

**Appendix: Motivation to Read Survey Instrument and Motivation to Read
Interview Protocol**

Figure 1
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

Sample 1: I am in _____

- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- Twelfth grade

Sample 2: I am a _____

- Female
- Male

Sample 3: My race/ethnicity is _____

- African-American
- Asian/Asian American
- Caucasian
- Hispanic
- Native American
- Multi-racial/Multi-ethnic
- Other: Please specify _____

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

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

(continued)

Figure 1 (continued)
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

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
15. Reading is _____.
- very easy for me
 - kind of easy for me
 - kind of hard for me
 - very hard for me
16. As an adult, I will spend _____.
- none of my time reading
 - very little time reading
 - some of my time reading
 - a lot of my time reading
17. When I am in a group talking about what we are reading, 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 teachers to read out loud in my classes _____.
- 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

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

Figure 2
Adolescent Motivation to Read Profile
conversational interview

Name _____

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 what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

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

(Some possible responses: assigned, chosen, in school, 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 or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I am going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?

(Some possible responses: assigned, chosen, in school, out of school)

(continued)

Figure 2 (continued)
Adolescent Motivation to Read Profile
conversational interview

3. Why was reading this important to you?

C. Emphasis: General reading

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

2. Do you have anything at school (in your desk, locker, or 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?

Tell me about....

(continued)

Figure 2 (continued)
Adolescent Motivation to Read Profile
conversational interview

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

Tell me more about what they do.

9. Do you have a computer in your home?

If they answer yes, ask the following questions:

How much time do you spend on the computer a day?

What do you usually do?

What do you like to read when you are on the Internet?

If they answer no, ask the following questions:

If you did have a computer in your home, what would you like to do with it?

Is there anything on the Internet that you would like to be able to read?

D. Emphasis: School reading in comparison to home reading

1. In what class do you most like to read?

Why?

2. In what class do you feel the reading is the most difficult?

Why?

(continued)

Figure 2 (continued)
Adolescent Motivation to Read Profile
conversational interview

3. Have any of your teachers done something with reading that you really enjoyed?

Could you explain some of what was done?

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

What?

How often?

Where?

5. Do you write letters or email to friends or family?

How often?

6. Do you share any of the following reading materials with members of your family:
newspapers, magazines, religious materials, games?

With whom?

How often?

7. Do you belong to any clubs or organizations for which you read and write?

Could you explain what kind of reading it is?

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

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

Value of reading

*recode 1. _____

2. _____

3. _____

*recode 4. _____

*recode 5. _____

6. _____

*recode 7. _____

*recode 8. _____

9. _____

*recode 10. _____

11. _____

12. _____

13. _____

14. _____

*recode 15. _____

16. _____

17. _____

*recode 18. _____

19. _____

*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: _____

Note. Reprinted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)