

## TEACHER OBSERVATION SHEET FOR MULTIPLE INTELLIGENCES

The following checklists will allow the teacher to further solidify a determination of specific intelligences through observation. Completed for each student, this documentation may be combined with the **MULTIPLE INTELLIGENCES SELF-REFLECTION EXERCISE**.

*In each of the following categories, check all items that apply.*

### **Linguistic Intelligence**

- writes better than average for age
- spins tall tales or tells jokes and stories
- good memory for names, dates, trivia
- enjoys word games
- enjoys reading books
- spells words accurately
- likes nonsense rhymes, puns, etc.
- enjoys listening to the spoken word
- has a good vocabulary for his age
- communicates highly verbally

### **Logical-Mathematical Intelligence**

- asks questions about how things work
- solves problems in his head quickly
- enjoys math class
- finds math computer games interesting
- enjoys strategy games like chess
- enjoys logic puzzles or brain teasers
- enjoys categorizing
- experiments show higher order
- .....cognitive thinking processes
- thinks on a more abstract or conceptual
- .....level than peers
- has a good cause-effect sense for age

### **Spatial Intelligence**

- reports clear visual images
- reads maps, charts, and diagrams more
- .....easily 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, or similar
- .....visual activities
- builds interesting three-dimensional
- .....constructions for age (e.g., LEGO)

### **Spatial, continued**

- gets more out of pictures than words
- .....while reading
- doodles on workbooks, worksheets, or
- .....other materials

### **Bodily-Kinesthetic 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
- put his hands all over something
- .....he's just seen
- enjoys running, jumping, wrestling, or
- .....similar activities, or good fine-motor
- .....coordination in other ways
- has dramatic way of expressing
- .....himself
- reports different physical sensations
- .....while thinking or working
- enjoys working with clay or other
- .....tactile experiences

### **Musical Intelligence**

- tells you when music sounds off-key
- .....or disturbing in some way other way
- remembers melodies of songs
- has a good singing voice
- plays a musical instrument or sings in
- .....choir or other group
- has rhythmic speaking/moving
- unconsciously hums to himself/herself
- taps rhythmically on the table or desks
- .....as he works
- sensitive to environmental noises (e.g.,
- .....rain on the roof)

Blount

HOMEROOOM \_\_\_\_\_

GRADE \_\_\_\_ DATE \_\_\_\_\_

NAME \_\_\_\_\_

**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  
.....group organizations
- 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 empathy or  
.....concern for others
- others seek out his/her company

**Intrapersonal Intelligence**

- displays a sense of independence or a  
.....strong will
- has a realistic sense of his/her  
.....strengths and weaknesses
- plays/ studies well alone
- marches to the beat of a different  
.....drummer in living and learning style
- 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

Excerpted and adapted from Armstrong, Thomas. *Multiple Intelligences in the Classroom*, Alexandria, Virginia, Association for Supervision and Curriculum Development (1994).