

# Rutgers Learning Centers

At Camden Campus

## STUDY SKILLS INVENTORY

(Learn how you learn by answering the following questions with -A- for always, -F- for frequently, and -R- for rarely)

### TEXTBOOK READING:

	A	F	R
1. Do you read the introduction, headings, subtitles and questions of a chapter before you read a chapter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When you read a chapter for the first time, is your primary intention to complete the reading and to attempt to learn it at some later time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. As you read, do you stop periodically to explain to yourself what you have read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is your motivation to begin a reading assignment negatively affected when you discover how many pages there are to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you read a portion of the material (several paragraphs) before you attempt to underline, highlight, or take notes on the important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you attempt to complete an entire chapter in one long study session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you pay attention to charts, graphs, or diagrams contained in reading material?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you find that you must reread a passage because you have been reading words instead of ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you attempt to analyze how ideas are organized and related to each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you have difficulty selecting the important information from an assigned reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LECTURE NOTES:

1. Do you familiarize yourself with assigned readings before the material is presented in lecture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you miss important information because your mind is on something other than what the lecturer is saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you leave a wide margin or a side of the page blank to provide for reorganizing, supplementing or adding ideas to your notes after the lecture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you have difficulty determining what information you should include in your notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you indent your notes to visually determine different levels of importance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When you review, do you have difficulty explaining your notes in your own words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you attempt to relate lecture and textbook information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on other side >>

From: *Create Your College Success*. Rubert A. Friday Ph.D.. Belmont, CA: Wadsworth Publishing, 1988.

For more information, visit or call your nearest Rutgers Learning Center, or visit our website: <http://rlc.rutgers.edu>

Camden	College Ave	Cook/Douglass	Livingston	Newark
Armitage 231	Kreeger LRC	Loree 124	Tillett 111	Conklin 126
856/225-6442	732/932-1443	732/932-1660	732/445-0986	973/353-5608

**LECTURE NOTES (Continued):**

- |  | A                        | F                        | R                        |
|--|--------------------------|--------------------------|--------------------------|
| 8. Do you reorganize your notes to reflect your understanding of the material?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you have difficulty predicting what lecture information will be on exams?    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you perform your first major review of lecture material just prior to exam? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**MEMORY:**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do you attempt to cluster and categorize information that you want to remember?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you rely primarily on repetition or memorization as devices for remembering?                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do you try to explain material in your own words?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you attempt to remember everything without making a conscious decision as to why it should be remembered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do you review text and lecture information on at least a weekly basis?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do you find that you depend on all-night reviews to remember information for exams?                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you draw pictures, charts, diagrams, and relationships as ways to remember?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you study for long periods of time without taking a break?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you have a plan of organization to recall information?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you spend a lot of time relearning something you thought you knew?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**STUDY ATTITUDES AND ORGANIZATION:**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. When you begin to study, do you know exactly what and how much you intend to learn?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you find yourself worrying about what you are not accomplishing, which makes it more difficult to get anything accomplished?           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is your main purpose for studying to learn rather than to just get it done?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do you procrastinate on deadlines or completing assignments?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. After the first few weeks of a new term, do you develop a consistent routine of studying particular subjects on certain days of the week? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do daydreams or distractions keep you from accomplishing your study goals?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you refer to your course syllabus or outline to know what you need to learn?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are your study plans determined primarily by your moods?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you feel that the amount of time you study is reflected in your grades?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Do you study in an environment that is likely to create interruptions, distractions or noise?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**STUDY SKILLS INVENTORY - KEY**

**Textbook Reading:**

Odd numbers 1, 3, 5, 7, 9 ;

Each "A"	=	2 points	___ A x 2	=	_____
Each "F"	=	1 points	___ F x 1	=	_____
Each "R"	=	0 points	___ R x 0	=	_____

Even numbers 2, 4, 6, 8, 10;

Each "A"	=	0 points	___ A x 0	=	_____
Each "F"	=	1 point	___ F x 1	=	_____
Each "R"	=	2 points	___ R x 2	=	_____

TOTAL\_\_\_\_\_

**Lecture Notes:**

Odd numbers 1, 3, 5, 7, 9 ;

Each "A"	=	2 points	___ A x 2	=	_____
Each "F"	=	1 points	___ F x 1	=	_____
Each "R"	=	0 points	___ R x 0	=	_____

Even numbers 2, 4, 6, 8, 10;

Each "A"	=	0 points	___ A x 0	=	_____
Each "F"	=	1 point	___ F x 1	=	_____
Each "R"	=	2 points	___ R x 2	=	_____

TOTAL\_\_\_\_\_

**Memory:**

Odd numbers 1, 3, 5, 7, 9 ;

Each "A"	=	2 points	___ A x 2	=	_____
Each "F"	=	1 points	___ F x 1	=	_____
Each "R"	=	0 points	___ R x 0	=	_____

Even numbers 2, 4, 6, 8, 10;

Each "A"	=	0 points	___ A x 0	=	_____
Each "F"	=	1 point	___ F x 1	=	_____
Each "R"	=	2 points	___ R x 2	=	_____

TOTAL\_\_\_\_\_

**Study Attitudes and Organization:**

Odd numbers 1, 3, 5, 7, 9 ;

Each "A"	=	2 points	___ A x 2	=	_____
Each "F"	=	1 points	___ F x 1	=	_____
Each "R"	=	0 points	___ R x 0	=	_____

Even numbers 2, 4, 6, 8, 10;

Each "A"	=	0 points	___ A x 0	=	_____
Each "F"	=	1 point	___ F x 1	=	_____
Each "R"	=	2 points	___ R x 2	=	_____

TOTAL\_\_\_\_\_

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## Study Skills Inventory Score Interpretation

Scores of 16-20 in any category demonstrate mastery of particular learning skill

Scores of 10-15 in any category demonstrate adequate use of particular learning skill

Scores of 5-10 in any category demonstrate dramatic need for improving study skills

### Textbook Reading:

To improve this skill, learn SQ4R Reading method

Use a tape recorder to recite your summaries of textbook sections

Try to state in plain terms which information the graphs or illustrations have provided

As you read, attempt to set up comparisons and contrasts to help you retain information

Realize that 20 minutes of straight reading is about all the brain can manage; give yourself 10 minute breaks every half hour

### Lecture Notes:

To improve this skill, learn the Cornell method of Notetaking

Develop abbreviated language

Try to learn your professor's method of organization

Use mapping or a form of outlining to relate ideas in some hierarchical fashion

Always read your notes soon after writing them and again before starting a new section

Explain in writing points that you abbreviated in class

Lecture notes should follow, explain and amplify text notes

### Memory:

Know the difference between long and short term memory. Use Memory handout

Set up a learning goal by establishing beginning and end of what you will learn

Create associations. Build on pre-existing knowledge

Memory is developed through review. One learning time only will not be retained

Rehearse what you have learned by reciting

Create silly mnemonics to help you retain order

Talk about the subject with your peers

### Attitudes and Organization:

PEPS inventory (Personal Environmental Preference Survey) available at LRC

LASSI (Learning and Study Skills Inventory) available at LRC

Concentration, Motivation and other handouts available at LRC

*Set up an appointment for learning assistance today. Your Learning Assistant can help you to develop those personal skills that you need to survive and thrive in your academic career.*

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