



## Item/Instrument Sources

Education Commission  
of the States

### [National Assessment of Educational Progress \(NAEP\)](#)

Sponsored by the National Center for Educational Statistics and referred to as the “Nation’s Report Card,” the National Assessment of Educational Progress first administered a Civics assessment in 1973. The most recent assessment took place in 1998. Items dealing with knowledge and thinking skills were developed to match content categorizations derived from the Voluntary National Standards for Civic Education developed by the Center for Civic Education. The test specifications and items are carefully examined by professional educators as well as content experts and psychometric specialists. Items included here come from both hard copy reports (for the older administration of NAEP) and Web sites (for the recent administrations, most of them labeled NQT v 2.0). All items included here have been released by NAEP, but not all the released items have been included in the database.

### [Compendium of Assessment and Research Tools \(CART\)](#)

The Compendium of Assessment and Research Tools (CART) is a database that provides information on instruments that measure attributes associated with youth-development programs. CART includes descriptions of research instruments, tools, rubrics, and guides and is intended to assist those who have an interest in studying the effectiveness of service-learning, safe and drug-free schools and communities, and other school-based youth-development activities. It is sponsored by the RMC Research Corporation in Denver, Colorado.

### [IEA Civic Education Study/CEDARS](#)

The IEA Civic Education Study tested and surveyed nationally representative samples consisting of 90,000 14-year-old students in 28 countries, and 50,000 17- to 19-year-old students in 16 countries throughout 1999 and 2000. Questionnaires also were administered to teachers and school principals. The conceptual framework for which items were developed was constructed using national case studies and expert input from participating countries. In addition to knowledge and skills items there were also items measuring disposition, civic engagement and the climate of the school and classroom. Psychometric data is available on nearly 20 scales. Since mid-2004, the Civic Education Data and Researcher Services (CEDARS) at the University of Maryland, College Park has assisted researchers, graduate students, and teachers in using the IEA Civic Education instrument in their own schools. Items included here have all been released by IEA, but not all the released items have been included in the database. A few additional items developed subsequent to the IEA study also have been included under the CEDARS designation.



### [Council of Chief State School Officers \(CCSSO\)](#)

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy and technical assistance on major education issues. The council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress and the public. The CCSSO comprehensive social studies development project was a four-year, 4 million dollar project involving 25 states. Its purpose was to produce a variety of assessment materials with an emphasis on those that would demand higher-order thinking skills of elementary and secondary students. Items were written by teachers in these 25 states, and they were field tested. The full set of items is available on a CD-Rom (for a fee) from CCSSO. Permission has been obtained to use the selected items in this database without a fee.

### [Inventory of School Climate](#)

Available for elementary, middle school, and high school students as well as teachers, the Inventory of School Climate assesses the quality of relationships among students and teachers within a school. It also includes scales on topics such as safety problems, innovation of instructional methods used and discipline. Pools of potential items were pilot tested and scales examined for their psychometric properties. The Inventory of School Climate is part of the “High Performance Learning Quality Assessments,” a school self-study instrument that has been developed by Professors Robert D. Felner of the University of Louisville and Stephen Brand of the University of Rhode Island.

### ***Other Sources for the Items/Instruments***

Additional items in this database are from:

- Statewide assessments of civic knowledge and civic education programs (all from Web sites).
- Borgida, E. & Farr, J. (2005). Project 540: Student Turn for a Change. Final Report to Pew Charitable Trusts.
- Brand Stephan, R., M. Felner, A. Shim, A. Seitsinger, & T. Dumas, Middle School Improvement and Reform: Development and Validation of a School-Level Assessment of Climate, Cultural Pluralism, and School Safety. *Journal of Educational Psychology*, 95, 570-588, 2003.
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- Devaney Elizabeth, M. Utne O’Brien, H. Resnik, S. Keister and R. Weissberg, *Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit*. CASEL, 2006.
- Developmental Studies Center, Middle School Student Questionnaire Measures, 2000.
- Hoge, John. University of Georgia. Items developed for Foundations of Democracy textbook.
- Kahne Joseph, E. Middaugh, K. Schutjer-Mance, California Civic Index 2005 (monograph).



- Kahne Joseph, B. Chi, and E. Middaugh, 2002 City Works Evaluation Summary. New York: Surdna Foundation, 2002.
- Minkler, John and D. Hill, *Teacher Tools for Civic Education and Service-Learning*. Fresno, CA: Center for Multicultural Cooperation, 2005.
- Peterson C. and M. Seligman, *Character Strengths and Virtues*. Oxford: Oxford University Press, 2004.
- Root, S. (2004). *Service-Learning and civic development in fourth graders: Expanded measures*. Paper presented at the College and University Faculty Assembly (CUFA) Affiliate of the National Council for Social Studies, Baltimore, MD.
- Schonert-Reichl, K. "Relations of peer acceptance, friendship adjustment, and social behavior to moral development during early adolescence." *Journal of Early Adolescence*, 19(2), 249-79, 1999.
- Shiarella A.H., A.M.McCarthy and M.L. Tucker, Development and construct validity of scores on the Community Service Attitudes Scale. *Educational and Psychological Measurement*, 60 (2), 2000: 286-300.
- [University of California Berkeley Service-Learning Research and Development Center](#)
- Wentzel, K.R. (1993). Social and academic goals at school: Motivation and achievement in early adolescence. *Journal of Early Adolescence*, 13, 4-20.
- The Western Alliance for the Study of School Climate (WASSC).
- Wilkenfeld, B.S. and Torney-Purta, J. (2006). Developmental outcomes associated with service- learning in undergraduate students. College Park, MD, CEDARS: Unpublished manuscript.
- State Education Agency K-12 Service-Learning Network (SEANet)
- The Political Engagement Project (Carnegie Foundation for the Advancement of Teaching)
- Items from the 1989 British Columbia Assessment of Social Studies (Technical Report)
- Items from the 1985 Alberta Canada, Grade 12 Assessment of Social Studies

