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*Learning Intelligences and Their Effects on Performance and Grades*

The purpose of this research is to identify patterns and trends between dominant learning intelligences and grades and performance in school. The hypothesis that was proposed before the testing was that an individual person's learning intelligence affects their likeliness to get 'good' grades (A's and B's or 3's and 4's). We believed that the students with a certain primary learning intelligence (such as musical) would have a performance of 'advanced' in the correlating class (such as music). In order to test our hypothesis, we formed a questionnaire to determine and correlate trends between a person's top three learning intelligences and their self-graded performance in their classes. Based on 102 samples, we have documented that learning intelligences have a more positive effect upon a person's performance in the correlating classes of math, music, social studies, and science, based upon a five percent margin, which supports our hypothesis. We have also documented that learning intelligences do not determine a person's performance as strongly in the correlating classes of language arts, art, technology, and gym (health and wellness) as these classes fell outside the five percent margin and had a minimum difference of six percent. In the future, we would recommend using a smaller sample so that the effects of variables such as age, time, and incompleteness/completion of tests would be decreased. We would also recommend testing at different time periods of the school year and comparing the results, for a more specific comparable study.