

Figure 1
Motivation to Read Profile

Reading Survey	Conversational Interview
<ul style="list-style-type: none">• Group administration• 15 – 20 minutes to administer• 20 items• Cued response• Subscales:<ul style="list-style-type: none">Self-Concept as a ReaderValue of Reading	<ul style="list-style-type: none">• Individual administration• 15 – 20 minutes to administer• 14 scripted items• Open-ended free response• Sections:<ul style="list-style-type: none">Narrative readingInformational readingGeneral reading

Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:

Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) boy, (pause) girl.

Say:

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number _____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Figure 2
Motivation to Read Profile

Reading survey

Name _____ Date _____

Sample 1: I am in _____.

- Second grade Fifth grade
 Third grade Sixth grade
 Fourth grade

Sample 2: I am a _____.

- boy
 girl

1. My friends think I am _____.

- a very good reader
 a good reader
 an OK reader
 a poor reader

2. Reading a book is something I like to do.

- Never
 Not very often
 Sometimes
 Often

3. I read _____.

- not as well as my friends
 about the same as my friends
 a little better than my friends
 a lot better than my friends

4. My best friends think reading is _____.

- really fun
 fun
 OK to do
 no fun at all

5. When I come to a word I don't know, I can _____.

- almost always figure it out
 sometimes figure it out
 almost never figure it out
 never figure it out

6. I tell my friends about good books I read.

- I never do this.
 I almost never do this.
 I do this some of the time.
 I do this a lot.

(continued)

Figure 2
Motivation to Read Profile (cont'd.)

7. When I am reading by myself, I understand _____.

- almost everything I read
- some of what I read
- almost none of what I read
- none of what I read

8. People who read a lot are _____.

- very interesting
- interesting
- not very interesting
- boring

9. I am _____.

- a poor reader
- an OK reader
- a good reader
- a very good reader

10. I think libraries are _____.

- a great place to spend time
- an interesting place to spend time
- an OK place to spend time
- a boring place to spend time

11. I worry about what other kids think about my reading _____.

- every day
- almost every day
- once in a while
- never

12. Knowing how to read well is _____.

- not very important
- sort of important
- important
- very important

13. When my teacher asks me a question about what I have read, I _____.

- can never think of an answer
- have trouble thinking of an answer
- sometimes think of an answer
- always think of an answer

14. I think reading is _____.

- a boring way to spend time
- an OK way to spend time
- an interesting way to spend time
- a great way to spend time

(continued)

Figure 2
Motivation to Read Profile (cont'd.)

15. Reading is _____.

- very easy for me
- kind of easy for me
- kind of hard for me
- very hard for me

16. When I grow up I will spend _____.

- none of my time reading
- very little of my time reading
- some of my time reading
- a lot of my time reading

17. When I am in a group talking about stories, I _____.

- almost never talk about my ideas
- sometimes talk about my ideas
- almost always talk about my ideas
- always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____.

- every day
- almost every day
- once in a while
- never

19. When I read out loud I am a _____.

- poor reader
- OK reader
- good reader
- very good reader

20. When someone gives me a book for a present, I feel _____.

- very happy
- sort of happy
- sort of unhappy
- unhappy

Figure 3
Motivation to Read Profile

Conversational Interview

Name _____ Date _____

A. Emphasis: Narrative text

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book...I was talking with...about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.

1. Tell me about the most interesting story or book you have read this week (or even last week). Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.

Probes: What else can you tell me? Is there anything else? _____

2. How did you know or find out about this story? _____

- assigned in school
 chosen out of school

3. Why was this story interesting to you? _____

B. Emphasis: Informational text

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine...who read a lot of books about...to find out as much as he/she could about.... Now, I'd like to hear about some of the informational reading you have been doing.

1. Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me about what you learned.

Probes: What else could you tell me? Is there anything else? _____

2. How did you know or find out about this book/article? _____

- assigned in school
 chosen out of school

(continued)

Figure 3
Motivation to Read Profile (cont'd.)

3. Why was this book (or article) important to you? _____

C. Emphasis: General reading

1. Did you read anything at home yesterday? _____ What?

2. Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading? _____ Tell me about them.

3. Tell me about your favorite author.

4. What do you think you have to learn to be a better reader?

5. Do you know about any books right now that you'd like to read? Tell me about them.

6. How did you find out about these books?

7. What are some things that get you really excited about reading books?

Tell me about...

8. Who gets you really interested and excited about reading books?

Tell me more about what they do.

Figure 4
Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

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I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say:

Sample 1: I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) boy, (pause) girl.

Say:

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number ____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Figure 5
Scoring directions: MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to *recode* the response options. Items where recoding is required are starred on the scoring sheet.

Example: Here is how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____.
- a very good reader
 - a good reader
 - an OK reader
 - a poor reader
2. Reading a book is something I like to do.
- Never
 - Not very often
 - Sometimes
 - Often

To score item 1 it is first necessary to recode the response options so that a poor reader equals 1 point, an OK reader equals 2 points, a good reader equals 3 points, and a very good reader equals 4 points.

Since Maria answered that she is a *good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of Reading column on the scoring sheet. See below.

Scoring sheet

Self-Concept as a Reader	Value of Reading
*recode 1. <u>3</u>	<u>2. 4</u>

To calculate the Self-Concept raw score and Value raw score add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

Figure 6
MRP Reading Survey scoring sheet

Student name _____

Grade _____ Teacher _____

Administration date _____

Recoding scale

1 = 4
2 = 3
3 = 2
4 = 1

Self-Concept as a Reader

*recode 1. _____
3. _____
*recode 5. _____
*recode 7. _____
9. _____
*recode 11. _____
13. _____
*recode 15. _____
17. _____
19. _____

Value of Reading

2. _____
*recode 4. _____
6. _____
*recode 8. _____
*recode 10. _____
12. _____
14. _____
16. _____
*recode 18. _____
*recode 20. _____

SC raw score: _____ /40

V raw score: _____ /40

Full survey raw score (Self-Concept & Value): _____ /80

Percentage scores

Self-Concept

Value

Full Survey

Comments: _____

Figure 7
Teacher directions: MRP Conversational Interview

1. Duplicate the Conversational Interview so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the Conversational Interview. Reviewing the information on students' Reading Surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the Conversational Interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of students' reading experiences.
7. Record students' responses in as much detail as possible. If time and resources permit you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.
8. Enjoy this special time with each student!