Reading Strategies Inventory

Directions: Listed below are statements about what people do when they read academic or school-related materials such as textbooks or library books.

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 best applies to you. Please remember that there are **no right or wrong answers** to the statements in this inventory.

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

(Klingner, Vaughn, & Boardman, 2007)

Scoring Rubric for Reading Strategies Inventory

Student name: _____

Age: _____

Date: _____

1. Write your response to each statement (i.e. 1, 2, 3, 4, or 5) in each of the blanks.
2. Add up your scores under each column. Place the result on the line under each column.
3. Divide the subscale score by the number of statements in each column to get each subscale average.
4. Calculate the average for the whole 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.

Global (G)	Problem-Solving (P)	Support (S)
1. _____	8. _____	2. _____
3. _____	11. _____	5. _____
4. _____	13. _____	6. _____
7. _____	16. _____	9. _____
10. _____	18. _____	12. _____
14. _____	21. _____	15. _____
17. _____	27. _____	20. _____
19. _____	30. _____	24. _____
22. _____		28. _____
23. _____		
25. _____		
26. _____		
29. _____		

GLOB Score _____   PROB Score _____   SUP Score _____   Overall Score _____

GLOB Mean _____   PROB Mean _____   SUP Mean _____   Overall Mean _____

Key to mean scores: 3.5 or higher = high   2.5-3.4 = medium   2.4 or lower = low

Interpreting your scores: The overall mean indicates how often you use reading strategies when reading academic materials. The mean for each subscale of the inventory shows which group of strategies (i.e. global, problem-solving, and support strategies) you use most when reading. You can tell if you score very high or very low in any of these strategy groups. Note, however, that the best possible use of these strategies depends on your reading ability, the type of material read, and your purpose for reading it. A low score on any of the subscales indicates that there may be some strategies you might want to learn about and consider using when reading.

Global reading strategies: include setting purpose for reading, activating prior knowledge, checking whether text content fits purpose, predicting what text is about, confirming predictions, previewing text for content, skimming to note text characteristics, making decisions in relation to what to read closely, using context clues, using text structure, and using other textual features to enhance reading comprehension.

Problem-solving strategies: include reading slowly and carefully, adjusting reading rate, paying close attention to reading, pausing to reflect on reading, rereading, visualizing information read, reading text out loud, and guessing meaning of unknown words.

Support reading strategies: include taking notes while reading, paraphrasing text information, revisiting previously read information, asking self questions, using reference materials as aids, underlining text information, discussing reading with others, and writing summaries of reading.