

# Study Skills

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50 Strategies for Success

## Student Self-assessment

### For the Teacher:

Ask students to complete this self-assessment before beginning work in either level of ***Study Skills: 50 Strategies for Success***. The self-assessment identifies the skills and habits that are essential for long-term academic success, as well as those skills and habits that can impede success.

The student self-assessment achieves important goals for both the teacher and the student.

- For students, the self-assessment allows them to evaluate their approaches to learning and studying. Self-assessment is an effective metacognitive tool for self discovery. It allows students to discover first-hand where changes need to be made and the wherewithal to make the necessary adjustments.
- For the teacher, the completed assessment reveals where improvements are needed in order to target specific study-skills instruction for each and every student. The categories of questions in the Student Self-Assessment align with the units in ***Study Skills: 50 Strategies for Success***. This allows the teacher to readily determine which specific strategies to target.

Targeted instruction allows for flexibility in the classroom and complements a variety of classroom strategies, such as differentiated instruction and personalized learning. Completed assessments can be placed in a student portfolio where it can be later used to show progress over time after study-skills instruction has been initiated.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Study Skills: 50 Strategies for Success Self Assessment

Read each statement. Place a check in the box that most closely describes you.

Classroom Behaviors		almost always	sometimes	rarely or never
1.	I bring the necessary materials to class each day.			
2.	I get distracted during lectures or class discussions.			
3.	I understand directions that my teacher(s) provide.			
4.	I understand written directions.			
5.	I ask questions when I don't understand something.			
6.	I join in during class discussions.			

Organizing Assignments		almost always	sometimes	rarely or never
7.	I organize my assignments.			
8.	I prepare a to-do list each day to keep track of my assignments.			
9.	I keep a planner to track my daily activities.			

Managing Assignments		almost always	sometimes	rarely or never
10.	I complete assignments on time.			
11.	I break assignments into manageable parts.			
12.	I keep a monthly calendar of assignments and check it daily.			
13.	I start assignments and projects as soon as they are assigned.			

Setting Goals and Priorities		almost always	sometimes	rarely or never
14.	I set goals for my study time, such as the number of problems I will complete or pages I will read.			
15.	I wait until the last minute to complete assignments.			
16.	I complete assignments in order of importance.			
17.	I understand all the steps necessary to complete a project or long-term assignment.			

Homework and Time Management		almost always	sometimes	rarely or never
18.	I have a regular study time.			
19.	I study only when I have to.			
20.	I allow enough study time for each subject.			
21.	I avoid distractions during my study time.			



<b>Note Taking</b>	<b>almost always</b>	<b>sometimes</b>	<b>rarely or never</b>
22. I take notes that are useful and easy to understand.			
23. I take notes as I read my textbook or listen to discussions.			
24. I organize my notes in a useful manner, such as creating an outline, and so on.			
25. I re-read my notes soon after taking them and, if necessary, rewrite them so that they are clear and easy to understand.			
26. I regularly review my notes in preparation for tests.			
27. I know which ideas are important when taking notes.			
28. I take notes on main ideas and supporting details.			
29. I compare notes with a classmate.			

<b>Preparing Reports</b>	<b>almost always</b>	<b>sometimes</b>	<b>rarely or never</b>
30. I complete a rough draft of a written assignment.			
31. I have someone else read my written work and consider any suggestions.			
32. I edit my work for errors in spelling and grammar.			
33. I have difficulty choosing a topic to write about.			
34. I organize my thoughts before writing.			

<b>Using Reference Materials</b>	<b>almost always</b>	<b>sometimes</b>	<b>rarely or never</b>
35. I use a wide variety of reference materials.			
36. I scan pictures and read captions to find useful information.			
37. I am comfortable using library resources for research.			
38. I know how to use a card catalog.			
39. I depend on a variety of sources for information.			

<b>Test Taking</b>	<b>almost always</b>	<b>sometimes</b>	<b>rarely or never</b>
40. I try to think of possible test questions when I study for a test.			
41. I rely only on my notes to study for tests.			
42. I make sure I understand a test question before answering.			
43. I read all possible answer choices before I select one.			
44. I understand the difference between different kinds of tests and I am able to prepare for each type.			
45. I make a plan when studying for a test.			
46. I get nervous before taking a test, even when I know the material.			
47. My mind goes blank when I take a test.			
48. I can do better on tests than I actually do.			
49. I begin studying several days before a test.			
50. I know how much time I have to complete a test.			

