

MINDSET ASSESSMENT PROFILE TOOL

For the Teacher: Using the Mindset Assessment Profile

This is a tool to get a quick assessment of your students' mindsets—their beliefs about the malleability of intelligence, the relative importance of learning and perfect performance, and their attitudes toward effort and mistakes.

It's important that students not feel labeled by this tool. The MAP categories just represent the way they are thinking and feeling about these questions at the present time. They can change these beliefs, and they may feel differently on different days.

You can use this assessment tool in a number of ways. For example, you can use it as an:

- 1) Individual assessment, scored by the teacher (with the result not shared with the student)
- 2) Individual assessment, scored by the teacher (with the result shared with the student)
- 3) Individual assessment, scored by the student
- 4) Individual assessment, scored by a peer

Once students have completed the assessment, you can follow up with discussions or activities to explore the issues raised. For example, you can:

- Identify students who scored in the fixed mindset range and discuss 1:1
- Ask students to select the statement where they had a Profile number of 1-3 (the “fixed mindset” range) and write or talk about it.
- Ask students to respond to question 4 about whether they feel the MAP description fits them.
- Have pairs of students exchange their profiles and discuss their beliefs.
- Present the overall percentage of students in each Profile category to the class.

Here are some questions that you might explore in any of the above formats:

- Are there some subjects where you don't feel confident that you can learn and do well?
- How do you think it feels to get a bad grade if you believe that you can't do any better?
- Can you think of a time when you learned to do something really hard? How did you learn it?
- What would you be willing to work hard to achieve if you knew it was possible?
- If you knew that you could develop your intelligence through effort, what goals would you set for yourself?

Mindset Assessment Profile Tool

Description: Survey for getting a quick assessment of your students' mindsets

Objective: Students will complete survey and (optional) reflection

Timeline: 10-30 minutes

Instructions:

- Explain to the students that they are about to take a survey. A survey is a tool to gather information—in this case, your opinions about intelligence, performance, learning, effort, and challenges. It may look like a test or quiz, but in fact it is not! Answer honestly and say what you believe. There will be no grade attached to the survey and the “score” you receive is not a percentage correct. Afterwards, we will discuss the questions and the different ways that people think about them.
- Have students answer the survey questions. This can be done anonymously if desired.
- You may opt to have students self-score, or not.
- You may choose to engage students in reflection through writing or discussion.

After the survey

Make sure that you emphasize that the survey is a gauge (like taking a temperature with a thermometer) of their thinking right now. As we learn new things, our thinking changes. The survey is not intended to be a way to label students, but rather to get to the core of their thinking so that new learning can occur.

Optional Reflection/Discussion

Debrief with your class after they complete the survey. Ask:

- Were there any questions that surprised you?
- Which questions were difficult to answer? Why?
- Are there any questions that you were glad to have been asked?
- Are you excited to learn more about this topic? Why/Why not?

MINDSET ASSESSMENT PROFILE

Name: _____

This is NOT a test! It is an opinion survey about beliefs and goals regarding ability and performance. It is very important that you give your honest opinion, not what you believe someone else would think best. Read each statement, decide how much you agree or disagree with the statement, and circle your answer.

Do you Agree or Disagree?	Disagree A Lot	Disagree	Disagree A Little	Agree A Little	Agree	Agree A Lot	Profile Number
1. No matter how much intelligence you have, you can always change it a good deal.	1	2	3	4	5	6	
2. You can learn new things, but you cannot really change your basic level of intelligence.	1	2	3	4	5	6	
3. I like my work best when it makes me think hard.	1	2	3	4	5	6	
4. I like my work best when I can do it really well without too much trouble.	1	2	3	4	5	6	
5. I like work that I'll learn from even if I make a lot of mistakes.	1	2	3	4	5	6	
6. I like my work best when I can do it perfectly without any mistakes.	1	2	3	4	5	6	
7. When something is hard, it just makes me want to work more on it, not less.	1	2	3	4	5	6	
8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart.	1	2	3	4	5	6	
MINDSET ASSESSMENT PROFILE NUMBER							

Creating Your Mindset Assessment Profile

1. First, determine your Profile Number for each question.

- For questions with odd numbers (1, 3, 5, 7), write the number of your answer into the boxes in the right column.
- For questions with even numbers (2, 4, 6, 8), use the table below to fill in the gray boxes in the right column.

If you chose this answer:	Then write <u>this</u> number in the gray box on the right (Profile Number).
Disagree A Lot (1)	6
Disagree (2)	5
Disagree A Little (3)	4
Agree A Little (4)	3
Agree (5)	2
Agree A Lot (6)	1

2. Now, add up all your Profile numbers.

- Add up all the numbers in the Profile column on the right, and write the total in the last box in the bottom right corner.

3. What does your Mindset Profile Number mean?

- Find the group that includes your number in the chart below and circle it.
- Now, read what it says about your MAP group.

If your profile number falls into this range:	Then your MAP (Mindset Assessment Profile) group is:	People in this MAP group usually believe the following things:
8-12	F5	You strongly believe that your intelligence is fixed—it doesn't change much. If you can't perform perfectly you would rather not do something. You think smart people don't have to work hard.
13-16	F4	
17-20	F3	You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy.
21-24	F2	
25-28	F1	You are unsure about whether you can change your intelligence. You care about your performance and you also want to learn, but you don't really want to have to work too hard for it.
29-32	G1	
33-36	G2	You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more important to learn than to always perform well.
37-40	G3	
41-44	G4	You really feel sure that you can increase your intelligence by learning and you like a challenge. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it.
45-48	G5	

4. Do you think the description under your MAP group matches the way you think and feel about your school work? Which parts are true for you and which are not?