

## **Show-Me Classroom Performance Assessment Project**

### **Subject**

Communication Arts

### **Title**

INTELLIGENCE INDICATORS in ENDER'S GAME

### **Grade Level**

High School

### **Task Author(s)**

MARY KIM SCHRECK

### **Assessment Summary**

As teachers we are interested in observing how students produce knowledge rather than how they merely reproduce knowledge. The critical attribute of intelligent human beings is not only having information, but knowing how to act on it. This assessment is based on the idea that successful humans act intelligently. Students are urged to internalize and recognize the characteristics that indicate intellectual behavior both in themselves and others. The "others" in this assessment are fictional, in fact science fictional. In the novel, ENDER'S GAME, young highly gifted children are taken from their families by the "International Fleet"--the adult authorities--to train in physical battle settings, within the no-gravity Battleroom. In small squads these children are pitted against each other to sharpen thinking skills and for the authorities to be able to identify the quickest and the brightest. Later in the Command center apparent video games of fleets take the place of the physical Battleroom scrimmages. This training is meant to develop the war strategy abilities to such a degree that defeat of the "Bugger's" or alien enemy forces will be possible. The novel of itself proves high interest for a wide range of middle and senior high readers, but in this assessment it is used as the raw material for students to identify the twelve indicators of intelligent behavior and use them as the focusing engine for their report and presentation.

## Content Standards

### Big Idea

Successful humans act intelligently.

### Essential questions

What are traits of intelligent behavior?  
How can one identify intelligent behavior?

### State Content Standards

COMMUNICATION ARTS 1,4

### District Curriculum

## Complex Reasoning Processes

- Comparing
- Classifying
- Abstracting
- Induction
- Deduction
- Analyzing Perspectives
- Error Analysis
- Constructing Support
- Decision Making
- Problem Solving
- Investigation
- Experimental Inquiry
- Invention

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Goal 1	Goal 2	Goal 3	Goal 4
<p>Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.</p>	<p>Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.</p>	<p>Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.</p>	<p>Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.</p>
<p>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>4. evaluate the processes used in recognizing and solving problems</p>			

## Instructional Activities

### Prerequisite Knowledge

.The following 12 INDICATORS OF INTELLIGENCE are (1)PERSISTENCE: PERSEVERING WHEN THE SOLUTION TO A PROBLEM IS NOT READILY APPARENT.... I work hard on tasks even when the answers or solutions are difficult to find. I show that I will not give up, no matter how difficult it is to find the answers or solutions. I evaluate how hard I am trying and I use a variety of techniques to keep myself on task.

(2) DECREASING IMPULSIVITY.... I avoid acting without thinking. I evaluate a situation carefully and seek advice from other sources to decide whether I need more information before I act. I consider consequences of actions before they begin, reflect on an answer before giving it, make sure I understand directions before beginning a task.

(3) LISTENING TO OTHERS--WITH UNDERSTANDING AND EMPATHY.... I am sensitive to the feelings, knowledge, and abilities of others. This is apparent when I am heard to say, "Peter's idea is....," but Sarah's idea is...." or "Let's try Shelley's idea and see if it works," or, "I understand that you are saying...." I am able to paraphrase another person's ideas, detect indicators of their feelings or emotional states in their oral and body language.

(4) FLEXIBILITY IN THINKING.... I try to find ideas that are different from mine and evaluate them to decide if they make sense--even when the ideas are unusual. I am not as concerned whether MY answer is correct but rather WHAT is the correct answer. I do not resist being influenced by facts and additional considerations. I change my approach when feedback convinces me that what I'm doing isn't working.

(5) METACOGNITION: AWARENESS OF OUR OWN THINKING.... I describe in detail the steps of my thinking when I am solving a problem or doing other kinds of mental tasks. I explain in detail how thinking about my thinking helps me improve my work.

(6) CHECKING FOR ACCURACY AND PRECISION.... I am accurate in my work. I pay close attention to details. I check every useful source to make sure my work is completely accurate, when I find errors, I quickly correct the errors in a way that improves the value of the entire project.

(7) QUESTIONING AND PROBLEM POSING....I am not afraid to ask questions for fear of displaying ignorance. I find pleasure is generating questions specifically "what IF..." questions. I am curious about what causes are responsible for phenomena in my environment. I am alert to and recognize discrepancies and ask for clarification.

(8) DRAWING ON PAST KNOWLEDGE AND APPLYING IT TO NEW SITUATIONS....I can apply school-learned knowledge to real-life situations and to content areas beyond that in which it was learned. I can learn from experience and am able to abstract meaning from one experience, carry it forth, and apply it in a new situation. I have been heard to say "This is just like the time when I..." or "This reminds me of..." I can call upon my store of knowledge and experience as sources of data to support, theories to explain, or processes to solve each new challenge.

### **Preassessment Activities**

This cluster of preassessment activities revolve around a grounding in the twelve intelligent indicators. First, students will BRAINSTORM and discuss what they would consider indicators of intelligent behavior. Second, students will pair up and each set will have one of the indicators to discuss, find examples in their own experience, and prepare to TEACH the meaning of their indicator to the whole class. Third, these paired groups will also MAKE A BANNER from pre-cut uniform strips of paper to copy their indicator and its designated number to display within the room throughout this task or even throughout the year as a guide and focus. Fourth, each student will prepare a BOOKMARK listing the twelve numbered indicators on it in order to make them easily accessible while reading the book. Finally, students will now use their knowledge of these intellectual indicators to write a SELF-EVALUATION of how they can be applied to themselves. They should choose five or more of indicators which they feel are their strengths and explain how they apply as well as at least two indicators which they feel they need to strength in their behavior and how they would begin to attack that task. This activity prepares the students to be able to more easily see the indicators in the behavior of the main character as they begin to read the novel.

## **Assessment Activity**

### **Teacher Directions:**

#### **What the students will do**

Students will read the novel, ENDER'S GAME, by Orson Scott Card. Armed with the twelve indicators of intelligent behavior as articulated by Arthur L. Costa, and Robert Marzano, will identify such indicators within the novel, write a report on the ones that apply most vividly to the main character, create visuals to support and strengthen the report, and give a videotaped report orally before a panel of five people not familiar with the text.

#### **Time required for task**

Three weeks or more depending on time taken for the reading of the novel

## **Script for task**

**SESSION ONE:** Introduction of unit as a study of a novel through the lens of those characteristics which **SHOW** that a person is acting intelligently. Students will **BRAINSTORM** in small groups what elements should be on that list of characteristics. Have each of twelve indicators plus descriptors (found under Prerequisite knowledge) typed on individual strips of paper. Distribute to students in pairs. Each pair will now introduce this single indicator to the class with as many examples of their own as possible. **\*\*\*SESSION TWO:** Students write their own self-evaluation applying the twelve to themselves giving examples of how they show these indicators. A strong prompt for this activity should be typed and distributed to students to help them keep focus. For example: "As a demonstration that you understand and can internalize these twelve intelligence indicators we have been exploring, please evaluate your own intelligent strengths by choosing at least five of the twelve indicators which you feel are your strengths and try to give specific examples of how you demonstrate these strengths in your life. Find two of the indicators which you feel need strengthening in your behavior and explain ways that you do or could do this. This exercise is important as it supplies a living model for the task you will soon be required to complete. Take your time, **THINK**, and don't worry about structural problems or surface errors--this is a draft copy, not a finished product." (For less confusion later, we want to keep the number and the indicator the same throughout the unit. Example: #3 will always be Listening to Others.) As students finish, they get a partner and make a **BANNER** displaying one of the twelve indicators on pre-cut paper. Students then each make a **BOOKMARK** from an index card with the twelve indicators listed on it. **\*\*\*SESSION THREE:** Brief discussion of the science fiction genre and then begin reading **ENDER'S GAME** chapters 1-3. Discuss possible plot, setting, science fiction set up. **\*\*\*SESSION FOUR:** Give out prompt, indicator chart, and sets of "dots". Discuss the sections of the prompt and model how to find and mark book and chart with examples of indicators in chapter 1-3. Assign second reading for homework--chapters 4-6. **\*\*\*SESSION FIVE:** Discuss reading and have students in pairs compare findings of indicators. Discuss these findings as a whole class to help those having problems identifying the indicators or finding too many. Make the remainder of the reading assignments longer as they find the identification task easier. **\*\*\*HALF WAY THROUGH BOOK:** Take time to again address prompt and answer questions. Explain which elements will be given "in class" time to work on (writing the formal report, typing it in the writing lab, practicing their oral presentations with each other) and which will be their own responsibility at home (visuals, completing chart). Here is where I give out the scoring guides that will be used to judge each element of the task. Students now have a clearer understanding of what they will be doing and are interested in knowing how they will be graded--the scoring guides are more meaningful at this point. **\*\*\*AFTER READING BOOK:** Give out chart two with larger blank spaces and have the whole class give examples of each indicator until the entire page is filled out. This session is very important for helping those who had difficulty distinguishing indicators in the text but could give examples more holistically. Set writing workshop days for clarification of report's structure, peer editing, refining of written work, and computer lab time. Set "appointments for interview by making appointment cards marked with the day and order (example: Tuesday #2) and hand out "fish bowl" fashion. I allow students to switch among themselves if they wish. Students should write their name on the card and turn in to you. Hopefully you can find a small room or office to use for these presentations. Video-recorder can be set up and left running in this room the entire class period. Class activities during the presentation days should be unrelated and easy for the day's presenters to "make up" as they leave and return to the classroom. **\*\*\*DE-BREIFING SESSION:** After all presentations are finished, students will be eager for feedback and for whole class viewing of the presentations. **\*\*\*FINAL SELF-REFLECTION:** One way to handle the "viewing" part would be to ask for volunteers to show their presentations to the class or for you to choose beforehand a few to show. **\*\*\*FINAL SELF-REFLECTION:** You will return

## **Suggested materials**

**ENDER'S GAME** by Orson Scott Card; copyright 1979; ISBN:0-812-55070-6; A Tor Book, published by TOM DOHERTY Associates, Inc.; 175 Fifth Ave., New York, N.Y. 10010. Materials for banner making (markers, pre-cut paper), index cards for bookmarks, Avery tiny removable dots to mark text, video recorder for taping, VCR for playing presentations. Students will supply their own materials for the visuals if assigned to complete outside of class. A prepared chart (attached) for students to use when marking page numbers of the twelve indicators.

## Interdisciplinary links

### Teaching tips

---In order to mark places in the text where intelligence indicators appear, I've found that using Avery's 1/4 inch "removable" dots are wonderful. They are easy to see when paging through the book, and the specific indicator can be labeled with its corresponding number. Some students found this type of marking difficult to do while reading and preferred going back after the book was finished ---A separate room (in the library or a dept. office, or a similar space) to do the actual presentation and videotaping  
---I solicit people (two teachers, a parent, a student... also, our principals) as panelists for one or more class periods. One panelist times the presentation, one writes "feed-back" notes, one keeps an eye on the video camera, and one asks questions at the end of the presentation. Students who finish the book early can benefit from taking a tape recorder, and in a small group of 3-6, discuss the book among themselves.

## **Prompt**

You have been chosen as the psychological evaluator who will make the final decision as to whether Ender Wiggin is mentally capable of handling the position of Battle Commander. Your assignment is to study his complete file (the book ENDER'S GAME) and determine whether he has exhibited intelligent behaviors of quality and breadth.

After charting your evidence, you will write your Formal Report choosing at least five of what you have determined are the strongest areas of intelligence exhibited by Ender and backing those choices with ample specific examples for support. Your aim is to persuade the International Fleet panel of the validity of your evidence and; therefore, the validity of your recommendation.

You will be informed as to the specific day and time you are to appear before five members of the INTERNATIONAL FLEET to present your findings. This appearance will be videotaped for later consideration by the entire I.F. Department if the panel deems your recommendation sound and complete. Please bring the following items to this meeting: your written copy of the FORMAL REPORT including all your observations and examples as well as your professional interpretation of those observations, your raw data as found on your INDICATOR CHART, labeled VISUALS of Ender during a specific Battleroom scrimmage as well as at least two additional labeled visuals of his strongest observable behaviors in action, and your summary RECOMMENDATION SHEET (a one paragraph document summarizing your decision and which strengths you used to base your judgement upon).

You are expected to explain your report as clearly as possible using your visuals and chart at the most pragmatic points in your presentation to strengthen your statements. If time allows (your have been allotted no less than 3 and no more than 6 minutes) you will solicit questions from the panel to clarify any information necessary. At the end of your presentation please submit your materials along with your recommendation sheet to the panel. Thank you for the time and energy this assignment will demand. Your role in world survival is critical and necessary.

## Holistic Scoring Guide

Performance Levels	Parameters
<p>COMMUNICATION ARTS:4 WRITE FORMAL WRITTEN REPORT (LEVEL 4)</p>	<p>My controlling thesis addresses the prompt and is consistently related to the chosen indicators backed by ample supporting evidence. My structure is logical, forceful, and shows complexity of thought. Vocabulary and sentence structure is sophisticated and appropriate for the persona I have taken. My awareness of audience and proper tone and voice are revealed with creativity and freshness of approach. My paper is typed, error free, structured in keeping with the prompt's role.</p>
<p>WRITTEN REPORT (LEVEL 3)</p>	<p>I address the prompt with a clear thesis, well articulated indicators and ample support with specific details. I give evidence of complexity of thought and logical organization of material. My choice of language attempts to capture character and tone of the prompt. My arguments and explanation, however, show little new thought or risk taking. My paper is typed, errors are few, structure is appropriate for prompt's role.</p>
<p>WRITTEN REPORT (LEVEL 2)</p>	<p>I address the prompt but lack adequate development and few specific details. I lack an awareness of audience; therefore, my voice and tone are unconvincing. Although inconsistently, I show moments of complex thought and creativity. My paper is neat but lacks the look of an official report.</p>
<p>WRITTEN REPORT (LEVEL 1)</p>	<p>I vaguely address the prompt if at all; rather, I write my paper as if it were a book report. I lack adequate support and explanation, address only a few of the required five indicators. My vocabulary and sentence structure are simple, lacking sophistication. My paper lacks a formal appearance.</p>

## Analytic Scoring Guide

Parameter	Performance Levels			
	1 Developing (Level 1)	2 Developing (Level 2)	3 Expected	4 Extending
ORAL PRESENTATION CA 1: Speaking in standard English	My grammar and usage errors distract and confuse listeners frequently.	My language is inconsistent and errors are repeated.	My errors in language appear occasionally yet are not distracting.	My language is precise, clear, and contains few or no noticeable errors in usage and grammar.
Explanation of written report, visuals, and chart	My report lacks logic and organization. I fail to make a convincing argument because of few or no examples. I fail to construct support for my presentation with my visuals.	I have gaps in logic and/or explanation of position, visuals and indicator chart are not displayed effectively to support my presentation, or I am noticeably reading my formal report.	I give an adequate explanation of position with few instances of confusion or rambling. I use visuals and indicator chart in context with my presentation.	I give a logical, clear, persuasive presentation using visuals and indicator chart to construct support for my presentation. My presentation does not sound like a reading or memorization of my formal paper.
Physical elements of presentation	Listeners can't hear or understand me. I make little or no eye contact and drop out of character. I don't meet the time requirement. I am dependent on note cards.	Problems occur for listeners due to my extremes in volume, pace, or enunciation. I drop out of character at times. My eye contact is not consistent. I am dependent on notes. I have grossly disregarded the time limits.	I use appropriate volume, pace, enunciation and my eye contact is present most of the time. I keeps in character yet appear a bit nervous. I show little dependence on notes.	My volume, pace, and enunciation are clear and pleasant. I keep in character throughout the presentation. My eye contact shows audience awareness and enthusiasm. I complete within the time limits. I show no dependency on my notes.

## VISUALS

Goal: 2,1 plans and makes visual presentations

More than one of my visuals and chart are missing. My products show little or no pre-planning and fail to correspond to written report. I forgot to label my visuals.

One of my visuals or chart is missing or grossly lacking in planning. My labeling is missing or unclear.

All visuals and charts are present, labeled, and correspond with written report appropriately.

My visuals and chart show evidence of thoughtful planning; labeling is well chosen; extra visuals are included.

Visual appeal and workmanship

My workmanship is sloppy. My visuals are too small to see easily and lack color. There is an inconsistency in my effort.

My visuals are colorful, large enough on a 8X11 sheet but lack a clean, finished look. My visuals lacks a consistency in style or size.

My visuals are colorful, large enough on 8X11 sheets, consistent in style and size. My audience seems to lack an immediate understanding of product context though.

My visuals are colorful, large enough to be easily viewed by the panel. All products are consistent in style and size on 8X11 sheets.













# TWELVE INTELLECTUAL INDICATORS

1. PERSISTENCE				
2. DECREASING IMPULSIVITY				
3. LISTENING TO OTHERS				
4. FLEXIBILITY IN THINKING				
5. MEGACOGNITION				
6. CHECKING FOR ACCURACY/PRECISION				
7. QUESTIONING				
8. DRAWING ON PAST KNOWLEDGE AND APPLYING				
9. PRECISION OF LANGUAGE AND THOUGHT				
10. USING ALL SENSES				
11. INGENUITY, ORIGINALITY CREATIVITY				
12. WONDERMENT, ENJOYMENT CURIOSITY				

# **ENDER'S GAME PANEL INFORMATION**

The students who will appear before you have the task of convincing you that their candidate--Ender Wiggin--is the best choice for commander of the International Fleet. They will use the twelve indicators of intelligent behavior as the basis for their positions.

Students will have a folder containing a formal report, three drawings, raw data worksheets, and a one paragraph summary sheet. They should use their visuals to make their points to you.

The following jobs may be assigned one per panelist at your discretion:

- 1) please hi-light the students' numbers as they appear before you and take note of the time used for their formal presentation (not questions)
- 2) please ask each student after his/her presentation
  - one question over the presentation itself
  - one question over the entire project itself
- 3) please place a short positive note into each folder and place a dot next to any student number if his/her presentation was exceptional...be stingy with these...
- 4) please keep an eye on the film to see that it is going and change it if it needs changing....

Six students have been assigned each hour so we should have enough time for sitting down and questions at the end....each student has been given a number by which she/he will be recognized.

**THANK YOU FOR PARTICIPATING IN THIS PROJECT!!! YOUR PRESENCE GIVES IT A FAR MORE "OFFICIAL" FEEL.... YOUR PANEL'S FELLOW MEMBERS ARE LISTED ON THE BACK.**

# ENDER'S GAME: self-reflection

Please consider the following questions and respond as fully as you can. Feel free to add questions and additional comments of your own. Use the back of this sheet to continue your answers when necessary.

1. How would you change your initial self-reflection now that you are more aware of the meaning of each indicator?
2. How can the knowledge of these intellectual indicators help you in the future?
3. In what ways can you view this knowledge to be useful to you in areas other than school?
4. What have you learned about your ability to handle a multi-faceted task after finishing this project? Which areas were the most challenging for you? How?

## NOTES CONCERNING THE SAMPLES

It is important to note that the samples provided on this task are rated solely on the merits of the written report and not on the other sections of this task. One goal of this task is to have the students manipulate the raw data they collect into three different products--the written report, the visuals, the oral presentation before a panel. The variation in the written report and the oral report is an important element in the learning experience. Any student who attempted just to “read” his or her written report had missed the point and would see this immediately when viewing the video later. The oral report was intended to mimic a real life experience--presenting findings, attempting to influence the panel--as closely as possible.

These samples were written by Honors students so that the lower rankings won't reflect the average quality of students in a normal mixed class. These scores fail to show the actual quality of the entire performance task since honors students can usually write but often have more problems in presenting their findings orally.

This is an example of a 1 on the scoring guide because the paper is not written in the con  
the prompt (as a psychological evaluator reporting on findings) it is written like a book

## **INTERNATIONAL FLEET REPORT RECOMMENDATION**

I am the pyschological evaluator(210) of Ender Wiggin . Case file #4103368. For the last past six months I have been carefully reviewing his file, Ender's Game. I've come to the conclusion that there is a strong possibility he can become a very powerful asset to earth. So good in fact that I think he is a good candidate for Battle Commander. The qualities that he possesses are: persistence, creativity, and problem solving. These are all good traits that leaders should have. If Ender has persistence, he never gives up and a creative side leads to new ideas. If he can problem solve, he can figure out why things are done and then use that information to help him. This is the kind of man we need to fight the buggers.

**Psychological Evaluator:** 210

this is a formal report not a "book" report ☹️

An Analysis of Ender Wiggin

In every life there is a problem that we work towards solving. When we use careful planning and thought it brings us closer to the answer. Such is the case in the novel *Ender's Game* by Orson Scott Card. Ender is chosen to save the Earth from the buggers. He goes to the IF and undergoes games that will strengthen his thinking and thought. He begins to change. In the beginning of his training he is persistent, then creative, and at the end a living problem solver.

Using his persistence at the first chance he got, he would "watch the game and understand how things worked" (48). In freetime when he played the Giant's game he never gave up no matter how many times he died. The only way he would stop was when he won. When he became a part of the Salamander Army he used this as an experience to watch and learn. Petra would spend time with him and he would carefully observe and learn new things. When he watched Bonzo, he figured out "ways to destroy his army" (88). Then in his freetime he and his friends would practice until they "worked themselves to exhaustion" (88).

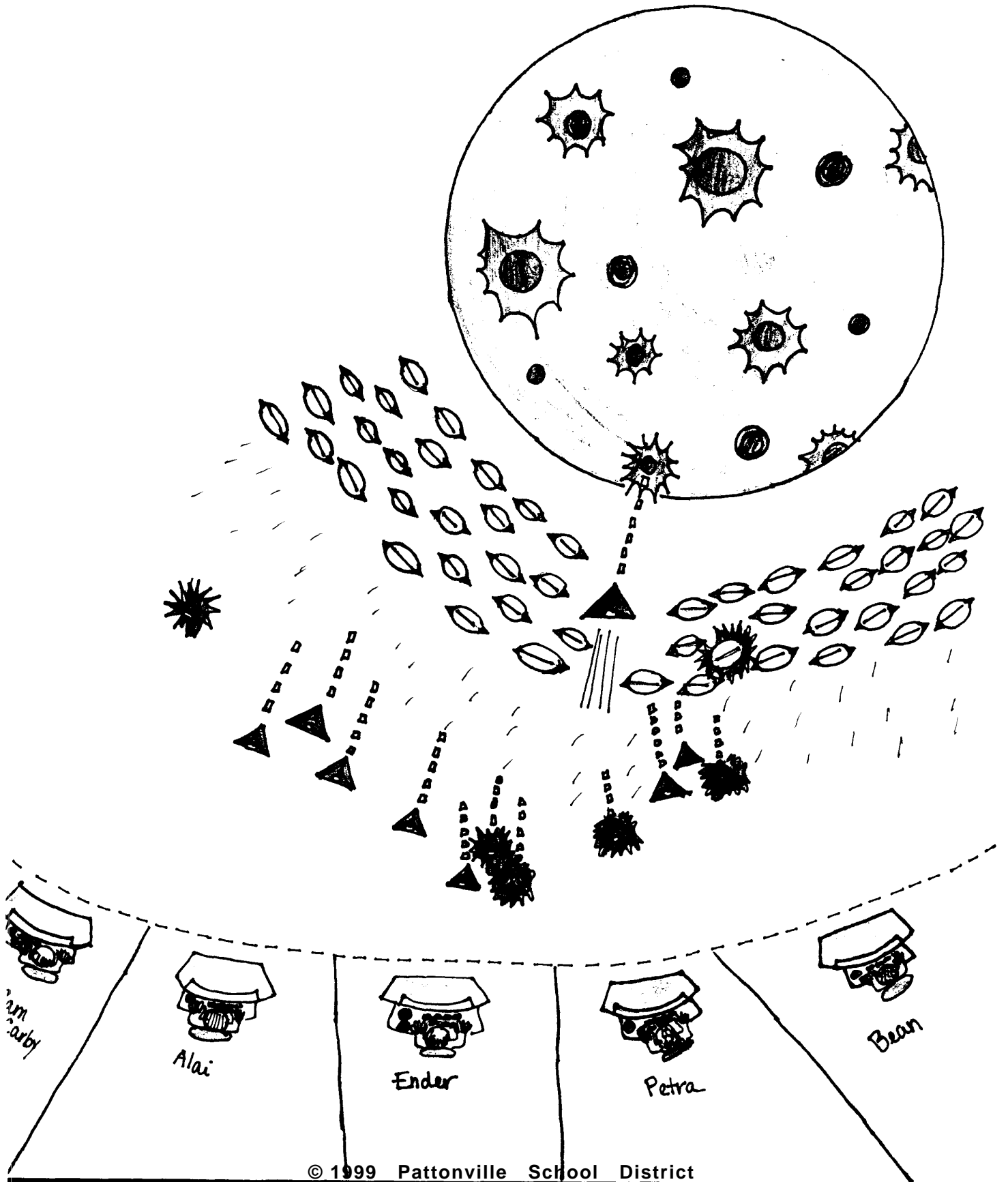
After he was given leadership of the Dragon Army, he was not prohibited to work with his friends anymore. But by being a leader, this gave way to allowing Ender to be freely creative and original in experimenting with new ideas. Instead of using mass maneuvers and strategies, he had Toon leaders use their units effectively in achieving limited goals. This had never been done but "Ender was not planning to do anything that had not been done before" (175). He began to go to the propaganda room and watch videotapes on Mazer Rackham and other famous leaders, hoping to catch new things. He

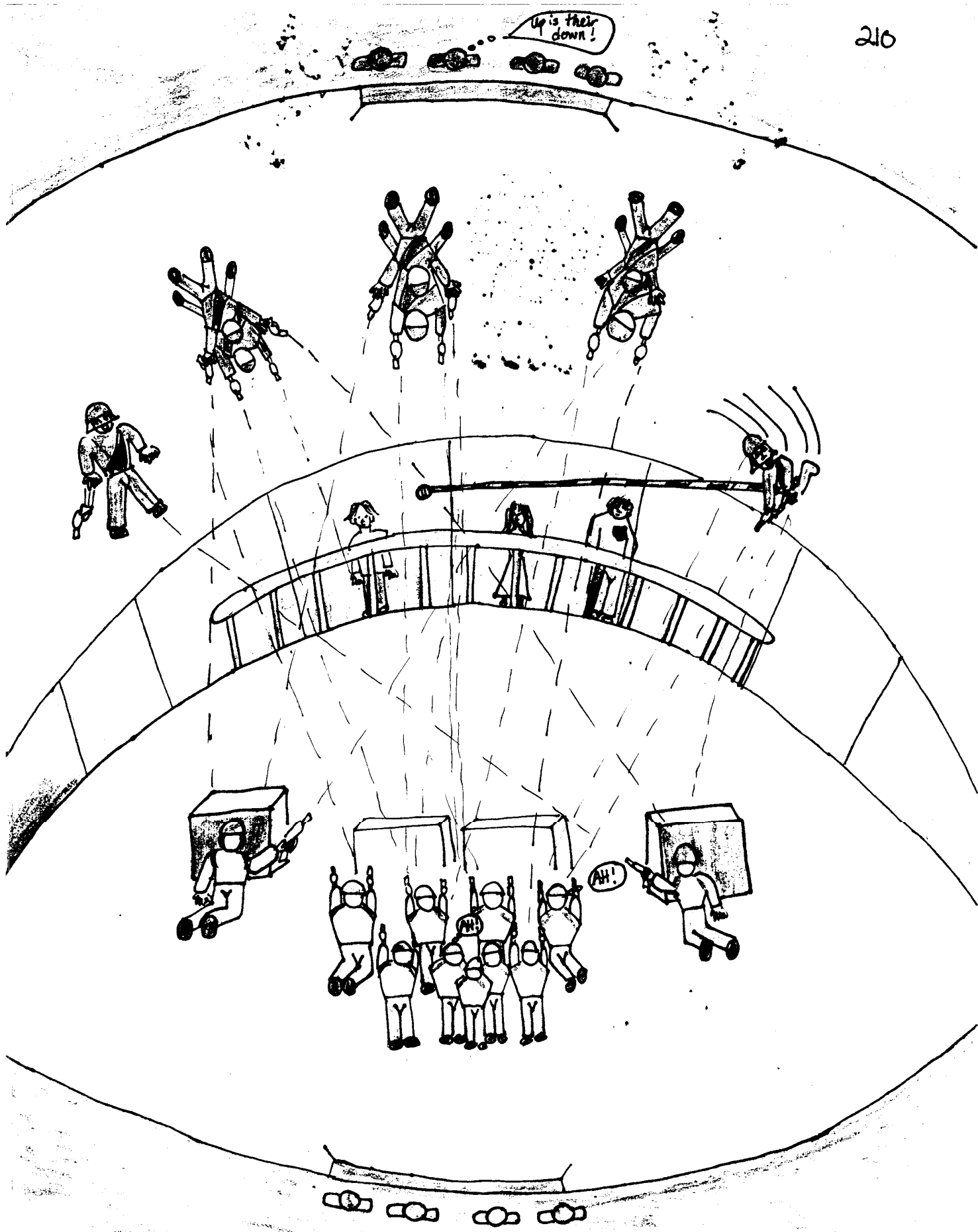
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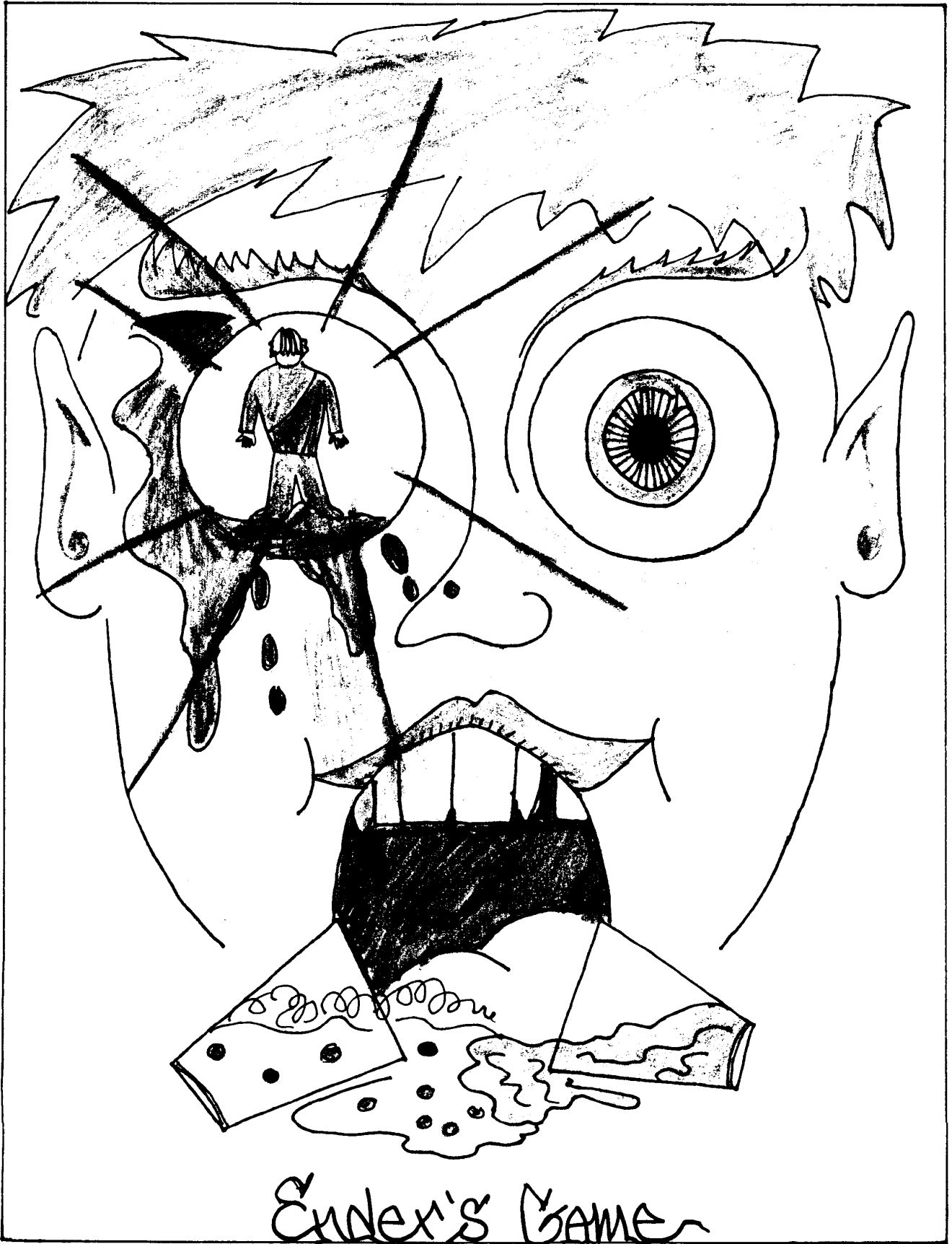
encouraged Bean to be creative also, which lead to using a deadline to reach speeds no one has gotten to before.

He also encouraged himself to find the answers to his own questions. From this he experienced wonderment and enjoyment. Ender realized that in order to understand his enemy well enough to defeat him “in that very moment I also love him” (238). All his unresolved emotions and problems were now being solved. When he thought back on his three month stay at earth, he concluded that they let them do that so he would love earth and want to save it. In his last battle against the actual buggers he came to the conclusion that the only way to beat them was to blow up their planet.

In the last battle he shows persistence by never giving up, listening to others, and watching and learning. When he is in charge of his own army he uses his creativeness to come up with strategies that have never been done before. He takes risks and breaks the rules in order to win. Then when he begins to answer all of his questions, he becomes stronger and uses this to understand the buggers and the people around him. Overall in having persistence he became creative enough that when he found something new he solved the answers to all of his questions.







INDEX'S GAME

# TWELVE INTELLECTUAL INDICATORS

1. PERSISTENCE	pg 88 6th par.			
2. DECREASING IMPULSIVITY	pg. 21 4th par.			
3. LISTENING TO OTHERS	pg. 2 5th par.	pg 88 par 6th	pg 186 3rd par.	
4. FLEXIBILITY IN THINKING	pg 52 8th par.			
5. MEGACOGNITION	pg 33 6th par.	pg 95 2nd par.	pg 238 5th par.	pg 28 615th par.
6. CHECKING FOR ACCURACY/PRECISION	pg 198 1st par.			
7. QUESTIONING	pg 245 2nd par.			
8. DRAWING ON PAST KNOWLEDGE AND APPLYING	pg. 2 2nd par.	pg 205 11th par.	pg 271 5th par.	
9. PRECISION OF LANGUAGE AND THOUGHT	pg 19 33rd - 5th par.			
10. USING ALL SENSES	pg 15 6th par.			
11. INGENUITY, ORIGINALITY CREATIVITY	pg 115 1st par. pg 275 7th par.	pg 187 3rd par. pg 277 12th par.	pg 203 2nd par.	pg 245 2nd par.
12. WONDERMENT, ENJOYMENT CURIOSITY	pg 95 8th par. pg 242 9th par.	pg 186 3rd par.	pg 220 8th par.	pg 238 5th par.

This is an example of a 2 on the scoring guide because the student has problems in writing such as tense; lack of expanded explanation of examples, minimal support of thesis; and the response is incomplete.

## **INTERNATIONAL FLEET REPORT RECOMMENDATION**

Ender Wiggin has exemplified himself as a commander with his ingenuitive thinking and persistence. He has the ability to control his impulsivity, draw knowledge from his past experiences and listen to what others have to say.

**Psychological Evaluator:** 313

After completely reviewing all the files of the choice few, I have found Andrew “Ender” Wiggin to be the most competent to lead the International Fleet against the Buggers. He shows unmatched ingenuity and persistence. He lacks an impulsive nature and draws from past experiences and uses information provided by others to overcome problems.

Ender has revolutionized the entire battleroom experience due to his techniques. He invented the full frontal, quick attack of rushing the enemy as soon as the forcefield disappeared. This no longer gives either team the advantage to size up the situation before entering the game. The technique of using your legs as a shield was also developed by Ender. He also used five toons instead of four.

Despite these new methods, brought to the battleroom, commanders of the battleschool constantly pitted him with new challenges. They continued to make the game harder for him by giving his enemies unfair advantages. He constantly shuts down each scenario, from the enemy being allowed time to set up an ambush to fighting two armies at once. Because of his persistence, he crushed each challenge.

He was able to be such an effective commander because he knew how the other armies would act. He had had some previous contact with the commanders before and knew how they worked. He drew from this knowledge to find their weaknesses or act on how they would respond to a situation. While at battleschool Ender encountered a few physical confrontations, one of which was with Bonzo Madrid. Bonzo and a group of other kids had planned to kill Ender. Ender knew, however, that pride was a driving force

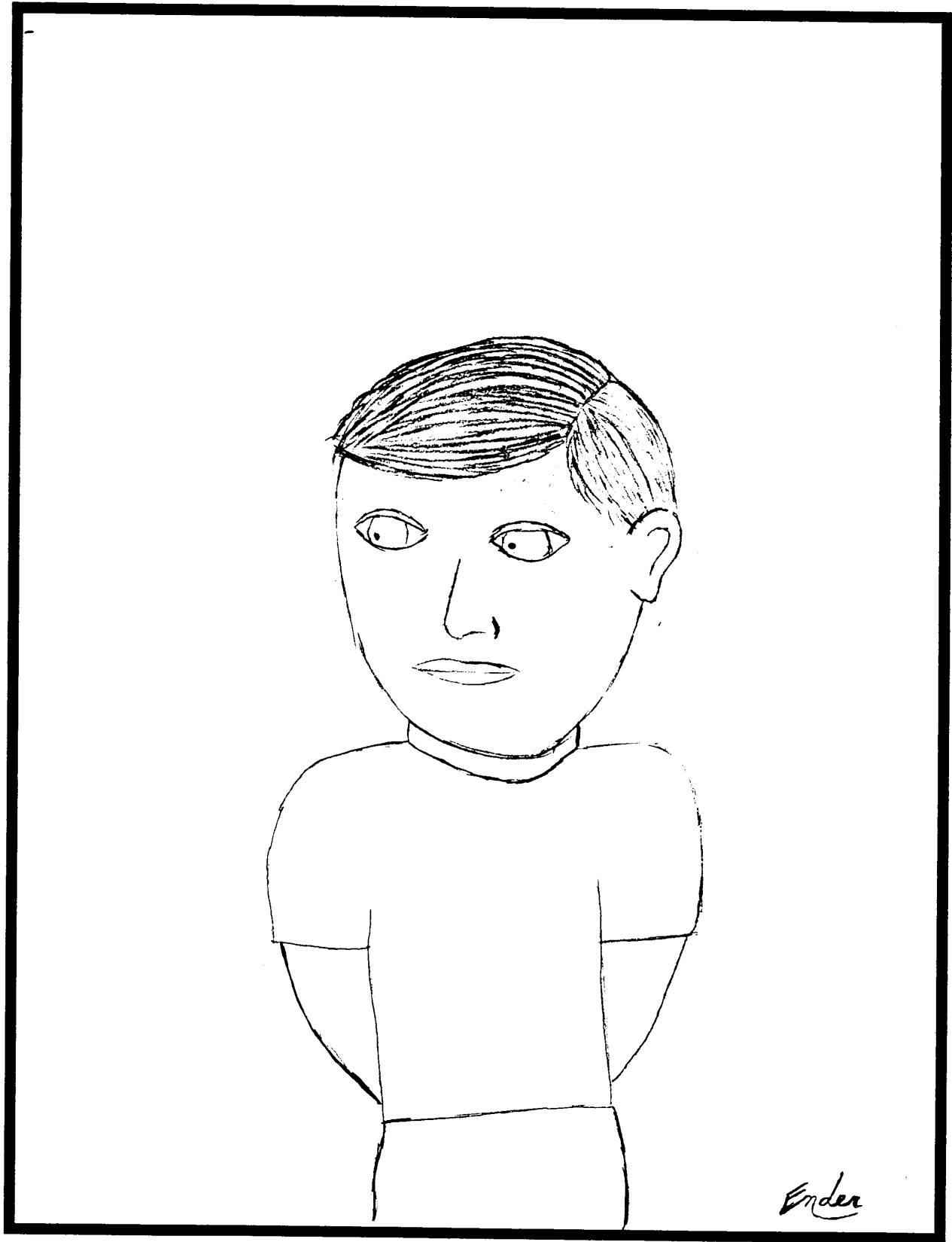
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for Bonzo. Using this he coaxed Bonzo into fighting him, one-on-one, instead of all them ganging up on him, which saved his life.

With all of the challenges faced during the game he became extremely stressed out and was granted three months leave on Earth. At this time it was thought he might not return to command school pursue life as a commander. His sister, Valentine, was used to help persuade him to continue so she would not be killed by the Buggers. This thought led Ender to continue his intended role as a commander.

Ender used his ingenuity and past knowledge to help curve some situations that had not been thought out. In his confrontation with Bonzo, in the shower, he didn't rush into it. He knew that Bonzo had size and formal combat training. Ender had to think how to achieve an upper hand. To do this he turned on all the hot water faucets making his soapy body too slippery to grasp. When Bonzo attempted to grab Ender he could not get a good grip and Ender turned a probable defeat into victory. Also, when Ender had to face two armies at the same time in the battleroom, he didn't just fly through the door and hope for the best. Instead he waited and worked out a solution to make a wall of soldiers and have smaller soldiers behind it shoot the other armies.

Through these experiences Ender Wiggin has learned to overcome obstacles in ways others have not and to think on his feet through the entire mission. The fate of the world is safest left on his shoulders. If it cannot rest there, then it will not rest safely anywhere.



# TWELVE INTELLECTUAL INDICATORS

1. PERSISTENCE	Playing w/ all odds stacked against him	giants drink		
2. DECREASING IMPULSIVITY	Listening to Valeriana not wanting to be suggest score	all his fights (physical) Born wanting a team	battle against 2 nurses	
3. LISTENING TO OTHERS				
4. FLEXIBILITY IN THINKING	what did I learn from Dobby?	different way of looking at		
5. METACOGNITION				
6. CHECKING FOR ACCURACY/PRECISION				
7. QUESTIONING	asking what is possible, what doesn't	learning from other conversations		
8. DRAWING ON PAST KNOWLEDGE AND APPLYING	every time he got into a fight			
9. PRECISION OF LANGUAGE AND THOUGHT				
10. USING ALL SENSES				
11. INGENUITY, ORIGINALITY CREATIVITY	learning at knees	live tower; no formations	quick direct attacks	simulation games
12. WONDERMENT, ENJOYMENT CURIOSITY				

This is an example of a 3 on the scoring guide because it shows a good quality of materials a explanation, but doesn't tell us anything unexpected, takes no risks with report.

## INTERNATIONAL FLEET REPORT RECOMMENDATION

Ender Wiggin is the best choice for the position of Battle Commander. Not only does he exhibit impressive leadership qualities, but he also exhibits all intellectual indicators in the transcript, *Ender's Game*, by Orson Scott Card. Perhaps the most important intelligence indicators that a Battle Commander must possess are persistence, ingenuity, originality, and creativity. A good Battle Commander must persevere in solving a problem or finding a winning strategy which Ender has done time after time in his battles. Ender has original and creative ideas which make a good Battle Commander because he must have new and ingenious strategies that nobody has thought of before. A good Battle Commander must not be impulsive, and Ender has shown he is not impulsive at several times in the transcript. Not being impulsive decreases the chance of the Battle Commander making bad decisions. Ender would make a good Battle Commander because he checks for accuracy and precision. A Battle Commander must be able to consistently win and hit his mark. A Battle Commander also needs to draw on past knowledge. Ender knows how to learn from past mistakes and use what he has learned from the past in new situations in the future. Ender shows that he would make a good Battle Commander because he is persistent, decreases impulsivity, checking for accuracy, drawing on past knowledge, and ingenuity, originality, and creativity.

**Psychological Evaluator:** #319

As the psychological evaluator of Ender Wiggin, I have concluded that Ender Wiggin would be the best possible person for the position of Battle Commander. In the transcript I studied, *Ender's Game*, by Orson Scott Card, Ender Wiggin has exhibited all intellectual indicators. Perhaps the most important intelligent indicators that a Battle Commander must possess are persistence, decreasing impulsivity, checking for accuracy and precision, drawing on past knowledge, and ingenuity, creativity, and originality. Ender is persistent in seeking an answer to a question. Ender is not impulsive because he thinks about a situation before acting. He is accurate and precise because he likes to be right on target all the time and checks past battles for mistakes. Ender draws on past knowledge by taking mistakes and information he learned in the past and using it in present situations. Ender's ingenuity, creativity, and originality helps him to come up with ideas nobody else has thought of.

Ender is persistent, and he keeps trying to solve a problem even when he can not figure the answer out right away. Ender's persistence shows in a video game he plays at Battle School. In the game, Ender keeps going to play the Giant's Drink which is a game in which Ender's figure is on a Giant's table. The Giant makes Ender choose which drink to drink from. The Giant tells Ender that one drink will take him to Fairyland, but the game always ends with Ender's character dying no matter which drink Ender chooses. Ender keeps playing the game until he figures out that he must kill the Giant rather than drink the drinks. Even after Ender reaches Fairyland in the game, he keeps playing the game for years even though he does not know how to beat it. Because he keeps playing the game, Ender shows that he is very persistent and will try to solve a problem for years if he has to. When Ender first enters Command School, he encounters a simulator which gives him fleets and starships to command. Ender keeps playing the battles on the simulator until he can beat all of the levels. Even though it took Ender a long time to master the simulator and beat all the levels, he kept working on the games until he was an expert with the simulator. Ender shows that he has the persistence needed to become a good Battle Commander. As a Battle Commander, he will work on any problem he encounters until he can solve it well.

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Though persistent in finding an answer, Ender is not impulsive in making decisions which is a very good trait for a Battle Commander. Rather than acting without thinking, Ender sizes up the situation and thinks about all possible courses of action. He then ponders the consequences of each action. Finally, Ender chooses the best course of action that has the best consequences. While Ender was at Battle School, he encountered an interesting situation during one of his battles against Salamander Army. The Battle Room was lit up in a blaze of light, and there were no stars for the armies to hide behind. Ender figured that Salamander Army, who had been given more time to prepare for the battle, was waiting outside the door to freeze Ender's army as they filed out of the corridor. Rather than just send his army out into the battle room which would have been disastrous, Ender thought about what he should do to win and came up with an ingenious method of using one boy as a shield for another boy. By stopping and thinking about what he could do, Ender beat the Salamander Army even though the odds were stacked against him. When Ender is involved in a fight with Bonzo, he saves his life by not being impulsive. Six big boys encounter Ender alone in the shower. Although none of the boys likes Ender, Ender knows that the only boy who is really out to get him is Bonzo. He makes Bonzo fight him alone by using his Spanish honor against him. Ender, rather than rushing into the fight, turns on the hot water to make himself slippery. Ender then begins to actually fight Bonzo, but before he makes any move, Ender thinks about what the movement will do to Bonzo. Ender shows that he can keep a cool head even in dangerous situations which is important for a Battle Commander. A Battle Commander must be able to think through a situation in the most trying of circumstances which Ender can do very well.

Besides not being impulsive, a good Battle Commander must be accurate and precise, which Ender is. When Ender enters an army, one of the first techniques he wishes to master is shooting accurately. Luckily, he has a good teacher, Petra. Petra teaches Ender how to shoot accurately, and Ender spends hours working on his aim. When Ender is in an actual battle, he disobeys his commander's order not to shoot by shooting members of the other army as the boys go through the door. Ender hits each of his targets every time which makes him accurate and precise. When Ender is battling the buggers unknowingly from the Simulator, he goes over the tapes of the battles with Mazer

Rackham. Ender looks over his mistakes and learns not to make the same mistakes in the next battles. When Ender sees what mistakes he made, he practices with his squadron leaders to correct these mistakes, showing a need to become more accurate and precise. A good Battle Commander needs to strive for perfection by correcting past mistakes, so that lives are not unnecessarily wasted, which Ender Wiggin is good at doing.

A good Battle Commander must be able to use past knowledge to solve present problems as well as being accurate. Ender Wiggin draws from past knowledge and applies it to future situations. When Ender is a young Launchie in Battle School, he is already taking pieces of information about no gravity to apply for future use. In the transcript, it says Ender realized in the weightlessness that if a person panics, then that person can get hurt by observing Bernard in action. After Ender crashes into walls several times, Ender learns that by bending his legs at an angle, he can actually help deflect the blow of hitting the wall. He uses this knowledge in later battles with his own army by having them freeze their feet, so they bounce off of the walls. Ender stores information he learned as a little Launchie and is able to apply the knowledge when he becomes Commander of his own army. While Ender is at Command School, he is able to take knowledge that he learned in Battle School and apply it. Ender learns in the Battle Rooms that in zero gravity, there is no up-and-down orientation. When Ender is using the simulator, he is always rotating the view because he knows there is no true up-and-down orientation in space. Ender can effectively take what he has learned in the past and apply the information to current situations. It is necessary for a Battle Commander to be able to do this, so that the Commander can learn from his mistakes and be better prepared for what may happen in battles.

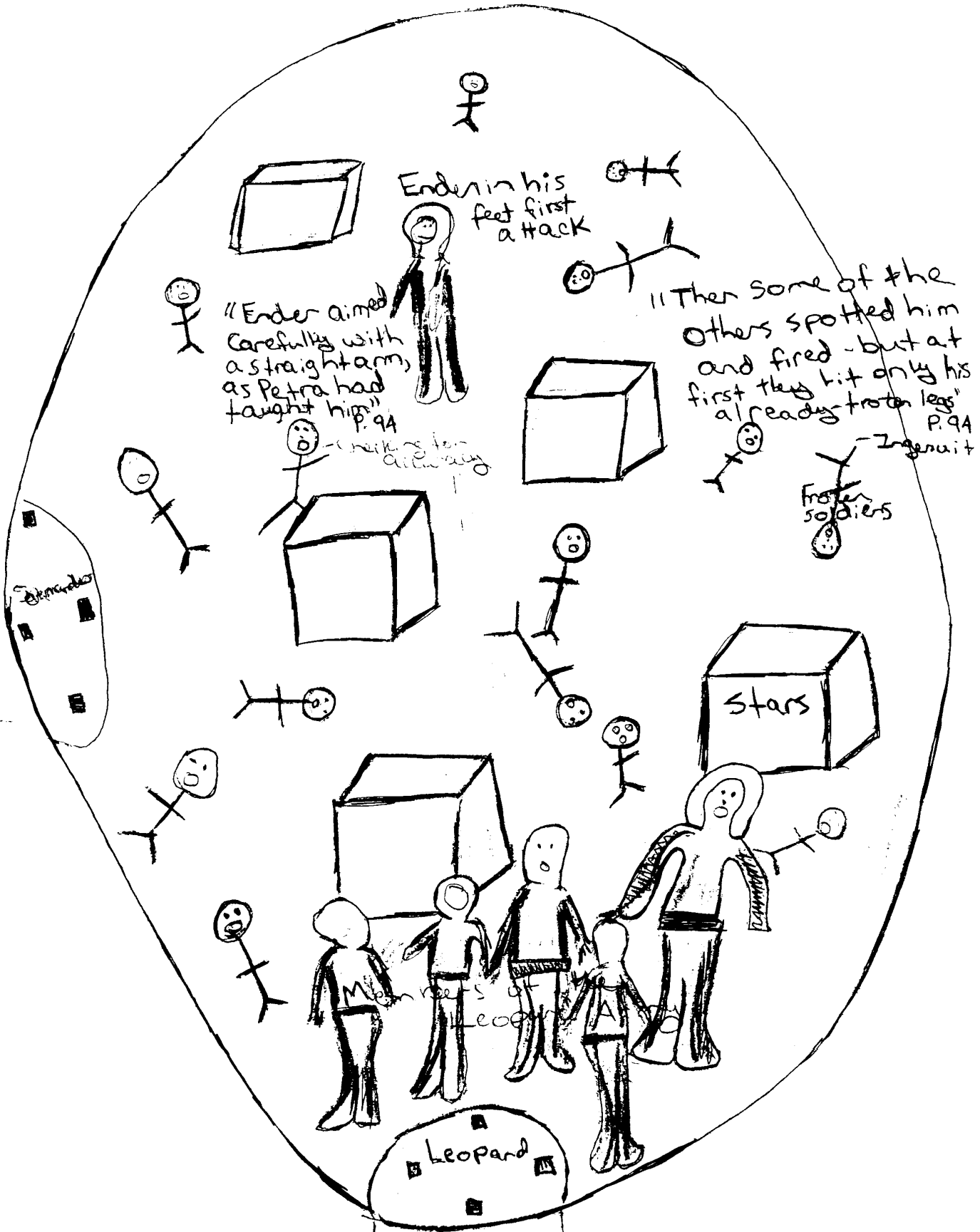
Although drawing on past knowledge is important, Ender has ingenuity, creativity, and originality, which are very important traits for a Battle Commander to have. Ender has ideas that are very different from the status quo, but his ideas help him to come out on top. While Ender is the Commander of the Dragon Army at Battle School, he uses stratagems that people have never seen before in battles. Rather than the normal four toons that most of the armies used, Ender has five toons which could be broken down into half toons if it is necessary for a battle. He also has a special group of soldiers headed by

Bean that come up with new ideas to use in battle. In the whole history of Battle School, no army had been commanded in such a way. Ender practiced no formations, and yet he won consistently. Ender also invented the feet first attack which exposed only your legs to the enemy. This unique method of fighting allowed for a greater success. Ender not only has new and ingenious ideas that help him win battles, but Ender also takes risks. When Ender is pitted against two armies during his last battle at Battle School, he decides to go through the winner's door even though his army is losing horribly. Because he takes this risk, he ends up winning a battle he should have lost miserably. Ender has much creativity and originality which are very important traits for a Battle Commander to have because a Battle Commander must think of new techniques to outwit his enemies all the time.

Ender is the best possible choice for Battle Commander. He exhibits all intelligent indicators, but he strongly exhibits those of persistence, decreasing impulsivity, checking for accuracy and precision, drawing on past knowledge, and originality, creativity, and ingenuity. These traits are very important for a good Battle Commander to have, and Ender has shown himself strong in all areas in the transcript, *Ender's Game*. There is no other possible choice for Battle Commander because Ender is the best.

**Submitted by Psychological Evaluator #319**

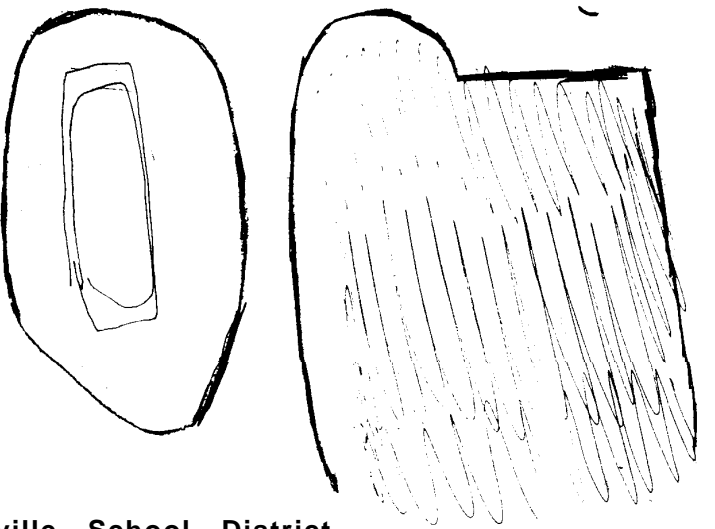
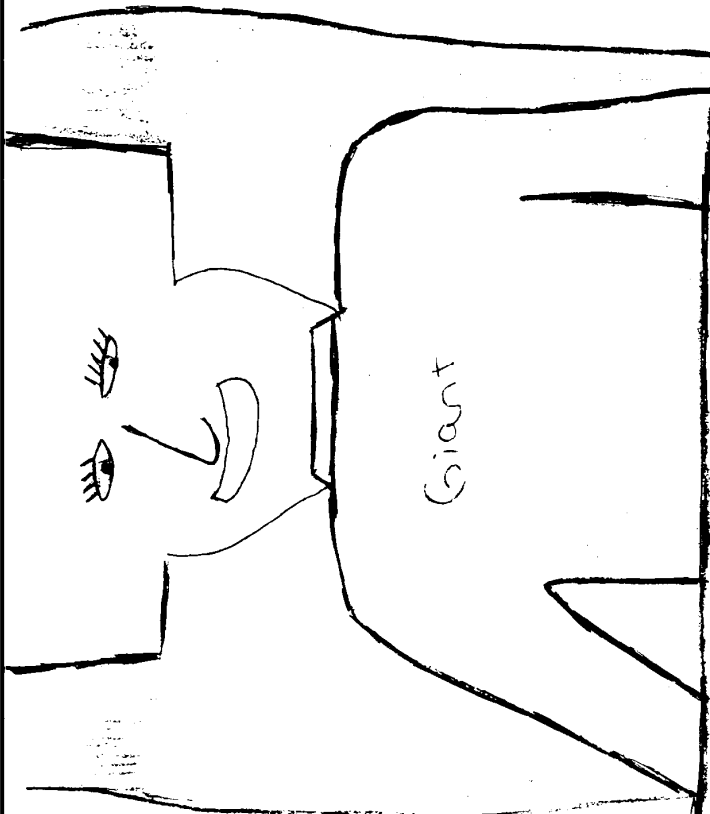
# Dalamander Army versus Leopard Army



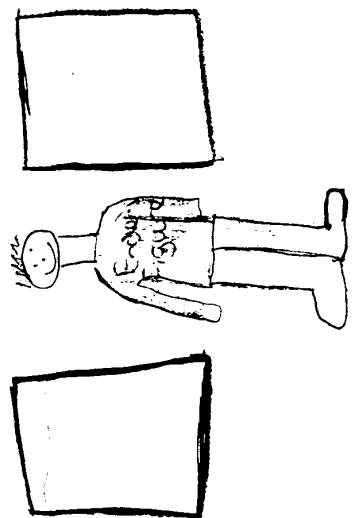
# Giant's

'And instead of pushing his face into one of the liquids, he looked one over, then the other...'. P.L.A  
- Originality

# Drink



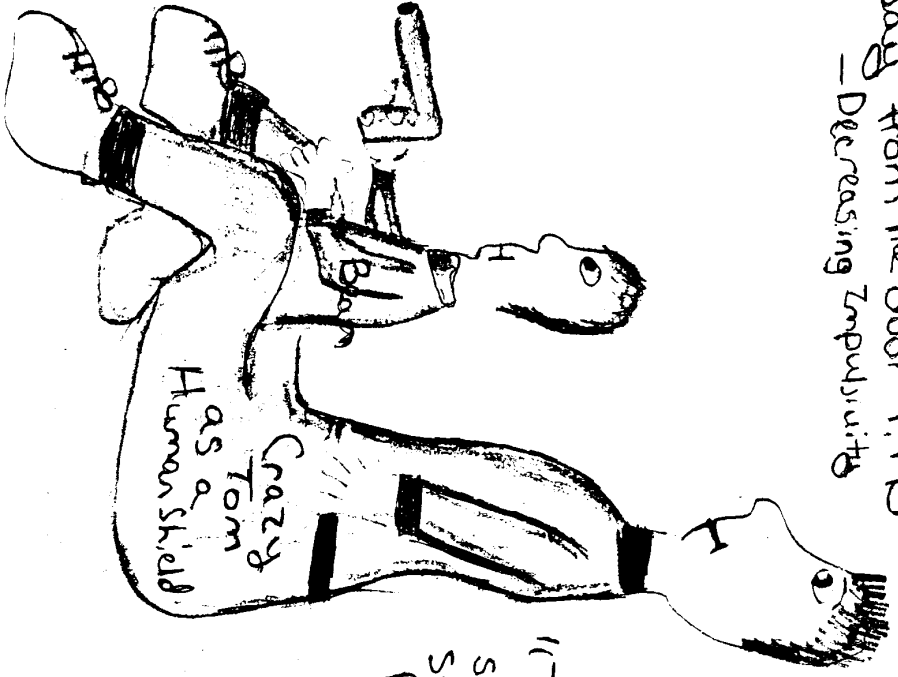
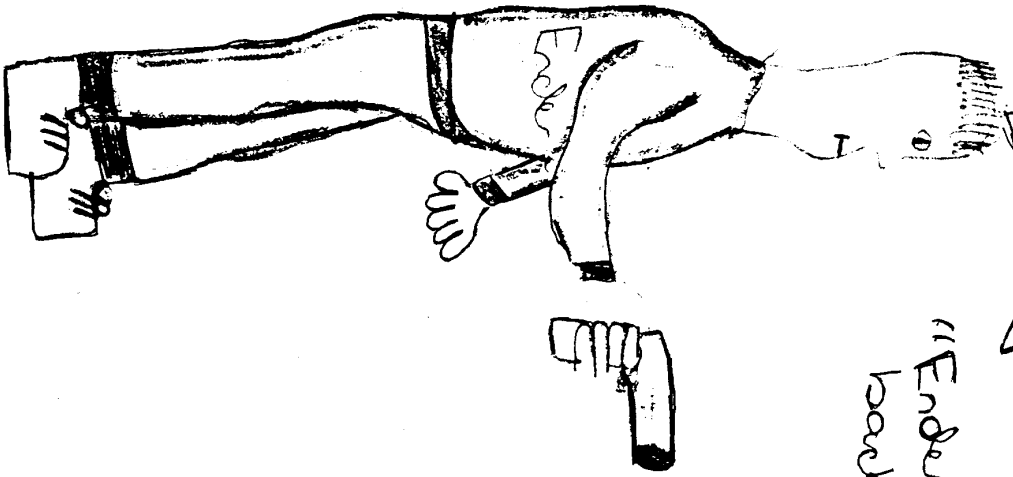
"...with his next life he went back up the hills... And stood on the Giants tables as the two shot glasses were set before him". P.L.A  
- Persistence



"Ender knew that whatever he chose he would die". P.L.A  
- Drawing on Past Knowledge

# Dragon Army Verses Salamander Army

"Ender motivated for new all to  
back away from the door" P. 193  
— Decreasing Impulsivity



"Tom was a  
shield, an armored  
spacecraft, and  
Bear was  
hiding inside" P.  
— Creativity

Corridor

# TWELVE INTELLECTUAL INDICATORS

1. PERSISTENCE	Giant's Drink	When he has to play the simulator all the time	When he has 50 million bottles in the bottles	Keeping through the 1000s to find bigger patterns
2. DECREASING IMPULSIVITY	When Benzo hit him on the head in the space shuttle	All Confronting (new/ Benzo)	Before he went to the 2 armies	Be true with the battle with the lighted room
3. LISTENING TO OTHERS	Told Benzo to figure out ideas	When Benzo said Teacher was the enemy	When he listened to me	When he listened to the bigger purpose
4. FLEXIBILITY IN THINKING	Allowed to make decisions	Changed the concept of up it down	When he realized not to panic when flying	Thought from energy point of view
5. METACOGNITION	When he went to his bottles on the simulator	When he thought about how he treated Ben	When he thought about the father's	Thinking about why he used Dr. Benzo
6. CHECKING FOR ACCURACY/PRECISION	When he was teaching to slant with Benzo	When he thought about the bottles in the Battleroom	When he told Benzo he doesn't want them to lose	When he used to train for ten hours the simulator for
7. QUESTIONING	When he was asking a mazer about the bigger	When he asked about the school	Why Benzo attacked him	Trying to figure out teachers
8. DRAWING ON PAST KNOWLEDGE AND APPLYING	When he knew he attacked him he went to the game	When he knew he had lived in the past so he would probably be real	When he did not make the same mistake twice when he was in the game room	When he knew the game would keep killing him
9. PRECISION OF LANGUAGE AND THOUGHT	When he thinks about how he will fight the two army battle	When he told Benzo he would be real	When he told Benzo he would be real	Mean as communication nice as an individual
10. USING ALL SENSES	When he watched the 10 kids in the game room from diff. perspective	When he was in the game	When he was in the game	Mean as communication nice as an individual
11. INGENUITY, ORIGINALITY CREATIVITY	When he was using a shield to defend his attack	When he uses feet as a shield	When he uses feet as a shield	Mean as communication nice as an individual
12. WONDERMENT, ENJOYMENT CURIOSITY	Taking speaking to the Queen to start a new race	When he was in the game	When he was in the game	Mean as communication nice as an individual

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# TWELVE INTELLECTUAL INDICATORS

* 1 persistence	81	86	92	103	113	203	309			
* 2.decreasing impulsivity	21	33	51	90	163	210				
* 3.listening to others	94	111	178	186	198					
* 4.flexibility in thinking	59	102	159	188	<del>238</del> 238	268	294	309		
* 5.metacognition	33	65	95	118	159	169				
* 6.checking for accuracy	84	94	105	181	282	283				
* 7.questioning	11	81	161	166	175	252	266			
* 8.drawing on past knowledge	<del>28</del> 291	50 281	64 315	72 316	89 320	260	264	269	276	
* 9.precision of lang. and thought	82	151	160	185	193	208	209	296		
* 10.using all senses	A5	177								
* 11.ingenuity, originality, creativity	67 274	84 294	159 322	161	164	175	181	193	218	
* 12.wonderment, enjoyment, curiosity	58	78	314	321						

I am good on drawing on past knowledge and applying it to new situations. I am always thinking of what I have done and applying it to new situation at hand. I always thinking of stories to tell people when a certainn topic comes up in a conversation. I am always good at making checking for accuracy at precision. I like to make things right and want them to be right everytime. When I write a paper I will check and recheck. I like to make sure all the words are spelled correctly and all punctuation is correct. I am good at questioning at problem posing. Whereas, in a class setting I am shy. I usually do not ask questions. I will ask all sorts of questions when talking to small group of people, though, I am also very big on the what if? questions. I am good at listening to others. I am always restating what a person says to make sure I got it right. I am good at decreasing impulsive. I do not act without thinking. In fact, alot of the time I will sit and think of all the possible consequences of my actions. I am not good at precision of language and thought. I will other ther use "things" and "stuff" and I am heavy on the pronouns. I am not good at flexibility in thinking. I am a debater and debater are not suppose to be flexible in though. They are suppose to concept only what they say is true so I have to work on it.