Study Skills Audit: Identifying the Gaps

1. Executive Function and Organization

- **Procrastination:** Does your child often wait until the night before a deadline to start a major project?
- **Time Awareness:** Do they struggle to estimate how long a task (like a math worksheet) will actually take?
- **Consistency:** Do they have a designated, distraction-free study space, or do they jump from the couch to the kitchen table?
- **Planning:** Can they show you a planner or digital calendar that has their assignments and tests for the *entire* month?

2. Information Input (Note-Taking & Reading)

- **Reading Retention:** After reading a chapter in a textbook, can they summarize the main points without looking back at the page?
- **Note-Taking Value:** If they look at their notes from two weeks ago, are they organized enough to be used as a study guide?
- **Active Engagement:** Do they use headers, bullet points, or color-coding, or is their notebook just a "wall of text"?

3. Information Storage (Memory & Retention)

- **The "Cram" Cycle:** Is their primary method of studying re-reading their notes or textbook over and over again?
- **Self-Testing:** Do they use tools like flashcards, practice problems, or "blurting" to prove they know the material?
- **Spaced Review:** Do they review material periodically throughout the unit, or only in the 48 hours leading up to an exam?

4. The Output (Test-Taking & Mindset)

- **Exam Anxiety:** Do they "blank" on questions during a test that they seemed to know perfectly well at home?
- **Instructions:** Do they frequently lose marks for not reading the directions properly or skipping parts of a multi-step question?
- **Reviewing Errors:** When a test is returned, do they analyze *why* they got a question wrong, or do they just look at the grade and put it away?

How to Analyze the Results

- **Mostly "No" in Section 1:** Focus on **Executive Function coaching**. They need a planner and a timer (like the Pomodoro method) more than they need content help.

- **Mostly "No" in Section 2:** Focus on **Literacy and Note-taking strategies**. They are likely "working hard" but not "working smart" because the information isn't being processed correctly.

- **Mostly "No" in Section 3:** Focus on **Active Recall and Spaced Repetition**. This is the most common gap for students in grades 9-12.

- **Mostly "No" in Section 4:** Focus on **Test-Taking Mechanics**. This is often about confidence and slow, methodical processing under pressure.