**Metacognitive Awareness of Reading Strategies Inventory**

**(MARSI) Version 1.0**

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**DIRECTIONS**: Listed below are statements about what people do when they read academic or schoolrelated materials such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

* **1** means “I **never or almost never** do this.”
* **2** means “I do this **only occasionally.”**
* **3** means “I **sometimes** do this.” (About **50%** of the time.)
* **4** means “I **usually** do this.”
* **5** means “I **always or almost always** do this.”

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

|  |  |  |  |
| --- | --- | --- | --- |
| **TYPE** | **STRATEGIES** | **SCALE** |  |
| GLOB | 1. I have a purpose in mind when I read. | 1 | 2 | 3 | 4 | 5 |
| SUP | 2. I take notes while reading to help me understand what I read. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 3. I think about what I know to help me understand what I read. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 4. I preview the text to see what it’s about before reading it. | 1 | 2 | 3 | 4 | 5 |
| SUP | 5. When text becomes difficult, I read aloud to help me understand what I read. | 1 | 2 | 3 | 4 | 5 |
| SUP | 6.I summarize what I read to reflect on important information in the text. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 7. I think about whether the content of the text fits my reading purpose. | 1 | 2 | 3 | 4 | 5 |
| PROB | 8. I read slowly but carefully to be sure I understand what I’m reading. | 1 | 2 | 3 | 4 | 5 |
| SUP | 9.I discuss what I read with others to check my understanding. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 10. I skim the text first by noting characteristics like length and organization. | 1 | 2 | 3 | 4 | 5 |
| PROB | 11. I try to get back on track when I lose concentration. | 1 | 2 | 3 | 4 | 5 |
| SUP | 12. I underline or circle information in the text to help me remember it. | 1 | 2 | 3 | 4 | 5 |
| PROB | 13. I adjust my reading speed according to what I’m reading. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 14. I decide what to read closely and what to ignore. | 1 | 2 | 3 | 4 | 5 |
| SUP | 15. I use reference materials such as dictionaries to help me understand what I read. | 1 | 2 | 3 | 4 | 5 |
| PROB | 16. When text becomes difficult, I pay closer attention to what I’m reading. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 17. I use tables, figures, and pictures in text to increase my understanding. | 1 | 2 | 3 | 4 | 5 |
| PROB | 18. I stop from time to time and think about what I’m reading. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 19. I use context clues to help me better understand what I’m reading. | 1 | 2 | 3 | 4 | 5 |
| SUP | 20. I paraphrase (restate ideas in my own words) to better understand what I read. | 1 | 2 | 3 | 4 | 5 |
| PROB | 21. I try to picture or visualize information to help remember what I read. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 22. I use typographical aids like bold face and italics to identify key information. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 23. I critically analyze and evaluate the information presented in the text. | 1 | 2 | 3 | 4 | 5 |
| SUP | 24. I go back and forth in the text to find relationships among ideas in it. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 25. I check my understanding when I come across conflicting information. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 26. I try to guess what the material is about when I read. | 1 | 2 | 3 | 4 | 5 |
| PROB | 27. When text becomes difficult, I re-read to increase my understanding. | 1 | 2 | 3 | 4 | 5 |
| SUP | 28. I ask myself questions I like to have answered in the text. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 29. I check to see if my guesses about the text are right or wrong. | 1 | 2 | 3 | 4 | 5 |
| PROB | 30. I try to guess the meaning of unknown words or phrases. | 1 | 2 | 3 | 4 | 5 |

**Reference**: Mokhtari, K., & Reichard, C. (2002). Assessing students’ metacognitive awareness of reading strategies.

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**Metacognitive Awareness of Reading Strategies Inventory**

**SCORING RUBRIC**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade in School: □ 6th □ 7th □ 8th □ 9th □ 10th □ 11th □ 12th □ College □ Other

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write your response to each statement (i.e., 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up the scores under each column. Place the result on the line under each column.
3. Divide the score by the number of statements in each column to get the average for each subscale.
4. Calculate the average for the inventory by adding up the subscale scores and dividing by 30.
5. Compare your results to those shown below.
6. Discuss your results with your teacher or tutor.

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 Global Problem- Support Overall Reading

 Reading Strategies Solving Strategies Reading Strategies Strategies

 (GLOB Subscale) (PROB Subscale) (SUP Subscale)

|  |  |  |  |
| --- | --- | --- | --- |
| 1. \_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_10. \_\_\_\_\_\_\_14. \_\_\_\_\_\_\_17. \_\_\_\_\_\_\_ 19. \_\_\_\_\_\_\_ 22. \_\_\_\_\_\_\_ 23. \_\_\_\_\_\_\_ 25. \_\_\_\_\_\_\_ 26. \_\_\_\_\_\_\_29. \_\_\_\_\_\_\_ | 8. \_\_\_\_\_\_\_\_ 11. \_\_\_\_\_\_\_ 13. \_\_\_\_\_\_\_ 16. \_\_\_\_\_\_\_ 18. \_\_\_\_\_\_\_ 21. \_\_\_\_\_\_\_ 27. \_\_\_\_\_\_\_30. \_\_\_\_\_\_\_ | 2. \_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_ 9. \_\_\_\_\_\_\_\_12. \_\_\_\_\_\_\_15. \_\_\_\_\_\_\_20. \_\_\_\_\_\_\_ 24. \_\_\_\_\_\_\_28. \_\_\_\_\_\_\_ | GLOB \_\_\_\_\_\_PROB\_\_\_\_\_\_SUP \_\_\_\_\_\_ |
| \_\_\_\_\_ GLOB Score | \_\_\_\_\_ PROB Score |  | \_\_\_\_\_ SUP Score \_\_\_\_\_\_ Overall Score |
| \_\_\_\_\_ GLOB Mean | \_\_\_\_\_ PROB Mean |  | \_\_\_\_\_SUP Mean \_\_\_\_\_\_Overall Mean |
| **KEY TO AVERAGES**: 3.5 or higher = High | 2.5 – 3.4 = Medium 2.4 or lower = Low |

**INTERPRETING YOUR SCORES**: The overall average indicates how often you use reading strategies when reading academic materials. The average for each subscale of the inventory shows which group of strategies (i.e., global, problem-solving, and support strategies) you use most when reading. With this information, you can tell if you are very high or very low in any of these strategy groups. It is important to note, however, that the best possible use of these strategies depends on your reading ability in English, the type of material read, and your purpose for reading it. A low score on any of the subscales or parts of the inventory indicates that there may be some strategies in these parts that you might want to learn about and consider using when reading (adapted from Oxford 1990: 297300).

2