

Study Skills & Organization Checklist (Upper Elementary–High School)

This checklist is designed to help students, parents, and teachers track mastery of study skills and organizational strategies. Use the mastery indicators to monitor progress and/or make notes on areas of observed achievement or support.

Student Name:	Grade:
Teacher:	State:

• Organization of Materials

Skill	Not Yet	In Progress	Mastery	Teacher Notes
Keeps backpack and desk organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses folders/dividers to separate subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Keeps organized materials in locker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Keeps desk clean to prepare to organize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains at least 10% of notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

• Time Management

Skill	Not Yet	In Progress	Mastery	Teacher Notes
Estimates how long assignments will take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creates and follows a study schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arranges assignments by due date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses calendar or planner to stay on task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows schedule, knows, and understands responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

• Study Strategies

Skill	Not Yet	In Progress	Mastery	Teacher Notes
Highlights or underlines key information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summarizes notes in own words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creates flashcards or study guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creates notes instead of transcribing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creates large notes into smaller notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

• Test Preparation Skills

Skill	Not Yet	In Progress	Mastery	Teacher Notes
Reads instructions carefully (part, part before part)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies areas of weakness to review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writes or reads sample questions or questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses a timeline strategy to allow starting time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands and reviews mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

• Self-Advocacy & Independence

Skill	Not Yet	In Progress	Mastery	Teacher Notes
Asks for help when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates with school staff, assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Identifies personal strengths and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses self-reflection (library, learning, online tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses a response strategy when needed, not on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Study Skills Organization Lesson Plans

**National Education Association of the
United States. Department of
Elementary School Principals**



Study Skills Organization Lesson Plans:

Resources in education ,1982-10 **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** , *Resources in Education* ,1997 **Tools for Learning** Meredith D. Gall,1990 Covers how to identify important study skills and how to teach them *Teaching Reading, Thinking, Study Skills in Content Classrooms* Marian J. Tonjes,Miles V. Zintz,1992 **Study Strategies Made Easy** Leslie Davis,Sandi Sirotowitz,Harvey C. Parker,1996 Offers students in grades six through twelve practical strategies designed to teach them valuable study skills that will help them acquire the knowledge they need to succeed in life **Research in Education** ,1972 **Designing Interdisciplinary Curriculum in Middle, Junior High, and High Schools** Richard E. Maurer,1994 Section One describes current research concerning interdisciplinary curriculum Section Two contains 23 examples of successful interdisciplinary curricula that can be used in middle schools or junior high schools Section Three presents 19 interdisciplinary curricula at high school level Section Four *Social Decision Making and Life Skills Development* Maurice J. Elias,1993 A field tested curriculum designed to assist in restructuring your middle school program to prevent at risk students from dropping out Through the diversity and expertise of many contributors over years of collaborative field research comes a proven curriculum that outlines and gives you examples of a school based approach to providing your students with a solid foundation of social decision making and problem solving skills **Contribution to Education** ,1929 **Contributions to Education** ,1929 *Study Skills to the Rescue* Jan Brennan,1998-11-01 **The Business Education World** ,1930 **Teaching Elementary Language Arts** Dorothy Rubin,1990 **Principles and Technique of Teaching** Frank Waters Thomas,1927 **A Guide to Developing Learning Across the Curriculum** ,1990 *The National Elementary Principal* ,1930 **Bulletin of the Department of Elementary School Principals** National Education Association of the United States. Department of Elementary School Principals,1930 **Teaching Reading and Study Skills in Content Areas** Dorothy Rubin,1983 *Curriculum Review* ,1986

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