

STUDY SKILLS INVENTORY

For a better understanding of yourself as a learner, it is helpful to identify the study skills you currently use. When compared to learners who get A's, you can see where your study skills need refinement or are working for you just the way they are.

The following diagnostic test is a short and quick device for assessing your study skills. This is not a timed test. You surely may ask for assistance when and where you feel you need it. Answer each question as honestly as you can. There are 51 questions.

TEXTBOOK READING		ALWAYS	USUALLY	SOME-TIMES	RARELY	NEVER
1	I formulate questions from a chapter before, during, or after reading.					
2	Before reading an assignment, I survey headings, bold print, italics, questions, summaries, etc.					
3	I try to get the meaning of new terms as I encounter them the first time.					
4	I formulate answer to questions I have as I read an assignment.					
5	I look for main ideas as I read.					
6	I am able to readily identify clarifying details under each main idea.					
7	I read a textbook chapter more than once.					
8	I use a textbook study system such as SQ3R, OK5R, etc.					
NOTETAKING		ALWAYS	USUALLY	SOME-TIMES	RARELY	NEVER
9	I take notes as I read textbook assignments.					
10	I take notes in lectures.					
11	After taking notes, I review them before going on to something else.					
12	I rewrite lecture notes.					
13	I compare notes with one or more other students to check completeness and accuracy.					

MEMORY

ALWAYS

USUALLY

SOME-
TIMES

RARELY

NEVER

14	I review notes more than once or twice for exams and quizzes.					
15	I use mnemonics.					
16	I use visuals in my notes such as sketches, mind maps, diagrams, charts, etc.					
17	I quiz myself over material that could appear on future exams and quizzes.					
18	I organize details to main ideas into numbered or lettered lists.					
19	I convert text and lecture material into my own words.					
20	I think about material that could be on exams and quizzes when I am not studying.					
21	I try to understand material in my notes as opposed to memorizing.					
22	I try to organize main ideas and details into some logical or meaningful order.					

TEST PREPARATION

ALWAYS

USUALLY

SOME-
TIMES

RARELY

NEVER

23	I study with a classmate or group.					
24	When I don't understand something, I get help from classmates, tutors, instructors TAs, etc.					
25	I do all homework assignments.					
26	I turn in homework assignments on time.					
27	I can easily identify what I have learned and what I have not yet learned before I take a test.					
28	I review notes for a class before I go to that class.					
29	I read assigned material before I go to class.					
30	I begin studying for an exam from the first week material is assigned or covered in lecture.					
31	I review lecture notes soon after class.					
32	I keep up to date on assignments and homework.					
33	I eat well-balanced meals daily.					

TEST PREPARATION

ALWAYS

USUALLY

SOME-
TIMES

RARELY

NEVER

34	I exercise daily.					
35	I have taken a learning skills class or attended a learning skills workshop.					

CONCENTRATION

ALWAYS

USUALLY

SOME-
TIMES

RARELY

NEVER

36	I study where it is quiet when trying to learn and remember something.					
37	i study for a length of time then take a short break before returning to studying.					
38	I study in the same place regularly.					
39	I avoid cramming.					
40	Il have all my study equipment handy to my study place (pens, paper, calculator, etc.)					
41	When I sit down to study, I tell myself that I intend to study.					
42	I break larger tasks into smaller segments in order to complete a large assignment.					
43	When the subject matter in not naturally interesting to me, I find ways to learn it anyway.					
44	It is not difficult for me to pay attention in class.					
45	I avoid studying in the evenings.					
46	I use a calendar for recording daily and weekly upcoming academic and personal activities.					
47	I use daily "to do" lists or assignment lists to organize academic and personal activities.					
48	I set up a master schedule of fixed monthly activities such as work, club meetings, etc.					
49	I write out short-term and long-term academic goals.					
50	I start papers and projects way before they are due.					
51	I study at least 2 hours for every hour I am in class.					

STUDY SKILLS INVENTORY SCORING

For each statement, find the point value for each of your responses and place it on the line next to the corresponding statement number below. Next, total each of the columns to determine your study skills efficacy score.

Always = 5 points Usually = 4 points Sometimes = 3 points Rarely = 2 points Never = 1 point

TEXTBOOKS	NOTETAKING	MEMORY	TEST PREP	CONCENTRATION	TIME MGMT
1.	9.	14.	23.	36.	46.
2.	10.	15.	24.	37.	47.
3.	11.	16.	25.	38.	48.
4.	12.	17.	26.	39.	49.
5.	13.	18.	27.	40.	50.
6.		19.	28.	41.	51.
7.		20.	29.	42.	
8.		21.	30.	43.	
		22.	31.	44.	
			32.	45.	
			33.		
			34.		
			35.		

Textbook

Less than a score of **30** suggests this is an area you should work on.

Notetaking

Less than a score of **20** suggests this is an area you should work on.

Memory

Less than a score of **30** suggests this is an area you should work on.

Test Prep

Less than a score of **40** suggests this is an area you should work on.

Concentration

Less than a score of **35** suggests this is an area you should work on.

Time Mgmt

Less than a score of **20** suggests this is an area you should work on.

List the study skills below with which you are most likely to increase your grades if you make changes.

Adapted from: Congos, Dennis H. (2011) Starting Out in Community College. Chicago, IL: McGraw-Hill

Source: University of Central Florida Student Academic Resource Center and Division of Student Development and Enrollment Services