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The Impact of the Balanced Literacy Approach in Reading Instruction on Student Reading Motivation and Reading Competence

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THE IMPACT OF THE BALANCED LITERACY APPROACH IN READING INSTRUCTION ON STUDENT READING MOTIVATION AND READING COMPETENCE

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Jami B. Clements

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Dedication

This dissertation is dedicated to the two most important women in my life, my mother and my daughter. To my mom, thank you for always believing in me and supporting me. Thank you for listening to me ramble on and on about my research, hurdles, and next steps even when you really had no clue what it all meant. Without you by my side, this would not have been possible. To my amazingly curious and happy daughter, Waverly, I am grateful that you are too young to truly know the sacrifices you have made to make this possible. Your smile and hugs have often made me smile when I felt like crying and have given me hope when I felt like throwing in the towel. Next year, you will start kindergarten. May it be the beginning of a life full of learning, growing, and exploring. I hope that my pursuit of life-long learning, my work, and my life will be an inspiration to you as you have been to me!

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Finally, I'd like to thank my administrative peers in the school district and my faculty at my school. I appreciate our conversations, your understanding, and your encouragement.

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Abstract

The purpose of this quantitative study was to investigate the impact Balanced Literacy Reading Instruction had on student motivation to read and student reading competence in the elementary school of one public school district. This study analyzed extant student summative reading assessment data and extant teacher observation data. The study also administered the Self-Regulation Questionnaire-Reading Motivation to measure the reading motivation of students who had received Balanced Literacy Reading Instruction in the district from first grade through fifth grade. The study sought to determine the amount of reading time administered during reading instruction during the implementation, the current level of student reading motivation, and the longitudinal growth of student reading competence. The study used the CIPP model of program evaluation for data collection on the context, input, process, and products of implementation and student results of the Balanced Literacy Reading Instruction. The findings of the study indicate that the Balanced Literacy approach is not being implemented with fidelity based on the disparity of student reading time between teachers. Based on survey results, the current level of student motivation to read varies significantly between students and does not reflect trends in motivation research. The students have not experienced significant growth in reading competence during implementation. Recommendations for future research and continuous program improvement include providing consistent and continuous professional development on Balanced Literacy, collecting baseline data on student motivation to measure growth, and analyzing the effect of Balanced Literacy Reading Instruction on student populations more aligned to the district's student population.

THE IMPACT OF THE BALANCED LITERACY APPROACH IN READING INSTRUCTION ON STUDENT READING MOTIVATION AND READING COMPETENCE

CHAPTER 1

INTRODUCTION

Background

Public education was founded to develop citizens who would have the knowledge and skills to be productive members of society. The foundation of a structured school education and a functional society is literacy (Becker, McElvany, & Kortenbruck, 2010; Bitter, O'Day, Gubbins, & Socias, 2009; Schiefele & Schaffner, 2016). Since the 1950s, there has been an intense debate regarding the best strategies, practices, and programs to teach literacy, specifically reading (Adams, 1990). Despite the focus on reading instruction strategies and the ongoing debate about best practices, state standardized test scores and the Progress in International Reading Literacy Study indicate that classroom literacy instruction in the United States is becoming less and less effective (Hao & Johnson, 2013; "Education Reform," 2003; Walberg, 1996).

In the United States today, there are numerous challenges schools must address in order to develop students' literacy skills. These challenges include a growing English Language Learner population, an increase in students identified as Learning Disabled (LD; O'Connor, Beach, Sanchez, Bocian, & Flynn, 2015), the influence of multi-media (Borgonovi, 2016; Ennemoser & Schneider, 2007; Koolstra &Van Der Voort, 1996; Vandewater et al., 2005), and a reduced emphasis on reading at home (Flowers & Flowers, 2008; Rideout, 2014; U.S. Department of Labor, 2017). Another potential challenge is the influence of text messaging and social media on formal language and

sentence structure. There are conflicting research findings in the effect of text messaging and social media on children's literacy development (Kemp & Bushnell, 2011; Verheijen, 2013; Wood, Kemp, Waldron, & Hart, 2014; Wood et al., 2011; Zebroff, 2018). Given the persistent debate over the most effective approach to literacy instruction and the added 21st century challenges, it is more important than ever that instructional leaders select literacy programs and strategies that meet the needs of their student population and that leaders evaluate the program to ensure expected and proclaimed progress is being actualized.

By definition, literacy includes writing, oral fluency, and reading (Bingham & Hall-Kenyon, 2011). However, due to the frequency and emphasis of standardized assessment, reading is the literacy component most consistently and explicitly taught. Oral fluency is part of the Common Core Standards, which have been adopted by 42 out of the 50 states (Common Core State Standards Initiative, 2018). Virginia is one of the eight states that have not adopted the Common Core Standards, but oral fluency is part of the Virginia Department of Education (VDOE) language arts curriculum (VDOE, 2018). Despite being part of the written curriculum, oral fluency is not part of the assessed curriculum. In Virginia, a standardized assessment is not given for oral fluency and oral fluency is rarely an explicit part of classroom instruction (Dahlgren, 2008). Writing is part of the VDOE language arts curriculum and is currently assessed by the state standardized test in the 8th grade and the 11th grade (VDOE, 2018). The 5th grade Writing Standards of Learning test was eliminated for the 2014-2015 school year. It is difficult to determine the specific impact this has had on writing instruction at the elementary level. However, the consistent decline of writing scores for the 8th grade

students and the 11th grade students indicates that formal writing instruction with an emphasis on grammar, sentence structure, and composition has been minimized if not eliminated (Collazo, 2017; VDOE, 2018). Reading is still assessed every year in elementary school starting in the 3rd grade and is the primary focus of elementary level language arts teachers (Bingham & Hall-Kenyon, 2011).

Since reading is the primary focus of the taught curriculum in language arts classrooms, there are numerous reading programs available for elementary schools to implement. These programs typically use one of two approaches to reading instruction: explicit teaching of skills before reading or the holistic approach which asserts learning skills embedded within reading experiences (Bingham & Hall-Kenyon, 2011). There is an abundance of research that supports results for both approaches (Barger, 2016; Reutzel, Child, Jones, & Clark, 2014; Spiegel, 1998). Often reading programs are not selected based on research and data, but on the current trends or availability with little justification for the selection (Pavonetti, Brimmer, & Cipielewski, 2003; Yodis, 2016). Given the contradictory research espousing all different types of reading programs and approaches to instruction, as well as the fundamental importance of reading to all other instruction, it is imperative that school systems select and evaluate a reading program to ensure it effectively meets the needs of its student population and develops the skills to read and most importantly the motivation to read (Becker et al., 2010; Gambrell, 1996; Schiefele & Schaffner, 2016).

Program Description

The Balanced Literacy approach to reading instruction is based on the teacher selecting a variety of reading content and instructional methods based on student need. In addition to increasing reading competence, the Balanced Literacy approach is purported to increase students' motivation to read because it gives students choice in reading material. The small school district in this study selected the Balanced Literacy approach in an attempt to reverse a downward trend in elementary reading achievement.

Context. The context of the Balanced Literacy approach to reading instruction in this study is a small rural school district in Virginia. The school district consists of one elementary school for pre-kindergarten to Grade 4, which will be referenced as the primary elementary school; one elementary school for Grade 5, which will be referenced as the single grade elementary school; one middle school for Grades 6-8; and one high school. The school district serves all children in the county and the city within the county.

Historically, all of the schools in the district, except the high school, have had an inconsistent accreditation status. All of the schools in the district were Provisionally Accredited for the 2002-2003 school year. The following year, the primary elementary school was Fully Accredited and the other three schools remained Provisionally Accredited. The high school became Fully Accredited for the 2004-2005 school year and has maintained full accreditation status. The three schools for Grades K-8 were Accredited with Warning for the 2004-2005 school year. The primary elementary school became Fully Accredited the following school year. The single grade elementary school and the middle school fluctuated between Accredited with Warning and Fully Accredited

for the next three school years. In 2008-2009, all four schools in the district were Fully Accredited and maintained full accreditation until the 2012-2013 school year. In 2013-2014, when the three-year average plunged below the state benchmark, the two elementary schools and the middle school became Accredited with Warning. The VDOE changed the labels for non-accredited during the next three years, but none of the three schools became Fully Accredited during that period. In 2016-2017, the primary elementary school and the middle school were Accreditation Denied. The single grade elementary school was Accreditation Denied the following school year.

The Reading SOL pass rates have been the consistent barrier to full accreditation for the three lower grade level schools in the district. Figure 1 shows the steady decline in Reading SOL Pass rates by grade level since the 2011-2012 school year.

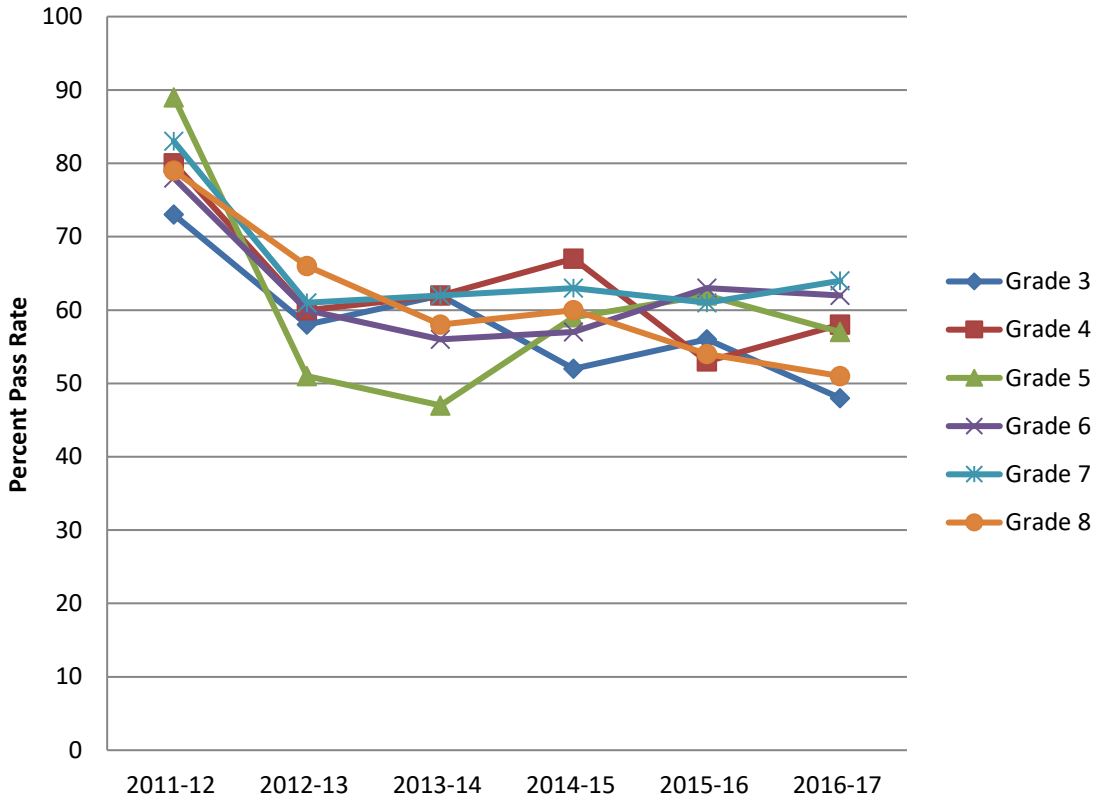

Figure 1. Reading SOL Pass Rates for Grades 3-8 in the district for the 2011-2012 school year through the 2016-2017 school year. Pass rates were obtained from the Virginia Department of Education School Report Card.

During the 2012-2013 school year, the district was using the Open Court Reading program published by McGraw-Hill Education. The Open Court Reading program is an explicit instruction program that focuses on phonics and reading comprehension. This was the reading program used in both elementary schools prior to the district's transition to Balanced Literacy, which is the focus of this program evaluation.

Description of the program. Balanced Literacy is not a reading program, but an approach to reading instruction. Proponents of Balanced Literacy explain the approach as a combination of explicit and holistic instructional strategies that teachers can tailor to meet the needs of their students (Barger, 2016). Diane Ravitch (2007), in her glossary of education terms, defines Balanced Literacy as follows:

> An approach to reading instruction that emphasizes the primacy of constructing meaning from authentic texts while also including instruction in skills. Balanced literacy classes incorporate elements of whole-language instruction, such as the use of complete and authentic (as opposed to decodable or vocabulary-controlled) texts and the teaching of common sight words, as well as providing some instruction in phonics. Such classes employ diverse strategies, including read-aloud sessions, word walls, guided reading, and reading circles. Advocates laud the method because it relies primarily on teacher judgment and initiative. Critics note that balanced literacy pro-grams retain the spirit of whole-language instruction while including just enough phonics instruction to meet the requirements of state standards. (p.27)

The basic structure for reading instruction in a Balanced Literacy classroom includes Read Aloud, Guided Reading, Shared Reading, and Independent Reading.

Balanced Literacy should improve student motivation to read by giving students choice (Guthrie et al., 2006). During Independent Reading, students choose a book based on their interest and reading level. This flexibility increases student motivation to read by allowing students to pick a book they want to read and ensuring they select a book that is appropriate for the student's reading level. This minimizes frustration by reading a text that may be too difficult. Motivation is one of the key factors for improving reading comprehension skills (Becker et al., 2010; Gambrell, 1996; Guthrie et al., 2006; Schiefele & Schaffner, 2016). In elementary grades, students are learning to read and to develop a love of reading. In middle school and high school, students are reading to learn and are more extrinsically motivated to read (De Naeghel, Van Keer, Vansteenkiste, & Rosseel,

2012). In all grades, students read independently to become better readers. The teacher makes observations, records objective notes on student reading, and conferences with the students. The notes and observations are used to monitor and plan for individual student growth and to identify common needs of students for mini-lessons the teacher will teach during Guided Reading (Barger, 2016).

The Balanced Literacy approach gives teachers the flexibility to tailor reading instruction to meet the needs of the students (Barger, 2016; Spiegel, 1998). These tailored lessons are presented during Guided Reading. The classroom teacher individualizes the mini-lessons to meet the needs of small groups of students based on observations of the students during shared and independent reading. The groups are flexible and may change daily based on any deficit of skill or an area of growth identified during student reading time. Typically in elementary grades, those skills or strategies will include decoding, phonograms or word families, main idea, using pictures for context clues, visualizing, and other fundamental reading skills (Barger, 2016). In middle and high school, mini-lessons may still include basic skills such as decoding for lower level readers, but typically the strategies extend to recognizing schema, inferencing, questioning, synthesizing, metacognitive strategies, and other reading strategies to deepen understanding of and make connections with the text (Claggett, Reid, & Vinz, 2007; McGregor, 2007). Students in elementary grades may be introduced to these strategies during Guided Reading.

Building literacy skills through reading requires spiraling and scaffolding of the skills as well as the texts. The flexibility to use data on student's reading ability and specific skill needs to provide small group remediation as well as advanced reading

strategies within one class has the potential to maximize student growth. The teacher monitors student reading progress before, during, and after reading to ensure the taught skills are implemented successfully. Before the reading, the teacher explicitly teaches a reading strategy to a small group with similar needs. During the reading, the teacher models the strategy. This may occur during Shared Reading or Read Aloud. Finally, after the reading, the teacher monitors the student application of the strategy when students read independently (Barger, 2016).

During Shared Reading, reading is shared between the student and the teacher. Shared Reading is not Round Robin Reading. The teacher is the primary reader, but shares the reading with the student or students by asking questions about the text or pictures, allowing the student(s) to read the repetitive parts, and rereading the story together. The teacher adjusts repetition and student involvement based on the needs of the student, but the basic format of Shared Reading includes introducing the story to the students and activating prior knowledge, the teacher reading the story with student input, discussing the story after reading, and rereading the story. The dramatics and input of each student group may vary based on reading level, attention span, and personality, but the intent of Shared Reading remains the same to actively engage or share the text with the students (Barger, 2016). Engaging with the text is another key factor to improve reading comprehension (Pflaum & Bishop, 2004). Word recognition is a skill necessary for reading, but reading is not strictly word recognition (Spiegel, 1998). The more students activate prior knowledge and develop connections with the text, the more they will build comprehension strategies. Teachers build those engagement skills during Shared Reading.

Teachers do not actively engage students during Read Aloud, but the teacher demonstrates reading strategies and skills the students are expected to develop. Read Aloud is often called modeling because the teacher is modeling proficient reading and reading strategies to understand the text. As the teacher reads, she/he will use think aloud strategies to sound out unfamiliar words, use context clues to determine meaning, ask questions about the text, or explain any other thoughts that help the teacher understand or comprehend the text. During Read Aloud, the teacher may ask the students questions, but Read Aloud is typically teacher talk. The length and level of the book used will be based on the attention span, interest, and level of the student group (Barger, 2016).

Each Balanced Literacy component gives the teacher and the student flexibility to adjust instruction, text, and feedback to the academic needs and interest of the students. The foundation of Balanced Literacy is students will learn to read by reading. To actively engage students in reading, the flexibility and choice inherent in the Balanced Literacy Framework must increase student motivation to read (Becker et al., 2010; Gambrell, 1996; Guthrie et al., 2006; Schiefele & Schaffner, 2016; Taboada, Tonks, Wigfield, & Guthrie, 2009).

The theoretical framework of Self Determination Theory (SDT) was used to frame this study. Students enter the reading classrooms with different knowledge, experiences, and skills. Each student's schema affects his or her self-concept and motivation to read (Guthrie et al., 2006). Intrinsic motivation has been consistently associated with improved comprehension and longitudinal academic growth, whereas extrinsic motivation has been associated with short-term, superficial growth (Becker et al., 2010; De Naeghel et al., 2012). SDT extends the definition of intrinsic and extrinsic

motivation to autonomous motivation and controlled motivation respectively (Ryan & Deci, 2000). The continuum of motivation outlined by SDT provides a research-based perspective of motivation necessary to examine the role of motivation in becoming an effective reader. As seen in Figure 2, research shows a student's self-concept and type of motivation impact the amount of time a student reads, the level the student actively engages with the text, and the student's reading comprehension.

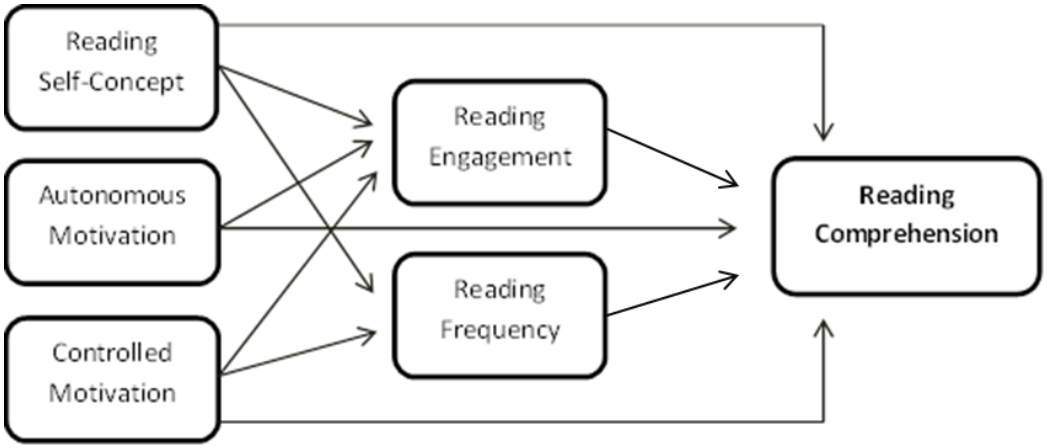

Figure 2. Program theory for study of motivation and reading comprehension.

Research indicates that when students feel like they are good readers they are motivated to read which in turn increases reading frequency and engagement (Becker et al., 2010). Students with increased intrinsic and extrinsic motivation spent more time reading (Guthrie, Wigfield, Metsala, & Cox, 1999). However, students who were extrinsically motivated in elementary school showed a negative relationship with reading comprehension in later grades (Becker et al., 2010; De Naeghel et al., 2012; Unrau & Schlackman, 2006). Consequently, the framework of SDT will create the lens to evaluate

the development of student motivation to read, as well as the type of motivation which significantly impacts reading comprehension.

Overview of the Evaluation Approach

Assessment of education programs is necessary to ensure programs are being implemented with fidelity and are obtaining the expected results (Praslova, 2010). Given the imperative role early childhood reading plays in future academic success, it is imperative that instructional leaders evaluate literacy programs on a regular basis to ensure students are receiving the reading foundation necessary for future learning (Gonzalez et al., 2011). The Balanced Literacy approach in this study was an ongoing framework for reading instruction that the district was planning to continue indefinitely. The approach had been fully implemented for five school years without a program evaluation. SOL scores and pass rates in reading and writing were the sole tool used to assess reading and writing instruction in the district. Therefore, a formative evaluation was necessary to determine if the program had met the short-range and-mid range outcomes and if the program was on target to meet the long-range outcomes.

Program evaluation model. The effectiveness of a program or framework is dependent on evaluation (Hernandez, 2000). A logic model provides a framework to create a consistent understanding of the needs, beliefs, inputs, outcomes, and results of a program (Hernandez, 2000). To fully understand the processes that lead to the adaptation and the steps involved in the implementation of the Balanced Literacy reading approach, the researcher developed a used the CIPP evaluation model to frame this program evaluation. CIPP stands for context, input, process, and products. The CIPP evaluation model was developed by Daniel Stufflebeam (1971) to link the evaluation process with

decision making. The CIPP model enables decision making because the areas pertain to the conception, design, implementation, and assessment of a program. Those four categories are context, implementation inputs, process, and products. The context is the planning of the program when the needs, goals, and priorities are identified. The inputs are the implementation of the program when resources are allocated and steps are taken. The process is the first step in assessment when the execution of the steps and utilization of resources are reviewed. The products are the final step in assessing the program when it is determined if the goals were actualized. The researcher developed a logic model to organize the context, inputs, process, and products of the Balanced Literacy reading approach (see Figure 3).

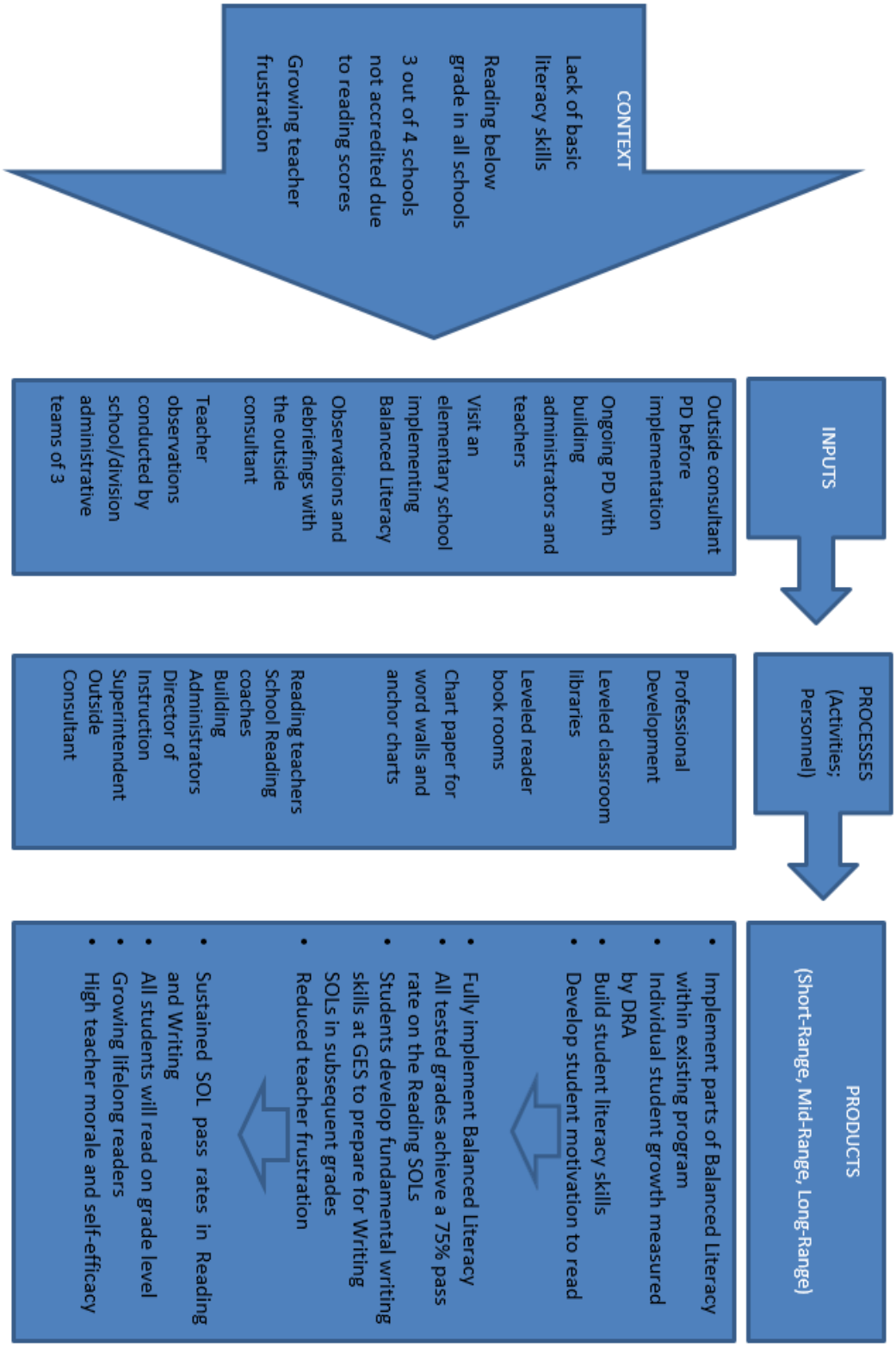

Figure 3. Logic model for balanced literacy reading.

The context for the program was the small rural school district with one elementary school. The district instructional team began a review of the primary elementary school reading program during the 2011-2012 school year. The district team identified the need for consistent student growth and assessment performance in reading. In the 2011-2012 school year, all four schools in the district were fully accredited, but pass rates were declining. In addition to summative assessment data, children entering the pre-kindergarten program and the kindergarten program were lacking basic literacy skills including speech. The children entering pre-kindergarten and kindergarten with literacy skill deficits were falling more and more behind as they progressed through the grades and schools in the district. This growing performance gap became more exacerbated as the students were promoted to higher grades and resulted in increased teacher frustration because the teachers at higher grade levels lacked the skills and resources to teach basic literacy skills.

In addition to district concerns, the VDOE had designated the primary elementary school as a Reading First School. As a Reading First School, the primary elementary school had made some improvements in reading as evidenced by slight increases in the Reading Standards Of Learning (SOL) pass rates, but these gains were modest and were not sustained. Given the lack of sustained, significant improvement, VDOE assigned a state reading specialist to facilitate a transition in reading instruction to the Balanced Literacy approach.

The Inputs for the program included professional development and administrative partnerships with outside consultants. In the spring of 2013, the state reading specialist conducted observations of and debriefings with K-4 reading teachers at the primary

elementary school. During the observations and debriefings, the focus was modifying the currently implemented Open Court Reading program to incorporate strategies from the Balanced Literacy approach to reading. The teachers were empowered to make suggestions during the debriefings. As part of this process, all reading teachers at the primary elementary school were asked to post a word wall in their classrooms. The second, third, and fourth grade reading teachers also focused on incorporating anchor charts in their classrooms. In addition to the observations and debriefings, the state reading specialist facilitated professional development focused on comprehension strategies. The primary elementary school principal advised teachers to make small changes to the Open Court Reading program to incorporate the strategies during the 2013 spring semester without completely changing their reading program.

During the summer of 2013, reading teachers at the primary elementary school received two days of professional development from the state reading specialist and two other presenters. The training was entitled "Using a Balanced Literacy Approach to Maximize Student Achievement in Reading." The objectives for the professional development were listed as follows:

- Identify/review the components of a daily balanced literacy program.
- Gather ideas for launching and managing the reading workshop in my classroom.
- Practice using "think-alouds" to model a comprehension strategy.
- Plan a guided reading lesson for a small group of students.
- Incorporate word study effectively.

The teachers received a third day of training from the state reading specialist and one presenter. The third workshop was titled "Using a Balanced Literacy Approach to Maximize Student Achievement in Writing."

The building administrators were given two different examples of master schedules from two different elementary schools implementing Balanced Literacy. The administrators were also given three different observation forms with Balanced Literacy look-fors, as well as an "Active Participation Reference Sheet" that listed 20 different classroom activities and indicated what the teacher did and what the students did for each. The classroom teachers were given a lesson plan template and sample lesson plans, a list of books for modeling at each grade level, and a packet of "Helpful Resources."

During the fall 2013 semester, two different days of paired observations in the primary elementary school reading classrooms were conducted. Both sets of observations were recorded on the Elementary Balanced Literacy Observation Guide (Courtesy of Chesterfield County Public Schools Language Arts Department). During the first set of observations, the primary elementary school principal and the two assistant principals were paired with the district director of instruction, the district superintendent, and the state reading specialist respectively. During the second set of observations, the principal was paired with the state reading specialist, one assistant principal was paired with a Virginia Commonwealth University Training and Technical Assistance Center (T/TAC) representative, the other assistant principal was paired with the district director of pupil/personnel services, and the superintendent was paired with the district director of instruction. Both sets of observations included debriefings with the observation pairs, as well as the classroom teachers. The state reading specialist returned to the district to

review lesson plans and observe reading classes in February 2013. The district team conducted a third set of observations in March 2014.

In addition to the observations, debriefings, and professional development provided by the state reading specialist, two different book studies were completed. Ten teachers in pre-kindergarten through second grade volunteered to participate in the book study of *Reading for Meaning* by Debbie Miller (2002). Ten teachers in third and fourth grade volunteered to participate in the book study of *Strategies that Work* by Stephanie Harvey and Anne Goudvis (2017). The primary elementary school Reading Coaches facilitated the book studies.

The Process for implementing the program was a gradual phase in with limited support after the program was fully implemented. During the transition from Open Court Reading to Balanced Literacy, the teachers and administrators at the primary elementary school received professional development in the form of observations, debriefings, grade level sessions, and whole group sessions. The professional development included training on planning and implementing reading and writing instruction using the Balanced Literacy approach. During the first year of implementation, observations and feedback were conducted by the school and district level administrators.

The school reading coaches were the primary contacts for teachers. The reading coaches conducted observations, reviewed lesson plans, and provided feedback to the teachers. The reading coaches also provided periodic progress reports to school level and district level instructional leaders.

In order to provide an adequate selection of books for different interests and skill levels, a school book room was created with leveled readers. In the second year of

implementation, the primary elementary school obtained a school-wide license for A-Z learning. Each year teachers have increased the books available in classroom libraries. During the 2015-2016 school year, teachers at the primary elementary school did not have complete classroom libraries to support Balanced Literacy.

The two school level reading coaches developed a lesson plan template for language arts teachers. The lesson plan template included writing workshops, morning meetings, and the reading components of Balanced Literacy: Shared Reading, Guided Reading, Read Aloud, and Independent Reading. All grade level teachers at the primary elementary school were expected to use the lesson plan template to plan and implement daily reading and writing instruction with guided reading workshops and writing workshops.

Teachers received training on how to use word walls and anchor charts to support word study and reading in their classrooms. Teachers were expected to have visible word walls and anchor charts for students to use. Reading coaches and administrators recorded the presence and use of word walls and anchor charts during observations. The coaches and administrators then gave guidance to teachers on the use of these tools to facilitate word study and reading workshops.

The Products anticipated by the district were increased reading competence as measured by Reading SOL Pass Rates and increased student motivation to read. The district leaders realized that improvements in reading instruction and reading skills would not be achieved in one school year. Creating systemic change and developing student motivation, would take at least three years with consistent professional development, feedback, and support. The district did not develop written goals to monitor incremental

process. However, the informal goals included short-range, mid-range, and long-range goals. The short range goals included the first steps that had to be taken prior to full implementation. Teachers were expected to take away pieces of the Open Court Reading program and replace them with components of Balanced Literacy. Those components included using word walls and guided reading groups. Incorporating the guided reading groups was expected to improve student motivation to read as well as reading skills. Short-range student growth would be measured using the Developmental Reading Assessment (DRA). The mid-range goals outlined the intended outcomes for the first year of full implementation through the third year. The mid-range goals included a complete transition from Open Court Reading to the Balanced Literacy approach to teaching reading and writing. By implementing the Balanced Literacy approach to reading, student motivation to read and academic success in reading were expected to improve evidenced by the primary elementary school achieving and sustaining a 75% pass rate on the Reading SOL. The district leaders also expected students' writing skills to improve. The student academic growth in reading and writing would reduce teacher frustration at the primary elementary school as well as the middle and high school because students would be reading and writing on grade level. The long-range goals included a measurable outcome of sustained SOL pass rates in reading and writing for all grade levels and that all students would read on grade level. This would result in high teacher morale and teacher self-efficacy. The final long-range goal was to develop students who would be lifelong readers.

Purpose of the evaluation. The purpose of this quantitative program evaluation was to determine the impact the Balanced Literacy approach has had on student

motivation to read and to explore the connection between student motivation and improved reading comprehension as measured by summative reading assessments. Every reading program has benefits and deficits (Spiegel, 1998). It is imperative that the district in this study with a high number of at-risk students has a reading program that works for its student population. This program evaluation sought to determine the progress made toward achieving the intended outcomes, and ultimately enable district leadership to make better informed decisions regarding its reading program.

Focus of the evaluation. This program evaluation will focus on the products, specifically the short-range and mid-range goals. The short-range goals were to be completed within the first year of implementation. The short-range goals included incorporating parts of Balanced Literacy into reading instruction, tracking student progress with DRA, increasing student motivation to read, and building student literacy skills. Two of the short-range goals will not be a focus in the evaluation. The district no longer uses any components of the Open Court Reading program. All elementary reading teachers use the Balanced Literacy approach to writing lesson plans and teaching. Student DRA records are no longer maintained with fidelity and are not available to measure achievement of the short-range goals. Student motivation to read was not measured any time during the five years of Balanced Literacy implementation, so it will be a focus in this evaluation. Literacy skills will be a focus as measured by the summative reading assessment analysis for the mid-range goal.

The mid-range goals were to be completed between two to five years after implementation. The mid-range goals included full implementation of the Balanced Literacy approach in reading and writing, maintaining a 75% pass rate on the state

Reading SOL for Grades 3-5, developing student writing skills, and reducing teacher frustration. This program evaluation will focus on the student reading competence goal.

Evaluation questions. Evaluation questions were developed to determine if the short-range and mid-range goals for student reading competence have been achieved. These questions are:

1. What levels of in-class student reading time have English teachers provided from Fall 2013 to Spring 2018?
2. To what degree are students motivated to read at home?
3. What are the reading competencies of elementary school students as assessed by state standardized test data for Grades 3-5 from 2012-13 to 2017-18?
4. What degrees of sustained longitudinal growth in reading comprehension were achieved by students who were introduced to the Balanced Literacy approach in the district during first grade in the 2013-2014 school year and have remained in the school district through sixth grade?

Definition of Terms

Academic reading is student reading in school or for school, including required reading for various program points, homework, and assignments.

Balanced Literacy is a framework for teaching reading and writing that includes Guided Reading, Shared Reading, Independent Reading, and Read Aloud. The framework focuses on small group instruction based on student need, student reading, and teacher flexibility.

Motivation to read refers to an individual's interest and desire to read. Intrinsic motivation to read is an individual's inherent desire to read for the joy and

satisfaction of reading. Extrinsic motivation to read is an individual's desire to read in order to receive external rewards such as a good grade, praise, or a tangible prize.

Phonological Awareness Literacy Screening (PALS) is the state provided screening tool used in Virginia for Grades K-3. PALS consists of three instruments, PALS-PreK, PALS-K, and PALS 1-3. PALS assessments are used by 99% of the public schools in Virginia to identify students in need of additional reading instruction.

Reading Competence includes all of the skills for reading including, decoding, fluency, and comprehension. It is used throughout the text to refer to the highest level of overall reading achievement.

Standards of Learning (SOL) outline the minimum expectations for student learning in Virginia public schools. There are SOLs for English, mathematics, science, social studies, and other subjects. In certain grades as specified by the state, students take SOL tests to measure their proficiency on the subject specific SOLs. The SOL tests are standardized test with a passing score of 400 and a maximum score of 600.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides a review of the literature relevant to the critical components of this study. Background knowledge on the chronological trends of instructional approaches and programs to teach reading in elementary school is necessary to fully understand the Balanced Literacy approach. The history of reading instruction and the persistent debate over explicit versus whole language instruction was the impetus for an abundance of reading research. The research evidenced the strengths and weaknesses of both approaches, which developed the foundation for the Balanced Literacy approach. It is also important to expand on the purpose and implementation of each element of the Balanced Literacy approach. Finally an understanding of the indispensable role student motivation plays in the reading process is necessary for framing this study. This chapter will conclude with a review of the literature on different tools that have been developed to measure students' reading motivation.

Historical Trends in Elementary Reading Instruction

Reading is the foundation of all other structured scholarly learning (Becker et al., 2010; Bitter et al., 2009; Hulme & Snowling, 2011; Schiefele & Schaffner, 2016). Since the formation of written language, reading has been integral to any formal education. However, the recognition of the need for structured programs and teacher training have only been recognized in the last century (Tinker, 1943). Based on his literature review,

Tinker (1943) identified 10 trends in reading instruction: extending reading research from the laboratory to the classroom, use of machines, extending reading instruction to high school and college, specializing instruction to grade level, teaching reading skills for specific reading situations, teaching reading skills needed for different content, individualization of reading instruction, remedial reading work in regular reading classes, remedial reading from elementary to college, and emphasis on reading readiness.

This new awareness and focus on reading instruction continued with the creation of *The Reading Teacher* journal in 1948 (Mohr et al., 2017). From 1948 to 1991, quantitative research, instructional strategies, and assessment were the most frequent topics in *Reading Teacher* articles (Mohr et al., 2017). From 1992 to 2016, instructional strategies remained the most frequent topic (Mohr et al., 2017). Unfortunately, Mohr et al. (2017) do not specify the type of instructional strategies, so it cannot be determined if the focus was on explicit or whole language instruction. However, word identification (19) and fluency (12), which are typically taught through explicit instruction, were the topics of more articles from 1997 to 2001 than they were for any other five year period from 1992 to 2016 (Mohr et al., 2017; Rasinski, 2006). As shown in Table 1, comprehension and content reading, which are typically associated more with whole language instruction, were the topics of fewer articles during that time period, comprehension (20) and content reading (16), when compared to other time periods (Mohr et al., 2017).

Table 1

Frequency of Coded Topics in The Reading Teacher in Five-Year Segments and Total

Topics	1992-1996	1997-2001	2002-2006	2007-2011	2012-2016	Total Articles (%)
Comprehension	22 (3.47)	20 (3.10)	38 (6.71)	20 (4.90)	58 (10.62)	158 (5.64)
Content Reading	39 (6.15)	16 (2.48)	25 (4.42)	12 (2.94)	26 (4.76)	118 (4.21)
Word Identification	6 (0.95)	19 (2.94)	10 (1.77)	5 (1.23)	6 (1.10)	46 (1.64)
Fluency	6 (0.95)	12 (1.86)	11 (1.94)	4 (0.98)	6 (1.10)	39 (1.39)
Attitudes, Habits, and Interests	55 (8.68)	38 (5.88)	26 (4.59)	11 (2.70)	30 (5.49)	160 (5.71)

Note. Adapted from Reading the Past to Inform the Future: 25 Years of The Reading Teacher by K. Mohr, G. Ding, S. Strong, L. Branum, N. Watson, K. Priestley, S. Juth, N. Carpenter, and K. Lundstrom, 2017, *The Reading Teacher. The Reading Teacher*, *71*, p. 254.

In the United States, there has been a debate in reading instruction over best approaches. The two primary approaches in the last 55 years have been explicit instruction and whole language instruction (The Free Press, 2001; Vellutino, 1991).

Between 1930 and 1960, the Dick and Jane series was a popular text for children's reading instruction (The Free Library, 2001). The text used high frequency words and focused on a whole word approach, but the plot was often too simple to develop comprehension skills. In the 1940s, Tinker (1943) mentioned a modified phoneme activity in his literature analysis. Despite this reference, reading instruction in the 1940s was based on whole word reading and comprehension (K12 Academics, 2018).

The phoneme activity mentioned by Tinker (1943) was for remedial readers. In 1955, Rudolf Flesch published *Why Johnny Can't Read,* which presented a passionate political and academic argument for using a phonics based approach to teach reading (Robinson, 1955; The Free Press, 2001). Flesch's book initiated the polarized debate over explicit or whole language instruction. However, despite his argument and the public attention, reading instruction within schools maintained a meaning emphasis method (Barry, 2008).

In an attempt to resolve the debate and improve reading instruction, a Harvard researcher, Jeanne S. Chall, published *Learning to Read: The Great Debate* in 1967. Based on her analysis of reading research and programs, Chall presented evidence that code emphasis produces better readers. Concurrent with Chall's book and the shift to code-emphasis was the use of basal readers in the classroom. Basal readers introduced characters of color to the American classroom, but they also contributed to the overuse of workbooks and drill strategies (Morrow, 1992; Ravitch, 2007). As a reaction to the overemphasis on code and drill, the whole language approach was introduced in the 1970s. Yetta and Ken Goodman were early advocates of the whole language approach (Foorman, 1995; Vellutino, 1991). This shifted the focus from whole word to whole language. The whole language approach continued to gain popularity among teachers and professional education organizations in the 1980s (Barry, 2008; The Free Library, 2001).

In 1983, Jeanne S. Chall republished *Learning to Read: The Great Debate,* which included more research supporting the use of phonics in reading instruction, but also acknowledged the benefits of whole word instruction (Barry, 2008). In 1985 Rudolph Flesch published *Why Johnny Can't Read and What You Can Do about It* in an attempt to

undermine the shift to whole language. Despite these publications, the whole language movement continued to grow. Advocates of the whole language approach thought the debate was over in 1987, when the California State Superintendent mandated a shift from skills-based reading programs to quality literature. However, after California students ranked near the bottom on the National Assessment of Educational Progress (NAEP) in 1992 and 1994, California returned to a phonics-based approach in reading instruction (Barry, 2008).

In the late 1990s, the U.S. Congress and the National Research Council developed two different panels to analyze the existing reading research, programs, and outcomes to determine the most effective approaches to reading instruction. Both groups published reports that advocated for explicit instruction on phonics, fluency, and vocabulary as well as reading comprehension (Barry, 2008). This seemed to be a more balanced approach rather than the polarized view of explicit instruction or whole language. Then in 2001, No Child Left Behind (NCLB) legislation mandated the use of reading programs that were scientifically based on reading research. Given the limited research on whole language approaches, advocates of code-based or explicit instruction felt this was a mandate for the return to code-based instruction (Brown, 2017; Vellutino, 1991). More explicit, code-based instruction may have been implied in NCLB, phonics was not mandated by the legislation (Brenner & Hiebert, 2010).

Core reading programs, also referred to as basal reading programs, were used from the 1950s through the 1980s, but use was decreasing in the 1990s until the passage of NCLB (Barry, 2008; Brenner & Hiebert, 2010). NCLB required the use of evidence-based instructional practices. Given the long history of the use of core reading programs,

there is extensive research on the content, design, and components (Reutzel et al., 2014). Immediately following the passage of NCLB, many states advocated for more explicit instruction and invested in more prescribed reading programs or core reading programs (Brenner & Hiebert, 2010; Strauss, 2012).

Core reading programs offer a prescriptive approach to reading instruction with workbooks and explicit teacher's editions. Primary grade level core reading programs include phonics or decodable readers and leveled texts (Reutzel et al., 2014). Two of the most popular programs offered decodable readers which reinforced the phonics lessons (Brenner & Hiebert, 2010). Despite the emphasis on reading fundamentals and research-based instructional practices, the use of core reading programs did not build the reading skills necessary to become analytical or even proficient readers (Pilonieta, 2010; Strauss, 2012). It was estimated that 80-90% of elementary classrooms in the U.S. were using basal reading programs, but only 24% of fourth-grade students and 29% of eighth-grade students could meet the benchmark for proficient reading (Pilonieta, 2010).

The lack of student reading comprehension mastery may be due to two identified instructional deficiencies with basal reading programs: student reading time and the lack of instruction on reading comprehension strategies (Brenner & Hiebert, 2010; Pilonieta, 2010). In their research of student reading time based on word count in six of the most popular core reading programs, Brenner and Hiebert (2010) found that the mean volume of reading texts was 15 minutes a day. In a 90-minute block of reading instruction, students would read a mean of 16.7% of the allotted time, with the lowest amount of time being 11.3% for one program (Brenner & Hiebert, 2010). The core reading programs focused more on decoding and explicit instruction than actual student reading.

Pilonieta (2010) found that core reading programs do not teach, model, or practice comprehension strategies consistently or in a coherent sequence. The lack of systematic introduction and application of comprehension strategies and the disproportionate recommendations of reading comprehension strategies contribute to the limited development of competent readers in elementary schools using core reading programs (Pilonieta, 2010; Reutzel et al., 2014). Reading comprehension strategies enable a student to monitor and evaluate their learning by using learned comprehension strategies in new contexts. Proficient readers utilize comprehension strategies almost every time they read, but poor readers use a limited number of strategies and are not able to transfer the skill to new texts as easily (Baumann & Heubach, 1996; Lenski & Nierstheimer, 2002; O'Connor et al., 2015). Elementary school students utilize metacognitive awareness more and across varied reading scenarios when they are explicitly taught comprehension strategies and given the opportunity to practice the strategies in various contexts (Baas, Castelijns, Vermeulen, Martens, & Segers, 2015; Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007). Core reading programs, which are criticized by whole language advocates as being too explicit, do not provide succinct, consistent instruction and application of comprehension strategies necessary for students to become effective readers.

Given the back and forth swing of the reading instruction pendulum with mixed results on both sides, researchers and practitioners have advocated for what has been called a balanced approach. This approach is most often referred to as Balanced Literacy. Balanced Literacy, as the name implies, incorporates explicit and whole language approaches to reading instruction. To fully understand what those approaches include,

the next section will summarize research on explicit instruction and whole language instruction.

Explicit instruction. Explicit instruction may also be referred to as code-oriented instruction (Barry, 2008; Foorman, 1995; Vellutino, 1991). Explicit instruction is a prescriptive approach to teaching word identification and meaning prior to exposure to context (Vellutino, 1991). The primary components of explicit instruction are phonics or phoneme awareness, decoding, and reading fluency, which aligns with the five essentials of evidence-based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Reutzel et al., 2014). There is an abundance of research that supports the use of these components of explicit instruction to develop word identification skills (Foorman & Francis, 1994). Students who cannot identify words out of context and have poor phonological awareness tend to perform poorly on reading assessments (Foorman, 1995; Reutzel et al., 2014; Vellutino, 1991).

Phonics instruction. Phonics instruction is one of the most controversial components of explicit instruction (Foorman, 1995; Reutzel et al., 2014; Vellutino, 1991). Phonics instruction is the direct teaching of letter sounds to facilitate the decoding of unfamiliar words (Vellutino, 1991; The Free Library, 2001). Phoneme awareness enables readers to categorize similar sounds. When similar sounds are at the beginning of words, it is alliteration. When similar sounds are at the ending of words, it is rhyme. Children's skill in rhyming and alliteration are predictors of success in spelling and reading (Bradley & Bryant, 1985).

Research has provided evidence that most people identified as poor readers also lack decoding skills and have a deficient understanding of phonemes (Bertelson, 1987;

Foorman, 1995; Morais, Cary, Alegria, & Bertelson, 1979; O'Connor, Swanson, & Geraghty, 2010; Stanovich, Nathan, & Zolman, 1988). There is also an abundance of research on the lack of phonemic awareness in persons with reading disabilities such as dyslexia (Byrne & Ledez, 1983; Foorman, 1995; Fox & Routh, 1980; Lundberg, 1989). Vellutino (1991) uses the research with normal development samples and reading disabled samples interchangeably to argue the importance of phoneme awareness in reading instruction.

Reading Recovery was a popular phonics-based program in the 1990s. The Reading Recovery program targeted the beginning readers who were in the bottom 10-20% in their first-grade class. Trained teachers provided individual remedial instruction 30-40 minutes per day for 12-20 weeks. The effect sizes were significant (Wasik & Slavin, 1993).

Decoding. Decoding is one skill taught in explicit reading instruction. Decoding is the recognition of and processing of letters in words (Foorman, 1995). When readers lack automaticity of decoding, cognitive effort is spent on letter recognition rather than meaning and comprehension (Foorman, 1995; O'Connor et al., 2010). The inability to decode or decipher the words on the page is one of the first obstacles to reading comprehension (O'Connor et al., 2015).

Reading fluency instruction. There are three key elements to reading fluency: accuracy in word decoding, automaticity in recognizing words, and appropriate use of meaningful oral expression while reading or prosody (Rasinski, 2006). Accuracy and automaticity are taught concurrently by repeated reading with emphasis on increased reading rate (Hudson, Lane, & Pullen, 2005; O'Connor et al., 2010). Prosody is taught

through explicit instruction, teacher modeling with specific focus on phrasing, and student reading with assisted reading techniques (Hudson et al., 2005). The type of reading content and the emphasized goal of repeated reading have been debated, but proponents agree on the need for reading fluency instruction with explicit instruction (Rasinski, 2006).

Whole language instruction. Whole language instruction may be referred to as meaning oriented approaches or whole word learning (Foorman, 1995; Vellutino, 1991). The whole language approach to reading instruction is based on the belief that reading is natural (The Free Library, 2001). The primary goal of the whole language approach is to develop a love of reading by exposing the child to authentic and connected text rather than contrived reading instruction (The Free Library, 2001). Learning to read is a context-driven process and readers develop word identification and meaning in context (Vellutino, 1991). The ability to decode is necessary for reading comprehension, but isolated instruction in decoding and word identification does not improve reading rates (O'Connor et al., 2010).

Research has been used to argue for the whole language approach to reading instruction. The studies do not measure the whole language effect on reading competence. Instead most of the studies highlight a single positive outcome or a single aspect of the whole language approach. Stahl, McKenna, and Pagnucco's (1994) concluded that whole language instruction improves children's attitudes toward reading. Attitude when equated to motivation has a significant effect on reading competence, but this study did not give evidence that whole language instruction improves reading comprehension (Stahl et al., 1994). Foorman et al. (2006) found that time spent reading

was the only factor out of 20 measured that independently improved post-test scores on reading. The 20 factors included word, alphabetic, or phonemic awareness (Foorman et al., 2006). Since reading time did improve reading while time spent on phonics instruction did not, this study has been cited as support for whole language instruction. Even the National Reading Panel, which supported explicit instruction, informally acknowledged reading time in the following statement:

> Despite widespread acceptance of the idea that schools can successfully encourage student to read more and that these increases in reading practice will be translated into better fluency and higher reading achievement, there is not adequate evidence to sustain this claim. (National Institute of Child Health and Human Development, 2000, pp. 3-28).

Since the National Reading Panel released its report, there have been studies that support the effect of reading practice or time on reading competence (Kim & White, 2008; Reutzel, Fawson, & Smith, 2008).

In 1986, the Accelerated Reader (AR) program was developed. AR did not market itself as a whole language program, but there was no instructional piece. The focus of AR was reading. The AR program claimed to build lifelong readers and was based on the belief that in order to become better readers, children needed to read more. The AR program is a software management program developed to track the number of books read, assess the student's comprehension of the books, and assign points based on the reading level of the book and the student's score on the quiz. Despite its popularity, there are a number of concerns about the program including cost, inconsistent leveling of books, new books not being included in the program, and limiting classroom discussion

of books because teachers did not want students to learn about the books without reading them.

Notwithstanding these concerns, the most significant issue with the program is that studies do not support the claim that it increases student motivation and develops lifelong readers. Students who used AR in elementary school were less likely to read in middle school than students who did not use AR in middle school. However, students who used AR in elementary school and continued to use AR in middle school were more likely to read than both of the aforementioned groups (Pavonetti et al., 2003). This may support the findings that the desired outcomes of the AR program increase with time. Paul, VanderZee, Rue, and Swanson (1996) found that student reading increased with the long-term use of the AR program.

The assignment of points through the AR program, which many schools translate into grades, develops extrinsic motivation for some students. While intrinsic motivation is positively correlated with reading comprehension, extrinsic motivation has a negative effect on reading comprehension, which increases over time (Becker et al., 2010; Schiefele & Schaffner, 2016). Given the extensive research supporting the negative effect of extrinsic motivation on reading comprehension, the limited research supporting the increase of reading growth with extended use of the AR program, and the persistent sub-standard performance in reading comprehension as measured by standardized tests, it is difficult to proclaim the positive effect of the AR program.

Current trend. Given the conflicting opinions, research, and stagnant reading growth over the last 50 years, researchers, educators, and parents have recognized the need for a different approach to reading instruction. Explicit instruction does not give

students enough exposure to connected texts or enough time to read. Even in the limited amount of time students read in core reading programs, all students read the same texts during independent reading (Brenner & Hiebert, 2010). There was no differentiation to meet the reading needs of individual students. "The amount of reading that is recommended in the instructional plans of these programs is not changing the trajectory of the very students for whom the mandates have been put in place" (Brenner & Hiebert, 2010, p. 361). The whole language approach exposes students to copious amounts of connected text but does not provide instruction to build basic word recognition skills that struggling readers often do not develop from context. The contradictory research, political debate, and pros and cons of both approaches had led many researchers to advocate for a blended or balanced approach. The move to a balanced literacy approach began in the 1990s but has ebbed and flowed with educational legislation and political debates (Spiegel, 1998; The Free Library, 2001).

Balanced Literacy

The foundation of Balanced Literacy is that there is no single approach to reading instruction that works for every child. Spiegel (1998) summarized the paradox of reading instruction, "Research shows that you can teach some of the children some of the time with one program, but you can't teach all of the children all of the time with that same program" (p. 115). Staunch proponents on both sides of the reading debate have recognized that some students need more explicit instruction and that alphabetic instruction can occur within meaningful context (Foorman, 1995; Spiegel, 1998). Spiegel (1998) defines the balanced literacy approach as a decision-making approach that

empowers the classroom teacher to make informed choices that will be individualized for each child to develop reading and writing skills.

Balanced literacy is often simplified to a combination of explicit instruction and a whole language reading approach (The Free Library, 2001). While the components of explicit instruction, phonics, decoding, and reading fluency, may be incorporated into mini-lessons and students do read authentic text as part of a balanced literacy approach, it is not a uniform blending of the two approaches (Metsala et al., 1997). A balanced literacy approach is based on these four tenets:

- All strategies and approaches are based on research.
- The teacher is an informed decision maker.
- The approach is flexible to the needs of the child.
- Literacy is both reading and writing.

To successfully use a balanced literacy approach in the classroom, teachers must be knowledgeable of research proven strategies and flexible to make informed daily changes that best meet the needs of their students (Metsala et al., 1997; Spiegel, 1998).

In 1992, the NAEP reported that most U.S. teachers were using a balanced approach to reading instruction. However, approximately 40% of fourth graders were still scoring in the below basic category and overall scores were still very low (Valencia, Hiebert, & Kapinus, 1992). The underlying issue may be that there is no uniform understanding of what a balanced approach is (The Free Library, 2001). In 1998, The National Academy of Sciences released *Preventing Reading Difficulties in Young Children*, which was an analysis of reading instruction to determine the most effective practices and end the debate. This report was oversimplified as a balanced approach and

reviewers focused on the two existing approaches (The Free Library, 2001). Despite the skewed criticism of reviewers, the report advocated engaging preschool environments, effective reading instruction, and the absence of risk factors to develop reading skills (Snow, Burns, & Griffin, 1998). The tenets of the Balanced Literacy approach give the teacher unrestrained flexibility to use research driven strategies. It does not limit instruction to phonics, decoding, and reading, but often the approach is applied in this manner, which may account for the limited growth of reading competence despite the existence of a balanced language approach for 30 years (The Free Library, 2001).

Metsala et al. (1997) found that teachers, who were highly effective using the balanced literacy approach, incorporated authentic reading and explicit instruction with extensive flexibility depending on the needs of the students in the classroom. The explicit instruction did not follow a prescribed plan and the reading was not limited to leveled or basal readers. The content of decoding, punctuation mechanics, and comprehension strategies were incorporated using modeling, explanation, mini-lesson re-teaching, whole class instruction, small group instruction, individual instruction, and a large variety of reading materials including trade books. The authors identified the following characteristics of highly effective literacy teachers: instructional balance, instructional density, extensive use of scaffolding, encouragement of self-regulation, thorough integration of reading and writing activities, masterful classroom management, high expectations for all students, and awareness of purpose (Metsala et al., 1997).

Student Reading Behavior

To become competent readers, students must be motivated to read, spend time reading, and be engaged in the process of reading when they read (De Naeghel et al., 2012).

Engagement. Engagement in reading is the quality of involvement and the emotional involvement with the text and the reading process (Fredericks, Blumenfeld, & Paris, 2004). Gambrell (1996) defined the engaged reader as motivated, knowledgeable, strategic, and socially interactive. Other researchers have supported this definition. Guthrie et al. (2006) proposed that engaged readers are motivated and strategic. Engagement has been positively associated with increased reading competence (Guthrie et al., 2004). Consequently, researchers have studied numerous strategies to increase student engagement in reading.

Student engagement increases when students are given a choice (Pflaum & Bishop, 2004). Choice increases ownership and interest in the academic content or activity. In a study of 32 second- and third-grade students, Fraumeni-McBride (2017) found that student engagement with the text and reading comprehension increased when students were allowed to choose the book they read. First, students were assigned a grade-appropriate book from the *Reading A-Z* series and their comprehension of the text was assessed using four evaluations. Then the students were allowed to select a book from three grade-appropriate books in the *Reading A-Z* series and were given the same four assessments. Three trials were conducted during which students read the books aloud. Three trials were conducted during which students read the books silently. In addition to choice improving reading comprehension, silent reading improved reading

comprehension scores. This study was conducted with high and low income students, but the sample only consisted of 32 students (Fraumeni-McBride, 2017).

Questioning strategies have been identified as another method to increase student engagement. Students who are asked scaffolded questions, which build from low cognitive demand to high cognitive demand, make meaningful connections between the text and prior knowledge and increase comprehension (Blewitt, Rump, Shealy, & Cook, 2009). However, Zhou and Yadav's (2017) findings did not support previous research on the questioning. The researchers measured the reading engagement of 72 four- and five-year-olds using a reading engagement protocol. Observers used the reading engagement protocol to code student engagement as they read. The protocol consists of 12 items that measure three aspects of engagement: physical, verbal, and emotional. The observers ranked each child on a 3-point Likert scale ranging from 0 (*rarely*) to 2 (*frequently*). The researchers used a two-way ANOVA test to determine the effects of multi-media format of the passage and questioning strategy on total student reading engagement. Students were more engaged using the multi-media format, however, there was no difference in reading comprehension. Furthermore, different questioning strategies were not related to a significant difference in engagement or reading comprehension (Zhou & Yadav, 2017).

Some researchers have suggested that engagement may be the link between intrinsic motivation and reading competence (Pflaum & Bishop, 2004). However, this has not been consistently supported. In their study, Guthrie et al. (2006) increased the frequency of pairing stimulating hands-on task with classroom reading. The hands-on task increased students' situational motivation and over time increased intrinsic

motivation. Consequently, increased student engagement resulted in increased intrinsic motivation, which then increased reading comprehension. When the researchers controlled for student motivation, student engagement did not increase reading comprehension (Guthrie et al., 2006). Taboada et al. (2009) also found that motivation increased students' cognitive processes and engagement. In their study of 1,260 fifth-grade students, De Naeghel et al. (2012) had teachers rated each of their assigned students reading engagement on a 5-item scale. The researchers did not find a significant relationship between academic reading motivation and engagement.

Frequency and amount. Reading frequency and amount have often been intertwined as one reading behavior in studies (Anderson, Wilson, & Fielding, 1988; De Naeghel et al., 2012; Schmidt & Retelsdorf, 2016; Stutz, Schaffner, & Schiefele, 2017), but may also be studied independently. Reading frequency is how often a student reads and amount is how much time is spent reading. Numerous studies exploring the factors affecting reading comprehension have included frequency and amount of time with mixed results. De Naeghel et al. (2012) found that reading frequency and the amount of time spent reading were not significantly correlated with reading comprehension in their study of fifth-grade students' motivation, reading behavior, and reading comprehension. The researchers found that students who were intrinsically or autonomously motivated to read spent more time reading recreationally and performed better on a standardized reading comprehension test; but when other factors were controlled, the reading amount was not a significant predictor of reading comprehension (De Naeghel et al., 2012). According to the 2003 NAEP survey of fourth-grade students, more than half responded

that they did not read frequently for enjoyment. According to the 2015 NAEP survey, 34% of fourth-grade students agreed that reading is one of their favorite activities.

Student Motivation to Read

The inherent role of motivation in reading competence is ubiquitous in the literature (Becker et al., 2010; Gambrell, 1996; Pavonetti et al., 2003; Taboada et al., 2009; Tinker, 1943). As shown in Table 1, motivational aspects of reading which was coded as attitudes, habits, and interests, was the topic in over 5% of the articles in *Reading Teacher* between 1992 and 2016 (Mohr et al., 2017). Motivation is imperative to become a proficient reader, but motivation has more than one definition. Motivation to read is defined as intrinsic and extrinsic.

Intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation have multiple definitions. Guthrie and Wigfield (2000) defined intrinsic motivation as reading for enjoyment and defined extrinsic motivation as reading to obtain external recognition. Unrau and Schlackman (2006) defined intrinsic motivation as being based on an individual's personal interest and gaining satisfaction by learning about topics of interest. Unrau and Schlackman (2006) defined external motivation as participation in an activity, not for the sake of the activity, but for rewards or avoidance of external social consequences. Schiefele and Schaffner (2016) defined intrinsic motivation as a willingness to read due to the satisfaction or reward in the act and defined extrinsic motivation as reading to attain specific external outcomes such as grades or praise.

Unrau and Schlackman (2006) argued that extrinsic motivation may not always undermine intrinsic motivation to read. Extrinsic motivators such as grades increase student awareness that control of their learning is external, but some extrinsic motivators

become internalized as meaningful (Unrau & Schlackman, 2006). If the external motivator is the sole motivator, external motivation negatively impacts learning, as well as intrinsic motivation. If the external motivator aligns with personal values or interest, even when the activity may not, external motivation can be internalized by young readers and lead to increased intrinsic motivation (Unrau & Schlackman, 2006).

Research has consistently shown that student motivation declines as students get older and move to higher grades (Eccles, Lord, & Buchanan, 1996; A. E. Gottfried, Fleming, & Gottfried, 2001; Harter, 1981; Lepper, Corpus, & Iyengar, 2005; Otis, Grouzet, & Pelletier, 2005). Lepper et al. (2005) found that intrinsic motivation decreased significantly as students moved from Grades 3-8. Otis et al. (2005) reported that intrinsic and extrinsic motivation gradually decreased as students moved from Grades 8-10. A. E. Gottfried et al. (2001) also reported differences in student motivation by content area: mathematics and science declined the most, reading declined more moderately, and social studies had no significant decline. Researchers have speculated about the causes of this deterioration. Kohn (1993) conjectured that rewards and external motivators erode the interests and natural curiosity of students.

Few studies have contradicted this decline in student motivation. A. W. Gottfried, Cook, Gottfried, and Morris (2005) differentiated extremely high academic intrinsic or gifted motivation from gifted intelligence. Students with gifted motivation did not show a decline in motivation from elementary grades through high school. The students with gifted motivation consistently outperformed their peer cohort on measures of achievement, classroom functioning, intellectual performance, self-concept, and post-secondary educational progress (A. W. Gottfried et al., 2005).

Becker et al. (2010) studied the correlation between intrinsic and extrinsic reading motivation, reading amount, and reading competence in a longitudinal study of German students as they moved from third grade to sixth grade. Reading amount included duration of reading time and frequency. Reading competence was defined as reading literacy in the study and was measured in third grade with multiple choice questions from Hamburger Lesetest and in sixth grade with texts from Diagnostischer Test Deutsch. Vocabulary and decoding were also measured in third and sixth grade. Intrinsic reading motivation was measured in fourth grade using three dimensions: intrinsic value of the act of reading, intrinsic value of books, and importance of reading. Extrinsic reading motivation was measured in fourth grade using three dimensions: parents, school, and instrumental goals. The items on both motivation measures were answered using a 4-point Likert scale ranging from *agree completely* to *disagree completely*. Based on the results, extrinsic motivation in fourth grade was negatively correlated with reading amount and reading competence in sixth grade. When reading amount was controlled for, fourth grade intrinsic reading motivation was not significantly correlated with sixth-grade reading competence. The overarching finding was the high stability of reading achievement. Students who read well in third grade read well in sixth grade. Students who read poorly in third grade read poorly in sixth grade. Fourth-grade intrinsic motivation was positively correlated with third-grade reading achievement, which indicates an inverse relationship that achievement increases intrinsic motivation.

McKenna, Klear, and Ellsworth (1995) also studied the impact of achievement on the development of motivation. The researchers developed a predictive model based on the premise that social context and environment impact shape student's beliefs about

external expectations and the student thus conforms to those expectations. Those beliefs, as well as cultural identity, extent of relation with that culture, specific expectations, reading purpose, and conflicting expectations, create the student's subjective norms regarding reading (McKenna et al., 1995). The predictive model is grounded in the theory that students who have difficult or frustrating reading experiences form a negative attitude towards reading and eventually seek other activities. In the study, McKenna et al. (1995) found that the model predicted a decline in motivation for recreational reading, but not academic reading. In the study, all students were motivated to read in first grade. Students who had difficulty reading experienced a more significant decline in recreational reading motivation by sixth grade than students who were proficient readers. All students experienced a decrease in academic reading motivation by sixth grade, regardless of reading ability.

Self-Determination Theory (SDT) and motivation. SDT is a theoretical framework based on the need for personal growth and self-regulation (Unrau & Schlackman, 2006). Soenens and Vansteenkiste (2005) found that self-determination motivation was domain specific and academic self-determination is associated with higher grades, feelings of competence or self-efficacy, and self-concept. Self-determination motivation is a component of intrinsic motivation. De Naeghel et al. (2012) used SDT to frame their study on the impact of motivation on elementary school reading achievement because it provides a framework to differentiate types of extrinsic motivation based on autonomy. Intrinsic motivation is completely autonomous, but extrinsic motivation may be partially autonomous or completely controlled (De Naeghel

et al., 2012). The more controlled or externalized the motivation, the more negatively it impacts learning.

Based on SDT, intrinsic motivation is indicative of an internalized locus of control and the pursuit of learning for personal meaning and fulfillment (Unrau & Schlackman, 2006). However, this internalized pursuit of learning is incongruent with the overwhelming amount of research findings that intrinsic motivation decreases as students progress to higher grades (Eccles et al., 1996; A. E. Gottfried et al., 2001; Harter, 1981; Lepper et al., 2005; Otis et al., 2005). There are arguments to explain this apparent incongruence. If intrinsic motivation is not accompanied by positive academic achievement as students move to higher grades, however, frustration undermines self-efficacy and eventually erodes intrinsic motivation because there is limited to no personal growth or fulfillment (Lepper et al., 2005). Kohn (1993) conjectured that schools' extrinsic constraints and contingencies on student learning undermine intrinsic motivation. Despite the overwhelming evidence showing that the longer children are in schools the less intrinsically motivated they become and the decades of research, there is no definitive, agreed upon cause for the decline.

Taboada et al.'s (2009) study emphasizes the intertwining of intrinsic motivation, reading strategies, and increased reading competence. The researchers did not specifically reference SDT in their study of motivation and cognitive variables effect on reading comprehension. However, their findings align with the definition of SDT. The teachers of the fourth-grade students in the study rated five dimensions of students' intrinsic motivation for reading: perceived control, interest, self-efficacy, involvement, and social collaboration. The cognitive variables in the study were two reading

strategies: activating background knowledge and student questioning. Students in the study completed two different activities with a researcher designed reading packet to measure background knowledge and student questioning. The students took a multiple-text reading comprehension constructed response assessment and the Gates-MacGinitie Reading Test to measure reading comprehension. The teacher rated each student on five items, one for each intrinsic motivation dimension, using a Likert scale ranging from a 5 (*very true*) to a 1 (*not true*). Based on the results of the study, the two cognitive variables and intrinsic motivation were independently associated with increased reading comprehension. The researchers concluded that intrinsic motivation stimulated students to use their cognitive processes and strategies, which lead to increased reading competence. Intrinsically motivated students have a desire to understand the text, which causes them to use the reading strategies such as activating background knowledge and questioning. This internal motivation to comprehend and grow as a reader is the alignment with SDT.

Motivation measurement tools. Given the predictive value of student motivation on reading competence, researchers have developed several different tools to measure student motivation to read with validity and reliability.

Motivation for Reading Questionnaire (MRQ). Guthrie, McGough, and Wigfield (1994) developed the MRQ. The MRQ identifies intrinsic and extrinsic motivation as the two types of motivation (De Naeghel et al., 2012). The original MRQ identifies 11 dimensions of intrinsic and extrinsic reading motivation: (a) self-efficacy, (b) challenge, (c) work avoidance, (d) curiosity, (e) involvement, (f) importance, (g) recognition, (h) grades, (i) competition, (j) social motives, and (k) compliance. Wigfield

and Guthrie (1997) refined the MRQ in a study with fourth- and fifth-grade students. Based on the previous findings, the researchers modified the MRQ to measure three different aspects of reading motivation: reading efficacy, intrinsic and extrinsic motivation, and social reasons for reading. The reading efficacy aspect included reading efficacy and challenge. The intrinsic motivation aspect included (a) curiosity, (b) involvement, (c) importance, and (d) reading work avoidance. The extrinsic motivation aspect included (a) recognition, (b) grades, and (c) competition scales. The social aspect included compliance. There were 82 items on the modified MRQ. The researchers found that the intrinsic motivation aspect was a better predictor of the amount and breadth of reading for students. The researchers also found that the fourth-grade students were more motivated than the fifth-grade students. Finally, the researchers concluded that more research is needed on the social aspect (Wigfield & Guthrie, 1997).

Baker and Wigfield (1999) used a confirmatory factor analysis to demonstrate that the MRQ did identify and measure the 11 dimensions of motivation as Guthrie et al. (1994) originally reported with reliability. This study also supported Wigfield and Guthrie's (1997) finding that reading motivation deteriorates as students move to higher grades. The researchers found that fifth-grade students had significantly higher motivation to read than sixth-grade students.

Guthrie et al. (1999) used the MRQ in two different studies to measure the effect of the different dimensions of motivation on reading amount, reading achievement, and comprehension. Study 1 consisted of third- and fifth-grade students and Study 2 consisted of eighth- and 10th-grade students. In Study 1, the students were given two measures of text comprehension both of which required free response and a self-report

questionnaire to measure reading amount. Reading motivation was measured used a modified form of the original MRQ. The modified form included 31 of the 54 original items. The 31 items measured challenge, curiosity, involvement, recognition, competition, and reading efficacy. The researchers formed an intrinsic composite consisting of challenge, curiosity, and involvement. The researchers formed an extrinsic composite consisting of recognition and competition. The researchers did not include reading efficacy in either motivation composite, but analyzed the three items of reading efficacy as a separate composite. In Study 1, the researchers found that motivation predicted reading amount and reading amount predicted reading comprehension when prior achievement, reading efficacy, and prior knowledge were controlled. The researchers conducted Study 2 to test the generalizability of Study 1 findings to an older student population. However, the instruments used in Study 2 were not comparable to the instruments used in Study 1. In Study 2, students were given a 21 multiple choice item test to measure comprehension, a Likert scale self-report questionnaire to measure reading amount, a two-item measure to determine reading motivation, and a 25-item measure to determine reading efficacy. The researchers concluded that Study 2 did support the findings of Study 1. However, given the extreme differences in the type and quantity of items on the measures used to determine reading comprehension, reading motivation, reading amount, and reading efficacy, the findings may not be as generalizable as the researchers originally reported.

In their study measuring reading motivation, reading amount, and text comprehension in 197 Chinese and 187 American fourth grade students, Wang and Guthrie (2004) did not find that reading amount predicted text comprehension when

reading motivation was controlled. The researchers used a two-factor motivational measurement model in which curiosity, involvement and challenge comprised intrinsic motivation and recognition, grades, social, competition, and compliance comprised extrinsic motivation. Based on the composites identified in the two-factor motivational measurement model, the researchers used a modified version of the original MRQ. Eight of the 11 constructs were measured using 45 items. The researchers used the Reading Activity Inventory to measure academic and non-academic reading amount. The researchers used the International Association for the Evaluation of Educational Achievement Reading Literacy Test to measure text comprehension. The researchers determined past reading achievement through teacher reported grades for the previous semester. Structural equation modeling was used to analyze the direct and indirect relationships between the two composites of reading motivation, past reading achievement, academic reading amount, non-academic reading amount, and text comprehension. Confirmatory Factor Analysis was used to determine that the two-factor motivational measurement model was a better fit than the single factor model. The researchers found that intrinsic motivation is positively associated with text comprehension when all other variables are controlled, whereas extrinsic motivation is negatively associated with text comprehension when all other variables are controlled. Reading amount was not significantly associated with text comprehension. There were differences in the individual motivation composites for the two groups, but the general findings were consistent for both groups (Wang & Guthrie, 2004).

Watkins and Coffey (2004) conducted two studies to test the validity of the MRQ. In Study 1, the MRQ was administered to 332 third-, fourth-, and fifth-grade students at

two different elementary schools. In Study 2, the MRQ was administered to 735 third-, fourth-, and fifth-grade students in two different elementary schools. Using confirmatory factor analysis, the researchers found that the 11-factor model of the MRQ did not fit the data in either sample. Using exploratory factor analysis, the researchers found that eight of the eleven factors of the MRQ were a fit in both studies: self-efficacy, challenge, curiosity, involvement, importance, recognition, grades, and competition. However, a double confirmatory factor analysis determined those eight factors were an inadequate fit in both samples. Based on the inconsistencies in previous research and the results of their own study, Watkins and Coffey (2004) concluded that the MRQ needed to be revised before it could be considered an independent valid and reliable measure for student motivation.

Unrau and Schlackman (2006) used the MRQ to investigate the differences in intrinsic and extrinsic motivation among ethnic groups, Hispanic and Asian, and the corresponding relationship between motivation and reading achievement. Based on the previous research of Wang and Guthrie (2004), the researchers hypothesized that curiosity, involvement, and challenge would comprise the intrinsic motivational construct and recognition, grades, social, competition, and compliance would comprise the extrinsic motivational construct. Unrau and Schlackman (2006) used structural equation modeling to test the direct and indirect relationships between demographic factors, such as grade, gender, and ethnicity, and motivation both intrinsic and extrinsic, as well as reading achievement. The researchers determined relationships and compared those relationships across grades and ethnicity. The study was conducted over a two-year period in a middle school comprised of Grades 6-8. Students who were sixth- and

seventh-graders during the first year, and stayed at the school for the next year, were included in the study.

Due to the similarities of their study with Wang and Guthrie (2004) and the issue of dimensionality raised by Watkins and Coffey (2004), Unrau and Schlackman (2006) conducted confirmatory factor analysis on the original 11 factors of motivation proposed by Baker and Wigfield (1999) and the 8 factors of motivation proposed by Watkins and Coffey (2004). However, Unrau and Schlackman (2006) used the original procedures and items used by Baker and Wigfield (1999) and did not include the extra items used by Wang and Guthrie (2004). The 11-factor model had a higher Confirmatory Factor Index (CFI) than the 8-factor model, so the researchers used the 11-factor MRQ (Unrau & Schlackman, 2006). The Asian students had higher intrinsic motivation than the Hispanic students, higher reading achievement, and there were other slight differences between the two ethnic groups (Unrau & Schlackman, 2006). However, the research supported the consistent themes of prior research on motivation:

- Intrinsic motivation is significantly related to achievement, but extrinsic motivation is not.
- Intrinsic motivation is higher for females than males.
- Males are more motivated by competition than females.
- Intrinsic motivation decreases for all students as they progress to higher grades, regardless of achievement.

Motivation to Read Profile (MRP). The MRP was developed to explore elementary students' motivation to read. The MRP is a two-part tool consisting of a survey instrument and a conversational interview. The survey instrument evaluates the

student's self-concept as a reader and the student's value of reading. Each category consisted of 10 items measured using a 4-point scale. The interview evaluates the personal, social, and text factors related to reading. The MRP was originally administered to 330 third-, fourth-, and fifth-grade students. The MRP was designed for students in Grades 2-6 (Gambrell, 1996; Gambrell, Palmer, Codling, & Mazzoni, 1996).

Shaaban (2006) used the MRP to measure reading motivation and students' value of reading in a study investigating the effects of Jigsaw II cooperative learning model and whole class instruction on improving English language learners' reading comprehension skills. Quirk, Schwanenflugel, and Webb (2009) used an amended version of the MRP to measure reading self-concept of second grade students and determine its relationship to reading fluency. Applegate and Applegate (2010) used the MRP to determine the difference in reading motivation and the child's perceived self-efficacy as a reader between students who could recall what they read and think deeply about it and students who could recall what they read but did not respond thoughtfully.

The MRP was revised in 2014 to align more with changes in culture and linguistics. In the survey section, 7 items were kept without change, 12 items were revised in the stem to provide clarity or in the response to improve reliability, and 1 item was replaced to measure out of school reading instead of the original measure of future perspectives of reading. The survey was reformatted from a paper version to a digital version and the structure was changed to more closely align with the survey measures. The Motivation to Read Profile—Revised (MRP-R) was field tested in three different schools with 281 third-, fourth-, and fifth-grade students. The reliability was tested using Cronbach's alpha and the validity was measured using a root mean square error

approximation. The MRP-R was designed to measure student reading self-concept and reading motivation. Teachers can use the MRP-R to inform instruction (Malloy, Marinak, Gambrell, & Mazzoni, 2014).

Self-Regulation Questionnaire-Reading Motivation (SRQ). De Naeghel et al. (2012) developed the SRQ based on SDT. The SRQ expands the types of motivation from intrinsic and extrinsic to a spectrum of autonomy including intrinsic, identified regulation, introjected, ad external regulation (De Naeghel et al., 2012). The SRQ consists of 24 items scored on a 5-point Likert scale ranging from 5 (*agree a lot*) to 1 (*disagree a lot*). Each of the 24 items was administered twice, once in reference to academic reading and once in reference to recreational reading. The SRQ was reviewed by four SDT experts and pilot tested in two classes to ensure the items were understood by late elementary children before being used in the 2012 study (De Naeghel et al., 2012).

To ensure validity of the SRQ, De Naeghel et al. (2012) had students complete the eight subscale MRQ as well as the SRQ. The researchers used structural equation modeling to test the models relating academic reading motivation and recreational reading motivation to engagement, frequency, and comprehension. Both academic and recreational reading models supported the predictive validity of the SRQ and the study confirmed that the SRQ was a reliable and valid tool to measure recreational and academic reading motivation in late elementary school students (De Naeghel et al., 2012).

Reading Motivation Questionnaire (RMQ). Schiefele and Schaffner (2016) developed the RMQ to target student motivation for recreational reading. The

researchers developed a tool for recreational reading because studies had indicated that the amount of time reading for pleasure was more strongly related to reading competence than academic reading (De Naeghel et al., 2012) and they felt recreational reading motivation would measure true reading motivation whereas academic reading motivation is impacted by the student's general desire to learn.

Schiefele and Schaffner (2016) analyzed the MRQ as the most comprehensive tool for measuring reading motivation and narrowed the dimensions of the MRQ to align with recreational reading. The RMQ includes curiosity, involvement, grades, competition, and recognition as dimensions of reading motivation (Schiefele & Schaffner, 2016). The researchers removed efficacy, importance, and challenge because the constructs were considered to be consequences of reading motivation rather than factors of motivation. The researchers removed work avoidance because it was considered to be a consequence of low intrinsic motivation and/or low levels of self-efficacy in reading. The researchers removed social reasons because the social items on the MRQ refer to literacy practices without addressing the reason for the practice, which makes it difficult to infer social motivations. The researchers removed compliance because the MRQ compliance items indicated that the reading was required by school or the teacher, which made the items irrelevant for recreational reading. Schiefele and Schaffner (2016) added two additional dimensions based on previous qualitative research: emotional regulation and relief from boredom.

Schiefele and Schaffner (2016) used items from the MRQ, other instruments, and qualitative research to measure all seven dimensions on the RMQ. There were 34 items. Each item was answered on a 4-point Likert scale ranging from 1 (*not at all true*) to 4

(*very true*). The study to validate the RMQ was conducted with a sample of 883 sixth-grade students from 24 elementary schools in Germany. The researchers administered the RMQ, a reading amount questionnaire, a reading fluency test, and a reading comprehension test to each student in the study. The reading amount tool addressed frequency and duration of reading time. The researchers used Confirmatory Factor Analysis to examine the RMQ.

Based on the analysis of the correlations between the dimensions of the RMQ and reading amount, fluency, and comprehension, the RMQ dimensions of intrinsic reading motivation were positively correlated with the reading competence variables and the dimensions of extrinsic reading motivation were either non-significant or negatively correlated with the reading competence variables. However, the extrinsic motivation dimensions of competition and social recognition were positively correlated with reading amount. The correlation was small, but significant. The researchers hypothesized that this may have been due to the relatively high correlations of the extrinsic motivation dimensions of competition and social recognition with the intrinsic dimensions of curiosity and involvement. This study did provide evidence supporting the validity of the RMQ to measure dimensions of recreational reading motivation for late elementary students (Schieffele & Schaffner, 2016).

Reading Motivation Questionnaire for Elementary Students (RMQ-E). The RMQ-E was developed to facilitate research on the role of reading motivation when students are learning to read and comprehend texts. The RMQ-E was a 3-factor scale designed for students in Grades 1-3. The RMQ-E measures the motivational factors of curiosity, involvement, and competition. Curiosity and involvement are factors of

intrinsic motivation. Competition is an extrinsic motivation factor. The RMQ-E adapted the original 20 items from the RMQ to focus on more basic reading achievement. After a pilot test with 38 children, the RMQ-E was modified to 12 items answered using a 4-point scale (1=*no*, 2=*rather no than yes*, 3=*rather yes than no*, 4=*yes*). Another change initiated by the pilot study was the format of the items. Originally, the items were written as statements, which was confusing for younger students in the pilot study. The items were re-written as questions for students in Grades 1 and 2. The items remained as statements for the Grade 3 version.

The final version of the RMQ-E was administered to a sample of 1,497 students in Grades 1-3. Using exploratory and confirmatory factor analysis, the researchers confirmed the validity of the RMQ-E. The predictive validity of competition and involvement on reading comprehension were consistent with previous research. However, curiosity was either not significantly or negatively correlated with reading comprehension, which was not expected (Stutz et al., 2017). This inconsistency may be due to the age of the students and indicates the need for more research on early childhood reading motivation.

A multitude of different factors affect a student's ability to learn to read and to build his/her reading competence. In order to understand the complexity of successfully selecting and implementing a reading program, it is important to understand these factors. Student motivation to read is one factor that has been consistently associated with reading competence and is therefore an indispensable part of any reading program (Becker et al., 2010; Gambrell, 1996; Pavonetti et al., 2003; Taboada et al., 2009).

Increasing a student's motivation to read or to learn in general is not a straightforward task. There are books, courses, and institutes trying to determine the magic formula to motivate students. The Balanced Literacy approach does not offer a formula, but proponents do argue that the approach increases student motivation to read. Student motivation to read then increases frequency and reading competence. This study analyzed the impact the approach has had on student motivation to read and reading competence for students who have been in Balanced Literacy classrooms from Grades 1-5.

CHAPTER 3

METHODS

The purpose of this program evaluation was to investigate the impact the Balanced Literacy approach had on elementary students' reading competence and motivation to read when implemented in a rural Virginia public school district. Regardless of the reading program, explicit or holistic, being used, reading competence as measured by standardized test score pass rates in the U.S. has been substandard and has been stagnant for the last 40 years (Hao & Johnson, 2013; Walberg, 1996). The fundamental importance of reading makes this trend more alarming. Reading is crucial for mastery in other academic subjects, so low reading competence leads to student and teacher frustration in other subjects as well. In addition to academic success, reading is critical to becoming a productive member of society. Given the foundational importance of reading and the divergent research on the most effective techniques to teach reading, selecting a reading instructional program or approach for elementary students is a difficult and essential task. Once the program or approach has been selected, however, the task has only begun. To ensure a program is effective, the district must ensure it is implemented with fidelity and that it yields the intended results.

Chapter 2 provided a review of the literature pertinent to teaching literacy, including but not limited to the Balanced Literacy approach, as well as the role of student reading motivation in developing reading competence.

This program evaluation sought to provide instructional, building, and district leaders with an assessment of the impact the Balanced Literacy approach had on student reading competence in the six years of implementation. These results will enable district leaders to further evaluate how the program was implemented and identify components to sustain and support, as well as components that need to be improved or removed. To assess the impact the Balanced Literacy approach has had on student reading competence and student reading motivation, the following questions were investigated to understand the impact on students' reactions, learning, reading behavior, and results:

1. What levels of in-class student reading time have English teachers provided from Fall 2013 to Spring 2018?
2. To what degree are students motivated to read at home?
3. What are the reading competencies of elementary school students as assessed by state standardized test data for Grades 3-5 from 2012-13 to 2017-18?
4. What degrees of sustained longitudinal growth in reading comprehension were achieved by students who were introduced to the Balanced Literacy approach in the district during first grade in the 2013-2014 school year and have remained in the school district through sixth grade?

This study was a program evaluation of the outcomes of Balanced Literacy approach to reading instruction. When production function research is applied to education, inputs such as teacher qualifications, student-teacher ratios, and per pupil expenditure should directly correlate with outcomes such as standardized test scores and graduation rates (Hoy & Miskel, 2008). However, research has consistently failed to support this direct correlation. Since quantitative inputs do not directly contribute to outcomes, it was

necessary to conduct more comprehensive evaluations to ensure the intended outcomes are actualized. A comprehensive evaluation includes transformational criteria related to the quantity, quality, and consistency of internal programs, such as student motivation and fidelity of program implementation (Hoy & Miskel, 2008).

Too often education programs, teachers, and students are evaluated by one outcome: a single standardized test score. All educators recognize the need for and support measures of accountability, but using large-scale standardized tests for evaluation provides a summative score with no guidance for improvement (Mielke & Frontier, 2012). Students, teachers, and administrators receive a "decontextualized judgment that is handed down from an outside source on the basis of a small sample of their performance" (Mielke & Frontier, 2012, p. 10). Given the state and federal accountability for public schools, standardized test scores are an important part of an instructional evaluation. However, given the limited scope and guidance of standardized tests, it is equally important that other measures be included to ensure an instructional evaluation provides sufficient analysis to make future improvements in classroom programs and approaches (Lovitt & Fantasia, 1980). Provini (2011) states that any evaluation plan should include multiple formal and informal data collection tools. Multiple collection tools enable a comprehensive analysis of the transformational criteria.

Participants

Participants in this study represented students from one pre-kindergarten through fourth-grade school and one fifth-grade school in the district implementing the Balanced Literacy Approach. Teachers did not participate directly. The researcher collected student SRQ data.

Teachers. Teachers did not overtly participate in this study. However, historical teacher observation data were analyzed and teachers were the classroom implementers of the Balanced Literacy Approach. Inherently, teacher characteristics and qualifications directly impacted students' classroom experiences and students directly participated in the study. The total student population of the district fluctuated between 2,400 at the maximum and 2,215 at the minimum enrollment during the 6-year period of data collection. The district does not have more than one school building for any grade level, so all enrolled students in the district matriculate through the same schools. The primary elementary school has pre-Kindergarten through fourth grade. A second elementary school has fifth grade. The two elementary schools had approximately 95 teachers with two Title I reading coaches. Approximately 20% of the teachers were provisionally licensed and 40% of the licensed teachers had master's degrees. For kindergarten through fourth grade, the classroom teacher taught all core subjects. Kindergarten through fourth grade averaged 11 classroom teachers per grade level. In fifth grade, there were three English teachers. The English curriculum includes reading and writing, which is integrated in the Balanced Literacy approach. Classroom teacher observation data were analyzed for Grades 1-4. English teacher observation data were analyzed for Grade 5.

Students. Each elementary grade level averages 175 students. The student cohort that was surveyed and analyzed for longitudinal growth had a membership of 173 students in the first grade, which was when the students took the Phonological Awareness Literacy Screening (PALS) test. Twenty-three students left the district and 33 students transferred into the district between the end of first grade and the end of third grade. The

cohort had 188 students in third grade, which was the grade when Virginia students took their first Reading SOL. Fifty-One of these students did not complete fifth grade in the district. The student cohort had 159 students in fifth grade with 22 students who had transferred into the district after third grade. There were 137 students from the original third-grade testing group who stayed in the district through fifth grade. Eight of those students transferred from the district after fifth grade. The total student cohort consisted of 110 students, who had been enrolled in the district from first grade through fifth grade.

Students participated directly by taking a reading frequency and motivation survey, the SRQ-Reading Motivation survey. The survey was not anonymous to enable reading competence analysis. Parent consent was obtained prior to the survey being administered.

Data Sources

One of the district's short-range and mid-range goals was to build literacy skills and fully implement Balanced Literacy, respectively. Both of these goals require student reading. In-class student reading was measured by data collected during classroom observations using the *Indicators of Student Engagement Observation Protocol* (See Appendix A). One of the district's short-range goals was to increase student motivation to read. Student motivation to read was measured by the SRQ-RM. One of the district's mid-range goals and two of the long-range goals were measured by student reading competence, specifically, achieving and sustaining a 75% SOL pass rate for reading. Overall student achievement in reading was measured by Virginia SOL test results for Grades 3-5 from the first year of full implementation in the 2012-2013 school year through the 2017-2018 school year. To analyze the impact of the Balanced Literacy

approach on student motivation and its relationship to reading comprehension, the SRQ-RM and longitudinal data for the student cohort that received Balanced Literacy instruction from first grade through fifth grade was analyzed. The longitudinal data consisted of summative assessment data, PALS test scores in grades one and two and Virginia Reading Standard of Learning test scores in Grades 3-5.

Classroom observation data. Classroom observation data collected using the *Indicators of Student Engagement Observation Protocol* were used to measure reading frequency in the academic setting and student motivation to read. The observation protocol was developed by the School-University Research Network (SURN) at The College of William & Mary. SURN developed the observation protocol using John Hattie's meta-analysis research on student engagement and achievement. The observation protocol consists of 12 *Indicators for High, Active Student Engagement* and 5 indicators of *Lower-Yield Practices for Students*. The observer marks whether the item is *Evident* or *Not Evident* and lists specific examples or non-examples for the indicator. *Engages in reading* is listed as a high student engagement indicator. Based on the SURN *Descriptions of Student Engagement Terms*, student reading is "students are provided daily time in reading connected with text they comprehend accurately: sustained silent reading time; reading workshop, reciprocal teaching, etc." (SURN at the College of William & Mary).

The school district started using the observation protocol during the 2014-2015 school year as an informal walk-through. Walk-throughs using the observation protocol were conducted by building level administrators and were entered in the TalentEd database used by the district. Each walk-through using the observation protocol lasted at

least 15 minutes. After completing the walk-through, the observing administrator and the observed teacher had to electronically sign the observation protocol in TalentEd. TalentEd Solutions is a private company that provides online human resource management tools specifically for educators. The district uses the Talent Ed database to manage licensed personnel applications, annual academic goals, observations, and evaluations. Each licensed teacher has a TalentEd account through which she or he submits his or her annual goals and signs informal observations or walkthroughs, formal observations, and evaluations. Each building administrator has access to all building teachers' TalentEd accounts to approve academic goals, submit walk-throughs, formal observations, and evaluations.

Student survey. The Self-Regulation Questionnaire-Reading Motivation (SRQ-RM) was used to measure reading frequency and student motivation to read. The SRQ-RM originally consisted of 24 items that assessed academic reading and 24 items that assessed recreational reading (DeNaeghel et al., 2012). Each item is answered on a 5-point Likert scale ranging from 1 (*disagree a lot*) to 5 (*agree a lot*). The mean and standard deviation were computed, with 1 indicating low motivation and 5 indicating high motivation. The SRQ-RM is a valid measurement of autonomous or intrinsic and controlled or extrinsic reading motivation for late elementary students and is invariant across boys and girls.

There is a different stem at the beginning of the questions for the recreational and academic sections. The stems read *I read in my free time because…* and *I read for school because…* respectively. After the stem, the items for the recreational and academic sections are worded the same. Sample items include:

1. I really like it.
2. It's fun to read.
3. I enjoy reading.

The SRQ-RM items of the survey are in Appendix B.

The original study demonstrated that the SRQ-RM is a reliable and valid tool to measure late elementary school students' reading motivation. Exploratory Factor Analysis using scree-plot analysis and parallel analysis confirmed a two-factor structure of autonomous reading motivation and controlled reading motivation. Once the factor structure was confirmed, Confirmatory Factor Analysis was used to analyze the items for recreational reading motivation and academic reading motivation. The original questionnaire showed a modest fit for recreational and academic reading. The model was adapted from 24 items to 17 items. The adapted model shows an acceptable fit for recreational reading motivation (YB $_x{}^2(116) = 310.71$, $p<.001$, RMSEA=.05, with 90% CI [.046, .059], SRMR=.06, CFI=.95) and academic reading motivation (YB $_x{}^2(116) = 330.34$, $p<.001$, RMSEA=.06, with 90% CI [.049, .061], SRMR=.07, CFI=.95). Invariance testing found strong invariance enabling valid comparisons across genders (DeNaeghel et al., 2012). The adapted model was used for this study (see Appendix B).

The original research validating the SRQ-RM used SPSS for all statistical analysis. Based on descriptive statistics, recreational reading and academic reading had similar effects. Students had higher autonomous motivation for both types of reading (M=3.63, SD=0.99; M=3.60, SD=1.02) than controlled motivation (M=2.21, SD=0.67; M=2.60, SD=0.77). In the academic setting, reading frequency, which was measured on a 4-point Likert scale, was reported most of the time (M=2.83, SD=0.70). Reading

engagement, which was measured on a 5-point Likert scale from five items completed by the teacher, indicated high levels of student attention, interest, and participation (M=4.72, SD=1.41). Reading comprehension, which was measured by IRT scores from 0 to 100 taken from a standardized reading comprehension test, showed lower reading performance levels (M=50.73, SD=5.72) (DeNaeghel et al., 2012).

Structural equation modeling was used to test the model relating recreational and academic reading motivation with engagement, frequency, and comprehension. Based on the standardized parameter estimates, the recreational autonomous motivation was significantly related to reading frequency (p=.70, R^2=.65), reading engagement (p=.12, R^2=.11), and reading comprehension (p=.14, R^2 =.37). Recreational controlled motivation was significantly negatively related to reading comprehension (p=-.19). Academic autonomous motivation was not significantly related to reading engagement nor reading comprehension. However, academic autonomous motivation was significantly related to reading frequency (p=.64, R^2=61). Academic controlled motivation was not significant to reading engagement nor reading comprehension. Academic controlled motivation was significantly related to reading frequency (p=.09).

Longitudinal summative assessment data. PALS and Reading SOL data were used to measure reading competence and longitudinal growth in reading competence. Virginia students do not take the Reading SOL test until Grade 3, so the PALS assessment was used to measure reading competence in first and second grade. PALS is a state screening tool that was developed to identify students reading below grade level so they can receive early interventions. The PALS for first and second grade consists of four levels: Entry Level, Level A, Level B, and Level C. The Entry Level is Word

Knowledge and is measured by Spelling Inventory, Word Recognition, and Letter Sounds for first grade only. Level A is Oral Reading in Context and is measured by Accuracy, Fluency, Oral Reading Rate, and Comprehension. Level A is timed in order to calculate oral reading rate. Level B is Alphabetics and is measured by Alphabet Recognition, Letter Sounds, and Concept of Word. Level C is Phonemic Awareness and is measured by Blending and Sound-to-Letter (University of Virginia, 2003).

The district has been using the PALS assessment at the primary elementary school since the 1999-2000 school year. In pre-kindergarten, students take the PALS Pre-K assessment two times per year, at the beginning of the school year and at the end of the school year. Kindergarten students take the PALS Pre-K assessment. First- and second-grade students take the PALS 1-3 assessment. Kindergarten, first-, and second-grade students take their corresponding PALS assessment three times per year: at the beginning of the school year, in January, and at the end of the school year. The PALS assessment results are used to identify students on grade level, below grade level, and above grade level. The assessment item data are used to implement interventions for students identified as below grade level.

Starting in third grade, students take the Virginia Reading SOL. Prior to the 2017-2018 school year, Virginia students took the traditional format Reading SOL. In 2017-2018, the students took the Computer Adaptive Test (CAT) Format. The two different formats tested the same content but varied in the number of questions: Traditional Grade 3 Reading SOL had 47 questions and the CAT Grade 3 Reading SOL had 33 questions. In addition to the number of questions, there were two other critical differences between the two different formats. Using the traditional format, all students

answered the same questions and the students were able to go back to review all of the questions until they submitted the test. Using the CAT format, students may be asked more or less difficult questions based on the accuracy of their answers on previous questions so no two students take the exact same test. Also, on the CAT test, once a student has submitted their answer to a question and moved on to the next question, the student cannot go back to review.

The Grade 3 Reading SOL test reading standards from kindergarten through Grade 3. SOL strands from the Grade 2 and Grade 3 curriculum framework are specifically identified. SOL strands from kindergarten and Grade 1 are not specifically identified because they are considered foundational skills for reading and are therefore inherent in the Grade 2 and Grade 3 standards. The Grade 3 Reading SOL consisted of three Reporting Categories: Use word analysis strategies and word reference materials, Demonstrate comprehension of fictional texts, and Demonstrate comprehension of nonfiction texts. The two comprehension categories had approximately twice as many questions as the word analysis category (VDOE, 2010b).

The Grade 4 and Grade 5 Reading SOL Reporting Categories were the same as the Grade 3 Reading SOL Reporting Categories with the same distribution of questions (VDOE, 2010b, 2010c, 2010d). The VDOE reading curriculum spirals the reading skills so as students move up in grade levels, they are expected to be able to do more with each SOL strand. For example SOL 3.4 for third grade, SOL 4.4 for fourth grade, and SOL 5.4 for fifth grade outline the skills for word analysis and has the same SOL stem for all three grade levels. However, the specific strand and the Essential Knowledge, Skills, and

Processes outlined in the Curriculum Framework include more content and become more rigorous at each grade level as shown in Table 2.

Table 2

Grades 3-5 SOL Strand Details

SOL Stem: The student will expand vocabulary when reading.	
Specific Grade Level SOL Strand	Essential Skill referencing homophones
3.4 a. Use knowledge of homophones	Use knowledge of homophones to understand unfamiliar words
4.4 b. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	Derive word meaning by using their knowledge of homophones
5.4 c. Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	Use word references and context clues to determine which meaning is appropriate in a given situation

Note. The Essential Skills identified here are located in the Essential Knowledge, Skills, and Processes column of the curriculum framework. The skills identified here are an excerpt from the comprehensive list. Adapted from the *English Standards of Learning curriculum framework 2010* by Virginia Department of Education, 2010a.

The Virginia SOL tests scaled scores range from 0 to 600. There are four categories based on scaled scores: Fail/Below Basic, Fail/Basic, Pass/Proficient (400-499), and Pass/Advanced (500-600). Any scaled score below 400 is a failing score, but the two Fail category cut scores are based on individual performance due to the CAT format.

Comprehensive reading assessment data. The Virginia Reading SOL Data for Grades 3-5 in 2017-2018 were used to measure overall reading competence. All three grade levels have had Balanced Literacy instruction since first grade. The use of three different grade levels demonstrated the elementary reading students overall reading competence.

Data Collection

Data collection took place during the 2018-2019 school year. There were three independent sources of data, classroom observation data, standardized summative assessment data, and student survey data (Appendix C). The district used the observation protocol for informal observations. Observation protocol data for school year 2012-2013 through 2017-2018 were collected during November 2018. The number of times reading was evident was collected by grade level for each school year. After identifying the teachers who taught the identified grades and collecting those specific observations, teacher names were redacted and the data collected were anonymous.

The longitudinal standardized summative assessment data were collected from school year 2012-2013 through 2017-2018. The reading SOL data were collected for grades three, four, and five for each school year during the given time period. In addition to the reading SOL data, the PALS scores for the given student cohort was collected from the first-grade year, 2013-2014, and the second-grade year 2014-2015.

The first step in administering the student survey was obtaining written parent permission (Appendix D). Prior to the consent form being sent home, all of the identified parents received a phone call explaining the purpose of the survey. The permission letter was sent home with students in February 2019. The parents of students who did not return the letter received one reminder phone call and a second permission letter was mailed to the address on record. Two weeks after the letters were sent home, the survey was given to all of the students for whom parental permission had been received. The identified students reported to the library during their English class. The school librarian administered the survey. The surveys were not anonymous in order to allow analysis of

the relationship between reading competence and reading motivation. All survey results remained confidential.

Data Analysis

Data collected for this study were analyzed using quantitative research methods. The SRQ-RM, teacher observation protocol data, Virginia Reading SOL scores, and PALS assessment scores were used to provide descriptive statistics on student motivation, reading frequency, reading competence achievement, and reading competence growth. Additionally, a correlation between student motivation and Reading SOL scores was run to determine if a relationship between autonomous motivation or controlled motivation and student achievement exists. The student assessment scores and survey results were input to Excel spreadsheets and then transferred to Statistical Package for the Social Sciences (SPSS) for analysis.

The SRQ-RM results were independently analyzed using the reliability coefficient. The 17 SRQ-RM items were analyzed for autonomous or intrinsic reading motivation and 17 items were analyzed for controlled or extrinsic reading motivation. The autonomous and controlled reading motivation items were interspersed to maintain variation in statements and minimize repetition. Consistent items were summed to provide a single score for each type of motivation. This single score for each motivation was used in further analysis. Multiple regression was used to determine the correlation between the criterion variable, student reading competence, and the predictor variable reading motivation. Table 3 provides a summary of the data sources and method of data analysis for the evaluation questions.

Table 3

Evaluation Questions and Data Analysis

Evaluation Question	Data Sources	Data Analysis
1. What levels of in-class student reading time have English teachers provided from Fall 2013 to Spring 2018?	- Observation Protocol	- Descriptive Statistics
2. To what degree are students motivated to read at home?	- SRQ-RM	- Descriptive Statistics - Reliability Coefficient - Correlation
3. What are the reading competencies of elementary school students as assessed by state standardized test data for Grades 3-5 from 2012-13 to 2017-18?	- Virginia Reading SOL Scaled Scores	- Descriptive Statistics - ANOVA
4. What degrees of sustained longitudinal growth in reading comprehension were achieved by students who were introduced to the Balanced Literacy approach in the district during first grade in the 2013-2014 school year and have remained in the school district through sixth grade?	- Virginia Reading SOL Scaled Scores - PALS scores - SRQ-RM	- Descriptive Statistics - Reliability Coefficient - Correlation - Multiple Regression

Note. PALS = Phonological Awareness Literacy Screening; SRQ-RM = Self-Regulation Questionnaire – Reading Motivation

Delimitations, Limitations, Assumptions

Delimitations. Delimitations are boundaries set by the researcher to control the scope of the study. Delimitations of this study include the researchers focus on the student reading results rather than the administrator and teacher implementation of the program. Also, to ensure students had consistent instruction using the Balanced Literacy approach the researcher focused on one grade level, which was in first grade during the

first year of implementation, for longitudinal growth rather than all grade levels, which received some level of Balanced Literacy instruction, in the last five years of implementation. Another delimitation was the program theory used to frame the study. The study used Self-Determination Theory as the lens through which student reading competence is analyzed.

Limitations. There are several limitations to this study. Before any program or intervention is put in place, baseline data should be obtained and monitored (Provini, 2011). There were no specific baseline or pre-assessment data collected; however, the district had a decline in Reading SOL pass rates after new curriculum standards were implemented in 2010. The reading SOL scores prior to implementation are available for analysis, but they were not collected and analyzed by the district prior to implementing the Balanced Literacy approach. In addition to the lack of SOL analysis prior to implementation, the PALS test is given as a reading assessment in first and second grade, but it is not an equivalent measure to the reading SOL. Consequently, measuring longitudinal student growth from first to fifth grade requires standardizing of non-equivalent measures of reading competence.

Despite the district identifying increased student reading motivation as a goal of the new approach, there were no measures of student motivation prior to implementation. Student motivation can be measured and compared to the average fifth-grade student, but a growth analysis cannot be conducted. There is a similar limitation with reading frequency. The district started using the SURN High Student Engagement form (Appendix A) in 2012-2013, which was the year prior to implementation of the Balanced

Literacy Approach. Having only one year of walkthrough data to document reading frequency in the classroom limits the reliability.

The researcher was an administrator in the school district studied. The researcher was the middle school principal of the sixth-grade students who were surveyed. As an administrator in the district, the researcher had used the classroom observation tool, which was analyzed to determine classroom reading quantity. However, the researcher was not an administrator at either of the district elementary schools and did not conduct any of the observations from which the study data were collected. The researcher was not an administrator at any of the schools or for any of the students during the school years reading assessment data were collected and analyzed.

Assumptions. There is an assumption that the SURN walkthrough form was used with fidelity by the elementary school administrators. There was also the assumption that the students who completed the SRQ-RM accurately reported their reading habits and motivation when completing the self-report survey.

Ethical Considerations

There were multiple ethical considerations addressed in the development of this study given the use of student assessment data, administering student surveys, and the collection of evaluative teacher observation data. Student data had to remain confidential in handling, analysis, and reporting. Actual student surveys and student survey data had to remain confidential. The researcher ensured this by maintaining secure possession of the student surveys once they were completed and the data spreadsheet. The student names were not recorded in the data analysis. Teacher performance was not a factor of analysis in this study, but teacher observation protocols were analyzed to collect data an

academic student reading. Consequently, teacher anonymity was maintained by only using grade level and years of experience as an identifier when reporting observation data. The ethical considerations include adherence to guidelines established by the College of William & Mary's Institutional Review Board and adherence to program evaluation standards.

Institutional Review Board. After a successful dissertation proposal defense, the researcher applied to the College of William and Mary Educational Institutional Review Board (IRB). After receiving permission from the IRB to conduct the study, the researcher secured written permission from the district superintendent to administer a student survey and granting the researcher access to student assessment data and teacher observation data following evaluation standards of propriety. Parent permission was received for all student participants. The student survey was written and was secured in accordance with IRB and program evaluation standards.

Adherence to program evaluation standards. In addition to IRB standards and district permission, the study was conducted in accordance with the *Standards of Program Evaluation* (Yarbrough, Shulha, Hopson, & Caruthers, 2011). In adherence with the utility standard, the researcher communicated with district leadership and the primary elementary school principal to construct useful research questions that would benefit the district, to develop the logic model, and to collect data. In adherence with the feasibility standard, the researcher maintained transparent, appropriate, and timely data collection measures. To minimize class disruptions, student surveys were conducted during non-instructional time. In adherence to the propriety evaluation standard, the researcher designed the study to maintain student confidentiality and to respect the performance of

students and teachers. In adherence to the accuracy standard, thorough research was conducted to select the most valid and reliable measures of elementary reading motivation and reading competence, as well as striving to ensure accuracy in reporting results. Limitations, delimitations, and conclusions have been clearly reported to district leaders to ensure accountability and accuracy.

Summary

This program evaluation allowed for a longitudinal study of the Balanced Literacy approach to reading instruction that had been implemented in the district. This was a quantitative study including student survey data measuring student reading motivation, teacher observation data identifying the number of times student reading was observed, Virginia Reading SOL data measuring reading competence, and PALS assessment data measuring longitudinal growth in reading. Findings from this study will be used to inform school administrators and district leaders in the outputs of the Balanced Literacy approach to reading instruction after six years of implementation.

CHAPTER 4

FINDINGS

The purpose of this quantitative program evaluation was to investigate the relationship the Balanced Literacy Approach to Reading has with student reading competence and student motivation to read for elementary school students in a small rural Virginia school district six years after implementation. Additionally, this study analyzed the actual student reading time in elementary classrooms to determine if student reading times were implemented with fidelity as outlined by the school district based on the recommendations of the consultant for Balanced Literacy.

Chapter 3 provided a description of the methodology for the study including the context of the district and the elementary school implementing the Balanced Literacy approach, student participants, sources of data for the study, and the methods of data analysis. Chapter 4 provides an overview of the results of the study and is organized by data sources and evaluation question. Extant data and survey data for the study were collected from February 10-28, 2019.

Summary Findings for Study

Evaluation Question 1: What levels of in-class student reading time have English teachers provided from Fall 2013 to Spring 2018? The first evaluation question was informed by data collected from the district's database containing informal walk-through observations conducted by building level administrators.

Teacher walk-through observations. Classroom walk-through observations in the district were conducted using the *Indicators of Student Engagement Observation Protocol*, which lists student reading as a high engagement strategy. The observation protocol is a walk-through form building level administrators in this school district access, complete, and share with the teacher using the TalentEd database. The *Indicators of Student Engagement Observation Protocol* is provided in Appendix A. The model lesson template the district implemented for teaching reading using the Balanced Literacy approach allots 45 minutes of student reading for a 60-75-minute block of instruction, which means students should be reading 60% to 75% of the time in reading class. Extant walk-through observation data were collected from the TalentEd Database for the academic school year 2014-2015 through the year 2017-2018 for 23 elementary reading teachers for Grades 1-4. The amount of in-class reading time was determined by the number of times student reading was observed during the recorded number of observations.

Teacher walk-through observation data were collected and analyzed by running descriptive statistics to determine the average number of times student reading was evident in the district's elementary reading classrooms during the regularly scheduled school day between 8:30 a.m. and 3:00 p.m. The observation data were imported into Statistical Package for the Social Sciences (SPSS), a data analysis program, to provide descriptive statistics including the mean and standard deviation. The observation data for each teacher by grade level are presented in Table 4.

Table 4

Observation Data by Grade Level Teacher

Grade Level Teacher	First Year in the District	Total Observations	Student Reading Observed	%
1	Prior to 2014-15	12	3	25.0
1	2016-17	12	6	50.0
1	Prior to 2014-15	10	4	40.0
1	2014-15	11	2	18.2
1	Prior to 2014-15	14	6	42.9
1	Prior to 2014-15	10	5	50.0
2	Prior to 2014-15	19	13	68.4
2	Prior to 2014-15	21	12	57.1
2	Prior to 2014-15	20	9	45.0
2	Prior to 2014-15	19	6	31.6
2	2016-17	19	5	26.3
2	2015-16	31	9	29.0
2	2016-17	10	3	30.0
3	Prior to 2014-15	17	12	70.6
3	2016-17	15	4	26.7
3	Prior to 2014-15	19	14	73.7
3	Prior to 2014-15	17	12	70.6
3	Prior to 2014-15	6	3	50.0
4	2014-15	9	2	22.2
4	2014-15	21	14	66.7
4	Prior to 2014-15	14	8	57.1
4	Prior to 2014-15	10	5	50.0
4	Prior to 2014-15	8	6	75.0
	TOTAL	**344**	**163**	**47.4**

There were 344 recorded walk-through observations for the 23 elementary reading teachers from September 2013 through June 2018. No teacher was observed less than five times or more than 15 times in a school year using the student engagement walk-through protocol. During those walk-through observations, student reading was evident in less than half of the observations (M=0.468, SD=0.115). The walkthrough

observations are typically 20 minutes and student reading is marked evident if it is observed. The observation data do not indicate the duration of student reading time, but the number of times student reading was seen during reading instruction. Consequently, the recorded data do not directly correspond to the district expectation of reading time. However, if student reading took 45 minutes out of 60-75 minutes of reading instructional time, which is what the district outlined, student reading should have been evident during more than 46.8% of the walk through observations. Given that no student reading was observed during 53% of the observations, the teachers observed do not seem to be implementing the recommended in-class student reading time with fidelity. The walkthrough observation tool did not include, and this study did not analyze, other specific literacy related activities, which may have been aligned with the Balanced Literacy approach.

Evaluation Question 2: To what degree are students motivated to read at home? The second evaluation question was informed by a motivation survey administered to the student cohort.

Student survey. The Student Regulation Questionnaire-Reading Motivation (SRQ-RM) survey (Appendix B) was given to the student cohort, who were enrolled in the district in first grade during the 2013-14 school year and remained in the school district through the 2018-19 school year. The SRQ-RM was administered to students during the first 30 minutes of their assigned sixth-grade English class during the 2018-2019 school year. Students reported to the school library to take the pencil-paper survey. There were 110 sixth-grade students eligible to take the survey based on the criteria that they had been continuously enrolled in the school district since first grade. All of the

students met with the researcher and were given a consent letter February 11, 2019. Parents of students who had not returned the consent letter were called February 18, 2019. The survey was administered to members of the student cohort, who had returned the active consent form by February 26, 2019. The school librarian administered the survey. The researcher was not present. There was a 40.91% response rate, as 45 students returned the active consent form and completed the survey. All students who returned the active consent form completed the survey. The cumulative survey scores for academic intrinsic motivation, academic extrinsic motivation, free time intrinsic motivation, free time extrinsic motivation, total academic motivation, total free time motivation, total intrinsic motivation, total extrinsic motivation, and total motivation were imported to SPSS for analysis.

The indicators for the second evaluation question were the 17 free-time motivation to read questions on the SRQ-RM, Questions 1-17 with the "I read in my free time because…" prefix. The student cohort took the SRQ-RM for free-time motivation to read and academic motivation to read. The free-time motivation to read questions began with the prefix "I read in my free time because…" and the academic motivation to read section began with the prefix "I read for school because…" The survey measured both motivational settings in two different sections using the same 17 questions. Each set of motivation to read questions consisted of nine extrinsic motivation items and eight intrinsic motivation items. The extrinsic and intrinsic motivation questions were interspersed to minimize redundancy. The student cohort survey responses were recorded and analyzed using descriptive statistics for each setting, each type of motivation, and total motivation: free-time intrinsic, free-time extrinsic, free-time total

motivation to read, academic intrinsic, academic extrinsic, academic total motivation to read, total intrinsic motivation, total extrinsic motivation, and total motivation to read. Intrinsic and extrinsic motivation are defined in Chapter 2 and the settings as part of the SRQ-RM are described in Chapter 3. The descriptive statistics for each category of student motivation to read is presented in Table 5. Individual student motivation scores are presented in Appendix C.

Table 5

Student Motivation to Read Mean Scores by Motivation Type

Motivation Type	***Maximum Score***	***Mean***
Academic Intrinsic	*40*	*29.44*
Academic Extrinsic	*45*	*25.71*
TOTAL Academic	*85*	*55.15*
Free Time Intrinsic	*40*	*29.66*
Free Time Extrinsic	*45*	*24.49*
TOTAL Free Time	*85*	*54.15*
TOTAL Intrinsic	*80*	*59.10*
TOTAL Extrinsic	*90*	*50.20*
TOTAL Motivation	*170*	*109.29*

In addition to descriptive statistics, correlations were run between free-time intrinsic motivation and free-time extrinsic motivation; academic intrinsic motivation and academic extrinsic motivation; academic intrinsic motivation and free-time intrinsic motivation; academic extrinsic motivation and free-time extrinsic motivation; total intrinsic motivation and total extrinsic motivation; and total academic motivation and total free-time motivation. There is a substantial amount of research with consistent findings supporting specific relationships between different types of motivation.

The correlations between the different types of motivation were tested for statistical significance at the level of $p < .01$. All of the correlations that were found to be

statistically significant had a higher level of significance at $p < .001$. Four correlations had a strong significant positive correlation. Total academic motivation to read (*M*=52.58, *SD*=15.537) had a strong significant positive correlation with total free time motivation to read (*M*=51.63, *SD*=15.842) (*r*=.926, p<.000). Academic intrinsic motivation to read (*M*=29.44, *SD*=6.596) was also found to have a strong positive significant correlation with free time intrinsic motivation to read (*M*=29.66, *SD*=6.647) (*r*=.841, *p*<.000). Academic extrinsic motivation to read (*M*=25.71, *SD*=6.623) had a strong positive significant correlation with free time extrinsic motivation to read (*M*=24.49, *SD*=8.053) (*r*=.723, *p*<.000). Total intrinsic motivation to read (*M*=56.35, *SD*=17.673) had a strong positive correlation with total extrinsic motivation to read (*M*=47.86, *SD*=17.069) (*r*=.571, *p*<.000).

Two correlations were found not to be significant. Free time intrinsic motivation to read (*M*=29.66, *SD*=6.647) was found to not be significantly correlated with free time extrinsic motivation to read (*M*=24.49, *SD*=8.053) (*r*=.137, *p*=.392). Academic intrinsic motivation to read (*M*=29.44, *SD*=6.596) was found to not be significantly correlated with academic extrinsic motivation to read (*M*=25.71, *SD*=6.623) (*r*=.242, *p*=.128). Table 6 shows the correlations between the two different types, extrinsic and intrinsic, of motivation with location, free-time and academic.

Table 6

Correlations by Motivation Type

Motivation Type	***Motivation Type***	***r value***
Free-Time Intrinsic (*M*=29.66; *SD*=6.647)	Free-Time Extrinsic (*M*=24.49; *SD*=8.053)	.137
Academic Intrinsic (*M*=29.44; *SD*=6.596)	Academic Extrinsic (*M*=25.71; *SD*=6.623)	.242
Academic Intrinsic (*M*=29.44; *SD*=6.596)	Free-Time Intrinsic (*M*=29.66; *SD*=6.647)	.841
Academic Extrinsic (*M*=25.71; *SD*=6.623)	Free-Time Extrinsic (*M*=24.49; *SD*=8.053)	.723
Total Intrinsic (*M*=56.35; *SD*=17.673)	Total Extrinsic (*M*=47.86; *SD*=17.069	.571
Total Academic (*M*=52.58; *SD*=15.537)	Total Free-Time (*M*=51.63; *SD*=15.842)	.926

The correlations of the different types of reading motivation measured using the SRQ-RM were not consistent with research findings that extrinsic motivation undermines intrinsic motivation and that academic motivation to read does not correlate with free-time motivation to read, which indicates a need for further research on the student motivation to read for this student cohort.

Longitudinal summative assessments. Evaluation Questions 3 and 4 required analysis of summative reading assessments to determine the impact of the Balanced Literacy approach on the reading competence of elementary students in the district. Evaluation Question 3 was answered by analyzing the reading Standards of Learning (SOL) scores of Grades 3-5 for all students in the district during the six years of implementation and Evaluation Question 4 was answered by analyzing the PALS and reading SOL scores for the student cohort, who received the Balanced Literacy approach

to reading instruction for Grades 15. For Evaluation Question 3, elementary student reading competence was measured using VDOE Reading Standards of Learning End of Year State Test scaled scores for Grades 3, 4, and 5 from the 2012-13 school year through the 2017-18 school year. The scores were analyzed using descriptive statistics, correlation, and a one-way ANOVA to determine the effect of the year of Balanced Literacy implementation.

Evaluation Question 3: What are the reading competencies of elementary school students as assessed by state standardized test data for Grades 3-5 from 2012-13 to 2017-18? The third evaluation question was informed by Reading SOL scores. Individual student scores for Grades 3, 4, and 5 for each school year from 2012-13 to 2017-18 are presented in Appendix E. The mean Reading SOL scores by year and grade are presented in Table 7.

Table 7

Mean Reading SOL Scores by Grade and School Year

	Grade 3		***Grade 4***		***Grade 5***	
Year	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
2013	404.69	68.400	407.47	68.067	397.16	64.999
2014	410.94	64.140	406.11	66.107	393.35	63.386
2015	402.10	80.419	411.70	61.948	396.12	65.432
2016	399.85	71.143	395.97	68.072	413.91	71.346
2017	384.69	75.952	404.87	75.825	404.33	72.362
2018	386.79	79.483	408.14	64.772	401.16	73.782

A one way ANOVA was run for Grades 3-5 Reading SOL test scaled scores from year 2013, the first year of Balanced Literacy implementation, to year 2018, the sixth year of Balanced Literacy implementation. Results were mixed, as some grade levels showed increased performance then decreased performance by academic year and some student

groups showed increased performance and others showed decreased performance over the three years. A one-way ANOVA revealed a significant main effect for Grade 3 in the second year of implementation, $F(1,5) = 3.718$, $p = .002$. Tukey's HSD post hoc test ($p<.05$) revealed a significant difference between the second and fifth year of implementation, as well as the second and sixth year of implementation. The Tukey's HSD Post Hoc analysis of Grade 3, Year 2 of implementation are presented in Table 8.

Table 8

Tukey's HSD post hoc test analysis of Grade 3 Reading SOL Scores and Year of Implementation

Reference Year for comparison	***Year***	***Mean Difference***	***Std. Error***	***Sig***
Year 2	1	6.245	7.783	.967
	3	8.834	7.763	.865
	4	11.084	7.763	.710
	5	26.248	7.432	.006
	6	24.151	8.055	.003

Note. HSD = Honestly Significant Difference; SOL = Standards of Learning

The significant difference for Grade 3 was a decrease in student reading competence from the second year of implementation to the fifth and sixth years of implementation.

A one-way ANOVA revealed no significant main effect for Grade 4 in year of implementation, $F(1,5) = 1.107$, $p = .355$. Tukey's HSD post hoc test ($p<.05$) revealed no significant difference between any years of implementation. A one-way ANOVA in Grade 5 in year of implementation was not significant, $F(1,5) = 2.052$, $p = .069$. Tukey's HSD post hoc test ($p<.05$) revealed a significant difference between the second and fourth year of implementation, second and fifth year of implementation, as well as the second and sixth year of implementation. For Grade 5, there was a significant difference between the second year of implementation (2014) and fourth year of implementation

(2016), fifth year of implementation (2017), and sixth year of implementation (2018). The significant difference for Grade 5 was an increase in student reading competence from the second year of implementation to the fourth, fifth, and sixth years of implementation. The results of the Tukey's HSD Post Hoc analysis of the Grade 5, Year 2 of implementation are presented in Table 9.

Table 9

Tukey's HSD post hoc test Analysis of Grade 5 Reading SOL Scores and Year of Implementation

Reference Year for comparison	***Year***	***Mean Difference***	***Std. Error***	***Sig***
Year 2	1	-3.802	7.239	.995
	3	-2.767	7.001	.999
	4	-20.552	7.294	.055
	5	-10.976	7.250	.655
	6	-7.804	7.412	.900

Note. HSD = Honestly Significant Difference; SOL = Standards of Learning

The years of Balanced Literacy reading instruction implementation did not have a consistent effect on student reading competence as measured by the Reading SOL. The years of implementation did not have a significant effect on any of the grade 4 Reading SOL scores. In Grades 3 and 5, there was an effect in certain years, but there was no trend or consistency to show that reading competence improved the longer the program was implemented. In addition to the lack of longitudinal consistency, the Grade 3 Reading SOL scaled score mean decreased with more years of implementation. Based on this analysis, the years of Balanced Literacy reading instruction implementation in the school district did not yield the expected increase in student reading competence.

Evaluation Question 4: What degrees of sustained longitudinal growth in reading comprehension were achieved by students who were introduced to the Balanced Literacy approach in the district during first grade in the 2013-2014 school year and have remained in the school district through sixth grade? The fourth evaluation question was informed by survey data, The Phonological Awareness Literacy Screening (PALS) data, and Reading SOL score data from the student cohort, who received Balanced Literacy reading instruction from Grades 1-5, to analyze the relationship between motivation to read and reading competence. The PALS assessment is given to first- and second-grade students in the district to assess reading competency. Beginning in third grade, students take an end of year grade level Virginia SOL Reading Test, which is required by the VDOE for Grades 3-8 and in Grade 11.

The SRQ-RM scores, the student cohort's PALS test scores from first and second grade, and the student cohort's Reading SOL scaled scores from third, fourth, and fifth grade were analyzed using ordinal regression. Descriptive statistics were run on the student cohort test data to determine if student reading competence had increased, decreased, or remained stagnant as students progressed from Grade 1-5 using the Balanced Literacy approach to reading in all five grades. An overview of the student cohort's standardized assessment scores is presented in Table 10.

Table 10

Student Cohort Mean PALS Scores and Reading SOL Scores

Year – Test	***Cut Score***	***Mean***	***SD***
Fall 2013 – 1st Gr PALS	41	64.47	10.332
Spring 2014 – 1st Gr PALS	35	50.74	12.736
Fall 2014 – 2nd Gr PALS	35	49.28	13.261
Spring 2015 – 2nd Gr PALS	54	63.62	11.379
Spring 2016 – 3rd Gr Reading SOL	400	399.85	71.143
Spring 2017 – 4th Gr Reading SOL	400	404.87	75.825
Spring 2018 – 5th Gr Reading SOL	400	401.16	73.782

Note. PALS = Phonological Awareness Literacy Screening; SOL = Standards of Learning

Summative reading assessment data were analyzed to determine the longitudinal growth of reading competence in the student cohort. The district elementary school uses the Grade 1 and 2 PALS test scores to identify students for intervention and remediation. Given the district elementary school's aforementioned use of the scores and the lack of scoring alignment between the PALS test and the reading SOL test, an ordinal regression was run on the two different types of test scores to determine if student reading competence in Grades 1 and 2 as measured by the PALS test could be used to predict student reading competence in Grades 3-5 as measured by the Reading SOL scores. The district uses the PALS test to measure reading competence in Grades 1 and 2 and to identify students who are not demonstrating grade level reading competence. The district and the state use Reading SOL scores to identify students as proficient or below proficient in Grades 3-5. If the district uses both assessments to measure student reading competence, students scoring at or above grade level on PALS tests in Grades 1-2 should, with adequate reading instruction, continue to score proficient on the reading SOL tests in Grades 3-5. However, the relationship between the PALS test scores and the Reading SOL test scores for the student cohort in this study was not significant,

$\chi 2(8, N=120) = 13.029$, $p=0.111$. Given this analysis, the PALS test scores are not an accurate predictor of Reading SOL test scores for the district.

Descriptive statistics were run on the SRQ-RM scores for the different types of reading motivation to provide a measure of motivation after five years of Balanced Literacy instruction in reading. The descriptive statistics for motivation are presented in Table 6. Correlations were run on the student cohort test scores and the SRQ-RM scores for the different types of reading motivation to determine if there was any significant relationship between student motivation to read and student reading competence.

Given the framework of Self-Determination Theory and the conflicting research on the relationship between reading motivation and reading competence (Becker et al., 2010; De Naeghel et al., 2012; Taboada, et al., 2010), the ordinal regression was run on the SRQ-RM scores and the Reading SOL scores to determine if reading competence could be used to predict student motivation to read. The results demonstrate a strong significant negative correlation between 2018 Reading SOL scores and total extrinsic motivation to read ($r=-.418$, $p=.007$), which means that students who scored higher on the 2018 Reading SOL had lower extrinsic motivation to read. The analysis also revealed a significant negative correlation between 2018 Reading SOL scores and total motivation to read ($r=-.312$, $p=.05$), which means that students who scored higher on the 2018 Reading SOL also had lower total motivation to read. The relationship between 2018 Reading SOL scores and total intrinsic motivation to read was found to be not significant.

An ordinal regression was completed to determine model fit between PALS scores, total motivation to read, and Reading SOL scores. The ordinal regression between PALS scores and total motivation was not significant ($\chi^2(9) = 7.187$, $p=.618$).

The ordinal regression between PALS scores and Reading SOL scores was not significant ($\chi^2(8) = 13.029$, $p=.111$). The results of the ordinal regression indicate that there is not a predictive relationship between PALS scores and total motivation to read nor is there a predictive relationship between PALS scores and Reading SOL scores for the district.

Summary of Findings

Chapter 4 provided a detailed breakdown of multiple data sources, including classroom observation data, student survey data, Reading SOL scores, and PALS scores. These data sources were used to inform the four evaluation questions. Chapter 5 will discuss these findings, including the implications of the findings, the relationship of the findings to the existing research, and recommendations for practice.

CHAPTER 5

RECOMMENDATIONS

Reading is fundamental to all academic learning (Becker et al., 2010; Bitter et al., 2009; Schiefele & Schaffner, 2016). In first through third grade, students are typically learning to read. After third grade, they are using those reading skills in order to read to learn. The foundational role of reading competence in learning makes the effectiveness of literacy programs and instruction in grades one through three crucial to a school's success. Students who do not read well by third grade typically have not improved by sixth grade (Taboada, et al., 2010). In addition to their lack of reading competence, their motivation to read has decreased due to the frustration and negative experiences (McKenna et al., 1995). Given the correlation between motivation and reading competence, school leadership must consider the needs of their student population and select an approach to literacy instruction that will develop fundamental reading skills, increase students' motivation to read, and give the students opportunities to be successful readers.

Discussion of Findings

The district in this study selected the Balanced Literacy approach to reading instruction to increase student reading time in the classrooms, increase student motivation to read, and improve overall reading competence. The quantitative indicators analyzed in this study do not provide evidence that those goals have been actualized.

In class student reading time. According to the lesson plan format adopted by the district students were supposed to be reading a minimum of 60% of reading instructional time. Based on the walkthrough observations, student reading was evident during less than 50% of the recorded observations. On average, reading teachers are not allotting the recommended student reading time. Given the individual teacher data there is considerable variance between teachers in the same grade levels and across grade levels. One possible explanation for the lack of fidelity in implementation may be the lack of consistent and continuous professional development on the Balanced Literacy approach. Teachers, who have joined the district since 2016, have not received any formal professional development on Balanced Literacy. Based on the data as presented in Table 4, the professional development prior to implementation during the 2013-14 school year appears to have the most impact on implementation. During observations of reading teachers, who received the training in 2013-14, student reading was observed in an average of 53.8% of the observations. While observations of reading teachers, who began working in the district during the 2014-15 school year or after, recorded student reading during an average of 33.64% of the observations. If the district intends to continue with Balanced Literacy Reading Instruction, all reading teachers need foundational professional development on the components and expectations. In addition to the foundational training, the teachers need more consistent observations with constructive feedback on Balanced Literacy implementation.

In addition to the lack of data on actual student reading time, the quality of student reading may also be a contributing factor to the lack of growth in student reading competence. Student reading is a key component of the Balanced Literacy approach.

Metsala et al. (1997) found that authentic student reading was highly effective in elementary reading classrooms. However, in their study of fifth-grade students, De Naeghel et al. (2012) found that reading amount did not predict reading comprehension when all other factors were controlled. Wang and Guthrie (2004) also found that reading amount did not predict reading comprehension when reading motivation was controlled. Despite the apparent contradiction in the aforementioned studies of student reading having an effect in Metsala et al.'s (1997) study and not having an effect in the latter two studies, the results may not be entirely inconsistent. Metsala et al. (1997) specifically focused on authentic or engaged student reading whereas De Naeghel et al. (2012) and Wang and Guthrie (2004) simply recorded reading amount. The quality of student reading may be a factor in the disparate results of this Balanced Literacy program evaluation. The observation protocol data used to inform student reading time included any independent student reading regardless of engagement and only indicated if student reading was observed without giving the actual length of reading time. Given the results of the aforementioned studies, the district should only record the actual length of time students participate in engaged or authentic reading to measure student reading time. In addition to engaged reading, the observation protocol should be amended to include other literacy activities which are aligned to the Balanced Literacy approach. In order to make that transition, the district would need to provide professional development on engaged student reading to the reading teachers, amend the observation protocol to included engaged reading and literacy activities, and provide professional development on engaged student reading indicators to administrators using the protocol.

Based on the research and the lack of growth in student reading competence shown by the data for Evaluation Question 3 and Evaluation Question 4, the lack of authentic student reading observed in the elementary classrooms may be a contributing factor, as well as student motivation to read, which was analyzed in Evaluation Question 2.

Student motivation to read. There were 110 students who had been enrolled in the district from first grade through sixth grade and were eligible to take the Self-Regulation Questionnaire-Reading Motivation (SRQ-RM) survey. Forty-five students returned the consent forms, which was a 40.91% response rate. The need to obtain active consent prior to administering the survey creates an inherent bias in the results. Survey respondents and non-respondents differ in attitudes and beliefs (Porter, 2004). In this study, the survey was administered within the students' home school, the consent letter was given to the students by the building level principal who was the researcher in this study, and the students returned the letter to their homeroom teacher. Given the academic environment and involvement of the student's school faculty, more academically motivated students may have been more likely to return the consent form, so the survey results may indicate a higher level of student motivation to read than would be expected if there were a 100% response rate. This bias may account for some of the inconsistencies between the student cohort's SRQ-RM results and research findings. McKenna et al. (1995) found that students who had difficulty reading experienced a decline in free-time motivation and that all students experienced a decline in academic motivation as they progress from early grade levels in elementary school to higher grade levels in elementary school and high school. Otis et al. (2005) found that extrinsic and

intrinsic motivation decreased as students moved to higher grades. Unrau and Schlackman (2006) stated that extrinsic motivation may not undermine intrinsic motivation to read depending on what the external motivators are.

De Naeghel et al. (2012) found that students who are intrinsically motivated to read spend more time reading in their free time. The student cohort SRQ-RM results showed a strong positive correlation between total academic motivation to read, academic intrinsic motivation to read, academic extrinsic motivation to read and total free-time motivation to read, free-time intrinsic motivation to read, free-time extrinsic motivation to read respectively. The actual amount of free-time reading was not measured, but the correlation between academic and free time motivation to read was consistent with the research. This study confirmed earlier findings that students who were motivated to read in the academic setting were also motivated to read in their free time. The positive significant correlations between all types of academic motivation and all types of free-time motivation to read may be attributed to the aforementioned inherent bias of active consent. If the students who returned the consent form were more competent readers, it is consistent with self-determination theory that they would be more motivated to read. Competent readers feel successful reading and want to read more.

Consistently in research studies, intrinsic motivation is not positively correlated with extrinsic motivation and extrinsic motivation is negatively correlated with academic achievement over time (Guthrie & Wigfield, 2000; Schiefele & Schaffner, 2016). The results of this study were not consistent with the existing research studies. The student cohort's SRQ-RM results indicated a positive significant correlation between total intrinsic motivation to read and total extrinsic motivation to read, which means that

students who have an internal desire to read for the enjoyment of reading, are also motivated by external rewards to read. External rewards may include grades, praise, computer or TV time, gifts, and so forth. This may also be due to the inherent bias of active consent because this is inconsistent with the majority of research studies, which state that extrinsic motivation undermines intrinsic motivation. The students who turned in their forms may be more motivated students in general, which would mean they have higher academic achievement resulting in higher intrinsic motivation and they want to please their teachers indicating higher extrinsic motivation as well.

However, Unrau and Schlackman (2006) argued that extrinsic motivation only undermines academic achievement and intrinsic motivation if external motivators are the only motivators present. If the students were extrinsically motivated, but also motivated by other intrinsic motivators, the positive correlation is consistent with this theory. However, in this study, the positive correlation between intrinsic and extrinsic motivation is not significant when the two types of motivation are analyzed by reading environment, free time and academic. This may be due to the difference of external motivators or rewards in the academic and the free-time environments. It may also be due to the opportunity for student choice of reading materials in the free-time environment, which may be lacking in the academic environment. These two factors may not have impacted comparisons between overall extrinsic and intrinsic motivation or overall academic and free-time motivation, but when the types of motivation were analyzed by environment the SRQ-RM questions were categorized more specifically.

When intrinsic and extrinsic motivation were analyzed by type, free time and academic, they were not significantly correlated. Free-time intrinsic motivation was not

significantly correlated with free time extrinsic motivation and academic intrinsic motivation was not significantly correlated with academic extrinsic motivation. Students intrinsically motivated to read in their free time or academically were not extrinsically motivated to read in their free time or academically. When the survey data were analyzed by more specific, smaller categories the results were consistent with the research stating that students who are intrinsically motivated are not typically motivated by external rewards.

The student cohort's mean score for total intrinsic motivation was only 70% of the possible total points and the mean score for total extrinsic motivation was only 53% of the possible total points. Both categories had a standard deviation of approximately 17. Based on the mean scores, students in the cohort are less motivated by rewards than internal satisfaction, so the student choice and opportunities for student reading through the Balanced Literacy approach are more aligned to the student motivation than grades or teacher incentives. However, the large standard deviation undermines the idea of an average motivation for this cohort. Based on the standard deviation, some of the students are highly motivated and some students are not motivated at all. Given the disparity in student motivation to read and the fact that all of the students in the cohort had been exposed to the same reading instruction since first grade, one possible explanation is that the Balanced Literacy approach did not impact student motivation to read. Since there were no baseline data collected at the onset of the Balanced Literacy approach implementation, a definitive correlation or causal relationship cannot be determined.

It is not possible in this study to determine an increase or decrease in student motivation to read because baseline data were never collected by the district. Research

has consistently indicated a decrease in intrinsic motivation as students progress to higher grades (Eccles et al., 1996; A. E. Gottfried et al., 2001; Harter, 1981; Lepper et al., 2005; Otis et al., 2005). Based on the overwhelmingly consistent findings of motivation research and given that there were no baseline data for comparison and the SRQ-RM was administered to the student cohort in Grade 6, there is an assumed decrease in motivation, but given the mean and standard deviation of scores there may have been no significant change for individual students.

Reading competence. Reading competence was measured by standardized test scores. The third-, fourth-, and fifth-grade Virginia Reading SOL scores were used to determine whether reading competence had increased from the 2012-13 school year to the 2017-18 school year in response to Evaluation Question 3. There was no significant increase in reading competence from 2012-13 to 2017-18 for students in Grades 3-5 as measured by the Virginia Reading SOL test scaled scores. The mean Virginia Grade 3 Reading SOL scaled score actually decreased from the second year of implementation to the sixth year of implementation. The mean Virginia Grade 5 Reading SOL scaled score actually increased from the second year of implementation to the sixth year of implementation. The lack of consistent reading competence growth in Grades 3-5 and from Year 1 to Year 6 of implementation may have numerous contributing factors: faculty turnover, lack of implementation fidelity, inconsistent professional development, and comparing different student groups, for example comparing Grade 3 SOL scores during each year of implementation even though there is a different student group taking the Grade 3 Reading SOL each year. The difference in grade levels over the 6-year period of implementation indicates there is a lack of fidelity in implementation as well as

inconsistencies between teachers, which may be a result of faculty turnover or inconsistent professional development. In addition, the disparate achievement levels in different years with different student groups may indicate that the Balanced Literacy approach is not effective for all students in this district.

PALS assessment data from Grades 1 and 2 and Grades 3-5 Reading SOL scores were used to determine whether reading competence had increased for the student cohort in response to Evaluation Question 4. Two different assessments were used because the mandated VDOE Reading SOL is not administered until third grade so the district uses PALS as a summative reading assessment for Grades 1 and 2. The student cohort for this study was reading on grade level in first and second grade as measured by the mean PALS score, which was over 10 points higher than the Virginia PALS grade level cut score each spring (see Table 5). However, the student cohort did not pass the Grade 3 Reading SOL and barely passed the Grades 4 and 5 Reading SOLs, as measured by the mean. The PALS assessment was designed to determine the Lexile reading level of students. The Virginia Reading SOL was designed to assess reading competence rather than level, so there is not a direct comparison between the two assessments. Without a comparison between the two different assessments, there was no significant increase in reading competence from Grade 3 (with a mean score of 399.85) to Grade 5 (with a mean score of 401.16), as measured by the Virginia Reading SOL. The standard deviations for all three years of SOL scores were large (71.143, 75.825, and 73.782, respectively), which indicates a disparity of scores. Students in the cohort either passed with scores much higher than the mean or failed with much lower scores. The lack of growth in the mean score indicates that the Balanced Literacy approach did not increase student reading

competence from Grade 3 to Grade 5. The disparity of scores supports that conclusion and further highlights the inability of the approach to close the achievement gap between the students who began as successful readers and those who struggled.

The mean Reading SOL score for each grade level is within two points of the passing score of 400 and many of the students are scoring considerably lower given the standard deviation. This indicates that a considerable number of the elementary students in this study are not successfully learning to read and are not having positive reading experiences prior to entering sixth grade. Research consistently reinforces the need for positive and successful reading experiences in grades one through four. McKenna et al. (1995) and Taboada et al. (2009) found that negative reading experiences in early elementary school undermine intrinsic motivation and perpetuate poor reading. Self-Determination Theory reinforces the relationship between achievement and motivation stating that feelings of competence and self-efficacy are components of intrinsic motivation and fulfil the need for personal growth (Unrau & Schlackman, 2006). The lack of growth in reading competence of the students in this study from Grades 3-5 and the large standard deviation indicate that students who started out at a reading deficit are not growing and are not experiencing success in reading, which has decreased student motivation to read by the sixth grade when the student cohort took the SRQ-RM. The relationship between reading competence and student motivation for the student cohort is discussed in the next section.

Student motivation to read and reading competence. Students who scored higher on the 2018 Reading SOL had lower total extrinsic reading motivation, which is consistent with existing research (Becker et al., 2010; Schiefele & Schaffner, 2016).

However, students who scored higher on the 2018 Reading SOL also had lower total motivation to read, which was not an expected result based on the existing research. The relationship between the Reading SOL score and total intrinsic motivation was not significant. Based on the correlations between the student survey data and the 2018 Reading SOL scores, student motivation to read is not a contributing factor in the reading competence of the student cohort.

All students who took the SRQ-RM had to return a signed parent permission letter. Less than 50% of the student cohort returned the permission letter. The requirement to obtain active consent introduces inherent bias in the survey results. Students who returned the forms may be higher performing or more academically motivated. If high achieving students were overrepresented in the surveyed group, the survey results may not accurately reflect the motivation of the student cohort and may not be consistent with research obtained from more diverse populations. A 100% survey response rate would more accurately reflect the motivation of all levels of academic achievers in the student cohort.

Implications for Policy and Practice

The data analyzed in this program evaluation revealed that the outlined goals of the Balanced Literacy approach have not been met. The research identified potential deficits in implementation, which indicate the Balanced Literacy approach has not been implemented with fidelity making it difficult to determine the actual outcomes. There were limited baseline data or analysis on reading competence and need prior to implementing the Balanced Literacy approach in the district reading classes. There was also a lack of consistent, ongoing professional development for all reading teachers or

reinforcement of the expectations for instruction within the classroom. Lastly, this is the first evaluation of the reading instruction since the implementation of the Balanced Literacy approach, which has been over six years. The findings and recommendations of the program evaluation are presented in Table 11.

Table 11

Research Question Findings and Recommendations

Research Question	Findings	Recommendations
1. What levels of in-class student reading time have English teachers provided from Fall 2013 to Spring 2018?	Teachers have not provided the recommended levels of in-class student reading time.	Reevaluate existing expectations and set expectations for student reading time at each grade level to increase student reading time and develop consistency between grade level teachers so the approach will be implemented with fidelity.
2. To what degree are students motivated to read at home?	Intrinsic motivation for reading at home and reading at school are positively related.	Reevaluate the assessment and system used to identify students for intervention programs and remediation opportunities to ensure struggling readers are identified in early elementary school when they are still learning to read so their lack of success will not undermine their intrinsic motivation.
	Extrinsic motivation for reading at home and reading at school are positively related.	
	Intrinsic and extrinsic motivation for reading at home and school are positively related.	
	Motivation to read at home and motivation to read at school are positively related.	
	Overall student motivation to read at home was low on the 85-point scale with high variability.	Give students choice by completing the classroom libraries with reading material to increase interest and motivation.
3. What are the reading competencies of elementary school students as assessed by state standardized test data for Grades 3-5 from 2012-13 to 2017-18?	There was a significant decrease in reading competence in Grade 3 from the second year to the fifth and sixth years of implementation.	Further research into the past and current implementation of the Balanced Literacy approach and other reading programs, with specific emphasis on the needs of the district's student population.
	There was no significant increase or decrease in reading competence in Grades 4 during the years of implementation.	
	There was a significant increase in reading competence in Grade 5 from the second year to the fifth and sixth years of implementation.	
4. What degrees of sustained longitudinal growth in reading comprehension were achieved by students who were introduced to the Balanced Literacy approach in the district during first grade in the 2013-2014 school year and have remained in the school district through sixth grade?	As total extrinsic motivation increases, Reading SOL scores decrease.	Based on the data, decreasing total extrinsic motivation, which will also decrease total motivation, will increase Reading SOL scores. Total intrinsic motivation has no effect on SOL scores.
	As total motivation increases, Reading SOL scores decrease.	
	There is no relationship between total intrinsic motivation to read and Reading SOL scores.	
	PALS scores are not a predictor of Reading SOL scores.	PALS scores should not be used to predict SOL scores or student motivation to read.
	PALS scores are not a predictor of total motivation to read.	

Note. SOL = Standards of Learning; PALS = Phonological Awareness Screening

Increase student reading time. The findings of this study indicate that students are not reading during 60% of the reading instruction time in any of the reading classes. The district should revisit the prescribed reading time to ensure the existing reading instruction format is most effective for building reading competence for the district's student population and that the lesson plan template includes other literacy activities aligned to the Balanced Literacy approach. In addition to the lack of reading time, student reading time was inconsistent between grade levels and between teachers within the same grade level, which indicates a lack of consistent reading instruction within and between grade levels. Given the disparities between reading classrooms, the district should provide clear expectations and guidelines then provide ongoing professional development for teachers to implement the Balanced Literacy approach with fidelity. Currently, the only tool used to measure student reading time is the *Indicators of Student Engagement Observation Protocol* walk-through form. The district should develop a thorough, transparent measurement tool that administrators and teachers can use to ensure students are given time for engaged reading and are engaged in other literacy activities consistent with the Balanced Literacy approach.

Increasing student choice and interest. The district should develop classroom libraries and provide resources to teachers so they can give students choice of reading materials and make reading more relevant to the student population. By increasing student choice or involvement in the reading process and increasing interest, students' intrinsic motivation to read will increase (Dickerson, 2015). Intrinsic motivation to read increases student reading time which increases reading competence (Guthrie et al., 1999).

Early interventions and remediation. Currently the system uses PALS to identify struggling readers who need intervention and remediation. However, in this study, the students were more successful on the PALS test in first and second grade and were less successful on the VDOE Reading SOL in third, fourth, and fifth grade. The PALS scores were also determined to not be a good predictor of Reading SOL scores. Given the misalignment of the two formative assessments, the district should consider other summative reading assessments for first- and second-grade students in order to more effectively identify students for an intervention process in kindergarten, first grade, and second grade to provide academic support to students who lack the fundamental skills to become successful readers. Given the low mean SOL score and the disparity of students' scores on the Reading SOL, a remediation program needs to be implemented in third and fourth grade to provide supports to struggling readers and break the cycle of negative reading experiences, which undermine motivation and self-efficacy.

Discontinue the use of PALS assessment. The PALS assessment is not a predictor of reading competence as measured by a passing score on the Virginia Reading SOL. The PALS assessment is not aligned to the reading curriculum. There is also dispute over the Lexile levels assigned by PALS. Given the deficiencies and lack of predictive validity, the district should re-evaluate the purpose of the assessment and their needs to find a summative assessment that is more aligned.

Recommendations for Future Research

There has been limited research on the implementation of the Balanced Literacy approach in high poverty and high minority students. The premise of Balanced Literacy is that the teacher is empowered to balance reading instruction between explicit

instruction and reading to meet the needs of the students. However, the consultants with whom the district worked gave a prescribed lesson template that outlined the time frames for whole group instruction, small group instruction, teacher modeling and independent student reading. To ensure a reading instructional block is organized to maximize student learning, research needs to be conducted on the most effective instructional reading strategies for minority students and students living in poverty, which is representative of the district's student population.

One of the major limitations of this study was the lack of baseline data, which were not collected prior to or in the initial phases of implementation. A longitudinal study designed to collect baseline motivation data and utilize a specific observation protocol during implementation would provide the data to analyze student growth and program fidelity.

In addition to a longitudinal study focused on student outcomes, there is a need for a qualitative study to investigate teacher perspectives, needs, and efficacy. The Balanced Literacy approach is based on the teacher's ability to make decisions in the classroom that balance instruction, strategies, and activities to meet the needs of the students. Consequently, teacher input is crucial to the successful implementation and outcomes of the program.

The PALS assessment was intended to be a diagnostic tool rather than a predictive assessment of SOL test achievement. The PALS assessment is also not aligned to the SOLs for reading. If the district plans to continue using the K-2 reading assessment as a predictive assessment, more research needs to be conducted on a valid K-2 predictive reading assessment that is aligned to the Virginia reading SOLs.

Summary

Based on the lack of reading competence growth and the limited number of students who are motivated to read, the district should re-evaluate its reading instruction and develop a thorough professional development plan for all reading teachers to ensure the Balanced Literacy approach is implemented with fidelity. Once the district has determined the expectations for Balanced Literacy Reading Instruction, building administrators and reading teachers should receive professional development on the foundations of Balanced Literacy, the expectations of what it should look like in the classroom, how to implement, and how the effectiveness will be measured. The professional development plan should include introductory training for reading teachers hired after the initial training in the district. As part of implementation, the district needs to provide the necessary inputs including complete classroom libraries. The district should also reconsider what assessment it uses to identify first- and second-grade students for reading interventions. Finally, the district should collect baseline data and develop an evaluation timeline to determine if the changes they have made are effective. If the district takes the necessary steps to ensure the approach is implemented with fidelity and the goals are still not actualized, the district should consider discontinuing the Balanced Literacy Reading Instruction.

Appendix A

Indicators of Student Engagement Observation Protocol

High Student Engagement Strategies		
Strategy	**Examples**	**Non-Examples**
1. ENGAGES IN SETTING LEARNING GOALS		
2. ENGAGES IN MAKING CHOICES		
3. ENGAGES IN READING		
4. ENGAGES IN WRITING		
5. ENGAGES IN DISCUSSING TEXT OR OTHER INPUT		
6. ENGAGES IN PROBLEM SOLVING		
7. CREATES PRODUCTS		
8. PEER TUTORING, COOPERATIVE LEARNING, RECIPROCAL TEACHING, COOPERATIVE GROUPS		
9. APPLIES METACOGNITION STRATEGIES		
10. CREATES/USES LEARNING TOOLS INDICATIVE OF : CONCEPT MAP, GRAPHIC ORGANIZERS, MANIPULATIVES, TECHNOLOGY, OTHER		
11. ENGAGES IN SELF-ASSESSMENT OF THEIR WORK, WHAT THEY LEARN, AND HOW THEY LEARN		
12. ENGAGES IN ASKING FOR AND GIVING SPECIFIC FEEDBACK TO PEERS AND TO THE TEACHER		
LOWER-YIELD PRACTICES FOR STUDENTS		
1. COMPLETES WORKSHEET OR HOMEWORK		
2. ENGAGES IN ORAL TURN TAKING		
3. RESPONDS ORALLY		
4. ENGAGES IN LISTENING		
5. ENGAGES IN OFF-TASK BEHAVIORS		

Appendix B

Self-Regulation Questionnaire-Reading Motivation Student Survey

Student Name_____ Date of Survey_____

Circle the letter that most closely matches how you feel about reading for each statement.

I READ FOR SCHOOL BECAUSE…

	Disagree A lot	Disagree A Little	Neutral	Agree A Little	Agree A Lot
1. I really like it.	1	2	3	4	5
2. Others think that I have to.	1	2	3	4	5
3. I will feel ashamed of myself if I don't read.	1	2	3	4	5
4. It's fun to read.	1	2	3	4	5
5. I don't want to disappoint others.	1	2	3	4	5
6. I will feel guilty if I don't do it.	1	2	3	4	5
7. I enjoy reading.	1	2	3	4	5
8. I have to prove myself that I can get good reading grades.	1	2	3	4	5
9. I think reading is fascinating.	1	2	3	4	5
10. Others will only reward me if I read.	1	2	3	4	5
11. I think reading is interesting.	1	2	3	4	5
12. I just can be proud of myself if I get good reading grades.	1	2	3	4	5
13. That is what others expect me to do.	1	2	3	4	5
14. I think reading is meaningful.	1	2	3	4	5
15. Others will punish me if I don't read.	1	2	3	4	5
16. I think it is very useful for me to read.	1	2	3	4	5
17. It is important to me to read.	1	2	3	4	5

Circle the letter that most closely matches how you feel about reading. These are the same statements, but address reading in your free time.

I READ IN MY FREE TIME BECAUSE…

	Disagree A lot	Disagree A Little	Neutral	Agree A Little	Agree A Lot
1. I really like it.	1	2	3	4	5
2. Others think that I have to.	1	2	3	4	5
3. I will feel ashamed of myself if I don't read.	1	2	3	4	5
4. It's fun to read.	1	2	3	4	5
5. I don't want to disappoint others.	1	2	3	4	5
6. I will feel guilty if I don't do it.	1	2	3	4	5
7. I enjoy reading.	1	2	3	4	5
8. I have to prove myself that I can get good reading grades.	1	2	3	4	5
9. I think reading is fascinating.	1	2	3	4	5
10. Others will only reward me if I read.	1	2	3	4	5
11. I think reading is interesting.	1	2	3	4	5
12. I just can be proud of myself if I get good reading grades.	1	2	3	4	5
13. That is what others expect me to do.	1	2	3	4	5
14. I think reading is meaningful.	1	2	3	4	5
15. Others will punish me if I don't read.	1	2	3	4	5
16. I think it is very useful for me to read.	1	2	3	4	5
17. It is important to me to read.	1	2	3	4	5

Appendix C

Student Survey Data

Academic Intrinsic (Total 40)	Academic Extrinsic (Total 45)	Total Academic (Total 85)	Free Time Intrinsic (Total 40)	Free Time Extrinsic (Total 45)	Total Free Time (Total 85)	Total Intrinsic (Total 80)	Total Extrinsic (Total 90)	Total Motivation (Total 170)
16	15	31	18	17	35	34	32	66
34	38	72	34	36	70	68	74	142
23	20	43	32	14	46	55	34	89
29	22	51	27	24	51	56	46	102
30	30	60	30	26	56	60	56	116
24	25	49	25	26	51	49	51	100
19	19	38	11	16	27	30	35	65
35	28	63	33	21	54	68	49	117
31	22	53	22	16	38	53	38	91
29	34	63	26	37	63	55	71	126
26	33	59	28	36	64	54	69	123
38	38	76	38	27	65	76	65	141
40	23	63	40	23	63	80	46	126
37	22	59	37	22	59	74	44	118
28	24	52	28	17	45	56	41	97
36	22	58	40	17	57	76	39	115
36	25	61	40	18	58	76	43	119
29	16	45	28	26	54	57	42	99
33	23	56	31	18	49	64	41	105
17	33	50	24	27	51	41	60	101
32	34	66	28	41	69	60	75	135
32	24	56	31	20	51	63	44	107
30	31	61	30	35	65	60	66	126
19	22	41	25	20	45	44	42	86
32	23	55	26	21	47	58	44	102
39	18	57	36	40	76	75	58	133
18	27	45	18	31	49	36	58	94
30	24	54	29	21	50	59	45	104
24	22	46	29	20	49	53	42	95
29	26	55	31	25	56	60	51	111
32	31	63	31	30	61	63	61	124
27	19	46	30	12	42	57	31	88
27	24	51	26	20	46	53	44	97
30	25	55	32	21	53	62	46	108

Academic Intrinsic (Total 40)	Academic Extrinsic (Total 45)	Total Academic (Total 85)	Free Time Intrinsic (Total 40)	Free Time Extrinsic (Total 45)	Total Free Time (Total 85)	Total Intrinsic (Total 80)	Total Extrinsic (Total 90)	Total Motivation (Total 170)
29	20	49	34	21	55	63	41	104
34	32	66	35	34	69	69	66	135
14	18	32	15	13	28	29	31	60
40	17	57	40	17	57	80	34	114
31	25	56	36	23	59	67	48	115
34	39	73	29	34	63	63	73	136
34	41	75	33	41	74	67	82	149
MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN	MEAN
29.44	25.71	55.15	29.66	24.49	54.15	59.10	50.20	109.29

Appendix D

Participant Consent Letter

February 11, 2019

Dear Parent or Guardian of_____,

I am currently completing a research project with the College of William and Mary. I am evaluating the Balanced Literacy reading approach used in the Greensville County Public School system. As part of my research, I would like to know how motivated our students are to read. To get this information, I am requesting permission to survey your child. I have selected your child because s/he has been enrolled in Greensville County Public Schools since first grade and their reading teachers have used the Balanced Literacy approach in your child's classes since first grade.

If you give your consent, your child will take a 24 question survey. For each question, your child will select an answer choice from five options. The survey will be administered in the school library during your child's English class. The survey results will be kept confidential and will not be shared with any of the teachers or other personnel at the school. Your child will not be penalized if they do not take the survey. If your child takes the survey, they will be given a snack while taking the survey but they will not receive any other reward such as extra credit or a grade.

If you have any questions or concerns, please call (434-634-5159) or email me (jclements@gcps1.com).

Sincerely,

Jami Clements

I give permission for my child_____ to take the student motivation survey. I understand their will be no consequences or rewards based on participation.

Parent/Guardian Name_____

Parent/Guardian Signature_____ Date_____

I_____(student name) agree to take the survey. I understand their will be no consequences or rewards based on participation.

Student Signature_____ Date_____

Appendix E

Student Reading SOL Scores for Academic Years 2012-13 to 2017-18

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
1	600	600	600	600	600	600
2	600	600	600	564	558	600
3	566	533	600	564	550	593
4	566	533	600	538	545	550
5	566	533	560	538	530	549
6	538	515	560	536	522	547
7	517	513	560	536	506	529
8	517	513	560	517	504	527
9	500	513	560	517	501	525
10	500	496	532	500	499	524
11	500	496	532	500	498	509
12	500	496	532	500	497	493
13	500	496	512	500	496	493
14	500	496	512	499	495	490
15	500	496	512	499	494	483
16	500	496	512	499	493	478
17	500	496	512	499	492	470
18	486	482	512	499	491	469
19	486	482	495	499	491	468
20	486	482	495	486	491	465
21	486	482	495	486	491	464
22	486	482	495	485	489	461
23	486	482	495	485	489	459
24	486	482	495	485	488	459
25	486	482	495	485	488	458
26	486	469	482	485	483	457
27	486	469	481	485	482	456
28	486	469	481	485	480	453
29	473	469	481	474	478	453
30	473	469	481	473	473	453
31	473	469	481	473	472	451
32	473	469	481	462	472	451
33	473	458	481	462	472	0
34	462	458	470	462	471	450
35	462	458	470	462	469	447
36	462	458	469	462	469	0

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
37	462	458	469	461	469	446
38	462	458	469	461	465	445
39	462	458	469	452	462	444
40	462	458	469	452	461	442
41	462	458	469	452	461	442
42	458	458	469	452	458	441
43	452	458	469	451	458	440
44	452	458	469	451	458	439
45	452	458	469	451	454	439
46	452	458	458	451	453	437
47	446	448	458	451	452	436
48	442	448	458	442	452	432
49	442	448	448	442	451	431
50	442	448	448	442	450	429
51	442	448	448	442	447	428
52	442	448	448	442	447	428
53	442	448	448	442	446	427
54	433	448	448	442	446	427
55	433	438	448	442	445	427
56	433	438	438	442	445	423
57	433	438	438	442	444	422
58	433	438	438	433	444	420
59	433	438	438	433	439	419
60	424	438	438	433	438	419
61	424	438	438	433	438	417
62	424	438	438	433	438	415
63	424	438	438	433	437	413
64	424	438	438	425	437	412
65	424	438	430	424	435	411
66	424	438	429	424	435	410
67	424	429	429	424	434	408
68	424	429	429	424	434	408
69	424	429	429	424	434	407
70	424	429	429	424	433	405
71	424	429	421	424	433	404
72	416	429	421	424	430	404
73	416	429	421	424	428	403
74	416	429	421	417	426	401
75	416	429	421	417	424	401
76	416	429	421	417	422	401
77	416	429	421	416	421	400

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
78	416	422	421	416	420	400
79	416	421	421	416	420	400
80	416	421	421	416	418	398
81	416	421	413	416	416	397
82	416	421	413	416	415	397
83	416	421	412	416	414	396
84	416	421	412	416	414	390
85	416	421	412	416	414	387
86	416	421	412	409	413	387
87	416	421	405	409	412	385
88	408	421	405	408	411	380
89	408	421	405	408	409	378
90	408	421	405	408	409	377
91	408	413	405	408	408	366
92	408	413	405	408	408	357
93	408	413	405	401	406	355
94	408	413	405	401	405	354
95	408	413	405	401	405	354
96	408	413	397	401	405	353
97	408	405	397	401	403	352
98	408	405	397	401	403	349
99	400	405	397	401	402	348
100	400	405	397	401	402	348
101	400	405	397	401	401	346
102	400	405	397	401	400	346
103	400	405	390	401	400	345
104	400	405	390	400	400	344
105	400	405	390	393	400	340
106	392	405	390	392	397	340
107	392	405	382	386	391	338
108	392	405	382	386	390	338
109	392	405	382	379	390	337
110	385	405	382	372	390	337
111	385	397	375	372	389	335
112	385	397	375	372	387	334
113	385	390	375	371	385	333
114	385	390	375	371	384	333
115	385	390	375	371	382	331
116	385	390	375	371	381	331

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
117	385	382	375	371	379	330
118	385	382	375	371	378	330
119	384	382	375	365	378	328
120	378	382	368	364	374	328
121	378	382	361	364	372	326
122	378	375	361	364	371	324
123	378	375	361	364	369	324
124	378	375	361	364	366	324
125	378	375	361	364	365	324
126	370	375	354	364	365	323
127	370	371	354	364	364	320
128	370	371	354	364	363	314
129	370	368	354	364	362	312
130	370	368	354	364	361	309
131	370	368	354	364	359	308
132	370	368	354	357	358	306
133	363	363	354	357	358	306
134	363	361	354	357	358	306
135	363	361	347	357	356	305
136	356	361	347	357	351	304
137	356	361	347	357	349	303
138	356	361	347	357	349	300
139	348	361	347	350	347	300
140	348	361	347	350	346	294
141	348	354	347	350	346	289
142	348	354	340	350	345	286
143	341	354	340	343	345	285
144	341	347	340	343	344	281
145	341	347	332	336	344	281
146	333	347	332	336	344	281
147	333	347	332	336	343	279
148	333	347	332	328	342	279
149	333	347	332	328	341	275
150	333	347	325	328	341	268
151	333	340	317	328	338	267
152	333	340	317	328	337	267
153	333	340	317	328	337	267
154	326	340	317	328	336	261
155	326	333	310	321	336	256
156	326	333	310	321	336	251
157	326	326	310	321	336	236

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
158	326	326	310	320	333	221
159	318	326	310	313	332	172
160	318	318	310	313	328	
161	318	318	302	313	325	
162	318	310	302	313	324	
163	318	310	302	313	323	
164	318	302	302	305	322	
165	316	302	302	305	321	
166	310	285	302	305	321	
167	310	285	293	305	320	
168	310	285	293	305	320	
169	310	285	293	296	319	
170	310	276	293	296	318	
171	302	276	293	287	317	
172	293	276	293	287	316	
173	293	276	284	278	313	
174	293	276	284	278	312	
175	293	243	275	277	312	
176	284		265	267	311	
177	284		265	267	311	
178	274		265	267	309	
179	274		254	267	306	
180	274		254	267	305	
181	252		242	267	303	
182	252		242	267	303	
183			228	267	303	
184			228	256	301	
185					301	
186					300	
187					298	
188					297	
189					296	
190					295	
191					295	
192					294	
193					294	
194					294	
195					293	
196					293	
197					291	
198					291	

Third Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
199					290	
200					290	
201					288	
202					287	
203					287	
204					284	
205					284	
206					284	
207					283	
208					279	
209					278	
210					275	
211					272	
212					271	
213					269	
214					267	
215					266	
216					264	
217					254	
218					251	
219					249	
220					237	
221					224	
222					217	

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
1	565	600	600	600	600	554
2	565	554	559	567	593	553
3	537	554	559	567	581	550
4	537	554	531	540	577	548
5	517	554	531	540	563	548
6	517	526	531	540	562	524
7	517	526	511	528	550	522
8	517	514	511	509	549	521
9	517	505	511	509	545	519
10	517	494	494	509	541	518
11	517	488	494	493	536	512
12	517	488	494	490	529	511
13	517	488	488	479	521	510
14	500	488	480	479	516	508
15	500	488	480	479	513	505
16	500	488	480	479	508	501
17	500	488	480	479	505	493
18	500	488	480	477	500	493
19	486	488	480	477	499	492
20	486	488	480	477	497	488
21	486	480	480	477	494	488
22	486	474	480	468	487	487
23	486	474	480	468	487	486
24	486	474	480	468	486	486
25	486	474	480	468	485	480
26	486	474	468	468	485	479
27	486	474	468	468	485	479
28	486	474	468	466	484	478
29	486	474	468	466	483	477
30	486	461	468	466	481	472
31	486	461	468	462	478	472
32	473	461	468	457	473	472
33	473	461	457	457	472	470
34	473	461	457	457	471	469
35	473	461	457	457	466	469
36	473	461	457	456	465	468
37	473	461	457	455	465	465
38	473	461	457	447	465	464
39	473	453	457	447	464	462
40	473	450	457	447	463	461
41	473	450	457	447	460	461

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
42	473	450	457	447	460	459
43	462	450	447	447	460	456
44	462	450	447	447	459	456
45	462	450	447	447	459	456
46	462	447	447	438	455	456
47	462	447	447	438	455	456
48	462	446	447	438	454	455
49	462	439	447	438	453	455
50	451	439	447	438	452	454
51	451	439	447	438	451	454
52	451	439	447	438	448	453
53	451	439	447	438	440	451
54	451	439	438	433	440	451
55	451	439	437	433	439	450
56	451	439	437	430	439	447
57	451	439	437	430	438	447
58	451	439	437	430	438	447
59	442	438	437	430	436	446
60	442	438	437	430	436	446
61	442	438	437	430	435	444
62	442	438	437	430	434	443
63	442	436	437	424	433	441
64	442	430	430	424	433	441
65	442	430	430	422	431	440
66	442	430	429	422	430	437
67	442	430	429	422	430	436
68	433	430	429	422	430	436
69	433	430	429	422	429	436
70	433	430	429	422	427	435
71	433	430	429	422	423	435
72	433	430	429	422	423	435
73	433	430	429	416	423	435
74	433	430	429	414	422	434
75	433	430	429	414	422	431
76	433	430	429	414	421	431
77	433	430	429	414	420	430
78	424	421	422	414	418	429
79	424	421	422	414	418	429
80	424	421	420	414	417	429
81	424	421	420	414	416	428
82	424	420	420	414	416	428

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
83	424	420	420	408	416	425
84	424	420	420	408	416	425
85	424	420	420	408	416	424
86	424	420	420	408	415	424
87	416	420	420	408	415	424
88	416	420	420	407	414	423
89	416	420	420	407	413	423
90	416	420	420	407	413	423
91	416	420	414	407	412	423
92	416	414	414	407	412	422
93	416	414	414	400	411	422
94	416	414	413	400	411	421
95	416	412	413	399	411	421
96	416	412	413	393	411	421
97	416	412	413	393	410	420
98	416	412	413	393	410	420
99	416	412	413	392	409	419
100	408	412	413	386	409	418
101	408	412	413	385	407	416
102	408	412	413	385	407	416
103	408	412	413	379	405	416
104	408	412	413	378	404	415
105	408	412	413	372	403	415
106	408	412	407	372	402	415
107	408	412	407	371	401	414
108	408	412	407	371	401	413
109	408	406	407	365	401	413
110	408	404	407	365	400	413
111	400	404	407	365	400	412
112	400	404	405	364	396	410
113	400	404	405	364	392	409
114	400	404	405	359	391	408
115	400	404	405	359	391	407
116	400	404	405	359	389	407
117	400	404	405	359	386	406
118	400	404	405	359	385	404
119	400	404	400	358	382	404
120	392	399	400	352	380	403
121	392	399	393	352	380	402
122	392	399	393	352	377	401
123	392	399	393	352	374	400

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
124	392	399	393	352	372	397
125	392	399	393	345	372	395
126	392	399	386	345	371	395
127	385	392	386	345	369	394
128	385	392	386	345	367	394
129	385	390	386	344	361	394
130	385	385	379	343	359	394
131	385	385	379	338	359	393
132	385	378	379	338	357	392
133	385	378	379	338	356	391
134	385	378	372	338	356	391
135	385	378	372	336	356	388
136	385	378	372	331	355	388
137	385	378	372	331	354	385
138	384	378	365	331	350	385
139	378	378	365	331	349	383
140	378	378	365	331	348	383
141	378	373	365	331	348	383
142	378	371	365	331	347	381
143	378	371	358	329	347	380
144	378	364	358	329	346	380
145	370	364	358	329	346	380
146	370	364	358	329	343	380
147	370	364	358	323	343	378
148	370	350	351	323	343	376
149	370	350	351	323	343	373
150	363	350	351	321	339	371
151	363	345	344	316	335	368
152	363	343	344	316	331	366
153	363	343	344	316	331	365
154	363	343	344	313	330	363
155	363	336	336	313	330	362
156	363	336	336	313	329	362
157	356	336	329	308	327	361
158	356	336	329	308	326	360
159	356	331	329	308	326	360
160	356	331	329	308	325	359
161	356	329	321	308	323	358
162	349	329	321	308	323	356
163	349	329	321	308	318	355
164	349	329	313	308	316	354

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
165	349	323	313	305	312	353
166	343	321	313	305	308	351
167	342	321	313	305	307	351
168	342	321	313	305	307	349
169	334	321	304	300	305	347
170	334	321	304	300	302	347
171	334	321	295	291	301	346
172	334	314	295	291	298	344
173	334	314	295	291	298	344
174	327	314	285	282	292	344
175	327	306	275	282	288	342
176	319	297	251	282	286	337
177	316	297	251	261	280	337
178	311	297	200	249	277	334
179	311	289			276	334
180	311	289			275	331
181	311	289			269	330
182	303	279			266	329
183	303	279			263	326
184	303	279			252	324
185	303	269			236	317
186	303	269			233	316
187	303	269			229	315
188	303	257				315
189	294	232				314
190	294	204				309
191	294					308
192	276					308
193	276					307
194	276					302
195	265					301
196	254					297
197	242					294
198	228					291
199	228					291
200	228					291
201						287
202						287
203						279
204						264
205						256

Fourth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
206						245
207						227

Fifth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
1	600	581	569	600	600	580
2	567	530	540	600	600	575
3	538	530	540	576	546	560
4	538	512	519	572	539	556
5	538	512	519	572	530	532
6	500	512	519	548	529	527
7	500	497	502	548	528	522
8	500	497	502	543	524	518
9	500	497	502	543	518	515
10	486	497	487	526	514	512
11	486	497	487	509	514	507
12	486	484	487	509	514	499
13	486	484	487	509	512	494
14	486	472	487	505	501	494
15	473	472	487	505	501	493
16	473	472	487	495	498	492
17	473	472	487	495	497	490
18	473	461	487	495	496	485
19	473	461	475	495	494	483
20	473	461	475	495	494	483
21	473	461	475	495	489	482
22	462	461	475	490	486	480
23	462	461	475	482	486	479
24	462	451	475	482	485	477
25	462	451	475	482	481	476
26	462	451	475	482	478	471
27	462	451	463	482	477	471
28	462	451	463	482	476	466
29	462	451	463	482	476	464
30	462	451	463	477	474	461
31	462	451	463	477	472	461
32	451	451	463	477	470	460
33	451	451	463	471	469	459
34	451	451	463	471	468	459
35	451	451	463	471	464	452
36	451	441	463	471	460	451
37	451	441	463	471	457	449
38	451	441	463	466	457	448
39	451	441	453	466	455	448
40	451	441	453	460	455	445
41	451	441	453	460	455	444

Fifth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
42	442	441	453	460	454	443
43	442	441	453	460	451	442
44	442	441	453	460	451	442
45	442	441	444	460	451	442
46	442	432	443	460	449	441
47	442	432	443	456	448	440
48	442	432	443	456	447	439
49	442	432	443	456	446	439
50	442	432	443	446	444	437
51	442	432	443	446	443	437
52	436	432	443	446	442	437
53	432	432	434	446	439	437
54	432	432	434	446	436	435
55	432	432	434	442	435	434
56	432	432	434	442	430	433
57	432	432	434	442	430	432
58	432	432	434	442	430	428
59	432	423	434	442	428	426
60	432	423	434	442	428	426
61	432	423	427	442	427	425
62	432	423	425	433	427	425
63	432	423	425	433	427	425
64	424	423	425	433	426	425
65	424	423	425	433	426	424
66	424	415	425	433	425	422
67	424	415	425	433	423	422
68	424	415	425	433	422	422
69	424	415	425	433	422	421
70	424	415	425	432	421	419
71	416	415	425	432	421	419
72	416	415	418	428	421	418
73	416	415	418	425	420	417
74	416	415	418	425	420	416
75	416	415	418	425	419	416
76	416	415	417	425	419	415
77	416	415	417	425	419	414
78	416	415	417	425	419	413
79	416	415	417	420	417	412
80	408	415	417	420	417	411
81	408	415	417	417	417	409
82	408	407	417	417	417	409

Fifth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
83	408	407	417	417	416	407
84	408	407	411	417	415	405
85	400	407	409	417	414	404
86	400	407	409	417	413	404
87	400	407	409	416	412	403
88	400	407	409	416	412	403
89	400	407	409	412	409	401
90	393	398	409	409	409	400
91	393	398	403	409	408	400
92	393	398	403	409	406	399
93	393	398	403	409	406	398
94	385	398	401	409	406	398
95	385	398	401	408	405	394
96	385	398	401	408	405	393
97	385	398	401	408	404	390
98	385	391	401	404	403	388
99	385	391	401	404	403	387
100	385	391	401	404	401	386
101	385	391	401	404	401	386
102	383	391	401	404	398	385
103	378	391	401	401	393	384
104	378	391	395	401	390	383
105	378	391	395	401	388	382
106	378	391	395	400	388	379
107	378	391	395	400	387	377
108	378	391	393	396	386	372
109	378	391	393	396	386	370
110	378	383	393	394	385	370
111	378	383	393	394	382	364
112	371	383	393	394	381	362
113	371	383	393	394	380	361
114	371	383	393	394	379	357
115	371	383	393	393	375	356
116	371	383	393	393	375	355
117	367	383	393	387	374	351
118	364	383	386	387	373	348
119	364	383	386	387	371	345
120	364	375	386	382	370	342
121	364	375	386	379	369	341
122	364	375	386	378	368	341
123	364	375	386	378	368	340

Fifth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
124	364	367	386	374	366	339
125	364	367	380	372	365	339
126	356	367	380	372	365	335
127	356	367	378	372	363	334
128	356	367	378	372	362	333
129	356	367	378	372	361	332
130	349	360	378	365	361	331
131	349	360	378	365	358	325
132	349	352	378	360	357	322
133	349	352	373	360	355	322
134	342	352	373	358	354	320
135	342	352	371	358	348	319
136	342	352	371	358	343	318
137	335	352	371	343	342	315
138	335	344	365	343	342	314
139	335	344	364	343	337	313
140	335	344	364	343	335	307
141	335	344	364	338	332	307
142	327	344	364	338	329	305
143	327	344	364	335	325	303
144	327	344	364	335	324	303
145	327	337	364	335	324	300
146	323	337	364	335	323	299
147	320	337	364	327	320	298
148	320	337	364	319	319	298
149	320	337	356	314	319	298
150	320	337	356	314	318	290
151	320	337	356	311	317	286
152	312	329	350	311	317	284
153	312	329	349	306	316	283
154	312	329	349	306	312	275
155	312	329	349	302	312	256
156	303	329	349	302	311	255
157	303	329	343	297	310	239
158	303	320	341	297	310	226
159	303	320	341	293	307	141
160	303	320	341	293	304	
161	303	320	334	293	302	
162	295	320	334	293	302	
163	295	320	327	278	302	
164	295	320	327	278	298	

Fifth Grade Reading SOL Scores by Academic Year						
	SPR 2013	SPR 2014	SPR 2015	SPR 2016	SPR 2017	SPR 2018
165	295	312	326	278	297	
166	286	312	326	273	289	
167	286	312	326	262	286	
168	286	303	326	262	285	
169	286	303	326	256	259	
170	286	303	318		234	
171	286	303	318		231	
172	276	294	318		198	
173	266	294	318		196	
174	266	294	310			
175		294	310			
176		285	310			
177		264	310			
178		264	301			
179		252	301			
180		252	301			
181		252	301			
182		239	292			
183		239	292			
184		206	292			
185			292			
186			292			
187			283			
188			283			
189			283			
190			283			
191			283			
192			273			
193			262			
194			262			
195			262			
196			262			
197			251			
198			251			
199			223			

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