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.
Revising the Metacognitive Awareness of Reading Strategies Inventory (MARI) and testing for...

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 (MARI-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.
_____ 15. Guessing the meaning of unknown words or phrases.

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

**SCORING & INTERPRETATION**

**SCORING:**

The 15 strategies on the MARI-R inventory are scored on a 1 to 5 scale. The scores obtained provide three types of 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:

<table>
<thead>
<tr>
<th>Global reading strategies</th>
<th>Problem-solving strategies</th>
<th>Support reading strategies</th>
<th>Total reading strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>01____</td>
<td>07____</td>
<td>02____</td>
<td>GRS Mean:____</td>
</tr>
<tr>
<td>03____</td>
<td>09____</td>
<td>04____</td>
<td>PSS Mean:____</td>
</tr>
<tr>
<td>05____</td>
<td>11____</td>
<td>06____</td>
<td>SRS Mean:____</td>
</tr>
<tr>
<td>12____</td>
<td>14____</td>
<td>08____</td>
<td>Total mean:____</td>
</tr>
<tr>
<td>13____</td>
<td>15____</td>
<td>10____</td>
<td></td>
</tr>
</tbody>
</table>

GRS mean: ______ ÷ 5 = ______
PSS mean: ______ ÷ 5 = ______
SRS mean: ______ ÷ 5 = ______
Total mean: ______ ÷ 15 = ______

**INTERPRETATION:**

Use the following guide to interpret your scores on the MARSI-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 MARSI 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.