

Student Study Behavior Inventory

Name: _____ Date: _____

Course: _____ Student ID: _____

Instructor: _____

Instructions: On the line, write the number that applies to the statement.

	Often (5)	Sometimes (3)	Never (1)
1. I regularly prioritize study tasks.	_____	_____	_____
2. I complete my study task, even when I don't want to.	_____	_____	_____
3. I select a time and a place for studying that is the most efficient and effective.	_____	_____	_____
4. I use a time management system effectively.	_____	_____	_____
5. I turn my work in on time.	_____	_____	_____
6. I understand what I read in my textbook.	_____	_____	_____
7. I take complete and clear notes.	_____	_____	_____
8. I recognize when my instructor says something especially important.	_____	_____	_____
9. I prepare for class by previewing the chapter that will be discussed.	_____	_____	_____
10. I talk to my instructor, tutor, or classmates when I don't understand something.	_____	_____	_____
11. I have a regular study time every day.	_____	_____	_____
12. I space my study time rather than cramming.	_____	_____	_____
13. I try to make sense of what I am studying rather than just memorizing.	_____	_____	_____
14. I review notes regularly instead of just before an exam.	_____	_____	_____
15. I try to relate what I am studying to the big picture.	_____	_____	_____
16. I am able to guess what might be on an exam.	_____	_____	_____
17. I make up practice questions before the exam.	_____	_____	_____
18. I am familiar with test taking strategies.	_____	_____	_____
19. I do not have test anxiety.	_____	_____	_____
20. I analyze my errors on exams to improve my test performance.	_____	_____	_____

SCORING:

Write the score for each statement on the lines below. Total the scores in each column and refer to the descriptions below for each category.

Often = 5 Sometimes = 3 Never = 1

Motivation	Acquisition	Retention	Performance
1. _____	6. _____	11. _____	16. _____
2. _____	7. _____	12. _____	17. _____
3. _____	8. _____	13. _____	18. _____
4. _____	9. _____	14. _____	19. _____
5. _____	10. _____	15. _____	20. _____
Total _____	Total _____	Total _____	Total _____

Results: 20-25 = Adequate, 18-19 = Needs Improvement, 5-17 = Poor

Motivation: Control of attitude and preparation for study which enhances learning.

Acquisition: Selection and understanding of appropriate information and processes presented in a learning situation.

Retention: Ability to recall information and processes presented.

Performance: Ability to show understanding of information and processes presented.

Optional assignment:

1. Go to <http://www.avc.edu> > Student Services > Learning Center > Tools
2. Click on Metacognition Rubrics.
3. If you scored “Poor” or “Needs Improvement” in one or more areas of the Scoring section at the top of this page, review the corresponding rubrics (motivation, acquisition, retention, performance).
4. Write a short paper about why you scored at the low end of the rubric scale (1-2) and what study behaviors on the high end of the rubric (4-5) are necessary in order to improve. Provide specific examples and details related to your present study behaviors, and explain what you will do to change them.
5. Turn your paper in to your instructor and/or learning specialist.