

Learning skills self-assessment

Being a strong learner isn't about how smart you are.
It's about your behaviors and the skills you build.

Anyone can be a strong learner with a growth mindset and consistent effort. (And some extra support and coaching, if needed.)

This worksheet helps you identify:

- areas where your learning skills and strategies are strong, and
- areas where you might need some practice and/or help to improve.

For each item, answer with how often you do a particular behavior, or how much like you it seems.

Time management and goal setting

	NEVER	SOMETIMES	ALWAYS
I use a calendar (and/or other management tools) to capture my activities, appointments, deadlines, etc.	1	2	3
I check my calendar (and/or other management tools) nearly every day.	1	2	3
I know what my priorities, goals, and important values are, and I organize my time around them.	1	2	3
I review my priorities and goals regularly, and update them as needed.	1	2	3
I make lists of my tasks and review the list regularly.	1	2	3
I actually complete things on my task list.	1	2	3
I anticipate things (such as deadlines) that are coming up, and prepare in advance.	1	2	3
In general, I know how long most tasks will take me, and I set realistic timelines for finishing things.	1	2	3
I know when I have the most energy and focus, and try to use that time for the most challenging tasks.	1	2	3
Average time management score:			

Active learning

	NEVER	SOMETIMES	ALWAYS
I take notes on what I'm learning.	1	2	3
I draw out what I'm learning, e.g., into flowcharts or doodles that help me understand things more.	1	2	3
I ask questions to myself, or quiz myself, about what I'm learning.	1	2	3
I talk to other people, or teach others, about what I'm learning.	1	2	3
I try to keep my "head in the game" with thinking and talking about what I'm learning as often as possible.	1	2	3
I imagine problems or puzzles I could solve in the material I'm learning (e.g., a coaching scenario).	1	2	3
I think about how what I'm learning relates to things I already know, and try to make connections.	1	2	3
I know how I learn best, and tailor my learning activities to my strengths.	1	2	3
I have a clear goal for a learning session — I know what I want to do or focus on before I start.	1	2	3
If I'm confused about what I'm learning, I look for resources or ask for help.	1	2	3
Average active learning score:			

Focus & concentration

	NEVER	SOMETIMES	ALWAYS
I have a set of tools (like a notebook and pens) organized and ready for studying.	1	2	3
I have a workspace set aside for studying.	1	2	3
I read and study in quiet places that help me focus and avoid distractions.	1	2	3
I can focus my attention for at least 30 minutes on something I'm learning.	1	2	3
I can get back on track if I'm interrupted or distracted.	1	2	3
If I feel anxious or overwhelmed, I can calm myself down and re-focus on the task at hand.	1	2	3
Average focus & concentration score:			

Growth mindset

	NEVER	SOMETIMES	ALWAYS
I believe that with consistent effort and support, I can improve.	1	2	3
I know mistakes are part of learning, and I'm comfortable making them.	1	2	3
I appreciate getting feedback and correction, because it helps me improve.	1	2	3
I focus more on the process of mastery and growth than the outcome (such as getting a good grade).	1	2	3
If I don't do well on something (such as a quiz), I can bounce back pretty fast. I try to see it as a learning experience.	1	2	3
If I need help, I seek it out (e.g., a writing coach).	1	2	3
Average growth mindset score:			

Information processing skills

	NEVER	SOMETIMES	ALWAYS
I write easily and well.	1	2	3
I read easily and well.	1	2	3
I can easily interpret visual information (such as graphs or maps).	1	2	3
I listen attentively and well.	1	2	3
I can explain and communicate ideas verbally easily and well.	1	2	3
If I don't know something, I know how to find out more about it.	1	2	3
I know what good-quality evidence is and how to use it.	1	2	3
Average information processing score:			

Scoring

Use your scores to look for areas of strength and areas for growth.

Remember that with consistent practice and support, anything can be improved.

How could you become a better “learning athlete”?

INDIVIDUAL ITEM SCORES

Look at items where you answered “always” and high-five yourself. Then, think about how you can keep those areas strong and vibrant with practice.

Look at items where you’ve answered “never” or “sometimes”, and consider whether you might explore improving them to help yourself learn more effectively.

AVERAGE SCORES

Each domain (such as active learning) will have an average score for all the items in that domain.

If you scored:

- **1 to 1.6:** There’s a strong opportunity for improvement and growth here, though you might find it more difficult and would probably benefit from more support, such as a coach.
- **1.7 to 2.3:** There’s a potential opportunity for improvement, and likely an easier win, especially with support (e.g., from a coach).
- **2.4 to 3:** This is an existing strength that could be leveraged to improve other skills. Consider coaching to go from good to great!