

Multiple Intelligences Research and Consulting Inc.

www.MIResearch.org

Hello-

This Profile was compiled from The MIDAS questionnaire. The scales are based on the theory of multiple intelligences as described by Howard Gardner who defines intelligence as. *...an ability to solve a problem or create a product that is valued in your community.*

The MIDAS Profile can be used to gain a deeper understanding of your skills/abilities and preferred learning strengths. **This is not a test.** These scores are not absolute. It is up to you to decide if these scores are a good description of your intellectual and creative life.

If your profile is lower than what you know to be true, then you probably under-reported your abilities. Factors that can lower scores are: modesty, self-criticalness, low self-esteem or depression. To verify this profile, first review pages one and two by asking these questions and then create a Brief Learning Summary.

Page 1: Does this Profile accurately picture your general overall level of abilities?

Page 2: Are the subscales listed in an order that matches your strengths and weaknesses?

Page 3: Create your *personal*

Brief Learning Summary

- 1. Main Areas:** List the 8 main scores from high to low. Put the two strengths at the top, then the two lowest scales at the bottom and the others in the middle. You may spread out the scales that are far apart and put close together those that are alike in strength.
- 2. Specific Areas:** From page 2, write in the 5 highest and 5 lowest subscales in the same way as for main scales.
- 3. Preferred Activities:** Describe actual activities you do the most or the best. For example, "*played the trumpet for 5 years.*" Also, from the bottom of page 1 write in the highest of the intellectual style scales (Leadership, General Logic, Innovation). These indicate if you tend to be more inventive, practical or social in your problem solving skills.

Validate this summary by discussing it with people who know you well and also compare it to other test results, class grades, jobs you have held and feedback you have received from other people.

Now you may review The MIDAS scale descriptions and *Multiple Intelligences in Daily Life*. Additional information is on the author's website: www.MIResearch.org or in his books available from **Amazon.com** - *Your Amazing Brain- Discovered! A Student's Toolbox; One Family, Many Remarkable Brains; or The Challenge! Guide to Careers.*

Branton Shearer, Ph.D.

The MIDAS Brief Learning Summary

Name: _____ Date: _____ # _____

The following Profile was compiled from data provided by you. It represents areas of strength and limitation as described by you. This is preliminary information to be confirmed by way of discussion and further exploration.

MAIN AREAS

SPECIFIC SKILLS

HIGH

MIDDLE

LOW

Preferred Activities:

THE MIDAS SCALES

Musical: *To think in sounds, rhythms, melodies and rhymes. To be sensitive to pitch, rhythm, timbre and tone. To recognize, create and reproduce music by using an instrument or voice. Active listening and a strong connection between music and emotions.*

Vocal Ability: a good voice for singing in tune and in harmony

Instrumental Skill: skill and experience in playing a musical instrument

Composer: makes up songs or poetry and has tunes on her mind

Appreciation: actively enjoys listening to music of some kind

Kinesthetic: *To think in movements and to use the body in skilled and complicated ways for expressive and goal directed activities. A sense of timing, coordination for whole body movement and the use of hands for manipulating objects.*

Athletics: ability to move the whole body for physical activities such as balancing, coordination and sports

Dexterity: to use the hands with dexterity and skill for detailed activities and expressive moment

Logical-Mathematical: *To think of cause and effect connections and to understand relationships among actions, objects or ideas. To calculate, quantify or consider propositions and perform complex mathematical or logical operations. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving.*

Everyday Math: to use math effectively in everyday life

School Math: performs well in math at school

Everyday Problem Solving: able to use logical reasoning to solve everyday problems, curiosity

Strategy Games: good at games of skill and strategy

Spatial: *To think in pictures and to perceive the visual world accurately. To think in three-dimensions and to transform one's perceptions and re-create aspects of one's visual experience via imagination. To work with objects effectively.*

Space Awareness: to solve problems of spatial orientation and moving objects through space such as driving a car

Artistic Design: to create artistic designs, drawings, paintings or other crafts

Working with Objects: to make, build, fix, or assemble things

Linguistic: *To think in words and to use language to express and understand complex meanings. Sensitivity to the meaning of words and the order among words, sounds, rhythms, inflections. To reflect on the use of language in everyday life.*

Expressive Sensitivity: skill in the use of words for expressive and practical purposes

Rhetorical Skill: to use language effectively for interpersonal negotiation and persuasion

Written-academic: to use words well in writing reports, letters, stories, verbal memory, reading / writing

Interpersonal: *To think about and understand another person. To have empathy and recognize distinctions among people and to appreciate their perspectives with sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances.*

Social Sensitivity: sensitivity to and understanding of other people's moods, feelings and point of view

Social Persuasion: ability for influencing other people

Interpersonal Work: interest and skill for jobs involving working with people

Intrapersonal: *To think about and understand one's self. To be aware of one's strengths and weaknesses and to plan effectively to achieve personal goals. Reflecting on and monitoring one's thoughts and feelings and regulating them effectively. The ability to monitor one's self in interpersonal relationships and to act with personal efficacy.*

Personal Knowledge / Efficacy: awareness of one's own ideas, abilities; able to achieve personal goals

Calculations: meta-cognition "thinking about thinking" involving numerical operations

Spatial Problem Solving: self awareness to problem solve while moving self or objects through space

Effectiveness: ability to relate oneself well to others and manage personal relationships

Naturalist: *To understand the natural world including plants, animals and scientific studies. To recognize, name and classify individuals, species and ecological relationships. To interact effectively with living creatures and discern patterns of life & natural forces.*

Animal Care: skill for understanding animal behavior, needs, characteristics

Plant Care: ability to work with plants, i.e., gardening, farming and horticulture

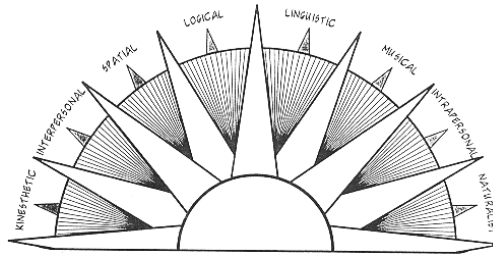
Science: knowledge of natural living energy forces including cooking, weather and physics

Intellectual Style

Leadership: *To use language effectively to organize and solve interpersonal problems & goals.*

Innovative: *To work in artistic, divergent and imaginative ways. To improvise and create unique answers, arguments or solutions.*

General Logic: *To deal with problems in an intuitive, rapid and perhaps unexpectedly accurate manner... to bring together a wide amount of information and to make it part of a general and effective plan of action.*



Multiple Intelligences Research and Consulting Inc.
"A Dialogue of Discovery"

Hello!

The MIDAS assessment provides information to help people understand themselves better so they may be successful in life as well as in school. After the **Brief Learning Summary** has been created you should review it carefully to determine if it is accurate.

This MIDAS Profile indicates areas of skill, knowledge and disposition as reported by you. These scores represent the approximate level of development in each area *at the present time*. **All of these abilities may be improved over time and with effort and guidance.** To determine the accuracy of The MIDAS Profile use the form on the next page and follow these steps:

First, look over the **Brief Learning Summary** and make note of high and low areas. You will want to become familiar with each area by reading the information in this packet.

Second, ask yourself, a family member or a close friend if they agree with these areas of strength and weakness.

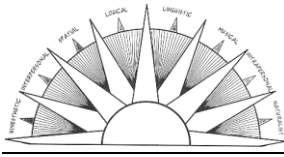
Third, compare this Profile to other sources of information such as:

- feedback from teachers and other knowledgeable people
- other test results
- grades in courses, school subjects and projects
- hobbies, recreational and leisure activities

Fourth, reflect on and discuss this information with someone who knows you well. If necessary, revise the **Brief Learning Summary** to create a Verified Profile that better represents what you are truly capable of doing.

You are now ready to use the verified **Brief Learning Summary** like a "map" to make plans to increase intellectual development, career success, better performance in school and to promote personal satisfaction and greater fulfillment. Additional guidance is available on the author's website: www.MIRResearch.org or in other MI books.

Best of luck!



Multiple Intelligences In Daily Life

Branton Shearer, Ph.D.

| | <u>Activities</u> | <u>Study Skills</u> | <u>Just for Fun</u> | <u>School Major</u> | <u>Careers</u> |
|-----------------------|--|---|--|--|---|
| <i>Musical</i> | Singing, listening, playing instruments | Rhyme, rhythm, song, lyrics, repetition, sing it with gusto! | Hum, sing, drum, rhyme, compose, strum, whistle | Band, Vocal, Composing, Choral, Orchestra | Choral director, musician, sound engineer, DJ, critic |
| <i>Kinesthetic</i> | Sports, dance, handicrafts, jogging, acting, mime, dexterity | Gestures, write large 3x, act it out, dramatize it, make models | Wrestle, touch football, soccer, magic tricks, juggle, dance | Recreation, Dance, Leisure, Fitness, Physical Ed. | Actor, coach, assembler, laborer, dentist choreographer |
| <i>Linguistic</i> | Speaking, reading, writing, story telling, poetry | Note talking, checklist, outline, tape record, teach | Word play, poetry, story telling, lyrics, read aloud | Journalism, Education, Sociology, Literature | Writer, editor, librarian, teacher, translator, sales |
| <i>Logical / Math</i> | Calculating, investigation, problem-solving, strategy, logic | Question, categorize, explain, analyze, compare | Chess, mysteries, challenges, puzzles, computers | Engineering, Accounting, Medicine, Computer Science | Lawyer, chemist, analyst, bookkeeper, engineer |
| <i>Spatial</i> | Map reading, artistic design, crafts, mechanical | Watch, mind-map it, visualize, colorize notes, cartooning. | Doodling, photography, modeling, clothing design | Architecture, Engineering, Aviation, Graphic Design | Landscape design, artist, interior design, pilot |
| <i>Inter-Personal</i> | Empathy, leadership, manage relationships | Study groups, teach it to someone, role playing discuss | Team games, sports, chatting, helping, volunteering | Ministry, Public relations, Management, Nursing | Teaching, nurse, counselor, sales, politician |
| <i>Intra-Personal</i> | Personal knowledge, opinions, judgment, self-direction, goal | Test yourself ask why important to me, what do I know now | Reflection time, surveys, planning life goals, journals | Creative Writing, Philosophy, Psychology, Leadership | Minister, psychologist, writer, artist, pilot, engineer |
| <i>Naturalist</i> | Understanding animals, working with plants, science | Use your senses, observations, metaphors | Train a pet, fish tanks, nature hikes, plant flowers | Biology, Ecology, Horticulture, Zoology | Naturalist, forester, farm, botanist, greenhouse worker |

Self Reflection

on *Brief Learning Summary*

The areas on the Summary that I think are too high or low are:

| | <i>High</i> | <i>OK</i> | <i>Low</i> | | <i>High</i> | <i>OK</i> | <i>Low</i> |
|-------------------|-------------|-----------|------------|----------------------|-------------|-----------|------------|
| Linguistic | ___ | ___ | ___ | Musical | ___ | ___ | ___ |
| Spatial | ___ | ___ | ___ | Kinesthetic | ___ | ___ | ___ |
| Logic-math | ___ | ___ | ___ | Intrapersonal | ___ | ___ | ___ |
| Naturalist | ___ | ___ | ___ | Interpersonal | ___ | ___ | ___ |

Overall, I think the Profile is: **OK**___ **Too high**___ **Too Low**___ **Mixed up**___

My _____ scale **surprises** me because . . .

My _____ scale **puzzles** me because . . .

What I **learned** about myself by completing this assessment is . . .

Other Comments: