

Appendix 2.

Instruments used to assess student engagement and its authors

Name of the instrument	Authors
Engagement and Disaffection Scale	Skinner, E., Kindermann, T., & Furrer, C. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. <i>Educational and Psychological Measurement</i> , 69(3), 493–525. https://doi.org/10.1177/0013164408323233
Utrecht School Engagement Scale	Schaufeli, W., Salanova, M., Gonzales-Roma, V., & Bakker, A. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. <i>Journal of Happiness Studies</i> , 3(1), 71-92.
Student Engagement Scale	Dogan, U. (2014). Validity and reliability of student engagement scale. <i>Bartın University Journal of Faculty of Education</i> , 3(1), 309-403. https://doi.org/10.14686/BUEFAD.201428190
Student Engagement Instrument	Appleton, J., Christenson, S., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. <i>Journal of School Psychology</i> , 44(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002
Agentic Engagement Scale (AES)	Reeve, J., & Tseng, C. (2011). Agency as a fourth aspect of students' engagement during learning activities. <i>Contemporary Educational Psychology</i> , 36(4), 257–267. https://doi.org/10.1016/j.cedpsych.2011.05.002
School Engagement Measure	Fredricks, J., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In K. A. Moore & L. H. Lippman (Eds.), <i>What do children need to flourish? Conceptualizing and measuring indicators of positive development</i> (pp. 305–321). Boston, MA: Springer.
Multidimensional School Engagement Scale	Awang-Hashim, R., & Sani, A. (2008). A confirmatory factor analysis of a newly integrated multidimensional school engagement scale. <i>Malaysian Journal of Learning and Instruction</i> , 5(1), 21-40.
MDS3 Student Survey	Johns Hopkins Center for the Prevention of Youth Violence, Johns Hopkins Bloomberg School of Public Health, 624 North Broadway, Baltimore, MD 21295
Survey of student engagement in classroom learning	Cavanagh, R. (2015). A unified model of student engagement in classroom learning and classroom learning environment: one measure and one underlying construct. <i>Learning Environments Research</i> , 18(3), 349-361. https://doi.org/10.1007/s10984-015-9188-z
School Engagement Scale	Arastaman, G. (2006). Ankara ili lise birinci sınıf öğrencilerinin okula bağlılık durumlarına ilişkin öğrenci, öğretmen ve yöneticilerin görüşleri. Unpublished master thesis, Ankara University, Ankara, Turkey.
Commitment to School Scale (CSS)	Thornberry, T., Lizotte, A., Krohn, M., Farnworth, M., & Jang, S. (1991). Testing interactional theory: An examination of reciprocal causal relationships among family, school, and delinquency. <i>Journal of Criminal Law and Criminology</i> , 28(1)3-35. https://doi.org/10.2307/1143788
Educational Longitudinal Survey of 2002 (ELS: 2002).	Not specified

Name of the instrument	Authors
4-H Study of Positive Youth Development	Not specified
Motivation and Engagement Scale (MES)	Martin, A., & Hau, K-T. (2010). Achievement motivation amongst Chinese and Australian school students: Assessing differences of kind and differences of degree. <i>International Journal of Testing</i> , 10(3), 274-294. https://doi.org/10.1080/15305058.2010.482220
Short Motivation and Engagement Scale (MES)	Martin, A.J. (2014). <i>The Motivation and Engagement Scale</i> (14th Edition). Sydney, Australia: Lifelong Achievement Group (www.lifelongachievement.com).
Motivation and Engagement Scale – High School (MES-HS)	Martin, A., & Hau, K-T. (2010). Achievement motivation amongst Chinese and Australian school students: Assessing differences of kind and differences of degree. <i>International Journal of Testing</i> , 10(3), 274-294. https://doi.org/10.1080/15305058.2010.482220
School Involvement Scale (SIS)	Jordan, W., & Nettles, S. (2000). How students invest their time outside of school: Effects on school-related outcomes. <i>Social Psychology of Education</i> , 3(4), 217-243. https://doi.org/10.1023/A:1009655611694
Research Assessment Package for Schools	Wellborn, J., & Connell, J. (1987). <i>Manual for the Rochester Assessment Package for Schools</i> . Rochester, NY: University of Rochester.
Scale of Behavioral Engagement and Disaffection	Wellborn, J. (1991). Engaged vs. disaffected action: Conceptualization and measurement of motivation in the academic domain. Unpublished Doctoral Dissertation, Graduate School of Human Development and Education, University of Rochester, Rochester, NY.
Student Class Engagement Scale (SCES)	Nayir, F. (2015). The Relationship between Students’ Engagement Level and Their Attitudes Toward School, <i>Anthropologist</i> , 20(1-2), 50-61. https://doi.org/10.1080/0972073.2015.11891723
High School Longitudinal Study, 2009 (HSL:09)	Ingels, S., Herget, D., Pratt, D., Dever, J., Copello, E., & Leinwand, S. (2010). <i>High School Longitudinal Study of 2009 (HSL: 09) Base-Year Field Test Report</i> . Working Paper Series. NCES 2011-01. National Center for Education Statistics.
Student Engagement	Shernoff, D. J. (2013). Measuring student engagement in high school classrooms and what we have learned. In <i>Optimal learning environments to promote student engagement</i> (pp. 77-96). Springer, New York, NY.
CLASS-S	Pianta, R., Hamre, B., & Allen, J. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In <i>Handbook of research on student engagement</i> (pp. 365-386). Springer, Boston, MA. https://doi.org/10.1007/978-1-4614-2018-7_17
WIHIC Students-Teachers	Fraser, B. (1998). Classroom environment instruments: Development, validity, and applications. <i>Learning Environments Research</i> , 1(1), 7–33. https://doi.org/10.1023/A:1009932514731 .
Student Assessment of Teachers Scale	Klem, A., & Connell, J. (2004). Relationships matter: Linking teacher support to student engagement and achievement. <i>Journal of school health</i> , 74(7), 262-273.
Cooperative Learning Observational Code for Kids (CLOCK)	Volpe, R. J., & DiPerna, J. C. (2010). <i>Cooperative learning observation code for kids</i> . Unpublished observation code.

Name of the instrument	Authors
Behavioral-Emotional-Cognitive School Engagement Scale (BEC-SES)	Li, Y. (2010). <i>School engagement in adolescence: Theoretical structure, measurement equivalence, and developmental trajectories</i> . (Unpublished doctoral dissertation). Tufts University, Medford, MA.
City Safety Survey	Plank, S., Bradshaw, C., & Young, H. (2009). An application of “broken-windows” and related theories to the study of disorder, fear, and collective efficacy in schools. <i>American Journal of Education</i> , 115(2), 227–247. https://doi.org/10.1086/595669
California Healthy Kids Survey	Hanson, T. L., & Kim, J. O. (2007). Measuring resilience and youth development: the psychometric properties of the Healthy Kids Survey.
School Development School Climate Survey	Haynes, N. M., Emmons, C. L., Ben-Avie, M., & Comer, J. P. (2001). The school development program student, staff, and parent school climate surveys. <i>New Haven, CT: Yale Child Study Center</i> .
Commitment to School Scale	Lau, S., & Roeser, R. (2002). Cognitive abilities and motivational processes in high school students’ situational engagement and achievement in science. <i>Educational Assessment</i> , 8(2), 139-162. https://doi.org/10.1207/S15326977EA0802_04
Student Engagement in Schools Questionnaire	Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The student engagement in schools questionnaire (SESQ) and the teacher engagement report form-new (TERF-N): Examining the preliminary evidence. <i>Contemporary School Psychology: Formerly The California School Psychologist</i> , 15(1), 67-79. https://doi.org/10.1007/BF03340964
Social Initiatives Scale	Barber, B. K., & Erickson, L. D. (2001). Adolescent social initiative: Antecedents in the ecology of social connections. <i>Journal of Adolescent Research</i> , 16(4), 326-354.
Achievement Goal Questionnaire	Finney, S., Pieper, S., & Barron, K. (2004). Examining the psychometric properties of the achievement goal questionnaire in a general academic context. <i>Educational and Psychological Measurement</i> , 64(2), 365-382. https://doi.org/10.1177/0743558401164003