**Abstract:**

**The Impact of Appiying The Multiple Intelligence Theory on**

**5th Grade Studeents’ Achievement in Geometry.**

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This study aims to identify the impact of applying the Multiple Intelligence Theory on 5th grade students’ achievement in Geometry. The Empirical Method, which depends on submitting a pre-exam and a post-exam, was applied on both the case-control study and the experimental study. Though, the exams submitted by the case-control study and the experimental study, along with the Arithmetic mean and the standard deviation were employed.

The study demonstrated that teaching through applying the Multiple Intelligence Theory affects the students’ achievements when compared with traditional methods. Therefore, the study revealed various differences between the individual case responses towards applying The Multiple Intelligence Theory on 5th grade students’ achievement in Geometry for the experimental group.

The most significant recommendations concluded were:

1) The Multiple Intelligence Theory and its educational implementation should be applied.

2) Teachers’ training courses have to be offered in order to direct teachers how to apply the strategies of The Multiple Intelligence Theory.

3) Adding more units applying The Multiple Intelligence Theory to the math curriculum should be considered.