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. For example, the first question is:

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

<table>
<thead>
<tr>
<th>Almost</th>
<th>Always</th>
<th>More than half of the time</th>
<th>About half of the time</th>
<th>Less than half of the time</th>
<th>Almost never</th>
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If, in your case, this happens to be true only sometimes, place an X as shown in the example.

This diagnostic is intended to get you thinking about the differences in high school and college level study skills. College students need a new set of learning tools to do well with college level academics. Use the results from this diagnostic to help you discover what new information you need to earn high grades in college. Utilize your campus learning center, learning skills classes, and learning skills workshops to learn the best ways to understand, learn and remember course content and earn A's in the least amount of time.
**TEXTBOOK READING**

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 learn the meaning of new terms as I see them for 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 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 regularly.

12. I rewrite lecture notes.

13. I compare notes with one or more other students to check completeness and accuracy.

**MEMORY**

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 repeatedly 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 as much as possible.

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**

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 complete 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.

34. I exercise regularly.

35. I attend a learning skills class or attend learning skills workshops when I know about them.

**CONCENTRATION**

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 mainly have one place where I study.

39. I avoid cramming.

40. I 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 and remember.
42. I break larger tasks into smaller more manageable segments.

43. When the subject matter in 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.

**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 class, 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 and add up your 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 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**

<table>
<thead>
<tr>
<th>TEXTBOOKS</th>
<th>NOTETAKING</th>
<th>MEMORY</th>
<th>TEST PREP</th>
<th>CONCENTRATION</th>
<th>TIME MGMT</th>
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<tbody>
<tr>
<td>Question Number</td>
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<td>Textbook Skills Score</td>
<td>Less than a score of 30 suggests changes in textbook reading skills are likely to increase your grades</td>
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<td>Notetaking Skills Score</td>
<td>Less than a score of 20 suggests changes in notetaking skills are likely to increase your grades</td>
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<td>Memory Skills Score</td>
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<td>Test Prep. Skills Score</td>
<td>Less than a score of 40 suggests changes in test preparation skills are likely to increase your grades</td>
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<td>Concen. Skills Score</td>
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<td>Time Mgmt. Skills Score</td>
<td>Less than a score of 20 suggests changes in time management skills are likely to increase your grades</td>
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List the study skills in the box below that are likely to increase your grades if you made changes.

**TALK OVER YOUR RESULTS WITH YOUR ACADEMIC COUNSELOR**