

ID	Authors (date)	Country	Scale denomination	Subscales	Nr. Items	Nr. Response options	Admin. Length	Sample Size	Age Range	School year
	Gottfried (1990)	USA	Young Children's Academic Intrinsic Motivation Inventory (Y-CAIMI)	Reading, Math, General Difficult Total scale score	39	Likert scale (1= Not True, 2 = A Little True, 3 = Very True)	NR	107	7 - 9	1 st - 4 th
	Wang & Guthrie (2004)	USA	Motivation for Reading Questionnaire (MRQ)	Curiosity Involvement Preference for challenge Recognition Grades Social Competition Compliance	45	1 - 4 (1 = very different from me, 2 = a little different from me, 3 = a little like me, 4 = a lot like me)	NR	384	$M_{age} = 9.8$	4 th
	Torff & Tirotta (2010)	USA	Self-reported Motivation Questionnaire	Range of attitude responses relevant to motivation in mathematics lessons	5	1 - 4 with various descriptors	NR	773	NR	3 rd - 5 th
	Guay et al. (2010)	Canada	Elementary School Motivation Scale (ESMS)	Reading Writing Maths	27	1 - 5 (1=always no, 2 = sometimes no, 3 = I don't know, 4 = sometimes yes, 5 = always yes)	NR	425	6-10	1 st - 3 rd
	Logan & Medford (2011)	UK	Motivation for Reading Questionnaire – MRQ: Revised version - 2 versions (3rd/4th grades and 5th/6th grades)	Intrinsic dimensions: challenge, curiosity and involvement. Extrinsic dimensions: competition, recognition, grades, compliance and social	Vs1: 20 Vs 2: 40	1-4	NR	492	7 - 11	3 rd - 6 th

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	Logan et al. (2011)	UK	Motivation for Reading Questionnaire - MRQ	Challenge Curiosity Involvement	15	1-4 (1 = disagree a lot; 4 = agree a lot)	NR	111	9 - 11	4 th - 6 th
	Barak et al. (2011)	Israel	Based on SMQ - Science Motivation Questionnaire	Self-efficacy Interest and enjoyment Connection to daily life Importance to the student	20	1 - 5	NR	1335	NR	4 th - 5 th
	McGeown et al. (2012)	UK	Motivation for Reading Questionnaire - MRQ	Intrinsic motivation: Curiosity, Involvement, Efficacy Extrinsic motivation: Recognition, Grades	NR	1 - 4 (1 = very different from me, 2 = a little different from me, 3 = a little like me, 4 = a lot like me)	NR	182	8 - 11	4 th
	Freiberger et al. (2012)	Germany	Self-Reports of Intrinsic Motivation	NR	NR	1 - 5 (1 = really a lot; 5 = not at all)	NR	459	$M = 7,95$	2 nd
	De Naeghel et al. (2012)	Belgium	SRQ-Reading Motivation questionnaire	Intrinsic regulation and identified regulation Introjected and external regulation	17	1 - 5 (1 = disagree a lot, 5 = agree a lot)	NR	1260	$M = 10.46$	5 th
	Zhang & Xu (2015)	China	MAAT-IA "Success Motivation Scale I-A Knowledge Learning Scene"	Subscale used in this study: Knowledge learning scene with comprehensive achievement motivation	NR	NR	NR	329	NR	4 th - 6 th

Appendix A

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	Hasan (2015)	Turkey	Writing Motivation Scale	Positive attitude towards writing Possessed objective Loading failure to writing Sharing of writing Effort to writing	NR	1 - 5 (1= does not apply to me at all; 5=very much applies to me)	NR	156	10 - 12	4 th
	Katranci (2015)	Turkey	Book Reading Motivation Scale - SMRB	Love for reading Reasons for reading	14	1-3	NR	1224	9 - 12	4 th - 6 th
	McGeown (2015)	UK	Motivation for Reading Questionnaire Revised Version	Curiosity Involvement Challenge	19	1 - 4 (1 = very different from me; 2 = a little different from me; 3 = a little like me; 4 = a lot like me)	NR	223	M = 9 years 11 months	4 th - 6 th
	Cartwright et al. (2016)	USA	Early Reading Motivation Assessment - ERMA	Reading behavior and motivation, Family involvement in reading, Home literacy environment, Subjective value for, Perceived competence in reading, Perceived difficulty with reading	10	Ranged from 1 to 4 (10); scored from 1 to 5 (8)	NR	68	6 - 9	1 st - 2 nd
	Hu et al. (2016)	China	Learning Motivation Questionnaire	Surface motivation Deep motivation Achieving motivation	16	1-4 (strongly disagree to strongly agree)	NR	158	6 - 8	1 st - 3 rd
	Uyanik (2016)	Turkey	Motivation Scale towards Science Learning	NR	19	1 - 3 (never, sometimes and always)	NR	65	NR	4 th

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	Orosco (2016)	USA	Beliefs, Engagement, and Attitude Math Motivation Scale – BEAMMS	Beliefs toward math Attitude toward math Engagement toward math	10	Dichotomous scale (0,1)	3 min	183	$M = 8,75$	2 nd - 3 rd
	Jones & Sigmon (2016)	USA	MUSIC® Model of Academic Motivation Inventory	Empowerment Usefulness Success Interest Caring	15	1 - 4 (1 = No, 2 = Maybe, 3 = Yes, and 4 = Definitely Yes!)	NR	535	NR	1 st - 5 th
	Garon-Carrier et al. (2016)	Canada	Elementary School Motivation Scale	This study only refers one of the dimensions: Intrinsic motivation	3	1 - 4 (1 = never enjoying; 4 = always enjoying)	NR	1.478	7 - 10	1 st - 4 th
	Bergold & Steinmayr (2016)	Germany	Questionnaire for Achievement Motivation- Munich High Ability Test Battery – Short and Adapted Version	Hope for success Fear of failure	8	1 - 4 (1 = does not apply to me at all, 4 = fully applies to me)	NR	157	6 - 8	1 st
	Kao et al. (2016)	Taiwan	ESMS - Electronic Storybook Motivation Scale: scale adaptation of IMMS – Instructional Materials Motivation Scale	Attention Relevance Confidence Satisfaction	35	1 - 5 (1 = strongly disagree; 5 = strongly agree)	NR	40	NR	4 th

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	Chen & Osman (2016)	Malaysia	Intrinsic motivation questionnaire in Leibham's study [84], adapted from the Youth Children's Academic Intrinsic Motivation Inventory (Y-CAIMI) instrument in the study	Only two categories in the instrument were selected for this study: general construct and science construct	18	1 - 3 (1 = Not True, 2 = Not Sure, 3 = True ^{xy})	NR	73	8	2 nd
	Komarudin (2017)	Indonesia	Motivation Scale	NR	NR	NR	NR	NR	7 - 11	NR
	Seyed et al. (2017)	Iran	Achievement Motivation Questionnaire	NR	29	4 choices (each choice has a score)	NR	66	NR	2 nd - 5 th
	Biçik et al. (2017)	Turkey	Motivation to Read Profile - MRP; Interview Form	Reading Survey (RS): two factors: value of reading and self-concept as a reader; Interview (I): motivational factors related to reading narrative texts; information about informative readings; general factors about motivation to read	RS:20 I: 14 Total: 34	NR	NR	769	NR	2 nd - 4 th

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	Faber et al. (2017)	Netherlands	Questionnaire with 5 items based on two Dutch studies, the COOL 5e18 cohort study (Driessen et al. [51], and the Intrinsic Motivation Inventory	Intrinsic motivation for mathematics	5	1 - 5 (1 = strong disagree, 5 = strong agree)	NR	1808	8 - 9	3 rd
	Stutz et al. (2017)	Germany	Reading Motivation Questionnaire for Elementary Students - RMQ-E	Intrinsic reading motivation: curiosity; involvement. Extrinsic reading motivation: achievement, competition, and recognition	12	1 - 4 (1 = no, 2 = rather no than yes, 3 = rather yes than no, 4 = yes)	NR	1497	6 - 8	1 st - 3 rd
	Gibbon et al. (2017)	USA	Motivation to Read Profile- Revised Survey - MRP-R	Student's self-concept as a reader and the value of reading	20	Each question had a total of six or seven negative responses, whereas other questions ranged from 0-4 negative responses	NR	9	NR	1 st
	Akyol & Aktaş (2018)	Turkey	Motivation to Write Profile Scale	Writing task value Writing self-concept	26	1-4	NR	165	NR	4 th
	Boyacı & Güner (2018)	Turkey	Writing Motivation Scale	Positive attitude toward writing Possesses objective Loading failure to writing Sharing of writing Efforts to writing	22	1 - 5	NR	46	NR	4 th

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	Kuşdemir & Bulut (2018)	Turkey	Text-oriented Reading Motivation Scale	Perception of reading difficulty Reading efficacy Reading-related effort/appreciation	22	1 - 5 (1 = it is not suitable for me at all; 5 = it is very suitable for me)	15 min	119	NR	4 th
	Lazarides et al. (2018)	Finland	Task-Value Scale for Children - TVS-C	Interest value in mathematics	3	1 - 5	NR	237	M=7,25	1 st - 2 nd
	Setiati et al. (2019)	Indonesia	Learning Motivation Questionnaire	Choice of Tasks, Effort, Persistence, Self-Confidence, and Achievement	42	NR	NR	34	NR	2 nd
	Chad-Friedman et al. (2019)	UK	Intrinsic Motivation Questionnaire	Intrinsic motivation	9	Depends on the item	NR	59	NR	3 th
	Xia et al. (2019)	China	Pupil Reading Motivation Scale - PRMS	General motivation	9	1 - 5 (1 = strongly disagree; 5 = strongly agree)	NR	254	M=11,35	4 th - 6 th
	Huang et al. (2020)	Taiwan	Learning Motivation Scale (LMS)	Value Expectations Affect	35	NR	20 min	40	10 - 11	4 th
	Aktaş & Akyol (2020)	Turkey	Motivation to Write Profile Scale	Executive volition Writing task value Writing self-concept	26	1-4	NR	30	NR	4 th
	Ives et al. (2020)	USA	Self-Regulation Questionnaire - SRQ-RM	Autonomous reading motivation Controlled reading motivation	15	1 - 5	NR	195	NR	3 th - 5 th

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	Baas et al. (2020)	Netherlands	Children's Perceived Use of Self-Regulated Learning Inventory - CP-SRLI	Extrinsic regulation Introjected regulation Identified regulation Intrinsic regulation	14	1 – 5 (strongly disagree - strongly agree)	NR	419	9 - 12	4 th - 6 th
	Lai & Chang (2021)	Taiwan	“Instructional Materials Motivation Survey (IMMS)	Attention Relevance Confidence Satisfaction	25	5-point Likert	NR	47	NR	1 st
	Pongračić et al. (2022)	Croatia	Motivated Strategies for Learning Questionnaire (MSLQ)	NR	NR	NR	45 minutes	311	NR	1 st - 3 rd
	Peni et al. (2022)	Indonesia	Motivated Strategies for Learning Questionnaire (MSLQ)	Duration of gadget use was a questionnaire	NR	NR	NR	146	NR	2 nd – 6 th
	Pacheco et al. (2022)	Ecuador	Motivation for learning	1) activation of learning in children through stimulation with dancing in EFL practices 2) dance and movement as a cognition evaluation instrument 3) movement as a thinking process stimulator	7	NR	NR	75	6 - 7	2 nd

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	Leonid & Kanonire (2022)	Russia	"Extrinsic Motivation toward Math (SSEM-M); Traditional Scale of Extrinsic Motivation toward Math (TSEM-M)"	NR	SSEM-M: 8 TSEM-M: 16	1-4 Likert-type scale (1 = much less into math, 4 = much more into math)	NR	1299	8-10	NR
			Children's Motivation for Reading	Self-efficacy, intrinsic motivation (curiosity and involvement) Extrinsic motivation (grades, recognition, and competition)	28	1-4 (1 = very different from me, 2 = a little different from me, 3 = a little like me, and 4 = a lot like me)	NR	104	$M=11$	5 th
	Amukune & Józsa, (2023)	Kenya	Dimension of Mastery Questionnaire 18 (DMQ 18)	Object/Cognitive persistence Gross motor persistence; Social persistence with adults Social persistence with children/peers Mastery pleasure measures positive affect after finishing or working on a task Negative reactions General competence	41	NR	NR	535	6 - 13	1 st
				"interest, perceived competence, pressure, effort, perceived choice(autonomy), and perceived value"	16	1 - 5 (1 = strongly disagree; 5 = strongly agree)	NR	73	NR	3 rd - 4 th
	Cubillos et al. (2023)	Chile	IMI							

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	Wang & Troia (2023)	USA	Situated Writing Activity and Motivation Scale	three writing genres: narrative, informative, and persuasive	15	0 - 6 (0= strongly disagree; 6 = strongly agree)	NR	346	NR	4 th - 5 th
	Vaknin-Nusbaum & Tuckwiller (2023)	Israel	"Me and My Reading Profile (MMRP) questionnaire	Self-concept as a reader The value of reading Literacy out loud	20	1-3 Likert scale ranging from most positive to least positive	20	268	7-8	2 nd
	Akbarabadi et al. (2023)	Iran	Harter Academic Motivation	Extrinsic motivation Intrinsic motivation	33	NR	NR	60	NR	4 th
	Ertl et al. (2023)	Germany	Self-regulation Questionnaire	External Introjected Identified Intrinsic	24	Motivational style: 0 - 6 Attribution style: 0 - 3	NR	392	7 - 8	2 nd
	Zhu et al. (2023)	Hong Kong	Student Questionnaire	Students' ideal Chinese selves, motivation, and engagement	9	1 - 4 (1 = never, 4 = always)	30 minutes	390	$M_{age} = 6.68$	1 st
	Wang & Bai (2023)	Hong Kong	Students' achievement goals adapted from Midgley et al. (2000) and Wang et al. (2019)	mastery goals subscale; performance-approach goals subscale; performance-avoidance goals subscale	13	NR	NR	520	8 -11	4 th