

STUDY SKILLS INVENTORY

Name _____ Date _____

To gain a better understanding of yourself as a learner, it is helpful to identify the study skills you now employ. When compared to learners who get A's, you can see where your study skills need refinement or are maximized 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**. Answer each question as honestly as you can. There are 51 questions. Print the test and answer all questions on test.

- Directions:**
1. Read each statement. Think carefully about each statement and respond as truthfully as you can.
 2. Place an X in the column that best describes your study skill. For example, the first question is:

1. I formulate questions from a chapter before I begin reading that textbook chapter.

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
5	4	3	2	1

If, in your case, this happens to be true only sometimes, circle 2, less than half of the time.



11/91. rev1/99 Edited by Dennis H. Congos, Certified SI Trainer and Coordinator of Instructional Support, SARC, POB 163115, University of Central Florida, Orlando, FL 32816 407-823-5130 Email:dcongos@mail.ucf.edu. Used at Wartburg College with permission.

TEXTBOOK READING

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
5	4	3	2	1

1. I formulate questions from a chapter before, during, or after reading.

5	4	3	2	1
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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.

5	4	3	2	1
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4. I formulate answer to questions I have made as I read an assignment.

5	4	3	2	1
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5. I look for main ideas as I read.

5	4	3	2	1
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6. I am able to readily identify clarifying details under each main idea.

5	4	3	2	1
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7. I read a textbook chapter more than once.

5	4	3	2	1
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8. I use a textbook study system such as SQ3R, OK5R, etc.

5	4	3	2	1
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NOTETAKING

9. I take notes as I read textbook assignments.

5	4	3	2	1
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10. I take notes in lectures.

5	4	3	2	1
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11. After taking notes, I review them before going on to something else.

5	4	3	2	1
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12. I rewrite lecture notes.

5	4	3	2	1
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13. I compare notes with one or more other students to check completeness and accuracy.

5	4	3	2	1
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MEMORY

14. I review notes more than once or twice for exams and quizzes.

5	4	3	2	1
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Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
5	4	3	2	1

15. I use mnemonics.

5	4	3	2	1
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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.

5	4	3	2	1
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18. I organize details to main ideas into numbered or lettered lists.

5	4	3	2	1
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19. I convert text and lecture material into my own words.

5	4	3	2	1
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20. I think about material that could be on exams and quizzes when I am not studying.

5	4	3	2	1
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21. I try to *understand* material in my notes as opposed to memorizing.

5	4	3	2	1
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22. I try to organize main ideas and details into some logical or meaningful order.

5	4	3	2	1
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TEST PREPARATION

23. I study with a classmate or group.

5	4	3	2	1
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24. When I don't understand something, I get help from classmates, tutors, instructors, SI leaders, etc.

5	4	3	2	1
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25. I do all homework assignments.

5	4	3	2	1
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26. I turn in all homework assignments on time.

5	4	3	2	1
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27. I can easily identify what I have learned and what I have not yet learned before I take a test.

5	4	3	2	1
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- | Almost Always | More than half of the time | About half of the time | Less than half of the time | Almost never |
|---------------|----------------------------|------------------------|----------------------------|--------------|
| 5 | 4 | 3 | 2 | 1 |
28. I review notes for a class before I go to that class.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
29. I read assigned material before I go to class.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
30. I begin studying for an exam from the first week material is assigned or covered in lecture.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
31. I review lecture notes soon after class.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
32. I keep up to date on assignments and homework.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
33. I eat well-balanced meals daily.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
34. I exercise daily.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
35. I have taken a learning skills class or attended learning skills workshops.

CONCENTRATION

- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
36. I study where it is quiet when trying to learn and remember something.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
37. I study for a length of time then take a short break before returning to studying.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
38. I study in the same place.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
39. I avoid cramming.
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
40. I have all my study equipment handy to my study place (pens, paper, calculator, etc.)
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
41. When I sit down to study, I tell myself that I intend to study.

Almost Always	More than half of the time	About half of the time	Less than half of the time	Almost never
5	4	3	2	1

42. I break larger tasks into smaller segments in order to complete a large assignment.

43. When the subject matter is not naturally interesting, I find ways to learn it anyway.

44. It is not difficult to pay attention in class.

45. I avoid studying in the evenings as much as possible.

5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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TIME MANAGEMENT

46. I use a calendar book for recording daily and weekly upcoming academic and personal activities.

47. I use lists such as daily “to do” lists, assignment lists, etc. 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.

5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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5	4	3	2	1
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Go to the next page and add up your scores.

STUDY SKILLS INVENTORY SCORING PROCEDURES AND EXERCISE

by Dennis H. Congos, MEd

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.

Almost Always = 5 points **More than 1/2 of the time** = 4 points **About 1/2 of the time** = 3 points
Less than 1/2 of the time = 2 points **Almost never** = 1 point

STUDY SKILLS EFFICACY SCORES

TEXTBOOKS		NOTETAKING		MEMORY		TEST PREP		CONCENTRATION		TIME MGMT	
Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points	Question Number	Points
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 Skills Score <input type="text"/>		Notetaking Skills Score <input type="text"/>		Memory Skills Score <input type="text"/>		Test Prep. Skills Score <input type="text"/>		Concen. Skills Score <input type="text"/>		Time Mgmt. Skills Score <input type="text"/>	
Less than a score of 30 suggests changes in textbook reading skills are likely to increase your grades		Less than a score of 20 suggests changes in notetaking skills are likely to increase your grades		Less than a score of 30 suggests changes in memory skills are likely to increase your grades		Less than a score of 40 suggests changes in test preparation skills are likely to increase your grades		Less than a score of 35 suggests changes in concentration skills are likely to increase your grades		Less than a score of 20 suggests changes in time management skills are likely to increase your grades	

List the study skills in the box below where you are likely to increase your grades if you make changes.



Discuss your results with a staff member or Peer in Pathways and/or your adviser.