

Compendium 6. Reader Self-Perception Scale 2

Directions for Use

The Reader Self-Perception Scale 2 (RSPS2) enables educators and researchers to gauge how students in Grades 7 through 10 feel about themselves as readers. The scale consists of 47 items that address reader self-perceptions according to four dimensions of self-efficacy (Progress, Observational Comparison, Social Feedback, and Physiological States). Students are instructed to indicate how strongly they agree or disagree with each statement using a five-point scale ranging from Strongly Agree (5) to Strongly Disagree (1). Information derived from the RSPS2 can assist in devising ways to enhance students' self-confidence in reading and to increase their motivation to read. The following directions explain what should be done to administer, score, and interpret the instrument.

Administration

For the results to be useful, students must (1) understand exactly what they are to do, (2) have ample time to complete all items, and (3) respond honestly and thoughtfully. Briefly explain to them that they are being asked to complete a questionnaire to find out more about how students in their grade feel about themselves as readers. Tell them that they will be reading a series of statements and indicating how strongly they feel about each statement. Note that the task should take 15 to 20 minutes to complete, but that they can take as long as necessary. Emphasize that this is not a test, and that there are no right answers. Tell them that their responses will be kept confidential.

To begin, ask the students to fill in their names, grade levels, and classrooms as appropriate. Read the directions aloud, and work through the example with the students as a group. Discuss the response options, and make sure that all students understand the rating scale before continuing. It is important that students know they may raise their hands to ask quietly about any words or ideas they do not understand. The student should then begin to read each item silently and to circle their responses. When all items are completed, the students should stop and await further instructions. Students who work more slowly should not be disturbed by others who have completed the task.

Scoring

To score the RSPS2, enter a point value for each item number under the appropriate scale on the scoring sheet (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1). Sum each column to obtain a raw score for each of the four scales.

Interpretation

The total score for each scale varies because the number of items differs in each scale. Because the Progress scale consists of 16 items, the maximum score is 80 (i.e., 16×5). Observational Comparison and Social Feedback each have 9 items, so their top scores will be the same (45), but the 12-item Physiological States scale top score will be 60 (12×5). Each scale score can be interpreted by comparing it with the criteria on the scoring sheet. For example, a Progress score between 49 and 73 would be in the average range, whereas scores of 48 or below would be low, and scores of 74 and above would be in the high range. Evaluators should be sensitive to the fact that scores at the extremes of the average range could represent very different results.

Reader Self-Perception Scale

Listed below are statements about reading. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with the statement. Use the following scale:

SA = Strongly Agree	A = Agree	U = Undecided	D = Disagree	SD = Strongly Disagree
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Example:

I think pizza with pepperoni is the best.	SA	A	U	D	SD
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If you are *really positive* that pepperoni is the best, circle SA (Strongly Agree).

If you *think* that it is good but maybe not great, circle A (Agree).

If you *can't decide* whether or not it is best, circle U (Undecided).

If you *think* that pepperoni pizza is not all that good, circle D (Disagree).

If you are *really positive* that pepperoni pizza is not very good, circle SD (Strongly Disagree).

1. Reading is a pleasant activity for me. (PS)	SA	A	U	D	SD
2. I read better now than I could before. (PR)	SA	A	U	D	SD
3. I can handle more challenging reading materials than I could before. (PR)	SA	A	U	D	SD
4. Other students think I'm a good reader. (SF)	SA	A	U	D	SD
5. I need less help than other students when I read. (OC)	SA	A	U	D	SD
6. I feel comfortable when I read. (PS)	SA	A	U	D	SD
7. When I read, I don't have to try as hard to understand as I used to. (PR)	SA	A	U	D	SD
8. My classmates like to listen to the way that I read. (SF)	SA	A	U	D	SD
9. I am getting better at reading. (PR)	SA	A	U	D	SD
10. When I read, I can figure out words better than other students. (OC)	SA	A	U	D	SD
11. My teachers think I am a good reader. (SF)	SA	A	U	D	SD
12. I read better than other students in my class. (OC)	SA	A	U	D	SD
13. My reading comprehension level is higher than other students. (OC)	SA	A	U	D	SD
14. I feel calm when I read. (PS)	SA	A	U	D	SD
15. I read faster than other students. (OC)	SA	A	U	D	SD
16. My teachers think that I try my best when I read. (SF)	SA	A	U	D	SD
17. Reading tends to make me feel calm. (PS)	SA	A	U	D	SD
18. I understand what I read better than I could before. (PR)	SA	A	U	D	SD
19. I can understand difficult reading materials better than before. (PR)	SA	A	U	D	SD
20. When I read, I can handle difficult ideas better than my classmates. (OC)	SA	A	U	D	SD
21. When I read, I recognize more words than before. (PR)	SA	A	U	D	SD
22. I enjoy how I feel when I read. (PS)	SA	A	U	D	SD
23. I feel proud inside when I think about how well I read. (PS)	SA	A	U	D	SD
24. I have improved on assignments and tests that involve reading. (PR)	SA	A	U	D	SD
25. I feel good inside when I read. (PS)	SA	A	U	D	SD
26. When I read, my understanding of important vocabulary words is better than other students. (OC)	SA	A	U	D	SD

(Continued)

(Continued)

27. People in my family like to listen to me read. (SF)	SA	A	U	D	SD
28. My classmates think that I read pretty well. (SF)	SA	A	U	D	SD
29. Reading makes me feel good. (PS)	SA	A	U	D	SD
30. I can figure out hard words better than I could before. (PR)	SA	A	U	D	SD
31. I think reading can be relaxing. (PS)	SA	A	U	D	SD
32. I can concentrate more when I read than I could before. (PR)	SA	A	U	D	SD
33. Reading makes me feel happy inside. (PS)	SA	A	U	D	SD
34. When I read, I need less help than I used to. (PR)	SA	A	U	D	SD
35. I can tell that my teachers like to listen to me read. (SF)	SA	A	U	D	SD
36. I know the meaning of more words than other students when I read. (OC)	SA	A	U	D	SD
37. I read faster than I could before. (PR)	SA	A	U	D	SD
38. Reading is easier for me than it used to be. (PR)	SA	A	U	D	SD
39. My teachers think that I do a good job of interpreting what I read. (SF)	SA	A	U	D	SD
40. My understanding of difficult reading materials has improved. (PR)	SA	A	U	D	SD
41. I feel good about my ability to read. (PS)	SA	A	U	D	SD
42. I am more confident in my reading than other students. (OC)	SA	A	U	D	SD
43. Deep down, I like to read. (PS)	SA	A	U	D	SD
44. I can analyze what I read better than before. (PR)	SA	A	U	D	SD
45. My teachers think that my reading is fine. (SF)	SA	A	U	D	SD
46. Vocabulary words are easier for me to understand when I read now. (PR)	SA	A	U	D	SD

Source: Henk, W. A., Marinak, B. A., & Melnick, S. A. (2012). Measuring the reader self-perceptions of adolescents: Introducing the RSPS2. *Journal of Adolescent & Adult Literacy*, 56(4), 311-320, figure on p. 315.

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