

Table 5. Modified Proposed Civic Competency and Engagement Framework from Torney-Purta et al. (2015)

Construct domain	Definition	Examples of assessment topics
<i>Civic competency domain</i>		
Civic knowledge	Civic knowledge deals with facts, concepts and principles. Knowledge questions can be contextualized in a local setting, a national setting, or an international setting. They can be contextualized in the present or past.	<p>Possession of:</p> <ul style="list-style-type: none"> <li>○ Foundational and conceptual knowledge of government structures and processes enabling attentive and effective civic/political participation</li> <li>○ Factual information about and understanding of institutions and processes of government, major political, economic, and social conditions or issues, stands of political parties</li> </ul> <p>Ability to:</p> <ul style="list-style-type: none"> <li>○ Relate national practices and events to a global or international perspective</li> <li>○ Relate historical events to the current political scene, such as major social and political movements and conflicts</li> </ul> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>○ Fundamental principles of democratic processes, human and civil rights, and rule of law</li> </ul> <p>Legal aspects of citizenship, voting, and representation</p>
Analytic skills	Application of knowledge of political and civic issues in order to interpret political debates and decision making, identify contrasting perspectives, recognize potential solutions to problems, and respond to hypothetical situations presented in case studies of issues or texts from media sources (in print or online).	<p>Ability to:</p> <ul style="list-style-type: none"> <li>○ Evaluate an issue in light of evidence (in light of the reliability of different sources)</li> <li>○ Track issues in the media</li> <li>○ Describe public debates, identify and evaluate potential solutions, or see impact of different choices on issues of concern</li> <li>○ Recognize potential effects of laws or policies on different communities or groups and understand their perspectives</li> </ul>

Construct domain	Definition	Examples of assessment topics
		<ul style="list-style-type: none"> <li>○ Distinguish evidence-backed facts from unsubstantiated opinions</li> <li>○ Engage in analysis of political information</li> <li>○ Explain diverse positions on democratic values or practices; take a position and defend it</li> <li>○ Recognize justifications for a position on political and social issues (including those involving diverse communities)</li> <li>○ Evaluate strengths and weaknesses of potential approaches to civic and political problems and be reflective about decisions and actions</li> <li>○ Be reflective about the potentials and challenges of social media in politics</li> </ul> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>○ The dimensions of complex social issues or policies and ability to apply core ethical and democratic principles, as well as examine the perspectives offered by different disciplines or groups or sources</li> <li>○ Cultural and human differences that frequently bear on political activities and related perspective taking</li> </ul> <p>Media and information literacy relating to political and social issues. (considering use of social media, journalistic, and scholarly sources, and including graphic presentations)</p>

Construct domain	Definition	Examples of assessment topics
Participatory and involvement skills	Judgments of scenarios of group involvement or political problem solving in a community or other setting.	<p>Ability to:</p> <ul style="list-style-type: none"> <li>○ Apply political skills in articulating arguments for different audiences and reaching compromises</li> <li>○ Analyze social or political systems to plan processes of problem solving and public action</li> <li>○ Identify how civic and democratic dimensions can be integrated into various disciplines and contexts; how knowledge can be employed for public purposes</li> <li>○ Apply ethical standards to evaluate political decision-making practices, processes, and outcomes and to understand principled dissent and effective leadership</li> </ul> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>○ How to choose the most effective mode of participation</li> <li>○ How to participate respectfully and constructively, both individually and in collaboration with diverse others</li> <li>○ The importance of listening and deliberating in collective decision making; the productive use of conflict</li> <li>○ Organizational leadership and group skills: modes of enhancing cooperation in groups, building cohesiveness, avoiding the premature closing of discussion</li> <li>○ Distinctions between personal and group goals</li> </ul>
Efficacy	Interest, involvement, or engagement in attending to political information; the capacity to understand a political situation or undertake successful civic action (using online activity as appropriate).	<ul style="list-style-type: none"> <li>● Interest in being informed about and attentive to civic and political information from a variety of sources</li> <li>● A sense of concern about social issues (that may involve emotional responses)</li> <li>● Willingness to practice participatory, involvement, and analytic skills (see previous categories)</li> <li>● Sense of individual and collective civic or political efficacy, competence, or agency</li> <li>● Persistence in the face of challenges</li> </ul>

Construct domain	Definition	Examples of assessment topics
Democratic norms and values	Belief in basic principles of democratic and diverse society, with a sense of responsibility to take civic action.	<ul style="list-style-type: none"> <li>• Respect for the historical principles of American democracy</li> <li>• Attitudes toward participation in diverse groups <ul style="list-style-type: none"> <li>○ Positive attitudes towards pluralism</li> <li>○ Comfort with and respect for diverse perspectives</li> </ul> </li> <li>• Valuing civic engagement and a sense of personal responsibility in a community <ul style="list-style-type: none"> <li>○ Willingness to make an effort to further the public good (locally, nationally, and in the global community)</li> <li>○ Sense of social and civic responsibility and commitment to the public good</li> <li>○ Values with the potential to build community cohesion at local, national, and global levels</li> <li>○ Sense of a politically engaged identity (civic-mindedness)</li> <li>○ Sense of community or solidarity with diverse groups or constituencies</li> <li>○ Recognizing the background of one's own attitudes and civic engagement</li> <li>○ Concern about persistent social injustice and other public problems</li> </ul> </li> </ul>
Participation and activities	Civic and political behavior and actions. These behaviors and actions can be contextualized in face-to-face setting (on campus or in the community, nation, or global setting) or in online contexts.	<ul style="list-style-type: none"> <li>• Vote, voice an opinion, protest, take consumer-oriented action, join or originate petitions</li> <li>• Take actions with the potential to make a difference in their communities or more broadly</li> <li>• Participate in deliberative and collaborative groups with friends and community members</li> <li>• Civic participation and volunteering/service learning</li> <li>• Political participation (during and between political campaigns)</li> <li>• Participate in activities of personal and public concern that are personally enriching and socially beneficial</li> <li>• Develop a sense of one's own political voice</li> </ul>