

KEDOU MI PROFILE

Note: This profile indicates the levels at which the child has functioned in the classroom, in each of the Multiple Intelligences (MIs).
Goal: To help each child reach his/ her potential in all 8 of the MIs, but not necessarily at the “Creates” level in all MIs.

Name of Child:	
Age:	
Date Observed:	
Time of Class:	
Class/ Level Attended:	
School:	
Observer's Name:	

KEY TO FILLING IN PROFILE:

Levels of Functioning:

APPRECIATES (A): *Consistently demonstrates interest and enjoyment; is able to differentiate qualities*
PERFORMS (P): *Is able to apply a given intelligence to recreate or demonstrate, or problem-solve a given situation*
CREATES (C): *Is able to apply a given intelligence to generate original works*
LIMITED INTEREST (LI): *Child has not displayed much interest in this area in the classroom*

1. Fill in a **tick** in the column next to each MI behavioural attribute (for A, P, C and LI) if child shows that behaviour.
2. Fill in a **cross** in the column next to each MI behavioural attribute (for A, P, C and LI) if child does not show that behaviour.
3. Fill in a **?** in the column next to each MI behavioural attribute (for A, P, C and LI) if unable to determine (1) or (2).
4. Fill in **NA** (not applicable) in the column next to each MI behavioural attribute (for A, P, C and LI) if a particular intelligence was not emphasised in that lesson.

Note: If the Profile is being filled in based on the teacher's observations during each lesson, please fill in as soon as lesson is completed.

KEDOU MI PROFILE

MI	<i>Appreciates (A)</i>		<i>Performs (P)</i>		<i>Creates (C)</i>		LI
Visual-Spatial (VS) <i>general personality characteristics: Likes to draw and doodle; uses colours, and sees patterns in maths</i>							
 VS	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
	Likes looking at pictures, photos, videos and others' art work		Can use line, shape, pattern, colour, texture in work		Produces original work that is visually meaningful/pleasing		
	Likes to manipulate objects, e.g. Lego, tangrams		Draws with a sense of colour and pattern				
	Likes drawing and working with art material (e.g. crayons, paint etc)						
	Interested in line, pattern, shape and texture						
Verbal-Linguistic (VL) <i>Enjoys word games, has good auditory skills, is a good story-teller</i>							
 VL	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
	Responds to, or asks questions about sounds, words		Responds verbally to questions		Shows ingenuity in the use of language in homework and activities		
	Enjoys listening to stories		Able to make oral presentations, e.g. tell a story				
			Understands and responds to jokes, riddles				

KEDOU MI PROFILE

MI	<i>Appreciates (A)</i>	<i>Performs (P)</i>	<i>Creates (C)</i>	<i>LI</i>			
Logical-Mathematical (LM): Notices and uses numbers, shapes and patterns, enjoys puzzles, has systematic approach							
 LM	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
	Curious about numbers, shapes, patterns and relationships		Able to use numbers, shapes, patterns and relationships in problem-solving		Applies and shows originality in maths assignments and activities		
	Listens to maths stories and notices numbers		Likes to count		Notices and brings up new problems or solutions		
	Sees patterns and relationships in the environment		Recognises maths concepts outside the maths context				
Musical-Rhythmic (MR): Enjoys listening and notices sounds in the environment, mimics beat and rhythm, moves body to music							
 MR	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
	Enjoys music, hums/ mimics		Uses musical ideas in assignments/ activities, e.g. makes instruments		Makes a unique musical instrument		
	Notices sounds in the environment		Uses body to make musical sounds (e.g. tap on chest) and makes sounds to enhance VL, e.g. in maths		Applies musical ideas in assignments and activities in an original way		
	Moves body to music		Differentiates patterns and sounds				

KEDOU MI PROFILE

MI	<i>Appreciates (A)</i>	<i>Performs (P)</i>	<i>Creates (C)</i>	<i>LI</i>
Bodily-Kinesthetic (BK): <i>Good body control, hands-on learning, likes to use motor skills</i>				
 BK	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>	
	Enjoys movement activities either as observer or participant		Able to control motor movements, e.g. in drawing, dancing, handicraft etc	
	Likes to touch objects and enjoys their feel, e.g. the feel of water, clay, sand etc		Participates in activities involving movement/ music	
			Prefers movement to sitting still	
			Forms letters and numbers well	
Naturalist (N): <i>Likes nature, cares for surroundings</i>				
 N	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>	
	Interested in plants, animals and/ or the surroundings		Performs activities involving nature, e.g. able to identify animals and their calls, plants etc	
	Not afraid to interact with nature or objects from nature		Shares ideas/ stories about nature	
			Shows care for the environment, e.g. cleanliness	

KEDOU MI PROFILE

MI	<i>Appreciates (A)</i>	<i>Performs (P)</i>	<i>Creates (C)</i>	<i>LI</i>
-----------	------------------------	---------------------	--------------------	-----------

Interpersonal (IT): Likes to be in a group, enjoys co-operative games

	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
 IT	Enjoys social interaction		Able to respond to others' moods, feelings, intentions		Generates a positive atmosphere in class		
	Verbally communicates needs		Helps classmates		Shows leadership		
	Participates in group activities						

Intrapersonal (IN): Comfortable about being alone, day-dreams

	<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		<i>Behavioural Attribute</i>		
 IN	Able to recognise different feelings in oneself and say what they are		Willing to try activities even if he/ she is weak in some MIs		Rather than avoid weak areas, uses a different skill/ MI to minimise weaknesses		
	Can act out the feelings of a character in a story		Accurately recognises a story character who thinks and acts similarly to the way the child does				
	Knows when to interrupt class and when not to						
	Enjoys time to onself						

MI Choices: When given a choice, this child typically chooses activities in the following intelligences (circle the most appropriate):

SPATIAL MUSICAL BODILY KINESTHETIC LINGUISTIC LOGICAL-MATHEMATICAL NATURALIST

This child prefers to work: **ALONE WITH OTHERS**

Other Observations: