

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.

Directions: Read each of the 51 questions. Think carefully about each statement and respond as truthfully as you can. Using the scale below, circle the number that best describes your behavior for that particular study skill.

- Almost always = 5
- More than half of the time = 4
- About half of the time = 3
- Less than half of the time = 2
- Almost never = 1

Textbook Reading

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|---|---|---|---|---|---|
| 1. I formulate questions from a chapter before I begin reading. | 5 | 4 | 3 | 2 | 1 |
| 2. Before reading an assignment, I survey headings, bold print, italics, questions, summaries, etc. | 5 | 4 | 3 | 2 | 1 |
| 3. I try to get the meaning of new terms as I encounter them the first time. | 5 | 4 | 3 | 2 | 1 |
| 4. I formulate questions to answer as I read an assignment. | 5 | 4 | 3 | 2 | 1 |
| 5. I look for main ideas as I read. | 5 | 4 | 3 | 2 | 1 |
| 6. I am able to readily identify clarifying details under each main idea. | 5 | 4 | 3 | 2 | 1 |
| 7. I read a textbook chapter more than once. | 5 | 4 | 3 | 2 | 1 |
| 8. I use a textbook study system such as SQ3R. | 5 | 4 | 3 | 2 | 1 |

Note-Taking

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|--|---|---|---|---|---|
| 9. I take notes as I read my textbook assignments. | 5 | 4 | 3 | 2 | 1 |
| 10. I take notes in lectures. | 5 | 4 | 3 | 2 | 1 |
| 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 |
| 13. I compare notes with one or more classmates to check completeness and accuracy. | 5 | 4 | 3 | 2 | 1 |

Memory

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|---|---|---|---|---|---|
| 14. I review notes more than once or twice for exams and quizzes. | 5 | 4 | 3 | 2 | 1 |
| 15. I use mnemonics. | 5 | 4 | 3 | 2 | 1 |
| 16. I use visuals in my notes such as sketches, mind maps, diagrams, charts, etc. | 5 | 4 | 3 | 2 | 1 |
| 17. I quiz myself over material that could appear on future exams or quizzes. | 5 | 4 | 3 | 2 | 1 |
| 18. I organize details to main ideas into my own words. | 5 | 4 | 3 | 2 | 1 |
| 19. I convert text and lecture material into my own words. | 5 | 4 | 3 | 2 | 1 |
| 20. I think about material that could be on exams and quizzes when I am not studying. | 5 | 4 | 3 | 2 | 1 |
| 21. I try to understand material in my notes as opposed to memorizing. | 5 | 4 | 3 | 2 | 1 |
| 22. I try to organize main ideas and details into some logical or meaningful order. | 5 | 4 | 3 | 2 | 1 |

Test Preparation

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|--|---|---|---|---|---|
| 23. I study with a classmate or a group. | 5 | 4 | 3 | 2 | 1 |
| 24. When I don't understand something, I get help from classmates, tutors, instructors, etc. | 5 | 4 | 3 | 2 | 1 |
| 25. I do all homework assignments. | 5 | 4 | 3 | 2 | 1 |
| 26. I turn in all homework assignments on time. | 5 | 4 | 3 | 2 | 1 |

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
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.	5	4	3	2	1

Concentration

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.	5	4	3	2	1
42. I break larger tasks into smaller segments in order to complete a large assignment.	5	4	3	2	1
43. When the subject matter is not naturally interesting, I find ways to learn it anyway.	5	4	3	2	1

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|---|---|---|---|---|---|
| 44. It is not difficult to pay attention in class. | 5 | 4 | 3 | 2 | 1 |
| 45. I avoid studying in the evenings as much as possible. | 5 | 4 | 3 | 2 | 1 |

Time Management

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|---|---|---|---|---|---|
| 46. I use a calendar book for recording daily and weekly upcoming academic and personal activities. | 5 | 4 | 3 | 2 | 1 |
| 47. I use lists such as daily “to-do lists”, priority lists, assignment lists, etc. to organize academic and personal activities. | 5 | 4 | 3 | 2 | 1 |
| 48. I set up a master schedule of fixed monthly activities such as work, club meetings, school, etc. | 5 | 4 | 3 | 2 | 1 |
| 49. I write out short-term and long-term academic goals. | 5 | 4 | 3 | 2 | 1 |
| 50. I start papers and projects long before they are due. | 5 | 4 | 3 | 2 | 1 |
| 51. I study 2 hours for every hour I am in class. | 5 | 4 | 3 | 2 | 1 |

STUDY SKILLS EFFECTIVENESS SCORES

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 effectiveness score.

Textbooks	Note-Taking	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 Score	Note-taking Score	Memory Score	Test Prep Score	Concentration Score	Time Mgmt Score
A score less than 30 suggests changes in text-book reading skills are likely to increase your grades.	A score less than 20 suggests changes in note-taking skills are likely to increase your grades.	A score less than 30 suggests changes in memory skills are likely to increase your grades.	A score less than 40 suggests changes in your test preparation skills are likely to increase your grades.	A score less than 35 suggests changes in your concentration skills are likely to increase your grades.	A score less than 20 suggests changes in time management skills are likely to increase your grades.

(Developed by Dennis H. Congos, University of Central Florida, used with permission)