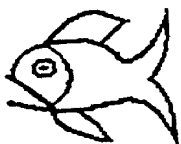
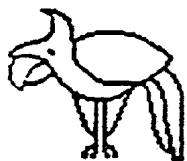
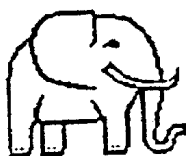


ME AND MY READING PROFILE**Name:** _____**Date:** _____**Teacher:** _____**What grade are you in?****1.****2.****3.****Kindergarten****First grade****Second grade****I am a _____.****1.****2.****Boy****Girl****Do you like to read books all by yourself?****1.****2.****3.****Yes****It's OK****No**



Learning to read is_____.

1.

2.

3.

Not very important

Sort of important

Very important



What kind of reader are you?

1.

2.

3.

I am not
a good reader

I am an OK reader

I am a
very good reader



My friends think reading is _____.

1.

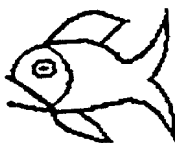
2.

3.

Really fun

OK to do

No fun



How do you feel when you read out loud to someone?

1.

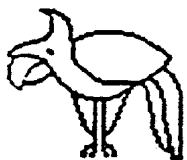
2.

3.

Happy

OK

Sad



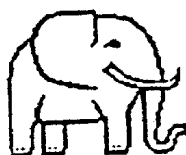
Do you tell your friends about books you read?

- | | | |
|--------------|------------------|--------------|
| 1. | 2. | 3. |
| Never | Sometimes | A lot |



For me, learning to read is_____.

- | | | |
|-------------|---------------------|--------------------|
| 1. | 2. | 3. |
| Easy | Sort of hard | Really hard |



**When someone reads books out loud to me,
I think it is_____.**

- | | | |
|--------------|-----------|---------------|
| 1. | 2. | 3. |
| Great | OK | Boring |



Do you like to read books out loud to someone else?

- | | | |
|-----------|----------------|------------|
| 1. | 2. | 3. |
| No | It's OK | Yes |
-



I think libraries are _____.

1.

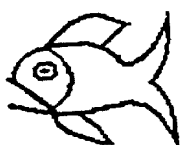
2.

3.

A great place
to spend time

An OK place
to spend time

A boring place
to spend time



How do you feel about reading?

1.

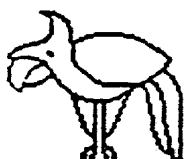
2.

3.

I don't like it

It's OK

I like it a lot



I spend _____.

1.

2.

3.

None of my time
reading books

Some of my time
reading books

A lot of my time
reading books



How do you feel when you are in a group talking
about books?

1.

2.

3.

I do not like to
talk about my ideas

I sometimes like to
talk about my ideas

I always like to
talk about my ideas



How would you feel if someone gave you a book for a present?

1.

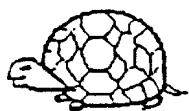
2.

3.

Mad

OK

Happy



How do you feel about learning to read?

1.

2.

3.

I like it a lot

It's OK

I don't like it



Do you like to read when you have free time?

1.

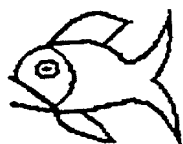
2.

3.

No

It's OK

Yes



How do you feel about reading with others?

1.

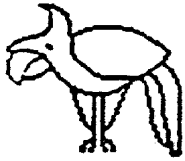
2.

3.

I really like it

It's OK

I don't like it
at all



Do you have "favorite" books?

1.

2.

3.

Lots

Some

None



For me, reading is _____.

1.

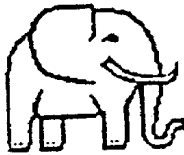
2.

3.

Really hard

Sort of hard

Easy



I think becoming a good reader is _____.

1.

2.

3.

Very important

Sort of important

Not very important

*“This new subscale
involved more
than how children
felt when reading
out loud.”*

children in grades 3 and up, primary readers are self-reporting differences in their self-concepts as readers and values of reading. However, unlike their older peers, young children indicated a third motivation construct. As illustrated in Figure 4, items related to literacy out loud proved to be a statistically significant factor related to the development of reading motivation of young children.

It is important to note that the items comprising this new subscale involved more than how children felt when reading out loud. Affirming what many other literacy researchers have found, these additional activities were socially mediated and closely tied to specific relationships and contexts (Neuman & Roskos, 1997; Teale & Sulzby, 1986). For example, on the MMRP, literacy out loud included being read to and talking about books. Therefore, an important classroom implication gained from validation of the MMRP is that our efforts to plan engaging literacy instruction in grades K–2 must include practices sensitive to self-concept of reading, value of reading, and literacy out loud.

Another interesting facet of the factor analysis is that the 10 items that were constructed to tap students’ self-concept as a reader factored into two groups (self-concept as a reader and literacy out loud), which might be an indicator of how self-concept develops in young children. As a consequence of being an emergent reader, many activities involve

Figure 3 MMRP Scoring Guidelines

In order to increase the reliability of student responses, the items are variably scaled. Some items have the responses listed in order from *least motivated* to *most motivated* (scored 1–3), and others have responses that are listed in order from *most motivated* to *least motivated* (scored 3–1).

To support you in scoring items correctly for calculating the Self-Concept (SC), Value (V), and Literacy Out Loud (LO) subscales, please use the following table to guide you.

Compare the student’s response (first through third response selected) with the item numbers below to determine the score for that item.

Total MMRP _____ /60
Total SC _____ /15 Total V _____ /30 Total LO _____ /15

Total Instrument

Item Number and Subscale	Icon	First Response	Second Response	Third Response
1 SC	Bear	3	2	1
2 V	Elephant	1	2	3
3 SC	Turtle	1	2	3
4 V	Owl	3	2	1
5 LO	Fish	3	2	1
6 LO	Parrot	1	2	3
7 SC	Bear	3	2	1
8 LO	Elephant	3	2	1
9 LO	Turtle	1	2	3
10 V	Owl	3	2	1
11 SC	Fish	1	2	3
12 V	Parrot	1	2	3
13 LO	Bear	1	2	3
14 V	Elephant	1	2	3
15 V	Turtle	3	2	1
16 V	Owl	1	2	3
17 V	Fish	3	2	1
18 V	Parrot	3	2	1
19 SC	Bear	1	2	3
20 V	Elephant	3	2	1

Self-Concept Items

Item Number		First Response	Second Response	Third Response
1 SC		3	2	1
3 SC		1	2	3
7 SC		3	2	1
11 SC		1	2	3
19 SC		1	2	3

(Continued)