

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*. 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.

Directions:

- 1. Read each statement. Think carefully about each statement and respond as truthful as you can.
- 2. Place and 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
			Χ	

If, in your case, this happens to be true only sometimes, place an X as shown in the example.

Almost More About Less Almost half of **Always** than than never **TEXTBOOK READING** half of half of the the time the time time 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 answers to questions I have made 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** 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	
 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.	
 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 <i>understand</i> material in my notes as opposed to memorizing.	
22. I try to organize main ideas and details	
into some logical or meaningful order.	
TEXT PREPARATION	
23. I study with a classmate or group	
23. I study with a classmate or group24. When I don't understand something, I get	
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35. I study where it is quiet when trying to learn and remember something. 36. I study for a length of time then take a short break before returning to studying. 37. I study in the same place. 38. I avoid cramming. 39. I have all my study equipment handy to my study place (pens, paper, calculator, etc.) 40. When I sit down to study, I tell myself that I intend to study. 41. I break larger tasks into smaller segments in order to complete a large assignment. 42. When the subject matter is not naturally interesting, I find ways to learn it anyway. 43. It is not difficult to pay attention in class. 44. I avoid studying in the evenings as much as possible.	I keep up to date on assignments and homework.	
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49. I start papers and projects way before they are due.			
50. I study at least 2 hours for every hour I am			
in class.			

Adapted with permission from Dennis Congo, Certified Supplemental Instruction Trainer, University Central Florida