



FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA CIENCIAS DE LA EDUCACIÓN

**Developing Evaluation Instruments based on the Multiple Intelligences in Second
Year of Basic Education of San José De La Salle Elementary School**

**Trabajo de graduación previo a la obtención del título de Licenciada en Ciencias de la
Educación mención, Inglés**

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DEDICATION

To my parents who have given me love and support in every moment of my life and who have taught me to work and reach my goals.

To my siblings who are a constant guide. They are role models of self-improvement and honesty.

Fanny

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ABSTRACT

The theory of Multiple Intelligences proposes eight different types of intelligences which are seen as a personal tool each individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use.

The students enrolled in second year of basic at San José La Salle elementary school, demonstrate they need new evaluation instruments; but at the same time, they have revealed the problems they have at the time of being evaluated. Lack of assessment instruments based on the Multiple Intelligences theory represented the main problem why the students registered low grades in their files.

The students were diagnosed with a pre-test. It showed there was not a relationship between the exercises presented in class and tests and Multiple Intelligence theory activities. After working with activities and evaluation instruments based on this theory, their grades improved.

RESUMEN

La teoría de las Múltiples Inteligencias propone ocho tipos de inteligencia. Cada persona las posee en un nivel bajo y alto.

Cuarenta y cinco estudiantes matriculados en el Segundo Año de Educación Básica de la escuela La Salle demostraron que necesitan nuevos instrumentos de evaluación porque la falta de estos basados en las inteligencias múltiples representan el problema principal de las notas bajas en sus registros.

Los estudiantes fueron evaluados con una prueba que demostró que no había relación entre los ejercicios y las actividades. Después trabajaron con actividades e instrumentos de evaluación basados en esta teoría y sus notas mejoraron.

INTRODUCTION

As a result of various investigations concerning the existence of a single intelligence measured by psychometric tests, researchers began to put emphasis on the assessment of skills through the Multiple Intelligences theory such as reading, counting, dancing, working alone and working in teams, and interest in nature.

The activities of this theory will improve the teaching learning process and will help to develop the different capacities in a student, who will get better grades during the tests.

One of the most important issues, subject of this thesis, is the development of assessment tools based on Multiple Intelligences. Based on this theory, I decided to work and develop evaluation instruments to apply to a representative sample of second year students of basic Education in “San José de la Salle” elementary school.

The first chapter contains the description of the problem, the purpose of the research, methodology and participants.

The second chapter is the analysis of various documents – Curricular Institutional Program, Unit Plan Model, class observation, current evaluation instruments, and interviews to authorities, parents, students, and English teachers. This process was carried out in order to have an idea of the institutional situation.

The third chapter includes definitions of intelligence from different points of view. It also presents the theory of Multiple Intelligences, which explains that all human beings have developed eight types of intelligence. The chapter also presents background studies on learning theories behind Multiple Intelligences: Cognitive and Constructivism theory. Another issue discussed in this chapter is the evaluation based on the Multiple Intelligences through which it is possible to get information about individual skills.

The fourth chapter presents the revision of existing evaluation instruments and includes a collection of assessment tools to stimulate the development of students’ skills, and the application of the proposed evaluation instruments with the objective of guiding them through the process of obtaining good grades.

The fifth chapter contains a plan of education for English teachers and its application.

At the end of this document, I present the conclusions I obtained from this research, as well as some recommendations that I hope will be beneficial to improve future assessment instruments.

CHAPTER I

DESCRIPTIONS AND PURPOSE

1.1 DESCRIPTION OF THE PROBLEM

In today's society, knowledge of a different language, especially English, has become a main need to improve professional life. For this reason, it is necessary to fulfill an adequate evaluation system in the teaching-learning process in order to provide students with a continuous feedback about their performance.

San José De La Salle elementary school of Cuenca, during the period 2009-2010, presents a low level of English learning in the Second Year of Education.

Several aspects were analyzed to determine what the problem was. First, the book used with second graders, which is "My first English Adventure # 2", was reviewed. The contents on the book are presented in a communicative way and with a wide range of activities designed to meet different learning styles. Therefore, this book matches the theory of the Multiple Intelligences that is used to teach at San José De La Salle Elementary School.

Besides, teacher's methodology and additional material were considered which also match the Multiple Intelligences theory. Thus, after conducting an analysis of triangulation, the results analyzed showed that the relations of the matrix have a critical point: inappropriate assessment instruments.

1.2 PURPOSE OF THE RESEARCH

The purpose of this research is to help students improve their performance during an academic year. Through this investigation, I realized it is necessary to design evaluation instruments based on the Multiple Intelligences due to the fact that the classes are taught according to them but the evaluation instruments that have been used so far are not.

This research will propose student-centered evaluation activities to improve the learning process during an academic year. The evaluation instruments will be addressed to

each type of learning style according to students' intelligences. Thus, students will have the opportunity to develop the four major skills in their own style and pace.

I will use Multiple Intelligences theory as a theoretical foundation for this work and the evaluation through the Multiple Intelligences theory which respects students' differences.

This work will be a contribution to the English teachers by providing them with evaluation instruments based on the Multiple Intelligences. Students will be evaluated according to their performance in the learning of a new language, English. The evaluation will not be subjective but objective. Students will be evaluated as particular human beings with their own capacities.

1.3 METHODOLOGY

For the development of this research, two research methods will be applied. First, theoretical methods will be used to choose suitable theories that will help to solve the identified problem, inappropriate assessments instruments to evaluate students of Second year of Basic Education.

Second, empirical methods will be applied to facilitate the collection of data, the analysis of the results and the application of the proposed evaluation instruments.

1.4 PARTICIPANTS

This investigation will be addressed to 43 students of Second Year of Education of San José De La Salle elementary school.

The students have low grades because there are many internal problems, but the main one and subject of this research are the evaluation instruments. The instruments used to evaluate do not take into account the students' different intelligences, despite of the fact of them being taught according to the multiple intelligences theory in which the book used is based on.

CHAPTER II

DIAGNOSTIC

To verify the problem, school documents such as the Curricular Institutional Plan, Unit plans, and evaluation instruments were reviewed. After, interviews to authorities, students, parents, and English teachers of the school were carried out to know their opinions about English class management and evaluations.

The technique of class observation was performed to check how the classes were developed, and finally a test (current evaluation instrument) was applied in which student's low performance can be evidenced.

It seemed to be a relation between the low grades, the methodology used to teach and the evaluation instruments. Students are taught applying the Multiple Intelligences theory but they are evaluated with instruments that do not take into consideration students' differences.

2.1 ANALYSIS OF CURRICULAR INSTITUTIONAL PROGRAM

Two years ago, San José De La Salle elementary school began a period of changes in the teaching-learning process.

During 2009-2010 school year, teachers worked with a micro-curricular planning based on competences.

Competence "is the ability to use what students learn in appropriate and creative problem solving tasks and in the construction of new situations" (Plaza, 52).

Instruction planning based on competencies is composed of the following elements: syllabus, achievement indicators, methodological strategies, resources and evaluation.

Competence assessment is based on three types of knowledge:

- Know-what: It is the collection of facts we access to
- Know-how: It is the ability of humans to perform a particular activity or exercise
- Know- to be: It is bringing knowledge into action to develop the will to experience, to raise awareness, and to apply it in everyday life.

In addition, competence evaluation proposes three assessment stages: diagnostic, formative, and summative.

- Diagnostic Evaluation: "It is done to have an idea of the initial condition of students in order to determine opportunities for learning or performing" (SantillanaGroup,16)
- Formative Evaluation: "It refers to whether the objectives of education are being achieved or not and what needs to be done to improve the student's performance" (Santillana, Group 19)
- Final Evaluation: "It is used to collect and evaluate data at the end of a period of time for the completion of an apprenticeship, a program, or achievement of objectives" (Santillana, Group 21)

As it was aforementioned, this new planning takes into consideration some evaluation indicators, which are guidelines, parameters, and guides that reveal the student's progress in a particular skill to make objective decisions. (Santillana Group, 34)

Characteristic of the indicators

- They are clear and precise.
- They describe and show mastery in the skill.
- The indicator describes, directly or indirectly, the skills, knowledge and attitudes to be evaluated. (Group Santillana, 34)

The new school programs have been designed according to the requirements asked by the Education Ministry. They have been developed including the following aspects: general data, projecting profile, general area objectives, general school year objectives, curricular block plan, integrating axis, learning axis, curricular blocks, performance criteria, teaching-learning methodology, and essential indicators for evaluation.

"San Jose de La Salle" Elementary School has a CIP (Curricular Institutional Plan) since 2010-2011 school year. The program has suffered several modifications through the years because of different structures of planning such as spiral planning and competences.

Some teachers have applied this planning without any sense of its real value in the teaching-learning process. They do not understand the general objectives in the Curricular Institutional Plan because it has changed all over year after year.

Students do not understand the process either because the only objective for them is not to fail the course. Most of them do not care about learning or its importance due to the lack of interest in the activities used by the teachers.

There is not a concrete sequence given by the authorities about the Curricular Institutional Plan but only about the syllabus made by the editorials. The units in the books are good but they do not have enough activities for all kinds of students in a class.

The class plan made by teachers is somewhat weak. The majority of teachers see their students as a whole not as individuals. The students learn only with a single methodology and most of the time teachers do not plan according to the students' interests.

Evaluation and its indicators are simple numbers that show the teachers the "good and bad students". Evaluation is a process that must show the students' advance. Most teachers evaluate knowledge and the instruments used are only elaborated with items for measuring the linguistic intelligence of the English language. They do not have items for the mathematical, visual-spatial, bodily kinesthetic, interpersonal, intrapersonal, naturalistic and musical intelligences.

Finally, the CIP is a plan that has a list of requirements for students. The teachers must find the way to fulfill them. However, if we as teachers want our students to be successful, we should use methodologies that will help us to take advantage of students' strengths and achieve our goals.

2.2 UNIT PLAN MODEL

San Jose de la Salle Elementary School besides having its CIP also requires from the teachers to design their unit plans following given guidelines. This micro curricular planning was reviewed to have an initial idea of the relationship between contents, activities, and evaluation.

UNIDAD EDUCATIVA PARTICULAR HERMANO MIGUEL DE LA SALLE

MICROCURRICULAR PLANNING

SCHOOL YEAR 2011 - 2012



Year: Second
 Axis Integrator: Listening, speaking, reading and writing for social interaction
 Learning Axis: Listening, speaking and writing
 Block Objectives: To recognize and name school supplies.
 To recognize and name colors.
 To count to four.
 To use this is

Area: Language: English
 Teacher: Fanny Vizñay

Period: 4 weeks
 Number of class periods: 18

Date: From September 12 to October 12

Topic No 1	Skills with Performance Criterion	Methodological Strategies /Techniques	Activities	Evaluation Indicators	Evaluation	Resources
Hello	Recognize school supplies Name school supplies clearly. Recognize colors in the classroom. Count to four on specific objects Use this is in short sentences	PARTICIPATION	Sing "Getting for school"	Observational chart	Class work Homework Work sheets	Human: Students Teacher
		OBSERVATION	Use flash cards to learn vocabulary about school supplies, colors and numbers from 1 to 4.	Observational chart	Quiz Questions, answers Class participation Observational chart Responsibility	Materials: Student book Activity book Notebook Pencil Color pencils CD CD player Picture Cards Balloons Colored paper Cut outs
		DISCRIMINATION	Phonological series of vocabulary Graphic	Work sheet	Creativity	

		ANALYSIS	Reading using This is...	Observation scale		Scissors Paper Copies Letter soup
		ORAL DESCRIPTION	Game "Find the pencil"	Oral exposition		
		PARTICIPATION	Communicative situations What is this? This is a	Questions - answers		
		CREATION	Picture Dictionary	Picture dictionary: oral exposition		
		OBSERVATION	Use balloons of different colors	Oral exposition		
		DISCRIMINATION	Follow instructions	Work sheet		
		ORAL DESCRIPTION	Communicative description This is	Oral exposition		
		WRITTEN DESCRIPTION	Game Letter soup	Work sheet		
		PARTICIPATION	Sing "Mickey, look"	Observational chart		

Table Nº1. Unit Plan

2.3 CLASS OBSERVATION

Class observation was also performed to corroborate if what it is written on the planning is done in the classroom.

SAN JOSÉ DE LA SALLE ELEMENTARY SCHOOL
SUBJECT: ENGLISH
DATE: SEPTEMBER 27, 2010
TITLE: HELLO

2010_2011 SCHOOL YEAR
SECOND YEAR OF BASIC
TIME: 40 MINUTES

GENERAL OBJECTIVE	Recognize and identify the school supplies and count from 1 to four.
SPECIFIC OBJECTIVE	Recognize and identify the school supplies.
WHAT STUDENTS ALREADY KNOW	Colors: red, yellow and blue
LANGUAGE STRUCTURE	It is a(pencil)
WARM UP	Sing the song "Good morning, teacher" (5 minutes)
LEXIS/ELICIT/PRE-TEACH	Brainstorm (school supplies) (5 minutes)
FOCUS QUESTIONS	What is it?
PRESENTATION	Use picture cards to present new vocabulary. (5minutes)
PRACTICE	Ask the students to repeat after the teacher using the structure: IT IS A(BOOK) (10 minutes)
PRODUCTION	Work in pairs with question-answer S1 : What is it? S2: It is a(ruler) (10 minutes)
EVALUATION	Color the school supplies you see. (5 minutes)

Table N°2. Class Observation

The teacher followed the lesson plan systematically according to the principal's requirements. She focused on her class plan and she followed it from the beginning to the end; however, she did not take into account the type of students she had. She planned in a general way considering all students equal. For the teacher, her students had the same learning pace and style. In this class plan, the teacher used activities suitable for students with linguistic, interpersonal, musical and spatial intelligence.

She did not plan for the mathematical, bodily kinesthetic, intrapersonal, and naturalistic intelligences. Moreover, the teacher did not teach the focus question, she only asked the students to use it with his/her partner. Finally, the teacher did not have enough time leaving evaluation to the end and not considering it as an important part of the teaching-learning process. She only used an exercise to evaluate how they colored. She did not pay attention to the language and did not assess if students were able to recognize and identify the school supplies according to her specific objective.

2.4 CURRENT EVALUATION INSTRUMENTS

For the purpose of this research, the evaluation instruments currently used by the teachers at the school were also reviewed.

UNIDAD EDUCATIVA HERMANO MIGUEL

De La Salle

TEST



NAME: _____ **DATE:** _____

SECOND YEAR OF BASIC

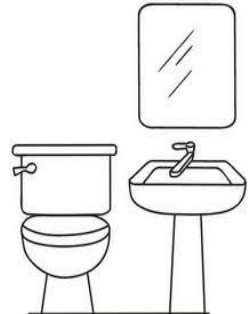
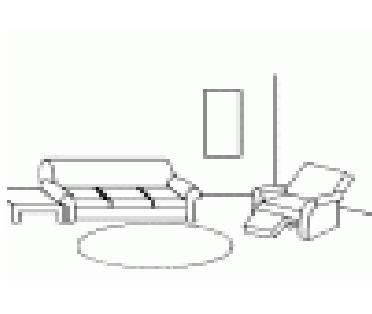
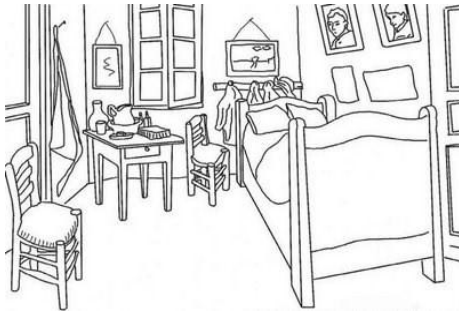
1. DRAW A CIRCLE, A SQUARE AND A TRIANGLE(3PTS)

CIRCLE

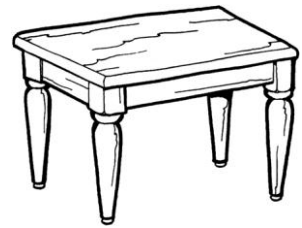
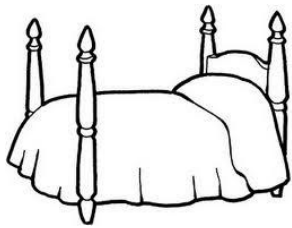
SQUARE

TRIANGLE

2. CROSS OUT THE BEDROOM(2PTS)



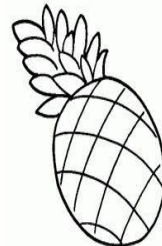
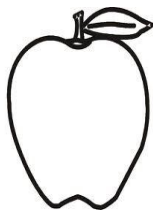
3. COLOR THE SOFA YELLOW(2PTS)



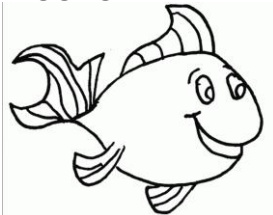
4. COLOR THE MOUTH RED(2PTS)



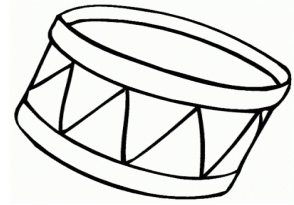
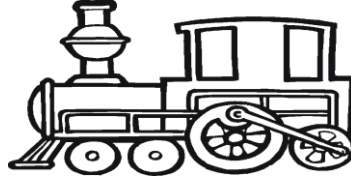
5. CROSS OUT THE APPLE(2PTS)



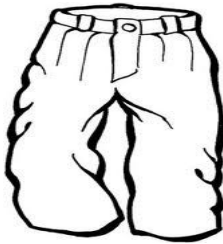
6. COLOR THE BIRD BLUE(2PTS)



7. CIRCLE THE TEDDY BEAR(2PTS)



8. CIRCLE BATHROOM, MOM, PANTS AND SHOES (4PTS)



9. COLOR THE COAT(1 PT)



TOTAL: 20 POINTS

ANALYSIS OF THE TESTS

The test is designed with eight activities which evaluate the three units taught during the first term. The teacher uses drawings according to the topics. She mostly focused on the vocabulary learnt. She uses activities to measure the linguistic, mathematical and visual-spatial intelligences.

Assessment must take into account the eight intelligences in order to evaluate the different capacities. A student can develop a type of intelligence better than another student can and we, as teachers, must take advantage of this situation. It is difficult to understand it at the beginning; however, during, and at the end of the process we can observe how the teaching-learning process reaches a high point. Students will appreciate the teacher using different activities for different type of students. As a result, students will improve English learning and the level will be better, not only in his/her real communication but also in his/her grades.

2.5 INTERVIEWS

It was also important to get some information about the learning-teaching assessment process; thus, in the school, interviews were carried out with parents, authorities, students, and English teachers. In addition to the interview's questions and answers, the results and their analysis will be shown.

2.5.1 INTERVIEWS TO AUTHORITIES

The interview was applied on October 20, 2010. It was conducted with three school authorities; the Principal, Vice principal and Director. The interview questions were in Spanish because the respondents are Spanish speakers; their knowledge about English is limited, and I wanted to understand them completely to have the correct results that led me to obtain true information.

QUESTIONS:

1. How often do you think English language teaching at school is good?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
1	2	1	0

2. How often do you review the micro curricular planning of your English teachers?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
2	3	0	0

3. How often are you interested in improving English assessment?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
3	3	0	0

4. If you know the theory of Multiple Intelligence, how often can it be applied to English class?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
5	3	0	0

5. How often do your English teachers use assessment instruments based on Multiple Intelligences?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
6	3	0	0

As a conclusion, in the first question the authorities conclude English teaching is always good. In the second one, they said they reviewed the micro curricular planning because they consider it is important to change assessment methods. I consider they think English teaching is good, but it is necessary to improve the methodology if we want to get better results, and authorities are indeed interesting in improving the evaluation process. Finally, questions four, five and six are related to the multiple intelligences theory. They agreed it is possible to use it in the English class and get the best results using an evaluation instrument that takes into account the different intelligences that the students have.

2.5.2 INTERVIEW TO PARENTS

On October 07, 2010, forty-five parents were interviewed. The questions were in Spanish because of their limited understanding of the English language. The questionnaire had six questions related to the teaching-learning process. This task was fulfilled in nine days because I worked with groups of five parents each day.

QUESTIONS:

1. Do you think English language teaching at school is good?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
1	29	12	2

2. Does your son or daughter tell you about the English classes that he/she receives in school?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
2	8	23	11

3. Does your son or daughter need help when performing English tasks?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
3	21	11	11

4. Is your son or daughter interested in learning more English?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
4	7	10	26

5. What does your son or daughter like the most about his/her English class?

QUESTION # 5	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
a. Reading and writing	33	10	0
b. Using numbers	41	2	0
c. Drawing and coloring	42	1	0
d. Moving and dancing	4	29	10
e. Working in groups	32	6	5
f. Work alone	5	4	34
g. Singing	23	15	5
h. Classifying natural elements	30	11	2

The interview to parents shows that the majority think English teaching is good at this school. However, we have a group that does not understand the way in which the English class is carried out and how important it is for their children's future. In the second question, we need to analyze why the students do not tell their parents about their classes. It could be because they do not like the methodology, the resources used in class, or because the parents do not give the importance and time to this subject. In the third question, we can observe it is necessary to give clearer instructions for the tasks because it is alarming to know the majority of students cannot do them by themselves. As a result, in question four, they are not interested in extra classes as it is showed in the percentage presented in the chart. The last question is the most important. It indicates the way students like to learn. The majority likes to draw and color, use numbers, read and write, and work in groups. Therefore, we need to develop activities that suit the students likes which will help in the teaching-learning process, and the results in the assessment would be better.

2.5.3 INTERVIEWS TO STUDENTS

They were applied on October 04, 2010. The interviewer read the questions and the students had to choose the answers. It was made individually because the person in charge had to explain one by one the options given in this interview.

QUESTIONS:**1. Is the English class good?**

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
1	42	1	0

2. Does your English teacher use songs, games, videos, posters in English class?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
2	38	5	0

3. Do you participate in English class?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
3	26	15	2

4. Are you interested in learning more English?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
4	36	6	1

5. What do you like doing in English class?

QUESTION # 5	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
a. Reading and writing	39	4	0
b. Using numbers	38	3	1
c. Drawing and coloring	36	7	0
d. Moving and dancing	29	10	4
e. Working in groups	33	5	5
f. Working alone	5	4	34
g. Singing	23	15	5
h. Classifying natural elements	30	11	2

In the interview to students, we can see a different reality. In the first question and second question almost all students considered their English class is good because the

teachers use different resources. For the third question, I consider teachers need to look for other ways to get students' participation because only twenty-six of them do it. We need to find out why they do not like or cannot be active in class. In the fourth question, in contrast to their parents, they are interested in attending extra English classes because they understand the importance of this foreign language for their future. In the last question, the most important of this interview, we can see that parents do not really know their children because they have a different perception of how their children learn. As we can see in the question, they like to learn in a variety of ways; the only way in which they do not like to learn is by working alone which means the intrapersonal intelligence. For this reason, we need to work with assessment tools that cover all these intelligences to take advantage of their strengths and obtain the desired goals.

I consider students' opinions showed in this thesis are very important. I understand they are very young to know exactly what they want, but this information along with other specialized tests to evaluate the type of intelligence that is the strongest in each student, can serve as an important foundation for the research.

2.5.4 INTERVIEW TO ENGLISH TEACHERS

The interview was applied on October 20, 2010. This activity was done in order to know how teachers lead their classes and because it is imperative to know what they think about them. It was written in English because they know this language and it was a way to measure their understanding of the plan, resources, methodology, and multiple intelligences theory.

1. Do you plan your class?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
1	7	0	0

2. Do you use extra material in your classes, such as, puppets, pictures cards, songs, etc.?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
2	7	0	0

3. Do you know your students weaknesses and strengths?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
3	7	0	0

4. Do you attend courses to improve your teaching skills?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
4	7	0	0

5. Do you know the theory of Multiple Intelligences by Howard Gardner?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
5	5	2	0

6. Do you use different activities for the different types of students in your classes?

QUESTION	OPTIONS		
	ALWAYS	SOMETIMES	NEVER
6	5	2	0

From the results in this interview, some conclusions were drawn. It can be seen in the first question that all of the teachers plan their classes. They use extra material and realia as didactic resources, which can be confirmed with the students' answer in the previous interview. The teachers, in the third question say they know their students; for this reason, they plan their classes and use different resources. In the fourth question, we can see teachers are always attending workshops and courses to improve their skills and help students. In the fifth question, I realized there is a need to prepare a workshop about the multiple intelligences theory because two of the teachers do not know this theory or how it could be applied. The last question revealed that five teachers use different activities to teach students with different intelligences and learning styles.

As a conclusion, we can see that parents have a different point of view about English class. So, we need to keep a close relationship with them because they are a fundamental pillar in the teaching-learning process. The authorities, students and teachers have common

criteria about it. The multiple intelligences theory and the assessment through it are not well-known. Evaluation must be prepared in a better way thus the education process could have the success that everybody at La Salle community aspires.

My effort will be focused on the importance to elaborate assessment instruments based on the theory mentioned. I am satisfied with the results because they show we are in the correct way but we still need to improve some details. This improvement will be possible if the community works as one pursuing the same goal, and with the idea of having students use English not only as a required subject but also as a tool to communicate and get important information.

2.6 DIAGNOSTIC TEST

The most important aspect of the diagnosis part of the research, and the one that shows concrete evidence of the low grades students have because of the mismatch between the teaching methods and the evaluation instruments, is the diagnostic test.

SAN JOSE DE LA SALLE SCHOOL

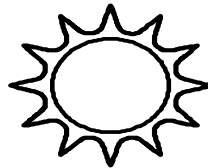
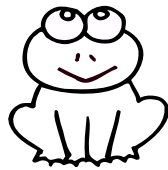
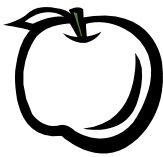
DIAGNOSTIC TEST

NAME: _____

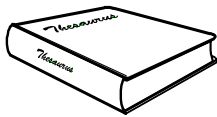
SECOND YEAR OF BASIC: _____



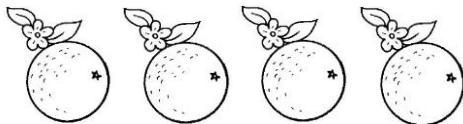
1. - COLOR THE APPLE RED. COLOR THE FROG GREEN. COLOR THE CLOUD BLUE. COLOR THE SUN YELLOW (4PTS)

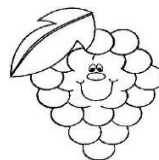


2- COLOR THE BOOK (2PTS)

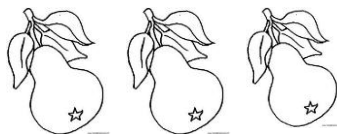


3.-COUNT AND WRITE THE NUMBER (4PTS)

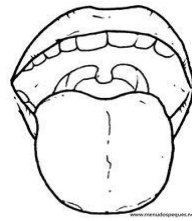








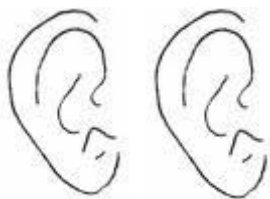
4. – COLOR THE MOUTH (2PTS)



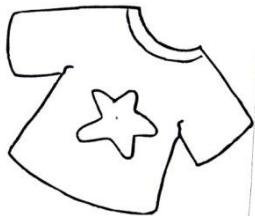
5. - CIRCLE THE NOSE (2PTS)



6. - CROSS OUT THE EARS (2PTS)



7. CROSS OUT THE SKIRT (2PTS)



8. COLOR THE HAT (2PTS)

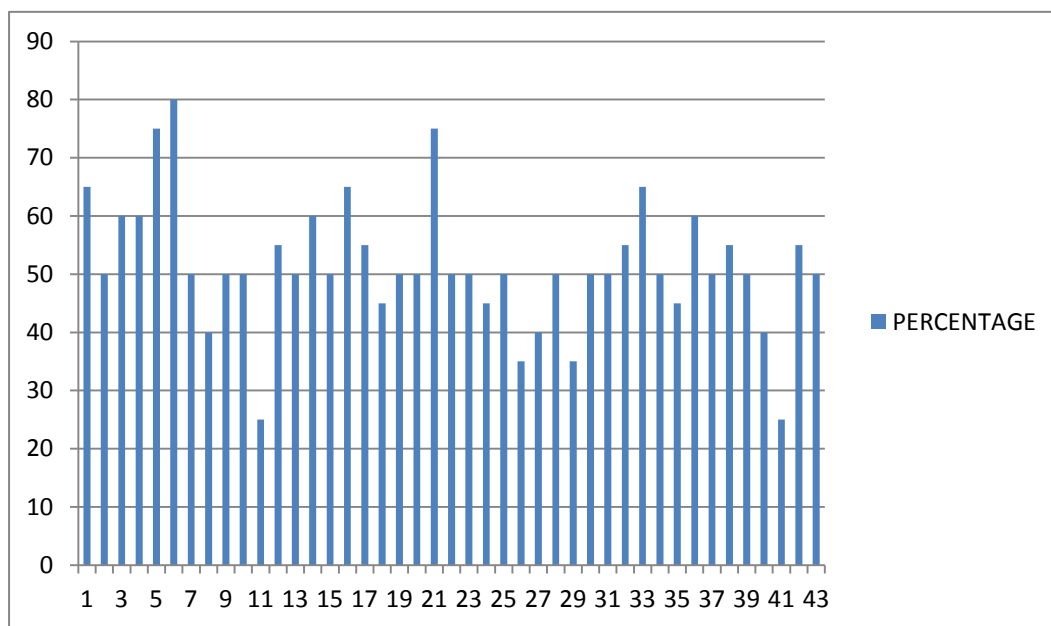


TOTAL: 20 POINTS

The test showed above was used as to compare its results with the ones that will be obtained after giving students a test designed according to the multiple intelligences.

After applying the test, the results were the following

STUDENTS	GRADE	PERCENTAGE
1	13	65
2	10	50
3	12	60
4	12	60
5	15	75
6	16	80
7	10	50
8	8	40
9	10	50
10	10	50
11	5	25
12	11	55
13	10	50
14	12	60
15	10	50
16	13	65
17	11	55
18	9	45
19	10	50
20	10	50
21	13	75
22	10	50
23	10	50
24	9	45
25	10	50
26	7	35
27	8	40
28	10	50
29	7	35
30	10	50
31	10	50
32	11	55
33	13	65
34	10	50
35	9	45
36	12	60
37	10	50
38	11	55
39	10	50
40	8	40
41	5	25
42	11	55
43	10	50



GRAPHIC No 1: Pretest

ANALYSIS OF THE RESULTS

A very low percentage of students (2%) got very good grades (16-17-18), 11% of the students had good grades (13-14-15), 65% of children obtained regular grades (10-11-12) and 22% of students got insufficient grades (9 or less).

CHAPTER III

THEORICAL FRAMEWORK

To start the study of the Multiple Intelligences theory, it is necessary to review different definitions of intelligence given by several theorists throughout history; some of these are

- “Intelligence is assimilation to the extent that it incorporates all the given data of experience within its framework.... Assimilation can never be pure because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter in order to adjust them to new elements” (Piaget,30).
- “Intelligence, considered as a mental trait, is the capacity to make focal impulses at their early, unfinished stages of formation. Intelligence is therefore the capacity for abstraction, which is an inhibitory process” (Thurstone, 37).
- “Intelligence is popularly defined as the ability to learn, understand and deal with novel situations” (Kline, 1).
- “Intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that it is combination of abilities required for survival and advancement within a particular cultural environment” (Anastasia, 2).

3.1 THE MULTIPLE INTELLIGENCES THEORY

“Psychologist Howard Gardner developed the theory of multiple intelligences in 1983. It is based on a reinterpretation of intelligence underpinning the existence of eight types of intelligence: Linguistic Intelligence, Logical-mathematical Intelligence, Musical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Naturalistic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence”(Rosas/Boetto,Jordán,79)

The eight intelligences are present in all humans but they differ in the degree to which they are developed.

This theory is grounded on various learning theories: the Cognitive Theory, the Psychoanalytic Theory and the Project Zero theory.

3.2 COGNITIVE THEORY

The Cognitive Theory studies the processes of language, perception, memory, reasoning and problem solving, considering the human being as an active actor of stimuli.

Psychologists such as Jean Piaget and Jerome Bruner contributed to the Cognitive Theory.

3.2.1 PIAGET'S THEORY

Piaget in his position as biologist put particular interest to find a biological explanation to knowledge, especially in the development of thinking. Thus, he was one of the most significant pioneers of the constructivist theory of knowledge. (Maldonado, 110)

"Piaget in his theory uses key concepts as schemas, assimilation, accommodation and adaptation " (Maldonado, 110)

- **Schemas:** Schemas are categories of knowledge that help people to understand and to interpret the world

Example

Children may have a schema about a type of animal, such as a cat. If the child's only experience has been with big cats, a child might believe that all cats are big. Suppose then that the child finds a very small cat. The child will take in this new information, modifying the previously existing schema to include this new input

- **Assimilation:** "It is the process of taking in new information into our previously, existing schemas"(Maldonado,110)

Example

Children seeing a dog and labeling it "dog" is an example of assimilating and including the animal into the child's dog schema.

- **Accommodation:** "It refers to changing or altering our existing schemas in light of new information"(Maldonado,110)

Example

The baby learns that toys do not satisfy hunger.

- **Adaptation:** Children adapt new content/knowledge in two ways through assimilation and accommodation.

“According to Piaget, a child emphasizes constructing the world actively by interacting with himself/herself through a role of action in the learning process which is divided into sensorial motor stage, intuitive or preoperational stage, concrete operational stage, and formal operational stage”(Maldonado,109)

1. - Sensorial motor stage

“This period begins from birth up to approximately the age of two. The child knows the world and learns from sensory experiences and body movements; he/she acquires the concept of object permanence and the notions of time, space, and causality” (Maldonado, 110)

2. Intuitive Stage or Preoperational Stage

“This period begins at about the age of two until the age of seven. The child is guided more by his/her intentions than by his logic” (Maldonado, 111)

It is a form of thought called symbolic conceptual thinking and it includes two elements:

- Non-verbal symbolism: it is when the child uses objects for a different purpose rather than what they are really for.
- Verbal symbolism: the child uses language or verbal signs representing objects or circumstances.
- This stage goes from seven years old to twelve years old. “Children’s thinking is more logical about concrete events; they acquire the ability to perform mental activities based on logic rules, but these activities are still based on specific elements” (Maldonado, 111)
- The child processes information in a more strict order. He/she analyzes perceptions, considers some important differences between elements of an object or situation, and differentiates important and not important information for solving problems. The child is acquiring the capabilities to decentralize, track, transform, and invert operations slowly. He/she develops the ability to maintain a steadily more complex task.

4. Formal Operation Stage

“This stage begins at the age of twelve until the age of fifteen. It describes how to apply accurate operations to solve abstract and hypothetical problems” (Maldonado, 112)

There are five basic skills:

- ✓ Combinatorial logic: It is the essential reasoning used to solve problems or operational combinations with a set of things.
- ✓ Hypothetical situations: It is to use hypothetical reasoning and to abstract the essential elements of a situation to achieve a logical response.
- ✓ Using assumptions: they are statements that seem to represent reality but there is no evidence.
- ✓ Proportional reasoning: It uses a mathematical relationship in order to determine other mathematical relationships.

The child considers several alternatives and their consequences simultaneously.

- ✓ Scientific Experimentation: It allows formulating and testing hypotheses in a systematic way that shows that all possible solutions have been taken into account. The person is able to perform scientific experiments because he/she consider relevant factors.

Piaget's theory is very important because humans, all the time, are incorporating new information into established mental frameworks. They produce changes in mental structure to light of new information.

3.2.2 CONSTRUCTIVIST THEORY

Jerome Seymour Bruner, an American psychologist and pedagogue, made some contributions to the study of perception, cognition, and analysis of learning.

“Bruner describes the development of knowledge as successive domains of three systems of representation. Representation is the set of structured and preserved rules after its encounter with facts or events. Systems are enactive, iconic and symbolic” (Maldonado, 102)

- ❖ Enactive mode: “In this level, the child manipulates materials directly. Therefore, it involves representing past events through making motor responses. It mainly engages

the individual in knowing how to do something; it involves series of actions that are right for achieving some result”(Maldonado,102)

- ❖ Iconic mode: “This mode deals with internal imagination, where knowledge is characterized by a set of images that stand for the concept. This iconic representation depends on visual or other sensory associations and it is principally defined by perceptual organizations and techniques used for transforming perceptions into meaning for the individual”(Maldonado,102,103)
- ❖ Symbolic mode: “This representation is based upon abstract, discretionary, and flexible thoughts”(Maldonado,103)

According to constructivism, the student constructs new knowledge based on knowledge acquired previously. Meaningful learning says the student is the builder of his/her own knowledge.

“Doctor Howard Gardner, during the eighties, made research about cognitive abilities and symbolization. Because of this work, Gardner began to develop his theory of Multiple Intelligences; however, this is not the first model of intelligence because many years ago some theories about intelligence were developed by some psychologists as Spearman and Thurstone” (Rosas/Boetto/Jordan, 78)

According to Spearman, he believed in the existence of a general factor of intelligence. On the other hand, Thurstone discussed a set of mental abilities. Howard Gardner criticized these theories because they evaluated person’s ability through intelligence tests. These showed only knowledge but they did not value the ability to solve problems and the potential of human beings. (Rosas/Boetto/Jordán, 78)

Doctor Gardner defined the assessment of Multiple Intelligences as “a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are valuable in a culture”(Gardner, 59).

According to Armstrong, intelligence can be developed through three main factors:

- Biological Endowment: “It includes hereditary or genetic factors and insults or injuries to the brain before, during, and after birth” (Armstrong, 27).
- Personal Life History: “It includes experiences with parents, teachers, peers, friends, and others who awaken intelligences. It keeps them from developing, or actively represses them” (Armstrong, 27).

- Cultural and Historical Background.-“It takes into account the time and place in which you were born and raised and the nature and state of cultural or historical developments in different domains” (Armstrong, 27).

Doctor Gardner proposed eight different intelligences to account for a border range of human potential in children and adults.

1. Linguistic Intelligence

“It is the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language” (Gardner qtd. in Armstrong, 6).

2. Logical Mathematical Intelligence

“It is the capacity to use numbers effectively and to reason well. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing” (Gardner qtd. in Armstrong, 6)

3. Spatial Intelligence

“It is the ability to perceive the visual-spatial world accurately and to perform transformations upon these perceptions. This intelligence involves sensitivity to color, line, shape, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix” (Gardner qtd. in Armstrong, 7)

4. Bodily-Kinesthetic Intelligence

“It is the expertise in using one’s whole body to express ideas and feelings and the facility in using one’s hands to produce on transform things. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as tactile capacity” (Gardner qtd. in Armstrong, 7)

5. Musical Intelligence

“It is the capacity to perceive, discriminate, transform, and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece” (Gardner qtd. in Armstrong, 7)

6. Interpersonal Intelligence

“It is the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions” (Gardner qtd. in Armstrong, 7)

7. Intrapersonal Intelligence

“It is the self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself; awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding and self-esteem” (Gardner qtd. in Armstrong, 7)

8. Naturalistic Intelligence

“It is the expertise in the recognition and classification of the numerous species of flora and fauna of an individual’s environment. This also includes sensitivity to other natural phenomena and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers” (Gardner qtd. in Armstrong, 7)

3.3 MULTIPLE INTELLIGENCES CHECKLIST FOR ASSESSING STUDENTS

The following questionnaire provides us with the diagnosis of multiple intelligences of our students. The statements that are applied in each category should be checked.

According to Thomas Armstrong, the best tool to make the assessment of students' multiple intelligences is observation. (Armstrong, 34)

CHART No 1

Name of Student _____ LINGUISTIC INTELLIGENCE ____ Writes better than average for his/her age ____ Spins told tales or tells jokes and stories ____ Has good memory for names, places, dates or trivia ____ Enjoys reading books ____ Spells words accurately (or if preschool, does developmental spelling that is advanced for his / her age) ____ Appreciates nonsense rhymes, puns, tongue twister ____ Enjoys listening to spoken words (stories, commentary on the radio, talking books) ____ Has good vocabulary for his/her age ____ Communicates with others in a highly verbal way Other Linguist Abilities

Chart 1 Linguistic Intelligence questionnaire (Armstrong, 35)

CHART No 2

Name of Student _____

LOGICAL-MATHEMATICAL INTELLIGENCE

____ Asks a lot of questions about how things work

____ Enjoys working or playing with numbers

____ Enjoys math class (or if preschool, enjoys counting and doing other things with numbers)

____ Finds math and computer games interesting (or if no exposure to computers, enjoys other math or science games)

____ Enjoys playing chess, checkers, or other strategy games

____ Enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense)

____ Enjoys putting things in categories, hierarchies, or other logical patterns

____ Likes to do experiments in science class or in free play

____ Shows interest in science-related subjects

____ Does well on Piagetian-type assessments of logical thinking

Other Logical-Mathematical Abilities

Chart 2 Logical-mathematical intelligence questionnaire (Armstrong, 35)

CHART No 3

Name of Student _____

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 a lot

____ Enjoys art activities

____ Is good at drawings

____ Likes to watch movies, slides, or other visual presentations

____ Enjoys doing puzzles, mazes, or similar visual activities

____ Builds interesting three-dimensional constructions (e.g., Lego buildings)

____ Gets more out from pictures than words while reading

____ Draws on workbooks, worksheets, or other materials

Other Spatial Abilities

Chart 3 Spatial Intelligence questionnaire. (Armstrong, 36)

CHART No 4

Name of Student _____

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., 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)

Other Bodily-Kinesthetic Abilities

Chart 4 Bodily-kinesthetic intelligence questionnaires. (Armstrong, 36)

CHART No 5

Name of Student _____

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 if preschool, enjoys playing percussion instruments and/or singing in a group)

____ Has a rhythmic way of speaking or moving

____ Unconsciously hums to himself/herself

____ Taps rhythmically on the table or desk as he/she works

____ Is sensitive to environmental noises (e.g., rain on the roof)

____ Responds favorably when a piece of music is put on

____ Sings songs that he/she learned outside of the classroom

Other Musical Abilities

Chart 5 Musical Intelligence Questionnaire (Armstrong, 37)

CHART No 6

Name of Student _____

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, organizations, or informal peer groups

____ Enjoys informally teaching others kinds

____ Likes to play games to other kids

____ Has two or more close friends

____ Has a good sense of empathy or concern for others

____ Is sought out for company by others

Other Interpersonal Abilities

Chart 6 Interpersonal Intelligence questionnaire (Armstrong, 37)

CHART No 7

Name of Student _____

INTRAPERSONAL INTELLIGENCE

- ____ Displays a sense of independence or a strong will
- ____ Has a realistic sense of his/her abilities and weaknesses
- ____ Does well when left alone to play or study
- ____ 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 she/he is feeling
- ____ Is able to learn from his/her failures and successes in life
- ____ Has good self-esteem

Other Intrapersonal Abilities

Chart 7 Intrapersonal Intelligence questionnaire (Armstrong, 38)

CHART No 8

Name of Student _____

NATURALISTIC INTELLIGENCE

____ Talks a lot about favorite pets, or preferred spots in nature, during class - sharing

____ Likes field trips in nature, to the zoo, or to a natural history museum

____ Shows sensitivity to natural formations(e.g., while walking outside with the class, if will notice mountains, clouds; or if in an urban environment, may show this ability in sensitivity to popular culture “formations” such as sneakers or automobile styles)

____ Likes to water the plants in the classroom

____ Likes to hang around the gerbil cage, the aquarium, or the terrarium in class

____ Gets excited when studying about ecology, nature, plants, or animals

____ Speaks out in class for the rights of animals or the preservation of planet earth

____ Enjoys doing nature projects, such as bird watching, collecting butterflies or insects, studying trees, or raising animals

____ Brings to school bugs, flowers, leaves, or other natural things to share with classmates or teachers

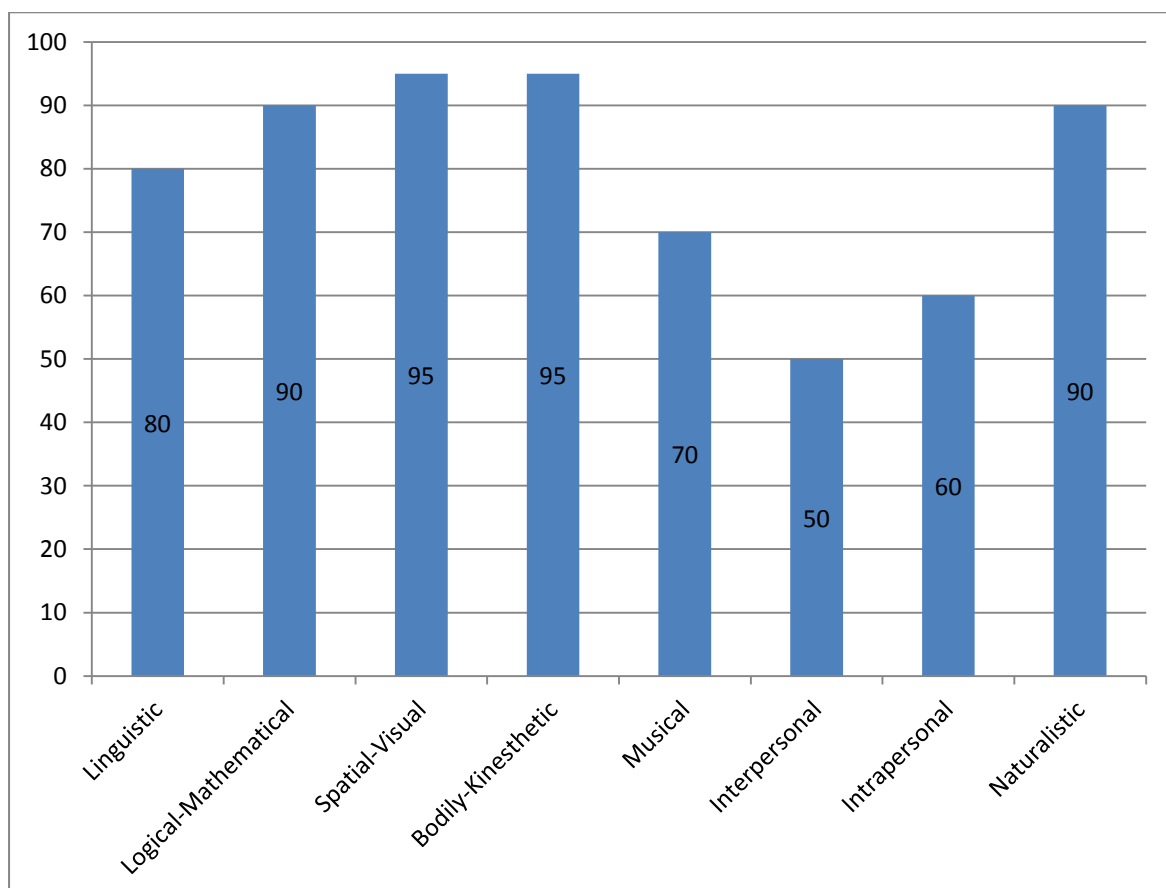
____ Does well in topics at school that involve living systems (e.g.; biological topics in science, environmental issues in social studies)

Other Natural Abilities

Chart 8 Naturalistic Intelligence questionnaire (Armstrong, 38)

The following chart and graphic show the result obtained after the application of the multiple intelligences checklist, proposed by Thomas Armstrong, to each student of the second grade

INTELLIGENCES	PERCENTAGE
Bodily-Kinesthetic	95
Visual-Spatial	95
Logical-Mathematical	90
Naturalistic	90
Linguistic	80
Musical	70
Intrapersonal	60
Interpersonal	50



GRAPHIC No 2 Multiple Intelligences in Second Graders

3.4 EVALUATION USING MULTIPLE INTELLIGENCES

According to Gardner, evaluation is to get information about people's skills and potentials. The evaluation of Multiple Intelligences has two objectives:

- ❖ To value children's intellectual potentials (Selva, 129)
- ❖ To extend the techniques to evaluate the multiple intelligences in learning (Selva, 129)

3.5 CHARACTERISTICS OF EVALUATION FROM THE MULTIPLE INTELLIGENCES THEORY

"The theory of multiple intelligences according to Howard Gardner proposes a new method in which the teachers should evaluate the learning process. He suggests a system that depends on low-level tests, standardized formal tests and objective tests. He thinks the tests should use reference points to evaluate the learning process and compare the student's performance along with his/her prior knowledge"(Selva,129)

The characteristic of evaluation of multiple intelligences are:

- Evaluation is a continuous, regular, and systematic process through several procedures using different techniques
- Evaluation is made in a simple and natural way, at different times, and it is appropriate to the objectives to be evaluated as part of the dynamics of the learning classroom
- Evaluation is made in a more contextualized manner, using techniques to get information about the individual learning process
- Evaluation from the Multiple Intelligences theory takes place through observation of interactions carried out by students in certain activities. The Multiple Intelligences theory implies the design and development of tools to match a neutral intelligence and according to the measured objectives
- The use of neutral instruments adapted to each type of intelligence involves obtaining multiple measurements that favor a more realistic one

- Evaluation that respects diversity is especially sensitive to individual differences bearing in mind the different developmental levels and abilities
- Evaluation uses interesting and motivating materials according to the students' interests and needs
- An assessment means to give useful and immediate feedback to students in order to know their strengths and weaknesses in the learning process. (Selva,130-131)

Evaluation is a very important aspect in the teaching-learning process. It must be done through a variety of resources, which help us – as teachers – to evaluate our students in a complete way; not only testing their knowledge but also testing their real capacities and abilities through the process. The Multiple Intelligences theory developed by Howard Gardner is very important since it makes a complete evaluation of the students' weaknesses and strengths.

3.6 ASSESSMENT ACTIVITIES FOR MULTIPLE INTELLIGENCES

To assess Multiple Intelligence eleven activities developed by Howard Gardner can be used.

“The objective of these activities is assessing skills implicit in each of the intelligences: Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Naturalistic, and Musical Intelligence; however, the Intrapersonal Intelligence and the Interpersonal Intelligence are not evaluated since there are not reliable instruments to perform this task” (Selva, 406)

3.7 ACTIVITIES THAT CAN BE USED AS ASSESSMENT INSTRUMENTS ACCORDING TO EACH INTELLIGENCE

You can make the following activities depending of each type of intelligence.

Linguistic Intelligence

Assessment is done two times, one for the activity storytelling and the other for the reporter. Both activities evaluate primary functions of language, narrative skills, and skills relating to information. (Selva, 407)

Logical-Mathematical Intelligence

An activity to assess this intelligence is the Dinosaur Game. This game is designed to measure children's calculation skills, computation skills, understanding of numerical concepts, ability to follow rules and use strategies. (Selva, 408)

Spatial Intelligence

The evaluation of this intelligence is developed in two sessions with structured activities such as: create a sculpture, draw an animal, draw a person and draw an imaginary animal. These activities assess the skills of representation, exploration and artistic talent. (Selva, 407)

Bodily- Kinesthetic Intelligence

To assess this intelligence, the activity called "creative movement" is used. It is designed to assess the skills of sensitivity to rhythm, expression, body control, and generation of ideas and movements. (Selva, 407)

Musical Intelligence

This intelligence is evaluated with singing activities which evaluate the skills of sensitivity to the tone, rhythm and musical ability. (Selva, 408)

Naturalistic Intelligence

To assess this intelligence, "discovery" activities are used. All these activities are designed to assess precise observation skills, identify relationships, formulate and test hypotheses and experiments, and motivate interest in activities of natural intelligence and knowledge of the natural world.

CHAPTER IV

DESIGN AND APPLICATION OF EVALUATION INSTRUMENTS BASED ON THE MULTIPLE INTELLIGENCES

In the Second Year of Basic, children use the book called “My First English Adventure # 2”. This book has been developed taking into consideration the eight intelligences proposed by Howard Gardner. In this book there are the following activities that support multiple intelligences:

- Linguistic Intelligence: Picture cards, songs, listening games, poster stories
- Musical Intelligence: Songs, made –up songs/chants, dancing
- Logical-Mathematical Intelligence: Numbers, counting, sequencing
- Visual-Spatial Intelligence: picture cards, coloring, drawing, stickers
- Bodily/Kinesthetic Intelligence: dance and movement, manipulating cards, action games
- Naturalistic Intelligence: Classifying, using the five senses, learning about animals, learning about food
- Intrapersonal Intelligence: problem-solving, visualization
- Interpersonal Intelligence: pair work, class project, modeling task, group work

In this chapter, I propose worksheets, tests, and a final exam model to evaluate students taking into account the different types of intelligences.

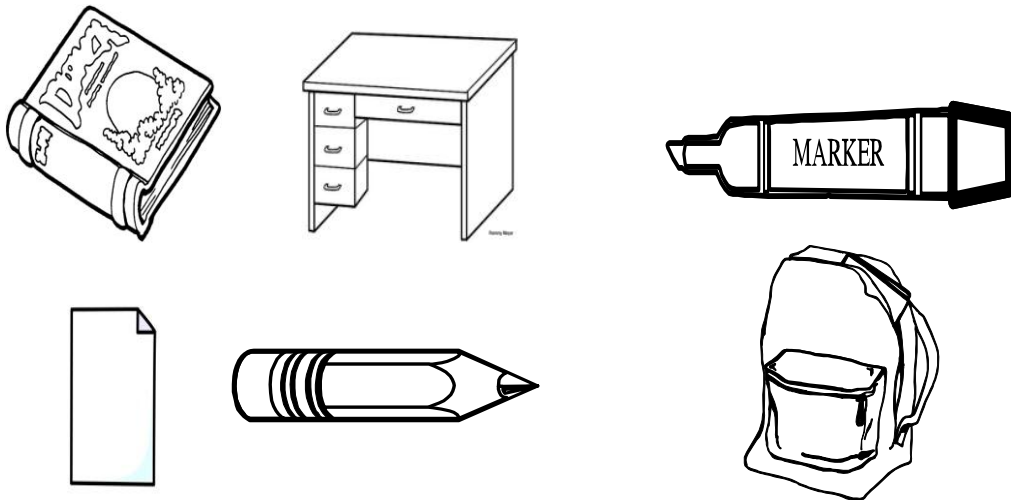
In addition, I show many sheets with some activities based on multiple intelligences to develop each language skill.

4.1 PROPOSED ASSESSMENT TOOLS

WORKSHEETS

BLOCK No 1: SCHOOL SUPPLIES

1. LISTEN AND SING THE SONG “GETTING FOR SCHOOL”(Musical Intelligence)
2. LOOK AT THE FLASH CARDS, IDENTIFY THEM AND REPEAT THEIR OWN NAMES (Linguist Intelligence/Visual-Spatial Intelligence)



3. REPEAT AFTER THE TEACHER (Linguist Intelligence)

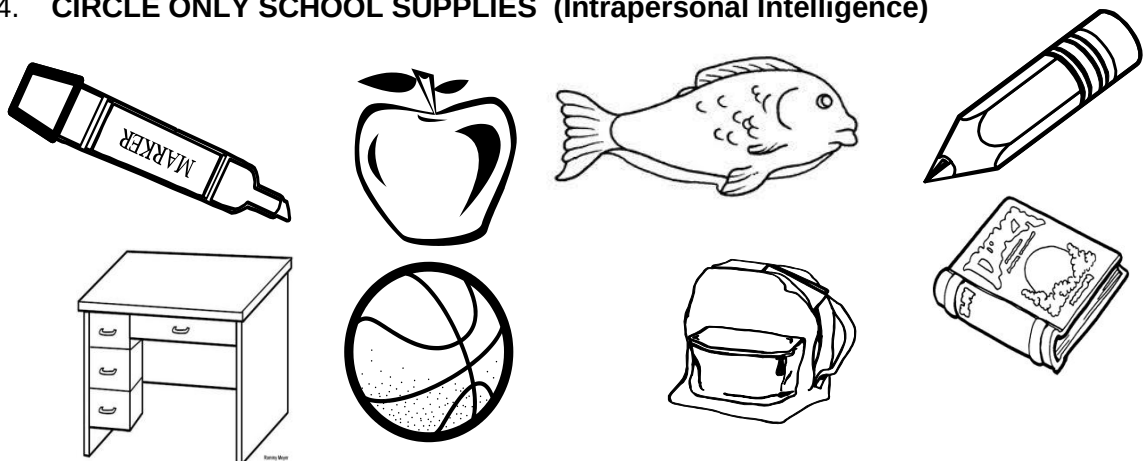
T: This is a book.

SS: This is a book

T: This is a pencil.

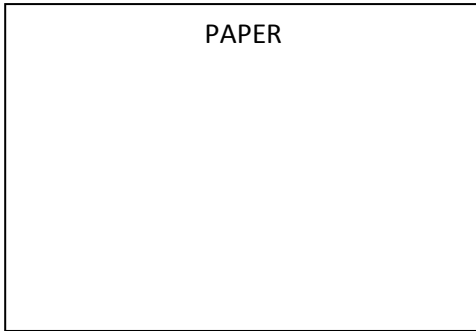
SS: This is a pencil

4. CIRCLE ONLY SCHOOL SUPPLIES (Intrapersonal Intelligence)



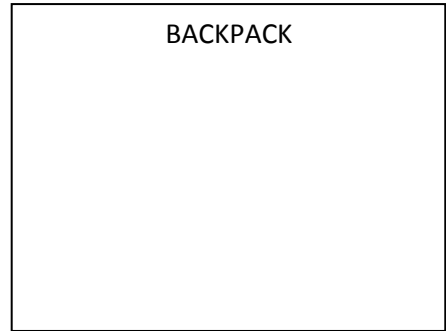
5.-CUT AND PASTE (Visual-Spatial Intelligence)

1



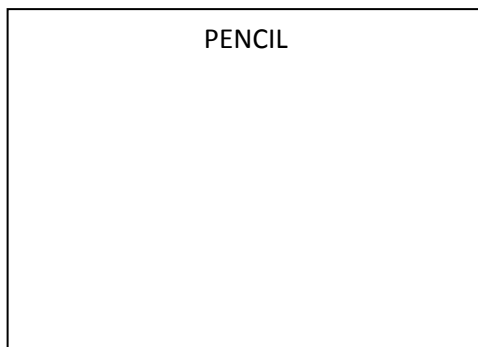
PAPER

2



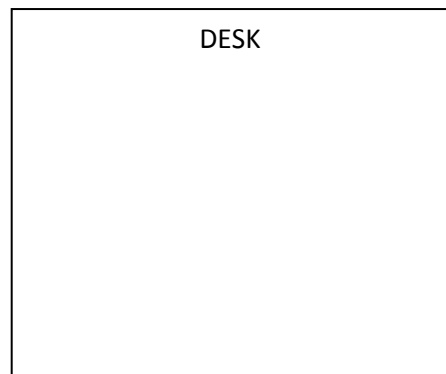
BACKPACK

3

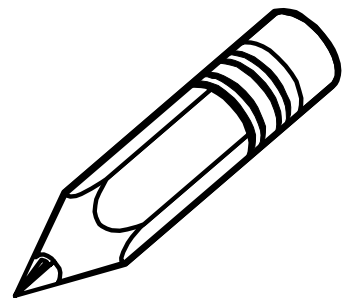


PENCIL

4



DESK



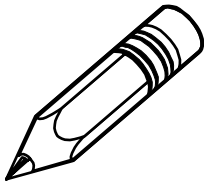
6.READ AND MATCH(Linguistic Intelligence/Visual-spatial Intelligence)



DESK



PAPER



BACKPACK

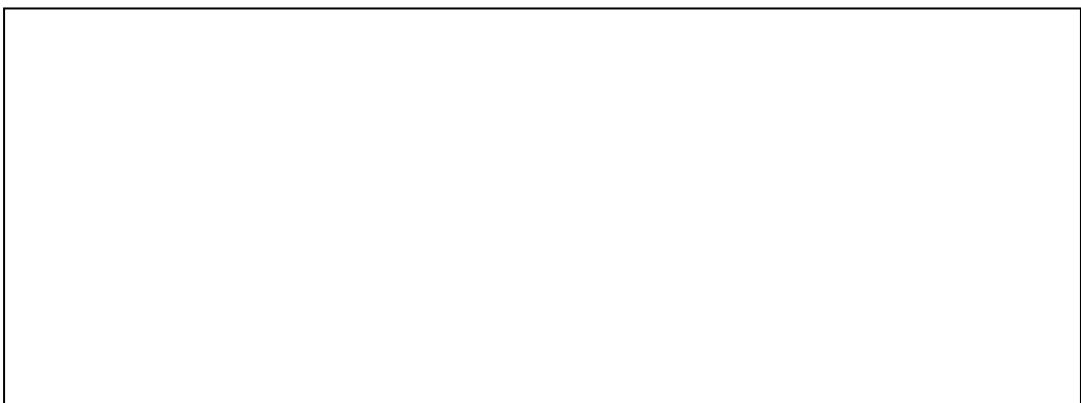


BOOK

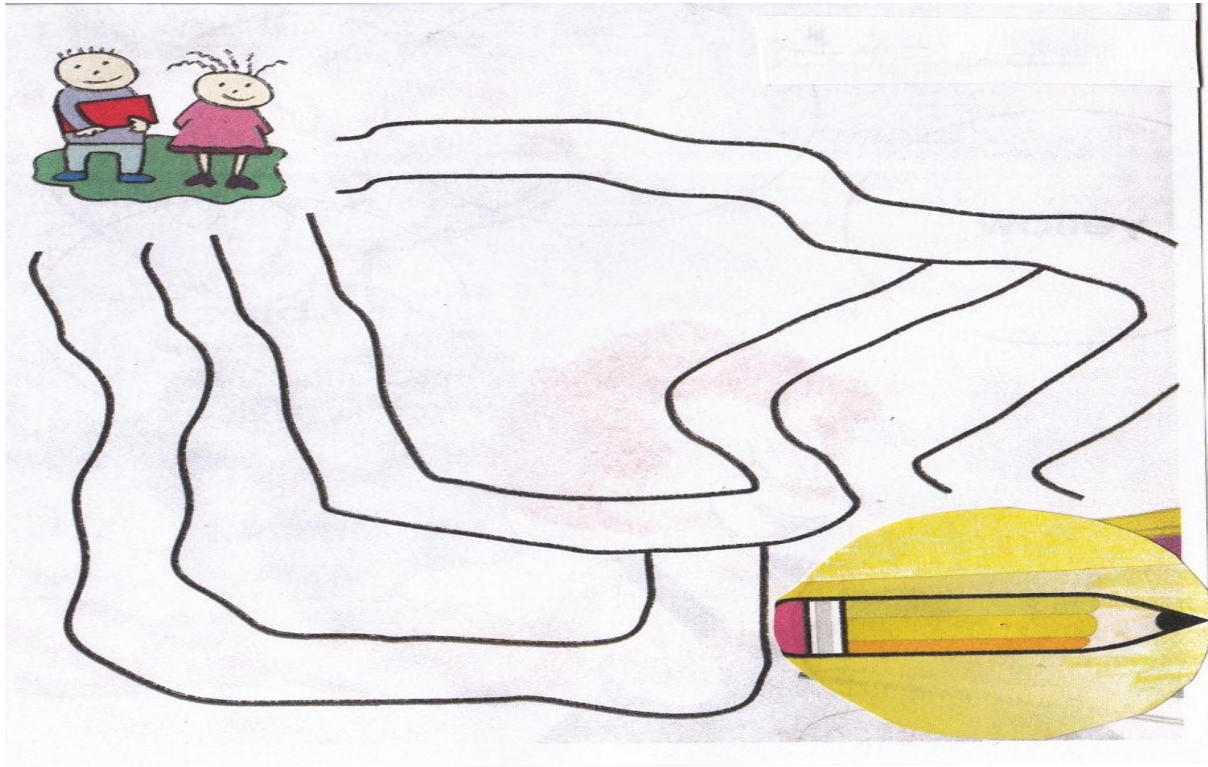


PENCIL

7. DRAW AND COLOR FOUR SCHOOL SUPPLIES (Visual-spatial Intelligence)

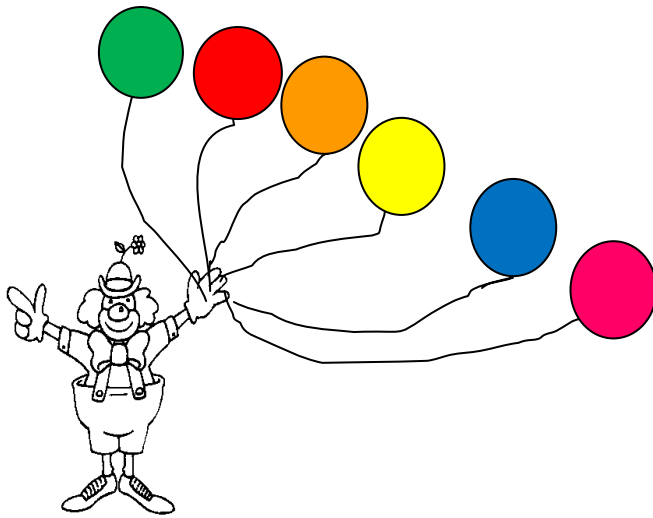


8. FIND THE PENCIL. (Visual-spatial Intelligence)

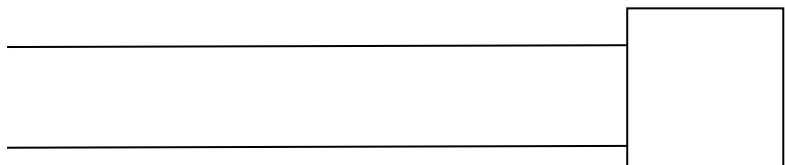
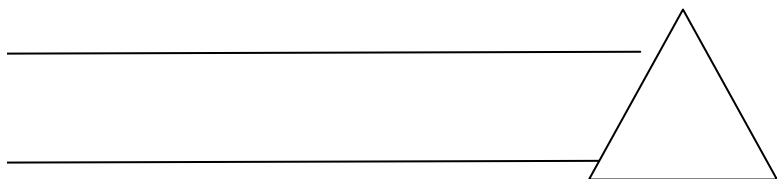
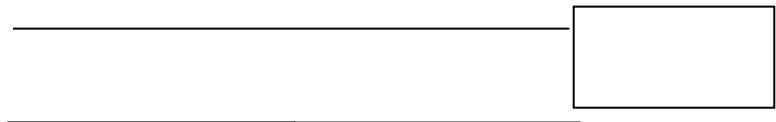


COLORS

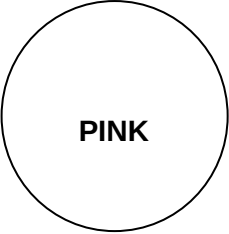
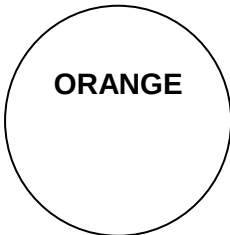
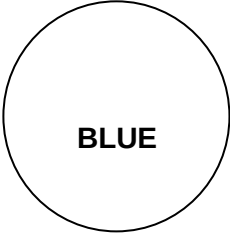
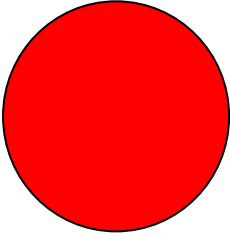
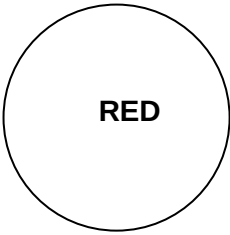
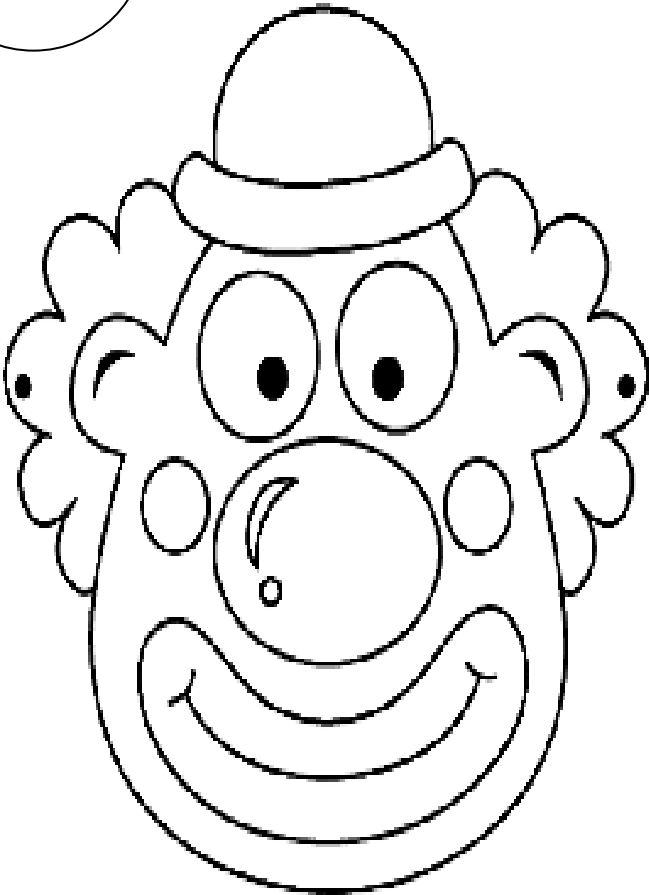
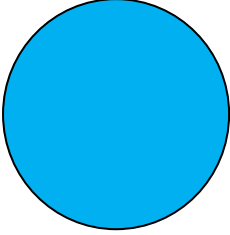
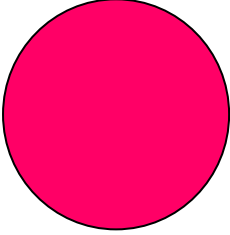
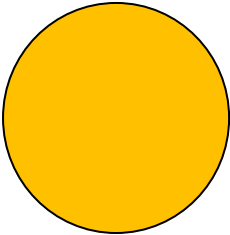
1. - LISTEN TO THE SONG “Mickey, look” (Musical Intelligence)



2.-FOLLOW THE PATHS AND COLOR THE SHAPES ACCORDING TO THE TEACHER’S INSTRUCTIONS (Visual-Spatial Intelligence)



3.-CUT OUT AND STICK THE CIRCLE WHERE IT BELONGS (Bodily-Kinesthetic Intelligence)

4. READ AND COLOR (Linguistic Intelligence)

1

Orange

2

Pink

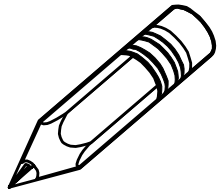
3

Blue

4

Green

5.-LISTEN AND COLOR ACCORDING TO THE FOLLOWING INSTRUCTIONS (Visual-Spatial Intelligence)



- a. This is a yellow backpack.
- b. This is a blue pencil.
- c. This is a red desk.
- d. This is pink paper.
- e. This is a red book

6. FIND THREE SCHOOL SUPPLIES AND THREE COLORS IN THE LETTER SOUP. (Linguistic Intelligence)

P	E	N	I	L	B	R
A	P	H	C	H	O	E
P	I	D	L	W	O	D
E	N	E	S	U	K	A
R	K	R	B	L	E	L

NUMBERS

1. LISTEN TO THE TEACHER AND COLOR ACCORDING TO THE INSTRUCTIONS (Visual-Spatial Intelligence)

Number one is pink

Number two is orange

Number three is green

Number four is brown

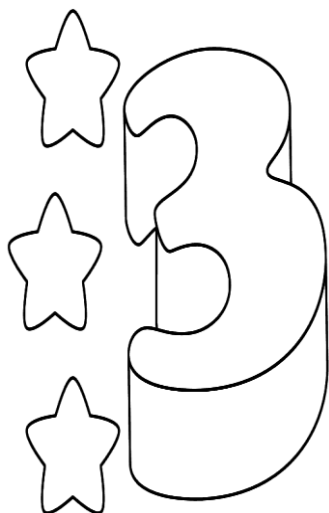


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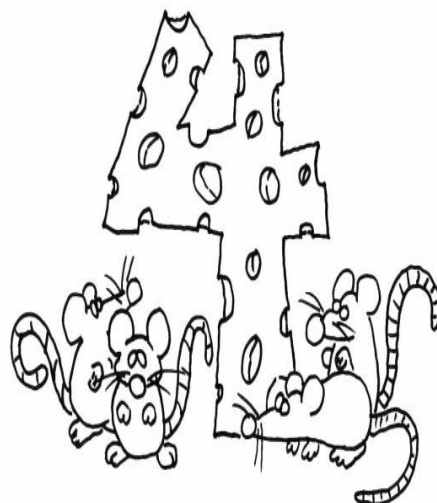
ONE



TWO

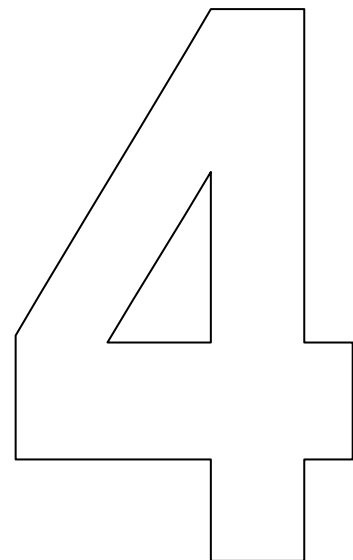
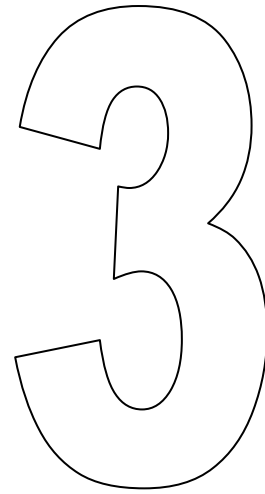
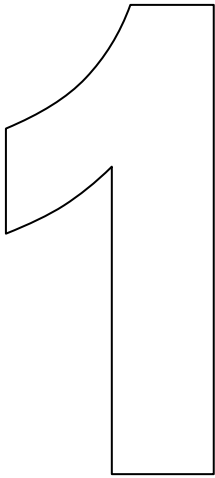


THREE

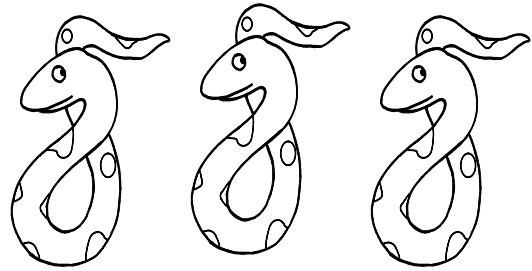
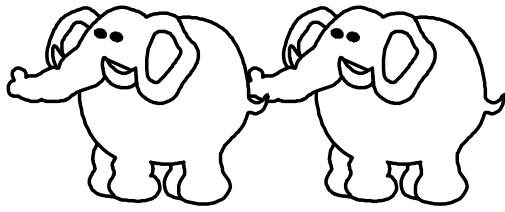


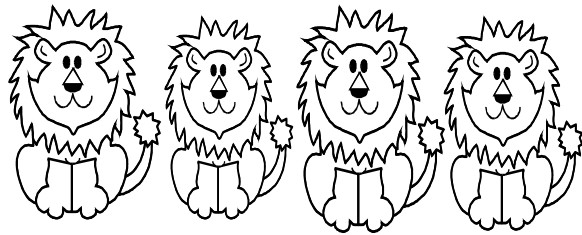
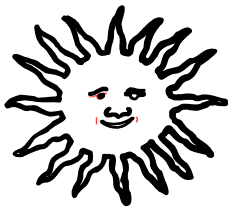
FOUR

2. TEAR UP RECYCLED PAPER AND STICK INTO THE NUMBERS TWO AND THREE (Visual-Spatial/Naturalistic/Logical-mathematical Intelligence)

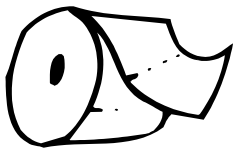


3. COUNT AND WRITE THE NUMBER IN LETTERS (Logical-Mathematical/Linguistic Intelligence)

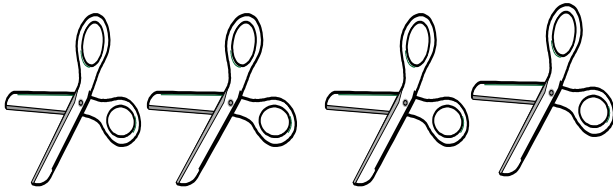




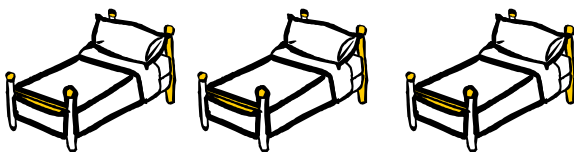
4. DRAW A LINE FROM THE PICTURE TO THE CORRECT NUMBER. THEN COLOR THE PICTURE.(Visual-Spatial Intelligence)



One



Two

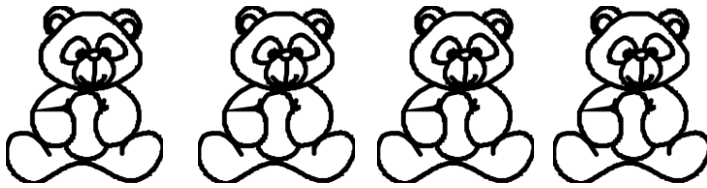


Four

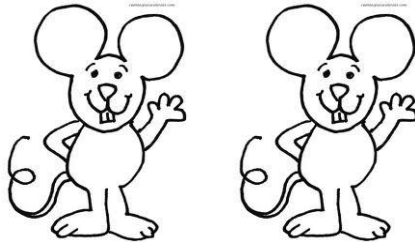


Three

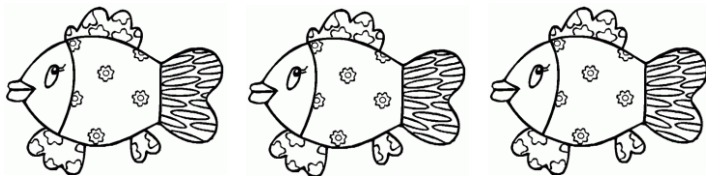
4. - COUNT THE OBJECTS AND CIRCLE THE NUMBER (Logical-mathematical Intelligence)



ONE TWO THREE FOUR



ONE TWO THREE FOUR

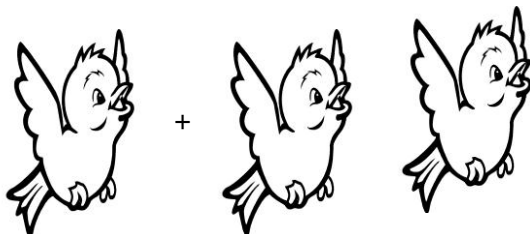


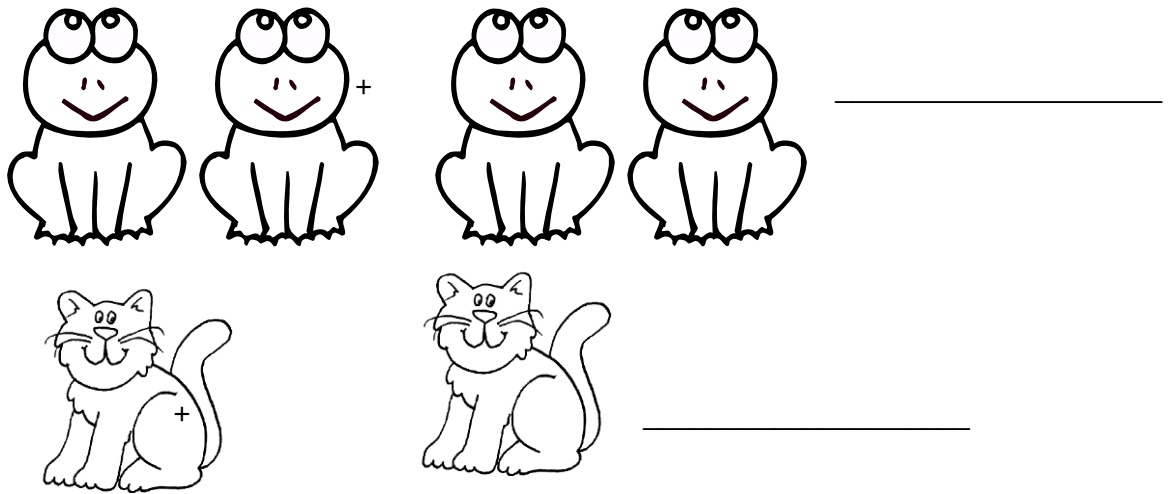
ONE TWO THREE FOUR



ONE TWO THREE FOUR

5.-ADD AND WRITE THE RESULTS IN LETTERS (Linguistic/Logical-mathematical Intelligence)

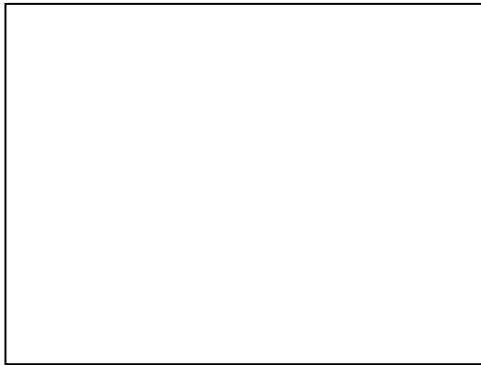




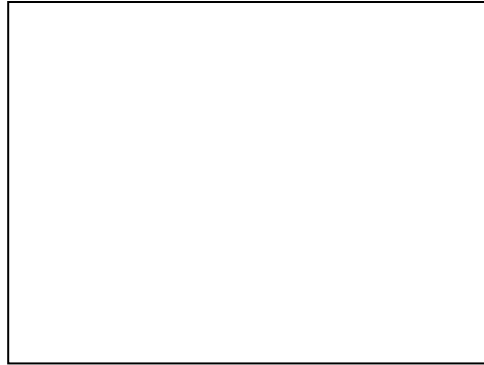
6. - DRAW IN EACH BOX AS MANY THINGS AS THE NUMBER SHOWS (Visual-Spatial Intelligence)

ONE DESK	TWO MARKERS
THREE BOOKS 3	FOUR PENCILS 4

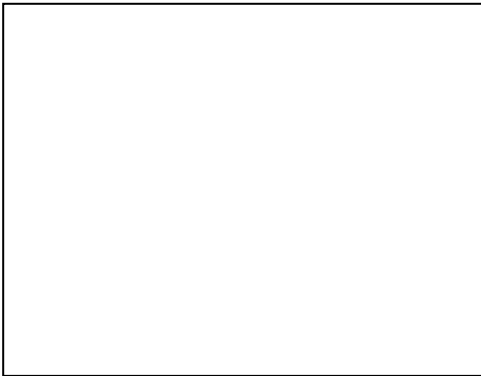
7. - DRAW AND COLOR OBJECTS AS INDICATED (Logical-mathematical/ Visual-Spatial Intelligence)



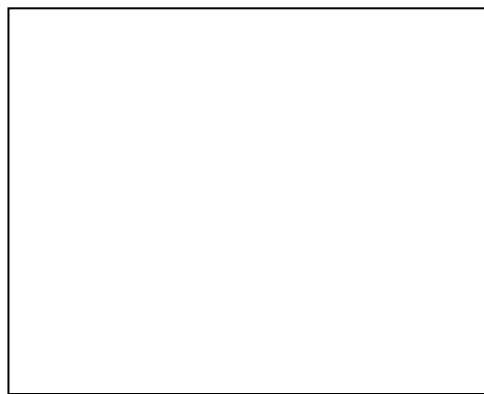
Three blue books



One yellow desk



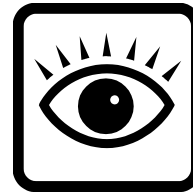
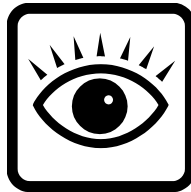
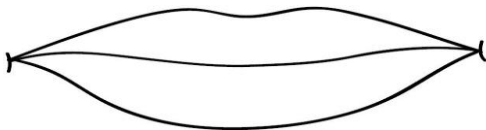
Two red markers



Four green pencils

BLOCK No 2: MY FACE

1. LISTEN TO AND SING THE SONG “LOOK AT YOUR FACE”(Musical Intelligence)
2. LOOK AT THE FLASH CARDS, IDENTIFY THEM AND SAY THEIR OWN NAMES(Linguistic Intelligence)



3. GAME: “SIMON SAYS”(Bodily-Kinesthetic Intelligence)
T: Simon says “touch your eyes”.
SS: touch their eyes.
T: Simon says “don’t touch your nose”
SS: Don’t touch their noses
4. DRAW AND COLOR AND WRITE THE PARTS OF THE FACE (Bodily-Kinesthetic Intelligence)



5. UNSCRAMBLE AND WRITE (Linguistic Intelligence)

y e e _____

a i h r _____

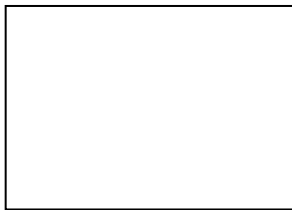
o n e s _____

m t h o u _____

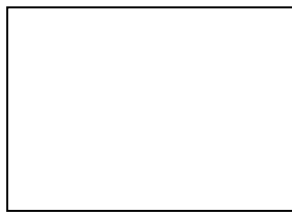
e a r _____

a f e c _____

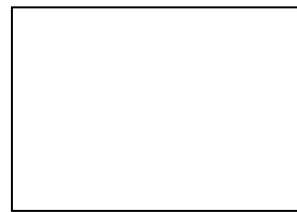
6. READ THE WORDS AND DRAW IN EACH BOX (Linguistic/Visual-Spatial Intelligence)



NOSE

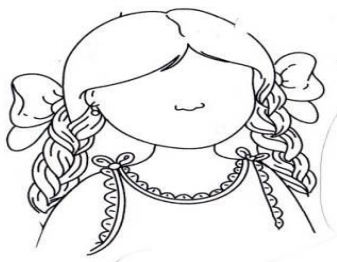


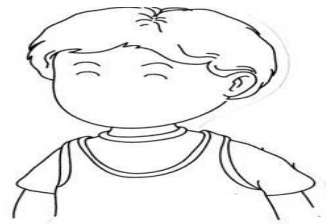
EARS



MOUTH

7. DRAW THE MISSING PARTS TO COMPLETE EACH FACE. THEN COLOR THE PICTURES AND WRITE THEIR NAMES (Linguistic/Visual-Spatial Intelligence)









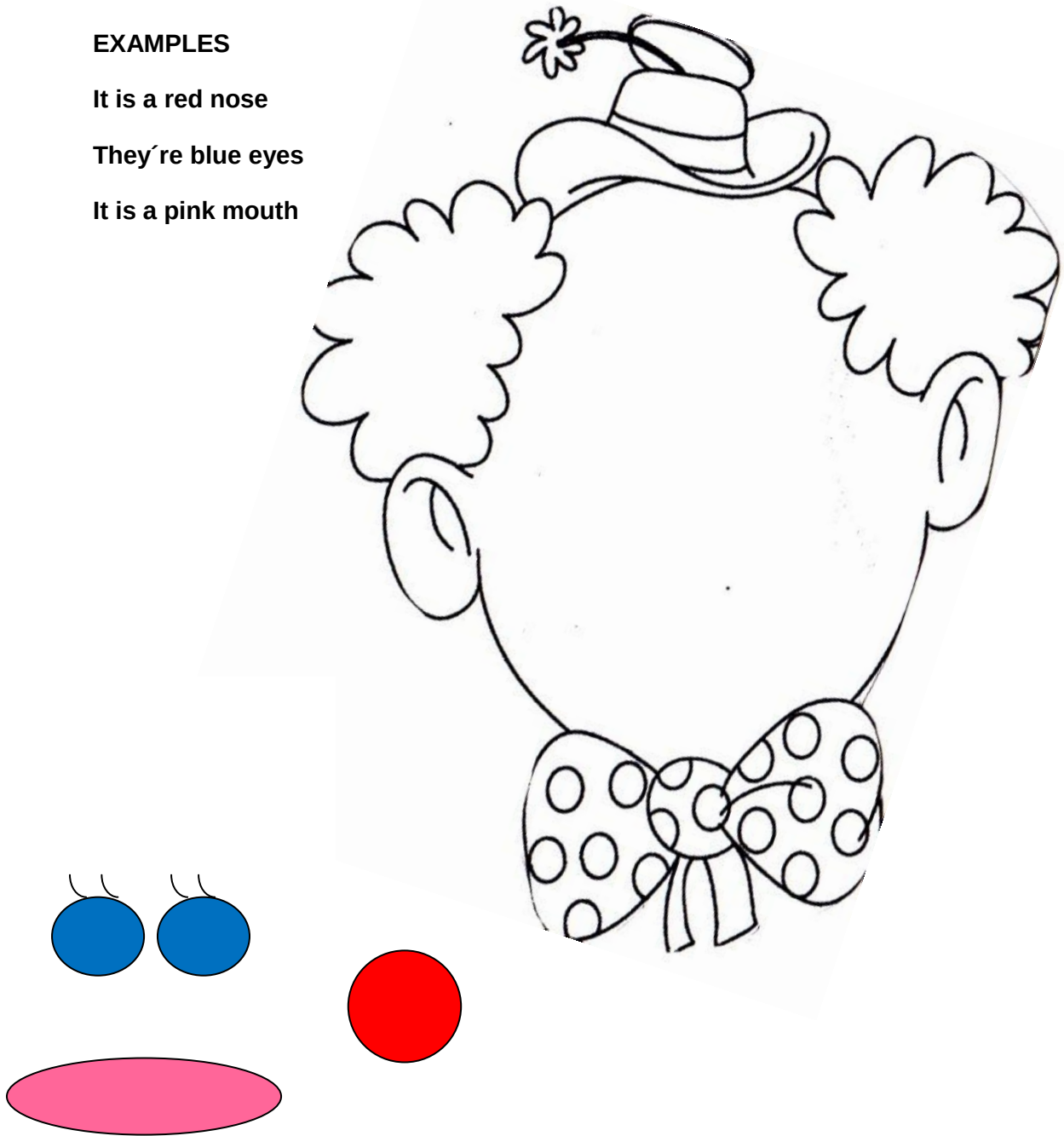
8.- CUT OUT THESE PARTS OF THE FACE| GLUE THEM ON THE CLOWN'S FACE.
THEN TELL YOUR TEACHER

EXAMPLES

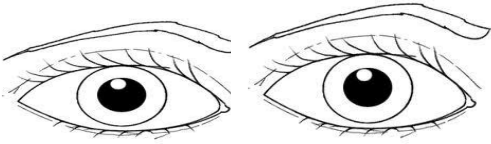
It is a red nose

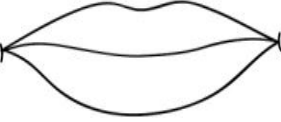
They're blue eyes

It is a pink mouth

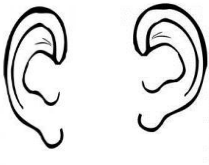


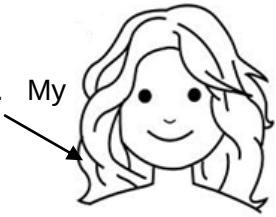
9. READ, COLOR AND COMPLETE THE FOLLOWING SENTENCES
(Linguistic/Visual-Spatial Intelligence)

a. My  are blue. Look at my blue _____.

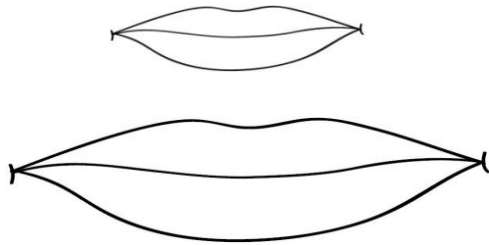
b. My  is red. Look at my red _____.

c. My  is pink. Look at my pink _____.

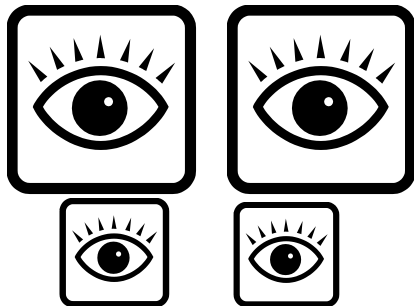
d. My  are yellow. Look at my yellow _____.

e. My  is orange. Look at my orange _____.

10. - MATCH THE PICTURES TO THE ADJECTIVES: SMALL or BIG
(Linguistic/Visual-Spatial Intelligence)



BIG



SMALL

9. - PROJECT: Make a mask using paper plates (Naturalistic/Visual-spatial Intelligence)

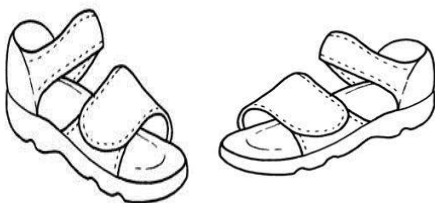
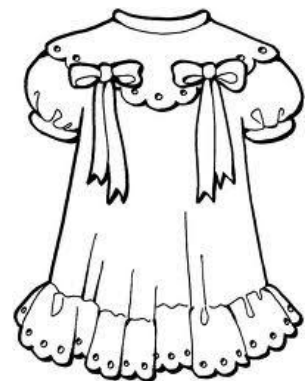
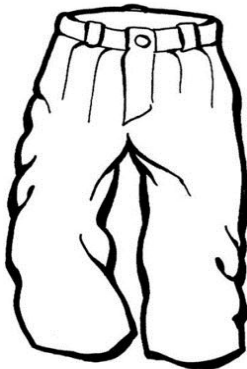
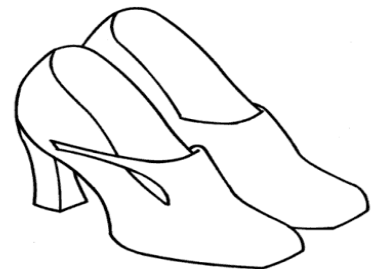
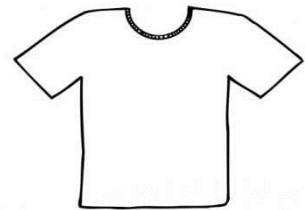
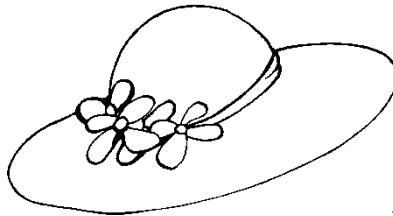


10. - ORAL PRESENTATION (Linguistic Intelligence)

Example: This is my mask. My eyes are blue. My nose is red. Etc....

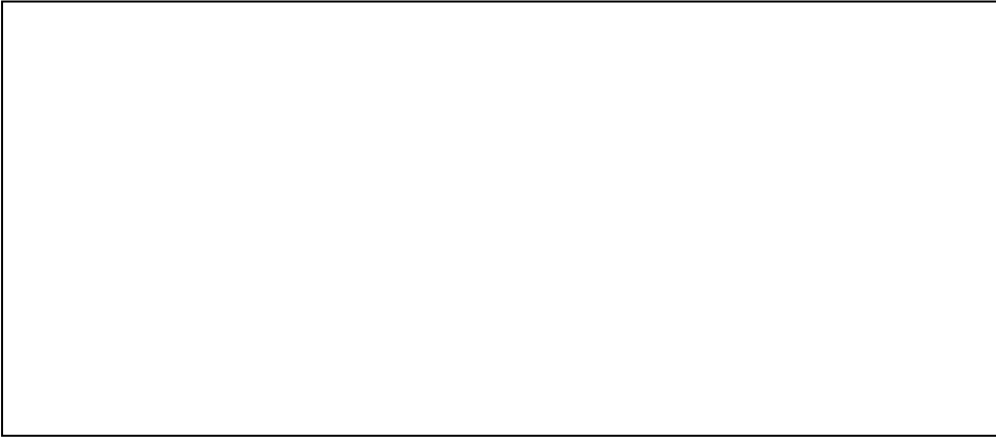
BLOCK No 3: MY CLOTHES

1. LISTEN TO AND SING THE SONG “LET’S CLEAN UP”(Musical Intelligence)
2. LOOK AT THE FLASH CARDS, IDENTIFY THEM AND REPEAT THEIR OWN NAMES(Linguistic Intelligence)

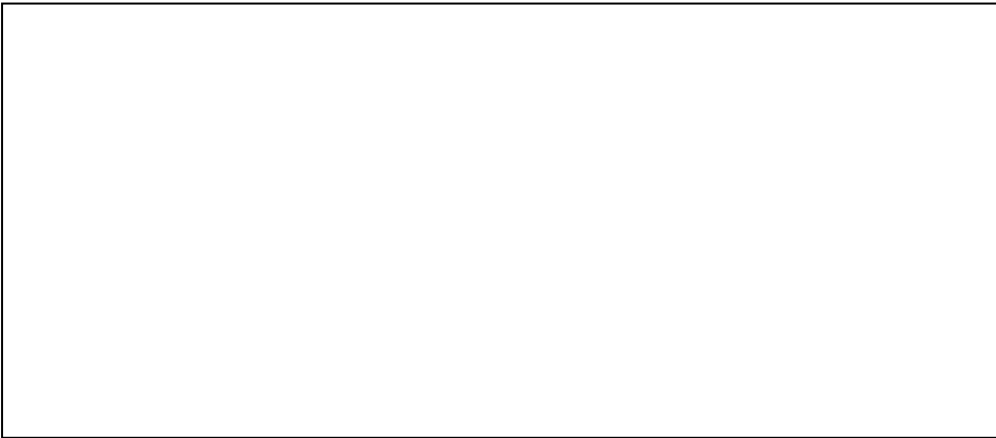


3. DRAW AND COLOR YOUR FAVORITE CLOTHES TO WEAR WHEN IT IS HOT OR COLD (Visual-Spatial Intelligence)

HOT



COLD



4. MATCH THE ITEMS TO THEIR NAMES (Visual-Spatial Intelligence)

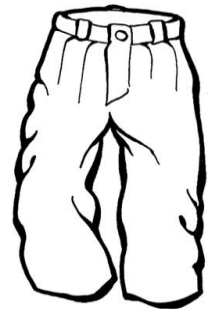
PANTS



SKIRT



COAT



BOOTS



5. DRAW THE CLOTHES YOU WEAR FOR SCHOOL.TELL YOUR TEACHER WHAT THEY ARE (Visual-Spatial/Linguistic Intelligences)

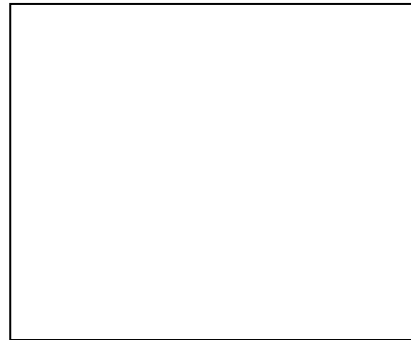
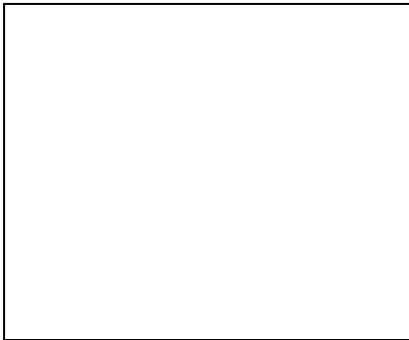
Example: I wear a white blouse.



6. FIND SEVEN PIECES OF CLOTHING IN THE LETTER SOUP (Linguistic intelligence)

A	Z	D	P	G	Q	C
W	L	H	A	T	D	O
D	H	I	N	M	R	A
R	B	Z	T	A	E	T
E	L	F	S	X	S	E
S	K	I	R	T	S	R
S	H	O	E	S	H	T

7. READ, DRAW AND COLOR (Linguistic intelligence/Visual-Spatial Intelligence)



FOUR RED SHOES

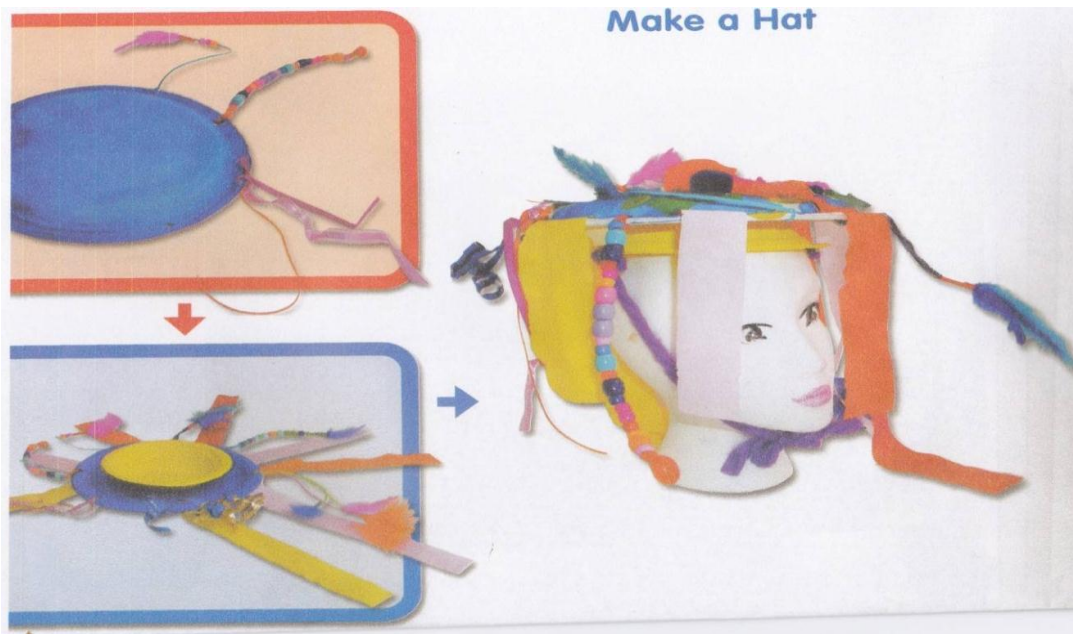
ONE BLUE COAT



TWO PINK HATS

THREE ORANGE T-SHIRTS

8. PROJECT: Make a hat using a paper plate. The decoration will depend on students. They can use yarn, streamers, ribbon, beads, feathers, etc. After finishing doing the hats, students will have to describe them (Visual-Spatial/ Linguistic Intelligence).



GAMES

CONTEST (Bodily-Kinesthetic Intelligence)

Divide the students in four groups. After, ask them to name a leader. The students will have to follow instructions according to teacher's request. The group that makes the most points will be the winner.

Example:

T: touch a red skirt.

T: show me yellow pants

T: point to the green sweater

THE MAGIC BAG (Linguistic/ Bodily-Kinesthetic Intelligence)

The teacher will use a black plastic bag with clothes in. She will ask them: "guess what I have in my bag" and the students will use the following structure to answer "blue pants" for example.

ROLE - PLAY (Linguistic Intelligence)

The students will use their paper dolls to make a conversation.

Example:

What is your name?

My name is...

Where is my hat?

It is on my head.

What is your favorite color?

It is blue

Are you cold or hot?

I am ...

Bye

Bye

UNIDAD EDUCATIVA HERMANO MIGUEL

De La Salle

QUIZ

NAME: _____ **DATE:** _____

SECOND YEAR OF BASIC

1. UNSCRAMBLE AND WRITE (Linguistic Intelligence) (3PTS)

y e s e _____

a h i r _____

o n e s _____

2. COMPLETE THE CLOWN'S FACE (Visual-spatial Intelligence) (4pts)



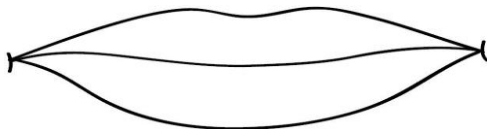
3. FIND THREE PARTS OF THE FACE IN THE FOLLOWING LETTER SOUP (Linguistic Intelligence)(3PTS)

M	O	U	T	H	P	X
E	P	Z	M	J	K	Y
A	T	F	A	C	E	U
R	C	D	T	V	L	P
B	U	S	E	Q	B	A

4. DRAW THE MISSING PARTS TO COMPLETE EACH FACE. THEN COLOR THE PICTURES (Visual-spatial Intelligence)(3PTS)



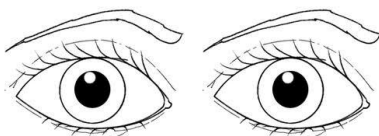
5. LISTEN AND COLOR: RED MOUTH, PINK NOSE, BLUE EYES, YELLOW EARS (Visual-spatial Intelligence) (4PTS)



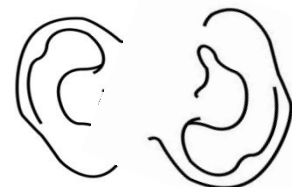
RED



PINK

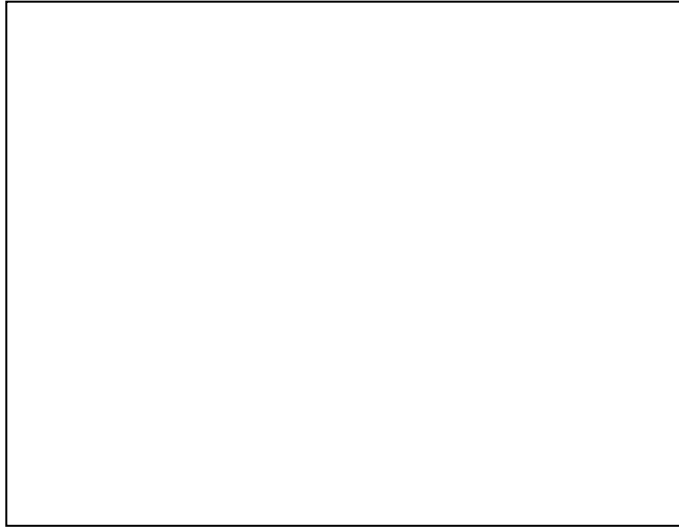


BLUE



YELLOW

6. DRAW AND COLOR THE PARTS OF THE FACE (Visual-spatial Intelligence) (3PTS)



TOTAL: 20 POINTS

UNIDAD EDUCATIVA HERMANO MIGUEL

De La Salle

QUIZ



NAME: _____ DATE: _____

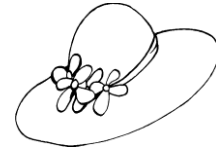
SECOND YEAR OF BASIC

1. MATCH THESE ITEMS WITH THEIR NAMES (Visual-spatial Intelligence) (4PTS)

BOOTS



T-SHIRT



HAT



SHOES



2. LOOK AT THE PICTURES AND WRITE THEIR NAMES (Linguistic Intelligence) (4PTS)

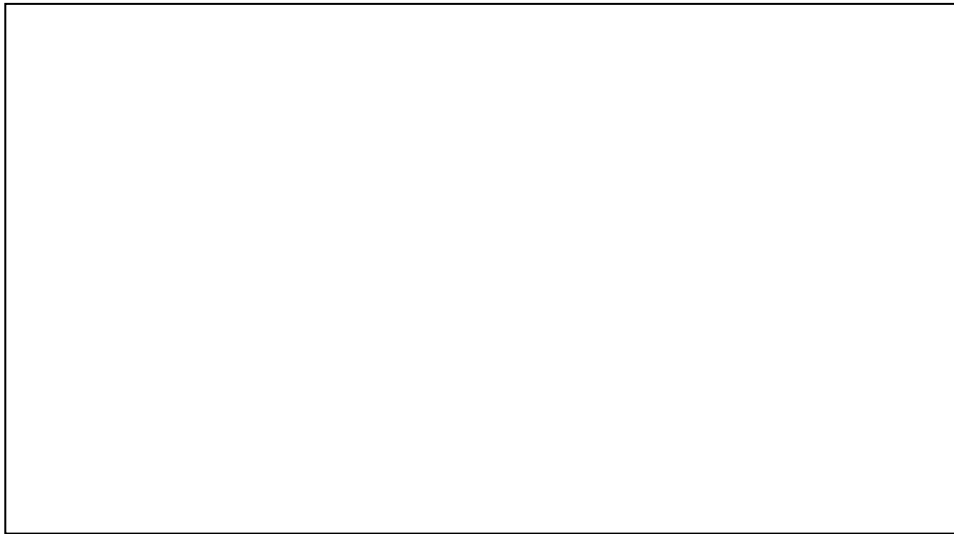




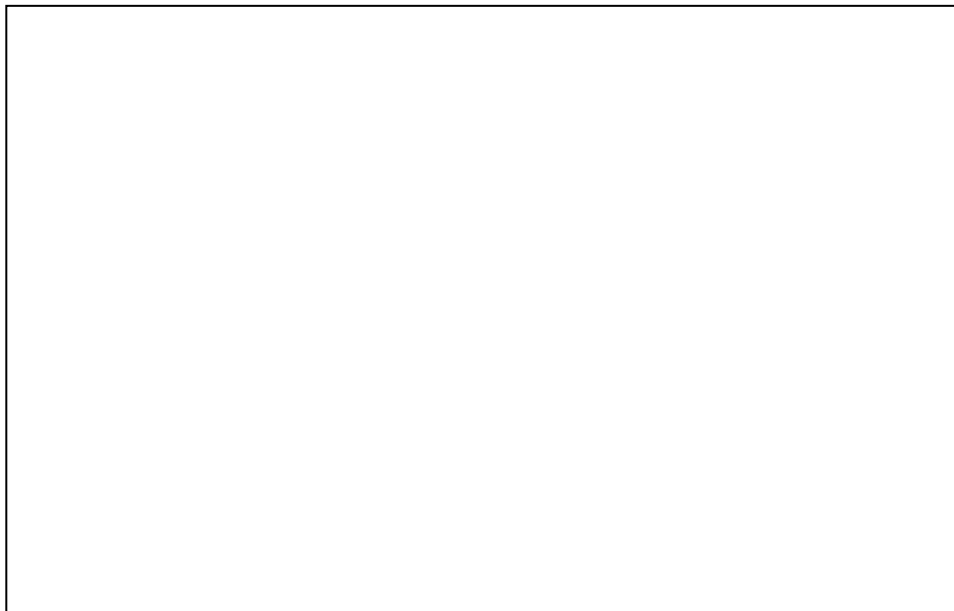




3. DRAW AND COLOR A HOT DAY (Visual-spatial Intelligence) (2 PTS)



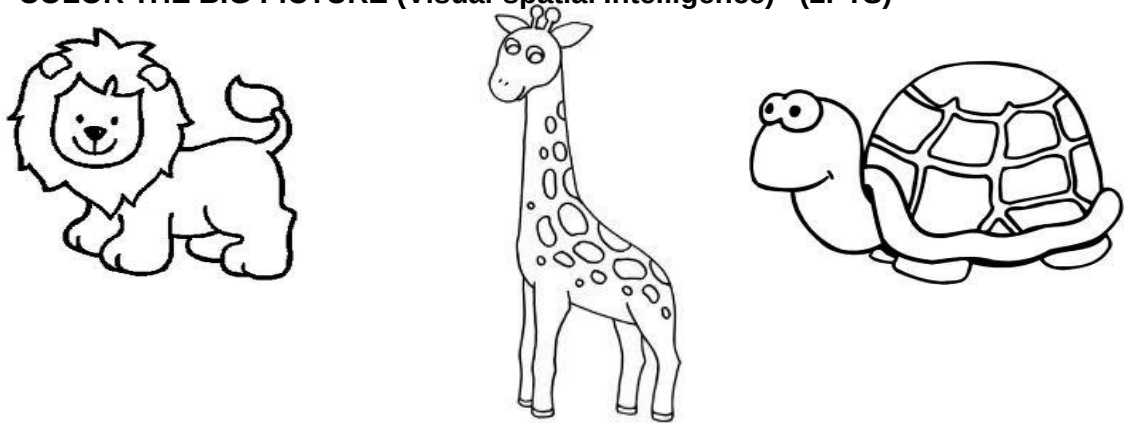
4. DRAW AND COLOR A COLD DAY (2PTS) (Visual-spatial Intelligence)



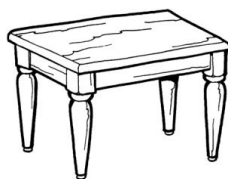
5. FIND FOUR WORDS (PIECES OF CLOTHING) IN THE FOLLOWING LETTER SOUP (Linguistic Intelligence) (4PTS)

S	A	N	D	A	L	S	G
W	R	X	D	W	A	W	L
E	A	E	B	C	S	X	A
A	G	P	O	I	D	Y	S
T	Y	Q	O	J	F	T	S
E	H	R	T	K	G	E	E
R	F	U	S	O	H	G	S

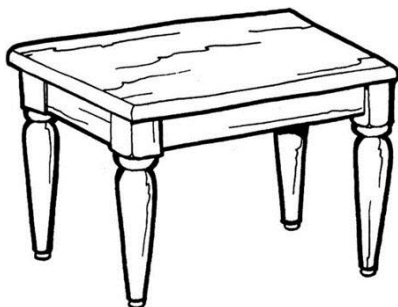
6. COLOR THE BIG PICTURE (Visual-spatial Intelligence) (2PTS)



7. READ AND MATCH (Linguistic Intelligence/ Visual-spatial Intelligence) (2PTS)



SMALL



TOTAL: 20 POINTS

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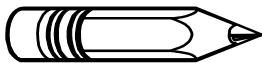
EXAM



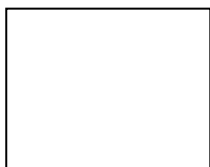
NAME: _____ DATE: _____

SECOND YEAR OF BASIC

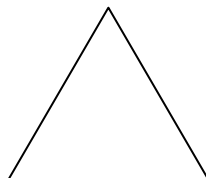
1. MAKE A CIRCLE AROUND THE SCHOOL SUPPLIES (Visual-spatial Intelligence) (Linguistic Intelligence/ Visual-spatial Intelligence) (4PTS)



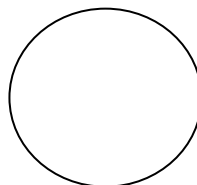
2. READ AND COLOR(Linguistic Intelligence/ Visual-spatial Intelligence) (4PTS)



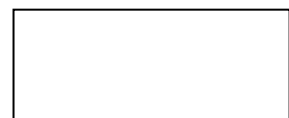
GREEN



PINK



BLUE



ORANGE

3. FIND FOUR PARTS OF THE FACE IN THE LETTER SOUP(Linguistic Intelligence) (4PTS)

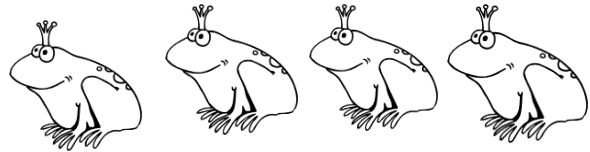
N	P	I	R	M	Y	H
O	M	O	U	T	H	A
S	K	B	Q	C	V	I
E	Y	E	S	N	A	R

4. - DRAW A LINE FROM THE PICTURE TO THE CORRECT NUMBER (Logical-mathematical Intelligence/ Visual-spatial Intelligence) (4PTS)

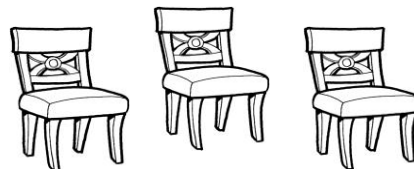
Two



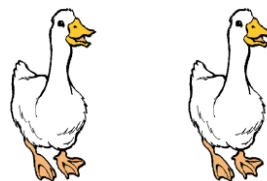
One



Four



Three

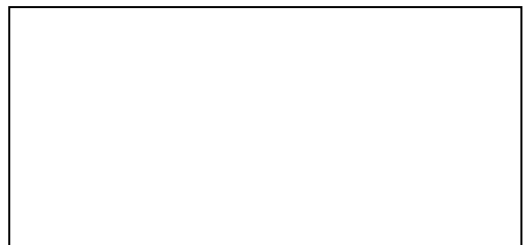


**5. – READ, DRAW AND COLOR OBJECTS AS INDICATED(Linguistic Intelligence/
Visual-spatial Intelligence) (4PTS)**

DRAW ONE PINK NOSE



DRAW THREE YELLOW BOOKS



TOTAL: 20 POINTS

4.2 POSTTEST

After working with worksheets a post test based on multiple intelligences was applied

I focused on the four skills and the multiple intelligences. As a result, the students got better grades during this test. The items were directed to the different intelligences in order to help them to understand in a better way. The percentage is significantly high so it shows improvement.

UNIDAD EDUCATIVA HERMANO MIGUEL

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POSTTEST

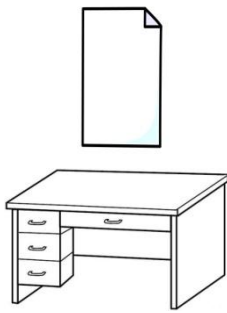


NAME: _____

DATE: _____

SECOND YEAR OF BASIC

1. READ AND MATCH THESE ITEMS WITH THEIR NAMES Linguistic Intelligence/
Visual-spatial Intelligence) (5 PTS)



PENCIL

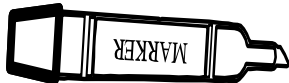
BACKPACK



MARKER



DESK



PAPER

2. FIND FOUR COLORS IN THE FOLLOWING LETTER SOUP(Linguistic Intelligence) (4PTS)

G	H	Q	P	I	N	K
R	Z	A	L	E	L	U
E	O	R	A	N	G	E
E	M	O	N	Q	R	T
N	C	B	L	U	E	W

3. PUT IN ORDER (Linguistic Intelligence/Logical-mathematical Intelligence) (4 PTS)

Three

One

Four

Two

4. DRAW AS MANY THINGS IN EACH BOX AS THE NUMBER SHOWS(Logical-mathematical Intelligence/Visual-spatial Intelligence (4PTS)

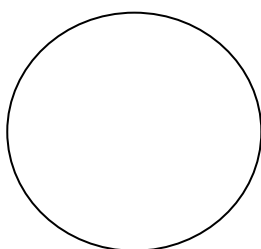
Three

One

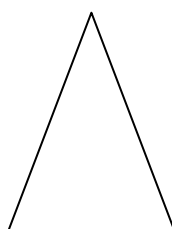
Four

Two

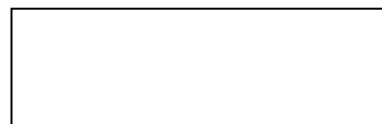
5. LISTEN AND COLOR: RED CIRCLE, BLUE TRIANGLE, YELLOW RECTANGLE
(Linguistic Intelligence/Visual-spatial Intelligence) (3 PTS)



RED



BLUE



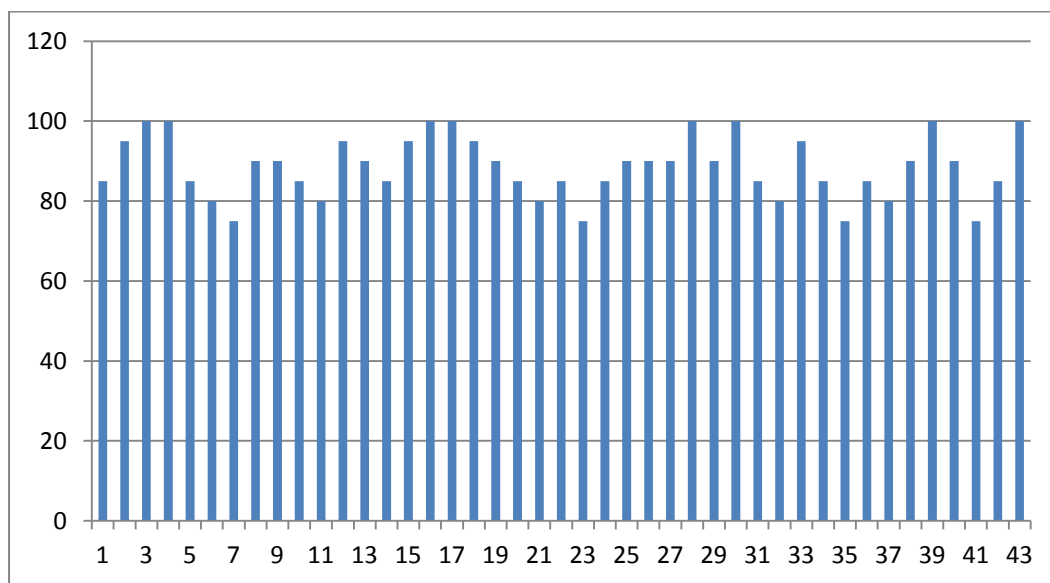
YELLOW

TOTAL: 20 POINTS

POST-TEST RESULTS

STUDENTS	GRADES	PERCENTAGE
1	17	85
2	19	95
3	20	100
4	20	100
5	17	85
6	16	80
7	15	75
8	18	90
9	18	90
10	17	85
11	16	80
12	19	95
13	18	90
14	17	85
15	19	95
16	20	100
17	20	100
18	19	95
19	18	90
20	17	85
21	16	80
22	17	85
23	15	75
24	17	85
25	18	90
26	18	90
27	18	90
28	20	100
29	18	90
30	20	100
31	17	85
32	16	80
33	19	95
34	17	85

35	15	75
36	17	85
37	16	80
38	18	90
39	20	100
40	18	90
41	15	75
42	17	85
43	20	100



GRAPHIC No 3: Post test

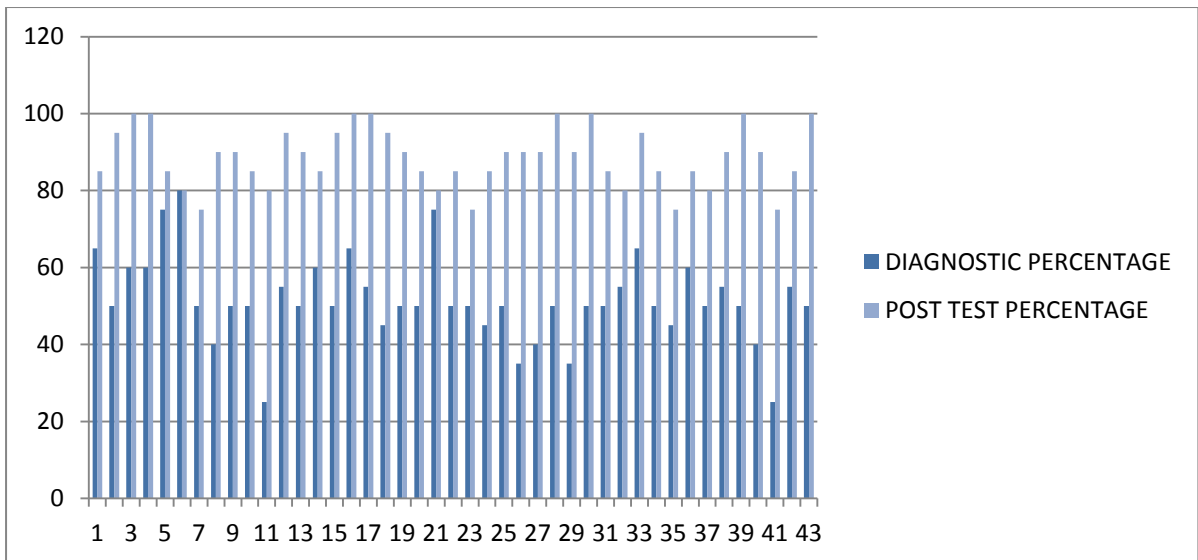
ANALYSIS OF THE RESULTS

A high percentage of students (90%) got outstanding grades, which means the children's grades range from nineteen to twenty, and a low percentage (10%) of children obtained good grades which range from thirteen to fifteen.

4.3 COMPARISON BETWEEN THE DIAGNOSTIC TEST AND POST TEST

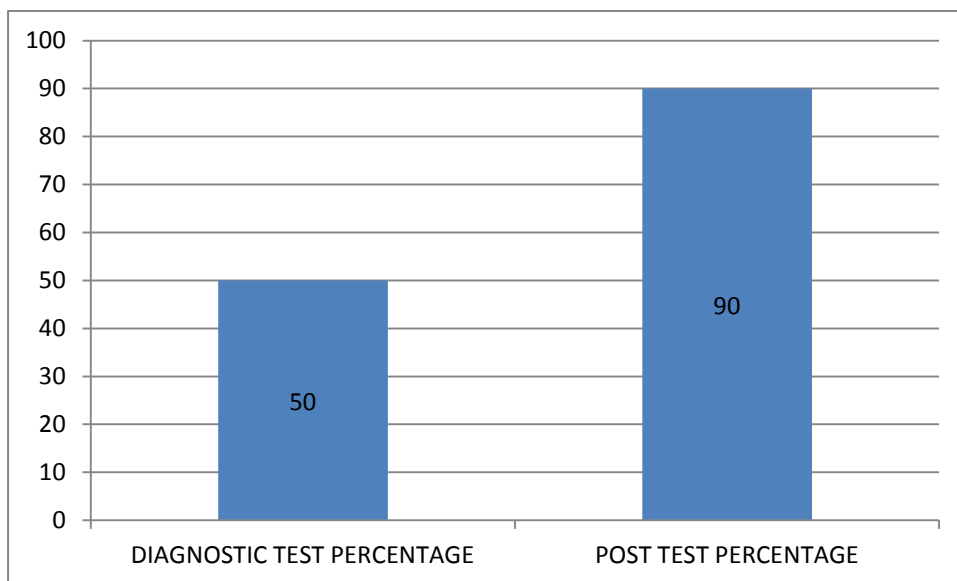
STUDENTS	DIAGNOSTIC TESTS	PERCENTAGE	POST TEST	PERCENTAGE
1	13	65	17	85
2	10	50	19	95
3	12	60	20	100
4	12	60	20	100
5	15	75	17	85
6	16	80	16	80
7	10	50	15	75
8	8	40	18	90
9	10	50	18	90

10	10	50	17	85
11	5	25	16	80
12	11	55	19	95
13	10	50	18	90
14	12	60	17	85
15	10	50	19	95
16	13	65	20	100
17	11	55	20	100
18	9	45	19	95
19	10	50	18	90
20	10	50	17	85
21	13	75	16	80
22	10	50	17	85
23	10	50	15	75
24	9	45	17	85
25	10	50	18	90
26	7	35	18	90
27	8	40	18	90
28	10	50	20	100
29	7	35	18	90
30	10	50	20	100
31	10	50	17	85
32	11	55	16	80
33	13	65	19	95
34	10	50	17	85
35	9	45	15	75
36	12	60	17	85
37	10	50	16	80
38	11	55	18	90
39	10	50	20	100
40	8	40	18	90
41	5	25	15	75
42	11	55	17	85
43	10	50	20	100



GRAPHIC No 4 Diagnostic percentage Vs Post percentage

DIAGNOSTIC TEST CLASS AVERAGE /20	PERCENTAGE	POST TEST CLASS AVERAGE /20	PERCENTAGE
10	50	18	90



GRAPHIC No 5 Diagnostic test class percentage Vs Post test class percentage

ANALYSIS OF THE RESULTS

After the application of the post test, which was designed based on the multiple intelligences theory and taken into account the language skills, students obtained better grades.

As it can be evidenced in the graphic above, there is an important difference of 40% between the diagnostic test and the post-test. These results show that it is imperative to maintain a balance between the methodology that is used to teach the subject and the methodology that is used to evaluate it.

CHAPTER V

VALIDATION

5.1 PLANNING OF THE WORKSHOP

OBJECTIVES:

- To educate the English teachers in the application of the assessments instruments based on the multiple intelligences theory.
- To change teacher attitude in the classroom.

CONTENTS:

- Cognitive and Constructivism theory.
- Multiple Intelligences theory
- Evaluation using multiple intelligences
- Presentation of the proposed evaluation instruments based on multiple intelligences
- Presentation of the results obtained

METHODOLOGY

- Presentation
- Dialogs
- Participative worksheets, quizzes and exams
- Workshop technique

RESOURCES

- Computer
- Markers
- Paper
- Projector

EVALUATION

- Setting up questions

5.2 APPLICATION OF THE WORKSHOP

After applying the worksheets, quizzes, and tests, and noticing the important improvement on students' grades, a workshop to socialize the multiple intelligences theory and the results of the research with the English teachers was performed.

First, I made a questionnaire with the following questions.

1. What are the theories that support the proposal?

2. What are the most important aspects of the proposal?
3. According to the multiple intelligence theory, which intelligence is well-developed in your students?
4. What types of results do you hope to achieve in your quizzes and exams?
5. Do you think that the new assessment instruments are applicable in our school and with your students? Why or why not?

According to the first question, the answer was concrete and clear about the theories that support the proposal.

They said the ideas concerning multiple intelligences are interesting, and the teachers agreed with the proposed elements because they are easily applicable.

English teachers opined the proposed worksheets, quizzes and exams are interesting and important because they can make the class more dynamic. They said the material was simple but well elaborated because it was conducted to all intelligences.

Concerning the activities detailed in the proposal, they are interesting and workable, with multiple intelligences. At first it is going to be difficult to apply them because the students are not accustomed to different kinds of activities and tasks and the teachers will need more time to work and understand how this theory works.

The teaching and practice of multiple intelligence theory is an aspect that, according to the teachers, can be applied in the school. They said the worksheets, quizzes and exams presented in the thesis can be very useful for making their class more entertaining and the students are going to learn faster and better.

Working with the multiple intelligences theory helps to develop each student's capabilities, and take advantage of how students learn according to their strengths.

CONCLUSIONS

Traditional theories of human intelligence only recognize the existence of a single general intelligence as a construct unique, comprehensive and stable while multiple intelligences theory provides a pluralistic view of the mind. It recognizes that human beings are able to learn in eight different ways suggesting the existence of eight types of intelligence. These are present in all individuals, and its development depends on the stimulus and education that children receive from the environment.

The multiple intelligence theory states that intelligence assessment based on psychometric test is very limited because it only evaluates a particular form of academic performance and it does not consider the wide range of abilities and skills that people have. It is important to take into account this theory in order to evaluate different capacities. Therefore, teachers must help develop in students all of their intelligences to prepare them to learn in a better way.

The multiple intelligence theory considers that observation is an important tool to evaluate. It should be used by teachers to know the basic outlines of the characteristics of the student's learning. By evaluating the most prominent capabilities, the teacher encourages students' motivation, self-esteem and self-confidence.

The teacher's role is to take into account the students' interests and needs while children are building their own learning. It is very important for students to take an active role promoting their personal and social development.

The students of Second year of Basic had low grades because the assessing instruments used were based on a single intelligence. The instruments only evaluated the contents in isolation and students memorized vocabulary only. As a result, children were acting as passive learners.

The majority of teachers elaborate assessment instruments based on reading and writing. They do not take into account other skills when designing quizzes, worksheets, or exams. Assessment instruments are elaborated to evaluate students' capacity to memorize vocabulary and simple grammar structures in specific reading and writing exercises. It does not give the possibility to develop students' intelligences as singing, dancing, painting, dramatizing, etc.

RECOMMENDATIONS

The multiple intelligence theory application is a process which will have good results when the teachers change their approaches to teaching-learning and when they develop teaching-learning strategies and assessment tools that consider the various forms of knowledge acquisition.

The philosophy of multiple intelligences says the student is the main protagonist of the teaching-learning process. Therefore, the student will be thoughtful and able to promote the changes that society needs. Also, by using the multiple intelligences theory, children will have different ways of learning, which opens a door that provides them knowledge.

The school authorities should raise awareness among teachers about the importance to apply appropriate assessment instruments, because each student has different skills and capacities.

Teachers should be trained on the subject of assessment tools based on Multiple Intelligences theory. As a result, they will have a wide range of evaluation material with different activities where the students can show their capacities and improve their knowledge and grades. Teachers should not consider these assessment tools as an alternative, but they should consider these instruments as a tool to help them to obtain their objectives and better results in the teaching-learning process.

The school should have more interest in the implementation of assessment tools based on Multiple Intelligences. The institution prestige depends not only on their physical structures but also on the academic quality of our students.

Assessment tools based on the Multiple Intelligences theory must be designed according to current needs and situation in each institution. The problems are different and they will have to be solved in different ways. However, this theory will help us to evaluate all students' capacities and measure their knowledge in a more appropriate manner.

The students must not be evaluated in the traditional way; they must be evaluated according to their different intelligences because each student is a different world. They will show their knowledge, if the assessment tools are the correct ones.

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