

# **International Civic and Citizenship Education Study (ICCS) RELEASED ITEMS**



## **Teaching Resource Pack for teachers of subjects related to Civic and Citizenship Education**

RESEARCH AND DEVELOPMENT DEPARTMENT  
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## About the ICCS

### What is ICCS?

The International Civic and Citizenship Education Study (ICCS) is a comparative research study of the International Association for the Evaluation of Educational Achievement (IEA). ICCS is designed to:

- Investigate ways in which young people are **prepared to undertake their role as citizens** in a changing world
- Report on **students' knowledge and understanding of concepts and issues related to civics and citizenship**, as well as **their value beliefs, attitudes, and behaviours**, including the way in which students think about civic society and how they engage in it
- Allow countries to assess the **comparative international standing** of their students' civic-related knowledge
- Explore how **differences among countries** relate to student characteristics, school and community contexts, and national characteristics
- Examine **teachers' preparation and views** on civic and citizenship education
- Provide a rich data resource about **school, family, and community contexts** for teaching and learning in civics and citizenship

### Participation options

In the coming months the Research and Development Department, will be administering the International Civic and Citizenship Study (ICCS) 2016 Field Trial with a sample of Maltese schools from all sectors (state, church and independent schools).

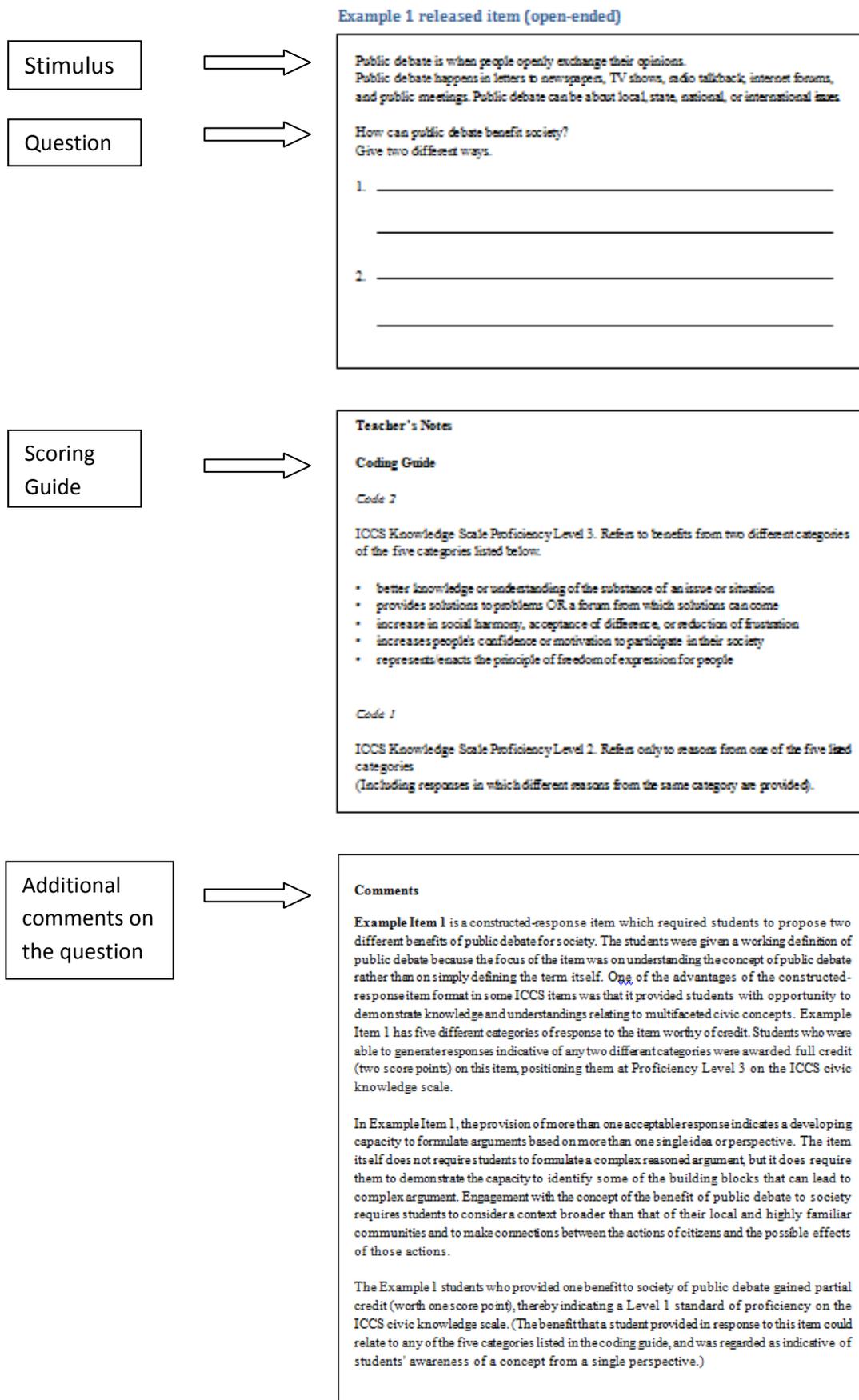
- Students:** The target population of ICCS 2016 is Year 9 (Form 3) students.
- Teachers:** The target population is Year 9 teachers of all subjects. Year 9 Teachers of civic and citizen education-related subjects will participate as a separate group.

The Research and Development Department is disseminating this resource pack which contains samples of test items that have been released. Assessment items are kept confidential so that they can be used in subsequent cycles of ICCS in order to be able to measure trends.

The purpose of this pack is to be used as a resource pack with for Year 9 students. Teachers are encouraged to model other questions according to their students' needs and abilities. However, the resource pack is not intended to coach students for the test but to familiarise themselves with the types and styles of items.

This resource pack follows other information sources published by IEA and the Research and Development Department. Data and information has also been disseminated particularly through the ICCS Malta Report, dissemination workshops, as well as through meetings and training seminars for School Coordinators and Test Administrators. Further information regarding ICCS may be accessed on: [http://www.iea.nl/iccs\\_2016.html](http://www.iea.nl/iccs_2016.html) ; <http://iccs.iea.nl/>; [www.research.gov.mt](http://www.research.gov.mt).

## Guidelines for Question Format



## Proficiency Levels

The table below shows a list of proficiency levels with text outlining the type of knowledge and understanding at each level. **The proficiency level describes** a hierarchy of civic knowledge in terms of increasing sophistication of content knowledge and cognitive process. Increasing levels on the scale represent increasingly complex content and cognitive processes, as demonstrated through performance. The scale does not, however, simply extend from simple content at the bottom to reasoning and analyzing at the top. The cognitive processes of knowing and of reasoning and analyzing can be seen across all levels of the scale, depending on the issues to which they apply.

### **Level 3: 563 score points and above**

Students working at Level 3 make connections between the processes of social and political organization and influence, and the legal and institutional mechanisms used to control them. They generate accurate hypotheses on the benefits, motivations, and likely outcomes of institutional policies and citizens' actions. They integrate, justify, and evaluate given positions, policies, or laws based on the principles that underpin them. Students demonstrate familiarity with broad international economic forces and the strategic nature of active participation.

*Students working at Level 3, for example:*

- Identify likely strategic aims of a program of ethical consumption
- Suggest mechanisms by which open public debate and communication can benefit society
- Suggest related benefits of widespread cognitive intercultural understanding in society
- Justify the separation of powers between the judiciary and the parliament
- Relate the principle of fair and equal governance to laws regarding disclosure of financial donations to political parties
- Evaluate a policy with respect to equality and inclusiveness
- Identify the main feature of free market economies and multinational company ownership.

### **Level 2: 479 to 562 score points**

Students working at Level 2 demonstrate familiarity with the broad concept of representative democracy as a political system. They recognize ways in which institutions and laws can be used to protect and promote a society's values and principles. They recognize the potential role of citizens as voters in a representative democracy, and they generalize principles and values from specific examples of policies and laws (including human rights). Students demonstrate understanding of the influence that active citizenship can have beyond the local community. They generalize the role of the individual active citizen to broader civic societies and the world.

*Students working at Level 2, for example:*

- Relate the independence of a statutory authority to maintenance of public trust in decisions made by the authority
- Generalize the economic risk to developing countries of globalization from a local context
- Identify that informed citizens are better able to make decisions when voting in elections
- Relate the responsibility to vote with the representativeness of a democracy
- Describe the main role of a legislature/parliament
- Define the main role of a constitution
- Relate the responsibility for environmental protection to individual people.

### **Level 1: 395 to 478 score points**

Students working at Level 1 demonstrate familiarity with equality, social cohesion, and freedom as principles of democracy. They relate these broad principles to everyday examples of situations in which protection of or challenge to the principles are demonstrated. Students also demonstrate familiarity with fundamental concepts of the individual as an active citizen: they recognize the necessity for individuals to obey the law; they relate individual courses of action to likely outcomes; and they relate personal characteristics to the capacity of an individual to effect civic change.

*Students working at Level 1, for example:*

- Relate freedom of the press to the accuracy of information provided to the public by the media
- Justify voluntary voting in the context of freedom of political expression
- Identify that democratic leaders should be aware of the needs of the people over whom they have authority
- Justify voluntary voting in the context of freedom of political expression
- Recognize that the UN Universal Declaration of Human Rights is intended to apply to all people
- Generalize about the value of the internet as a communicative tool in civic participation
- Recognize the civic motivation behind an act of ethical consumerism.

**Level 1** of the scale is characterized by students' engagement with the fundamental principles and broad concepts that underpin civics and citizenship. Students operating at this level are familiar with the "big ideas" of civics and citizenship; they are generally able to accurately determine what is "fair" or "unfair" in familiar contexts and to demonstrate some knowledge of the most basic operations of civic and civil institutions. Students working at Level 1 also typically demonstrate awareness of citizens' capacity to influence their own local context. The key factors that differentiate Level 1 achievement from that of the higher levels relate to the degree of specificity of students' knowledge and the amount of mechanistic rather than relational thinking that students express in regard to the operations of civic and civil institutions.

Students working at **Level 2** typically demonstrate some specific knowledge and understanding of the most pervasive civic and citizenship institutions, systems, and concepts. These students generally understand the interconnectedness of civic and civil institutions, and the processes and systems through which these operate (rather than only being able to identify their most obvious characteristics). Level 2 students are also able to demonstrate understanding of the connection between principles or key ideas and how these operate in policy or practice in everyday, familiar contexts. They can relate some formal civic processes to their everyday experience and are aware that the potential sphere of influence (and, by inference, responsibility) of active citizens lies beyond their own local context. One key factor differentiating Level 2 from Level 3 is the degree to which students use knowledge and understanding to evaluate and justify policies and practices.

Students working at **Level 3** demonstrate a holistic rather than a segmented knowledge and understanding of civic and citizenship concepts. They make evaluative judgments about the merits of policies and behaviours from given perspectives, justify positions or propositions, and hypothesize outcomes based on their understanding of civic and citizenship systems and practices. Students working at Level 3 demonstrate understanding of active citizenship practice as a means to an end rather than as an "automatic response" expected in a given context. These students are thus able to evaluate active citizenship behaviours in light of their desired outcomes.

## Released Items

To provide a clearer understanding of the nature of the scale items, two example items (questions) are provided. These not only indicate the types of questions that students are required to answer in the ICCS international test but also illustrate examples of items and responses corresponding to the proficiency levels of the ICCS civic knowledge scale.

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## Released item 1 (open-ended)

Public debate is when people openly exchange their opinions.

Public debate happens in letters to newspapers, TV shows, radio talkback, internet forums, and public meetings. Public debate can be about local, state, national, or international issues.

How can public debate benefit society?

Give two different ways.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

### Teacher's Notes

#### Coding Guide

##### *Code 2*

ICCS Knowledge Scale Proficiency Level 3. Refers to benefits from two different categories of the five categories listed below.

- better knowledge or understanding of the substance of an issue or situation
- provides solutions to problems OR a forum from which solutions can come
- increase in social harmony, acceptance of difference, or reduction of frustration
- increases people's confidence or motivation to participate in their society
- represents/enacts the principle of freedom of expression for people

##### *Code 1*

ICCS Knowledge Scale Proficiency Level 2. Refers only to reasons from one of the five listed categories

(Including responses in which different reasons from the same category are provided).

## Comments

**Example Item 1** is a constructed-response item which required students to propose two different benefits of public debate for society. The students were given a working definition of public debate because the focus of the item was on understanding the concept of public debate rather than on simply defining the term itself. One of the advantages of the constructed-response item format in some ICCS items was that it provided students with opportunity to demonstrate knowledge and understandings relating to multifaceted civic concepts. Example Item 1 has five different categories of response to the item worthy of credit. Students who were able to generate responses indicative of any two different categories were awarded full credit (two score points) on this item, positioning them at Proficiency Level 3 on the ICCS civic knowledge scale.

In Example Item 1, the provision of more than one acceptable response indicates a developing capacity to formulate arguments based on more than one single idea or perspective. The item itself does not require students to formulate a complex reasoned argument, but it does require them to demonstrate the capacity to identify some of the building blocks that can lead to complex argument. Engagement with the concept of the benefit of public debate to society requires students to consider a context broader than that of their local and highly familiar communities and to make connections between the actions of citizens and the possible effects of those actions.

The Example 1 students who provided one benefit to society of public debate gained partial credit (worth one score point), thereby indicating a Level 1 standard of proficiency on the ICCS civic knowledge scale. (The benefit that a student provided in response to this item could relate to any of the five categories listed in the coding guide, and was regarded as indicative of students' awareness of a concept from a single perspective.)

## Released item 2 (multiple-choice)

Martin buys new school shoes. Martin then learns that his new shoes were made by a company that employs young children to make the shoes in a factory and pays them very little money for their work. Martin says he will not wear his new shoes again.

Why would Martin refuse to wear his new shoes?

- He thinks that shoes made by children will not last very long.
- He does not want to show support for the company that made them.\*
- He does not want to support the children that made them.
- He is angry that he paid more for the shoes than they are actually worth.

### Teacher's Notes

### Coding Guide

ICCS Knowledge Scale Proficiency Level 1.

The correct response is indicated with an asterisk at the end of the multiple-choice response option. Students who selected the correct response to this example met a Level 1 standard of proficiency on the ICCS civic knowledge scale.

### Comments

**Example Item 2** is a multiple-choice item (question). The stimulus (which could be an image or some text) for this item provided students with a context and an example of ethical consumerism. The item required students to interpret the fundamental motivation for civic action as it relates to a familiar example of "unfair" treatment of individuals in the international context.

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