

# Checklist for Assessing Learning Styles

Name of Trainee:

Date:



## 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 (or if preschool, does developmental spelling that is advanced for age)
	Appreciates nonsense rhymes, puns, tongue twisters, etc.
	Enjoys listening to the spoken word (stories, commentary on the radio, talking books, etc.)
	Has a good vocabulary for age
	Communicates to others in a highly verbal way
	<b>Other Linguistic Strengths</b>



## Logical-Mathematical Intelligence

	Asks a lot of questions about how things work
	Computes arithmetic problems in his/her head quickly (or if preschool, math concepts are advanced for age)
	Enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
	Finds math computer games interesting (or if not exposure to computers, enjoys other math or counting games)
	Enjoys playing chess, checkers, or other strategy games (or preschool, board games requiring counting squares)
	Enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense such as in <i>Alice's Adventures in Wonderland</i> )
	Enjoys putting things in categories or hierarchies
	Has a good sense of cause-effect for age
	Thinks on a more abstract or conceptual level than peers
	Likes to experiment in a way that shows higher order cognitive thinking processes
	<b>Other Logical Mathematical Strengths</b>



## Spatial Intelligence

	Reports clear visual images
	Reads maps, charts, and diagrams more easily than text (or if preschool, enjoys looking at more than text)
	Daydreams more than peers
	Enjoys art activities
	Draws figures that are advanced for age
	Likes to view movies, slides, or other visual presentations
	Enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual activities
	Builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
	Gets more out of pictures than words while reading
	Doodles on workbooks, worksheets, or other materials
	<b>Other Spatial Strengths</b>



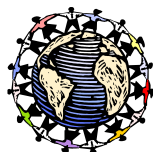
## Bodily-Kinesthetic Intelligence

	Excels in one or more sports (or if preschool shows physical prowess advanced for age)
	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's just seen
	Enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way – e.g., punching a friend, 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)
	<b>Other Bodily-Kinesthetic Strengths</b>



## 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 (or is preschool, enjoys playing percussion instruments and /or singing in a group)
	Has rhythmic way of speaking and/or moving
	Unconsciously hums to himself/herself
	Taps rhythmically on the table or desks as he/she works
	Sensitive to environmental noises (e.g. rain on the roof)
	Responds favorable when a piece of music is put on
	Sings songs that he/she has learned outside of the classroom
	<b>Other Musical Strengths</b>



## 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 or other organizations (or if preschool, seems to be part of a regular social group)
	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
	Others seek out his/her company
	<b>Other Interpersonal Strengths:</b>



## Intrapersonal Intelligence

	Displays a sense of independence or a strong will
	Has a realistic sense of his/her strengths 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 doesn't 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 high self-esteem
	<b>Other Intrapersonal Strengths</b>



## Naturalistic

	Must connect learning to the bigger picture – to the natural order/world around them
	Ability to understand features of the environment
	Interests in nature, environmental balance and eco systems
	Feel stress relief by natural environments
	Learn outside when possible
	Explore areas that reflect love for nature – learn better with passion
	Able to relate information to something in nature
	Use nature as a reward for getting things done
	<b>Other Naturalistic Strengths</b>

**\*\*Inventory is based upon Thomas Armstrong's work in Multiple Intelligences  
Notes including quotes from trainee:**