



Academic Skills Assessment Inventory

Undergraduate Tutoring Center | University of Vermont

Directions: Complete the following assessment to help you gain a better understanding of your strengths and areas of improvement in key areas. Read each statement carefully. After you have thought about the statement, use the key to indicate which statement best reflects your existing habits.

Frequently = 0	Sometimes = 1	Rarely = 2
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Goal Setting & Time Management

Statement	Frequently	Sometimes	Rarely
I read over my syllabi for each class with a fine toothcomb.			
I create a master calendar with all tasks including assignment deadlines, test dates, and other activities at the start of the semester.			
I develop and write down specific, measurable, time-bound academic goals and work toward them.			
I create daily to-do lists with my personal & academic activities and refer to them throughout the day.			
I begin working on my assignments well in advance of the due date.			
I break down larger assignments into smaller more manageable chunks.			

Note-taking

Statement	Frequently	Sometimes	Rarely
I have a proven note-taking system when taking notes on class materials and during class sessions.			
I listen for cues during class lectures indicating when a certain point is important, and I mark the importance in my notes.			
I take telegraphic (condensed) notes instead of writing complete sentences.			
I read over my notes after a lecture and fill in missing words, phrases, and facts that I may have missed.			
I review my lecture notes from the previous class meeting before class begins.			
I keep my notebooks organized and up to date.			

Conceptual Understanding & Critical Analysis

Statement	Frequently	Sometimes	Rarely
I preview my textbooks at the beginning of the semester to get a "big picture" understanding of how the texts are organized.			
I read all of the assigned reading material for class and hone in on the parts that the professor has signaled are especially important.			
I look up words I am unfamiliar with when I encounter them in my chapter reading.			
I frequently use the index in textbooks to quickly locate information			
I relate and compare new information or ideas to similar concepts with which I am already familiar.			
I do the end-of-the-chapter exercises whether they are assigned or not.			



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Memory & Concentration

Statement	Frequently	Sometimes	Rarely
I know what time of day, location(s), and environments I am most productive and use that time to complete academic activities.			
I have necessary supplies like pens, paper, a calculator, etc. organized and available in my workspace before I begin studying.			
I limit myself to no more than 45 minutes of continuous study on a single subject.			
I use memory tricks like mnemonics, acronyms, and acrostics to help remember new class material.			
I can summarize what I have just read when I reach the end of the chapter.			
I can recite items from my notes and the literature in my own words, when reviewing class material.			

Exam Preparation & Performance

Statement	Frequently	Sometimes	Rarely
I read the assigned materials for my classes.			
I complete and turn in assignments and homework on time.			
I prepare and adhere to a study plan before exams to avoid last minute cramming.			
I am able to effectively predict what items will be on an exam and study accordingly.			
I generate questions that allow me to recite and reflect on the material that will be on an upcoming exam.			
I seek out help from classmates, peer tutors, teaching assistants, and instructors when I do not understand something.			

Anxiety & Stress Management

Statement	Frequently	Sometimes	Rarely
I usually try to average about 7-9 hours of sleep each night.			
I eat three well-balanced meals each day			
I exercise for at least 30 minutes a day, 5 times a week.			
I do not have difficulty paying attention in class.			
I do not feel stressed or panicky before or during major exams.			
I have rarely, if ever, "gone blank" during an exam.			
I get the grades I expect to get after studying for an exam.			

After, you've indicated how each study skill applies to you, total your score for each study skill area.

If you have a score of 5 or less in an area, that is one of your strengths.

If you have a score of 6 or more in a particular area, you may have some room for growth in that area.