

The Reading Maturity Survey With Next-Steps Planning

The Reading Maturity Survey with Next-Steps Planning was written by Matt Thomas, Ph.D., University of Central Missouri. For more information on this instrument, including permission to copy and use (for free), please contact him at: mthomas@ucmo.edu or 660-543-8729. Thanks.

The Reading Maturity Survey
(with next-steps planning at the end)

Name: _____ Date: _____

Directions: Please rate/characterize yourself as a reader on each item. Use the five point scale where one (1) is the lowest and five (5) is the highest.

Section 1

1. I enjoy reading.

not like me		somewhat like me		a lot like me
1	2	3	4	5

2. I have a high interest in reading.

not like me		somewhat like me		a lot like me
1	2	3	4	5

3. I feel that reading can be exciting.

not like me		somewhat like me		a lot like me
1	2	3	4	5

4. Reading can be stimulating.

not like me		somewhat like me		a lot like me
1	2	3	4	5

5. Reading is an important part of my life.

not like me		somewhat like me		a lot like me
1	2	3	4	5

6. I read frequently.

not like me		somewhat like me		a lot like me
1	2	3	4	5

7. I have a wide variety (or breadth) of reading interests .

not like me		somewhat like me		a lot like me
1	2	3	4	5

8. I like to read about many different things.

not like me		somewhat like me		a lot like me
1	2	3	4	5

9. I read extensively on certain topics (or with depth).

not like me		somewhat like me		a lot like me
1	2	3	4	5

10. I enjoy reading to learn a lot about something that interests me.

not like me		somewhat like me		a lot like me
1	2	3	4	5

Section 2

1. I feel that I read for valuable reasons.

not like me		somewhat like me		a lot like me
1	2	3	4	5

2. One of the reasons that I read is for pleasure.

not like me		somewhat like me		a lot like me
1	2	3	4	5

3. One of the reasons I read is to learn more about things that interest me.

not like me		somewhat like me		a lot like me
1	2	3	4	5

4. One of the reasons I read is to gain new knowledge.

not like me		somewhat like me		a lot like me
1	2	3	4	5

5. One of the reasons I read is to improve my understanding of life.

not like me		somewhat like me		a lot like me
1	2	3	4	5

6. One of the reasons I read is to understand others better.

not like me		somewhat like me		a lot like me
1	2	3	4	5

7. One of the reasons I read is to understand myself better.

not like me		somewhat like me		a lot like me
1	2	3	4	5

8. I try to actively engage myself with what I am reading.

not like me		somewhat like me		a lot like me
1	2	3	4	5

9. I read with purpose.

not like me		somewhat like me		a lot like me
1	2	3	4	5

10. I read flexibly.

not like me		somewhat like me		a lot like me
1	2	3	4	5

Section 3

1. I can read proficiently.

not like me		somewhat like me		a lot like me
1	2	3	4	5

2. I understand most of what I read.

not like me somewhat like me a lot like me
1 2 3 4 5

3. When I read, I feel like I get a good grasp of the literal meaning being presented.

not like me somewhat like me a lot like me
1 2 3 4 5

4. I am comfortable with my reading ability.

not like me somewhat like me a lot like me
1 2 3 4 5

5. I feel like I have the ability to see implied meanings in what I read.

not like me somewhat like me a lot like me
1 2 3 4 5

6. I don't mind reading out loud.

not like me somewhat like me a lot like me
1 2 3 4 5

7. I feel like I can "read the lines" efficiently.

not like me somewhat like me a lot like me
1 2 3 4 5

8. I feel like I can "read between the lines" efficiently.

not like me somewhat like me a lot like me
1 2 3 4 5

9. I can read fluently.

not like me somewhat like me a lot like me
1 2 3 4 5

10. My school grades and test scores would indicate that I have good reading comprehension abilities.

not like me somewhat like me a lot like me
1 2 3 4 5

Section 4

1. While I read something, I often think of other things that I already know about the topic.

not like me somewhat like me a lot like me
1 2 3 4 5

2. Reading prompts me with new ideas and insights.

not like me somewhat like me a lot like me
1 2 3 4 5

3. I often make generalizations and personal conclusions about what I have read.

not like me somewhat like me a lot like me
1 2 3 4 5

4. Reading helps me make decisions about things.

not like me somewhat like me a lot like me
1 2 3 4 5

5. When I read, I combine ideas I already have with ideas that I read to form new personal understandings.

not like me somewhat like me a lot like me
1 2 3 4 5

6. I read with an inquiring attitude.

not like me somewhat like me a lot like me
1 2 3 4 5

7. I ask myself questions while I am reading.

not like me somewhat like me a lot like me
1 2 3 4 5

8. When I evaluate the main idea of what I am reading, I look for supporting points.

not like me somewhat like me a lot like me
1 2 3 4 5

9. When I am reading, I often recognize ideas that may have personal or societal value.

not like me somewhat like me a lot like me
1 2 3 4 5

10. I construct new ideas from what I read.

not like me somewhat like me a lot like me
1 2 3 4 5

Section 5

1. I read intellectually challenging material.

not like me somewhat like me a lot like me
1 2 3 4 5

2. I enjoy reading material that goes beyond “easy-reading.”

not like me somewhat like me a lot like me
1 2 3 4 5

3. I like to read things that make me think.

not like me somewhat like me a lot like me
1 2 3 4 5

4. There are rich ideas in the materials that I read.

not like me somewhat like me a lot like me
1 2 3 4 5

5. I enjoy reading about things that stimulate my mind.

not like me		somewhat like me		a lot like me
1	2	3	4	5

6. I often read materials that are at relatively difficult reading levels.

not like me		somewhat like me		a lot like me
1	2	3	4	5

7. I enjoy reading materials that help me better understand other people.

not like me		somewhat like me		a lot like me
1	2	3	4	5

8. I often read things that broaden my understanding of the world.

not like me		somewhat like me		a lot like me
1	2	3	4	5

9. I am intellectually enriched by most of what I read.

not like me		somewhat like me		a lot like me
1	2	3	4	5

10. I enjoy reading materials that teach me things I did not know before.

not like me		somewhat like me		a lot like me
1	2	3	4	5

Section 6

1. Reading often helps me change my perspective about things.

not like me		somewhat like me		a lot like me
1	2	3	4	5

2. Reading often makes me want to make personal changes in my life.

not like me		somewhat like me		a lot like me
1	2	3	4	5

3. When I learn something valuable from credible reading sources, I usually apply it to the actions my life.

not like me		somewhat like me		a lot like me
1	2	3	4	5

4. Reading can transform my actions.

not like me		somewhat like me		a lot like me
1	2	3	4	5

5. Reading can transform my thinking.

not like me		somewhat like me		a lot like me
1	2	3	4	5

6. Reading can transform my values.

not like me somewhat like me a lot like me
1 2 3 4 5

7. I can recall instances in which I have been personally transformed from things I have read.

not like me somewhat like me a lot like me
1 2 3 4 5

8. Reading makes me carefully consider changes I should make in my life.

not like me somewhat like me a lot like me
1 2 3 4 5

9. Reading often causes me to be personally reflective.

not like me somewhat like me a lot like me
1 2 3 4 5

10. Some of my character is shaped by what I read.

not like me somewhat like me a lot like me
1 2 3 4 5

**Reading Maturity Survey
Tabulation Sheet**

Name: _____

Section 1: Interest in Reading

Sum Score: _____/50

Section 2: Purposes for Reading

Sum Score: _____/50

Section 3: The Recognition and Reconstruction of Meaning

Sum Score: _____/50

Section 4: Reaction To and Use of Ideas to Apprehend (Higher-Order Literacy)

Sum Score: _____/50

Section 5: Kinds of Materials Read

Sum Score: _____/50

Section 6: Personal Adjustment to Reading/Transformational Reading

Sum Score: _____/50

Total Score: _____/300

The Reading Maturity Survey: Next Steps Planning

The material that follows is designed to help you look back at specific aspects of the ways you responded on the *Reading Maturity Survey*. This is done so that you can begin to make an individualized plan for areas that you might like to work on, if you think it would be good to do so.

Section: Please look back to each section of the <i>Reading Maturity Survey</i> . What were two areas in each section that you marked the <i>lowest</i> that you would perhaps like to work on?	Action Plans: Please brainstorm some specific things that you could do that might help you rate yourself higher on these specific items in the future, if you think it would be good to do so.
Section 1: Interest in Reading 1. 2.	Things you might try to do: 1. 2.
Section 2: Purposes for Reading 1. 2.	Things you might try to do: 1. 2.
Section 3: The Recognition and Reconstruction of Meaning 1. 2.	Things you might try to do: 1. 2.
Section 4: Reaction To and Use of Ideas to Apprehend (Higher-Order Literacy) 1. 2.	Things you might try to do: 1. 2.
Section 5: Kinds of Materials Read 1. 2.	Things you might try to do: 1. 2.
Section 6: Personal Adjustment to Reading/Transformational Reading 1. 2.	Things you might try to do: 1. 2.

Narrowing the Focus and Reflecting on Progress

Please look back at the twelve different things you may have listed in the “Action Plans” column on the previous page. Please choose three specific things from this list that will be your focus for the future and record those in in the left-hand column. Then, as you go forward, please periodically reflect on your progress toward these three points of focus.

Goal/Point of Focus	Reflections on Progress
Goal/Point of Focus #1:	
Goal/Point of Focus #2:	
Goal/Point of Focus #3:	

The Reading Maturity Survey with Next-Steps Planning was written by Matt Thomas, Ph.D., University of Central Missouri. For more information on this instrument, including permission to copy and use (for free), please contact him at: mthomas@ucmo.edu or 660-543-8729. Thanks.
