CALIFORNIA STATE SCIENCE FAIR
2004 PROJECT SUMMARY

Name(s)
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Project Number

S0309

Project Title
How Does Learning Modality Predict SAT Scores?

Abstract

Objectives/Goals
The objective of this study was to find whether learning modality has an impact on SAT scores, and if so how.

Methods/Materials
A test was developed in order to identify the learning modality of the subject tested. It consisted of a power point presentation on which characters were presented in each of the three modalities. At the end of each section the subject was asked to identify them.

For the experiment the subject was asked to take the test. The worksheets were evaluated and the results were analyzed.

Results
It was found that students with higher SAT scores were multimodal. Students with upper midrange SAT scores were highly modal and showed to be mostly visual. Students with low range SAT scores were found to be less modal.

Conclusions/Discussion
The upper range SAT scorers were either naturally multimodal or learned to cope very well, making it easier for them to understand material presented in class, and later asked on the SAT. Students with midrange SAT scores were probably visual students who did not need to learn to cope quite as much. Students with low range SAT scores were probably highly modal, but learned to cope, though not as well as those with upper range SAT scores.

Students learn best in different ways. If classes could be taught to benefit all the students, performance would improve and comprehension of the material would increase.

Summary Statement
This study is about how learning modality impacts SAT scores.

Help Received
Mother drove to colleges. Dave Murray explained the statistics utilized in this project.