It is easy for me to explain my ideas to others</p> <p>___ I write for pleasure</p> <p>___ Puns, anagrams and spoonerisms are fun</p> <p>___ I enjoy public speaking and participating in debates</p> <p>___ TOTAL</p>	<p>___ My attitude affects how I learn</p> <p>___ I like to be involved in causes that help others</p> <p>___ I am keenly aware of my moral beliefs</p> <p>___ I learn best when I have an emotional attachment to the subject</p> <p>___ Fairness is important to me</p> <p>___ Social justice issues interest me</p> <p>___ Working alone can be just as productive as working in a group</p> <p>___ I need to know why I should do something before I agree to do it</p> <p>___ When I believe in something I give more effort towards it</p> <p>___ I am willing to petition to right a wrong</p> <p>___ TOTAL</p>	<p>___ I can visualize ideas in my mind</p> <p>___ Rearranging a room and redecorating are fun for me</p> <p>___ I enjoy creating my own works of art</p> <p>___ I remember better using graphic organizers</p> <p>___ I enjoy all kinds of entertainment media</p> <p>___ Charts, graphs and tables help me interpret data</p> <p>___ A music video can make me more interested in a song</p> <p>___ I can recall things as mental pictures</p> <p>___ I am good at reading maps and blueprints</p> <p>___ Three dimensional puzzles are fun</p> <p>___ TOTAL</p>

**Part II**

Now carry forward your total from each section and multiply by 10 below:

<b>Section</b>	<b>Total Forward</b>	<b>Multiply x10</b>	<b>Score</b>
1		x10	
2		x10	
3		x10	
4		x10	
5		x10	
6		x10	
7		x10	
8		x10	
9		x10	

### Part III

Now plot your scores on the bar graph below:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0									
	S1	S2	S3	S4	S5	S6	S7	S8	S9

### Part IV

Key:

- Section 1 - This reflects your **Naturalist** strength
- Section 2 - This suggests your **Musical** strength
- Section 3 - This indicates your **Logical** strength
- Section 4 - This illustrates your **Existential** Strength
- Section 5 - This shows your **Interpersonal** strength
- Section 6 - This tells your **Kinesthetic** strength
- Section 7 - This indicates your **Verbal** strength
- Section 8 - This reflects your **Intrapersonal** strength
- Section 9 - This suggests your **Visual Strength**

Remember:

- Everyone has all the intelligences.
- You can strengthen each intelligence.
- This inventory is meant as a snapshot in time - it can change.
- MI is meant to empower, not label.