

## Sternberg's intelligence preference

**ANALYTICAL** Linear – Schoolhouse Smart - Sequential

**PRACTICAL** Street-smart – Contextual – Focus on Use

**CREATIVE** Innovator – Outside the Box – What If

An idea for assessing students according to Sternberg's intelligences would be to give the following scenario:

Imagine you are driving with your parents and they are listening to the radio. An interesting piece comes on about something you do not know. As you listen, you get more and more interested. What do you want to know?

- Do you want to know all the little details that go into it?
- Do you want to know how it is being used?
- Do you want to know only enough information to think of other things to do?

Students who choose the first question fall into the analytic intelligence, the second correspond to the practical and those who choose the final question are the creative learners.

### Example 1

**KNOW:** Three states of matter: solid, liquid, and gas

**UNDERSTAND:** All matter has both mass and volume

**DO:** Distinguish one state of matter from the others. Show how one state of matter changes to the others.

### Analytical

- Choose three items from our classroom that are all in different states of matter. Show how each item is in a different state of matter in comparison to the other two items. Use terms like mass and volume to explain your answer.
- Use the idea of water, ice and vapour to create a chart to show how these 3 things change from one state to another. Include condensation, evaporation, melting point, freezing point, expanding and contracting in your chart.

### Creative

- Create three imaginative items to demonstrate different states of matter. Make an illustration of each item and explain why each one fits into the state it is in. Use mass and volume in your explanation.
- Make a visually appealing poster to teach primary students how each state changes into the other states. Be sure the way you teach is original. Show condensation, evaporation, melting point, freezing point, expanding and contracting in your poster.

### Practical

- There are three mysterious objects in a box on a museum shelf. Their states of matter are not yet identified. Your task is to figure out the state of matter for each one. Design a museum exhibit for the three. Use the terms mass and volume in your exhibit signs.
- There is a close friend of yours who does not understand how one state of matter changes into another. You want to help your friend out. Write out how you would explain to your friend using all these terms: condensation, evaporation, melting point, freezing point, expanding and contracting. Make your explanation as clear as you can.

### Example 2

**KNOW:** Geographical terms (isthmus, delta, peninsula, river, island)

**UNDERSTAND:** Landforms and bodies of water effect human movement and influence the development of cities

**DO:** Locate and label specific landforms.

Analyse how landforms produce economic advantages that establish settlements.

After students have read and taken notes on the chapter, the teacher reviews, with the whole class, the basic information on landforms.

Then, students are given a choice of three assignments to be done individually or in groups of two or three.

### Analytical

Create clues or a set of directions to help us identify and locate at least eight landforms on the map (given in the textbook or on a map provided by the teacher). Clues/directions should also be based on population and economic growth and changes.

### Creative

Develop a map of a new world that has at least 8 different types of landforms and/or bodies of water. For example, using labels determine how these sites would grow due to economic possibilities of these geographical features and predict population growth over a period of time.

### Practical

Using these eight given cities (or you may choose other cities after approval by teacher) demonstrate how landforms and bodies of water contributed to the development and movement of people to this site over a period of time. You may use overlay transparencies or models to show the areas and growth.