

# Student Engagement Scale

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Please use the scale to indicate how you feel about the following statements.

This formative assessment rating scale is intended to be completed by teachers. Formative assessment is simply a planned process wherein teachers use self-assessment-elicited information about their own classroom practices to decide whether to make changes in what they're currently doing. It should *not* be used by others to evaluate teacher performance. There is no intended scoring system; however, it is designed for teachers to "take a look at themselves" regarding the ways in which they can adapt their teaching style to promote more engagement in their classrooms. Think about using the instrument in much the same way that we think about looking into a mirror when shaving or putting on makeup!

	Always	Often	Sometimes	Rarely	Never
1. Learning many facts and definitions is the student's main job within the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A central activity in the classroom is to make judgments of good/bad, right/wrong and be able to explain why these judgments were made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the classroom, students actively put their ideas to use in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Most class time is spent doing things other than listening to the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The class actively participates in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students are expected to investigate beyond the information that is presented in a class lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Great importance is placed on logical reasoning and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student's job in the classroom is to know the one best/right answer to each problem or question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The ability to restate one's ideas in one's own words is of great importance in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Great emphasis is placed on memorization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Students are urged to build upon what they have learned in order to produce something original.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Always	Often	Sometimes	Rarely	Never
12. Using logic and reasoning processes to think through complicated problems and prove an answer is an important activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students often practice and/or discuss real life situations in relation to what they are learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students are encouraged to independently think/begin/explore new activities that highlight their interests and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. There is little opportunity for student participation in discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Many points of view, as well as diversified opinions and solutions to problems are accepted in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. This class provides ample opportunities for students to hear each other's thoughts and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Students are excited and involved with class activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The student has the opportunity to make judgments, form personal opinions as well as listen to the opinions and values of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Great importance is placed on explaining and summarizing what is presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Great concern is placed on grades in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. In this class, inventing, designing, composing, and creating are major activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Students do not enjoy the ideas studied in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. There is very little enthusiasm, laughing, or liveliness in this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average, the teacher talks how much of the time?

- 90%  
 75%  
 60%  
 40%  
 25%  
 10%