

Canfield Learning Styles Inventory (LSI)  
by Albert A. Canfield, Ph.D.  
A WPS TEST REPORT by Western Psychological Services  
12031 Wilshire Boulevard  
Los Angeles, California 90025-1251  
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Test Report by G.J. Huba, Ph.D., and C.P. Gruber, Ph.D.  
Version: 4.000

NAME: Joe Sample  
FORM: Form A  
SEX: Male  
SCHOOL: College  
MAJOR: Other  
ANSWER SHEET: 00000000  
ID NUMBER: WPSsample  
STANDING: Junior  
GPA: B+  
PROCESSED: 04/04/06  
ADMIN DATE: 07/26/97  
SEM/QUARTER: Semester I  
GROUP NUMBER: Not Given  
STATUS: Full Time  
BIRTH DATE: 10/10/84  
ETHNICITY: Black

This WPS TEST REPORT presents results from the Canfield Learning Styles Inventory (LSI), a self-report questionnaire designed to help individuals define their preferred educational experiences.

#### DESCRIPTION OF THE LSI SCALES

##### I. Conditions for Learning

1. Peer: Enjoys teamwork and maintains good peer relationships.
2. Organization: Desires clearly organized coursework and relevant assignments.
3. Goal Setting: Wants to set own objectives and procedures, may use feedback to modify these.
4. Competition: Needs to compare own accomplishments with those of others.
5. Instructor: Enjoys a mutually friendly, understanding relationship with the instructor.
6. Detail: Desires specific information about assignments, rules, and requirements.
7. Independence: Likes to work independently and determine own study plan.
8. Authority: Likes a disciplined classroom and knowledgeable instructors.

##### II. Area of Interest

1. Numeric: Prefers to work with numbers and logic.
2. Qualitative: Likes to work with words or language.
3. Inanimate: Likes working with things, as in building, repairing, designing, or operating equipment.
4. People: Likes working with people--interviewing, counseling, selling, or helping.

##### III. Mode of Learning

1. Listening: Prefers to hear lectures, tapes, or speeches.
2. Reading: Prefers to read books, articles, or bibliographic information.
3. Iconic: Likes to interpret diagrams, movies, pictures, graphs.
4. Direct Experience: Learns by handling or performing, as in shop, field, or laboratory classes.

##### IV. Expectation for Course Grade

1. A-expectation: outstanding
2. B-expectation: above average
3. C-expectation: average
4. D-expectation: below average
5. Total Expectation: weighted

#### PROFILE OF SCORES

On page 2, each score, plotted as a T-score, is compared to the normative sample, which has an average T-score of 50 and a standard deviation of 10. T-scores directly correspond to percentiles, and a percentile scale is also provided. A percentile gives the percentage of individuals who will score below a respondent. A percentile score of 90 means that 90 percent of the normative sample will have a lower score, and that the respondent is in the upper 10 percent on this scale.

Because of the way the LSI is constructed, sets of four scales are designed so that if a respondent is high on one of the four scales, he or she must be lower on the other three. Each set of four scales should be interpreted as a group.

#### LEARNER TYPOLOGY

Pages 3 and 4 show the Learner Typology; each individual is classified into one of nine groups.

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 \* Profile of Learning Styles Scores \*  
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SCALE	T-score	Percentile	Very Low		Low		Average		High		Very High			
			25	30	5	10	25	50	75	90	95	70	75	
			+++++											
			+ Preferred Condition for Learning +											
Peer Organization	36	8	XXXXXXXXXXXXXX											
Goal Setting	45	32	XXXXXXXXXXXXXX											
Competition	54	65	XXXXXXXXXXXXXX											
Instructor	52	58	XXXXXXXXXXXXXX											
Detail	34	6	XXXXXXXXXXXXXX											
Independence	56	72	XXXXXXXXXXXXXX											
Authority	57	76	XXXXXXXXXXXXXX											
			+ Preferred Area of Interest +											
Numeric	63	90	XXXXXXXXXXXXXX											
Qualitative	52	58	XXXXXXXXXXXXXX											
Inanimate	36	8	XXXXXXXXXXXXXX											
People	51	55	XXXXXXXXXXXXXX											
			+ Preferred Mode of Learning +											
Listening	27	1	XXXX											
Reading	66	95	XXXXXXXXXXXXXX											
Iconic	46	34	XXXXXXXXXXXXXX											
Direct Experience	55	68	XXXXXXXXXXXXXX											
			+ Expectation for Course Grade +											
A-expectation	63	91	XXXXXXXXXXXXXX											
B-expectation	52	57	XXXXXXXXXXXXXX											
C-expectation	40	16	XXXXXXXXXXXXXX											
D-expectation	37	10	XXXXXXXXXXXXXX											
Total Expectation	62	88	XXXXXXXXXXXXXX											
			+++++											
			Percentile	1	5	10	25	50	75	90	95	99		
			T-score	25	30	40	50	60	70	75				
				Very Low		Low	Average	High		Very High				

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 \* Learner Typology \*  
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This is how individual scales (T-scores) are combined to give summary scores:

$$\begin{array}{rcccccccc}
 \text{Organization} & & \text{Qualitative} & & \text{Reading} & & \text{Direct} & & \text{Inanimate} & & \text{Iconic} & & \text{Summary} \\
 & & & & & & \text{Experience} & & & & & & \text{X score} \\
 & & & & & & & & & & & & \\
 \underline{68} & + & \underline{52} & + & \underline{66} & - & \underline{55} & - & \underline{36} & - & \underline{46} & = & \underline{49}
 \end{array}$$

$$\begin{array}{rcccccc}
 \text{Peer} & \text{Instructor} & & \text{Goal} & & \text{Summary} \\
 & & & \text{Setting} & & \text{Y score} \\
 & & & & & & & & & & & & \\
 \underline{36} & + & \underline{52} & - & \underline{45} & - & \underline{56} & = & \underline{-13}
 \end{array}$$

These typology results are from summary scores:

	X less than -15	X from -15 to 15	X greater than 15
Y greater than 10	SA Social/Applied	S Social	SC Social/Conceptual
Y from -10 to 10	A Applied	N Neutral Preference	C Conceptual
Y less than -10	IA Independent/Applied	I Independent	IC Independent/Conceptual *** YOU ***

Students tend to be most comfortable and involved with learning when instructional techniques are matched to their own or a nearby group as charted above.

Social--prefers extensive opportunities to interact with peers and instructors; has no strong preference for either applied or conceptual approaches; instruction involving small groups and teamwork will create the closest match.

Independent--prefers to work alone toward individual goals; has no strong preference for either applied or conceptual approaches; instructional techniques such as analysis of case studies or self-selected and self-paced programs will create the closest match.

Applied--prefers to work in activities directly related to real world experience; has no strong preferences for either social or independent approaches; instruction involving practicums, site visits, and team labs will create the closest match.

Conceptual--prefers to work with highly organized language-oriented materials; has no preference for either social or independent approaches; instruction involving lectures and reading will create the closest match.

Social/Applied--prefers to have opportunities to interact with students and instructors in activities closely approximating real-world experiences; instruction involving role playing, group problem solving, and supervised practicums will create the closest match.

Social/Conceptual--prefers to have opportunities to interact with students and instructors using highly organized language-oriented materials; instruction involving a balance of lecture and discussion will create the closest match.

Independent/Applied--prefers to work alone toward individual goals in activities closely approximating real-world experience; instruction involving individual labs or unsupervised technical practicums will create the closest match.

Independent/Conceptual--prefers to work alone toward individual goals with  
YOU | ->> highly organized language-oriented materials; instruction allowing  
| ->> for independent reading, literature searches, and reviews will create  
| ->> the closest match.

Neutral preference--tends to have no clear areas of strong preference; may find adequate match in any other type, but may also at times find it difficult to become entirely involved.

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 \* Output of Student Responses \*  
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The following are the responses that were made to each of the questions. Note that a rank of 1 is the highest while a rank of 4 is the lowest. Within each group of

four responses (such as items 1a to 1d, items 2a to 2d, etc.), there should be one response of 1, one response of 2, one response of 3, and one response of 4.

1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	3c	3d
(2)	(1)	(3)	(4)	(3)	(4)	(2)	(1)	(1)	(3)	(4)	(2)
4a	4b	4c	4d	5a	5b	5c	5d	6a	6b	6c	6d
(4)	(2)	(3)	(1)	(2)	(1)	(3)	(4)	(4)	(2)	(1)	(3)
7a	7b	7c	7d	8a	8b	8c	8d	9a	9b	9c	9d
(3)	(2)	(4)	(1)	(1)	(2)	(4)	(3)	(4)	(1)	(3)	(2)
10a	10b	10c	10d	11a	11b	11c	11d	12a	12b	12c	12d
(1)	(3)	(2)	(4)	(4)	(1)	(3)	(2)	(1)	(3)	(2)	(4)
13a	13b	13c	13d	14a	14b	14c	14d	15a	15b	15c	15d
(3)	(1)	(2)	(4)	(3)	(1)	(2)	(4)	(2)	(1)	(3)	(4)
16a	16b	16c	16d	17a	17b	17c	17d	18a	18b	18c	18d
(3)	(1)	(4)	(2)	(3)	(2)	(1)	(4)	(1)	(4)	(3)	(2)
19a	19b	19c	19d	20a	20b	20c	20d	21a	21b	21c	21d
(4)	(2)	(3)	(1)	(2)	(1)	(3)	(4)	(4)	(1)	(3)	(2)
22a	22b	22c	22d	23a	23b	23c	23d	24a	24b	24c	24d
(1)	(4)	(2)	(3)	(2)	(4)	(3)	(1)	(4)	(3)	(2)	(1)
25a	25b	25c	25d	26a	26b	26c	26d	27a	27b	27c	27d
(2)	(1)	(3)	(4)	(3)	(1)	(2)	(4)	(1)	(4)	(3)	(2)
28a	28b	28c	28d	29a	29b	29c	29d	30a	30b	30c	30d
(1)	(3)	(4)	(2)	(4)	(2)	(3)	(1)	(1)	(2)	(3)	(4)

( ) indicates missing response.  
 (\*) indicates invalid response.

Data was received for processing via WPS TEST REPORT Mail-in Service

\*\*\* End of Report \*\*\*