The Effects of Student Perception of Assigned Texts

on Performance-Based Assessments

by

Elizabeth Lafferty

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Abstract

The purpose of this study was to determine if interest in assigned texts would affect performance on assessments of selected 8th graders enrolled in a standard Language Arts class. The measurement tool that was used was a survey designed by the researcher to measure interest, and curriculum based assessments aligned with the given texts. This study compared survey data with that of the assessment in order to find a relationship. Achievement gains were of little significance with only one novel having a negative correlation, and no relationship found with the other novel. The results imply that interest is not needed in order for students to perform satisfactory. Research in this area should continue since this would be a major factor in organizing curriculum, and student learning and achievement.

CHAPTER I

INTRODUCTION

Many teachers spend their careers trying to find new ways to get students not only to read, but to enjoy reading. School systems go to great lengths to promote new reading programs and incentives in order to encourage students to read more often (Richardson, 1998). There is vast amounts of research on the motivation to read, the types of texts assigned to students to read, and areas of reading interest. It is often the case that the only books students will read are those assigned in school. It is of interest the outcome if the student does not like the assigned text. Previous studies have been conducted on students' perceptions of assigned short stories, but they do not address the outcomes if a student lacks interest in that assigned reading (Smith & Young, 1995). This study analyzes whether their perceptions of the text affects their performance.

When reading and working with novels in class, many students will often voice their opinions of the assigned text. Some students finish the text on their own within their first week of the assignment, demonstrating high interest in the text. Other students struggle to read, and sometimes do not finish the text due to a lack of interest. Not only is their interest in the text a problem, but, if that interest affects their overall performance on the assessment and the class, then interest has greater implications than just the students' enjoyment. Each year there are many complaints regarding the assigned texts, and interest in this research came about by listening to student complaints and wondering what their grade was on the assessment for that text, and if student disinterest had any effect on student performance. The researcher was interested in determining if students

who finished the book in the week performed better on the assignment compared to students who hated the book and struggled through it.

Statement of Problem

The purpose of this study is to analyze the effects of students' interest in assigned texts as reflected by a performance-based assessment.

Hypothesis

The null hypothesis is that there will be no significant relationship between performance on the assessment and students' perception of the assigned text.

Operational Definitions

In this study the independent variable was the assigned text and type of assessment. The two assigned texts were young adult novels recommended by the curriculum. There are two dependent variables: the perceptions students have of the assigned texts, and their assessment grade. The perceptions consisted of students overall opinion of the novel based on the plot, characters, and readability. The assessment grade was the given assessment outlined by the curriculum corresponding to the given novel.

CHAPTER II
REVIEW OF LITERATURE

Students' perceptions of assigned texts in class are indicators of their interests and level of engagement in the texts and assignments. Students must be engaged in the reading in order to participate in the learning process, which is why educators are concerned about reading engagement among their students (Casey & Wilson, 2007). Perceptions of texts and engagement are more crucial as students continue into secondary school, since studies show that as children grow older they read less (Dugdale, 2008). It is important for educators of secondary students to understand students' motivation to read, and the types of texts students find interesting, so that educators can promote student engagement. If educators are successful in increasing student engagement in assigned texts, there will be positive effects on student learning and achievement.

Motivation

Students' perceptions and interests in assigned texts are directly affected by their motivation (Hidi, 2001). There are many factors that motivate students to read, or make them reluctant to read. These factors can be divided into personal factors and social factors. Personal factors still affect motivation for the secondary student, such as reading enjoyment and reading ability, especially with the increased difficult texts for secondary school students (Casey & Wilson, 2007). Secondary students face more social factors of motivation because their social life becomes more important. Additionally, secondary students often take on more responsibilities with extra-curricular activities and first jobs (Casey & Wilson, 2007). Both personal factors and social factors can affect the motivation to read, and the perceptions of the assigned texts.

<u>Personal Factors</u>

        The personal factors affecting reading motivation are all linked to the intrinsic motivation of the student. Intrinsically motivated readers are those who educators consider the good readers, and are those who use reading as a way to fulfill their personal goals, desires, and intentions (Cheung & Lau, 1988).   Such goals and desires motivate an individual to read, both assigned texts and leisure texts. The intrinsic motivation lies in the values of the student. If it is important for that student to excel academically, then he will do the required reading. The interest in a text, as it appeals to the reader's interest, is a motivator for choosing a text to read. Individual interests help determine children's abilities to recognize and recall information (Hidi, 2001). For this reason, students are more interested in reading texts which they select and that appeal to their individual interests.

        Aside from the desires of the reader, researchers believe that the personality type of the student affects the amount of intrinsic motivation that a student has towards reading. The intrinsically motivated student reads because he is curious and enjoys gathering information (Casey & Wilson, 2007). This curiosity is attributed to the student's personality. Cheung and Lau (1988) also discuss the personality differences that motivate students to read, which is similar to the "curious", but who they call the "intellectual type." From their review of other studies, they conclude that introverts will be better readers than extroverts because of the personality traits of enjoying being quiet and alone. Extroverts, on the other hand, are more likely to be in social situations and unable to read because they are being entertained by people (Cheung & Lau, 1988).

Personality can affect how much time a student may allot to reading for class and for leisure. All students at some point will have to read, whether their personality allows for it or not.

Intrinsic motivation can also be affected by the student's reading ability and comprehension, which impacts their perception of reading. Students, who have attained reading strategies taught in class, are better readers, and will enjoy reading. Better readers will read more often, while poor readers read the least (Casey & Wilson, 2007). These "poor readers" have difficulty with reading comprehension, or are lacking in their knowledge of reading strategies that help them retain what they read. The more time passes with these students not practicing reading and practicing strategies, the more likely they are to hate reading altogether. "Older reluctant readers or struggling readers generally have a negative attitude towards reading, [and] read less frequently" (Casey & Wilson, 2007, p.44). This issue becomes an even greater problem as these students move on to the secondary level because they are behind in their skill set, and the assigned texts are more difficult to read. Students must successful apply reading strategies in order to develop self-efficacy and intrinsic motivation (Franzak, 2008).

The motivation to read can also be diminished by the student's own idea that they cannot succeed. "Many adolescent readers do not believe they can read the texts they encounter in a way that satisfies the teacher and testing expectations" (Franzak, 2008, p.5). Many teachers are unaware that students in their classroom believe that the standard of reading is more than they can reach. Many students fear reading and worry about making a mistake. There needs to be a safe environment and open communication between student and teacher (Casey & Wilson, 2007). Educators must be aware of their

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students and the learning environment in the classroom so that all students, the weak

readers and the strong readers, feel they can meet the standard expected.

Social Factors

       In addition to personal factors that affect reading motivation, there are also a

variety of social factors that can also influence a student's motivation to read.

Specifically, there are a numerous social reasons for the lack of reading among secondary

students, including the lack of parental involvement at an earlier age, social perceptions

of reading, and the increasing extra-curricular pressures for secondary students. Parent

involvement in a child's reading experience is pivotal to in interest in reading. This

involvement includes reading to children at an early age, providing access to books, and

allotting time for leisure reading, as well as the parents modeling their own leisure

reading habits. One study of reading behavior found that students who read more had

parental involvement in their reading and read more recreationally (Cheung & Lau,

1988). There is much emphasis placed on parental modeling of leisure reading, and the

parent, not the educator, developing the love of reading in their child (Casey & Wilson,

2007).

       Even though the lack of motivation to read is more alarming in the secondary

student, research suggests that the motivation to read begins at an early age and is

cultivated by the parent. Educators have noted the major differences between children

who are taught their ABCs from their parents and are read to at home versus those

children who are not. These children enter school at a greater advantage, leaving children

who are not read to far behind in their reading skills (Richardson, 1998). Another study

found that the students from low socioeconomic situations, who have less parental

involvement at home, will continue to fall behind in their reading every year because they do not read over the summer and continue to suffer learning losses (Igo & McGaha, 2012). This learning gap continues to widen each year and even continues into high school. Parents are often unaware of the effects of not reading to their children. Richardson (1998) noted that if parents were aware of "the long-term positive impact they would make reading with their children a priority" (p.2).

There are also negative social perceptions of reading that limits reading motivation. Such social perceptions that contribute to the lack of motivation to read include social status and gender stereotypes. There is still often the perception that reading should be avoided because it is not an activity for a 'cool' person, but that of the 'geek' (Dugdale, 2008). Students were polled about social perceptions of reading and both boys and girls believed that athletes were not regular readers and that only nerds were readers (Casey & Wilson, 2007). This perception of social status still prevails among secondary students and affects their choices in extra-curricular activities. Students will "choose other activities for leisure" such as electronic media and sports (Casey & Wilson, 2007, p.45). By choosing activities other than reading, they preserve their social status, but their reading skills suffer.

Social status is not the only negative social perception of reading; there is also gender stereotyping regarding reading. Male students view reading as a "girl activity," and they felt that girls were better readers than boys (Casey & Wilson, 2007). This survey demonstrated that male students have a more negative attitude towards reading than the female students because they attributed reading to be feminine. Gender and reading motivation is often researched and the conclusions all differ. There are studies

that would agree with the aforementioned male perceptions of the survey. Some researchers agree that females are more intrinsically motivated to read than males, while on the contrary, other studies found that there was "no significant difference in gender and motivation" (Kit-Ling, 2009, p.716). It is possible that there may not be a biological difference in gender and motivation, but the student survey illustrates the acceptance of a social norm that boys do not read, which is significant in the discussion of reading motivation in male students.

Types of Texts

The types of texts that are used in the classroom are central to the discussion of students' perceptions of assigned reading. Educators and researchers have contrasting opinions about which texts are interesting to students and which texts should be used for education. School systems are even demonized for creating negative attitudes towards reading in secondary students, especially towards the texts read in school (Dugdale, 2008).   The reason for these negative attitudes is attributed to the fact that schools are focused on using texts for evaluating reading comprehension skills, not for providing students with an aesthetic literary moment, or the enjoyment of reading a text (Johnson, 2011). Students are not given the opportunity to read materials in school for enjoyment, but merely as a means for testing their abilities. In addition to the lack of student enjoyment of reading texts in school, negative attitudes arise from "the pace and stress of serious study of complex literature" (Johnson, 2011, p.219). The types of texts being used in schools has diminished the enjoyment in the school reading experience.

The overuse of complex texts and assigned reading demonstrates that schools do not provide appealing literature for students to read (Igo & McGaha, 2012). Unappealing

literature, such as the literature defined as "the classics" or "the traditional canon" is complex and inaccessible to the adolescent reader because of lack of personal connections and background knowledge (Franzak, 2008). Bringing changes to the assigned curriculum is not always an option for educators, but there are strategies to increase student interest in assigned reading. Some research suggests pairing modern texts with those canonical texts in order to provide more interesting and less complex texts that connect by themes and plots (Smith & Young, 2001). Smith and Young (2001) also suggest using teaching strategies in the classroom enables students to make connections with the texts and their own personal experiences. There have been some changes in assigned texts that update the canonical texts to be more interesting and accessible texts, such as those from the genre of young adult literature, and the incorporation of popular culture texts and media literacy.

Young Adult Literature

In order to promote more engagement in assigned classroom reading, researchers argue that curriculum should be adapted to include text from the young adult genre. Johnson (2011) deemed young adult literature as most effective in promoting continuing literacy in secondary students. These texts are more engaging for adolescents because they are written for adolescents. Franzak (2008) suggest that the young adult genre is most appealing to secondary students because the "main characters in the books are often adolescents, and the plots and themes of the texts reflect issues that are especially relevant to adolescents' interests" (p.18). Adolescent interest in young adult literature is evidenced by the unprecedented growth in the teen publishing sector (Franzak, 2008). Some novels have become best sellers and have influenced popular culture and media

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becoming motion pictures. There are even cult-like crazes for these teen novels such as *The Twilight Saga*, *Harry Potter*, and *The Hunger Games*. Even though there has been resistance to incorporating young adult texts in curriculum, there is much more quality and depth in this genre than was previously believed, and the wide variety of topics and themes provide many options for the classroom (Johnson, 2011).

Popular Culture and Media

In addition to including young adult texts, researchers are also suggesting that more popular culture and media based texts should be included in assigned classroom reading. Even though secondary students may consider themselves non-readers and have negative attitudes towards reading, they are still reading, although the texts are non-traditional (Dugdale, 2008). Secondary students have greater access to technology and the internet, which means that most of the non-traditional texts that they are reading consist of "websites, emails, and blogs" (Dugdale, 2008, p.13). The use of digital and non-print texts could increase opportunities for classroom engagement (Franzak, 2008). The non-traditional texts that interest students are not just digital, but also include popular culture and media related texts. Secondary students already have a strong interest in popular culture such as music and television. Educators can utilize popular culture and media texts to bring more engagement in their classrooms. Casey and Wilson (2007) state that classroom activities usually designed for novels can be used for media related texts, such as newspapers and magazines.

Interest Effects on Learning

Understanding a student's perceptions of assigned texts has a positive affect on the interest level. Hidi (2001) noted that "individual interest is an important if not critical

factor of academic motivation and learning" (p.202). Students must be interested and engaged in their reading in order to comprehend a text and practice their reading skills. Many studies demonstrate the positive effects of student interests in texts with an increase in student's ability to comprehend, and retain information (Hidi, 2001). This impact does not only apply to reading performed in the classroom, but it has been found to impact students who read for leisure (Casey & Wilson, 2007). A student's interest in a text increases learning and creates a higher level of achievement because they are actively engaged in the text and in their own literacy learning. Students monitor their own understanding of the text as they read (Franzak, 2008). Researchers also suggest that interest in a text not only affects learning, but also influences the type of learning that is taking place (Hidi, 2001) Hidi (2001) states that higher interest in texts usually produces a greater amount of information recalled, making the text quicker and easier to read, as well as, creating effective learning. Educators are concerned about the relationship between interest and achievement, and search for strategies and classroom activities that include different texts in order to create interest in reading.

Summary

It is imperative to find what students find interesting, not just in reading, but what is important to them in their daily lives. Researchers and educators are aware that individual differences and socials factors should be considered in order for reading programs to be successful (Cheung & Lau, 1988). Because of the various ideas and interests of students, an educator will never be able to accommodate all students with interesting texts or classroom activities, but could benefit the majority. By knowing students' perceptions of assigned texts, educators can identify supplemental aides to

increase interest and engagement. As was mentioned, there are many factors that can

affect students' perceptions of assigned texts. Educators often criticize the producers of

the curriculum for not providing the best texts or engaging activities, but there can be

many factors affecting a student's motivation. If students are engaged in the text, they

will improve their comprehension and literacy learning. By surveying students on their

perceptions of assigned texts, there could be helpful information about what genre or

themes students find most interesting; however, the survey would be the first step in

trying to develop interesting reading for students. Language arts and English educators

want all students to enjoy reading, develop the necessary reading skills, and become high

achievers, but they must start by knowing the interests of their students.

CHAPTER III

METHODS

Design

The design for this study was a correlational format. The study determined the relationship between the students' attitudes toward the assigned texts and their grades in class on the corresponding assessments. In this study the assigned texts and assessment process were the independent variable, which was implemented. The novels were paced and taught as instructed by the given curriculum. One of the dependent variables was the students' attitudes and perceptions of the assigned texts. Students gave their opinion of the plot, characters, and text readability through a survey for each text. The other dependent variable was the score of the assessments for each text. The study took four months to complete.

Participants

The participants were sixty eighth grade students between the ages of thirteen and fourteen. Students were chosen randomly from three different classes, all within the same school with the same teacher. There were thirty-three boys and twenty-seven girls that comprised the participants and they came from a variety of racial and ethnic demographics. There were twenty-three Black/African American students, twenty-one White students, eight Hispanic students, four Asian students, and four multi-racial students. They were diverse in reading levels and abilities, ranging from basic and limited reading skills, to advanced. Within the group of participants there were three students performing on a basic reading level, twenty-five were proficient, and twenty-eight are advanced. There were four students that did not have a given reading score.

Instrument

A survey was used to measure perceptions of the participants' reading experience and their overall attitudes towards the texts. The perception survey was created by reviewing the survey that was used in the Smith and Young (1995) study and using some of the same statements. Some questions from their survey were used, and some were created by the researcher. The survey consisted of nine statements. The bottom of the survey also provided space for participants to give comments regarding the text (see Appendix A). The scale for the survey differed from that of Smith and Young. For this study a four point agreement scale was used to measure participants' reading experience. The possible responses in the scale were: strongly agree, agree, disagree, and strongly disagree. Because this survey was created by the researcher, it has not been tested for reliability and validity.

For measuring performance, there were two separate assessments based on the curriculum for each novel. The curriculum and assessments were created by Baltimore County Public Schools. The assessment for *The Giver* required participants to produce a graphic novel by creating graphic representations and dialogue for twelve major plot events. The assessment for *Roll of Thunder, Hear My Cry* required participants to write an essay about the text and include direct quotes and examples from the text to describe the authenticity of the historical fiction novel. These assessments were provided by the given curriculum and were not tested for reliability or validity.

Procedure

The first text that the students were assigned was *The Giver* by Lois Lowry. Some of the reading was conducted in class silently, other times with an audio reading aloud, and then some chapters were assigned to be read at home. Once participants completed the novel they had to create a graphic novel for their performance-based assessment. Participants could go back and use the text as a reference and they were able to use two organizers to map out ideas. The final copy of the graphic novel could have been bound as a book or presented on a poster board. The assessment was graded based on the curriculum's rubric and given a score out of one hundred percent. Participants later completed the survey for this text. Directions were reviewed with the participants before taking the survey, and they were strongly encouraged to give additional comments at the end of the survey.

The second text that participants read was *Roll of Thunder, Hear My Cry* by Mildred D. Taylor. Some of the reading was conducted in class silently, most of the reading was with an audio reading aloud, and very little reading was assigned to be read at home. The assessment for this text was a four paragraph essay. Participants completed the full writing process with a pre-writing organizer, a rough draft, peer editing, and a final typed copy. Participants were able to go back through the text and find meaningful examples and quotes to represent the time period and discuss the authenticity of the historical fiction novel. The assessment was graded based on the curriculum's rubric and given a score out of one hundred percent. The survey was given to the participants once the reading of the text and the assessment was complete. Directions were reviewed with

the participants before taking the survey, and they were strongly encouraged to give

additional comments at the end of the survey.

CHAPTER IV

RESULTS

There were no significant findings in the assessment score data. The mean score
for assessment one for *The Giver* was 76.9167 and for assessment two for *Roll of*
*Thunder, Hear My Cry,* 75.8333, which was not significant $t(59)=.61,\underline{p}=.54$ (Figure 1).

Figure 1. Mean Assessment Score on both $\underline{p}$ tests
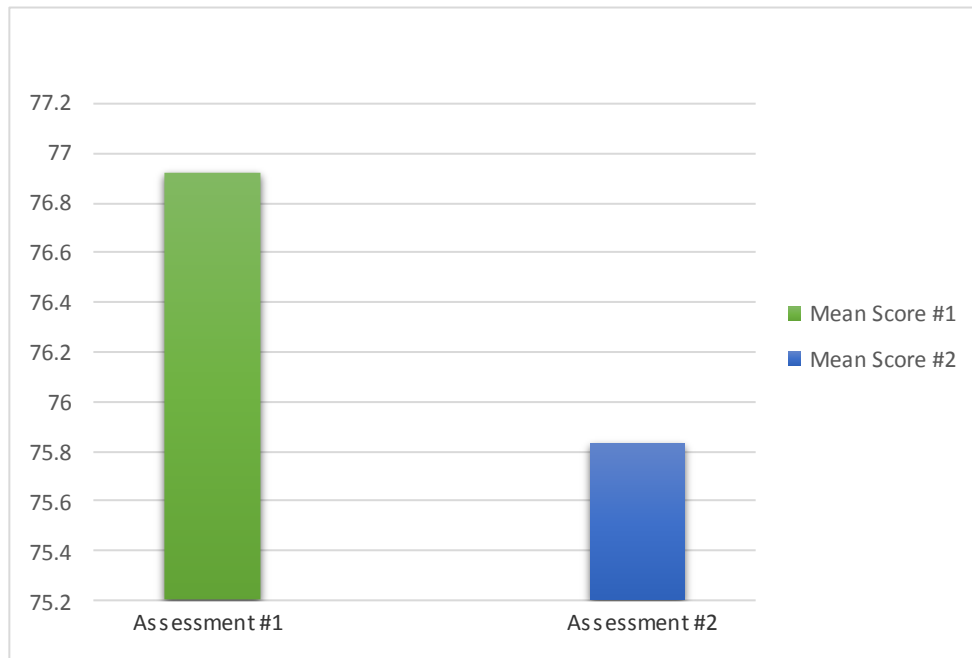
The frequency in questions answered on the survey (see appendix A) showed little
difference in the interest for the two novels. Only questions four and six showed a
difference in the student interest of the novel. In answering question four, 33.3% of
students agreed they could relate to the characters in *The Giver*, while 48% agreed they
could relate to the characters in *Roll of Thunder, Hear My Cry.* In answering question
six, 31.6% of students agreed with the statement that *The Giver* took them away from the
world while reading. Only 23.3% agreed with this statement for *Roll of Thunder, Hear*
My Cry. Besides these two findings, there is no real significant difference from the

survey data alone. Even though this was usually the case for most of the survey data,

students did agreed that *The Giver* was easier to read than *Roll of Thunder, Hear My Cry*,

which demonstrates a slight preference for *The Giver*.

Figure 2. Percent agree and disagree of question one of both surveys
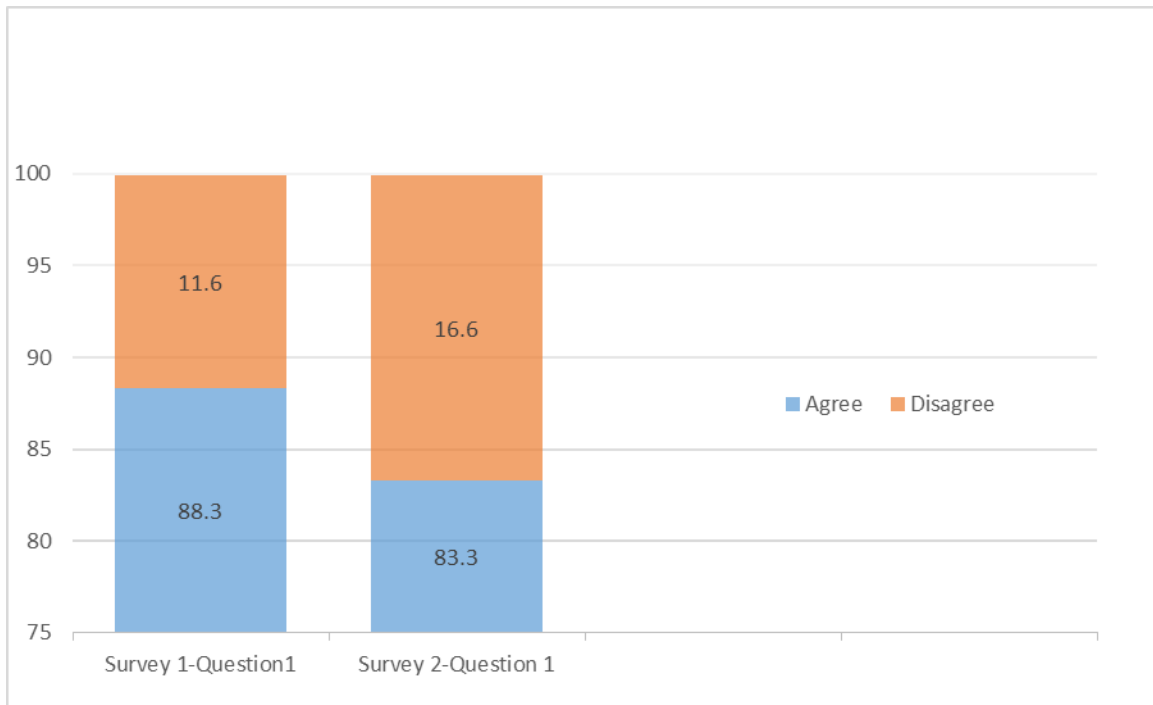
Although there was little significant difference among the survey questions, and

none within the paired assessments, there was some significant relationship found

between the survey questions and the assessment grades. There were no correlations

found between the survey questions and the assessment grades for *The Giver*, but a few

negative correlations were found for *Roll of Thunder, Hear My Cry*. There was a

significant negative correlation between the assessment for *Roll of Thunder, Hear My

Cry* and the survey question two, which reflects how interesting a novel it was, $r = -.33$, n

$= 60$, $p = .00$.

Examining the relationship for the *Roll of Thunder, Hear My Cry* also showed few associations in responses. Those students who found the novel more interesting to read had an overall higher score on the assessment, r = -.22, n = 60, p = .08. Figure 3 shows the relationship between student interest in the text *Roll of Thunder, Hear My Cry* and the assessment score for that novel.

Figure 3. Relationship between mean score on the second assessment and response to question two
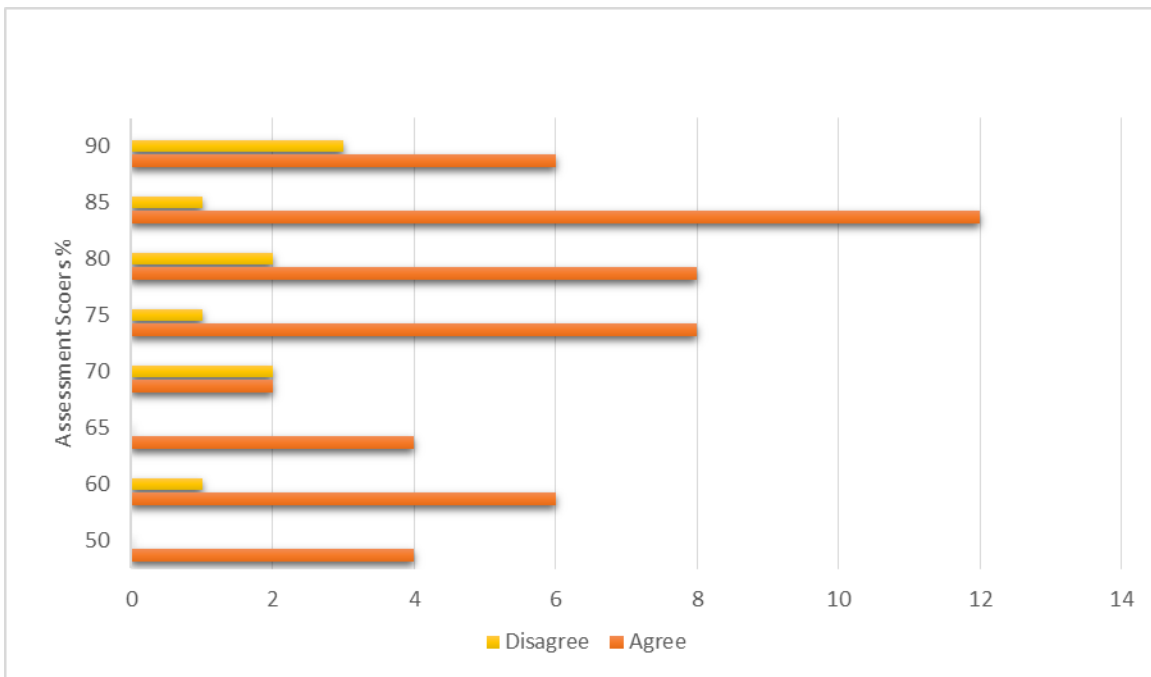
CHAPTER V

DISCUSSION

The original null hypothesis stated there will be no significant relationship between performance on the assessment and students' perception of the assigned text. Though there were a few significant findings, this null hypothesis was supported.

Implications of Results

Overall, the data results imply that there is no relationship between the interest in the reading and the performance on assessments. Although there were some significant findings, such as the data for the second novel showing some relationship between student interest in the novel and their assessment scores, there was still not enough evidence to disprove the null hypothesis as there was no correlation between the survey and assessment for *The Giver*. As for the survey data, there was a slight preference for *The Giver*, but not a significant difference. Additionally, students performed better on *The Giver* assessment than *Roll of Thunder, Hear My Cry*, but only by one percent. The results of the study support the null hypothesis.

It was observed that there were some student complaints on each novel while we were reading. Some students did not like the futuristic dystopia of *The Giver*, being unable to personally relate, and thought it was "weird". Complaints were also evident when only 33.3% agreed that they could relate to characters in *The Giver*, and 48% said they could relate to the characters in *Roll of Thunder, Hear My Cry*. Even though there were complaints about the initial interest in the book, there was more negative discussion related to *Roll of Thunder, Hear My Cry*. Students struggled with the race and

discrimination conflicts in the novel. The data showed a slight preference for *The Giver* over *Roll of Thunder, Hear My Cry*.

Theoretical Consequence

Teachers are encouraged to promote student engagement, so that students will be more interested in the subject matter and take more away from the lesson. Many studies demonstrate the positive effects of student interest in texts with an increase the students' ability to comprehend and retain information (Hidi, 2001). Additionally, Hidi (2001) states that a higher interest in texts usually improves the amount of information recalled, making the text quicker and easier to read as well as creating a strong "quality of learning." From the findings of this study, students can still perform satisfactorily on assessments without being interested in the assigned text.

Threats to Validity

The survey measuring student perception was a threat to validity because it was composed by the researcher, based on survey questions from a previous study. It is unclear if the survey should be considered valid, since the validity of the questions had not been tested. Additionally, the measurement for performance was also a threat to validity because each novel was assessed in a different manner. The assessment for each novel was inconsistent, which could affect the overall outcome of this study, especially when analyzing a possible relationship between the interest in the novel and assessment scores. The first assessment for *The Giver* was creating a graphic novel for the major plot events, while the assessment for *Roll of Thunder, Hear My Cry* was a four paragraph essay. It is possible that students found the essay assessment more difficult, then threatening the reliability of the assessments.

Connections to Previous Studies

Previous studies have been conducted on students' perceptions of assigned texts, but they do not address the outcomes if a student lacks interest in that assigned reading (Smith & Young, 1995). The Smith and Young study used a survey to find general perceptions of students on assigned short stories. The survey used for this study was adapted from Smith and Young. The difference between this study and the Smith and Young study was this study analyzed the relationship between the student perceptions and performance on the correlating assessment.

Implications for Future Research

It might be possible to have more significant findings for this study by using valid and reliable measures and a larger sample. There are other possible variables to this study which would be interesting to examine in future research. A study with a larger sample of students who would be separated into different groups and would experience different treatments. The treatments might consist of having different teachers giving instruction on the same text. Each teacher would have different style and approach to teaching, which could affect the interest and enthusiasm students have toward the novel. The study could retain the same hypothesis thus keeping the same purpose of finding a relationship between interest and performance.

Conclusions

From the results it can be concluded that students preferred the novel *The Giver* over the novel *Roll of Thunder, Hear My Cry*. This conclusion is drawn from the data, as well as through observation of student discussion of both novels. It is unclear if this preference affected the student performance on the correlating assessment. Even though

there was a negative correlation found between the *Roll of Thunder, Hear My Cry* assessment and the interest as dictated by the survey, this relationship could not be duplicated in the data collected for *The Giver*, and cannot fully disprove the hypothesis.

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Appendix A

Perception Survey

Title of
Novel:_____

Directions: Read through the statement and indicate your response by circling one of the given choices. Use the space provided to comment further.

1.) **This novel was easy to read.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

2.) **This novel was interesting to read.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

3.) **I could relate to situations in the text.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

4.) **I could relate to a character(s) in the text.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

5.) **This novel made me like reading better than I did before.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

6.) **This novel took me away from the world while I was reading.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

7.) **I enjoyed getting to know the characters as I was reading this novel.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

8.) **I like this type of novel.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

9.) **Now that I've read this story, I would like to share it with a friend.**
    Strongly Agree   Agree   Disagree   Strongly Disagree

Comments:_____
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