

Baylor Revision of the Motivation to Read Survey (B-MRS)

This 20-item group administered survey uses a 4-point response format to measure two aspects of reading motivation: self-concept as a reader and value of reading. The reading self-concept scale taps students' expectations of success in reading and the value of reading scale measures the value students ascribe to reading. The B-MRS was designed for use with students in grades 2-6 and should take 15-20 minutes to administer to a class.

The original Reading Survey portion of the Motivation to Read Profile was published in 1996 by Gambrell et al. Subsequent research with that survey found three problematic items that were subsequently replaced in the B-MRS.

Administration and scoring instructions are provided in this packet. Likewise, normative tables for the Texas sample are included. The Texas normative sample of 2,146 students was weighted to achieve an overall sample size of 1,500 with 150 boys and 150 girls at each of the five grade levels.

The original MRS is described in:

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. *The Reading Teacher*, 49, 518-533.

Users of the B-MRS may cite:

Watkins, M. W., & Browning, L. J. (2015). The Baylor revision of the Motivation to Read Survey (B-MRS). *Research and Practice in the Schools*, in press.

Materials in this packet:

1. B-MRS Administration Script
2. B-MRS Alternate Form 1
3. B-MRS Alternate Form 2
4. B-MRS Scoring Instructions
5. B-MRS Norms Table for Self-Concept scale
6. B-MRS Norms Table for Value of Reading scale

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