READING OUTCOMES FRAMEWORK TOOLKIT

A toolkit to help you understand, demonstrate and improve the impact of your activities to encourage reading for pleasure and empowerment

PRINTABLE VERSION

READING OUTCOMES FRAMEWORK TOOLKIT

What is the Reading Outcomes Framework Toolkit?

This is a practical toolkit to help evaluate activities that encourage reading for pleasure and empowerment. It includes:

- a framework of outcomes of reading for pleasure and empowerment
- questions to evaluate whether a programme impacts on these outcomes
- a bank of evidence about how reading relates to these outcomes

How will it help me?

It will help you understand, demonstrate and improve the impact of your activity to encourage reading. It will support you to make the case for investment and advocate for reading, by outlining existing evidence about the outcomes of reading and providing guidance about gathering evidence for the contribution your work makes to these outcomes. It will strengthen evaluation methods across the reading sector.

How do I use it?

You use the toolkit to plan and carry out evaluations. The diagram to the right takes you through the stages you will need to follow and further guidance is available on the following pages, including a practical example.

Start with your evaluation question/s. What do you want to find out by doing an evaluation?

Step 1

Identify your outcomes
What are you trying to achieve and for whom?
See section: Outcomes

Step 2

Design the methods
What sort of data will you collect? When will you measure? Who will you include?
See section: Methods

Step 3

Choose your measures
How will you measure your desired outcomes?
See section: Questions

Step 4

Design your tools (eg. survey) and collect the data

Step 5

Analyse & learn
Did you achieve the outcomes? How? What could be improved? How does this compare to what others have found?
See section: Evidence

READING OUTCOMES FRAMEWORK TOOLKIT

How was it developed?

The project is led by a collaborative steering group of organisations in the reading sector, in consultation with wider stakeholders. The process has been supported by research and evaluation experts at OPM and BOP Consulting.

Who is it for?

It can be used by anyone working to encourage reading for pleasure and empowerment, for example in charities, libraries, schools, colleges, early years settings, family learning, prisons and health.

What do the key terms mean?

The toolkit focuses on **reading for pleasure and empowerment**, which is reading as a way to spend time and for entertainment, or for self-cultivation and self-development. It is reading that takes place voluntarily; the reader chooses what or when to read. It includes reading fiction, non-fiction, digital materials, print materials, picture books, comics, newspapers, magazines, listening to others read or to audio books and shared reading.

The toolkit helps you evaluate **activities**, which are programmes, initiatives, interventions or pieces of work that you carry out with a target group to encourage reading for pleasure and empowerment. Activities can focus on encouraging individuals to read or on shared reading (for example, parents or carers reading to children). Intermediaries such as practitioners or parents might be involved.

The framework maps **outcomes**, which are the "changes, benefits, learning or other effects that result from what a project or organisation does…They may include changes in users' knowledge, skills, attitudes, and behaviour" (Creating your theory of change: NPC's practical guide, NPC, 2014).

The outcomes in the framework are expressed in the positive, because there is existing evidence that reading can cause a positive impact in these areas. When evaluating activities you should be aware of negative changes as well. Not every reading activity will lead to every outcome – you need to review your activity against the framework, selecting the relevant outcomes and finding out if a change results from your activity.

Is the toolkit focused on adults or children?

The outcomes framework has been developed from current evidence about the impact of reading for pleasure and empowerment on adults, parents/carers and children and young people, and for both confident and emerging readers. However, there is not enough evidence to be sure if different outcomes result for different groups, or from different types of reading.

The evidence section shows where the existing evidence comes from,

About	Outcomes	Methods	Questions	Evidence	Partners

and where there are gaps in evidence. Over time, we hope to increase the evidence base as the framework is used across the reading sector.

The toolkit includes questions that can be used with adults, parents & carers and children / young people. You will need to select questions that are appropriate for your target audience and icons have been included to help you do this. You may also want to evaluate the impact of your activity on the practitioners or volunteers that deliver it, but that is beyond the scope of this toolkit.

Who developed the framework?

The framework has been developed as a partnership project led by The Reading Agency. All core partners are listed in the 'partners' section. The project is funded by the Peter Sowerby Foundation: we are very grateful for their support, without which this project would not have been possible.

Referencing the toolkit

If you would like to reference the toolkit, please use the following text:

The Reading Agency et al (2016) Reading Outcomes Framework Toolkit, London: The Reading Agency

This activity results in positive impact on one or more of the following reading engagement outcomes

Increased reading engagement can have a positive impact on the following outcomes for individuals

Success in achieving these outcomes contributes to wider positive impact in the following areas

Activity to encourage reading for pleasure and empowerment

Reading engagement outcomes
Attitudes to reading
Awareness of reading preferences & how to choose what to read
Confidence about reading
Identifying as a reader
Reading behaviour (frequency, quantity, breadth & depth)
Sharing enjoyment of reading
Understanding how to find reading materials

Health & wellbeing outcomes
Mental health
Physical health
Relaxation

Intellectual outcomes
Attainment
Critical thinking
Focus & concentration
Knowledge
Language & literacy

Personal outcomes
Being open-minded
Creativity
Empathy
Self-expression
Self-esteem

Social outcomes
Communication skills
Relationships
Social & cultural participation
Understanding self & others

Cultural

Economic

Societal

This is a printable version. In order to keep page numbers in line with the interactive version, definitions for all outcomes have been moved to the end of this document. Please skip to page 70 for full definitions.

READING OUTCOMES FRAMEWORK TOOLKIT

About	Outcomes	Methods	Questions	Evidence	Partners

Introduction to methods

This section is about evaluation methods. The purpose of carrying out evaluation is to investigate how an activity, programme or project is working and whether it is making a difference. There are a variety of ways that you can do this.

This toolkit focuses on impact evaluation: measuring the change that has occurred as a result of your activity. While your findings might show you are having the impact you intended, it is also possible that there are unintended impacts or that you are not achieving your outcomes. Finding this out is just as important as finding out that you are achieving your aims; it can help you improve your project or focus on more valuable activity.

When you start planning your evaluation you need a clear evaluation question that sets out what you are investigating. This will guide your decisions about how to carry out the research. Your evaluation question might be specific, for example 'Is my activity having a positive effect on the mental health of my participants?' or more general 'Is my activity achieving the intended outcomes?'

For an impact evaluation, being clear about the intended outcomes of your project is vital. It is a good idea to create a theory of change for your activity to set out how you believe your activity results in your intended outcomes, which you can then test - see NPC (2014) 'Creating your theory of change: NPC's practical guide'.

Quantitative and qualitative methods

There are a number of different methods that can be used for research. The main types of data are quantitative and qualitative:

- Quantitative: "information in numerical form, such as statistics, percentages, tables and graphs."
- Qualitative: "information, usually expressed in words, about people's thoughts, feelings, motivations, attitudes and values…. [from] sources such as participant observation, interviews, diaries and letters" (Both quotes from 'Listen and Learn: How charities can use qualitative research', NPC, 2016)

Both types of data are valuable: quantitative evaluation can tell you about the scale of impact and qualitative evaluation can help you understand impact in more detail, including how it might have been achieved or why it hasn't been. Often quantitative and qualitative methods are used together, to check the consistency of findings, explore any differences and to develop a deeper understanding. This is sometimes called 'mixed methods' evaluation.

This toolkit focuses on quantitative evaluation and investigating impact on participants.

About	Outcomes	**Methods**	Questions	Evidence	Partners

It includes questions that can be used in surveys completed by people that take part in your activity, either as a 'before and after' measure or in a one-off survey about the activity after it has taken place.

Qualitative tools are more difficult to include in the toolkit because they tend to be specific to the activity, but we hope to add some in the future. For guidance about qualitative research see: NPC (2016) 'Listen and learn - How charities can use qualitative research'. Using an observation guide to carry out structured observations of participants involved in your activity is one way of collecting qualitative data, for guidance see: Project Oracle (2016) 'Method: Creating an observation guide'. For information about a range of data collection methods see: Charities Evaluation Services (2013) 'Information collection methods', Charities Evaluation Services, London.

Process evaluation

This toolkit is about impact evaluation, but process evaluation is also very important. Process evaluation focuses on operations, implementation and service delivery to help understand how impact is achieved and "what works" to make impact happen. It often investigates the quality of the intervention and might explore the different ways a programme is delivered. For guidance about process evaluation visit https://educationendowmentfoundation.org.uk/news/exploring-the-black-box/.

Developing your tools

This toolkit includes sample questions that you can use to create a survey to evaluate your own activity to encourage reading for pleasure and empowerment. The toolkit does not provide 'off the shelf' questionnaires that are ready to use for evaluation, because projects have different intended outcomes and you will need to develop bespoke research tools that work for you. The toolkit includes support and guidance to enable you to do this.

Many of the questions in the toolkit do not refer directly to reading. However, they can be used to measure the impact of an activity to encourage reading if they are asked before and after the activity takes place. Asking questions that don't refer specifically to your activity can avoid leading respondents towards a certain answer. Attributing impacts directly to your programme is difficult though – you might need to 'triangulate' your data (using a variety of sources or methods) or identify a control group to compare your results with.

For some of the outcomes we haven't been able to identify questions that meet our criteria. This might be because it costs to access the question, a long and detailed set of questions are required, or survey questions are not the best approach to measure that outcome. For guidance about how to develop your own questions see: Charities Evaluation Services (2014) 'Writing better questionnaires: getting better data', Charities Evaluation Services, London.

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We hope to source or create tools to fill the gaps in the future. If you know of relevant questions that could be added let us know and we will consider them for future versions of the toolkit. Send full details to The Reading Agency at readingoutcomes@readingagency.org.uk

Data analysis

If you need advice about carrying out data analysis see Project Oracle (2014) 'Data Analysis & Reporting Workshop'.

The toolkit includes 'scale' questions which ask how much the respondent agrees with a number of statements. In some instances a scale question is measuring a single concept e.g. empathy, using a number of statements. To analyse the responses you can assign numbers to the answer option (e.g. 1 for strongly disagree up to 5 for strongly agree) and calculate an average across the statements. Make sure to 'reverse code' negative statements (e.g. 1 for strongly agree and 5 for strongly disagree). In some cases information about scoring can be found at the original source of the question, which we have provided links to. Some questions are measuring more than one concept, so you should not calculate an average across the different statements.

If you collect any personal data as part of your research you need to be very careful about how you use it and ensure you keep it securely. For advice see: NPC (2015) 'Protecting your beneficiaries, protecting your organisation'.

Start with your evaluation question/s. What impact does the reading group have on group members?

Step 1

Identify your outcomes
Chosen outcomes:
Reading frequency, attitudes to reading, empathy, mental health

Step 2

Design the methods
A before and after survey with reading group members supplemented by interviews

Step 3

Choose your measures
Questions chosen from relevant section which are designed for use with adults and the right length

Step 4

Design your materials and collect the data
Survey constructed with additional demographic/ experience questions, tested internally then sent out to participants online

Step 5

Analyse & learn
Greater reading enjoyment and decreased levels of anxiety found, but no increase in reading frequency. Findings used to make the case for targeted reading groups

Practical example

This is an example of how the toolkit would be used to evaluate a reading group for adults. The evaluation question was 'What impact does taking part in the reading group have on group members?' The evaluation has not actually been carried out, but the example is based on experience. The diagram to the left summarises the example.

Step 1: Identify your outcomes

The things that the reading group aims to change for participants were listed (the outcomes). This included: reading behaviour, attitudes to reading, mental health, empathy, self-esteem and communication skills. The reading outcomes framework was used as a guide to the possible outcomes of reading and to clarify the definitions of these terms. Possible unintended outcomes were considered as well, such as the possibility of a reduction in reading frequency and enjoyment if the specific books being read were too challenging. It wasn't possible to collect data on all potential outcomes so the list was refined by:

- Focusing on the most important intended outcomes of the programme.
- Focusing on the outcomes that it was most important to have evidence about to make the case for investment and to inform programme development.
- Considering existing evidence about whether each outcome was likely to result from the reading group (continues over page...)

(...continued from previous page) for example using anecdotal feedback and research conducted by others.

The agreed outcomes to measure were: reading frequency, attitudes to reading, empathy and mental health.

Step 2: Design the methods

For this research, a 'before' and an 'after' survey were used: reading group members were asked a number of questions when they joined the group with the same questions repeated after they had attended 12 reading group sessions, to see if there had been any changes.

A small number of participants were then interviewed to explore their experiences in more depth and find out if there had been other impacts which had been valuable to them but not picked up by the survey.

Other options considered were a one-off survey, but it was felt this would not give enough objective evidence about the change that members had experienced over time (impact). Observations of the reading group sessions were also considered but there was not a staff member available to do this.

Step 3: Choose your measures

Using the 'questions' section, the questions for the relevant outcomes were reviewed, and those that were felt to be the right length and style and for the target audience (adults) were selected. The following questions were used:
- How much do you enjoy reading? p.16
- How often do you read? p.23
- Overall, how satisfied are you with your life nowadays? etc p.28
- Basic Empathy Scale. p.39-40

Step 4: Design your materials & collect the data

The questions were structured into a survey. Questions were added about demographics (age, gender, employment status) and about the experience of taking part in the reading group (number of sessions attended, level of enjoyment and suggestions for improvements).

The wording was reviewed to help the respondent navigate the survey and to ensure consistency. Introductory text was included stating how the data would be used, that responses would be anonymous and confidential, no personal data would be collected or stored and that participation was voluntary. The survey was checked for length to ensure it was not off-putting.

Another member of staff (who was not involved in the group or the evaluation) tested the survey to make sure that the instructions and flow of questions worked and the meaning of each question was clear, unambiguous and not open to different interpretation.

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About	Outcomes	**Methods**	Questions	Evidence	Partners

SurveyMonkey (surveymonkey.com) was used to collect the data; with paper surveys also available for those without internet access (a staff member then inputted the data). Clear deadlines for responses were given and an incentive of entering a prize draw for a £10 high street voucher was used to encourage responses.

Step 5: Analyse and learn

The results were analysed in SurveyMonkey and via Excel, comparing the responses from the 'before' survey to the 'after' survey to see if things had changed either positively or negatively.

The results from the survey showed that for the majority of members their enjoyment of reading had increased and levels of anxiety had decreased for members. The findings from the interviews suggested that being able to talk about feelings and experiences in relation to the reading in a supportive environment had been an important factor in reducing anxiety. The frequency of reading had not changed for group members and analysis suggested that this was because group members were already reading frequently before they joined the reading group.

A short report was written highlighting the outcomes of the reading group and making the case for continuing to allocate staff time to support reading groups. The report referenced other research from the toolkit about the benefits of reading for pleasure, to put the findings in context.

The research findings were used to improve the reading groups: it was found that people would prefer to have more say in the titles that they read so this was changed for future meetings. Group members tended to already be frequent readers so the promotion of the group was adapted to attract less frequent readers as well.

The report was also used to approach a local charity and a grant was secured to run new reading groups targeted specifically for people diagnosed with anxiety and/or depression referred through local GP and health services.

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Introduction to the questions

This section includes sample questions which can be added to surveys to be answered by your participants. The findings will help you evaluate the impact of your activity. You may choose to use quantitative and/or qualitative methods to evaluate the impact of your work (refer to methods section). Currently the toolkit only includes quantitative survey questions, but we hope to add qualitative tools in the future. To help you put together your own survey you can refer to the practical example that we have included on page 8.

The section includes a large number of 'scale' questions in which the respondent is asked how much they agree or disagree with a number of statements. These questions are longer but are often more robust measures because respondents are able to select from a number of answer options rather than just say yes or no.

The majority of questions are intended to be asked before people take part in an activity and again afterwards, to see if there has been a change. The questions might not ask directly about reading but can be used to measure whether engagement with reading has an impact on wider outcomes, such as health & wellbeing. There are some questions that ask respondents to reflect on whether the activity made a difference to them, which only need to be asked after participation.

Icons are used to show if the questions are for adults, children/ young people or parents & carers. Icons also indicate where the question is from: academic research (including validated measures, where the question has been proven to measure the desired outcome); government-run surveys (large-scale surveys that are often repeated year on year with a large sample, developed by government or international bodies); or practice (surveys developed by charities, schools, libraries etc). There is a key to the icons on page 12 alongside the reading outcomes framework.

To identify the questions we asked for recommendations from stakeholders and searched existing toolkits, government surveys and academic papers. We selected questions that focus on the outcomes we have defined, are clear and straightforward to use and transferable to evaluate a range of activities. All of the questions included are free to use.

For some of the outcomes we haven't been able to identify questions that meet our criteria. This might be because they are not free, long and detailed questions are required or survey questions are not the best approach to measure that outcome. We hope to source or create questions to fill the gaps in the future and you can refer to guidance about developing your own questions (see source on page 6). If you know of relevant questions that could be added let us know and we will consider them for future versions of the toolkit. Send full details to The Reading Agency at readingoutcomes@readingagency.org.uk

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This activity results in positive impact on one or more of the following reading engagement outcomes

Increased reading engagement can have a positive impact on the following outcomes for individuals

Success in achieving these outcomes contributes to wider positive impact in the following areas

Activity to encourage reading for pleasure and empowerment

Reading engagement outcomes
Attitudes to reading
Awareness of reading preferences & how to choose what to read
Confidence about reading
Identifying as a reader
Reading behaviour (frequency, quantity, breadth & depth)
Sharing enjoyment of reading
Understanding how to find reading materials

Health & wellbeing outcomes
Mental health
Physical health
Relaxation

Intellectual outcomes
Attainment
Critical thinking
Focus & concentration
Knowledge
Language & literacy

Personal outcomes
Being open-minded
Creativity
Empathy
Self-expression
Self-esteem

Social outcomes
Communication skills
Relationships
Social & cultural participation
Understanding self & others

Cultural

Economic

Societal

Who is the question aimed at?

Adults   Children / young people   Parents & carers

Where does it come from?

From academic research   From government-run surveys   From practice

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About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Attitudes to reading (1 of 4)

Here are some things people have said about themselves. Please tell us for each row if you think that sounds like you or not.

- Reading is more for girls than for boys
- I only read when I have to
- Reading is cool
- I prefer watching TV to reading
- I would feel embarrassed if my friends saw me reading outside class

Scale: A lot like me / quite like me / not sure / not really like me / not at all like me

Source: Chatterbooks survey (2015) developed by NLT and The Reading Agency - Question 10-11

How much do you agree or disagree with these statements?

- I read only if I have to
- I enjoy reading
- I think I am a good reader
- Reading is harder for me than for other people

Scale: Agree a lot / agree a little / not sure / disagree a little / disagree a lot

Source: Reading Ahead 'before' survey (2015) developed by The Reading Agency - Question 4.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Attitudes to reading (2 of 4)

We would like to find out whether the statements below are like you or not like you. Please tick the option that shows how much each statement is like you.

- My child likes to talk about stories and rhymes
- My child finds visiting the library boring
- Books do not interest my child
- My child uses a pen, pencil or crayon to make marks on paper
- My child doesn't often ask for stories to be read to them
- My child has a favourite book
- My child is too young for books

Scale: A lot like my child / quite like my child / not sure / not much like my child / not like my child at all

Source: Evaluation of Bookstart England: Bookstart Corner (2013) - Questions in section B1 from page 47 onwards.

Tip: This is an extract from a larger set of statements - refer to the full source for more.
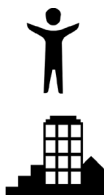
What do you think about reading? Tell how much you agree with each of these statements.

- I read only if I have to
- I like talking about what I read with other people
- I would be happy if someone gave me a book as a present
- I think reading is boring
- I would like to have more time for reading
- I enjoy reading (see more...)

Scale: Agree a lot / agree a little / disagree a little / disagree a lot

Source: PIRLS 2011 Student Questionnaire Grade 4 (2011) developed by TIMSS & PIRLS - Questions R7 and R9.

Tip: This is an extract from a larger set of statements - refer to the full source for more.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Attitudes to reading (3 of 4)

How much do you enjoy reading?

Scale: Very much / quite a lot / not very much / Not at all

Source: Bookbuzz student survey developed by BookTrust and Chatterbooks survey developed by NLT and The Reading Agency

How much do you agree or disagree with these statements about reading?

- I read only if I have to
- Reading is one of my favourite hobbies
- I like talking about books with other people
- I find it hard to finish books
- I feel happy if I receive a book as a present
- For me, reading is a waste of time
- I enjoy going to a bookstore or a library
- I read only to get information that I need
- I cannot sit still and read for more than a few minutes
- I like to express my opinions about books I have read
- I like to exchange books with my friends

Scale: Strongly disagree / Disagree / Agree / Strongly agree

Source: Student Questionnaire for PISA 2009 (2008) developed by the Organisation for Economic Cooperation and Development - Question 24.

Reading engagement ●	Health & wellbeing ○	Intellectual ○	Personal ○	Social ○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Attitudes to reading (4 of 4)

Please circle the picture that describes how you feel when you read a book.

- How do you feel when you read a book on a rainy Saturday?
- How do you feel when you read a book in school during free time?
- How do you feel about reading for fun at home? (see more...)

Scale: Visual Garfield scale

Source: Elementary Reading Attitudes Survey - Garfield Scale (1990) developed by Michael McKenna and Dennis Kear Questions 1-10.

Tip: This is an extract from a larger set of statements with a visual scale - refer to full source for more.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

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About	Outcomes	Methods	Questions	Evidence	Partners

Measuring reading engagement outcomes: Awareness of reading preferences... (1 of 2)
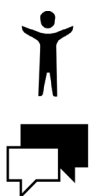
Here are some things that people have said about themselves. Please tell us on each row if you think that sounds like you.

- It's easy to find things to read that are not too hard or not too easy for me
- I prefer someone else picking books for me to choosing for myself
- I don't know what kind of books I like
- I know how to choose a book that I will enjoy
- I cannot find things to read that interest me

Scale: A lot like me / quite like me / not sure / not really like me / not at all like me

Source: Chatterbooks survey (2015) developed by NLT and The Reading Agency - Questions 10 and 17

How easy is it to choose a book?

- Very difficult
- Quite difficult
- Okay
- Quite easy
- Very easy

Why is it difficult to choose a book?

- There are too many good books to choose from
- There are not enough good books to choose from
- I don't have enough information
- I don't understand the information that is available
- I'm not used to choosing books for myself
- I don't know where to start
- Other

Source: Adapted from Bookbuzz student survey developed by BookTrust

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring reading engagement outcomes: Awareness of reading preferences... (2 of 2)

We would like to find out whether the statements below are like you or not like you. Please tick the option that shows how much each statement is like you.

- I am not sure which books are best for my child
- When we read books together I encourage my child to choose the book

Scale: A lot like me / quite like me / not sure / not much like me / not like me at all

Source: Evaluation of Bookstart England: Bookstart Corner (2013) - Question A1 of questionnaire available from page 47 onwards of report.

Reading engagement ●
14 pages

Health & wellbeing ○
4 pages

Intellectual ○
5 pages

Personal ○
6 pages

Social ○
7 pages

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Measuring reading engagement outcomes: Confidence about reading (1 of 1)

On a scale of 1 to 10, how good a reader do you think you are?

Scale: 1= not very good, 10 = very good

Question: Here are some things people have said about themselves. Please tell us for each row if you think that sounds like you or not.

- I do not read as well as other pupils in my class
- The more I read, the better I become at it

Scale: A lot like me / quite like me / not sure / not really like me / not at all like me

Source: Chatterbooks survey (2015) developed by NLT and The Reading Agency - Questions 6 & 10.

How well do you read? Tell how much you agree with each of these statements.

- I usually do well in reading
- Reading is easy for me
- Reading is harder for me than for many of my classmates
- If a book is interesting I don't care how hard it is to read
- I have trouble reading stories with difficult words
- My teacher tells me I am a good reader
- Reading is harder for me than any other subject

Scale: Agree a lot / agree a little / disagree a little / disagree a lot

Source: PIRLS 2011 Student Questionnaire Grade 4 (2011) developed by TIMSS & PIRLS - Question R8.

Reading engagement ● 14 pages

Health & wellbeing ○ 4 pages

Intellectual ○ 5 pages

Personal ○ 6 pages

Social ○ 7 pages

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Measuring reading engagement outcomes: Identifying as a reader (1 of 1)

No questions that meet our criteria have been identified for 'Identifying as a reader'. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

| Reading engagement ● | Health & wellbeing ○ | Intellectual ○ | Personal ○ | Social ○ |
| 14 pages | 4 pages | 5 pages | 6 pages | 7 pages |

Measuring reading engagement outcomes: Reading behaviour (1 of 4)

Have you and your child done any of the following as part of [the activity]? Please tick all that apply.

- You or a family member read to your child
- You or a family member listened to your child reading to you
- Your child read on their own
- Your child listened to audio books
- Your child read ebooks or used book apps
- You talked about reading

Source: Summer Reading Challenge Family survey (2016) developed by The Reading Agency - Question 5

How often do you do these things?

- Buy books
- Borrow books from a library
- Talk about your reading with other people
- Read with children
- Read for pleasure (eg books, newspapers, magazines, websites, blogs)

Scale: Never / less than once a month / once or twice a month / once or twice a week / every day or almost every day

Source: Reading Ahead 'before' survey (2015) developed by The Reading Agency - Question 5.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Reading behaviour (2 of 4)

How often do you read?

Scale: Every day / A couple of times a week / Once a week / A couple of times a month / Once a month / Rarely / Never

Question: How many books (fiction, nonfiction) do you read in a month in your free time?

Scale: None / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / More than 10

Source: Chatterbooks survey (2015) developed by NLT and The Reading Agency - Questions 7 and 9

Example question: Since you took part in [the activity] do you do the following:

- Use books, stories & rhymes with your child?
- Have more books in your home?
- Borrow books from the library for your child?
- Buy books as a present for your child / other children?
- Look forward to reading with your child?

Scale: Much more / a little more / a little less / a lot less / no change

Source: Adapted from Bookstart Corner Survey (2013) developed by BookTrust - Questions 22-24 and 29-34

Tip: This is a reflective question to be asked after an activity / intervention.

Reading engagement ●
14 pages

Health & wellbeing ○
4 pages

Intellectual ○
5 pages

Personal ○
6 pages

Social ○
7 pages

| About | Outcomes | Methods | **Questions** | Evidence | Partners |

Measuring reading engagement outcomes: Reading behaviour (3 of 4)

What types or genres of books do you find most enjoyable?

- Biographies / autobiographies
- Celebrities / television
- Classic novels
- Crime, thrillers and mystery
- Graphic novels
- Historical fiction
- History
- Horror
- Humour
- Modern fiction
- Poetry
- Politics / current affairs
- Religion and spirituality
- Romance
- Science
- Science fiction and fantasy
- Self-help
- Special interests / hobbies
- Sports
- Travel

Source: Reading Habits survey (2013) developed by BookTrust

How often do you read with or to your child? (Tick one)

Scale: Every day / Several times a week /
Once or twice a week / Once or twice a month / Less often than once a
month / Not at all

Source: Millennium Cohort Study (2008) developed by the Centre for
Longitudinal Studies. Page 145.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring reading engagement outcomes: Reading behaviour (4 of 4)

About how much time do you usually spend reading for enjoyment? (Please tick only one box)

- I do not read for enjoyment
- 30 minutes or less a day
- More than 30 minutes to less than 60 minutes a day
- 1 to 2 hours a day
- More than 2 hours a day

How often do you read these materials because you want to?

- Magazines
- Comic books
- Fiction (novels, narratives, stories)
- Non fiction books
- Newspapers

Scale: Never or almost never / A few times a year / About once a month / Several times a month / Several times a week

How often are you involved in the following reading activities?

- Reading emails
- Reading online news
- Using an online dictionary or encyclopaedia
- Searching online information to learn about a particular topic
- Taking part in online group discussions or forums
- Searching for practical information online

Scale: I don't know what it is / Never or almost never / Several times a month / Several times a week / Several times a day

Source: Student Questionnaire for PISA 2009 (2008) developed by the Organisation for Economic Co-operation & Development - Questions 23, 25, 26.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring reading engagement outcomes: Sharing enjoyment of reading (1 of 1)

How often do you talk about what you read (with your family, and with your friends)

Scale: Every day / A few times a week / Once a week / A few times a month / Once a month / Rarely / Never

Source: Chatterbooks survey (2015) developed by NLT and The Reading Agency - Question 12

Since [activity] have you done any of the following?

- Recommended a book to a friend or family member
- Lent a book to a friend or family member
- Read a book to a brother or sister
- Talked to your parents/carers about a book
- Talked to your friends about a book

Source: Taken from Bookbuzz student survey developed by the BookTrust

Tip: This is a reflective question to be asked after the activity has taken place.

Reading engagement ●
14 pages

Health & wellbeing ○
4 pages

Intellectual ○
5 pages

Personal ○
6 pages

Social ○
7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring reading engagement outcomes: Understanding how to find reading materials (1 of 1)

How often do you visit a library for the following activities?

- Borrow books to read for pleasure
- Borrow books for school work
- Work on homework, course assignments or research papers
- Read magazines or newspapers
- Read books for fun
- Learn about things that are not course-related, such as sports, hobbies, people or music
- Use the Internet

Scale: Never / A few times a year / About once a month / Several times a month / Several times a week

Source: Student Questionnaire for PISA 2009 (2008) developed by the Organisation for Economic Co-operation & Development - Question 39.

Are you/your child a member of a public library?

- Yes
- No

Source: Evaluation of Bookstart England: Bookstart Corner (2013) - Question A6 of questionnaire available from page 47 onwards of report.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
●	○	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring health & wellbeing outcomes: Mental health (1 of 2)

The next four questions are about your feelings on aspects of your life. There are no right or wrong answers.

Overall, how satisfied are you with your life nowadays?
Scale: 0 = not at all satisifed, 10 = completely satisifed

Overall, to what extent do you feel that the things you do in your life are worthwhile?
Scale: 0 = not at all worthwhile, 10 = completely worthwhile

Overall, how happy did you feel yesterday?
Scale: 0 = not at all happy, 10 = completely happy

Overall, how anxious did you feel yesterday?
Scale: 0 = not at all anxious, 10 = completely anxious

Source: Labour Force Survey (2015) developed by ONS, Subjective Wellbeing - Questions p.22-23.

Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks

- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people   (see more...)

Scale: None of the time / rarely / some of the time / often / all of the time

Source: The Warwick-Edinburgh Mental Well-being Scale (2006).

Tip: This is an extract from a larger set of statements - refer to full source for more

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring health & wellbeing outcomes: Mental health (2 of 2)

Below are a number of statements about happiness. Rate how much you agree or disagree with each:

- I don't feel particularly pleased with the way I am
- I am intensely interested in other people
- I feel that life is very rewarding
- I have very warm feelings towards almost everyone
- I rarely wake up feeling rested
- I am not particularly optimistic about the future
- I find most things amusing
- I am always committed and involved
- Life is good
- I don't think that the world is a good place
- I laugh a lot
- I am well satisfied about everything in my life (see more...)

Scale: Strongly Disagree / Moderately Disagree / Slightly Disagree / Slightly Agree / Moderately Agree / Strongly Agree

Source: Oxford Happiness Questionnaire (2002) from Inspiring Impact Hub - developed by Peter Hills, Michael Argyle & Oxford Brookes University.

Tip: This is an extract from a larger set of statements - refer to full source for more.

Reading engagement — 14 pages

Health & wellbeing — 4 pages

Intellectual — 5 pages

Personal — 6 pages

Social — 7 pages

Measuring health & wellbeing outcomes: Physical health (1 of 1)

How is this child's health in general?

- Very good
- Good
- Fair
- Bad
- Very bad

Are this child's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 12 months?

- Yes, limited a lot
- Yes, limited a little
- No

Source: Welsh Health Survey Questionnaire for Parents of 4-12 year olds (2015) developed by NHS Direct Wales - Questions 4a and 4b.

How is your health in general? Would you say it was...

- Very good
- Good
- Fair
- Bad
- Very bad

Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

- Yes
- No   (see more...)

Source: The Health Survey for England (2014) - Household Questionnaire developed by the HSCIC. Questions on conditions and illnesses in section 'General Health'.

Tip: There are a number of relevant questions in this survey which you may wish to use.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring health & wellbeing outcomes: Relaxation (1 of 1)

How often have you been feeling relaxed over the last two weeks?

- None of the time
- Rarely
- Some of the time
- Often
- All of the time

Overall, how relaxed did you feel yesterday?

And overall, how stressed did you feel yesterday?

Scale: 0 = 'not at all' and 10 = 'completely'

Source: Adapted from Opinions and Lifestyle Survey (2013 & 2012 versions) developed by ONS.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	●	○	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring intellectual outcomes: Attainment (1 of 1)

Educational attainment can be measured by asking individuals about their performance in public examinations, or by asking for this information from school, college or parents if appropriate permissions are in place. For analysing the outcomes of a group or cohort data can be combined by assigning points to different grades.

No questions that meet our criteria have been identified for 'Attainment' in a workplace context. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring intellectual outcomes: Critical thinking (1 of 1)

No questions that meet our criteria have been identified for 'Critical thinking'. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	●	○	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring intellectual outcomes: Focus & concentration (1 of 1)

Have you recently been able to concentrate on whatever you're doing?

- Better than usual
- Same as usual
- Less than usual
- Much less than usual

Source: Northern Ireland Young Life and Times Survey (2011) - Question 60.

Alternative source: The Health Survey for England (2014) - Household Questionnaire developed by the HSCIC. p. 144 - Question 13.

Tip: This question has been used in multiple surveys with the same wording, aimed at both young people and adults - refer to either of the sources to see the full resources.

How much do you agree or disagree with the following statements about how you were feeling when you were doing the activity?

- I feel just the right amount of challenge
- My thoughts/activities run fluidly and smoothly
- I do not notice time passing
- I have no difficulty concentrating
- My mind is completely clear
- I am totally absorbed in what I am doing
- The right thoughts/movements occur of their own accord
- I know what I have to do each step of the way
- I feel that I have everything under control
- I am completely lost in thought

Scale: Not at all / Partly / Very much

Source: Flow Short Scale (2003) by Rheinberg et al. Items 1-10.

Tip: This question is designed to be used by interrupting an activity.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	Questions	Evidence	Partners

Measuring intellectual outcomes: Knowledge (1 of 1)

Measurement of knowledge outcomes will depend on the area of knowledge that an activity is intended to impact on. Appropriate questions should be decided according to context.

You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

Reading engagement ○
14 pages

Health & wellbeing ○
4 pages

Intellectual ●
5 pages

Personal ○
6 pages

Social ○
7 pages

Measuring intellectual outcomes: Language & literacy (1 of 1)

There are a range of ways to measure language and literacy, including using specific reading or literacy skill tests. Most require payment and it was beyond the scope of this project to review these tools in depth. Therefore we are not able to recommend one tool over and above another. Decisions about how to measure language and literacy outcomes will depend on your specific situation, priorities and budget.

Reading engagement ○
14 pages

Health & wellbeing ○
4 pages

Intellectual ●
5 pages

Personal ○
6 pages

Social ○
7 pages

Measuring personal outcomes: Being open-minded (1 of 1)

Please answer these questions according to your experience.

- I go out of my way to hear/read/understand viewpoints other than my own
- I try to get to know people who are different from me.
- I push myself to explore my prejudices and biases.

Scale: 1 = Never, 5 = Always

Source: Multicultural Experiences Questionnaire (2009) developed by Narvaez et al at the Moral Psychology Laboratory, University of Notre Dame - Questions 8, 9, 10.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring personal outcomes: Creativity (1 of 1)

No questions that meet our criteria have been identified for 'Creativity'. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	●	○
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring personal outcomes: Empathy (1 of 2)

Please read every question carefully. Mark one choice on your answer sheet for each question:

- Do you try to understand how other people feel?
- Do you feel bad when someone else gets their feelings hurt?
- Do you try to understand what other people go through?

Scale: No, never / Yes, some of the time / Yes, most of the time / Yes, all of the time

Source: The California Healthy Kids Survey Personal, Social and Emotional Strengths Module (2015) developed by California Department of Education - Questions 72-74.

The next questions are about your emotions. How much do you agree or disagree with the following statements?

- My friends' emotions don't affect me much.
- After being with a friend who is sad about something, I usually feel sad
- I can understand my friend's happiness when she/he does well at something
- I get frightened when I watch characters in a good scary movie
- I get caught up in other people's feelings easily
- I find it hard to know when my friends are frightened
- I don't become sad when I see other people crying
- Other people's feeling don't bother me at all
- When someone is feeling 'down' I can usually understand how they feel
- I can usually work out when my friends are scared
- I often become sad when watching sad things on TV or in films (continues on next page...)

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	●	○
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring personal outcomes: Empathy (2 of 2)

(...continued from previous page)

- I can often understand how people are feeling even before they tell me
- Seeing a person who has been angered has no effect on my feelings
- I can usually work out when people are cheerful
- I tend to feel scared when I am with friends who are afraid
- I can usually realize quickly when a friend is angry
- I often get swept up in my friends' feelings
- My friend's unhappiness doesn't make me feel anything
- I am not usually aware of my friends' feelings
- I have trouble figuring out when my friends are happy

Scale: Strongly agree / agree / not sure / disagree / strongly disagree

Source: Basic Empathy Scale (2013) developed by Carré et al, University of Reims Champagne-Ardenne.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	●	○
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring personal outcomes: Self-expression (1 of 1)

No questions that meet our criteria have been identified for 'Self-expression'. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

Reading engagement ○
14 pages

Health & wellbeing ○
4 pages

Intellectual ○
5 pages

Personal ●
6 pages

Social ○
7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring personal outcomes: Self-esteem (1 of 1)

[The Single-Item Self-Esteem Scale was designed as an alternative to using the Rosenberg Self-Esteem Scale]

- I have high self-esteem.

Scale: 1 = Not very true of me, 7 = Very true of me

Source: Single-Item Self Esteem Scale (2001) developed by Robins et al.

Below is a list of statements dealing with your general feelings about yourself.

- I feel that I'm a person of worth, at least on an equal plane with others
- I feel that I have a number of good qualities
- All in all, I am inclined to feel that I am a failure
- I am able to do things as well as most other people
- I feel I do not have much to be proud of
- I take a positive attitude towards myself
- On the whole, I am satisifed with myself
- I wish I could have more respect for myself
- I certainly feel useless at times
- At times I think I am no good at all

Scale: Strongly agree / Agree / Disagree / Strongly disagree

Source: Rosenberg's Self-Esteem Scale (1965) developed by Rosenberg.

Tip: Refer to the full source for scoring and all statements

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	●	○
14 pages	4 pages	5 pages	6 pages	7 pages

| About | Outcomes | Methods | **Questions** | Evidence | Partners |

Measuring social outcomes: Communication skills (1 of 1)

How much do you agree or disagree with the following statements?

- I feel confident speaking to people who are older than me
- I enjoy working with other young people as part of a team
- I'm good at listening to other people

Scale: Strongly agree / Slightly agree / Not sure / Slightly disagree / Strongly disagree

Source: Adapted from Reading Hack survey (2015) developed by The Reading Agency

The next questions ask you to think about whether and how things might have changed since you took part in the [activity]. Please say how much you agree or disagree with the following statements.

- Since I took part in the [activity], I am more confident about speaking in front of a group of people my own age
- Since I took part in the [activity], I am more confident about speaking with people in authority
- Since I took part in the [activity], I am more confident about leading a group in an activity or a discussion.

Scale: Strongly agree / Agree / Neither agree nor disagree / Disagree / Strongly disagree / Don't know

Source: The Youth of Today evaluation - technical report (2010) developed by the National Centre for Social Research and DfE. Wave 2 Questions 1-3, p.32.

Tip: This is a reflective question to be asked after the activity has taken place.

Reading engagement ○
14 pages

Health & wellbeing ○
4 pages

Intellectual ○
5 pages

Personal ○
6 pages
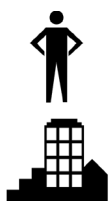
Social ●
7 pages

Measuring social outcomes: Relationships (1 of 2)

How often do you meet socially with friends, relatives or work colleagues?

- Never
- Less than once a month
- Once a month
- Several times a month
- Once a week
- Several times a week
- Every day
- Don't know

Source: European Social Survey (2014) ESS Round 7 Questionnaire developed by Centre for Comparative Social Surveys - Question C2 p14.

How many close friends would you say you have?

Do you belong to any social networking web-sites?

How many hours do you spend chatting or interacting with friends through social web-sites on a normal week day, that is Monday to Friday?

- None
- Less than an hour
- 1-3 hours
- 4-6 hours
- 7 or more hours

(see more...)

Source: Understanding Society - The UK Household Longitudinal Study - Questionnaire Wave 7 v04 (2015) developed by ISER. p. 584 and p. 586.

Tip: There are a number of relevant questions in this survey - refer to the full source for more.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	○	●
14 pages	4 pages	5 pages	6 pages	7 pages

About	Outcomes	Methods	**Questions**	Evidence	Partners

Measuring social outcomes: Relationships (2 of 2)

Could you please tell me on a scale of 1 to 10 how satisfied you are with each of the following items?

- Your family life
- Your social life

Scale: 1 = very dissatisfied, 10 = very satisfied

Source: Eurofund - The European Foundation for the Improvement of Living and Working Conditions (2011) - Questions 40e and 40g.

Reading engagement ○ 14 pages

Health & wellbeing ○ 4 pages

Intellectual ○ 5 pages

Personal ○ 6 pages

Social ● 7 pages

Measuring social outcomes: Social & cultural participation (1 of 3)
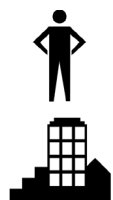
In the last 12 months, have you given any unpaid help or worked as a volunteer for any type of local, national or international organisation or charity?

- Yes
- No

Here are some statements about neighbourhoods. Please answer how strongly you agree or disagree with each statement.

- I feel like I belong to this neighbourhood
- The friendships and associations I have with other people in my neighbourhood mean a lot to me.
- If I needed advice about something I could go to someone in my neighbourhood.
- I borrow things and exchange favours with my neighbours.
- I would be willing to work together with others on something to improve my neighbourhood.

- I plan to remain a resident of this neighbourhood for a number of years.
- I think of myself as similar to the people that live in this neighbourhood.
- I regularly stop and talk with people in my neighbourhood.

Scale: Strongly agree / Agree / Neither agree not disagree / Disagree / Strongly disagree

Source: Understanding Society - The UK Household Longitudinal Study - Mainstage Questionnaire Wave 6 v02 (2015) developed by the Institute of Social and Economic Research. p. 323 and p. 403-406.

Reading engagement ○ 14 pages

Health & wellbeing ○ 4 pages

Intellectual ○ 5 pages

Personal ○ 6 pages

Social ● 7 pages

Measuring social outcomes: Social & cultural participation (2 of 3)

In the last 12 months, have you been to any of these events?

- Film at a cinema or other venue
- Exhibition or collection of art, photography or sculpture
- Craft exhibition (not crafts market)
- Event which included video or electronic art
- Event connected with books or writing
- Street arts (art in everyday surroundings like parks, streets or shopping centres)
- A public art display or installation (an art work such as sculpture that is outdoors or in a public place)
- Circus (not animals)
- Carnival
- Culturally specific festival (for example, Mela, Baisakhi, Navrati)
- Play / drama
- Pantomime
- Musical
- Opera / operetta
- Classical music performance

- Jazz performance
- Other live music event
- Ballet
- Contemporary dance
- African people's dance or South Asian and Chinese dance
- Other live dance event
- None of these

How often in the last 12 months have you been to this type of event in your own time or as part of voluntary work?

- At least once a week
- Less often that once a week but at least once a month
- Less often than once a month but at least 3 or 4 times a year
- Twice in the last 12 months
- Once in the last 12 months
- Don't know

Source: Taking Part - Adult Questionnaire 2015/16 (2015) developed by the Department for Culture, Media and Sport (DCMS) p. 33-34, section 6.2.2.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
○	○	○	○	●
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring social outcomes: Social & cultural participation (3 of 3)
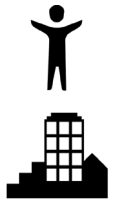
The next statements are about what might occur outside your school or home, such as in your NEIGHBORHOOD, COMMUNITY, or with an ADULT other than your parents or guardian.

Outside of my home and school, …

- I am part of clubs, sports teams, church/temple, or other group activities
- I am involved in music, art, literature, sports, or a hobby
- I help other people

Scale: Not at all true / A little true / Pretty much true / Very much true

Source: The California Healthy Kids Survey Resilience and Youth Development Module (2015) developed by California Department of Education. w. 40-42.

Reading engagement	Health & wellbeing	Intellectual	Personal	Social
14 pages	4 pages	5 pages	6 pages	7 pages

Measuring social outcomes: Understanding self & others (1 of 1)

No questions that meet our criteria have been identified for 'Understanding self & others'. You might like to look at the existing evidence about this outcome in the evidence section or refer to the methods section for information about different methods and how to develop your own questions to measure outcomes.

If you know of a question that can be used for this outcome let us know and we will consider it for future versions of the toolkit – we plan to update it when possible. Send full details to The Reading Agency at:

readingoutcomes@readingagency.com

Reading engagement   Health & wellbeing   Intellectual   Personal   Social

14 pages   4 pages   5 pages   6 pages   7 pages

Introduction to the evidence

This section of the toolkit contains the evidence that supports the inclusion of the outcomes in the framework. On the next page you will find the reading outcomes framework followed by evidence about how reading for pleasure and empowerment has been found to contribute to each outcome in the framework.

The toolkit doesn't include evidence for the reading engagement outcomes. This is because these are the direct outcomes that you will need to measure to know that your activity has impacted on reading engagement (which in turn can contribute to the wider outcomes). These outcomes are specific to the individual activity and so it is not relevant to include general evidence about how other programmes have contributed to them.

The wider outcomes of reading for pleasure and empowerment (in the blue boxes) are included in the framework due to specific evidence that highlights how reading contributes to each of these outcomes. The evidence is mostly drawn from a report we commissioned for this project which reviewed the literature about the impact of reading for pleasure and empowerment: The Reading Agency (2015) Literature Review: The impact of reading for pleasure and empowerment. The report focused on reading that takes place outside of the formal education environment and on the outcomes of reading for pleasure and empowerment other than improved literacy. The selection criteria are outlined in the report.

The strength of the evidence included varies and the research that is cited uses a variety of methods, with different audiences and focused on different types of reading. The full references are included at the end of the section. To investigate how the outcomes relate directly to your work you will need to carry out your own evaluation, but you may find it useful to use the existing evidence to put your own findings into context.

The toolkit also doesn't include direct evidence about how reading for pleasure and empowerment contributes to positive cultural, economic and societal impacts. These impacts can follow on from the health & wellbeing, intellectual, personal and social outcomes, but because they take place at a societal level it is difficult to measure how they directly relate to activity to encourage reading for pleasure and empowerment.

If you are aware of any evidence that we should consider adding to this section please email the details to:

readingoutcomes@readingagency.org.uk

READING OUTCOMES FRAMEWORK TOOLKIT

This activity results in positive impact on one or more of the following reading engagement outcomes

Increased reading engagement can have a positive impact on the following outcomes for individuals

Success in achieving these outcomes contributes to wider positive impact in the following areas

Activity to encourage reading for pleasure and empowerment

Reading engagement outcomes
Attitudes to reading
Awareness of reading preferences & how to choose what to read
Confidence about reading
Identifying as a reader
Reading behaviour (frequency, quantity, breadth & depth)
Sharing enjoyment of reading
Understanding how to find reading materials

Health & wellbeing outcomes
Mental health
Physical health
Relaxation

Intellectual outcomes
Attainment
Critical thinking
Focus & concentration
Knowledge
Language & literacy

Personal outcomes
Being open-minded
Creativity
Empathy
Self-expression
Self-esteem

Social outcomes
Communication skills
Relationships
Social & cultural participation
Understanding self & others

Cultural

Economic

Societal

About	Outcomes	Methods	Questions	Evidence	Partners

Evidence for health & wellbeing outcomes (1 of 2)

Mental health

- An online poll of 4000 UK adults revealed that regular readers for pleasure reported fewer feelings of stress and depression than non-readers (Billington, 2015).

- Dowrick (2012) investigated impact of a reading group programme run for 12 months by GPs for people who have been diagnosed with depression. Analysis of quantitative and qualitative data suggested a reduction in depressive symptoms for participants.

- Two population level studies in the US (Hughes et. al, 2010; Verghese et al. 2003) showed that being engaged in more reading, along with other hobbies, is associated with a lower subsequent risk of incidents of dementia.

- Billington (2013) examined the impact of a literature-based intervention on older people living with dementia using mixed-methods including questionnaires and semi structured interviews with patients and members of staff in care homes and hospitals. Findings revealed that symptom scores were lower during the reading period than at baseline.

- Jenkins et al (2011) found that people who read books regularly are on average more satisfied with life, happier, and more likely to feel that the things they do in life are worthwhile. In their study of older adults in England, 76% of participants said that reading improves their life and the same percentage said it helps to make them feel good.

About	Outcomes	Methods	Questions	Evidence	Partners

Evidence for health & wellbeing outcomes (2 of 2)

Physical health

- Pankratow (et al., 2013) found that participants that had read the health article rated health as an important reason to exercise more highly than participants who read a control article. It thus appears that the health article was successful in getting the participants to think about exercising for their health.

- An online poll of over four thousand people from a representative sample in the UK revealed that reading for pleasure was associated with better sleeping patterns (Billington, 2015).

- Taylor (2011) found that adults with lower levels of literacy are more likely to experience poor health.

Relaxation

- An online poll of 4000 UK adults found that respondents reported stronger feelings of relaxation from reading than from watching television or engaging with technology intensive activities (Billington, 2015).

- Interviews with 108 blind and partially sighted adults found that the most frequently cited reasons for reading for pleasure included relaxation and escapism (Spacey et al., 2013).

- A study by Greenwood and Hicks (2015) explored the reading habits and rewards of blind and partially sighted children and young people using an online survey, individual and group interviews. The findings indicated that participants considered reading as a way to enhance mood, to relax, to cope with stress and anxiety, and to escape and to engage their imaginations.

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Evidence for intellectual outcomes (1 of 2)

Attainment

- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background (Sullivan and Brown, 2013)

- A longitudinal study of the impact of the Bookstart programme (Wade and Moore, 2000) indicated gains in mathematics as well as literacy in a 4-year follow-up from participants being aged 9 months.

- According to PISA 2009 results (OECD, 2010) children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

- In a Department for Education review (2012) of reading for pleasure among primary and secondary aged children, they emphasise the positive links between reading for pleasure and educational attainment, concluding that reading for pleasure was linked to reading attainment and writing ability; text comprehension and grammar; breadth of vocabulary; and general knowledge.

- The DfE (2015) estimate that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points in the proportion achieving a level 4b (from its current level of 67% to 75%).

Critical thinking

- Greenfield (2009) analysed more than 50 studies on learning and technology, concluding that reading for pleasure develops imagination, induction, reflection and critical thinking, as well as vocabulary.

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Evidence for intellectual outcomes (2 of 2)

Focus & concentration

- Research with 1,400 nine to ten year olds (Lockwood 2012) found that they described their pleasure in reading in a way that was similar to the 'flow' experience in motivational theory (becoming wholly focused and committed to the task and experiencing gratification and motivation to complete or repeat it).

Knowledge

- There are relatively lower levels of empirical attention paid to individuals choosing to read in their spare time in order to explicitly learn and master new skills and knowledge, or for self-help.

- However, in a Department for Education review (2012) of reading for pleasure among primary and secondary aged children, they concluded that reading for pleasure was linked to better general knowledge; a better understanding of other cultures and a greater insight into human nature and decision-making.

Language & literacy

- The frequency of reading for pleasure at age 42 is linked to vocabulary skills: those who read every day at 42 have an advantage of 4 percentage points in their vocabulary over those who do not read as frequently (Sullivan and Brown, 2014).

- In a Department for Education review (2012) of reading for pleasure among primary and secondary aged children, they concluded that reading for pleasure was linked to reading attainment and writing ability; text comprehension and grammar and breadth of vocabulary.

- An OECD report 'Reading for Change' (2002) found that there is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day

Evidence for personal outcomes (1 of 2)

Being open-minded

- Vezzali et al (2015) found that extended contact via reading improved attitudes towards stigmatized groups (immigrants, homosexuals and refugees) through experimental interventions using the best-selling Harry Potter book series.

Creativity

- Kelly and Kneipp (2009) explored the relationship between reading for pleasure and creativity, with 225 university students in the US, concluding that pleasure was significantly positively correlated to creativity.

- Djikic et al (2013) discovered that participants assigned to read a short story experienced a significant decrease in self-reported need for 'cognitive closure', a need found to be associated with decreased creativity. The effect was particularly strong for participants who were habitual readers suggesting that reading fictional literature could lead to better procedures of processing information generally, including those of creativity.

Empathy

- Mar et al (2006 and 2009, Canada) found reading print fiction is a strong predictor of empathy, controlling for openness, tendency to be drawn into stories and gender. The findings suggested understanding characters in a narrative fiction is related to understanding of real life peers.

- Research in Germany with 7 to 9 yr olds found that children's literature can be used as a model for analyzing emotional processes and reading can support emotional development in this age group – particularly for boys (Kumschick et al. (2014)).

- A study by Greenwood and Hicks (2015) explored the reading habits of blind and partially sighted children and young people, finding that reading builds empathy and understanding.

READING OUTCOMES FRAMEWORK TOOLKIT

Evidence for personal outcomes (2 of 2)

Self-expression

- Duncan (2010) examined the benefits of reading for pleasure on emerging adult readers. Focus groups and questionnaires with two reading groups in Greater London showed that participants felt increasing confidence about their ability to learn and to express themselves.

- The Reading Agency's (2003) evaluation of its Chatterbooks programme, running children's book groups in schools and libraries since 2001, found self and parent reported improvements in confidence and self-esteem, listening skills, self-expression and relating to other people.

Self-esteem

- Morris Hargreaves Macintyre (2005) explored the impact of reading for pleasure on emerging adult readers. The study highlighted that participants reported increased self-esteem and confidence in their abilities.

- An online poll of over four thousand people from a representative sample in the UK revealed that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. (Billington, 2015).

- When running a small scale and qualitative evaluation of their work, Prison Reading Groups found a positive association between reading for pleasure and the development of transferable skills including cognitive abilities, communication and self esteem (Prison Reading Groups, 2013).

Evidence for social outcomes (1 of 3)

Communication skills

- Duncan (2010) examined the benefits of reading for pleasure for adult emergent readers showed participants reported improved confidence as well as improved personal skills and particular cognitive and communication skills.

- Oakey (2007) evaluated the outcomes of based reading intervention and found that in addition to enhanced reading abilities, learners reported increased cognitive and communication skills.

- An evaluation of Reading Hack (OPM, 2016) a programme of reading-inspired activity, peer-to-peer reading and volunteering, found that participants reported improvements in communication, interpersonal skills and teamwork. Participants felt they were better at holding prolonged conversations with new people; adapting their communication style depending on their audience; and articulating their ideas more effectively.

Relationships

- Hong and Lin (2012 – Taiwan) found that taking part in a book club significantly improved parents' positive parent– child interaction.

- A study by Greenwood and Hicks (2015) explored the reading habits of blind and partially sighted children and young people, finding that reading can play a part in filling the gaps left by loneliness and isolation. Another important finding for this group was the role that reading played in interacting with other people, reading together as well as discussing books.

- An evaluation of the Bookstart Corner intervention aimed at particularly disadvantaged communities was conducted by Demack and Stevens (2013). Using baseline and follow up measures they found that those remaining in the programme throughout reported improved parental confidence and enjoyment, increased parent-child engagement and interaction and improved interest in their children.

- Dowrick et al (2012) found that reading fiction is associated with higher levels of empathy and improved relationships with others.

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Evidence for social outcomes (2 of 3)

Social & cultural participation

- A study which surveyed 4,000 individuals from diverse demographics through an online poll found that reading for pleasure is positively associated with a greater sense of community, a stronger feeling of social inclusion, a stronger ability to enjoy social occasions, and enhanced openness and talkativeness (Billington, 2015)

- Mar et al. (2006) carried out a study to explore the link between reading and social abilities on a sample of 94 undergraduate students in Canada and found that reading fiction is a strong predictor of social ability.

- In a study with emerging adult readers, Duncan (2010) found that emergent readers reported enhanced abilities to interact and engage in their communities. Libraries and reading circles emerged as locations for community cohesion, gathering people from diverse backgrounds in the local area and providing them with opportunities to exchange their ideas and worldviews.

- A Prison Reading Groups evaluation (2013) demonstrated how prisoners who took part in reading groups reported an enhanced connectedness with a wider culture beyond prison.

READING OUTCOMES FRAMEWORK TOOLKIT

Evidence for social outcomes (3 of 3)

Understanding self & others

- Moyer (2007) explored the outcomes reported by recreational readers in the US. The most consistent outcomes reported were the ability to learn about the self and others, learning about diverse human populations and other cultures, and learning about other periods of history. Respondents who read more frequently had an enhanced ability to understand people's class, ethnicity, culture and political perspectives.

- Kumschick et al (2014) explored the hypothesis that reading and discussing children's books with emotional content increases children's emotional competence. Using a literature-based intervention named READING and FEELING with 104 seven to nine year olds in Germany at an after-school care centre, they found that the programme enhanced emotional vocabulary and knowledge and understanding of emotions.

- In a mixed-methods study from the United States which included a large-scale longitudinal survey, interviews and ethnography, Moje et al (2008) found that peer, family and online literature networks, along with the recreational reading activity itself, acted as principle ways for adolescents to develop self and social identities, including crucial gender and ethnic identities.

- Vasquez (2005) conducted research exploring college students' ethnic identity taking part in a weekly literature class. Through focus groups and observation of 18 students she concluded that reading enhances students' ability to understand their own and others' ethnic backgrounds and the role they play in forming their identities.

READING OUTCOMES FRAMEWORK TOOLKIT

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Partners

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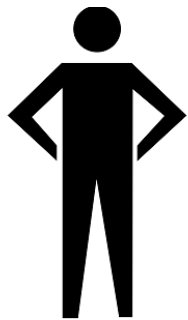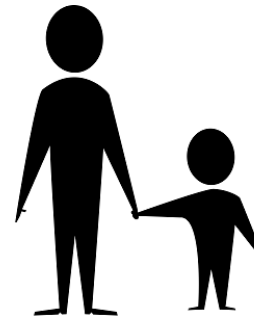
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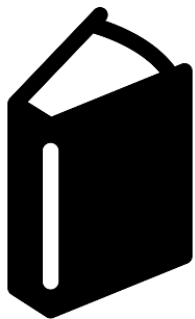Created by Herbert Spencer
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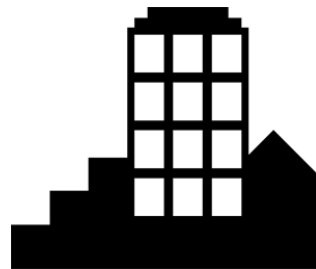Created by Ludovic Riffault
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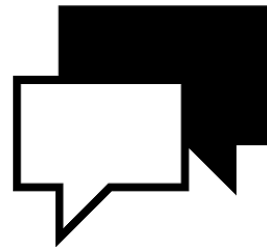
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READING OUTCOMES FRAMEWORK TOOLKIT

About	Outcomes	Methods	Questions	Evidence	Partners

Definitions of outcomes in the framework

Activity to encourage reading for pleasure and empowerment	
Reading for pleasure and empowerment	Reading texts as a way to spend time and for entertainment, or for self-cultivation and self-development. It is reading that takes place voluntarily. Any programme, initiative, intervention or piece of work that you carry out with a target group to encourage reading for pleasure and empowerment
Activity to encourage...etc	Any programme, initiative, intervention or piece of work that you carry out with a target group to encourage reading for pleasure and empowerment
Reading engagement outcomes	
Attitudes to reading	What you think about reading, whether you enjoy it and whether it is important to you
Awareness of reading preferences & how to choose what to read	Understanding that different people like to read different things, knowing what you do and don't like to read and being able to select reading materials accordingly
Confidence about reading	Feeling able to read well and being confident in your own reading abilities, either for yourself or when reading to others
Identifying as a reader	Thinking of yourself as a reader, as someone who is able to read and chooses to do so
Reading behaviour (frequency, quantity, breadth & depth)	How often you read and how long you spend reading, as well as the amount and variety of things you read
Sharing enjoyment of reading	Talking about reading to other people, encouraging other people to read, reading with other people and/or reading to other people
Understanding how to find reading materials	Knowing where you can get the things you want to read, such as in libraries, bookshops or online, and feeling comfortable / confident to use these
Health & wellbeing outcomes	
Mental health	Your emotional, psychological and social wellbeing which affects how you think, feel and behave
Physical health	Being fit and healthy, free from disease or feeling able to manage a long-term condition
Relaxation	Being free from tension and anxiety in your body and mind. This may include escapism, which means reading about things that take you away from your day-to-day life

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Intellectual outcomes	
Attainment	Achieving a goal that you've worked towards, which could be an educational, workplace or personal goal
Critical thinking	Being able to think clearly and rationally to make reasoned judgements about what to do or what to believe
Focus & concentration	Performing an activity where you are fully involved and absorbed in the flow of the activity and being able to sustain engagement in an activity through to completion
Knowledge	Developing an awareness or understanding of something, including differences and new possibilities
Language & literacy	Being able to read, write, listen and communicate well, or getting better at these skills
Personal outcomes	
Being open-minded	Being willing to hear new ideas, try new things and being tolerant of different lifestyles, beliefs and cultures
Creativity	Turning original or imaginative ideas into something new, or finding different ways to solve a problem
Empathy	Experiencing another person's feelings as if you are seeing life through their eyes
Self-expression	Expressing your feelings, thoughts or ideas, for example, through speaking, writing, art, music or dance
Self-esteem	Having a positive attitude towards yourself, feeling like you are worth something and having confidence in your own abilities
Social outcomes	
Communication skills	Being able to share meaning with other people by talking, listening, writing and exchanging views
Relationships	Making and sustaining connections with other people including children, family, friends and the wider community
Social & cultural participation	Being an active part of a community. This could take the form of volunteering, recreational activities, online activities and generally interacting with other members of the community
Understanding self & others	Being aware of your own characteristics, identity, needs and desires as well as those of others, including people with different perspectives, backgrounds, cultures and ways of life
Wider impacts	
Cultural	Artistic activity and the ideas, customs and social behaviour of a society
Economic	Relating to money and costs, includes employment and spending on services like health care
Societal	Social relations, including social mobility