

APPENDIX

*METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY-REVISED (MARSI-R, 2013)*

---

GENERAL INFORMATION

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

Ethnicity: \_\_\_\_\_ African American/Black \_\_\_\_\_ Caucasian/White  
\_\_\_\_\_ American Indian \_\_\_\_\_ Asian American  
\_\_\_\_\_ Hispanic/Latino \_\_\_\_\_ Other

I consider myself (Check one):

1. \_\_\_\_\_ An excellent reader
2. \_\_\_\_\_ A good reader
3. \_\_\_\_\_ An average reader
4. \_\_\_\_\_ A poor reader

INSTRUCTIONS FOR COMPLETING THE INVENTORY

The statements listed on this inventory describes 15 strategies or actions readers use when reading academic or school-related materials such as book chapters, journal articles, stories, etc.

Directions:

Step 1: Read each statement to indicate whether you are aware of and/or use these strategies when you read.

Step 2: Use the following scale to show your strategy awareness and/or use:

1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.

Step 3: After reading each strategy statement, place the numbers (1, 2, 3, 4, or 5) in the spaces preceding each statement to show your level of awareness and/or use of each strategy.

Example: \_\_\_\_\_ Sounding words out when reading

Place the number 1 in the blank space next to the strategy if you've never heard of it before; place the number 2 next to the strategy if you've heard of it, but don't know what it means; and so on.

There are no right or wrong answers to the statements in this inventory. It takes about 7-10 minutes to complete the inventory.

*METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY-REVISED (MARSİ-R, 2013)*

---

Strategy scale:

1. I have never heard of this strategy before.
2. I have heard of this strategy, but I don't know what it means.
3. I have heard of this strategy, and I think I know what it means.
4. I know this strategy, and I can explain how and when to use it.
5. I know this strategy quite well, and I often use it when I read.

After reading each strategy statement, place the numbers (1, 2, 3, 4, or 5) in the spaces preceding each statement to show your level of awareness and/or use of each strategy.

Strategies 1-15

---

- \_\_\_\_\_ 01. Having a purpose in mind when I read.
- \_\_\_\_\_ 02. Taking notes while reading.
- \_\_\_\_\_ 03. Previewing the text to see what it is about before reading it.
- \_\_\_\_\_ 04. Reading aloud to help me understand what I'm reading.
- \_\_\_\_\_ 05. Checking to see if the content of the text fits my purpose for reading.
- \_\_\_\_\_ 06. Discussing what I read with others to check my understanding.
- \_\_\_\_\_ 07. Getting back on track when getting sidetracked or distracted.
- \_\_\_\_\_ 08. Underlining or circling important information in the text.
- \_\_\_\_\_ 09. Adjusting my reading pace or speed based on what I'm reading.
- \_\_\_\_\_ 10. Using reference materials such as dictionaries to support my reading.
- \_\_\_\_\_ 11. Stopping from time to time to think about what I'm reading.
- \_\_\_\_\_ 12. Using typographical aids like bold face and italics to pick out key information.
- \_\_\_\_\_ 13. Critically analyzing and evaluating the information read.
- \_\_\_\_\_ 14. Re-reading to make sure I understand what I'm reading.
- \_\_\_\_\_ 15. Guessing the meaning of unknown words or phrases.

*METACOGNITIVE AWARENESS OF READING STRATEGIES INVENTORY (MARSİ-R)*

SCORING & INTERPRETATION

---

SCORING:

The 15 strategies on the MARSİ-R inventory are scored on a 1 to 5 scale. The scores obtained provide three types information, including:

1. An individual score for each reading strategy. Review to get a cursory view of strategies you are aware of and use, and strategies you may not be aware of or use.

2. A scale score, which can be obtained by summing the items in the three reading strategy scales or categories (i.e., global reading strategies [items 1,3,5,12, & 13], problem-solving strategies [items 7,9,11,14, &15], and support reading strategies [items 2,4,6,8, &10]). To obtain scale scores, simply add up the appropriate items for each scale. Review to determine your level of awareness and use with respect to clusters or groups of reading strategies.
3. A composite score, which can be obtained by summing the scores of all strategy items in the inventory. Review to determine your level of awareness and use with respect to all reading strategies in the inventory.

Use the table below to record individual, subscales, and total inventory scores:

<i>Global reading strategies</i>	<i>Problem-solving strategies</i>	<i>Support reading strategies</i>	<i>Total reading strategies</i>
01_____	07_____	02_____	GRS Mean: _____ PSS Mean: _____ SRS Mean: _____
03_____	09_____	04_____	
05_____	11_____	06_____	
12_____	14_____	08_____	
13_____	15_____	10_____	
GRS mean: _____ ÷ 5 = _____	PSS mean: _____ ÷ 5 = _____	SRS mean: _____ ÷ 5 = _____	Total mean: _____ ÷ 15 = _____

#### INTERPRETATION:

Use the following guide to interpret your scores on the MARSİ-R instrument.

1. High level of awareness (3.5 or higher).
2. Medium level of awareness (2.5-3.4).
3. Low level of awareness (2.4 or Lower).

In general, higher scores on individual, subscale, or overall reading strategies indicate higher levels of awareness and perceived use of reading strategies when reading academic or school-related materials. We recommend:

1. Using the total scores and subscale scores to derive profiles for individual students or groups of students. These profiles are useful in understanding students' levels of awareness and use of reading strategies, and in designing instruction aimed at enhancing students' awareness and use of reading strategies, which are critical for reading comprehension. For instance, lower scores on certain strategies or type of strategies may indicate a need for targeted strategy instruction based on student profile characteristics.
2. Examining the scores obtained for differences in strategy awareness and use by groups, including, but not limited to, differences between male and female students and differences between effective and struggling readers.
3. Administering the MARSİ instrument two or three times per school year to monitor growth and patterns of change in student awareness and use of reading strategies in relation to overall reading performance.