
Complete a LASSI (Learning & Study Skills Inventory)

Overview of LASSI

Extensive research, development, and testing led to the creation of this statistically valid and reliable tool for the diagnosis of study skills. The Learning & Study Skills Inventory (LASSI) is a 10-scale, 80-item assessment of learners' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning and study skills courses.

The LASSI provides standardized scores (percentile score equivalents) and national norms for ten different scales (there is no total score since this is a diagnostic measure). The LASSI is both diagnostic and prescriptive. It provides learners with a diagnosis of their strengths and weaknesses, compared to other college learners, in the areas covered by the 10 scales and it is prescriptive in that it provides feedback about areas where learners may be weak and need to improve their knowledge, attitudes, beliefs and skills. The LASSI was developed at the University of Texas at Austin by Claire Ellen Weinstein, Ph.D., Ann C. Schulte, Ph.D., and David R. Palmer, Ph.D.

Skill Component of Strategic Learning

The LASSI scales related to the skill component of strategic learning are: Information Processing, Selecting Main Ideas and Test Strategies. These scales examine learners' learning strategies, skills and thought processes related to identifying, acquiring and constructing meaning for important new information, ideas and procedures, and how they prepare for and demonstrate their new knowledge on tests or other evaluative procedures.

Will Component of Strategic Learning

The LASSI Scales related to the will component of strategic learning are: Attitude, Motivation and Anxiety. These scales measure learners' receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements, and the degree to which they worry about their academic performance.

Self-regulation Component of Strategic Learning

The LASSI Scales related to the self-regulation component of strategic learning are: Concentration; Time Management; Self-Testing and Study Aids. These scales measure how learners manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study supports such as review sessions, tutors or special features of a textbook.

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Completing the LASSI

The Learning and Study Strategies Inventory (LASSI) is designed to gather information about learning and study practices and attitudes. Upon submission and approval of your institution number, 60 statements will be presented that relate to your knowledge of these areas.

You can access the inventory on any web enabled computer. Try to use one that is connected to a printer so that you can print your results.

When you are ready to begin, contact a KPU Learning Strategist or your Learning Centre coordinator on your campus.

They will give you a copy of the instrument which contains directions for taking the LASSI. After you have read these directions, you will continue with filling in the questions as directed.

You will be asked to respond to 80 statements. To help you decide which responses to select, we would like to explain what is meant by each option.

- By Not at all typical of me, we do not necessarily mean that the statement would never describe you, but that it would be true of you only in rare instances.
- By Not very typical of me, we mean that the statement generally would not be true of you.
- By Somewhat typical of me, we mean that the statement would be true of you about half of the time.
- By Fairly typical of me, we mean that the statement would generally be true of you.
- By Very much typical of me, we do not necessarily mean that the statement would always describe you, but that it would be true of you almost all the time.

Interpreting the LASSI

After completing all the items and submitting the results to the KPU Learning Strategist or your Learning Centre coordinator on your campus the next step is to book an appointment with a Learning Strategist in your nearest Learning Centre to debrief your results and discuss actions that you can take to become an even better learner.

You will receive a copy of the results for your records.