Student Engagement Instrument- Elementary (SEI-E)[1]
Administration Standardization Procedures
3ʳᵈ-5ᵗʰ Grade

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,' 'in the middle,' '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:
  - 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] Carter, C. P., Reschly, A. L., Lovelace, M. D., Appleton, J. J., & Thompson, D. (2012). Measuring student engagement among elementary students: Pilot of the student engagement instrument--elementary version. *School Psychology Quarterly, 27*(2), 61-73.

Scoring Procedures

Within each clear box, write the number that corresponds with the rating identified by the student.

5-point scale: Strongly Disagree (1), Disagree (2), In the middle (3), Agree (4), Strongly Agree (5)

Item	TSR	PSL	FSL	FGA	IM*	BEH	DISS	Notes
1								*Intrinsic motivation (IM) items #17 and #30 need to be reversed in value.
2								
3								*Student responses for items 17 and 30, should be recoded as follows before entering the value in the clear box:*
4								
5								Strongly agree (5) = 1
6								Agree (4) = 2
7								In the middle (3) = 3
8								Disagree (2) = 4
9								Strongly disagree (1) = 5
10								
11								
12								
13								**Affective Engagement:**
14								**TSR** = teacher student relationship;
15								**PSL** = peer support for learning;
16								**FSL** = Family support for learning;
17								
18								**Cognitive Engagement:**
19								**FGA** = Future aspiration and goals;
20								**IM** = intrinsic motivation
21								
22								**Additional domains:**
23								• **BEH=** Behavioral Engagement
24								• **DISS=** Disaffection
25								
26								
27								
28								
29								
30								
31a								
31b								
31c								
Domain	TSR	PSL	FSL	FGA	IM	BEH	DISS	
Total								

Write each column total in the box next to the column title, then divide by the **number of items answered**[2] to calculate a column average.

AFFECTIVE (PSYCHOLOGICAL) ENGAGEMENT

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

Peer Support for Learning (PSL)   ☐ / 6 (or 5 if fewer answered)

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

COGNITIVE ENGAGEMENT:

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

Intrinsic Motivation (IM)   ☐ / 2 (or1 if fewer answered)

SEI TOTAL

                                            ☐ / 26 (use number answered)

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

UNDERSTANDING ENGAGEMENT SCORES:

- Scores at or below the 10th percentile are most significant indicators of low student engagement. 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, when administering the school-wide.

- For the purpose of progress monitoring, the following general groupings may be used:
  - Low engagement: 1st percentile- 25th percentile
  - Middle/average engagement: 25th percentile- 75th percentile
  - High engagement: 75th percentile- 99th percentile

- SEI scores can also be used to inform teachers' instruction. For example, a student may struggle the most with future aspiration/goals among all the domains of SEI. This information could be helpful for designing targeted interventions.