



Study Skills Inventory

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 truthfully as you can.
 2. Place an X in the column that best describes your study skill.

TEXTBOOK READING

Question	ALWAYS	USUALLY	SOMETIMES	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 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.					

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

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7. I read a textbook chapter more than once.					
8. I use a textbook study system such as SQ3R, OK5R, etc.					

NOTETAKING

Question	ALWAYS	USUALLY	SOMETIMES	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					
Question	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
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

Question	ALWAYS	USUALLY	SOMETIMES	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.					

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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 <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.					

TEST PREPARATION

Question	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
23. I study with a classmate or group.					
24. When I don't understand something, I get help from classmates, tutors, instructors, SI Leaders, 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.					
Question	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER

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

CONCENTRATION

Question	ALWAYS	USUALLY	SOMETIMES	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.					
39. I avoid cramming.					
40. I have all my study equipment handy to my study place (pens, paper, calculator, etc.)					

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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 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.					

TIME MANAGEMENT

Question	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
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.					

Go to the next page to add up your scores.

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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

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:		Notetaking Skills Score:		Memory Skills Score:		Test Prep. Skills Score:		Concen. Skills Score:		Time Mgmt. Skills Score:	
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	

Now, list the study skills below with which you are most likely to increase your grades if you make changes:

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