5-Point Scale
Student Engagement Instrument (SEI)[1]
Administration Standardization Procedures[2]

What to Say to Students:

1) "Today we have a questionnaire to learn about your experiences while attending this school. Your responses will be <u>confidential</u>: no one at this school will see your individual answers. To keep them confidential, I will select a student to collect the questionnaires and seal them inside an envelope before sending them to the central office. Reports of the survey results will show only summarized data. Your honest answers will be used to help me and the school serve you and other students better."

2) "Do not begin marking answers until we discuss the directions and I begin to read the questionnaire items aloud."

3) "First, use a pencil to fill in your student number in the boxes in the upper right corner of the form. Then darken the circles corresponding to each digit of your student number."

4) "For most of the questionnaire items you will be choosing how much you agree with the statement by selecting from 'strongly agree,' 'agree,' 'neither agree nor disagree,' 'disagree,' or 'strongly disagree.' The last two items of the questionnaire are different, and require you to fill in two-digit numbers."

5) "For each item mark only one answer by filling in the circle completely with a pencil. If you make a mistake or change your mind, erase your old answer entirely and fill in your new answer."

6) "I'll be reading the items so that I can respond to any questions you might have right away."

7) "If you have any questions about the items I'm reading or if you need a bit more time with an item be sure to let me know." *[Read items as directed in the right column 'Administration Procedures.']*

8) "Thank you for your time and opinions."

Administration Procedures:

- <u>Read questionnaire items aloud</u> with 3- to 5-second pauses between items depending on the reading levels within the class
- Items should be read with brief pauses between the general text and parenthetical sections to aid in understanding, e.g., "extracurricular (after school) activities"
- Plural versions should be used for items with a plural option, e.g., "parent/guardian(s)".
- Choices (i.e., "strongly agree" to "strongly disagree") are described during the introduction. Following the introduction, the questions can be read without the choices.

Note:

- If students ask, they may work ahead on items if the Advisor's pace of reading is too slow for them.

Collection:

- Give the questionnaire collection envelope to a student and ask that student to:
  - collect all of the completed questionnaires,
  - arrange them so they all face the same way,
  - place them in the envelope, and
  - seal the envelope closed.
- Return the sealed envelope as directed by your school's advisement program coordinator.

[1] Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44,* 427-445.
  Betts, J.E., Appleton, J.J., Reschly, A.L., Christenson, S.L., & Huebner, S. (2010). A study of the reliability and construct validity of the Student Engagement Instrument (SEI) across multiple grades. *School Psychology Quarterly, 25(2),* 84-93.

[2] *These procedures are intended to ensure questionnaires are administered similarly across advisement groups. Thank you for your help.*

4-Point Scale
Student Engagement Instrument (SEI)[1]
Administration Standardization Procedures[2]

What to Say to Students:

1) "Today we have a questionnaire to learn about your experiences while attending this school. Your responses will be <u>confidential</u>: no one at this school will see your individual answers. To keep them confidential, I will select a student to collect the questionnaires and seal them inside an envelope before sending them to the central office. Reports of the survey results will show only summarized data. Your honest answers will be used to help me and the school serve you and other students better."

2) "Do not begin marking answers until we discuss the directions and I begin to read the questionnaire items aloud."

3) "First, use a pencil to fill in your student number in the boxes in the upper right corner of the form. Then darken the circles corresponding to each digit of your student number."

4) "For most of the questionnaire items you will be choosing how much you agree with the statement by selecting from 'strongly agree,' 'agree,' 'disagree,' or 'strongly disagree.' The last two items of the questionnaire are different, and require you to fill in two-digit numbers."

5) "For each item mark only one answer by filling in the circle completely with a pencil. If you make a mistake or change your mind, erase your old answer entirely and fill in your new answer."

6) "I'll be reading the items so that I can respond to any questions you might have right away."

7) "If you have any questions about the items I'm reading or if you need a bit more time with an item be sure to let me know." *[Read items as directed in the right column 'Administration Procedures.']*

8) "Thank you for your time and opinions."

Administration Procedures:

- <u>Read questionnaire items aloud</u> with 3- to 5-second pauses between items depending on the reading levels within the class
- Items should be read with brief pauses between the general text and parenthetical sections to aid in understanding, e.g., "extracurricular (after school) activities"
- Plural versions should be used for items with a plural option, e.g., "parent/guardian(s)".
- Choices (i.e., "strongly agree" to "strongly disagree") are described during the introduction. Following the introduction, the questions can be read without the choices.

Note:

- If students ask, they may work ahead on items if the Advisor's pace of reading is too slow for them.

Collection:

- Give the questionnaire collection envelope to a student and ask that student to:
  o collect all of the completed questionnaires,
  o arrange them so they all face the same way,
  o place them in the envelope, and
  o seal the envelope closed.
- Return the sealed envelope as directed by your school's advisement program coordinator.

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[1] Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology, 44,* 427-445.

[2] *These procedures are intended to ensure questionnaires are administered similarly across advisement groups. Thank you for your help.*

Scoring Procedures

Within each clear box, write the number that corresponds with the rating identified by the student.
Use either five or four options depending on the version of the SEI Scale you are using.

5-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5)
4-point scale: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

Item	TSR	PSS	FSL	CRSW	FG	IM*
1	▨	▨		▨	▨	▨
2	▨	▨	▨		▨	▨
3		▨	▨	▨	▨	▨
4	▨		▨	▨	▨	▨
5		▨	▨	▨	▨	▨
6	▨		▨	▨	▨	▨
7	▨		▨	▨	▨	▨
8	▨	▨	▨	▨		▨
9	▨	▨	▨		▨	▨
10		▨	▨	▨	▨	▨
11	▨	▨	▨	▨		▨
12	▨	▨		▨	▨	▨
13		▨	▨	▨	▨	▨
14	▨		▨	▨	▨	▨
15	▨	▨	▨		▨	▨
16		▨	▨	▨	▨	▨
17	▨	▨	▨	▨		▨
18	▨	▨	▨	▨	▨	
19	▨	▨	▨	▨		▨
20	▨	▨		▨	▨	▨
21		▨	▨	▨	▨	▨
22		▨	▨	▨	▨	▨
23	▨		▨	▨	▨	▨
24	▨		▨	▨	▨	▨
25	▨	▨	▨		▨	▨
26	▨	▨	▨		▨	▨
27		▨	▨	▨	▨	▨
28	▨	▨	▨		▨	▨
29	▨	▨		▨	▨	▨
30	▨	▨	▨	▨		▨
31		▨	▨	▨	▨	▨
32	▨	▨	▨	▨	▨	
33	▨	▨	▨		▨	▨
34	▨	▨	▨		▨	▨
35	▨	▨	▨		▨	▨
Total						

Affective (TSR, PSS, FSL) — Cognitive (CRSW, FG, IM*)

*Intrinsic Motivation (IM) is the only domain where the item responses are reversed.

Student responses should be re-coded as follows before entering the value in the clear box:

5-point scale:
Strongly Agree   (5)   = 1
Agree   (4)   = 2
Disagree   (2)   = 4
Strongly Disagree (1)   = 5

4-point scale:
Strongly Agree   (4)   = 1
Agree   (3)   = 2
Disagree   (2)   = 3
Strongly Disagree (1)   = 4

SEI Total =

(Sum all items if at least 15 Affective and 12 Cognitive Items Completed)

Write each column total in the box next to the column title.
Then divide by the **number of items answered**[1] to calculate a column average.

AFFECTIVE (PSYCHOLOGICAL) ENGAGEMENT:

Teacher-Student Relationships (TSR) ☐ / 9 (or 8 or 7 if fewer answered)

Peer Support at School (PSS) ☐ / 6 (or 5 if fewer answered)

Family Support for Learning (FSL) ☐ / 4 (or 3 if fewer answered)

COGNITIVE ENGAGEMENT:

Control and Relevance of School Work (CRSW) ☐ / 9 (or 8 or 7 if fewer answered)

Future Aspirations and Goals (FG) ☐ / 5 (or 4 if fewer answered)

Intrinsic Motivation (IM) ☐ / 2

SEI Total (SEI_Tot) ☐ / 35 (use number answered)

[1] Domain (and SEI) totals should only be calculated if students have answered at least 75% of the items.

UNDERSTANDING ENGAGEMENT SCORES:

- Percentiles by education level (elementary, middle, and high) support practitioners in better understanding a student's engagement score relative to his/her education-level peers. See below a high school student's fall(F) and spring(S) SEI percentiles, across years, with district 75th (green) and 25th (red) percentiles marked by lines.
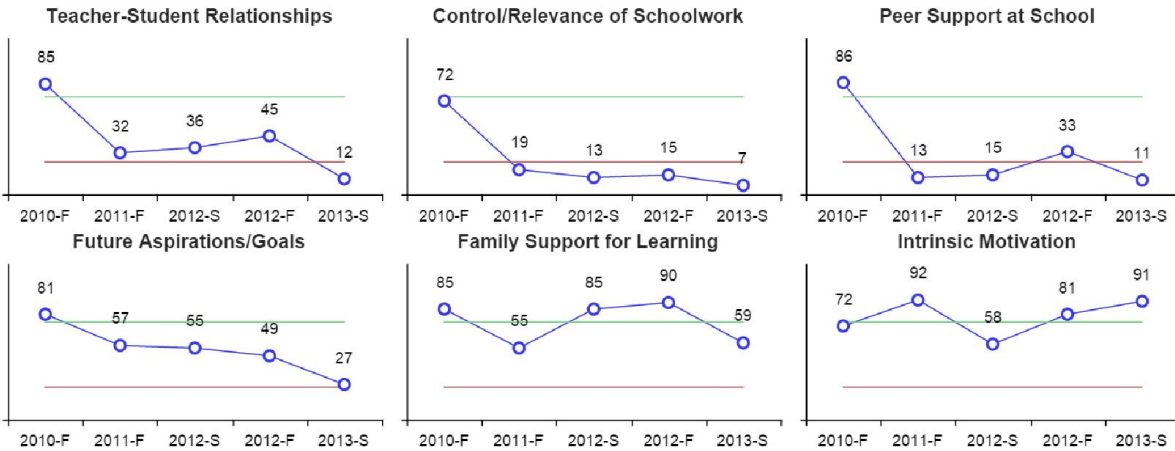
- Students with SEI scores at the 10th percentile or lower in an education level were found to be absent more frequently, have more disciplinary incidents and suspensions, and to have lower standardized achievement test performance (Appleton, 2012). Therefore, it can be useful to monitor students for SEI scores at the 10th percentile or lower and to examine proportions of 10th percentile or lower students in a school over time. See below for examples (Note: since the 10th percentile is established at the education level, in districts with more than one school at the examined education level, it is possible for more or less than 10% of students at a given school to be at the 10th percentile or lower for their SEI Total score).

	SEI Teacher - Student Relationships	SEI Control and Relevance of Schoolwork	SEI Peer Support at School	SEI Future Aspirations and Goals	SEI Family Support for Learning	SEI Intrinsic Motivation	SEI All Items Mean	SEI All Items Category (Relative to GCPS)
Student 1	4.44	3.44	4.50	4.80	4.50	4.00	4.23	Middle 80%
Student 2	3.44	4.33	4.83	4.20	5.00	2.00	4.11	Middle 80%
Student 3	3.50	4.11	2.20	5.00	4.25	4.00	3.82	Middle 80%
Student 4	1.78	4.00	1.00	4.40	4.50	5.00	3.09	Lowest 10%
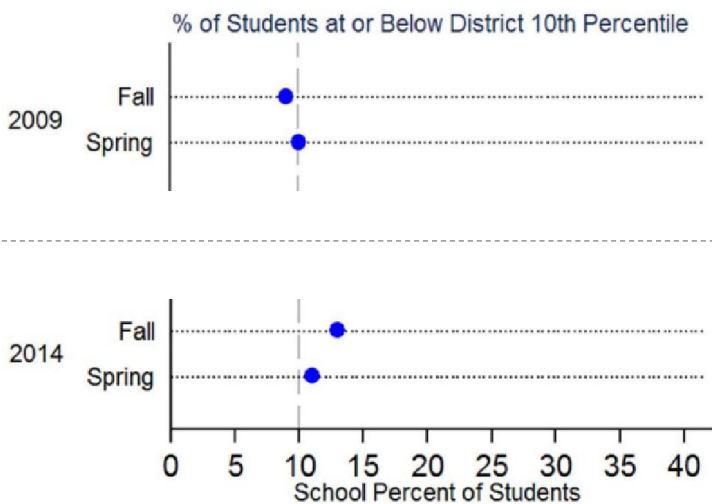
Note: District 10th percentile is determined by level (ES, MS, HS), season (fall or spring), and year.