Independent learning skills	Underachiever	Drip feeder	Spoon feeder	Independent Learner	Undergraduate
Managing time	I don't really manage my time; I just take each day as it comes.	I rarely plan ahead. Things often get on top of me, meaning I have to choose between my social life and completing my school work.	Even though I plan ahead at busy times, things can get on top of me meaning my school work or my social life suffers.	I usually balance my time well enough so I rarely have to choose between my social life and my school work; I can do both.	I balance my time so I always have enough time to do everything I want socially as well as completing my school work to a standard I am proud of.
Organising myself	I often forget things I need for my lessons, such as stationery, books, planner, calculator, etc.	I sometimes forget the odd thing I need for my lessons	I always have all of the equipment my teachers have told me to bring.	I have all my equipment, and sometimes I bring spares in case I run out.	I always bring spare equipment because I am determined to not let small things stop me learning.
Completing homework	I often don't do, or forget to do, homework.	I complete most of the homework my teachers set me.	I complete all of the homework my teachers set me to a good standard.	I complete all of the homework my teachers set me. The work I produce goes beyond what the teacher is expecting.	I see homework as the bare minimum; it's up to me to identify what else I can do so I can be as knowledgeable as possible.
Reading	I don't really bother with reading.	I read what my teachers tell me I have to read.	I read things my teachers recommend I read.	I read around my subjects, especially the parts I'm more interested in.	I read around all aspects of my subjects, even the parts which I find less interesting.
Meeting deadlines	I often hand things in late.	I usually meet deadlines, even if this means rushing off the odd piece of work here and there.	I meet the final deadlines I am set by my teachers, turning in work that will keep them satisfied.	I prioritise doing work so I can devote enough time to getting each piece of work up to a standard I am satisfied with.	I set my own mini-deadlines so I don't have to rush anything, meaning I am proud of all the work I hand in.
Note-making	I sometimes write things down in lessons. I keep my notes all in one folder or notepad.	I usually write things down in lessons when my teachers tell me to. I have a folder for each subject but I sometimes don't bother filing things until it's near to the exams.	I write down the things my teachers say are important to remember and I spend time filing my notes away at least once a week.	I always make notes in lessons in a format that is useful for me (e.g. pictures, bullet points). I organise my notes carefully so I can find what I need when it comes to revision time.	In lessons, I always make notes in a format which I find useful. Where I detect there are gaps in my knowledge I add to my notes in my independent study time.

How can I become more **independent**?

	Underachiever	Drip feeder	Spoon feeder	Independent Learner	Undergraduate
Preparing for exams	I don't do much revision. Before I sit an exam I've only had a go at the exam questions my teachers have set me.	I do some revision, but I usually leave it until near the exams. Sometimes I end up cramming. I complete most of the practice questions my teachers tell me to do.	I start my revision several weeks before each exam. I complete all the practice questions my teachers set me and wait for their feedback.	I revise throughout the course – a bit most nights. I complete extra exam questions so I can get lots of feedback on how to improve.	I plan my revision from the start of the course and stick to this plan. I interrogate past exam questions from the start so I know how to focus my revision. I complete all of the past exam papers.
Taking responsibility for the accuracy of my work	I don't proof read or check my work for mistakes before handing it in.	Sometimes I proof read and check my work for mistakes before handing it in.	I usually proof read and check through my work before handing it in.	I always proof read and check through my work before handing it in.	I always proof read and check my work, paying special attention to the areas where I know I am weakest.
Persevering	When I find something hard I usually give up or copy the answer from somewhere.	When I find something hard I ask a teacher for help before I try anything else.	When I find something hard I have another at working it out myself before asking for someone else's advice.	When I find something hard I try to work it out for myself first using all the resources available to me; websites, books, friends, parents/carers, teachers.	When I find something hard I don't stop until I've found a solution, even if it means trying out a resource I've never used before.
Bouncing back from failure	When I fail at something that's it; I won't bother doing it again.	When I fail at something I can be persuaded to give it another go.	When I fail at something I persuade myself to have another go at getting it right.	When I fail at something I am determined to work out where I went wrong so I can put it right next time.	On the rare occasions where I fail at something I see it as an experience I can learn from so I don't make the same mistakes in future.
Keeping motivated	I am not self-motivated. I always need someone to persuade me to work. I *procrastinate* a lot (procrastinate = wasting time doing less important things when I could be working).	I often need someone on my back to motivate me. I put off doing work until I can't put it off any longer. I *procrastinate* too much.	I put off doing the things which I know are boring but they get done in the end, sometimes after a bit of nagging from someone else. I *procrastinate* now and then.	I generally keep myself motivated. All I need is a bit of encouragement now and then. I rarely *procrastinate*.	I know when I am starting to become less motivated and I do something about it; I know best what motivates me. I never *procrastinate*, always staying focused completely on the task at hand.

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