



## Mapping Civic Measurement:

*How are we assessing readiness and opportunities for an engaged citizenry?*



INSTITUTE FOR  
**CITIZENS &  
SCHOLARS**

**A REPORT FROM**

**The Institute for Citizens & Scholars**  
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*Since the report's initial release in February 2023, Citizens & Scholars has received considerable helpful feedback from researchers and practitioners. This edition corrects typos & formatting inconsistencies noted by readers. The content remains otherwise unchanged.*

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The Institute for Citizens & Scholars ([citizensandscholars.org](https://citizensandscholars.org)) cultivates talent, ideas, and networks that develop effective, lifelong citizens. Throughout our 75-year history, we've played a significant role in shaping educational talent in the K–12 and higher education spaces. Now, with an expanded mission, Citizens & Scholars unites the left, right, and center to develop breakthrough solutions that create stronger citizens in our country. We bring these solutions to life by forming strategic partnerships with an intentionally diverse group of young people, scholars and education leaders, and civic and business leaders—including the 27,000 world-leading Fellows in our network. Together, we're on a mission to ensure that Americans everywhere are well-informed, productively engaged for the common good, and hopeful about democracy.

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# FOREWORD

Questions surrounding the strength of our democracy dominate today's headlines. Americans across every spectrum—ideological, political, racial, geographical, generational, cultural, you name it—express concern about our country's trajectory. Unlike previous periods where economics, foreign policy, or education might have been the focus of common attention, today the future of our nation's very fabric is the primary focus of debate. Though we must allow for diverse perspectives and rigorous debate, we also know that a “house divided against itself cannot stand.”

The Institute for Citizens & Scholars brings together diverse people, across traditional divides, to build a constitutional democracy that works for all. In 2019, we released the whitepaper *From Civic Education to a Civic Learning Ecosystem: A Landscape Analysis and Case for Collaboration*, which noted a surprising consensus among practitioners in the civic education space that the current approach to developing effective citizens needed to be updated for the 21st century. At the time, our analysis revealed a broad concern that the current patchwork system of high school classes, after-school programs, and online platforms was failing to produce young people who are well-informed, productively engaged, and hopeful about our democracy.

The report concluded that the field must think beyond the walls of a classroom and imagine a lifetime of civic learning and practice. Classroom learning is the backbone of this education, but a comprehensive system of civic learning cannot be limited to school. We must consider how people show up in their communities, how they build trust in each other, and how they feel about the future of the country. To cultivate young people as effective citizens, it was necessary to move from school-focused civic knowledge to also include a broader set of civic skills, dispositions, and capacities.

The report's findings hold true today, including the idea that an organization-by-organization approach will be insufficient to create impact large enough and long-lasting enough to repair the fabric of our nation. This work needs to be connected with a large and effective network of advocates, researchers, funders, practitioners, policymakers, and innovators to ensure that citizen development is prioritized. In short, we need a field of civic learning.

Since the release of the report, it has also become clear that more people are working on improving civic readiness and opportunities than the original whitepaper accounted for. There are important contributions being made by academics, young people, scholars, citizen leaders, practitioners, funders and many others. The civic learning ecosystem is bigger than any one of us might think.

The team at the Institute for Citizens & Scholars and I see a tremendous opportunity to collaborate across many traditional lines of division, build efficiencies, and galvanize resources to answer a question we all seem to have on our minds: how do we know if we are making progress as a democracy?

To begin answering this question, our team—working alongside many others—started by understanding who is already measuring components of this big question. What we have learned is that many more people are dedicated to civic measurement than might be apparent, many of them in adjacent spaces and using different terminology about the same skills and dispositions. Yet, at their core, they do also have *some* shared

understanding of what makes for effective citizenry. And that, ultimately, is the major and encouraging finding of this report.

It turns out that measurement may be the unifying force that helps us chart many paths forward towards a shared goal: a vibrant constitutional democracy in which we are all proud to participate.

I encourage you to explore the core, common ground the report has helped uncover and the plans to build on the findings in this report. I hope you will find the resources contained here to be useful for your own civic goals.



**Rajiv Vinnakota**  
President, Institute for Citizens & Scholars

# EXECUTIVE SUMMARY

Questions about the strength and efficacy of our constitutional democracy are currently front and center for many Americans. These questions—and concerns—are drawing the attention of practitioners, researchers, philanthropists, and public officials.

As a result, we have a plethora of people working to strengthen our nation's fabric through multi-dimensional efforts aimed at ensuring today's, and tomorrow's, citizens are well-informed about critical issues and topics, productively engaged to advance our shared goals, and hopeful about the future of American democracy. These people include traditional civic professionals, such as social studies teachers, policy scholars, researchers, practitioners, young civic leaders, funders, journalists, and elected officials. It also includes community organizations, business associations, civil society groups, and other kinds of voluntary activity. These efforts motivate and enable people to become involved to solve problems at the local, state, or national levels. It is a very large civic ecosystem.

Given the complexity of the problem, how do we know we are making progress? Are these efforts helping, hurting, or neither? What kinds of activities are having a positive impact, and do we even agree on what it means to be having a positive impact?

Civic Measurement is the means by which we will be able to answer these questions. Many researchers and practitioners are actively engaged in this activity; how can we understand what answers these cumulative efforts are providing, and how can we translate the quantitative and qualitative data being generated into action?

Our goal with this project was to perform a comprehensive—but not exhaustive—landscape review of existing resources (research projects, assessments, frameworks) to identify what tools exist today to help answer the big question: how do we know our efforts to improve our constitutional democracy are working?

The results of our project are captured in this report. We have examined the measurement work being done by those who think of themselves as part of the field of “civic learning” (which develops the civic knowledge, skills and dispositions of young people) as well as that of researchers and practitioners in ostensibly related fields: character formation, social-emotional learning, public participation, workforce development, and others. In many cases, similar questions are being studied but being presented in different language and based on different assumptions.

After capturing the full landscape of relevant measurement efforts, our primary purpose became to drill down to identify the common elements in order to map with some specificity these attempts to measure our civic ecosystem.

To accomplish this, we took two steps: (1) we looked for every possible tool in the literature from the relevant fields, and (2) we engaged practitioners, researchers, funders, and other stakeholders to not only help us complete the list but to then dig into the material with us until we uncovered a common framework to help us sort the various tools.



The key findings that have emerged are as follows:

1. Civic readiness is being measured much more than civic opportunities.
2. Notable gaps exist among people doing the measurement work as well as the kinds of tools available.
3. Voting dominates civic measurement.
4. There are varying definitions for what good citizenship means, all of which need examining as our world is changing.

Ultimately, we have found that differing measurement approaches need to be coordinated to understand our overall progress. In place of continuing with disparate efforts or defining a singular prescriptive path forward, we have mapped the landscape so that users can use their “compass” to chart their own path forward. The mapping presented below was initially intended to help identify where measurement tools exist, where they are lacking, where we might need to prioritize tool creation, and how limited resources could best be deployed to accomplish these goals. As we share these new maps with a wide range of people, we are learning that they may have utility beyond measurement. In one case, they are being used to help design an out-of-school program to help young people solve problems in their communities. They have been useful for a funder seeking to focus investment into a particular aspect of citizen development. Ultimately, we hope the mapping we have done will provide a new common language across the many important contributors involved in strengthening our democracy.

Two final notes for our readers:

(1) While our focus is on American citizenship and the health of American democracy, we are thinking beyond formal citizenship status and highlighting that “citizenship” itself requires definition; and

(2) We have avoided contentious politics in our approach. For example, we recognize that some people view civic measurement through an “equity” lens, and others through an “equality of opportunity” lens. Our work in a sense is “pre-debate” and, if we have succeeded in our task, our mapping applies across differing ideological orientations.

As we present these findings and our recommended next steps, we are grateful for the interest, feedback, debate, enthusiasm, pessimism, and optimism our contributors shared with us.

# KEY TERMS & DEFINITIONS

## **Civic Learning**

The development of the civic knowledge, skills, and dispositions of people, resulting in citizens who are civically well-informed, productively engaged, and hopeful about democracy. Civic learning is a broader conception of civic education that recognizes the long-term, multidimensional approach to cultivating effective citizens inside and outside the classroom, at the workplace, within the community, and online.

**Civic Measurement** is the attempt to answer these two questions:

- 1) How ready people are to contribute effectively to civic life?
- 2) How well does our civic infrastructure support, enable, and inspire those contributions?

Both of these questions contribute to the overarching goal of understanding if we are making ongoing progress as a healthy democracy.

## **Civic Readiness**

An individual's preparation to be an effective citizen through four overarching civic dimensions: what individuals *understand*, what or how they *participate*, how they *connect* with organizations and others, and what they *believe* that influences their engagement as citizens.

## **Civic Opportunities**

Systems, platforms, programs, laws, and processes for individuals and groups to practice and build the civic dimensions of *understand*, *participate*, *connect*, and *believe*.



# CREATING THE MAPS

To survey the terrain of civic measurement, we interviewed 72 people who are conducting or curating research and data on civic readiness or civic opportunities—including some who don't necessarily describe their work as “civic.” The interviewees are listed in the acknowledgments. We also collected as many measurement tools, rubrics, and studies as we could find, including both qualitative and quantitative research, and including numerous articles that compile and summarize these tools.

Our current list includes 70 resources of varying types, from which we have identified 160 tools. (For our purposes, a tool is a discreet method for capturing and reporting qualitative or quantitative data.)

Based on these interviews and resource collection, we developed a framework for organizing the ways that people in many different sectors—education, business, philanthropy, community institutions, media, government, and civil society—are defining and measuring different aspects of civic readiness and civic opportunities. This framework is presented as the Civic Measurement Maps.

These maps are *not* meant to suggest a prescription for what we think citizens should know and be able to do, or to place diverse practitioners in representative silos, or to present a diagnosis or critique for any organization or sector. Rather, the maps are an attempt to illustrate the depth and breadth of the field and allow us to plot the measurement tools people are using.

# CIVIC READINESS MAP

The Civic Readiness Map shows efforts to measure the civic knowledge, skills, and dispositions of individuals. Most of the tools we collected are being used to assess middle school, high school, and college students. A few of the measures gauge what Americans of all ages think and feel about democracy and civic life.



## Here's a key to reading the Civic Readiness Map:

The innermost ring of the map is made up of the four overarching **dimensions** that people are trying to measure: what individuals *understand* or know, how they *participate* in American democracy, how they *connect* with others, and what they *believe* that influences their engagement.



The middle ring of the map lists the main **elements** of those **dimensions**. For example:

- *Government and political systems* is an **element** of *understand* that includes several different areas of knowledge.
- *Public decision making* is an **element** of *participate* that contains a number of skills that can be assessed.
- *Civic identity* is an **element** of *connect* that is concerned with how people feel about being part of groups and communities.
- *Trust and hope* is an **element** that encompasses measures of what individuals *believe* about institutions and democracy.



The outer-most ring of the map provides specific **coordinates**. For example:

- Within *government and political systems*, some of the measures we found are assessing knowledge of *current events*.
- Within *public decision-making*, there are many measures of *voting*.
- Feelings of *belonging* are measured within the category of *civic identity*.
- *Hope for democracy* measures are part of *trust and hope*.





# CIVIC OPPORTUNITIES MAP

While most civic measurement tools focus on the individual, there are also efforts to measure civic infrastructure: all the systems, platforms, programs, laws, and processes that help people to solve problems, make decisions, and build community.

The Civic Opportunities Map portrays the ways that institutions and organizations allow citizens to build and use their civic skills and knowledge.





## Here's a key to reading the Civic Opportunities Map:

The innermost ring of the map repeats the four overarching **dimensions** of civic readiness: what individuals *understand*, how they *participate* in American democracy, how they *connect* with others, and what they *believe* that influences their engagement. It also follows the same breakdown of **elements** in each of those **dimensions**.

But the outermost ring of the Civic Opportunities Map lists **building blocks** that can support those **elements**. For example:

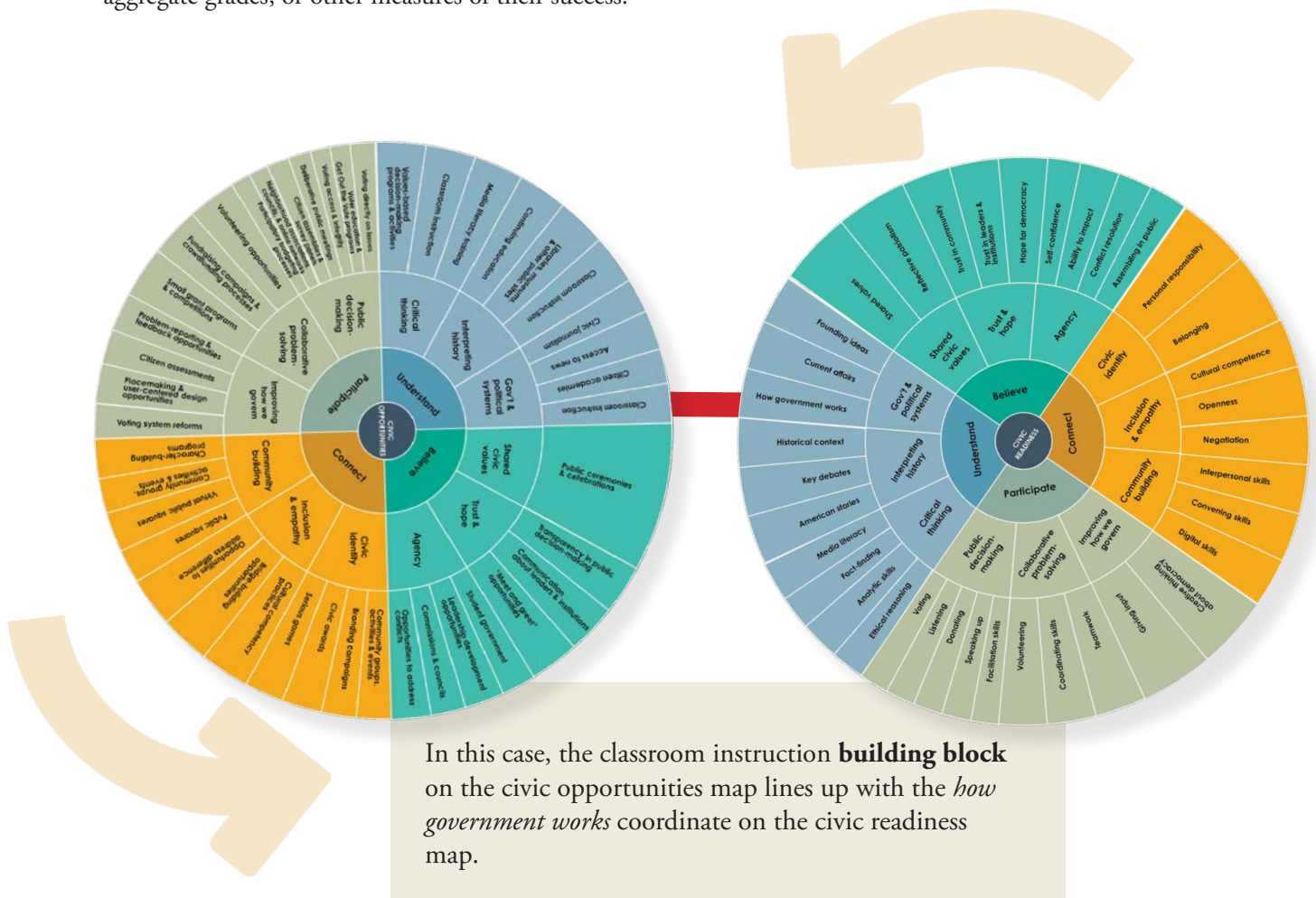
- *Classroom instruction* is a **building block** for increasing knowledge of *government and political systems*.
- *Deliberative public meetings* can give citizens a meaningful role in *public decision making*.
- *Community groups, activities, and events* influence an individual's *civic identity*.
- *Communication about leaders and institutions* is measured to correlate to an individual's *trust and hope* in democracy.



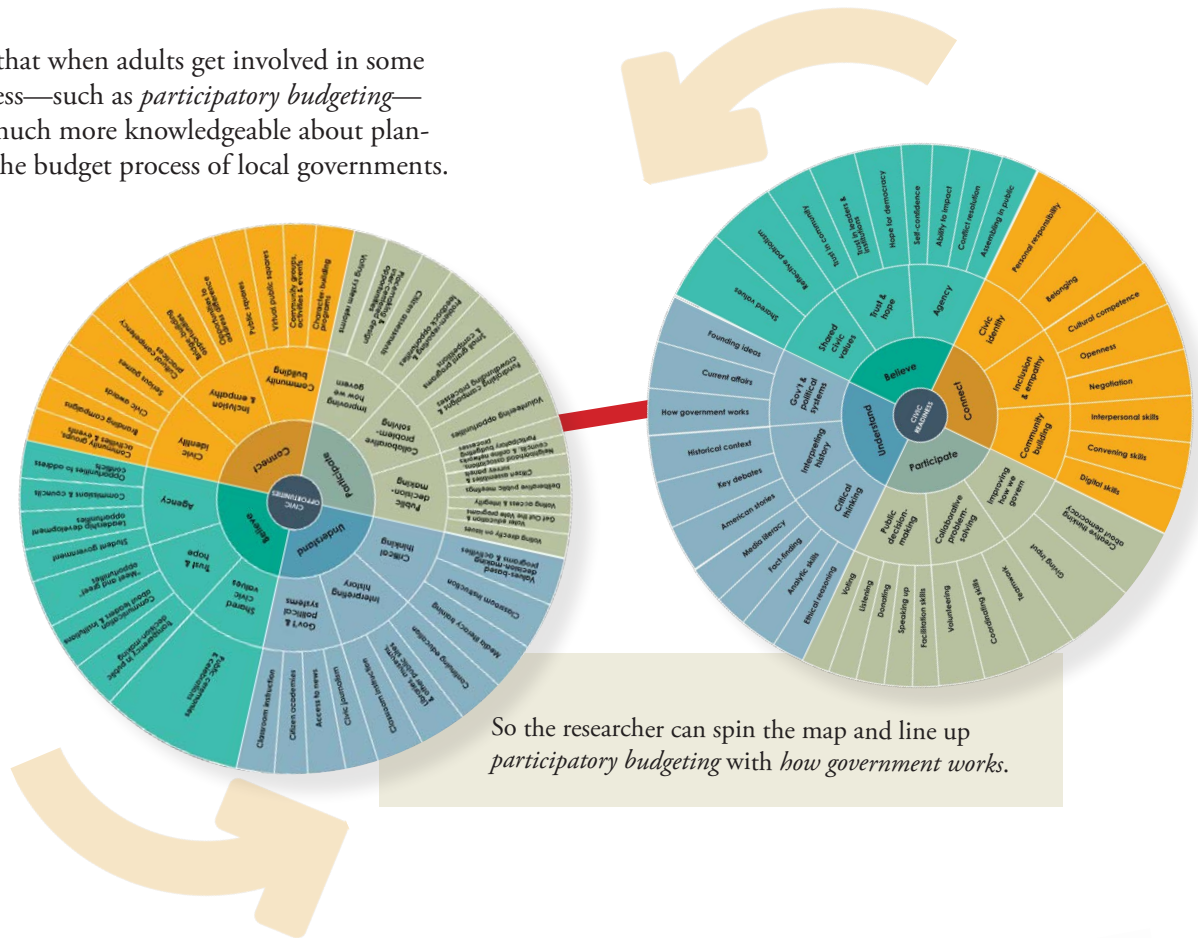
# HOW THE MAPS INTERACT

The maps are designed to “spin” in order to help people visualize and work on these relationships.

For example, a researcher interested citizens’ knowledge of *how government works* might start with the civics-related courses available to high school students. The researcher could examine evaluations of those courses, or the students’ aggregate grades, or other measures of their success.

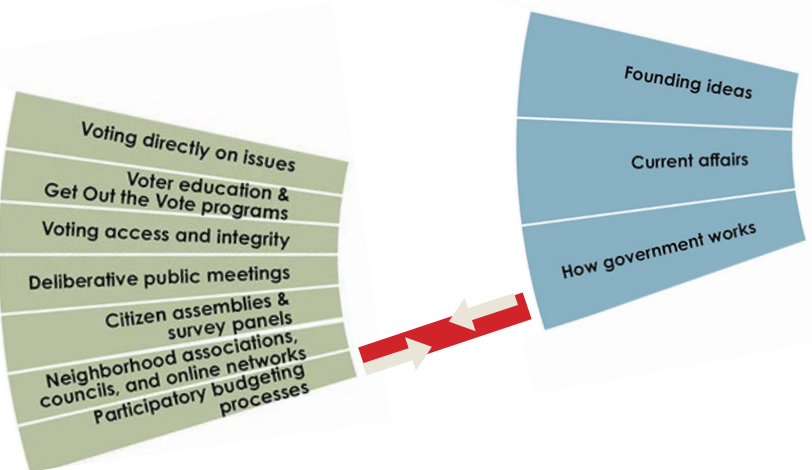


But it may also be that when adults get involved in some sort of public process—such as *participatory budgeting*—that they become much more knowledgeable about planning, zoning, and the budget process of local governments.



So the researcher can spin the map and line up *participatory budgeting* with *how government works*.

This relationship can go both ways. Communities with excellent classroom instruction may produce graduates who have deep understanding of *how government works*; they are therefore more confident about getting involved in their *participatory budgeting process* and it is more effective overall.





# KEY FINDINGS

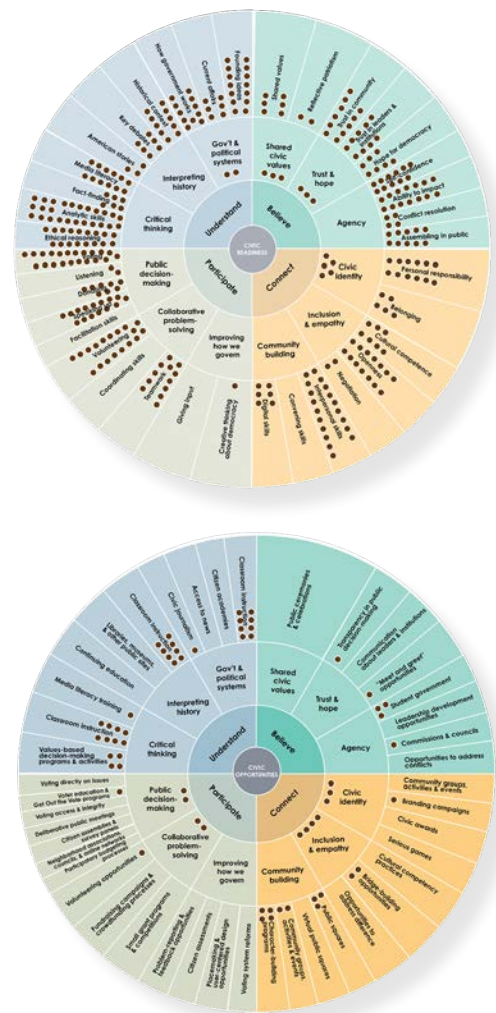
KEY FINDING

1

## Civic Readiness Is Being Measured Much More Than Civic Opportunities

The civic readiness of individuals—such as *analytic skills* or understanding *how government works*—is measured far more frequently than civic opportunities—such as *bridge-building activities* or *media literacy training*. Of the measurement tools and reports identified through this research, there were 339 instances of measuring the civic readiness of individuals and only 61 measuring civic opportunities. These instances are shown as plot points on the corresponding maps.

In most cases, measurement efforts are focused on individual civic readiness *or* civic opportunities, but rarely both. For example, tools that measure an individual's ability to deal with misinformation (*fact-finding*) do not correspond to assessments of the quality of local journalism (*access to news*). It is difficult, therefore, to understand how civic opportunities affect civic readiness, and vice versa. Several researchers pointed out the need for both short- and long-term longitudinal studies to explore these relationships.



For larger view of the maps and table of tools represented, please see appendix.

## KEY FINDING 2

### Notable Gaps Exist Among People Doing the Measurement Work as well as the Kinds of Tools Available

A diverse set of individuals and organizations across education, business, philanthropy, community institutions, media, government, and civil society are actively playing a role in measuring civic readiness and civic opportunities.

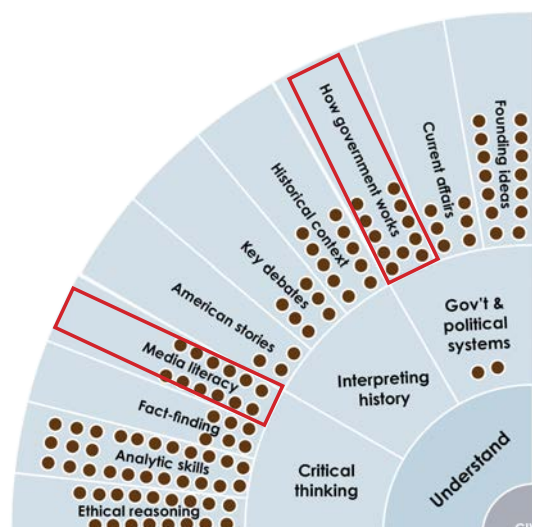
However, some of these people are unaware of each other—researchers working on the same **element**, **coordinate**, or **building block** may cite one another and work together, but people working in different parts of the map largely do not. This leads to civic measurement islands and civic measurement deserts.

There are gaps in assessment, varying vocabulary, and missed opportunities for collaboration—especially across disciplines or sectors that hinder a true read on civic readiness. While we found some differences that seemed rooted in ideological divides, these were not as common as might be expected in today’s partisan political environment.

#### Civic Measurement Islands

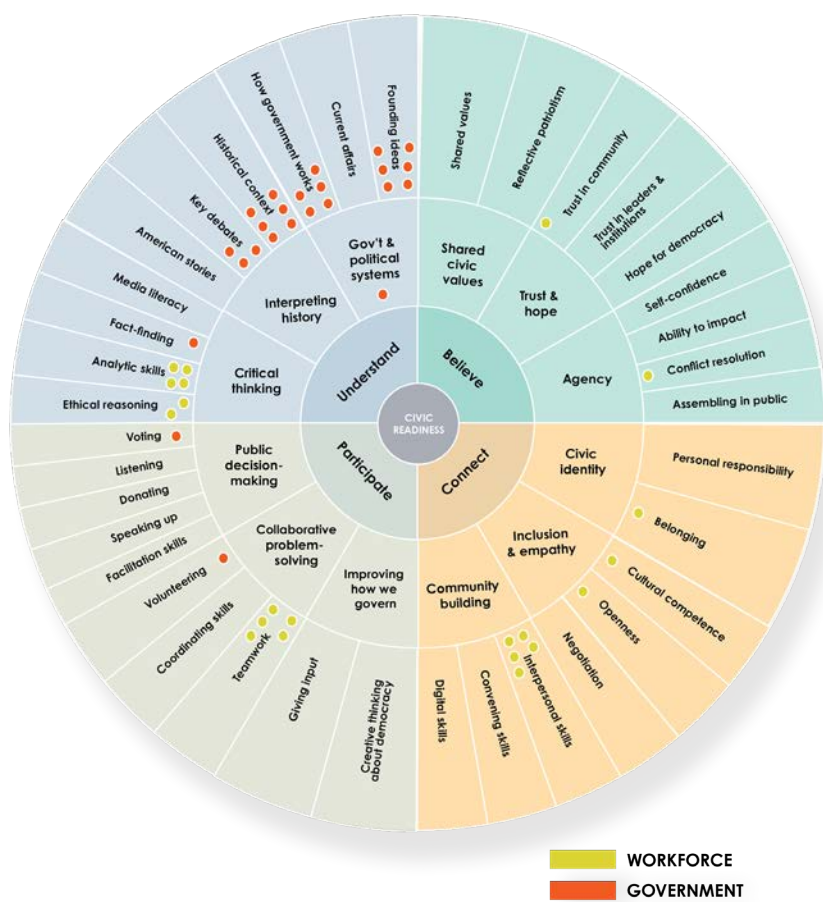
Civic measurement islands are found in common civic **elements**. For example, there is an island of researchers assessing the effectiveness of classroom instruction in understanding America’s founding ideas. The practitioners on this island may be connected, but they may be working independently from the island of media literacy researchers and their work on the role of social media in knowledge of the founding ideas.

Furthermore, our analysis found that measurement tools in one civic **dimension**, like *connect*, rarely consider correlations in another **dimension**, like *participate*. For example, researchers assessing participation in *public decision-making* processes are not using tools to explore the strength of *civic identity* in that place.





Those doing measurement work focus on the **coordinates** that are relevant to their work. For example, those interested in workforce development have developed tools clustered around **coordinates** related to skills, whereas those interested in ensuring Americans have a basic grasp of *how their government works* have tools clustered around the coordinates relevant for the *understand* quadrant of the map.

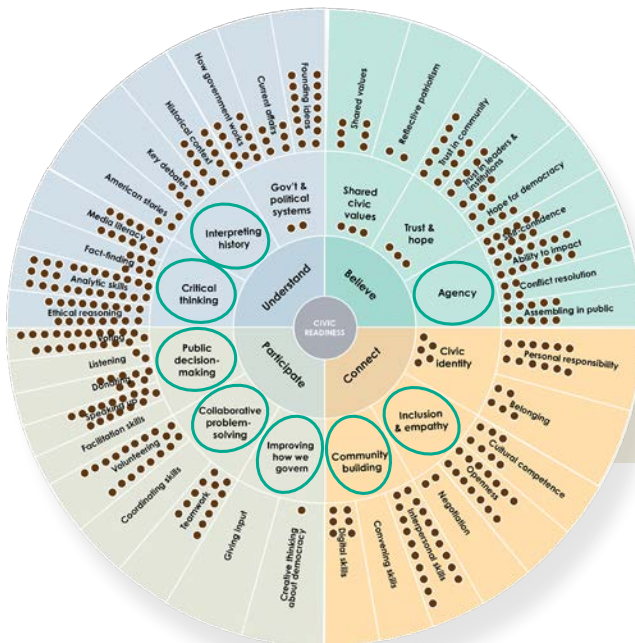
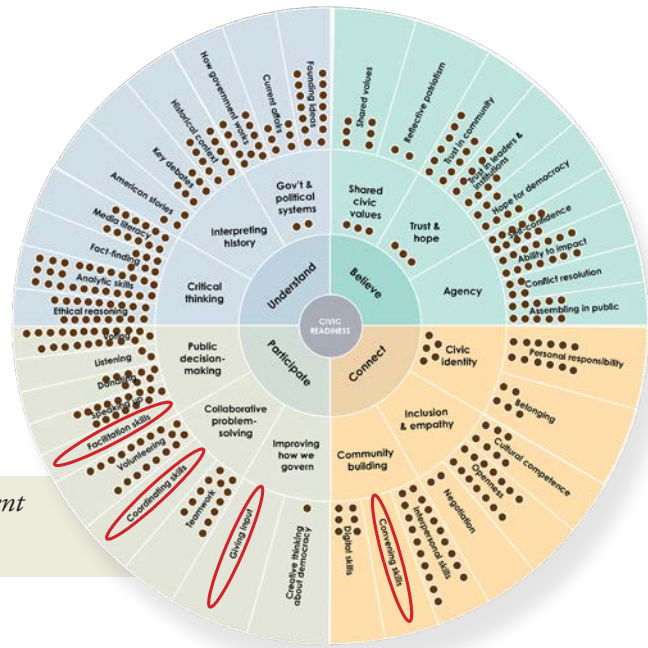


### Civic Measurement Deserts

Plotting the tools on the Civic Measurement Maps also surfaces important areas that are understudied, or at least, undermeasured. These include understanding the capacity of K–12 graduates to learn about and navigate across different cultures or assessing the role of public institutions to offer meaningful civic engagement opportunities for adults.

Convening skills  
 Giving input  
 Coordinating skills  
 Facilitation skills

*Some coordinates have no measurement tools or rubrics.*

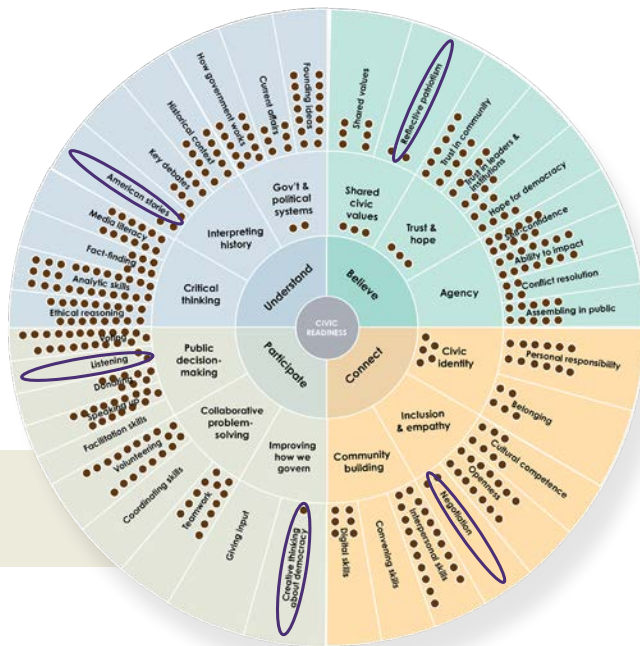


Agency  
 Inclusion & empathy  
 Community building  
 Improving how we govern  
 Collaborative problem solving  
 Public decision making  
 Critical thinking  
 Interpreting history

*There are only a few tools that try to measure all or many of the coordinates in a particular element. This suggests the possibility of developing more comprehensive measurement tools.*

Reflective patriotism  
 Negotiation  
 Creative thinking about democracy  
 Listening  
 American stories

*Some coordinates have only a few tools or rubrics.*

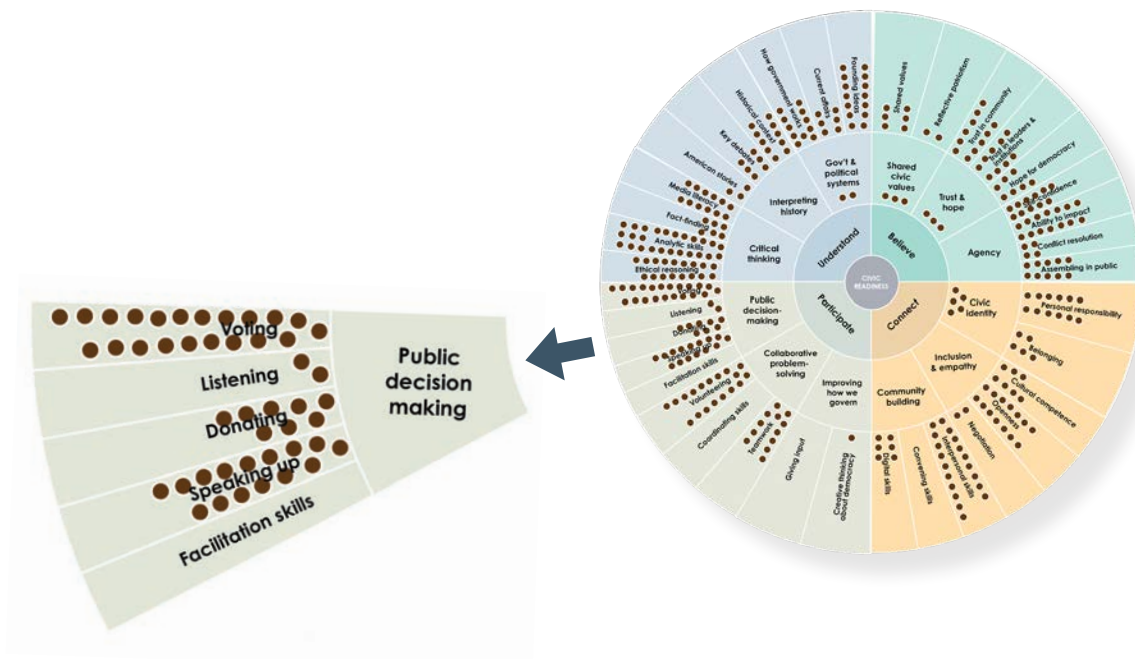


KEY FINDING **3**

### Voting Dominates Civic Learning Measurement

As expected, many practitioners and researchers in the civic measurement space concentrate on voter participation. Researchers repeatedly turn to voting for political and methodological reasons. *Voting* is relatively easy to measure and quantify and it is the civic **element** that is easiest to validate at scale. However, the gravitational pull to assess voting may oversimplify and confuse attempts to measure holistic civic readiness.

Ironically, the narrow focus on voting—at the expense of other **elements** of civic readiness—may make it more difficult to assess voting. Many studies suggest that people’s willingness to vote is highly dependent on their connections with other people they trust, such as family, friends, colleagues, or other networks. If researchers knew more about the status and influence of those connections, practitioners could strengthen voter education and civic opportunities.







KEY FINDING 4

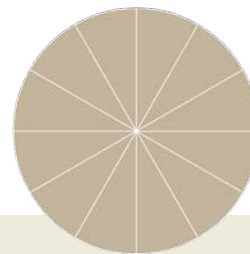
## There Are Varying Definitions for What Good Citizenship Means, All of Which Need Examining as our World is Changing

There have always been many different definitions of citizenship. This question has become even more uncertain in our era of dramatic social, technological, and political changes, which are changing what it takes to be a good citizen.

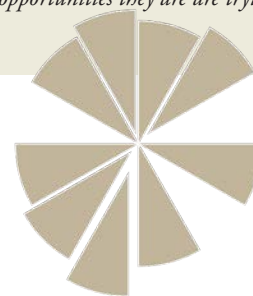
First, traditional measures may be out of step with current civic realities. For example, when researchers look more closely at how citizens are getting things done in their neighborhoods and communities, they often find people using skills and knowledge that haven't traditionally been taught in schools or incorporated in conventional definitions of civic readiness.

Second, technology continues to be a powerful and transformative force affecting democracy and civil society. Fast-changing technology advances shift the skills citizens need to engage in democracy and their awareness of how they see their role in society. Researchers are just beginning to understand how to measure the influence of technology on civic readiness and citizenship. As a result, there is a need for the research to keep pace with the changing environment in which civic activity takes place.


Finally, there is rampant dissatisfaction with the current state of public life and institutions, but no clear consensus on the role citizens should play in our democracy. It is difficult to measure civic readiness without commonly understood targets for citizen engagement. Further, the necessary civic knowledge, skills, and dispositions needed and therefore measured are informed and influenced by the political condition and systems in which they occur.



*Different groups involved in civic measurement have varying definitions of citizenship, and this is reflected in the aspects of civic readiness and civic opportunities they are trying to measure.*







These conditions present numerous decisions for those studying and evaluating civic readiness, such as:

- The ability to successfully evaluate a factoid presented on social media may be more important than being able to name the three branches of government.
- The awareness that democracies change over time—with corresponding impacts on how rights and responsibilities are viewed—could be considered an extremely valuable civic disposition.
- In a polarized era, conflict resolution skills may be more important for citizens than knowing how to contact your member of Congress.

The fact that citizenship is a moving target means that attempts to measure civic readiness require more discussion, connection, and coordination than exists today. Practitioners and researchers are unlikely to achieve consensus on what citizens should know and be able to do, but there is an opportunity to identify shared assumptions and areas of agreement. This process can foster an environment where innovative measurement tools and studies complement and build on one another to drive to a common understanding.

# A CALL TO ACTION

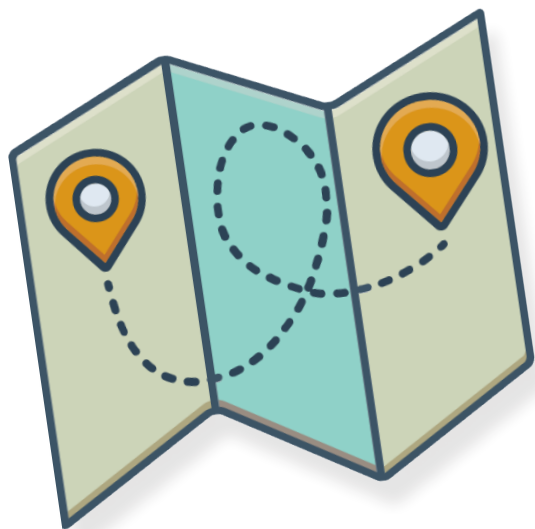
## Differing Measurement Approaches Need to be Coordinated to Understand Our Overall Progress

People across the large, diverse—and largely undefined—field can come together to create shared toolset and practices to monitor, measure, and evaluate the effectiveness of civic learning.

Making progress on civic measurement is not just a question of refining methodologies or marshalling resources. Diverse practitioners, researchers, and funders must also come together to network, share best practices, and co-create new ideas against the following shared goals:

- Define citizenship and civic readiness sufficiently to speak across sectors, disciplines, and models.
- Evaluate the efficacy of the existing tools mapped to the Civic Measurement Maps.
- Fill in gaps where measurement is lacking.
- Build bridges and relationships between individual civic readiness and civic infrastructure.
- Understand the influence and impact of equity on civic infrastructure.

With these shared goals in mind, we have identified recommendations and an implementation roadmap.





# RECOMMENDATIONS & IMPLEMENTATION ROADMAP

The Civic Measurement Maps capture the broad, current state of assessing citizen engagement. It is important to acknowledge unique challenges facing the civic learning field:

- A hyper-polarized environment, reflective of the state of our national conversation.
- The sense that the field has become dominated by certain ideological viewpoints with specific agendas.
- Scattered efforts in various disciplines, sometimes with conflicting underlying frameworks.
- Rampant dissatisfaction with the current state of public life and institutions, but no consensus on shared goals for the future.
- Rapid technological advances changing the kinds of skills and awareness citizens need, as well as how they think about their roles in society.
- Concerns about the power imbalances between authorities and citizens and about how to protect the individual rights of all while thriving together in communities.

This landscape report provides an analysis and a unifying framework that speaks across these challenges. To advance this work, it would be prudent to create specialized, cross-disciplinary working groups to convene and dive deeper into each area to provide guidance and suggested pathways to the field.





## STAGE

# 1

### Analyze the Talent and Tools Landscape

A logical next step is to dig deeper into the findings of the Civic Measurement Maps. What more can we learn from existing tools and resources? What do the adjacent areas of study provide us? Stage one is to assess where:

- There are consistent measurements and general agreement on methodology
- Measurements are being developed and there are competing frameworks
- Work is being done but it is too early to assess
- Gaps in measurement and measurement development exist
- There are implications for data collection and systems

A robust and objective analysis of the state of civic learning's collective measurement capabilities is needed. Many of this project's contributing experts agree on one conclusion: we can do much better as a field when it comes to understanding our progress and impact.





## STAGE

# 2

### Define Citizenship and Prioritize Measures

Do we know what our shared goals are for citizen engagement and a healthy civic ecosystem? This question is critical to explore and understand. It may be that we have differing views of what these goals are, which adds complexity to understanding our progress.

Given that citizenship is a shared construct, is it possible to develop a definition of what the rights, obligations, and privileges of citizenship are? Such a definition will speak across a hyper-polarized field. It will assist in the prioritizations of measures that help unify those aspects of civic life that reflect our shared values regardless of political orientation, field of study, theory of change, or individual preferences.

With a guiding definition and set of shared goals, it will be possible to readily identify which measures researchers and content contributors might want to:

- Amplify
- Strengthen
- Develop
- Delay or de-prioritize

In other words, we envision this framework providing useful guidance for prioritizing resources in an objective manner, tied to a foundation that is commonly understood.





## STAGE 3

### Identify Key Practitioners and Researchers for Measurement Development

Given that the ecosystem is complex, another important next step is to identify the key contributors who might tackle different areas of specialization, with an approach that accounts for the challenges described above. This landscape analysis should include those in the civic and adjacent spaces who can bring assets for measurement development.



## STAGE 4

### Issue and Complete RFPs To Support Individual Projects

Bringing together the outcomes of Stages 1–3, the working groups can now assess what new measurement work is needed in which areas, by which experts, and for which priorities.

To accomplish this, the following additional elements will be necessary:

- Funding for grants to support the best proposals to advance measurement across the framework
- Criteria for project selection and requirements
- Committee to oversee project selection and execution/reporting.



## STAGE

# 5

### Create a Resource Clearinghouse Accessible to All

Tools are only useful if they are accessible. A curated set of existing tools is needed, with the capability for those in the field to both find the resources that are responsive to their needs and to see a connecting DNA that enables comparisons between projects, benchmarking, and so on. To make this clearinghouse useful to as many sectors as possible, the Civic Measurement Maps provide common language across types of users and their research needs.

The resource set should also be:

- Accompanied by information on data collection
- Usable by/transferable to other clearinghouses for civic education, public participation, and other related priorities

Making as many tools available as possible from as many sectors as possible should enable cross-pollination, accelerating progress for all.



## STAGE

# 6

### Knowledge Sharing Convenings

A field-wide, in-person civic learning summit focused on the framework, along with more targeted meetings to address specific challenges and opportunities, can help us encourage field-building within and across civic learning. These sessions will include measures and sub-measures for the characteristics of an engaged citizen, as outlined in the framework. These in-person events will also cultivate engagement and collaboration.

# Appendix

# APPENDIX: CIVIC READINESS MAP

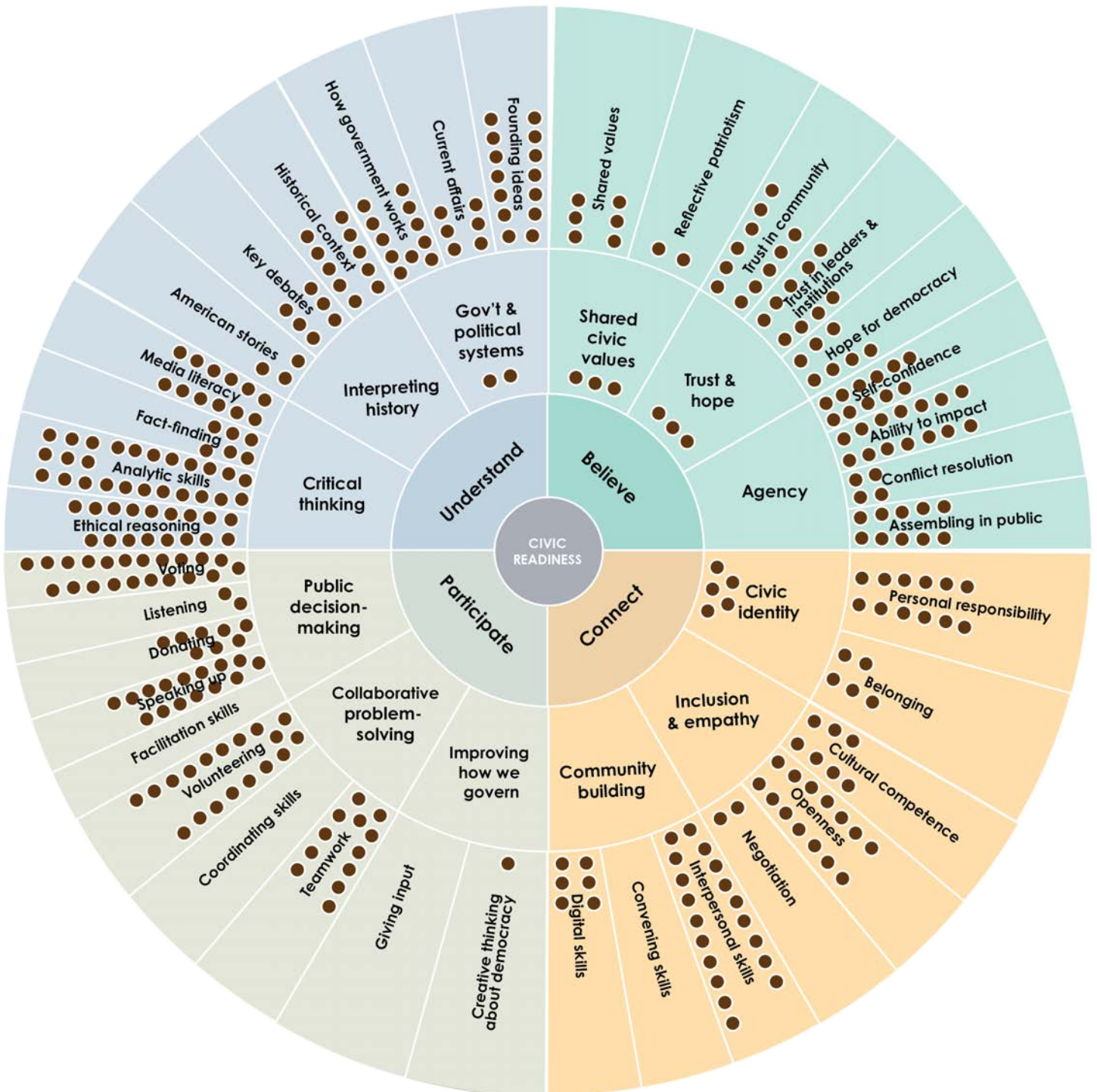
The Civic Readiness Map is focused on the efforts that develop and measure the civic knowledge, skills, and dispositions of people.





# APPENDIX: CIVIC READINESS MAP

We identified 136 tools from our resources (see Civic Readiness Map Tools table) that measure civic readiness of individuals. Each dot represents a tool, placed on the map according to which coordinate or element it measures. A tool can be represented by multiple dots depending on whether it measures more than one coordinate or element. In total, there are 339 instances of measuring civic readiness of individuals plotted on the map.





## APPENDIX: CIVIC READINESS MAP TOOLS

The Civic Readiness Map is focused on the efforts that develop and measure the civic knowledge, skills, and dispositions of people. We identified 136 tools from our resources that measure civic readiness of individuals which are listed alphabetically in the table by tool name.

| TOOL NAME   | REFERENCED IN  | BOTH MAPS | UNDERSTAND  | BELIEVE                               | PARTICIPATE                       | CONNECT                           |
|---|--|-----------|---|---------------------------------------|-----------------------------------|-----------------------------------|
| ACT National Career Readiness Certificate Plus  | Shechtman, Nicole, Louise Yarnall, Regie Stites, and Britte Cheng                              |           |   |                                       | Teamwork                          | Interpersonal skills; Openness    |
| Activism Orientation Scale  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |           |   | Self-confidence; Assembling in public | Donating; Speaking up             |                                   |
| Agency Rubric   | New Tech Network   |           |   | Ability to impact                     | Listening; Teamwork               | Interpersonal skills              |
| American National Election Studies (ANES), undated  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |           |   | Assembling in public                  | Voting; Volunteering; Donating    |                                   |
| Annenberg Constitution Day Civics Survey  | Annenberg Public Policy Center   |           | Founding ideas  |                                       |                                   |                                   |
| AP African American History Exam  | Democratic Knowledge Project   |           | Founding ideas; Key debates; Historical context; American stories |                                       |                                   |                                   |
| AP US Government and Politics Exam  | Democratic Knowledge Project   |           | Founding ideas; Key debates; Historical context                   |                                       |                                   |                                   |
| AP US History Exam  | Democratic Knowledge Project   |           | Founding ideas; Key debates; Historical context; American stories |                                       |                                   |                                   |
| Bridging Quotient (component of SCIM)   | Bitner-Laird, Lance, Ari Eisenstadt, Emily Thielmann, and Mike Berkowitz                       |           |   | Conflict resolution                   |                                   | Openness                          |
| California civic survey - Kahne et al. (2013)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021-068)                             |           | Current events  |                                       | Voting; Speaking up; Volunteering | Personal responsibility; Openness |
| California Critical Thinking Disposition Inventory (CCTDI)  | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |           | Analytic skills   |                                       |                                   |                                   |
| California Critical Thinking Skills Test (CCTST)  | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |           | Analytic skills   |                                       |                                   |                                   |
| California Measure of Mental Motivation (CM3)   | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |           | Analytic skills   |                                       |                                   |                                   |
| CIRCLE Working Paper 55 (Center for Research on Civic Learning and Engagement)  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |           |   | Trust & hope                          |                                   |                                   |
| CIVED Instrument (including cognitive and attitudinal portions) - International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |           | Founding ideas  | Trust & hope; Ability to impact       |                                   |                                   |
| Civic Attitudes and Behaviors   | Democratic Knowledge Project   |           |   | Ability to impact                     |                                   | Personal responsibility           |
| Civic Duty—Zaff, Boyd, Li, Lerner, & Lerner (2010)  | Democratic Knowledge Project   |           |   | Ability to impact                     |                                   |                                   |

## APPENDIX: CIVIC READINESS MAP TOOLS

|   |  |   |  |   |  |   |
|---|--|---|--|---|--|---|
| Civic Engagement and Volunteering Supplement, AmeriCorps Open Data*                           | AmeriCorps   |   |  |   |  |   |
| Civic Health Index  | Atwell, Matthew N., Bennett Stillerman, and John M. Bridgeland                                 | X |  | Assembling in public                    | Voting; Volunteering; Donating           |   |
| Civic Literacy Exam (2007 and 2008 versions)  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   | Government & political systems; Historical context                     |   |  |   |
| Civic Online Reasoning study  | Hamilton, Laura S., and Ace Parsi  |   | Media literacy; Fact-finding   |   |  |   |
| Civic Political Health Survey—Lopez, et al. (2006)  | Democratic Knowledge Project   |   | Current events   | Ability to impact; Self-confidence      | Voting; Donating                         |   |
| Civic responsibility survey—Furco et al. (1998)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                             |   |  | Ability to impact; Assembling in public |  | Belonging                                 |
| CivicLEADS data sets—related to civics, may be tools embedded that warrant further attention* | ICPSR  |   |  |   |  |   |
| Civics education requirements by U.S. state—Shapiro and Brown (2018)*                         | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   |  |   |  |   |
| Collaboration Rubric  | New Tech Network   |   |  |   | Teamwork; Listening; Facilitation skills | Interpersonal skills                      |
| College Senior Survey (CSS)   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   |  |   | Voting; Volunteering                     | Personal responsibility                   |
| Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking                        | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |   | Analytic skills  |   |  |   |
| Collegiate Learning Assessment+ (CLA+)  | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |   | Analytic skills  |   |  |   |
| Complex Scenario Test   | Parker, Walter C., and Jane C. Lo  |   | How government works; Analytic skills                                  |   |  |   |
| Comprehensive school survey—McIntosh and Muñoz (2009)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                             |   |  | Conflict resolution                     | Voting; Speaking up; Volunteering        | Negotiation                               |
| Cornell Critical Thinking Test (CCTT)   | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr  |   | Analytic skills  |   |  |   |
| Corporation for National and Community Service Survey   | George W. Bush Institute   |   |  |   | Volunteering                             |   |
| Critical Consciousness Scale—Diemer et al. (2017)   | Democratic Knowledge Project   |   |  | Ability to impact                       |  |   |
| Data set of over 23 million student voters*   | Bell, D'Wayne, Jing Feng, John B. Holbein, and Jonathan Smith                                  |   |  |   |  |   |
| Devereux Student Strengths Assessment (DESSA)   | High Resolves  |   | Analytic skills; Ethical reasoning                                     |   |  | Interpersonal skills; Cultural competence |
| DIT-2 (Defining Issues Test)—focus on social/political topics                                 | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   | Ethical Reasoning  |   |  | Civic identity                            |
| DKP Grade 8 Civics Knowledge Test   | Democratic Knowledge Project   |   | Founding ideas; How government works; American stories; Media literacy |   |  |   |

## APPENDIX: CIVIC READINESS MAP TOOLS

|   |  |  |  |  |                          |   |
|---|--|--|--|--|--------------------------|---|
| Education and workforce pipeline                                    | George W. Bush Institute   |  |  |  | Voting;<br>Volunteering  |   |
| Employment Hope Scale (EHS)   | Shechtman, Nicole, Louise Yarnall, Regie Stites, and Britte Cheng                  |  |  | Self-confidence  |                          |   |
| Ennis-Weir Critical Thinking Essay Test                             | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr                              |  | Analytic skills  |  |                          |   |
| Entry-level work readiness skills                                   | Shechtman, Nicole, Louise Yarnall, Regie Stites, and Britte Cheng                  |  |  |  | Teamwork;<br>Speaking up | Interpersonal skills  |
| Equality Matching—adapted from Haslam & Fiske (1999)                | Democratic Knowledge Project   |  |  |  |                          | Personal responsibility   |
| ETS Proficiency Profile (EPP) Critical Thinking                     | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr                              |  | Analytic skills  |  |                          |   |
| Florida State Civics Test   | Democratic Knowledge Project   |  | Founding ideas;<br>How government works;<br>Key debates;<br>Historical context |  |                          |   |
| Gallup Student Poll   | Manno, Bruno V   |  |  | Hope for democracy;<br>Self-confidence;<br>Ability to impact |                          |   |
| Gallup Survey on Confidence in American Institutions                | Cox, Daniel  |  |  | Trust in leaders & institutions;<br>Hope for democracy       |                          |   |
| Gallup-Purdue Index   | Gallup-Purdue Index  |  |  | Trust in community   |                          | Belonging   |
| Global Challenges Assessment Survey                                 | American Association of State Colleges and Universities                            |  |  | Ability to impact  |                          |   |
| Global State of Democracy Indices*                                  | Silva-Leander, Annika  |  |  |  |                          |   |
| Halpern Critical Thinking Assessment (HCTA)                         | Liu, Ou Lydia, Lois Frankel, and Katrina Crofts Roohr                              |  | Analytic skills  |  |                          |   |
| Harvard Business Review (HBR) Analytic Services Survey 2019         | Harvard Business Review Analytic Services  |  |  |  | Teamwork                 | Interpersonal skills  |
| HEIghten® Civic Competency & Engagement Assessment                  | HEIghten® Outcomes Assessments Suite   |  | How government works;<br>Analytic skills                                       |  |                          |   |
| HEIghten® Critical Thinking Assessment                              | HEIghten® Outcomes Assessments Suite   |  | Analytic skills; Ethical reasoning   |  |                          |   |
| HEIghten® Intercultural Competency & Diversity Assessment           | HEIghten® Outcomes Assessments Suite   |  |  |  |                          | Interpersonal skills;<br>Cultural competence;<br>Openness;<br>Negotiation |
| Hello Insight   | High Resolves  |  | Analytic skills;<br>Ethical reasoning  |  |                          | Interpersonal skills;<br>Cultural competence                              |
| Hidden Tribes large-scale representative survey of Americans (2018) | Hawkins, Stephen, Daniel Yudkin, Miriam Juan-Torres, and Tim Dixon                 |  | Ethical reasoning  | Shared values  |                          | Belonging   |
| ICCS Questionnaire for Schools                                      | Köhler, Hannah, Sabine Weber, Falk Brese, Wolfram Schulz, and Ralph Carstens, eds. |  |  | Shared civic values  |                          | Civic identity  |
| IEA Civic Education Study (2004)                                    | Kahne, Joseph, and Ellen Middaugh  |  |  | Reflective patriotism;<br>Trust in leaders & institutions    | Voting;<br>Volunteering  | Openness;<br>Personal responsibility                                      |
| Indiana State Civics Test (uses USCIS naturalization test)          | Democratic Knowledge Project   |  | Founding ideas;<br>How government works  |  |                          |   |

# APPENDIX: CIVIC READINESS MAP TOOLS

|   |   |   |  |   |   |                                      |
|---|---|---|--|---|---|--------------------------------------|
| Informed Voter Survey   | Angelucci, Charles, and Andrea Prat   |   | Media literacy;<br>Fact-finding  |   |   |                                      |
| Internal civic efficacy—<br>ICCS, Schulz et al. (2010)  | Democratic Knowledge Project  |   | Current affairs  | Self-confidence   |   |                                      |
| International Civic and<br>Citizenship Study (ICCS) 2022  | Schulz, Wolfram, Julian Fraillon, Bruno Losito, Gabriella Agrusti, John Ainley, Valeria Damiani, and Tim Friedman |   | How government works   | Trust in leaders & institutions;<br>Hope for democracy;<br>Assembling in public |   | Personal responsibility;<br>Openness |
| International Cognitive Test—International Civics and Citizenship Education Study (ICCS)  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios                    |   |  | Shared civic values   |   | Civic identity                       |
| Internet access—Federal Communications Commission, undated; Martin (2021) Pew Research Center (2021)*                           | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                                    |   |  |   |   |                                      |
| Internet freedom by country—Freedom House, undated*   | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                                    |   |  |   |   |                                      |
| K–12 course requirements for civics/civics topics covered by U.S. state—Hansen et. al. (2018)*                                  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                                    |   |  |   |   |                                      |
| K–12 media literacy standards by U.S. state—Media Literacy Now (2020)*  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                                    |   |  |   |   |                                      |
| Measures of the Civic-Minded Graduate—Indiana University-Purdue University Indianapolis (IUPUI) Center for Service and Learning | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios                    |   |  | Self-confidence   | Speaking up                             | Civic identity                       |
| Media Insight Project survey  | Fatigue, Traditionalism, and Engagement: The News Habits and Attitudes of the Gen Z and Millennial Generations    |   | Media literacy;<br>Fact-finding  | Trust in leaders & institutions;<br>Hope for democracy                          |   |                                      |
| Media Locus of Control Maksl, Ashley, & Craft (2015)  | Democratic Knowledge Project  |   | Media literacy   |   |   |                                      |
| Mission Skills Assessment   | High Resolves   |   | Ethical reasoning  |   | Teamwork                                |                                      |
| Missouri Higher Education Civics Achievement Examination (MHECAE)   | Annenberg Institute for School Reform at Brown University   |   | Founding ideas;<br>How government works;<br>Historical context                         |   |   |                                      |
| NAEP Civics Test  | U.S. Department of Education  |   | Founding ideas;<br>How government works;<br>Historical context;<br>Key debates         |   |   |                                      |
| NAEP Survey Questionnaires for Civics   | About the Civics Assessment   | X | Founding ideas;<br>Historical context  |   |   |                                      |
| NAEP US History Assessment  | U.S. Department of Education  |   | Government & political systems;<br>Historical context;<br>Key debates;<br>Fact-finding |   |   |                                      |
| National Civic and Political Health Survey (CPHS)   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios                    |   |  |   | Voting;<br>Speaking up;<br>Volunteering | Openness                             |
| National Study on Student Learning, Voting, and Engagement  | Institute for Democracy and Higher Education, Tufts University  |   |  |   | Voting                                  |                                      |

## APPENDIX: CIVIC READINESS MAP TOOLS

|   |  |   |                                       |  |   |  |
|---|--|---|---------------------------------------|--|---|--|
| National Survey of Student Engagement (NSSE) Topical Module: Civic Engagement   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios | X |                                       | Conflict resolution  |   |  |
| OCED (2021)   | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   | Fact-finding;<br>Media literacy       |  |   |  |
| Online Harassment Perpetration— Jones & Mitchell (2016)   | Democratic Knowledge Project   |   |                                       |  |   | Digital skills   |
| Online Harassment Victimization— Jones & Mitchell (2016)  | Democratic Knowledge Project   |   |                                       |  |   | Digital skills   |
| Online Immersive Qualitative Discussion   | Young Voters in the 2022 Midterms  |   |                                       | Trust in leaders & institutions                                | Voting  |  |
| Online Respect— Jones & Mitchell (2016)   | Democratic Knowledge Project   |   |                                       |  |   | Digital skills   |
| Panorama Education Social-Emotional Learning Survey   | High Resolves  |   | Analytic skills;<br>Ethical reasoning |  |   | Interpersonal skills;<br>Cultural competence;<br>Belonging   |
| Personal and Social Responsibility Inventory (PSRI)   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios | X | Ethical reasoning                     | Shared values  |   | Personal responsibility                                      |
| Personal Potential Index (PPI)  | ETS  |   | Ethical reasoning                     |  | Teamwork  | Interpersonal skills   |
| Personal Skills & Qualities (PSQ)   | ETS  |   |                                       | Trust in community   | Teamwork  | Interpersonal skills   |
| Pew Research Trust Survey   | Cox, Daniel  |   |                                       | Trust in leaders & institutions;<br>Hope for democracy         |   |  |
| PLTW (Project Lead the Way)   | High Resolves  |   | Analytic skills;<br>Ethical reasoning |  |   | Interpersonal skills   |
| Polarization Quotient (component of SCIM)   | Bitner-Laird, Lance, Ari Eisenstadt, Emily Thielmann, and Mike Berkowitz                       |   |                                       | Trust in community   |   | Openness   |
| Political Alienation Barometer  | Public Agenda  |   |                                       | Shared values;<br>Trust in community                           |   | Openness   |
| Political and Social Involvement Scale  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   |                                       |  | Volunteering                                      | Cultural competence;<br>Personal responsibility;<br>Openness |
| Political Engagement Project (PEP) Survey   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   | How government works                  | Self-confidence;<br>Ability to impact;<br>Assembling in public | Voting; Donating;<br>Speaking up;<br>Volunteering |  |
| Psychology Majors' Civic Engagement and Community Involvement   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   |                                       |  |   | Cultural competence;<br>Openness                             |
| Reciprocity Measure— Democratic Knowledge Project   | Democratic Knowledge Project   |   |                                       | Shared values  |   | Personal responsibility                                      |
| Risk assessment— Democratic Knowledge Project   | Democratic Knowledge Project   |   | Media literacy                        |  |   | Digital skills   |
| SELweb  | High Resolves  |   | Analytic skills;<br>Ethical reasoning |  |   | Interpersonal skills   |
| Service Learning—a compendium of measures related to civic attitudes, skills and motive from The Measure of Service Learning* | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crofts Roohr, Ou Lydia Liu, and Joseph A. Rios |   |                                       |  |   |  |



## APPENDIX: CIVIC READINESS MAP TOOLS

|  |   |  |   |   |  |                         |
|--|---|--|---|---|--|-------------------------|
| Social capital survey—Krasny et al. (2015)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   | Trust in community  |  |                         |
| Social Cohesion Impact Measure (SCIM)  | Bitner-Laird, Lance, Ari Eisenstadt, Emily Thielmann, and Mike Berkowitz                        |  |   | Trust in community  |  | Openness                |
| Social Media Listening Analysis  | Young Voters in the 2022 Midterms   |  |   |   | Voting;<br>Speaking up                               |                         |
| Socially Responsible Leadership Scale—Revised Version II(SRLS-R2) - National Clearinghouse for Leadership Programs | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios. |  |   | Shared values;<br>Self-confidence   | Listening;<br>Teamwork                               |                         |
| SuccessNavigator (SN) & High School SN   | ETS   |  |   | Self-confidence   |  | Interpersonal skills    |
| Survey—Ballard et al. (2015)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   | Self confidence;<br>Ability to impact;<br>Assembling in public;<br>Trust in community | Donating   | Openness                |
| Survey—Chi et al. (2006)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  | Founding ideas                          | Ability to impact;<br>Trust in community  | Teamwork   | Personal responsibility |
| Survey—Flanagan et al. (2007)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  | How government works;<br>Current events | Trust in leaders & institutions;<br>Trust in community;<br>Ability to impact          | Voting   | Personal responsibility |
| Survey—Gainous and Martens (2011)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  | Founding ideas;<br>Current events       | Trust in leaders and institutions   | Voting   |                         |
| Survey—Jones (2021)  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                  |  |   | Reflective patriotism   |  |                         |
| Survey—Kahne and Sporte (2008)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   |   |  | Personal responsibility |
| Survey—Littenberg-Tobias and Cohen (2016)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   | Ability to impact   | Voting   |                         |
| Survey—Malin et al. (2017)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   |   | Voting;<br>Volunteering;<br>Speaking up              |                         |
| Survey—Metz et al. (2003)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   | Assembling in public  | Voting;<br>Volunteering                              |                         |
| Survey—Rideout et al. (2022)   | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                  |  |   |   | Speaking up  | Digital skills          |
| Survey—Vercellotti and Matto (2010)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  | Fact-finding                            | Self-confidence   |  |                         |
| Survey—Wicks et al. (2014)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   | Assembling in public  | Volunteering   |                         |
| Survey—Wray-Lake and Sloper (2016)   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  | Media literacy                          | Assembling in public  | Volunteering   |                         |
| Survey—Zaff et al. (2010)—Active and engaged citizenship   | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)                              |  |   |   | Volunteering;<br>Speaking up                         | Belonging               |
| Survey—Zukin, Keeter, Andolina, Jenkins, & Delli Carpini (National Youth Civic Engagement Index Project)           | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios  |  | Current affairs                         |   | Voting;<br>Speaking up;<br>Volunteering;<br>Donating |                         |

## APPENDIX: CIVIC READINESS MAP TOOLS

|   |  |   |  |   |                                   |   |
|---|--|---|--|---|-----------------------------------|---|
| Survey—Lee et al. (2012)  | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)   |   | Media literacy   |   | Donate; Speaking up               |   |
| Survey of interventions   | Voelkel, Jan G., Michael N. Stagnaro, James Chu, Sophia Pink, Joseph S. Mernyk, Chrystal Redekopp, Matthew Cashman, Qualifying Strengthening Democracy Challenge Submitters, James N. Druckman, David G. Rand, and Robb Willer |   |  | Shared values; Trust in community                   |                                   | Openness                                  |
| The Snapshot  | High Resolves  |   | Ethical reasoning  |   |                                   | Interpersonal skills                      |
| U.S. Census Bureau Current Population Survey (CPS) Voting and Registration Supplement                               | George W. Bush Institute   |   |  |   | Voting                            |   |
| U.S. Naturalization Test (2008 and 2020 Versions)   | Civics Alliance  |   | Founding ideas; How government works; Historical context |   |                                   |   |
| Valid Assessment of Learning in Undergraduate Education (VALUE)   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios   |   | Analytic skills; Ethical reasoning                       |   | Teamwork; Speaking up             | Interpersonal skills; Cultural competence |
| Value of Media Literacy—Vraga, Tully, Kotcher, Smithson, & Broeckleman-Post (2015)                                  | Democratic Knowledge Project   |   | Media literacy   |   |                                   |   |
| Washoe County School District Social and Emotional Competency Assessments (WCSD-SECAs)                              | Annenberg Institute for School Reform at Brown University  |   | Analytic skills; Ethical reasoning                       |   |                                   | Interpersonal skills                      |
| Watson-Glaser Critical Thinking Appraisal (WGCTA) (2008)  | Shechtman, Nicole, Louise Yarnall, Regie Stites, and Britte Cheng  |   | Analytic skills; Ethical reasoning                       |   |                                   |   |
| Watson-Glaser Critical Thinking Appraisal Tool (WGCTA)  | Liu, Ou Lydia, Lois Frankel, and Katrina Crotts Roohr  |   | Analytic skills  |   |                                   |   |
| Weber Shandwick Civility in America Survey  | High Resolves  |   |  | Trust in community                                  |                                   |   |
| Work Skills Certification System (WSCS) from CASAS/LRI, Inc   | Shechtman, Nicole, Louise Yarnall, Regie Stites, and Britte Cheng  |   | Analytic skills  |   | Teamwork                          | Interpersonal skills                      |
| WorkFORCE Assessment for Job Fit  | ETS  |   | Analytic skills  | Conflict resolution                                 | Teamwork                          | Interpersonal skills                      |
| Yankelovich Democracy Monitor   | Public Agenda  | X |  | Hope for democracy                                  | Creative thinking about democracy |   |
| YouGov/More in Common Survey  | Morin, Chloé, Adam Traczyk, Jérémie Gagné, and Laura-Kristine Krause   |   |  | Trust & hope; Shared civic values                   |                                   | Civic identity                            |
| Youth and Participatory Politics Survey   | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios   |   | Media literacy   | Ability to impact                                   | Voting; Speaking up; Volunteering | Digital skills                            |
| Youth civic and character measures tool kit (elementary, middle and high school versions) - Syvertsen et al. (2015) | Measuring Civic Readiness: A Review of Survey Scales (REL2021–068)   |   | Media literacy   | Trust in leaders & institutions; Hope for democracy | Voting; Volunteering              | Personal responsibility                   |

Databases and datasets are indicated with an asterisk (\*) and were not plotted on the map.

There is no hierarchy or predetermined order for the terms appearing on the Civic Measurement Maps. We are not prioritizing some qualities or skills over others, and we do not assume that all individuals improve their civic readiness in the same way. Similarly, we acknowledge that not every individual will have access to or interest in every civic opportunity we have identified.

## Civic Readiness Map

### UNDERSTAND (inner ring)

#### Government & Political Systems (middle ring)

*Founding ideas* (outer ring)  
Understanding of philosophical and political principles underlying the Declaration of Independence, Constitution, and our system of government, such as checks and balances, the three branches, self-governance, and the Bill of Rights

*Current affairs* (outer ring)  
Knowledge about important local, state, and federal policy questions, and why they matter

*How government works* (outer ring)  
Understanding the structure, roles, and limits of government, and how public decisions are made at the federal, state, and local levels

#### Interpreting History (middle ring)

*Historical context* (outer ring)  
Familiarity with historically significant decisions, conflicts, victories and failures.

*Key debates* (outer ring)  
Understanding of the major concepts, debates, and different perspectives that informed what America is today

*American stories* (outer ring)  
Appreciation for the experiences, cultures, and traditions of Americans

#### Critical Thinking (middle ring)

*Media literacy* (outer ring)  
Capacity to access, analyze, evaluate, create, and participate with messages in a variety of

forms—from print to video to the Internet

*Fact-finding* (outer ring)  
Ability to find reliable sources, identify mis/disinformation, and sort fact from fiction

*Analytic skills* (outer ring)  
Ability to consider problems and weigh potential solutions

*Ethical reasoning* (outer ring)  
Capacity to reach individual, well-thought-out conclusions about issues where judgments are needed

### BELIEVE (inner ring)

#### Shared Civic Values (middle ring)

*Shared values* (outer ring)  
Dedication to understanding different perspectives, finding shared goals, and working to achieve them

*Reflective patriotism* (outer ring)  
Commitment to country and an ability to both uphold and critique American institutions and ideals

#### Trust & Hope (middle ring)

*Trust in community* (outer ring)  
Earned trust in neighbors, fellow community members, and Americans as a whole

*Trust in leaders and institutions* (outer ring)  
Earned trust in government, business, faith, education, and other institutions and leaders

*Hope for democracy* (outer ring)—  
Confidence in the strength and potential of citizenship and democracy

**Agency** (middle ring)

*Self-confidence* (outer ring)  
Confidence that you have the ability to effectively express your interests and concerns

*Ability to impact* (outer ring)  
Belief that you can contribute to solving community problems and making public decisions.

*Conflict resolution* (outer ring)  
Confidence that you can engage in difficult issues and resolve conflicts with others

*Assembling in public* (outer ring)  
Taking part in public events, marches, or peaceful forms of protest to show your support for a particular idea or cause

**PARTICIPATE** (inner ring)

**Public Decision-Making** (middle ring)

*Voting* (outer ring)  
Commitment to vote, including the willingness to seek information about candidates and issues

*Listening* (outer ring)  
Willingness to listen to differing perspectives, even on controversial issues, and appreciate that a range of solutions might exist

*Donating* (outer ring)  
Making financial contributions to candidates, parties, and political priorities

*Speaking up* (outer ring)  
Making presentations, writing letters to the editor, or posting on social media

*Facilitation skills* (outer ring)  
Ability to support discussions and deliberations among other people

**Collaborative Problem-Solving** (middle ring)

*Volunteering* (outer ring)  
Ability to devote time, energy, skills, and connections on behalf of others, and to solve shared problems

*Coordinating skills* (outer ring)  
Ability to organize logistics, develop plans, and recruit other people

*Teamwork* (outer ring)  
Ability to help build and sustain teams, identify assets, and help assign roles

**Improving How We Govern** (middle ring)

*Giving input* (outer ring)  
Ability to rate public services, report problems, and rank priorities

*Creative thinking about democracy* (outer ring)  
Willingness to think creatively about how democracy should work and help redesign systems, services, and processes

**CONNECT** (inner ring)

**Community Building** (middle ring)

*Interpersonal skills* (outer ring)  
Self-regulation, self-awareness, and positive and clear communication

*Convening skills* (outer ring)  
Ability to bring people together around things they value

*Digital skills* (outer ring)  
Ability to use social media and other digital tools responsibly and well

**Inclusion & Empathy** (middle ring)

*Cultural competence* (outer ring)  
Ability to understand and interact effectively with people from a range of backgrounds

*Openness* (outer ring)

Tolerance and appreciation for different backgrounds, identities, and perspectives

*Negotiation* (outer ring)  
Skills for resolving conflicts across divides

**Civic Identity** (middle ring)

*Personal responsibility* (outer ring)  
Belief that you are part of a social contract and have both rights and obligations in a pluralistic society

*Belonging* (outer ring)  
Belief that you matter to people in your family, neighborhood, school, workplace, and your community as a whole



# APPENDIX: CIVIC OPPORTUNITIES MAP

The Civic Opportunities Map is focused on the ways that institutions and organizations allow citizens to build and use their civic skills and knowledge.



# APPENDIX: CIVIC OPPORTUNITIES MAP

We identified 24 tools from our resources (see Civic Opportunities Map Tools table) that measure civic opportunities. Each dot represents a tool, placed on the map according to which building block or element it measures. A tool can be represented by multiple dots depending on whether it measures more than one building block or element. In total, there are 61 instances of measuring civic opportunities plotted on the map.



## APPENDIX: CIVIC OPPORTUNITIES MAP TOOLS

The Civic Opportunities Map is focused on the ways that institutions and organizations allow citizens to build and use their civic skills and knowledge. We identified 24 tools from our resources that measure civic opportunities which are listed alphabetically in the table by tool name.

| TOOL NAME  | REFERENCED IN   | BOTH MAPS | UNDERSTAND   | BELIEVE                                    | PARTICIPATE   | CONNECT   |
|--|---|-----------|--|--|---|---|
| American Association of State Colleges and Universities (AASCU) Audit and Assessment Activities* | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios                                |           |  |  |   |   |
| Business bridge building survey  | Bonk, Sara, and Luke Raskopf  |           |  |  |   | Bridge-building opportunities                     |
| California HS senior survey—Kahne and Middaugh (2008)  | Kahne, Joseph, and Ellen Middaugh   |           | Classroom instruction (all 3 building blocks)      |  |   |   |
| Caregiver SEL Implementation Survey  | CASEL   |           | Values-based decision-making programs & activities |  |   | Character-building programs                       |
| Civic engagement opportunities on college campus (Johns Hopkins University)                      | Warren, Scott   |           | Classroom instruction (all 3 building blocks)      | Student government; Commissions & councils | Voter education & GOTV; Volunteering opportunities    | Community groups, activities, & events            |
| Civic Engagement School Report for Sample High School  | Democratic Knowledge Project  |           | Classroom instruction (all 3 building blocks);     | Student government                         |   |   |
| Civic Health Index   | Atwell, Matthew N., Bennett Stillerman, and John M. Bridgeland  | X         |  | “Meet & greet” opportunities               |   | Community groups, activities & events             |
| Civic Index  | Civic Index - 4th Edition, 2019   |           |  |  | Public decision-making; Collaborative problem solving | Inclusion & empathy; Civic identity               |
| Community Partner Inventory on Schoolwide SEL Implementation                                     | CASEL   |           | Values-based decision-making programs              |  |   | Character-building programs                       |
| Diverse Learning Environments (DLE) Survey (Core Survey/Instrument)                              | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios                                |           |  |  |   | Inclusion & empathy                               |
| Final State Grades and Ratings—State of State Standards Civics and US History                    | Stern, Jeremy A., Alison E. Brody, Jose A. Gregory, Stephen Griffith, Jonathan Pulvers, David Griffith, and Amber M. Northern |           | Classroom instruction (all 3 building blocks)      |  |   |   |
| NAEP Survey Questionnaires for Civics  | U.S. Department of Education  | X         | Classroom instruction (all 3 building blocks)      |  |   |   |
| National Survey of Student Engagement (NSSE) Topical Module: Civic Engagement                    | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios                                | X         | Classroom instruction: Gov’t & pol systems         |  |   |   |
| PACE/Citizen Data Survey   | PACE (Philanthropy for Active Civic Engagement)   |           |  |  |   | Bridge-building opportunities; Branding campaigns |
| ParkScore—Trust for Public Land, undated   | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh  |           |  |  |   | Public squares                                    |



## APPENDIX: CIVIC OPPORTUNITIES MAP TOOLS

|  |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
| Participatory Governance Index   | Public Agenda  |   |   |  | Public decision-making;<br>Collaborative problem-solving | Inclusion & empathy;<br>Civic identity |
| Personal and Social Responsibility Inventory (PSRI)  | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios | X | Classroom instruction:<br>Critical thinking   |  |  | Civic identity;<br>Inclusion & empathy |
| RAND Truth Decay Survey of Teachers  | Hamilton, Laura S., Julia H. Kaufman, and Lynn Hu  |   | Classroom instruction (all 3 building blocks);<br>Media literacy;<br>Values-based decision-making programs & activities |  |  |  |
| School Citizenship Education Climate Assessment and Database of Knowledge, Skills and Dispositions Questions | Torney-Purta, Judith, Julio C. Cabrera, Katrina Crotts Roohr, Ou Lydia Liu, and Joseph A. Rios |   | Classroom Instruction (all 3 building blocks);  | Student government                     |  |  |
| School-based Staff SEL Implementation Survey   | CASEL  |   | Values-based decision-making programs & activities  |  |  | Character-building programs            |
| Survey—<br>Institute of Museum and Library Services, undated   | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   |   |  |  | Public squares                         |
| Survey—<br>Reimagining the Civic Commons, undated  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   |   |  |  | Public squares                         |
| Survey—<br>University of North Carolina Hussman School of Journalism and Media, undated                      | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   | Civic journalism  |  |  |  |
| Transparency International (2021)  | Kaufman, Julia H., Melissa Kay Diliberti, Douglas Yeung, and Jennifer Kavanagh                 |   |   | Transparency in public decision-making |  |  |

*Databases and datasets are indicated with an asterisk (\*) and were not plotted on the map.*

## Civic Opportunities Map

### **UNDERSTAND** (inner ring)

#### **Government & Political Systems** (middle ring)

*Classroom instruction* (outer ring)  
Curricula and teaching practices that help students learn about government and our system, and include discussions of current affairs

*Citizen academies* (outer ring)  
Programs that teach citizens about their local government and how they can engage

*Access to news* (outer ring)  
Objective, accessible coverage of public issues and decisions, especially at the local level

*Civic journalism* (outer ring)  
Programs and practices that encourage interaction between journalists and their audiences around topics, editorials, and how to use the news

#### **Interpreting History** (middle ring)

*Classroom instruction* (outer ring)  
Curricula and teaching practices that help students learn about history and civics

*Libraries, museums, and other public sites* (outer ring)  
Publicly available locations for people to learn about American history

*Continuing education* (outer ring)  
Public programs provided by libraries, museums, universities, clubs, and other institutions

#### **Critical Thinking** (middle ring)

*Classroom instruction* (outer ring)  
Curricula and teaching practices that help people learn how to analyze information, solve

problems, and engage in ethical reasoning

*Media literacy training* (outer ring)  
Programs that help people apply critical thinking to media messages and use media to create their own messages

*Values-based decision-making programs and activities* (outer ring)  
Community and civil society programs that help people build character and self-awareness

### **BELIEVE** (inner ring)

#### **Shared Civic Values** (middle ring)

*Public ceremonies and celebrations* (outer ring)  
Civic holidays, the national anthem, Pledge of Allegiance, citizenship ceremonies, and other events and practices that honor our country and communities

#### **Trust & Hope** (middle ring)

*Transparency in public decision-making* (outer ring)  
Laws and practices that ensure that public business is conducted in public, including televised meetings and easily accessible and searchable public records

*Communication about leaders and institutions* (outer ring)  
Making leaders and institutions accessible and available to the citizens they serve

*“Meet and greet” opportunities* (outer ring)  
Activities that allow public servants to build relationships with the people they serve

#### **Agency** (middle ring)

*Student government* (outer ring)  
At high schools and universities; includes



clubs and other student organizations

*Leadership development opportunities* (outer ring)

Programs for young people and adults that help them make connections, find their voices, and learn and hone leadership skills

*Commissions and councils* (outer ring)

Standing bodies of appointed citizens, including youth commissions, who represent and directly engage their peers on important issues

*Opportunities to address conflicts* (outer ring)

Real-world or simulated activities that bring people together to negotiate conflicts and help them learn and hone dispute resolution skills

**PARTICIPATE** (inner ring)

**Public Decision-Making** (middle ring)

*Voting directly on issues* (outer ring)

Opportunities to vote directly on decisions and policies, such as ballot initiatives and referenda, in addition to voting for representatives

*Voter education and get-out-the-vote programs* (outer ring)

Efforts to inform voters and encourage them to participate in elections for candidates and on issues

*Voting access and integrity* (outer ring)

Efforts to ensure that people are able to vote, such as early voting or voting by mail, and that elections are fair, such as voter identification laws or election monitoring

*Deliberative public meetings* (outer ring)

Regular meetings and hearings that include officials, staff, citizens, and other stakeholders, and allow people to share experiences, learn together, consider options, and decide on solutions

*Citizen assemblies and survey panels* (outer ring)

Groups of citizens who have been randomly

selected to give input, either by answering surveys on public issues or by deliberating intensively on an issue and then issuing recommendations to officials

*Neighborhood associations, councils, and online networks* (outer ring)

Ongoing opportunities for neighbors to meet (in-person, online, or both) to share information, give input on public decisions, and solve local problems

*Participatory budgeting processes* (outer ring)

Regular processes at the school, neighborhood, or local level that allow people to allocate money from a dedicated fund to worthwhile projects and ideas, and in some cases to give input on the overall organizational budget

**Collaborative Problem-Solving**

(middle ring)

*Volunteering opportunities* (outer ring)

Projects and programs that encourage people to devote their time and energy to helping other people and their communities, including school- and university-based programs.

*Fundraising campaigns and crowdfunding processes* (outer ring)

Platforms and programs that allow people to donate money and services to ideas and community improvement efforts

*Small grant programs and competitions* (outer ring)

Programs run by governments, foundations, and other institutions that offer small amounts of money for problem-solving and community improvement efforts powered by volunteers

**Improving How We Govern** (middle ring)

*Problem-reporting and feedback opportunities* (outer ring)

Digital platforms and other opportunities for people to report problems like potholes or graffiti, or give feedback on a public service

like bus routes or health clinics

*Citizen assessments* (outer ring)

Citizen audits and ratings systems that allow people to assess the overall performance of institutions

*Placemaking and user-centered design opportunities* (outer ring)

Exercises that encourage people to co-design buildings or public spaces, or how a service is administered, according to the needs and goals of the users

*Voting system reforms* (outer ring)

Changes in voting that try to ensure that the will of the people is accurately reflected in elections, such as runoffs, proportional representation, or ranked choice voting

**CONNECT** (inner ring)

**Community Building** (middle ring)

*Public squares* (outer ring)

Public buildings and outdoor spaces, including libraries, city halls, community centers, plazas, and parks, that are welcoming and useful to all kinds of people

*Virtual public squares* (outer ring)

Online platforms and networks that allow neighbors to share information, build relationships, and identify problems and priorities

*Community groups, activities, and events* (outer ring)

Clubs, associations, teams, concerts, festivals, sporting events, and other opportunities to build relationships with neighbors, leaders, officials and public servants

*Character-building programs* (outer ring)

Opportunities for young people and adults to become emotionally stronger, more independent, and better at dealing with

problems.

**Inclusion & Empathy** (middle ring)

*Cultural competency practices* (outer ring)

Workshops, trainings, and exercises that help people understand differences, biases, and debates around equity and opportunity

*Bridge-building opportunities* (outer ring)

Programs and practices designed to build relationships between people of different backgrounds and beliefs

*Opportunities to address difference* (outer ring)

Regular opportunities for people to productively discuss issues of ideology, race, gender, religion, and other differences

**Civic Identity** (middle ring)

*Community groups, activities, and events* (outer ring)

Clubs, associations, teams, concerts, festivals, sporting events, and other opportunities that bring people together as part of a community

*Branding campaigns* (outer ring)

Public art, signs, sporting events, celebrations, and other efforts to communicate the distinct qualities of a community or institution

*Civic awards* (outer ring)

Awards, honors, and titles that recognize the contributions of neighborhood, school, and local leaders

*Serious games* (third ring)

Fun exercises that help people learn, understand different perspectives, strengthen relationships, and generate creative solutions to shared problems

*Understanding the definitions from our collection of measures, tools, and indices—and the underlying assumptions behind those definitions—is necessary to identify where overlaps and variations exist. We have collected definitions of key terms grouped by core concepts. We do not intend this definition list to be exhaustive, but rather, a way to demonstrate the ideas and the people working around similar concepts.*

### CIVICS BROADLY AND CIVIC ENGAGEMENT

#### **Civic** (*America + Civic Language, PACE*)

intended to denote the virtues, assets, and activities that a free people need to govern themselves well as Educating for American Democracy describes (p. 20)

#### **Civics** (*The Future of Assessment: White Paper 2, High Resolves*)

the study of the system in which you live so that you can take informed action, including government structures, political parties, the press, and civic action (p. 3)

#### **Civic cluster**

##### **(America + Civic Language, PACE)**

The four words from *the America + Civic Language PACE* study that include “civic” or “civil” as adjectives and acted differently from other words in their survey: “Both overall and in subgroups, these words rank high for unfamiliarity; they all appear in the top third of unfamiliar terms for groups”. These words are civic engagement, civic infrastructure, civic health, and civil society (p. 20).

#### **Civic engagement (Civic Engagement Learning Outcomes, James Madison University)**

preparing individuals to be active and responsible participants in a representative democracy dedicated to the common good. Examples of participation: campaigning, running or holding office, contacting public officials, protesting, voting, etc. Engagement is enhanced by knowledge, skills, values and dispositions

#### **Civic engagement** (*Monitoring Civic Learning Opportunities and Outcomes, Laura S.*

##### **Hamilton and Ace Parsi**)

integration of knowledge, skills, and dispositions to solve public problems, improve communities and societies, and navigate formal and informal political systems and processes; can be individually or collectively and encompasses civic actions and civic participation [*Definitions based on Hansen et al. (2018), Vinnakota (2019), NCSS (n.d.), and LEADE (n.d.)*] (p. 3)

#### **Civic infrastructure** (“What is this Civic Infrastructure,” *Strive Together*)

A way in which a region or community comes together to hold itself collectively accountable for implementing its own unique cradle-to-career vision and organizes itself to identify what gets results for children; improves and builds upon those efforts over time; and invests the community’s resources differently to increase impact

#### **Civic efficacy** (*Assessment Framework for Deeper Civic Learning, Democratic Knowledge Project*)

a sense of being able to effectively participate in civic life (p. 2)

#### **Civic duty**

##### **(Young Voter Turnout Report, Ad Council)**

such as voting; a responsibility to make your voice heard (p. 6)

**Civic identity (Assessment Framework for Deeper Civic Learning, Democratic Knowledge Project)**

the consolidation of civic knowledge, civic skills, civic attitudes, and civic dispositions into a social role identity (p. 1)

**Political and civic behaviors (Center for Educational Equity, Teachers College, Columbia University)**

includes engagement in deliberative discussions, volunteering, and attending public meetings and other activities related to civic life (p. 1)

### CIVIC DISPOSITIONS

**Central civic and political dispositions and values (Center for Educational Equity, Teachers College, Columbia University)**

political theorists and political scientists tend to identify tolerance, equality, due process, respect for the rule of law, and support for the fundamental political institutions of our society as central to a democratic society. Also includes concern for others' rights and welfare, fairness, reasonable levels of trust, and a sense of public duty (p. 2)

**Civic dispositions (*Monitoring Civic Learning Opportunities and Outcomes*, Laura S. Hamilton and Ace Parsi)**

attitudes that support democratic participation including an appreciation of the responsibilities of citizenship, interest in the welfare of others, a sense of personal and collective agency, and capacity to engage in civil disagreement while maintaining civic friendship [*Definitions based on Hansen et al. (2018), Vinnakota (2019), NCSS (n.d.), and LEADE (n.d.)*] (p. 3)

**Civic dispositions (*Civics Framework for the 2018 National Assessment of Educational Progress, National Assessment Governing Board*)**

the inclinations or “habits of the heart,” as de Tocqueville called them, that pervade all aspects of citizenship. They include the dispositions to become an independent member of society; respect individual worth and human dignity; assume the personal, political, and economic responsibilities of a citizen; participate in civic affairs in an informed, thoughtful, and effective manner; and promote the healthy functioning of American constitutional democracy

### CIVIC EDUCATION, LEARNING

**Civic learning (*The Future of Assessment: White Paper 2, High Resolves*)**

the process of acquiring skills and knowledge relevant to being a member of a democracy (p. 3)

**Citizenship education (*The Future of Assessment: White Paper 2, High Resolves*)**

the comprehensive package of learning that equips the next generation with the knowledge, tools, and dispositions needed to act for the wellbeing of themselves, their communities, and the planet. Includes global competence, civic learning, social justice, and social emotional learning (p. 3)

**Civic education, goal of (Assessment Framework for Deeper Civic Learning, Democratic Knowledge Project)**

to equip young people for effective, reciprocal, and self-protecting civic engagement. (p. 1)

**Civic education, broader purpose (*The State of State Standards for Civics and U.S. History in 2021, The Thomas B. Fordham Institute*)**

to provide a common framework for resolving our differences even as we respect them—that is, to manage peacefully and constructively the eternal balancing and rebalancing of *pluribus* and *unum*—and ultimately, *that* calls for shared allegiance to a common set of ideas and core principles that is grounded in a common understanding (p.4,5)

### **Core competencies (CASEL)**

self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

### **Civic learning competency**

*(Monitoring Civic Learning Opportunities and Outcomes, Laura S. Hamilton and Ace Parsi)*

civic knowledge, civic skills, civic dispositions, civic engagement [Note: Definitions based on Hansen et al. (2018), Vinnakota (2019), NCSS (n.d.), and LEADE (n.d.).] (p.3)

### **Civic education, contexts of**

*(Civics Framework for the 2018 National Assessment of Educational Progress, National Assessment Governing Board)*

The acquisition of knowledge and skills and the development of civic dispositions take place within a variety of contexts. Those of home, school, community, state, nation, and the world are especially important in civic education (Executive summary, XV)

## CIVIC KNOWLEDGE

### **Civic knowledge**

*(Center for Educational Equity, Teachers College, Columbia University)*

starts with understanding of structure of government and processes of lawmaking and policymaking, but a broader, deeper knowledge of history, politics, economics, and other disciplines is necessary (p. 1)

### **Civic knowledge**

*(Civics Framework for the 2018 National Assessment of Educational Progress, National Assessment Governing Board)*

includes knowledge of civic life, politics, and government; the foundations of the American political system; how the government established by the Constitution embodies the purposes, values, and principles of American democracy; the relationship of the United States to other nations and to world

affairs; and the role of citizens in American democracy (Executive summary, XIV)

### **Civic knowledge (*Monitoring Civic Learning Opportunities and Outcomes, Laura S. Hamilton and Ace Parsi*)**

understanding of governments in US and in other nations, along with understanding related social studies concepts including the effects of history on current governments and societies [*Definitions based on Hansen et al. (2018), Vinnakota (2019), NCSS (n.d.), and LEADE (n.d.)*] (p. 3)

### **Deep knowledge of U.S. government and politics (“Give Us Your Best Advice: Assessing Deep Political Learning,” Walter C. Parker, Jane C. Lo)**

includes knowing the Constitution but also includes knowing the power of interest groups, lobbying, campaign financing, federalism, civil rights, discrimination, voter behavior, ideology, the three branches, Supreme Court decisions, and more. Deep knowledge is complex and adaptive (*Social Education* 80(4), pp 227–231)

## CIVIC SKILLS

### **Agency (New Tech Network Rubric)**

growth mindset and demonstrate ownership over one’s learning (in academic setting)

### **Belonging (*A Funder’s Guide to Building Social Cohesion, Democracy Funders Network*)**

refers to a human emotional need for interpersonal relationships, identity, social connection, and being part of a group [McLeod, S. (2007). Maslow’s Hierarchy of Needs. *Simple Psychology*; powell, j.a., and Menendian, S. (2022).] (p. 1)

### **Bonding social capital (“A Social Capital Approach to Education Reform,” Bruno V. Manno)**

Bonding social capital occurs within a group



and reflects the need to be with others like ourselves, providing personal emotional support, companionship, and validation. Bonding and bridging social capital are complementary. As Xavier DeSousa Briggs says, bonding social capital is for “getting by” and bridging social capital is for “getting ahead” (*National Affairs*, 53)

**Bridge building or bridging**  
(*A Funder’s Guide to Building Social Cohesion, Democracy Funders Network*)

activities that intentionally bring people together—in a curated, semi-structured, non-competitive environment—in service of building stronger relationships, understanding and connectivity across difference [Othering & Belonging Institute. (n.d.). Bridging & Belonging. Othering & Belonging Institute; Strandberg, K., Himmelroos, S., and Grönlund, K. (2017). “Do Discussions in Like-Minded Groups Necessarily Lead to More Extreme Opinions? Deliberative Democracy and Group Polarization.” *International Political Science Review*, 40(1).] (p. 6)

**Bridging social capital**  
(“A Social-Capital Approach to Education Reform,” Bruno V. Manno)

Bridging social capital occurs between social groups and reflects the need to connect with individuals different from ourselves, expanding our knowledge, social circles, and resources across features like race, class, or religion. It also includes how people and institutions interact with each other in a power relationship or hierarchy, like a community organization and a government agency. It propels young people to opportunity, well-being, and responsible citizenship (*National Affairs*, 53)

**Civic skills**  
(*Civics Framework for the 2018 National Assessment of Educational Progress, National Assessment Governing Board*)

intellectual and participatory skills involving

the use of knowledge to think and act effectively in a reasoned manner in response to the challenges of life in a constitutional democracy (Executive summary XV)

**Civic essential skills (*Personal Email*)**  
critical thinking, problem analysis, advocacy

**Essential skills to informed citizenship**  
(*The State of State Standards for Civics and U.S. History in 2021, Thomas B. Fordham Institute*)

critical thinking, problem analysis and evaluation, interpreting, and arguing from evidence (p. 31)

**Civic skills (*Monitoring Civic Learning Opportunities and Outcomes, Laura S. Hamilton and Ace Parsi*)**

ability to engage actively and effectively in democratic processes by applying skills such as critical thinking, teamwork, written and oral communication, and information literacy [Definitions based on Hansen et al. (2018), Vinnakota (2019), NCSS (n.d.), and LEADE (n.d.)] (p. 3)

**Civic reasoning and discourse**  
(*Educating for Civic Reasoning and Discourse, National Academy of Education*)

to engage in civic reasoning, one needs to think through a public issue using rigorous inquiry skills and methods to weigh different points of view and examine available evidence. Civic discourse concerns how to communicate with one another around the challenges of public issues in order to enhance both individual and group understanding. It also involves enabling effective decision making aimed at finding consensus, compromise or in some cases, confronting social injustices through dissent. Finally, engaging in civic discourse should be guided by respect for fundamental human rights (p.1)

**Collaboration (New Tech Network Rubric)**

the ability to be a productive member of diverse teams through strong interpersonal

communication, a commitment to shared success, leadership, and initiative (in academic setting)

### **Organizational civic behavior**

*(Assessing Civic Competency and Engagement in Higher Education, Judith Torney-Purta, Julio C. Cabrera, Katrica Crotts Roohr, Ou Lydia Liu, Josepha A. Rios)*

a way in which civic competency and engagement have been related to workplace readiness; defined as individual employee's "behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the (employee's) organization" [Organ, 1988] (p. 4)

### **Self-efficacy (Center for Educational Equity, Teachers College, Columbia University)**

the sense that one's actions, either alone or in combination with others, can make a difference. Shown to be strongly correlated with civic action (p. 2)

### **Social cohesion**

*(A Funder's Guide to Building Social Cohesion, Democracy Funders Network)*

a condition in which people in society have access to trusting social networks and a shared sense of solidarity, inclusion, and belonging (p. 1)



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