Overview
The Student Engagement Instrument (SEI) assesses a student's level of engagement at school and with learning. Specifically, the SEI measures "higher-inference” types of student engagement, including cognitive and affective (psychological) engagement. These scales have been validated for use in upper elementary school (SEI-E, for grades 3 to 5) and for secondary school (SEI, for grades 6 to 12).

Focus Area
Academic

Reporter
Student

Purpose
Screening/Initial Evaluation
Progress Monitoring

Versions
SEI-E, Student, 33 items (for grades 3-5)
SEI, Student, 35 items (for grades 6-12)

Subscales
SEI Total
Affective (psychological) engagement
- Teacher-student relationships
- Peer support for learning
- Family support for learning

Cognitive engagement
- Control and relevance of school work*
- Future goals and aspirations
- Intrinsic motivation

Additional domains:
- Behavioral engagement^
- Disaffection^

* Only in SEI  ^ Only in SEI-E

Sample Items
- My teachers/family/guardians are there for me when I need them
- Other students here like me the way I am
- Most of what is important to know you learn in school
- Going to school after high school is important
- I’ll learn, but only if the teacher gives me a reward

Response Options
Strongly disagree
Disagree
Agree
Strongly agree

Estimated Completion Time
Twenty to thirty minutes

Response Options
Includes additional response options

Languages
English

Cost
Free

Access the measures:
SEI  SEI-E

Summary compiled by CSMH (2017) for The SHAPE System (www.theSHAPEsystem.com)
### Scoring

<table>
<thead>
<tr>
<th>Item scores</th>
<th>Secondary School Version</th>
<th>Upper Elementary School Version</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(35-140)</td>
<td>(33-165)</td>
</tr>
<tr>
<td>Strongly disagree (1) to Strongly agree (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree (1) to Strongly agree (5); Usually (0) to Never (4)</td>
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</tbody>
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#### Affective (psychological) engagement subscales

**Teacher-student relationships (TSR)**
- Sum items 3,5,10,13,16,21,22,27,31
- Divide by 9

**Peer support for learning (PSS)**
- Sum items 4,6,7,14,23,24
- Divide by 6

**Family support for learning (FSL)**
- Sum items 1,12,20,29
- Divide by 4

#### Cognitive engagement subscales

**Control and relevance of school work (CRSW)**
- Sum items 2,9,15,25,26,28,33,34,35
- Divide by 9

**Future goals and aspirations (FGA)**
- Sum items 8,11,17,19,30
- Divide by 5

**Intrinsic motivation (IM)**
- Reverse code* and sum items 18,32
- Divide by 2
- Intrinsic motivation (IM) is the only domain where the item responses are reversed. Once reversed, the scale measures extrinsic motivation. The extrinsic factor is sometimes dropped from research because it is comprised of only 2 items. School-based data utilization tends to leave this factor in the scale.

*Reverse coding guidelines:
- (4=1, 3=2, 2=3, 1=4)
- (5=1, 4=2, 3=3, 2=4, 1=5)

#### Behavioral engagement (BEH)
- N/A

#### Disaffection (DISS)
- N/A

#### SEI Total
- Sum all items
- Divide by 35
- Sum all items (not including BEH or DISS subscale items)
- Divide by 26

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*Summary compiled by CSMH (2017) for The SHAPE System ([www.theSHAPEsystem.com](http://www.theSHAPEsystem.com))*

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| Interpretation | Students with SEI scores at the 10th percentile or lower per educational 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. Item-scale mapping is described in Appleton et al (2006).

For the purpose of progress monitoring, the following general groupings may be used: low engagement (1st-25th percentile); middle/average engagement (26th-75th percentile); high engagement (76th-99th percentile). |
<table>
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<tr>
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<tbody>
<tr>
<td>Handling blank items</td>
<td>Domain (and SEI) totals should only be calculated if students have answered at least 75% of the items. When fewer than 100% but greater than 75% of items are completed, divide scales by the appropriate number of items completed. SEI Total should only be calculated with a minimum of 15 affective and 12 cognitive items completed.</td>
</tr>
</tbody>
</table>

Register to use the SEI & additional research and information available from the developer

**Scoring guidelines on the SEI (secondary school)**

**Scoring guidelines on the SEI-E (elementary school)**