Student Strengths and Preferences

Check your strength areas below.

I prefer to think about content in terms of:
- □ facts, details, rules
- □ issues, problems, patterns, themes

In my thinking process, I prefer:
- □ knowing and applying information
- □ analyzing and evaluating information
- □ thinking of many different and unusual ideas
- □ synthesizing or adapting information
- □ creating new ideas
- □ thinking in practical terms

I like to show what I know:
- □ orally—in a song, poem, broadcast, podcast, debate, presentation, limerick, travelogue, dialogue, interview, recording
- □ in writing—a report, bibliography, autobiography, short story, five-paragraph essay, script, TV show, multimedia presentation, letter, diary, storyboard, web page
- □ kinesthetically—in a skit, performance, board game, bulletin board, campaign, costume, dance, puppet show, magic show, role play, scavenger hunt, virtual reality hunt, field trip
- □ visually—in a cartoon, bumper sticker, poster, infographic, comic strip, collage, flowchart, diagram, outline, graphic organizer, sign, pamphlet, brochure, Venn diagram

I like to work in the following area(s), or I’m smart in the following ways:
- □ verbal-linguistic (word smart)
- □ logical-mathematical (numbers/reasoning smart)
- □ musical-rhythmic (sound smart)
- □ visual-spatial (image smart)
- □ bodily-kinesthetic (movement smart)
- □ naturalistic (nature smart)
- □ interpersonal (people smart)
- □ intrapersonal (self smart)
- □ existential (life smart)

I prefer to work:
- □ alone
- □ with a partner
- □ in a small group
- □ with the whole class

I prefer to work:
- □ with no noise
- □ with some noise
- □ with music

I prefer to work:
- □ uninterrupted for long periods of time
- □ taking small, frequent breaks

I prefer to:
- □ be told what work I should do and how to practice it
- □ choose what work I do between choices offered by my teacher
- □ come up with my own work and the way to do my work

My strengths include: