

**LEARNING
PROFILE
SURVEY**

LEARNING PROFILE SURVEY

NAME: _____

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

1. Analyzing characters when I'm reading or listening to a story _____
2. Designing new things _____
3. Taking things apart and fixing them _____
4. Comparing and contrasting points of view _____
5. Coming up with ideas _____
6. Learning through hands-on activities _____
7. Criticizing my own and other kids' work _____
8. Using my imagination _____
9. Putting into practice things I learned _____
10. Thinking clearly and analytically _____
11. Thinking of alternative solutions _____
12. Working with people in teams or groups _____
13. Solving logical problems _____
14. Noticing things others often ignore _____
15. Resolving conflicts _____
16. Evaluating my own and other's points of view _____
17. Thinking in pictures and images _____
18. Advising friends on their problems _____
19. Explaining difficult ideas or problems to others _____
20. Supposing things were different _____
21. Convincing someone to do something _____
22. Making inferences and deriving conclusions _____
23. Drawing _____
24. Learning by interacting with others _____
25. Sorting and classifying _____
26. Inventing new words, games, approaches _____
27. Applying my knowledge _____
28. Using graphic organizers or images to organize your thoughts _____
29. Composing _____
30. Adapting to new situations _____

Transfer your answers from the survey to the key. The column with the most True responses is your dominant intelligence.

Analytical	Creative	Practical
1. ____	2. ____	3. ____
4. ____	5. ____	6. ____
7. ____	8. ____	9. ____
10. ____	11. ____	12. ____
13. ____	14. ____	15. ____
16. ____	17. ____	18. ____
19. ____	20. ____	21. ____
22. ____	23. ____	24. ____
25. ____	26. ____	27. ____
28. ____	29. ____	30. ____

Total Number of True:

Analytical ____ Creative ____ Practical ____

Thinking About the Sternberg Intelligences

ANALYTICAL

Linear – Schoolhouse Smart – Sequential

Show the parts of _____ and how they work.
 Explain why _____ works the way it does.
 Diagram how _____ affects _____.
 Identify the key parts of _____.
 Present a step-by-step approach to _____.

PRACTICAL

Street Smart – Contextual – Focus on Use

Demonstrate how someone uses _____ in their life or work.
 Show how we could apply _____ to solve this real life problem _____.
 Based on your own experience, explain how _____ can be used.
 Here's a problem at school, _____. Using your knowledge of _____, develop a plan to address the problem.

CREATIVE

Innovator – Outside the Box – What If – Improver

Find a new way to show _____.
 Use unusual materials to explain _____.
 Use humor to show _____.
 Explain (show) a new and better way to _____.
 Make connections between _____ and _____ to help us understand _____.
 Become a _____ and use your "new" perspectives to help us think about _____.

Triarchic Theory of Intelligences

Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

1. Analyzing characters when I'm reading or listening to a story _____
2. Designing new things _____
3. Taking things apart and fixing them _____
4. Comparing and contrasting points of view _____
5. Coming up with ideas _____
6. Learning through hands-on activities _____
7. Criticizing my own and other kids' work _____
8. Using my imagination _____
9. Putting into practice things I learned _____
10. Thinking clearly and analytically _____
11. Thinking of alternative solutions _____
12. Working with people in teams or groups _____
13. Solving logical problems _____
14. Noticing things others often ignore _____
15. Resolving conflicts _____

Triarchic Theory of Intelligences

Robert Sternberg

Mark each sentence T if you like to do the activity and F if you do not like to do the activity.

- 16. Evaluating my own and other's points of view _____
- 17. Thinking in pictures and images _____
- 18. Advising friends on their problems _____
- 19. Explaining difficult ideas or problems to others _____
- 20. Supposing things were different _____
- 21. Convincing someone to do something _____
- 22. Making inferences and deriving conclusions _____
- 23. Drawing _____
- 24. Learning by interacting with others _____
- 25. Sorting and classifying _____
- 26. Inventing new words, games, approaches _____
- 27. Applying my knowledge _____
- 28. Using graphic organizers or images to organize your thoughts _____
- 29. Composing _____
- 30. Adapting to new situations _____

Triarchic Theory of Intelligences – Key

Robert Sternberg

Transfer your answers from the survey to the key. The column with the most True responses is your dominant intelligence.

Analytical	Creative	Practical
1. ___	2. ___	3. ___
4. ___	5. ___	6. ___
7. ___	8. ___	9. ___
10. ___	11. ___	12. ___
13. ___	14. ___	15. ___
16. ___	17. ___	18. ___
19. ___	20. ___	21. ___
22. ___	23. ___	24. ___
25. ___	26. ___	27. ___
28. ___	29. ___	30. ___

Total Number of True:

Analytical ___

Creative ___

Practical ___

Thinking About the Sternberg Intelligences

ANALYTICAL

Linear – Schoolhouse Smart – Sequential

- Show the parts of _____ and how they work.
- Explain why _____ works the way it does.
- Diagram how _____ affects _____.
- Identify the key parts of _____.
- Present a step-by-step approach to _____.

PRACTICAL

Streetsmart – Contextual – Focus on Use

- Demonstrate how someone uses _____ in their life or work.
- Show how we could apply _____ to solve this real life problem _____.
- Based on your own experience, explain how _____ can be used.
- Here's a problem at school, _____ . Using your knowledge of _____, develop a plan to address the problem.

CREATIVE

Innovator – Outside the Box – What If – Improver

- Find a new way to show _____.
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