Adolescent Motivations for School Reading questionnaire (AMSR) (Coddington, 2009) is a measure of six constructs of motivation in Reading/Language Arts class. Three of the constructs (intrinsic motivation, self-efficacy, prosocial interactions) represent aspects that affirm reading related activities. The other three constructs (avoidance, perceived difficulty, antisocial interactions) represent volitional aspects of the self that undermine reading related activities. The questionnaire consists of 7 items per construct for a total of 42 items. Students are told that readings for school can include any of the following: non-fiction books, fiction books, textbooks, Web sites, newspapers, or magazines. After completing two sample items as a class, middle school students read the statements silently and respond to each item by circling the most accurate reflection of their perceptions on a scale of 1 to 4 (1 = Not At All Like Me, 2 = Not Like Me, 3 = Somewhat Like Me, 4 = A Lot Like Me). The questionnaire items can also be read aloud by the teacher or researcher to students with reading difficulties. Students should be given ample time to complete the questionnaire without rushing. Teachers or researchers should monitor student progress to ensure students are reading each item carefully and responding thoughtfully. The majority of students in our study completed the questionnaire in 10-15 minutes. Reliability and factor analysis information is included for each construct in the reference (Coddington, 2009).

Coddington, C. S. (2009). The effects of constructs of motivation that affirm and undermine reading achievement inside and outside of school on middle school students' reading achievement (Doctoral dissertation, University of Maryland). Available from ProQuestion Dissertations and Theses database. (ProQuest document ID 1974135421)

Name:_____   Date:_____

Teacher:_____   Period:_____

School Reading Questionnaire

Please read the following statements and select the response that best fits how YOU feel about reading <u>for your Language Arts/Reading class</u> this school year.

When answering the questions think about anything you read <u>for Language Arts/Reading class</u> this school year. This could include any of the following materials: fiction books, non-fiction books, textbooks, magazines, newspapers, and Web sites.

For each question think about how similar the statement is to YOU and how YOU feel about reading for your Language Arts/Reading class this school year. Decide whether the statement is: a lot like you, somewhat like you, not like you or not at all like you.

Sample Questions

1. I enjoy playing sports for school.

   Not At All   Not   Somewhat   A Lot
   Like Me   Like Me   Like Me   Like Me

2. I believe Language Arts/Reading class is important for my future.

   Not At All   Not   Somewhat   A Lot
   Like Me   Like Me   Like Me   Like Me

Remember to answer the questions **honestly** based on your own experiences. There are no right or wrong answers. Your teachers, parents and friends will **not** see your answers.

1. I enjoy the challenge of reading for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

2. I share my opinion about what I read for Language Arts/Reading class with my classmates.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

3. I choose to do other things besides read for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

4. I can figure out difficult words in reading materials for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

5. I make fun of my classmates' opinions about what they read for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

6. I believe I am a good reader for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

7. I enjoy finding new things to read for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

8. I respect my classmates' opinions about what they read in Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

9. I read as little as possible for Language Arts/Reading class.

   | Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

10. I feel successful when I read for Language Arts/Reading class.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

11. I am good at reading for Language Arts/Reading class.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

12. I enjoy it when reading materials for Language Arts/Reading make me think.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

13. I enjoy reading for Language Arts/Reading class.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

14. I choose easy books to read for Language Arts/Reading class so I don't have to work hard.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

15. Reading for Language Arts/Reading class is boring to me.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

16. I try to convince my classmates that the reading for Language Arts/Reading class is a waste of time.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

17. I skip words when reading for Language Arts/Reading class.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

18. I respect other students' comments about what they read in Language Arts/Reading class.

Not At All   Not   Somewhat   A Lot
Like Me   Like Me   Like Me   Like Me

19. I have a hard time recognizing words in books for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

20. I share what I learn from reading for Language Arts/Reading class with my classmates.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

21. I show interest in what my classmates read for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

22. Reading materials for Language Arts/Reading class are difficult to read.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

23. Reading for Language Arts/Reading class is usually difficult.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

24. Reading for Language Arts/Reading class is difficult for me.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

25. It is hard for me to understand reading materials for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

26. I keep what I learn from reading for Language Arts/Reading class to myself.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

27. I enjoy reading in my free time for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

28. I think I am a good reader for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

29. I make fun of other students' comments about what they read in Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

30. I think reading for Language Arts/Reading class is hard.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

31. I offer to help my classmates with reading for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

32. Reading for Language Arts/Reading class is a waste of time.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

33. I leave my classmates alone when they have problems reading for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

34. I am good at remembering words I read for Language Arts/Reading class

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

35. I recognize words easily when I read for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

36. I make lots of mistakes reading for Language Arts/Reading class.

| Not At All Like Me | Not Like Me | Somewhat Like Me | A Lot Like Me |

37. I keep my opinion about what I read for Language Arts/Reading class to myself.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

38. I am uninterested in what other students read for Language Arts/Reading class.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

39. I avoid reading for Language Arts/Reading class.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

40. I try to cheer my classmates up if they have problems with reading in Language Arts/Reading class.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

41. I like to read for Language Arts/Reading class.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

42. I think I can read the books in Language Arts/Reading class.

| Not At All
Like Me | Not
Like Me | Somewhat
Like Me | A Lot
Like Me |

Adolescent Motivations for School Reading (Items by Construct)

Intrinsic Motivation ($\alpha = .92$, 9 items)

I enjoy reading for Language Arts/Reading class. (13)
I enjoy it when reading materials for Language Arts/Reading make me think. (12)
I enjoy reading in my free time for Language Arts/Reading class. (27)
I feel successful when I read for Language Arts/Reading class. (10)
I like to read for Language Arts/Reading class. (41)
I enjoy the challenge of reading for Language Arts/Reading class. (1)
I enjoy finding new things to read for Language Arts/Reading class. (7)
[*]Reading for Language Arts/Reading class is boring to me. (15)
[*]Reading for Language Arts/Reading class is a waste of time. (32)

Avoidance ($\alpha = .75$, 4 items)

I choose to do other things besides read for Language Arts/Reading class. (3)
I avoid reading for Language Arts/Reading class. (39)
I skip words when reading for Language Arts/Reading class. (17)
I choose easy books to read for Language Arts/Reading class so I don't have to work hard. (14)
[†]I read as little as possible for Language Arts/Reading class. (9)

Self-Efficacy ($\alpha = .89$, 7 items)

I am good at reading for Language Arts/Reading class. (11)
I am good at remembering words I read for Language Arts/Reading class. (34)
I recognize words easily when I read for Language Arts/Reading class. (35)
I think I am a good reader for Language Arts/Reading class. (28)
I believe I am a good reader for Language Arts/Reading class. (6)
I can figure out difficult words in reading materials for Language Arts/Reading class. (4)
I think I can read the books in Language Arts/Reading class. (42)

Perceived Difficulty ($\alpha = .92$, 7 items)

Reading for Language Arts/Reading class is difficult for me. (24)
I make lots of mistakes reading for Language Arts/Reading class. (36)
It is hard for me to understand reading materials for Language Arts/Reading class. (25)
Reading materials for Language Arts/Reading class are difficult to read. (22)
Reading for Language Arts/Reading class is usually difficult. (23)
I have a hard time recognizing words in books for Language Arts/Reading class. (19)
I think reading for Language Arts/Reading class is hard. (30)

Prosocial Interactions ($\alpha = .80$, 8 items)

I share what I learn from reading for Language Arts/Reading class with my classmates. (20)
[†]I try to cheer my classmates up if they have problems with reading in Language Arts/Reading class. (40)
I share my opinion about what I read for Language Arts/Reading class with my classmates. (2)
I offer to help my classmates with reading for Language Arts/Reading class. (31)
I show interest in what my classmates read for Language Arts/Reading class. (21)
[*]I keep what I learn from reading for Language Arts/Reading class to myself. (26)
[*]I leave my classmates alone when they have problems reading for Language Arts/Reading class. (33)
[*]I keep my opinion about what I read for Language Arts/Reading class to myself. (37)
[*]I am uninterested in what other students read for Language Arts/Reading class. (38)

Antisocial Interactions ($\alpha = .84$, 4 items)

I make fun of my classmates' opinions about what they read for Language Arts/Reading class. (5)
[†]I try to convince my classmates that the reading for Language Arts/Reading class is a waste of time. (16)
I make fun of other students' comments about what they read in Language Arts/Reading class. (29)
[*]I respect my classmates' opinions about what they read in Language Arts/Reading class. (8)
[*]I respect other students' comments about what they read in Language Arts/Reading class. (18)

Notes: Factor structure based on a principal axis factor analysis with oblique rotation. [*] Item negatively loaded on the factor and was reverse coded when forming the construct. [†] Item failed to load on a single factor and was not included in forming the final construct.