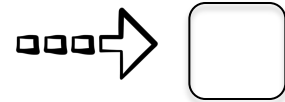


# GRIT Questionnaire

*Directions for taking the Grit Scale: Here are a number of statements that may or may not apply to you. For the most accurate score, when responding, think of how you compare to most people -- not just the people you know well, but most people in the world. There are no right or wrong answers, so just answer honestly!*

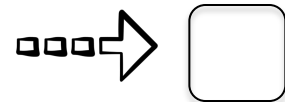
## 1. I have overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

A response scale consisting of four small squares followed by an arrow pointing to the right, and a large empty square box for the score.

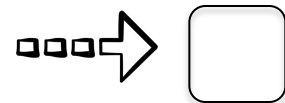
## 2. New ideas and projects sometimes distract me from previous ones.\*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

A response scale consisting of four small squares followed by an arrow pointing to the right, and a large empty square box for the score.

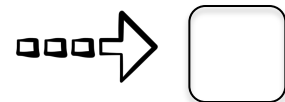
## 3. My interests change from year to year.\*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

A response scale consisting of four small squares followed by an arrow pointing to the right, and a large empty square box for the score.

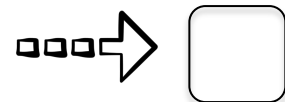
## 4. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

A response scale consisting of four small squares followed by an arrow pointing to the right, and a large empty square box for the score.

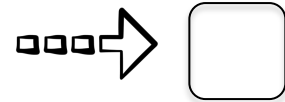
## 5. I have been obsessed with a certain idea or project for a short time but later lost interest.\*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

A response scale consisting of four small squares followed by an arrow pointing to the right, and a large empty square box for the score.

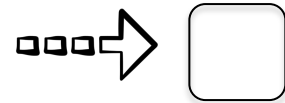
**6. I am a hard worker.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



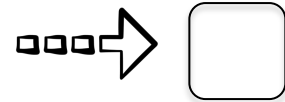
**7. I often set a goal but later choose to pursue a different one.\***

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



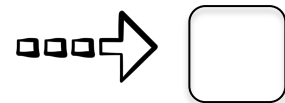
**8. I have difficulty maintaining my focus on projects that take more than a few months to complete.\***

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



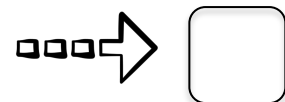
**9. I finish whatever I begin.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



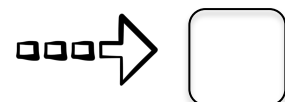
**10. I have achieved a goal that took years of work.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



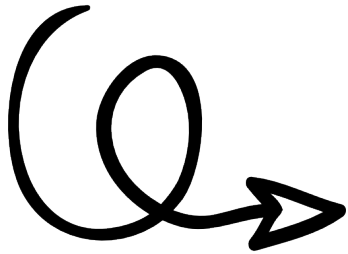
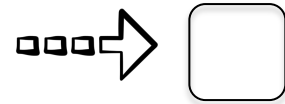
**11. I become interested in new pursuits every few months.\***

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



**12. I am diligent.**

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all



**My GRIT Score: \_\_\_\_\_**

**Scoring:**

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points: (the ones with a \*)

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 9, 1087-1101.



## 25 Ways to Develop a Growth Mindset

1. **Acknowledge and embrace imperfections.** Hiding from your weaknesses means you'll never overcome them.
2. **View challenges as opportunities.** Having a growth mindset means relishing opportunities for self-improvement. Learn more about how to fail well.
3. **Try different learning tactics:** There's no one-size-fits-all model for learning. What works for one person may not work for you. Learn about learning strategies.
4. **Follow the research on brain plasticity:** The brain isn't fixed; the mind shouldn't be either.
5. **Replace the word "failing" with the word "learning."** When you make a mistake or fall short of a goal, you haven't failed; you've learned.
6. **Stop seeking approval.** When you prioritise approval over learning, you sacrifice your own potential for growth.
7. **Value the process over the end result.** Intelligent people enjoy the learning process, and don't mind when it continues beyond an expected time frame.
8. **Cultivate a sense of purpose.** Dweck's research also showed that students with a growth mindset had a greater sense of purpose. Keep the big picture in mind.
9. **Celebrate growth with others.** If you truly appreciate growth, you'll want to share your progress with others.
10. **Emphasise growth over speed.** Learning fast isn't the same as learning well, and learning well sometimes requires allowing time for mistakes.
11. **Reward actions, not traits.** Tell students when they're doing something smart, not just being smart.
12. **Redefine "genius."** The myth's been busted: genius requires hard work, not talent alone.
13. **Portray criticism as positive.** You don't have to use the clichéd term, "constructive criticism," but you do have to believe in the concept.
14. **Disassociate improvement from failure.** Stop assuming that "room for improvement" translates into failure.
15. **Provide regular opportunities for reflection.** Let students reflect on their learning at least once a day.
16. **Place effort before talent.** Hard work should always be rewarded before inherent skill.
17. **Highlight the relationship between learning and "brain training."** The brain is like a muscle that needs to be worked out, just like the body.
18. **Cultivate grit.** Students with that extra bit of determination will be more likely to seek approval from themselves rather than others.
19. **Abandon the image.** "Naturally smart" sounds just about as believable as "spontaneous generation." You won't achieve the image if you're not ready for the work.
20. **Use the word "yet."** Dweck says "not yet" has become one of her favourite phrases. Whenever you see students struggling with a task, just tell them they haven't mastered it yet.
21. **Learn from other people's mistakes.** It's not always wise to compare yourself to others, but it is important to realise that humans share the same weaknesses.

22. **Make a new goal for every goal accomplished.** You'll never be done learning. Just because your midterm exam is over doesn't mean you should stop being interested in a subject. Growth-minded people know how to constantly create new goals to keep themselves stimulated.
23. **Take risks in the company of others.** Stop trying to save face all the time and just let yourself goof up now and then. It will make it easier to take risks in the future.
24. **Think realistically about time and effort.** It takes time to learn. Don't expect to master every topic under the sun in one sitting.
25. **Take ownership over your attitude.** Once you develop a growth mindset, own it. Acknowledge yourself as someone who possesses a growth mentality and be proud to let it guide you throughout your educational career



Do  
ONE THING  
THAT  
SCARES YOU  
every day.

ELEANOR ROOSEVELT