

Name of Instrument	Motivations for Reading Questionnaire (MRQ)
Developer/ Website	The items were developed by Dr. Allan Wigfield and Dr. John Guthrie at the University of Maryland.
Instrument Availability/ Key Source(s)	The items are described in the following published article in which the authors indicate that the items and format for the instrument are available by contacting them. Wigfield, A. & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. <i>Journal of Educational Psychology</i> , 89, 420-432.
Population	Wigfield and Guthrie (1997) used the MRQ on a sample of 105 4 th and 5 th grade elementary students at one mid-Atlantic state school and 148 (Guthrie et al., 2004) and 150 (Wigfield et al., 2004) 3 rd grade students from four mid-Atlantic state schools (respectively) during administration of Concept-Oriented Reading Instruction (CORI; see www.cori.umd.edu for more details). The student samples were approximately 70-76% European American and 22-30% African American. Unrau and Schlackman (2006) also used the MRQ successfully with a sample of 2000 6 th , 7 th and 8 th grade middle school students from one school in the Los Angeles area. This sample of middle school students was 75% Hispanic, 20% Asian, and 5% African-American, American Indian or White.
Type of Method	Student ratings of various aspects of their reading motivations.
Overview	The Motivations for Reading Questionnaire is a student rated assessment of the extent to which each student is motivated to read. It was originally developed by Wigfield and Guthrie (1995) to assess different aspects of student's reading motivation. In 1997, Wigfield and Guthrie improved the MRQ by grouping questions into 11 constructs of reading motivation with the help of motivational interviews with students, classroom reading instruction observations (Guthrie et al., 1996), and alignment with motivational theory. The original scale contained 82 items (Wigfield & Guthrie, 1995), but was revised by Wigfield and Guthrie (1997) and now only contains 53 items. A shortened version (18 items) of the MRQ was also created to use for pre- and post- CORI assessments (Guthrie et al., 2004; Wigfield et al., 2004).
Administration	The MRQ is a set of items that each student completes independently with a group of other students (approximately 10-15). As a group, students go through 3 practice questions with the questionnaire administrator(s) and then are allowed to complete the remainder of the questionnaire on their own. The revised MRQ only has 2 practice questions. Questionnaire administrators are available to answer questions during this time. Students are typically able to finish the MRQ in one 15 to 20 minute session (Wigfield & Guthrie, 1997).
Domains Measured	The revised MRQ contains 53 items intended to reflect 11 constructs of reading motivation: <ol style="list-style-type: none"> 1. Reading Efficacy (3 items) 2. Reading Challenge(5 items) 3. Reading Curiosity (6 items) 4. Reading Involvement (6 items) 5. Importance of Reading (2 items) 6. Reading Work Avoidance (4 items) 7. Competition in Reading (6 items)

	<p>8. Recognition for Reading (5 items)</p> <p>9. Reading for Grades (4 items)</p> <p>10. Social Reasons for Reading (7 items)</p> <p>11. Compliance (5 items)</p>
Scoring/ Reporting	The response format for the above items is 1 = <i>very different from me</i> to 4 = <i>a lot like me</i> . Scores are computed for each aspect and construct by averaging across their respective items.
Reliability	Wigfield and Guthrie (1997) reported the reliabilities for all the aspects of the 53-item MRQ ranging from .43 to .81. Work Avoidance and Reading for Grades had reliabilities of .44 and .43, respectively, at one time point, but they had reliabilities of .60 and .59 at a different time point. The remaining 9 aspects showed consistent reliabilities ranging from .52 and .81.
Validity	Factor analyses conducted by Wigfield and Guthrie (1997) indicated evidence of construct validity supporting eleven factors for the 53-item revised MRQ in 4 th and 5 th grade students. Most of the reading motivation aspects correlated positively from low- to moderately high levels, providing further evidence of construct validity. Only the Work Avoidance aspect correlated negatively with all aspects aside from Competition in Reading. Unrau and Schlackman (2006) also found support for the 11-factor model in a sample of 6 th , 7 th , and 8 th grade students with a confirmatory fit index (CFI) of .90, suggesting relatively good model fit.
Overview of Use	The MRQ has been used in published research by the instrument developers to explore the multi-dimensionality of student's reading motivation in grades 4-5 and to assess the impact of the CORI intervention on reading motivation in 3 rd grade students. The MRQ has also been successfully used in published research by other researchers with middle school students from grade 6-8.

References

- Guthrie, J. T., Van Meter, P., McCann, A., Wigfield, A., Bennett, L., Poundstone, C, Rice, M. E., Faibisch, F., Hunt, B., & Mitchell, A. (1996). Growth in literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly, 31*, 306-325.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology, 96*, 403-423.
- Unrau, N., & Schlackman, J. (2006). Motivation and its relationship with reading achievement in an urban middle school. *Journal of Educational Research, 100*, 81-101.
- Wigfield, A., & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*, 420-432.
- Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research, 97*, 299-309.

Name _____ Date _____

Teacher _____

Motivations for Reading Questionnaire

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There are no right or wrong answers. We only want to know how you feel about reading.

For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

I like ice cream.

Very	A Little		
Different	Different	A Little	A Lot
From Me	From Me	Like Me	Like Me
1	2	3	4

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you**, circle a 3.

If the statement is **a lot like you**, circle a 4.

I like spinach.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

If the statement is **very different from you**, what should you circle?

If the statement is **a little different from you**, what should you circle?

If the statement is **a little like you**, what should you circle?

If the statement is **a lot like you**, what should you circle?

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class.

There are no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, circle ONE number on each line. The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

1. I like being the best at reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

2. I like it when the questions in books make me think.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

3. I read to improve my grades.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

4. If the teacher discusses something interesting I might read more about it.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

5. I like hard, challenging books.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

6. I enjoy a long, involved story or fiction book.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

7. I know that I will do well in reading next year.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

8. If a book is interesting I don't care how hard it is to read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

9. I try to get more answers right than my friends.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

10. I have favorite subjects that I like to read about.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

11. I visit the library often with my family.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

12. I make pictures in my mind when I read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

13. I don't like reading something when the words are too difficult.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

14. I enjoy reading books about people in different countries.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

15. I am a good reader.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

16. I usually learn difficult things by reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

17. It is very important to me to be a good reader.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

18. My parents often tell me what a good job I am doing in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

19. I read to learn new information about topics that interest me.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

20. If the project is interesting, I can read difficult material.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

21. I learn more from reading than most students in the class.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

22. I read stories about fantasy and make believe.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

23. I read because I have to.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

24. I don't like vocabulary questions.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

25. I like to read about new things.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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26. I often read to my brother or my sister.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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27. In comparison to other activities I do, it is very important to me to be a good reader.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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28. I like having the teacher say I read well.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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29. I read about my hobbies to learn more about them.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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30. I like mysteries.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4
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31. My friends and I like to trade things to read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

32. Complicated stories are no fun to read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

33. I read a lot of adventure stories.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

34. I do as little schoolwork as possible in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

35. I feel like I make friends with people in good books.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

36. Finishing every reading assignment is very important to me.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

37. My friends sometimes tell me I am a good reader.

Very	A Little
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Different From Me	Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

38. Grades are a good way to see how well you are doing in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

39. I like to help my friends with their schoolwork in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

40. I don't like it when there are too many people in the story.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

41. I am willing to work hard to read better than my friends.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

42. I sometimes read to my parents.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

43. I like to get compliments for my reading.

Very Different	A Little Different	A Little	A Lot
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From Me	From Me	Like Me	Like Me
1	2	3	4

44. It is important for me to see my name on a list of good readers.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

45. I talk to my friends about what I am reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

46. I always try to finish my reading on time.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

47. I am happy when someone recognizes my reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

48. I like to tell my family about what I am reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

49. I like being the only one who knows an answer in something we read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
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Motivations for Reading Questionnaire (MRQ)
Wigfield & Guthrie, 1997

53 items

11 constructs

Reading Efficacy (3 items) <ul style="list-style-type: none"><input type="checkbox"/> I don't know that I will do well in reading next year<input type="checkbox"/> I am a good reader<input type="checkbox"/> I learn more from reading than most students in the class
Reading Challenge (5 items) <ul style="list-style-type: none"><input type="checkbox"/> I like hard, challenging books<input type="checkbox"/> If the project is interesting, I can read difficult material<input type="checkbox"/> I like it when the questions in books make me think<input type="checkbox"/> I usually learn difficult things by reading<input type="checkbox"/> If a book is interesting I don't care how hard it is to read
Reading Curiosity (6 items) <ul style="list-style-type: none"><input type="checkbox"/> If the teacher discusses something interesting I might read more about it<input type="checkbox"/> I have favorite subjects that I like to read about<input type="checkbox"/> I read to learn new information about topics that interest me<input type="checkbox"/> I read about my hobbies to learn more about them<input type="checkbox"/> I like to read about new things<input type="checkbox"/> I enjoy reading books about living things
Reading Involvement (6 items) <ul style="list-style-type: none"><input type="checkbox"/> I read stories about fantasy and make believe<input type="checkbox"/> I like mysteries<input type="checkbox"/> I make pictures in my mind when I read<input type="checkbox"/> I feel like I make friends with people in good books<input type="checkbox"/> I read a lot of adventure stories<input type="checkbox"/> I enjoy a long, involved story or fiction book
Importance of Reading (2 items) <ul style="list-style-type: none"><input type="checkbox"/> It is very important to me to be a good reader<input type="checkbox"/> In comparison to other activities I do, it is very important to me to be a good reader
Reading Work Avoidance (4 items) <ul style="list-style-type: none"><input type="checkbox"/> I don't like vocabulary questions<input type="checkbox"/> Complicated stories are no fun to read<input type="checkbox"/> I don't like reading something when the words are too difficult<input type="checkbox"/> I don't like it when there are too many people in the story

Competition in Reading (6 items)

- I try to get more answers right than my friends
- I like being the best at reading
- I like to finish my reading before other students
- I like being the only one who knows an answer in something we read
- It is important for me to see my name on a list of good readers
- I am willing to work hard to read better than my friends

Recognition for Reading (5 items)

- I like having the teacher say I read well
- My friends sometimes tell me I am a good reader
- I like to get compliments for my reading
- I am happy when someone recognizes my reading
- My parents often tell me what a good job I am doing in reading

Reading for Grades (4 items)

- Grades are a good way to see how well you are doing in reading
- I look forward to finding out my reading grades
- I read to improve my grades
- My parents ask me about my reading grade

Social Reasons for Reading (7 items)

- I visit the library often with my family
- I often read to my brother or my sister
- My friends and I like to trade things to read
- I sometimes read to my parents
- I talk to my friends about what I am reading
- I like to help my friends with their schoolwork in reading
- I like to tell my family about what I am reading

Compliance (5 items)

- I do as little schoolwork as possible in reading
- I read because I have to
- I always do my reading work exactly as the teacher wants it
- Finishing every reading assignment is very important to me
- I always try to finish my reading on time