School Motivation and Learning Strategies Inventory (SMALSI)

Overview
The School Motivation and Learning Strategies Inventory (SMALSI; Stroud & Reynolds, 2006) is a self-report inventory that measures 10 areas related to success in learning, learning-related motivation, and study habits. Seven areas of student strength are measured: study strategies, note-taking/listening skills, reading/comprehension strategies, writing/research skills, test-taking strategies, organizational techniques, and time management. Three additional areas of student liability are also measured: low academic motivation, test anxiety, and concentration/attention difficulties.

A validity measure based on consistency of responses is included as part of the scoring protocol. Two forms (8–12 years, and 13–18 years) are written on a third-grade reading level and may also be presented in an audio format for students who are unable to read the items. Items are answered on a 4-point response scale. The target of this measure is learning strategies that lead to student success or failure rather than the identification of learning styles.

Summary

<table>
<thead>
<tr>
<th>Name of Tool/Author</th>
<th>Age Range*</th>
<th>Method of Administration/Format</th>
<th>Approximate Time to Administer</th>
<th>Subscales</th>
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</thead>
<tbody>
<tr>
<td>School Motivation and Learning Strategies Inventory (SMALSI)</td>
<td>8–18</td>
<td>Individualized, norm-referenced measure of individual learning strategies, academic motivation and study habits; seven scales focus on student strengths; three scales focus on student liabilities. Self-report form; Child form, 8–12 years; Teen form, 13–18 years; audio version available</td>
<td>20–30 min.</td>
<td>Study Strategies; Note-Taking/Listening Skills; Reading/Comprehension Skills; Writing/Research Skills; Test-Taking Strategies; Organizational Techniques; Time Management; Low Academic Motivation, Test Anxiety, Concentration/Attention Difficulties</td>
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<td>Stroud &amp; Reynolds (2006)</td>
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*In years except where noted.

Research
None

References