

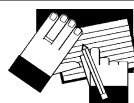
Multiple Intelligences Assessment Menu

One way to infuse variety into classroom evaluation is to provide students the following menus of options to use in demonstrating the results of their learning. Occasionally, the options might be limited to one intelligence area with eventual rotation through all seven menus over the course of a few months. Teachers will need to indicate specific content to be addressed by each menu.



Verbal/Linguistic Menu

- ◆ Use storytelling to explain
- ◆ Set up a debate to discuss
- ◆ Write a poem, myth, legend, short play, or news article about
- ◆ Relate a short story or novel to
- ◆ Give a presentation on
- ◆ Lead a class discussion on
- ◆ Write journal entries on
- ◆ Create a talk show radio program about.....
- ◆ Write a newsletter, booklet, or dictionary about
- ◆ Invent slogans for
- ◆ Create an audiotape of
- ◆ Conduct an interview of on
- ◆ Write a letter to about
- ◆ Use technology to write
- ◆ Others of your choice



Logical/Mathematical Menu

- ◆ Translate into a mathematical formula
- ◆ Create a timeline of
- ◆ Design and conduct an experiment on
- ◆ Make a strategy game that includes
- ◆ Make a calendar of
- ◆ Interpret a calendar of
- ◆ Hypothesize about
- ◆ Create story problems out of
- ◆ Write a computer program for
- ◆ Categorize facts and information
- ◆ Set up a lab project on
- ◆ Describe the symmetry in
- ◆ Use inductive or deductive reasoning to
- ◆ Select and use technology to
- ◆ Others of your choice



Visual/Spatial Menu

- ◆ Chart, map, cluster, or graph
- ◆ Create a slide show, videotape, or photo album of
- ◆ Design a poster, bulletin board, mural of
- ◆ Visualize
- ◆ Use a memory system to learn
- ◆ Create a piece of art that demonstrates
- ◆ Develop a set of architectural drawings that
- ◆ Make a film or advertisements of
- ◆ Vary the color, size, and shape of your
- ◆ Color-code the process of
- ◆ Invent a board or card game to demonstrate
- ◆ Illustrate, draw, paint, sketch, sculpt, or construct
- ◆ Use the overhead projector to teach
- ◆ Use technology to
- ◆ Others of your choice



Body/Kinesthetic Menu

- ◆ Rehearse and perform a play on
- ◆ Role play or simulate
- ◆ Create a movement or sequence of movements to explain
- ◆ Choreograph a dance of
- ◆ Invent a board or floor game of
- ◆ Make task or puzzle cards of
- ◆ Build or construct a
- ◆ Plan and attend a field trip that will
- ◆ Use the qualities of a physically educated person to demonstrate
- ◆ Devise a scavenger hunt to
- ◆ Make a model of
- ◆ Bring hands-on materials to demonstrate
- ◆ Invent an adventure game that
- ◆ Design a product for
- ◆ Select and use technology to
- ◆ Others of your choice



Musical Menu

- ◆ Write song lyrics for
- ◆ Sing a rap or song that explains
- ◆ Indicate the rhythmical patterns in
- ◆ Give a presentation with appropriate musical accompaniment on
- ◆ Explain how the lyrics of a song relate to
- ◆ Explain how the music of a song is similar to
- ◆ Present a short class musical on
- ◆ Make an instrument and use it to demonstrate ...
- ◆ Use music to enhance skill building in
- ◆ Create a musical game that
- ◆ Collect and present songs about
- ◆ Write a new ending to a song or musical composition so that it explains
- ◆ Create a musical collage to depict
- ◆ Use musical technology to
- ◆ Others of your own



Interpersonal Menu

- ◆ Create and implement group rules for
- ◆ Conduct a class meeting to address
- ◆ Identify and assume a role to
- ◆ Organize or participate in a group that will
- ◆ Use a conflict management strategy to
- ◆ Accommodate learning differences by
- ◆ Participate in a service project that will
- ◆ Participate in a mentoring, apprenticeship, or tutoring program to
- ◆ Generate a variety of multiple perspectives on the topic of
- ◆ Help resolve a local or global problem by
- ◆ Demonstrate your awareness of multiethnic perspectives by
- ◆ Create a culturgram of
- ◆ Use a telecommunication program to reach
- ◆ Explain your perspective of an international issue.....
- ◆ Others of your choice



Intrapersonal Menu

- ◆ Describe qualities you possess that will help you successfully complete
- ◆ Create a personal analogy for
- ◆ Set a goal to accomplish
- ◆ Describe how you feel about
- ◆ Explain your personal philosophy about
- ◆ Use some form of emotional processing to
- ◆ Describe one of your personal values about
- ◆ Use self-directed learning to
- ◆ Write a journal entry on
- ◆ Explain the purpose in studying
- ◆ Explain your intuitive hunches about
- ◆ Receive feedback from another person on your efforts to
- ◆ Self-assess your work in
- ◆ Use technology to
- ◆ Others of your choice