

## Figure 2 Directions for Administration of the MMRP

The MMRP is designed for classroom teachers to use with their kindergarten through second-grade students. It is a 20-item multiple-choice instrument comprised of three subscales: one that assesses the child's self-concept as a reader (5 items), one that assesses the child's appreciation of the value of reading (10 items), and one that assesses literacy out loud (5 items). Two practice items are provided to acquaint children with the format of the instrument. The MMRP is designed to be read aloud to the students by the teacher.

The MMRP is designed for whole-class administration; however, teachers should consider the age and attention span of students when deciding how and when to administer the instrument. The MMRP may be most effectively administered to small groups rather than the entire class. The first 10 items could be administered on one day, and the remaining 10 items could be administered the next day. The entire survey takes approximately 15–20 minutes to complete.

### Teacher directions to students before the MMRP is distributed:

Today, I'm going to ask you some questions about you and your reading.  
I want to know how you feel about reading.  
There are no right or wrong answers.  
You will not be graded on this.  
Your answers will help me make reading more interesting for you.  
The important thing is to think about what is right for you.  
Think about each question, and then give your most honest answer to each question.  
Think about and circle the answer that is most honest for you.

### Pass out the MMRP and say:

I will read each sentence to you 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 **circle** the best answer for you.  
Remember, do not circle your answer until I tell you to.  
OK, let's begin.

### Read the first sample item (fish) and say:

Put your pencil on the picture of the fish.  
The sentence beside the fish says "I am in..." (pause).  
Now, put your pencil on number 1.  
Below number 1, it says "Kindergarten" (pause).  
Put your pencil on number 2.  
Below number 2, it says "First grade" (pause).  
Put your pencil on number 3.  
Below number 3, it says "Second grade" (pause).  
Now, I'll read it again.  
I want you to circle the answer that is right for you.  
Put your pencil on the fish.  
"I am in..." (pause).  
Now, you circle the answer that is right for you.  
Number 1, Kindergarten (pause).  
Number 2, First grade (pause).  
Number 3, Second grade (pause).

### Read the second sample item (parrot) and say:

Now we are ready for the next one.  
Put your pencil on the parrot.  
The sentence beside the parrot says "I am a..." (pause).  
Now, put your pencil on number 1.  
Below number 1, it says "Boy" (pause).  
Put your pencil on number 2.  
Below number 2, it says "Girl" (pause).  
Now, I'll read it again.  
I want you to circle the answer that is right for you.  
Put your pencil on the parrot.  
"I am a..." (pause).  
Now, you circle the answer that is right for you.  
Number 1, "Boy" (pause).  
Number 2, "Girl" (pause).

**Read the remaining items in the same way. Be sure to pause to provide ample time for students to mark their responses.**