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.

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

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.

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

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.

<table>
<thead>
<tr>
<th>If your profile number falls into this range:</th>
<th>Then your MAP (Mindset Assessment Profile) group is:</th>
<th>People in this MAP group usually believe the following things:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-12</td>
<td>F5</td>
<td>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.</td>
</tr>
<tr>
<td>13-16</td>
<td>F4</td>
<td>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.</td>
</tr>
<tr>
<td>17-20</td>
<td>F3</td>
<td>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.</td>
</tr>
<tr>
<td>21-24</td>
<td>F2</td>
<td>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.</td>
</tr>
<tr>
<td>25-28</td>
<td>F1</td>
<td>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.</td>
</tr>
<tr>
<td>29-32</td>
<td>G1</td>
<td></td>
</tr>
<tr>
<td>33-36</td>
<td>G2</td>
<td></td>
</tr>
<tr>
<td>37-40</td>
<td>G3</td>
<td></td>
</tr>
<tr>
<td>41-44</td>
<td>G4</td>
<td></td>
</tr>
<tr>
<td>45-48</td>
<td>G5</td>
<td></td>
</tr>
</tbody>
</table>

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?
You Can Grow Your Intelligence

New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don’t know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can’t lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That’s because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That’s why people say “Use it or lose it!”

But most people don’t know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain.
How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals’ brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.

Effect of an Enriched Environment

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"—they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!

Children’s Brain Growth

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents’ language in the first few years of life. How do they do this?

The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don’t forget it. The child’s brain has changed—it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies’ brain cells get larger and grow new connections between them. These new, stronger connections make the child’s brain stronger and smarter, just like a weightlifter’s big muscles make them strong.
The Real Truth About “Smart” and “Dumb”

No one thinks babies are stupid because they can’t talk. They just haven’t learned how to yet. But some people will call a person dumb if they can’t solve math problems, or spell a word right, or read fast—even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain “muscles” have gotten stronger!

The students everyone thinks as the “smartest” may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their “reading muscles.” Then, in the classroom, everyone said, “That’s the smartest student in the class.”

They don’t realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—something that grownups find very hard to do. They just need to build up their “reading muscles” too.

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can’t do it, or that it’s too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

E-mail questions or comments to: Growyourbrain@aol.com
Brainology® Intro Unit Activity 3, “Practice It”: Plain Text Version Option A

“You Can Grow Your Intelligence”

Directions: ① Read each numbered section. ② Draw a picture that represents the main ideas in that part of the article. ③ Fill in the sentence frames to explain how your picture represents the idea.

1. This picture of a ________________________ represents the main idea because _____________________________________________
   _____________________________________________
   _____________________________________________.

2. My picture represents the branches (dendrites) growing between brain cells because _____________________________________________
   _____________________________________________
   _____________________________________________.

3. My picture represents the difference between animals who had toys and stimulation and those animals that did not because ____________
   _____________________________________________
   _____________________________________________
   _____________________________________________. 
The way babies learn to speak is represented in my picture because
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Everyone has a brain that can be exercised, and what I drew shows
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Summary: Things that I learned from this article are ___________
_________________________________________________________________
and are represented by my picture because ________________
_________________________________________________________________.
How to build intelligence

You set a goal, become motivated and begin to explore a new concept or skill. A new neuron is formed through a process called neurogenesis.

You see, hear, think, and talk about the new concept, and make connections to things you already know. The axon of the neuron fires chemical signals to the dendrites of other neurons.

You practice over and over, and pay attention to your mistakes. You think deeply about this new concept, focus on the parts that are hard for you, and don’t take any shortcuts. Dendrites grow like branches and reach out for other neurons.

You test yourself on the new concept and apply your knowledge to unique situations. You push yourself to see how much you can learn, and explain the concept to other people. The dendrites continue to grow more branches, and the signals between them fire more quickly to other dendrites.

You find that some parts that once seemed hard are a little easier, but you continue to push yourself on to the next challenge and learn from your mistakes. With more practice, your dendrites continue to grow. The network of neurons becomes more efficient and powerful, making the brain denser and smarter than it was before.