

C.I.T.E. LEARNING STYLES INSTRUMENT

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	Most Like Me			Least Like Me
1. When I make things for my studies, I remember what I have learned better	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It is harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group, because I learn from the others in the group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1

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	Most Like Me		Least Like Me	
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1

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	Most Like Me		Least Like Me	
36. I understand more from a class discussion than reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand It until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

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Information sheet

I. Information Gathering

1. Auditory Language

This is the student who learns from hearing words spoken. He or she may vocalize or move his or her lips or throat while reading, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that could only have been learned by hearing.

2. Visual Language

This is the student who learns well from seeing words in books, on the chalkboard, charts or workbooks. He or she may even write down words that are given orally, in order to learn by seeing them on paper. This student remembers and uses information better if he or she has read it.

3. Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and he or she may be successful with oral number games and puzzles. This learner may do just as well without his math book, for written materials are not important. He or she can probably work problems in his head, and may say numbers out loud when reading.

4. Visual Numerical

This student must see numbers - - on the board, in a book, or on a paper - - in order to work them. He or she is more likely to remember and understand math facts when they are presented visually, but doesn't seem to need as much oral explanation.

5. Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience - - doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid his or her learning. This student may not seem to understand to be able to concentrate or work unless totally involved. He or she seeks to handle, and touch and work with what he or she is learning.

II. Work Conditions

1. Individual Learner

This student gets more work done alone. He or she thinks best and remembers more when the learning has been done alone. This student cares more for his or her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

2. Group Learner

This student prefers to study with at least one other student, and will not get as much done alone. He or she values others opinions and preferences. Group interaction increases his or her learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

III. Expressive Preferences

1. Oral Expressive

This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. Teachers may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

2. Written Expressive

This learner can write fluent essays and good answers on tests to show that he or she knows. He or she feels less comfortable, perhaps even stupid, when oral answers or reports are required. His or her thoughts are better organized on paper than when they are given orally.

From: PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

**C.I.T.E. LEARNING STYLES INSTRUMENT
Score Sheet**

VISUAL LANGUAGE

5 _____
13 _____
21 _____
29 _____
37 _____

Total _____ x 2 = _____ (Score)

VISUAL NUMERICAL

9 _____
17 _____
25 _____
33 _____
41 _____

Total _____ x 2 = _____ (Score)

AUDITORY LANGUAGE

3 _____
11 _____
19 _____
36 _____
44 _____

Total _____ x 2 = _____ (Score)

AUDITORY NUMERICAL

7 _____
15 _____
23 _____
31 _____
39 _____

Total _____ x 2 = _____ (Score)

KINESTHETIC-TACTILE

1 _____
18 _____
26 _____
34 _____
42 _____

Total _____ x 2 = _____ (Score)

SOCIAL-INDIVIDUAL

4 _____
12 _____
20 _____
28 _____
45 _____

Total _____ x 2 = _____ (Score)

SOCIAL-GROUP

8 _____
16 _____
24 _____
32 _____
40 _____

Total _____ x 2 = _____ (Score)

EXPRESSIVENESS-ORAL

6 _____
14 _____
22 _____
30 _____
38 _____

Total _____ x 2 = _____ (Score)

EXPRESSIVENESS-WRITTEN

2 _____
10 _____
27 _____
35 _____
43 _____

Total _____ x 2 = _____ (Score)

**SCORE: 33-40 = Major Learning Style
20-32 = Minor Learning Style
5-20 = Negligible Use**