MULTIPLE INTELLIGENCE TEST: DESIGNING STUDENTS' ASSESSMENT PERFORMANCE BASED ON INTEREST

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ABSTRACT

This study aimed to prove that considering Gardner's Multiple Intelligences (MI) Theory will help teachers tailor appropriate activities specifically differentiated instructions in order to address diverse students. More importantly, applying MI theory improves students' performance as they develop and utilize their individual intelligence in learning a skill.

Semi-structured interview was conducted to the teachers in English to obtain detailed information and teachers' enabling practices in providing performance assessment tasks for students and their views towards the application of multiple intelligence theory.

The researchers wish to address the struggles of the students in getting high scores in performance tasks. As cited in DepEd Order No. 8 series 2015, performance task covers 50% of the total classroom assessment of the student in the English subject.

Through series of LAC sessions, English teachers will be familiarized with the MI test and will be equipped in crafting differentiated instructions which will make effective learning to happen.

ACKNOWLEDMENT

CONTEXT AND RATIONALE

This study aims to prove that considering Gardner's Multiple Intelligences (MI) Theory will help teachers tailor appropriate activities specifically differentiated instructions in order to address diverse students. More importantly, applying MI theory improves students' performance as they develop and utilize their individual intelligence in learning a skill.

According to DepEd Order No. 8, Series 2015 which is also known as *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program,* classroom assessment is an integral part of the curriculum implementation that allows the teachers to track and measure learners progress and to adjust instruction accordingly.

This DepEd Order also highlights that performance tasks of the students is higher than those of written test and quarterly assessment as shown in the table below:

Weighted Score (WS) = Percentage Score **x** Weight of Component								
Table 4. Weight of the Components for Grades 1 – 10								
1 to 10	**Components**	**Language**	**A. P.**	**EsP**	**Science**	**Math**	**MAPEH**	**EPP/ TLE**
	Written Work	30%			40%		20%	
	Performance Tasks	**50%**			**40%**		**60%**	
	Quarterly Assessment	20%			20%		20%	

The Department of Education encourages a holistic approach in learning. Though the Multiple Intelligences theory promotes activities that enhance a particular intelligence of a student in acquiring competency, Gardner explains that students are not limited of having intellectual capacities. He elaborates that an individual possesses many kinds of intelligence such as musical, interpersonal, spatial-visual, and linguistic intelligences (Cherry, 2018).

In Mayamot National High School, 88 students underwent remediation or commonly known as "summer class" on the 15th day of April until the 24th of May 2019, not to mention, other students who failed in the subject who did not attend the said remediation or "summer class". It clearly showcases that in the English subject alone, 28 struggling students were accounted.

It can be recalled that DepEd allotted 50% for the students' performance task when it comes to classroom assessment. Since teachers are expected to provide activity-based assessment and student-centered approach on this, the performance of the students are yet questionable based on the list of students who failed in the English subject alone (S.Y. 2018-2019).

Therefore, this study considers Howard Gardner's Multiple Intelligences Theory in diagnosing the students' individual intelligence aside from the diagnostic test which intends to know the knowledge the students have at the moment.

In the study initiated by Ozdemir, Guneysu, and Tekkaya (2006), they have found out that in schools generally, only mathematical and linguistic intelligences are taken consideration. This means that students who are weak in either intelligence are usually disadvantaged.

Gogebakan, (2003) presented the relationship of learning and brain structure. Gardner (1983) played vital role in this study for his theory was used as justification of the findings. Moreover, Gardner explained the biological structure of the brain and stated how it works especially on the multiple intelligences.

PROPOSED INNOVATION, INTERVENTION, AND STRATEGY

Multiple intelligence test will be conducted vis-à-vis the diagnostic test to primarily test not only the knowledge but also the intelligence each learner possesses. The result of the study will be utilized to design performance assessment tasks based on the interest of the students. However, at the same time, these tasks lead to students' acquisition of competencies.

ACTION RESEARCH QUESTIONS

This study aimed to prove that Multiple Intelligences (MI) theory addresses the needs of students in improving their performance tasks.

Specifically, it sought to provide answers to the following questions:
1. What are the enabling practices of teachers in providing performance assessment tasks?
2. How do teachers handle students who struggle in the performance assessment tasks?
3. What are the teachers' view towards the multiple intelligence theory?

ACTION RESEARCH METHODS
A. Parts and/or Other Sources of Data and Information

Teachers who have failed students in the English subjects in grade seven, eight, nine and ten school year 2018-2019, based on the submitted list of candidates for remediation through summer class 2018.

Those teachers appeared to have frequently visited by parents about the failing marks of the students. Also, they have been teaching for over 5 years during the conduct of the study.

B. Data Gathering Methods

In order to obtain detailed information and teachers in English' enabling practices in providing performance assessment tasks for students and their views towards the application of multiple intelligence theory, *Semi-Structured Interview* was crafted and utilized in this study.

Prieto, Naval, & Carey (2017), defined interview as a purposive collection of information which intends to explore opinions, beliefs, viewpoints, experiences, and judgements about something.

C. Data Analysis Plan

In this study, Content Analysis was used to analyze the data gathered. It is a research method for subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes and patterns (Hsieh and Shannon, 2005).

Discussion of Results and Reflection
The Enabling Practices of Teachers in Providing Performance Assessment Tasks

QUESTION	RESPONSE	THEME/CODE
What are the common activities do you use in your students' performance tasks?	**Teacher 1:** "Some of the common activities I use in the performance tasks of my students are skits, no-word acting movie, illustrations, group reporting or presentations, and many more."	-skits -group presentations
	Teacher 2: "I usually provide group activities and games like charade, etc.)"	-group activities -games
	Teacher 3: "Common activities I use in the performance tasks of my students are group reporting, skits, illustrations, and more."	-group activities
	Teacher 4: "Some of the activities I used during performance tasks are role playing, poem making, singing, output, skit, etc."	-role playing

It can be gleaned from the table that the English teachers tend to practice group activities in their lesson executions. Therefore, students are engaged in a collaborative performances. With the presence of unity among the groups, students will more likely perform and pass the assessment. However, the number of struggling students in English remain high. Therefore, the problem of struggling learners in English is not catered accordingly.

In the study initiated by Ozdemir, Guneysu, and Tekkaya (2006), they have found out that in schools generally, only mathematical and linguistic intelligences are taken consideration. This means that students who are weak in either intelligence are usually disadvantaged.

If other intelligence can be taken consideration or, in other words, be used towards linguistic acquisition, the result may become positive. As a result, students may show positive response in learning English.

The Teachers Strategies' in Handling Struggling Students in the Performance Assessment Tasks

QUESTION	RESPONSE	THEME/CODE
What intervention do you use for the struggling students in a particular activity?	**Teacher 1:** "When I see one of my students have struggle in a particular activity, I usually allot a certain time to explain to that student the activity or pair up the student to another student who knows and understands the activity."	-additional time -pairing
	Teacher 2: "When I found out that after the evaluation there are struggling students I usually give extra activities to them and sometimes I ask my students who understands the lesson to pair up with those who are struggling."	-additional activities -pairing
	Teacher 3: "A particular activity I do is that I usually a lot a certain time to explain to my student the activity or pair up the student to another student who knows and understands the activity."	-additional time -pairing
	Teacher 4: [I provide them] "remedial classes. [Also, I] give them additional activities."	-additional time -remediation

In the presence of the k-12 Curriculum, teachers are expected to provide output-based activities. The first table demonstrated that teachers adhere to this demand. All of them facilitate group activities and collaborative out-put. In the second table, they even maximized cooperative learning through "pairing." Moreover, "Think-Pair-Share" strategy as explained by Kadoura (2013), promotes critical thinking among students. They can be able to exchange ideas or transfer learnings between the two.

On the other hand, teacher commonly gives additional time and activities to the students who showed difficulty in learning a particular lesson. It can also be gleaned based on the participants responses that they least prioritized re-teaching or another diagnostic to identify why the students struggle and on which specific part they find the lesson difficult.

The Teachers' Perception towards the Multiple Intelligence Theory

What do you know about Gardner's Multiple Intelligence Theory?	**Teacher 1:** "Gardner's Multiple Intelligence Theory helps us assess or evaluate the intelligence level of our students and also helps us to decide the best activity suited to a particular group of students. It also helps us in arranging and managing our classroom. Another thing is, it helps us have a wide perspective of the individual and unique abilities of our students to best cater to their intellectual needs."	-assessing students -choosing activities
	Teacher 2: "Gardner's Multiple Intelligence Theory is used to assess or evaluate the intelligence level of our students and also helps us decide the best activity suited to a particular group of students. It will also helps us to identify what activities to use for a particular student."	-students' intelligence -suit activities
	Teacher 3: "Gardner's Multiple Intelligence Theory helps us assess or evaluate the intelligence level of our students and also helps us decide the best activity suited to a particular group of students."	-assess students -suit activities
	Teacher 4: It helps us assess or evaluate the intelligence level of students.	-evaluate intelligence

Based on the table, the teachers showed understanding about the multiple intelligence theory. However, based on the interview conducted, teachers were unable to maximize the function of multiple intelligence test. In addition, none of them conducted M.I. test like the way they administered diagnostic examination before starting teaching. Though there were attempts of collaborative learning which will provide opportunities to students in discovering commonalities among them. M.I. test can be utilized to group students among their peer who share the same intelligence. Gardner (1983) explained the biological structure of the brain and stated how it works especially on the multiple intelligences.

"In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just one intellectual capacity." Cherry, (2019).

ACTION RESEARCH WORK PLAN AND TIMELINES

The study will be divided into three parts namely *Pre-Implementation Plan, Implementation Plan and Post Implementation Plan*. It will take 6 months for the full implementation of the study which starts from June 2019 to November 2019.

TIME	ACTIVITY
Pre-Implementation Plan	
June	- Formulating the problem - Gathering supporting documents - Crafting of interview questions
Implementation Plan	
July-August	- Collating students' individual performance task grade - Conducting interview with the teachers
September	- Analyzing data gathered using Coding - Interpreting and summarizing data and results
Post Implementation Plan	
October-November	- Conducting LAC session and sharing the results - Suggesting appropriate assessment performance tasks based on results

COST ESTIMATE

Expenses	Category	Amount
Supplies and Materials	Deliverables	Php 3,000.00
Reproduction and Printing	Deliverables	Php 4,000.00
Transportation	Deliverables	Php 1,000.00
Food	Deliverables	Php 2,000.00
Total Expenses		**Php 10,000.00**

PLANS FOR DISSEMINATION AND UTILIZATION

At the end of this study, the results and findings will be disseminated to the teachers in English. This will open opportunities to the series of LAC sessions. Through these, teachers are expected to familiarize with the multiple intelligence test and will be equipped with the skills in crafting differentiated instructions. As a result of these endeavors, appropriate assessment will be provided and students' multiple intelligences will be catered. Simply, an increase on students' performance tasks is expected.

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