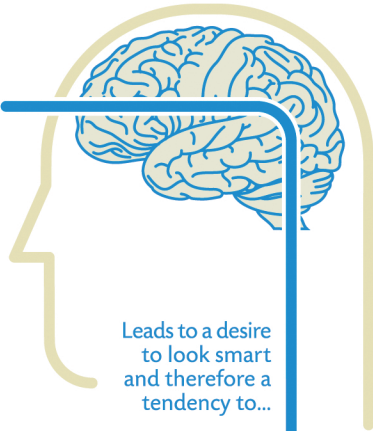
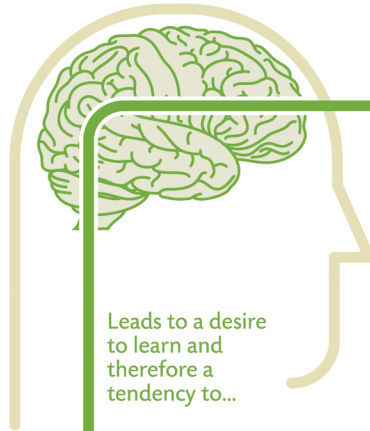


Fixed Mind-set
Intelligence is static



Growth Mind-set
Intelligence can be developed



Leads to a desire to look smart and therefore a tendency to...

Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges



...embrace challenges



OBSTACLES

...give up easily



...persist in the face of setbacks



EFFORT

...see effort as fruitless or worse



...see effort as the path to mastery



CRITICISM

...ignore useful negative feedback



...learn from criticism



SUCCESS OF OTHERS

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

GRAPHIC BY NIGEL HOLMES

Mindset Survey

This is NOT a test! It is an opinion survey. It asks your opinion about your beliefs about intelligence and your views on learning and achievement. It is very important that you give your own opinion, not what someone else thinks. Read each statement. Decide how much you agree or disagree with the statement and circle the 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 amount.	1	2	3	4	5	6	
2. You can learn new things, but you cannot change your basic amount of intelligence.	1	2	3	4	5	6	
3. I like learning something new when it challenges me and makes me think hard.	1	2	3	4	5	6	
4. I like learning something new when I can do it really well without too much trouble.	1	2	3	4	5	6	
5. I like tasks, activities, and projects that I will learn from even if I make a lot of mistakes.	1	2	3	4	5	6	
6. I like tasks, activities, and projects that I can do easily without any mistakes.	1	2	3	4	5	6	
7. When something is a challenge, 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 have to work hard at something, it makes me feel like I'm not very smart.	1	2	3	4	5	6	
Mindset Assessment Profile Number							

Creating Your Mindset Assessment Profile

1. 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 this 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. 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 group is:	People in this MAP group usually believe the following:
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 haven't really decided for sure 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 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	

Why Does this Matter?

What effect might my mindset have on my school/department/team?

<p style="text-align: center; font-weight: bold;">Fixed</p>	<p>A fixed mindset organization is one in which people lack confidence in their ability to grow and develop together in a positive direction. When a community is working with a primarily fixed mindset orientation, most of its members are focused on preserving their status and avoiding negative judgments. Like an individual with a fixed mindset, a fixed mindset organization keeps people anxious, striving to either look good or guard against looking bad, rather than working with effective effort to grow. These conditions can undermine the motivation and morale of everyone in the building—administrators, teachers, and students.</p> <p>Even high-performing people can exhibit these belief-based dynamics, limiting their potential to engage everyone to their utmost.</p> <p>But mindsets CAN be changed! Just as a person can develop a growth mindset, when members of the organization consciously cultivate growth mindset principles and practices, they too can transform their collective culture and experience much greater success.</p>
<p style="text-align: center; font-weight: bold;">Mixed</p>	<p>An organization with a mixed mindset is not meeting its full potential. While some staff members are focusing on how they can do better, others are preoccupied with trying to maintain the status quo and avoid the risk of blame or new demands. Like an individual with a mixed mindset, a mixed mindset organization creates vulnerabilities and weak points where people are striving for a positive judgment or to maintain comfort, rather than to continuously improve. It is not uncommon for middle or high-performing individuals fall into this category—content to rest on a positive achievement record, but missing the opportunity to accelerate achievement or to serve the needs of all students at a high level.</p> <p>While there may be a feeling that the organization is doing well and there are no glaring issues, a closer look might reveal some areas that are real cause for concern. Unless there is a system and a culture for supporting growth, those small areas will never resolve themselves.</p> <p>But mindsets CAN be changed! Just as a person can develop a growth mindset, when members of the organization consciously cultivate growth mindset principles and practices, they can transform their collective culture and experience much greater success.</p>
<p style="text-align: center; font-weight: bold;">Growth</p>	<p>An organization with a growth mindset is one where all staff see themselves as learners and where they support one another in developing toward individual and common goals. Knowing that all humans can grow their intelligence influences and motivates both adult and adolescent learners. Being in a growth mindset organization doesn't mean that there are no challenges, mistakes, or failures—it means that people are continually striving to overcome them. When adults and students are in an environment that promotes growth and intellectual risk-taking, they excel too.</p> <p>Of course, even a growth-minded organization usually has some areas in which they could develop and be more effective. When members consciously cultivate growth mindset principles and practices, they can transform their collective culture and experience into ever greater success.</p>

Growth Mindset Feedback

*As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough –school is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- You can do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try – we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask ----- for advice—s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make _____ changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to _____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with _____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning _____.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?

Growth Mindset Framing

In order to create a "risk-free" classroom environment where all students are willing to take on challenges and push themselves, it is important to make the focus on learning clear, make it safe to risk mistakes, and communicate a high confidence in all students' ability to rise to the learning challenges. Use the following statements when introducing a new topic, concept, skill, or assignment in class:

For Communicating a Learning Goal

- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you all do not know this already; I wouldn't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with their partner.
- The point of the lesson is learning; I want to know what parts are unclear so we can all meet our learning target.
- Today's target for learning is _____. By tomorrow our goal is _____.
- I do not expect you to know this already. I am here to help you learn challenging material.
- Today, I want you to challenge yourself. Stretch to learn this challenging material.
- This is very dense reading/challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft—you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- You won't be graded on this—it's a risk-free zone!
- We're in the learning zone today. Mistakes are our friends!

For Communicating High Expectations

- I **know** that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work!
- Our classroom is a place for everyone to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding!
- This may be difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because this isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

Brainology® Unit 3 Activity 3, “Practice It”: Mindset Scan: Review Your Mindset - Option B

Name: _____ Class: _____

For this activity, think about a time when you failed at something that was important to you. Maybe it was a “try-out” for a team, a big test, a sports game, a performance, or a project.

Briefly describe the event:

Briefly describe the event:

For each of the categories below, check the appropriate box. In the above situation, how did you respond? Then finish the statement on the right.

In the situation above I used a ...		I know this because...
Fixed Mindset:	Growth Mindset:	
Avoided challenges <input type="checkbox"/>	Took on challenges <input type="checkbox"/>	
Gave up easily <input type="checkbox"/>	Kept trying <input type="checkbox"/>	
Did not want to put in effort <input type="checkbox"/>	Felt that effort was a good thing <input type="checkbox"/>	
Did not listen to feedback <input type="checkbox"/>	Learned from criticism <input type="checkbox"/>	
Felt threatened by the success of others <input type="checkbox"/>	Found inspiration in another’s success <input type="checkbox"/>	

Brainology® Unit 3 Activity 3, “Practice It”: Mindset Scan: Review Your Mindset - Option B

Reflection Question:

In the situation you described on the previous page, what could you have done differently to get a better outcome? Think about the growth mindset choice

Unit 1 Activity 3, “Practice It”: Effective Effort

Description: Brainology® Program Unit 1 Practice Activity

Objective: Students will use meta-cognition to reflect on their process and their level of effective effort based on the Effective Effort Rubric.

Timeline: Approximately 25-30 minutes

Instructions for the teacher:

- Explain to students that the focus of today will be discussing how to apply effective effort (i.e., how to go beyond “working hard” to “working smart”).
- Introduce the brief discussion topic: “It seems effortless to perform many of our favorite activities and to learn some of our favorite things: playing games, remembering basketball stats, playing video games or learning new apps, learning new dance moves, etc. However, the things that seem easy to us actually are more complex tasks that require lots of work and effort.” Ask:
 - What is your favorite thing to do? (or one of your favorites)
 - Recall when you first did the activity. How did you learn to do it? What did you do to get better? Did you make mistakes before you got it right? Do you think you learned from mistakes?
- Dr. Carol Dweck is a psychologist who is fascinated with why some people are successful and why some fail. Here is what she discovered after decades of research:
 - When people believe they failed *because they are not smart or talented*, they stop trying to learn – and continue to fail.
 - When people believe that they failed *because of not working hard enough*, they work harder and learn – and eventually become successful.
- Ask students if they have found this to be true in their own lives. Do they try harder and practice more if they think that effort and practice will make them successful?
- Ask the class: How does a person’s attitude affect his/her success?
 - Ask them to complete this response frame: “I think that a person’s attitude...”
 - Use an interactive strategy to share responses (think-pair-share; whip-around; numbered heads together; random response cards or craft sticks)



Differentiating Instruction: Rubrics
Content

Option A is for Advanced and On-Level readers (lexile 860); **Option B** is for Below-Level readers (lexile 600). There is an additional cognitive challenge in the metacognitive reflection that this lesson requires. Consider that challenge when you select your rubric options.

Unit 1 Activity 3, “Practice It”: Effective Effort, cont.

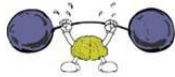
- Tell the class: Sometimes we think we tried hard to learn something, but still didn't learn it. We give up too soon because we do not know how to apply effective effort to learn or practice—how to work hard AND work smart.
- Pass out Effective Effort Rubric Option A or B. This rubric is a tool for thinking about *how well you tried to learn something*. When people say “try harder,” we know it doesn't work to just stare at something harder. We need to do something differently! Look at the column on the left. These are the things we can do to learn:
 - Take on challenges (don't run away when things get tougher)
 - Learn from mistakes (and do things differently next time)
 - Accept feedback (don't get upset)
 - Practice and use appropriate strategies (give it time)
 - Persevere and have focus (don't try to do two or more things at once)
 - Ask questions (ask for help)
 - Take risks – do something!
- This rubric is a way for you to think about learning something new (like research essays, Pre-Algebra, Spanish, Tennis, or music). Think about something you tried to learn recently that you didn't already know how to do. How much effective effort did you use? Use this rubric to circle or highlight the boxes that explain pretty well how you performed.
- Turn your rubric over. On the back, write a short paragraph to me, explaining how much effective effort you put into learning this new thing. Use language from the rubric in your explanation.
 - For example: Perseverance - “When I had my coach there next to me giving me tips, I kept trying to learn to pitch. But when he paid more attention to the other pitcher, I gave up and asked to play outfield. I think I was mixed in that category because I took his feedback well, but gave up.”

Common Core Connections: While the lesson does not specifically provide instruction in any of the Common Core Literacy or Math Standards, there is meta-cognitive support in this lesson for students to reflect on their process as learners. When they are learning to write a research paper, to solve an equation, or to closely read a complex text, what is their process? Do they have an effective way to apply effort? This lesson helps students connect effective efforts to successful learning experiences.

Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option A

Effective Effort Rubric


In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own. You feel that challenges are to be avoided. You prefer easy work.	You might take on challenges when you have some previous experience with success in that area.	You look forward to the next challenge and have long range plans for new challenges. If things are easy, you find them boring.
Learning from Mistakes	You see mistakes as failures, as proof that the task is beyond your reach. You may hide mistakes or lie about them.	You can accept mistakes as temporary setbacks, but you want to forget about them as much as possible. You don't use your mistakes to learn and improve the next time.	You see mistakes as temporary setbacks—something to be overcome. You think about what you learned from your mistakes and use it to do better at the task.
Accepting Feedback and Criticism	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback make you feel like giving up.	You may be motivated by feedback if it is not too critical or threatening. It depends on who is giving the feedback and how difficult the task is.	You look for feedback and criticism on your performance so that you can improve. You apply new strategies as a result of feedback.
Practice and Applying Strategies	<p>You do not like to practice and avoid it when you can.</p> <p>You do not have many strategies for accomplishing the learning goals or tasks, or the strategies you're using are not working.</p>	You practice, but a big setback can make you want to quit. You are more willing to practice things you are already considered “good at.” You are open to being given a strategy to meet a challenge, but you rarely apply your own strategies unless it is something you are already “good at.”	You enjoy practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You use many strategies, think of some of your own strategies, and ask others about their strategies.
Perseverance (focus on task)	You have little persistence on learning goals and tasks. You tend to give up at the first sign of difficulty.	You may stick to it and persist if you get support from others. Unless others give you strategies for overcoming obstacles, you usually stop or give up.	You “stick to it” and keep working hard until the task is complete, even when it's difficult.
Asking Questions	You do not ask questions or do not know which questions to ask, but you can usually say you don't “get it” if asked.	You might ask questions about a portion of the task that you feel you can do. If you perceive it to be outside of your ability and skills, you probably won't ask questions.	You ask lots of specific questions of yourself and others. You don't just take things as they appear—you challenge yourself, the material, the task, and the teacher to make sure that you understand.
Taking Risks	You do not take risks, and if something is too hard you turn in blank work or copied work, if anything at all. You would rather not learn something than risk failing at it.	You will take risks if the task is already familiar to you. If not, you will resort to copying or turning in partially completed work. You may be willing to make a mistake to learn, but not if you are doing it in front of others.	You begin tasks confidently and you are willing risk making errors. You'd rather try and fail than never try.

Brainology® Unit 1 Activity 3, “Practice It”: Effective Effort, Option B

Effective Effort Rubric

In each row, circle the one statement that describes you the best. Then pick one or two areas where you will work on moving into a growth mindset.

	Fixed	Mixed	Growth
Taking on Challenges	You don't try hard things. You only do easy work or take shortcuts.	You might try something difficult if someone makes you, but you would not choose it on your own.	You will choose something hard rather than easy if you have a choice. If things are easy, you find them boring.
Learning from Mistakes	You want to forget about mistakes as much as possible. You may hide mistakes and find excuses for them.	You try to avoid making a mistake a second time. You don't like to think about them.	You see mistakes as a chance to learn. You think about what you can do differently next time.
Accepting Feedback and Criticism	You are so upset by feedback and criticism that you feel like giving up.	Feedback and criticism make you a little embarrassed and/or bummed out. You may want to stop trying.	You feel OK about feedback and criticism because you know that you can do better next time.
Practice	You do not like to practice or work hard. You do not have many strategies for learning.	You only work as hard as you have to. You will practice things you are already “good at.”	You enjoy practicing and you work hard at new things. You may create your own study plans.
Persistence	You give up as soon as something is hard.	You may stick to it and keep trying if you get help from others. If something is too hard, you might not try very much.	You “stick to it” and keep working hard. If something is very difficult, you try harder.
Asking Questions	You do not ask questions or ask for help if something is hard.	You might ask questions about something that you think you can do. If it's too hard though, you might give up.	You ask lots of questions of yourself and others. You do whatever it takes to make sure that you understand.
Taking Risks	If something is too hard you turn in blank or copied work, if anything at all. You would rather not learn something than fail at it.	You may be willing to try something hard, but not if you are doing it in front of others.	You are willing to risk making mistakes. You'd rather try and fail than never try.

Growth Mindset “Do-Now” Reflections

These prompts are provided as a “Do-Now” activity to begin class with a quiet growth minded reflection at (or before) the bell. Project or post the prompt as students enter the room and provide time to write, reflect, and share. Read students’ “Do-Now”s so that you have a sense of your students’ current mindsets.

Student Directions: Take 5 minutes to write a response to the thinking prompt below. Your response should be 50-100 words long.

Challenges

1. What is the biggest challenge you are facing today? Explain why and how this is challenging you. What do you intend to do about it?
2. What is a problem you are dealing with right now? If someone were **giving you advice** about how to solve your problem, what do you think they would say?
3. What is a problem or issue you are dealing with right now? If a friend had the same problem, what would you advise THEM to do? Why?
4. What advice would you give to a student who was struggling with this class? Explain using language from the growth mindset graphic or effective effort rubric.
5. How could you challenge yourself more in this class? Write about a way that you could stretch to improve your performance or get better results.
6. In life, do you want things to be easy or challenging? Explain.
7. What do you dread learning about? How could you take actions that would make it better, easier or more enjoyable for you?

Failure

8. What makes you feel like a failure? Why?
9. What advice would you give to a student who tried out for a school sports team and was not accepted?
10. What would you say to a friend who had just failed at something they really wanted to do well at?
11. What is the best mistake you have ever made? Why?
12. Why do you think that people lie about their failures? How do you recommend people handle failure?

13. Sabotage is something that people do to destroy or ruin a plan. Have you ever done things to sabotage yourself? Explain.

Growth and Fixed Mindsets

14. Write about something you did this week that is a good example of the growth mindset. What did you do/say/think? Explain how the example is growth minded.

15. Write about something you did this week that was fixed minded. What did you do/say/think? Explain how you could have been more growth minded.

16. We have learned about the Growth Mindset. What is a movie or TV character who is a great example of a growth mindset? Explain why.

17. What is a song that has lyrics that are growth minded? Explain.

18. Do you notice anyone in your life who is behaving in a fixed minded way? Describe what they are doing that is holding them back.

19. What have you done today that is an example of the growth mindset? Explain.

20. If you were to explain the growth mindset to someone who had never heard of it, what would you say?

Inspiration

21. Who inspires you? Explain why and how.

22. Is there something that you decided as a child that is not within your reach (you think you could never do it)? What is that thing? Thinking about what you know now about the brain and learning, do you think you could change your expectation of yourself? Why/why not?

23. What makes you feel like a success? Why?

24. Have your goals changed this year? Why or why not?

25. What are you passionate about learning? What do you get excited about learning? Why?

26. If someone were about to give up on a dream, what would you tell him or her?

Practice

27. If someone could help you to get better at something, what would you want to get better at? Explain why you want to be good at this.
28. Has there ever been something that you were not good at in the beginning, but then through practice you became good at it? Explain.
29. Describe what it feels like to work hard for something.
30. What advice would you give to someone who was terribly nervous about an upcoming event or performance?
31. If you love a topic, subject, or idea, what should you do to make sure that you learn it well?
32. If you need it, do you ask for help? Who from? Why or why not?

Case Studies

33. Jacobi has a huge project due in Science class in 8 days. The project includes a 6 page lab report, a visual aide and a 3 minute presentation. Give Jacobi advice for how to prepare for the next 8 days.
34. Rayna needs to perform a new song on the piano in 5 days at a school concert. She knows the song well, but is so nervous to perform it for others that she is thinking about dropping out of the performance. What advice would you give Rayna?
35. Sergio is in a class where the end-of-course tests are worth 50% of the overall grade. End-of-course exams are in 4 weeks. What would you recommend to Sergio as a strategy for performing very well on the exam?
36. Madison is used to getting all A's (and some B's) and has just started a new charter school. The classes are more challenging and her grades have begun to slip. This school is focused on the major she planned for college, but she got her first C- on a test and is worried. What advice would you give her?
37. Colby has to take a series of big tests in two weeks. He has been improving in his classes this year, but usually just scores so-so on the big state tests. This year he wants to really beat his past scores and feels like he has improved a lot. Give Colby some advice for what he can do now to get better scores on these tests coming up in a few weeks.