MIDAS Sample Profile: 3 pages

MULTIPLE INTELLIGENCES DEVELOPMENTAL ASSESSMENT SCALES
(MIDAS)

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Name:   Branton Shearer              ID Number: 1
Age: 42        Grade/Ed:   Ph.D.              Sex: M
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The following Profile represents areas of strength and limitation as reported by you at this time. This is preliminary information to be confirmed by way of further discussion and exploration.

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Scales
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Musical                       ***

Kinesthetic                   ****

Logical-Mathematical          ***********

Spatial                       *****

Linguistic                    *****************

Interpersonal                 ****************

Intrapersonal                 *************

Naturalist                    *********
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The following Profile represents your intellectual style.   These scales indicate if you tend to be more inventive, practical or social in your problem solving abilities.

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Scales
----------------------------------------------------------------

Leadership                    *****************

General Logic                 *************

Innovative                    **********
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Percent of completed items = 100.00

The MIDAS subscales are listed below from highest to lowest.   They are useful for identifying specific areas of skill that you describe as your strongest and weakest.

Specific Skill	Category
Written / Reading	Linguistic
Sensitivity	Interpersonal
Working with People	Interpersonal
Communication	Leadership
Expressive	Linguistic
Personal Knowledge	Intrapersonal
Rhetorical	Linguistic
Effectiveness	Intrapersonal
Management	Leadership
Persuasion	Interpersonal
Everyday Problem Solving	Logical-math
Science	Logical-math
Composer	Musical
School math	Logical-math
Everyday math	Logical-math
Logic games	Logical-math
Spatial Problem-solving	Intrapersonal
Calculations	Logical-math
Working with objects	Spatial
Athletic	Kinesthetic
Appreciation	Musical
Dexterity / dance	Kinesthetic
Art Design	Spatial
Instrument	Musical
Vocal	Musical

        The following are percentage scores. Approximate category   ranks
are included to aid interpretation. Please refer to   the current manual for
interpretative information.

	Percentage Score		Category
Clusters			**Category**

Musical	19.6 **Very Low**		
Appreciation		25	(Low)
Instrument		0	(Very Low)
Vocal		0	(Very Low)
Composer		62	(High)
Kinesthetic	22.9 **Low**		
Athletic		25	(Low)
Dexterity		20	(Low)
Logical-Mathematical	57.5 **Moderate**		
School Math		50	(Moderate)
Logic Games		43	(Moderate)
Everyday Math		45	(Moderate)
Everyday Problem-Solving		75	(High)
Spatial	29.7 **Low**		
Spatial Awareness		30	(Low)
Art Design		20	(Very Low)
Working with Objects		37	Low)
Linguistic	89.5 **Very High**		
Expressive		92	(Very High)
Rhetorical		81	(Very High)
Written/Reading		100	(Very High)
Interpersonal	89.5 **Very High**		
Persuasion		75	(High)
Sensitivity		96	(Very High)
Working with People		91	(Very High)
Intrapersonal	68 **High**		
Personal Knowledge		89	(Very High)
Calculations		40	(Moderate)
Spatial Problem-Solving		50	(Moderate)
Effectiveness		80	(Very High)
Naturalist	55 **Moderate**		
Science		62	(High)
Animal Care		56	(Moderate)
Plant Care		52	(Moderate)
Leadership	86.1 **Very High**		
Communication		90	(Very High)
Management		80	(Very High)
Social		95	(Very High)

Sample Brief Interpretative Packet
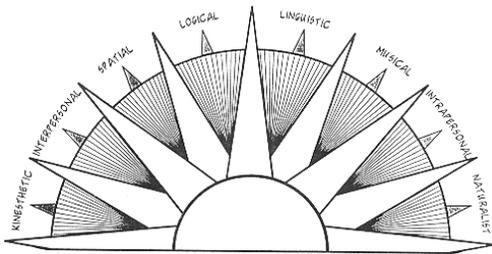
Multiple Intelligences Research and Consulting Inc. **www.MIResearch.org**

Hello

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

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

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

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

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

Page 3: Create your *personal*

Brief Learning Summary

1. Main Areas: List the 8 main scores from high to low. Put the two strengths at the top, then the two lowest scales at the bottom and the others in the middle. You may spread out the scales that are far apart and put close together those that are alike in strength.

2. Specific Areas: From page 2, write in the 5 highest and 5 lowest subscales in the same way as for main scales.

3. Preferred Activities: Describe actual activities you do the most or the best. For example, "*played the trumpet for 5 years.*" Also, from the bottom of page 1 write in the highest of the intellectual style scales (Leadership, General Logic, Innovation). These indicate if you tend to be more inventive, practical or social in your problem solving skills.

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

Now you may review The MIDAS scale descriptions, *Multiple Intelligences in Everyday Life* and the *Stepping Stones* workbook to learn how the different intelligences are used to be successful. Additional information is available from the author regarding educational and career planning.

Branton Shearer, Ph.D.

The MIDAS
Brief Learning Summary

Name:_____ **Date:**_____ # _____

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

MAIN AREAS   **SPECIFIC SKILLS**

HIGH

MIDDLE

LOW

Preferred Activities:

THE MIDAS SCALES

Musical: ***To think in sounds, rhythms, melodies and rhymes***. *To be sensitive to pitch, rhythm, timbre and tone. To recognize, create and reproduce music by using an instrument or voice. Active listening and a strong connection between music and emotions.*
Vocal Ability: a good voice for singing in tune and in harmony
Instrumental Skill: skill and experience in playing a musical instrument
Composer: makes up songs or poetry and has tunes on her mind
Appreciation: actively enjoys listening to music of some kind

Kinesthetic: ***To think in movements and to use the body in skilled and complicated ways*** *for expressive and goal directed activities. A sense of timing, coordination for whole body movement and the use of hands for manipulating objects.*
Athletics: ability to move the whole body for physical activities such as balancing, coordination and sports
Dexterity: to use the hands with dexterity and skill for detailed activities and expressive moment

Logical-Mathematical: ***To think of cause and effect connections and to understand relationships among action***s, *objects or ideas. To calculate, quantify or consider propositions and perform complex mathematical or logical operations. It involves inductive and deductive reasoning skills as well as critical and creative problem-solving.*
Everyday Math: performs well in math at school
School Math: used math effectively in everyday life
Everyday Problem Solving: able to use logical reasoning to solve everyday problems, curiosity
Strategy Games: good at games of skill and strategy

Spatial: ***To think in pictures and to perceive the visual world*** *accurately. To think in three-dimensions and to transform one's perceptions and re-create aspects of one's visual experience via imagination. To work with objects effectively.*
Space Awareness: to solve problems of spatial orientation and moving objects through space such as driving a car
Artistic Design: to create artistic designs, drawings, paintings or other crafts
Working with Objects: to make, build, fix, or assemble things

Linguistic: ***To think in words and to use language*** *to express and understand complex meanings. Sensitivity to the meaning of words and the order among words, sounds, rhythms, inflections. To reflect on the use of language in everyday life*.
Expressive Sensitivity: skill in the use of words for expressive and practical purposes
Rhetorical Skill: to use language effectively for interpersonal negotiation and persuasion
Written-academic: to use words well in writing reports, letters, stories, verbal memory, reading / writing

Interpersonal: ***To think about and understand another person. T****o have empathy and recognize distinctions among people and to appreciate their perspectives with sensitivity to their motives, moods and intentions. It involves interacting effectively with one or more people in familiar, casual or working circumstances.*
Social Sensitivity: sensitivity to and understanding of other people's moods, feelings and point of view
Social Persuasion: ability for influencing other people
Interpersonal Work: interest and skill for jobs involving working with people

Intrapersonal: ***To think about and understand one's self.*** *To be aware of one's strengths and*

weaknesses and to plan effectively to achieve personal goals. Reflecting on and monitoring one's thoughts and feelings and regulating them effectively. The ability to monitor one's self in interpersonal relationships and to act with personal efficacy.

Personal Knowledge / Efficacy: awareness of one's own ideas, abilities; able to achieve personal goals
Calculations: meta-cognition "thinking about thinking' involving numerical operations
Spatial Problem Solving: self awareness to problem solve while moving self or objects through space
Effectiveness: ability to relate oneself well to others and manage personal relationships

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

Animal Care: skill for understanding animal behavior, needs, characteristics
Plant Care: ability to work with plants, i.e., gardening, farming and horticulture
Science: knowledge of natural living energy forces including cooking, weather and physics

<u>**Intellectual Style**</u>

Leadership: *To use language effectively to organize and solve interpersonal problems & goals.*
**Innovative*:* *To work in artistic, divergent and imaginative ways. To improvise and create unique answers, arguments or solutions*.
General Logic: *To deal with problems in an intuitive, rapid and perhaps unexpectedly accurate manner... to bring together a wide amount of information and to make it part of a general and effective plan of action.*

Hello!

The **MIDAS** assessment provides information to help students understand themselves better so they may successful in life as well as in school. After the **Brief Learning Summary** has been created you should review it carefully to determine if it is accurate. Students and parents often have differing views and so it is important that you use the MIDAS Profile as a means of having an understanding and respectful discussion. It is O.K. to agree to disagree about the results.

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

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

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

Third, compare this Profile to other sources of information such as:
- feedback from teachers and other knowledgeable adults
- other test results
- grades in school subjects and projects
- after school and weekend activities

Fourth, discuss all this information with the student and if necessary revise the **Brief Learning Summary** to create a Verified Profile that better represent what the student is really capable of doing.

You are now ready to use the verified MIDAS Profile to make plans to increase intellectual development, achieve better performance in school and to promote personal satisfaction and greater fulfillment. Completion of the activities in this Workbook will result in a greater appreciation for the student's strengths and how these can be activated and used to create workable plans for enhanced development.

Self Reflection

on *Brief Learning Summary*

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

	High	*OK*	*Low*		*High*	*OK*	*Low*
Linguistic	___	___	___	**Musical**	___	___	___
Spatial	___	___	___	**Kinesthetic**	___	___	___
Logic-math	___	___	___	**Intrapersonal**	___	___	___
Naturalist	___	___	___	**Interpersonal**	___	___	___

Overall, I think the Profile is: **OK_____ Too high_____ Too Low_____ Mixed up _____**

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

_____

_____

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

_____

_____

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

_____

_____

Other Comments: