

 IEA
ICCS
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ICCS 2027 Progress Report

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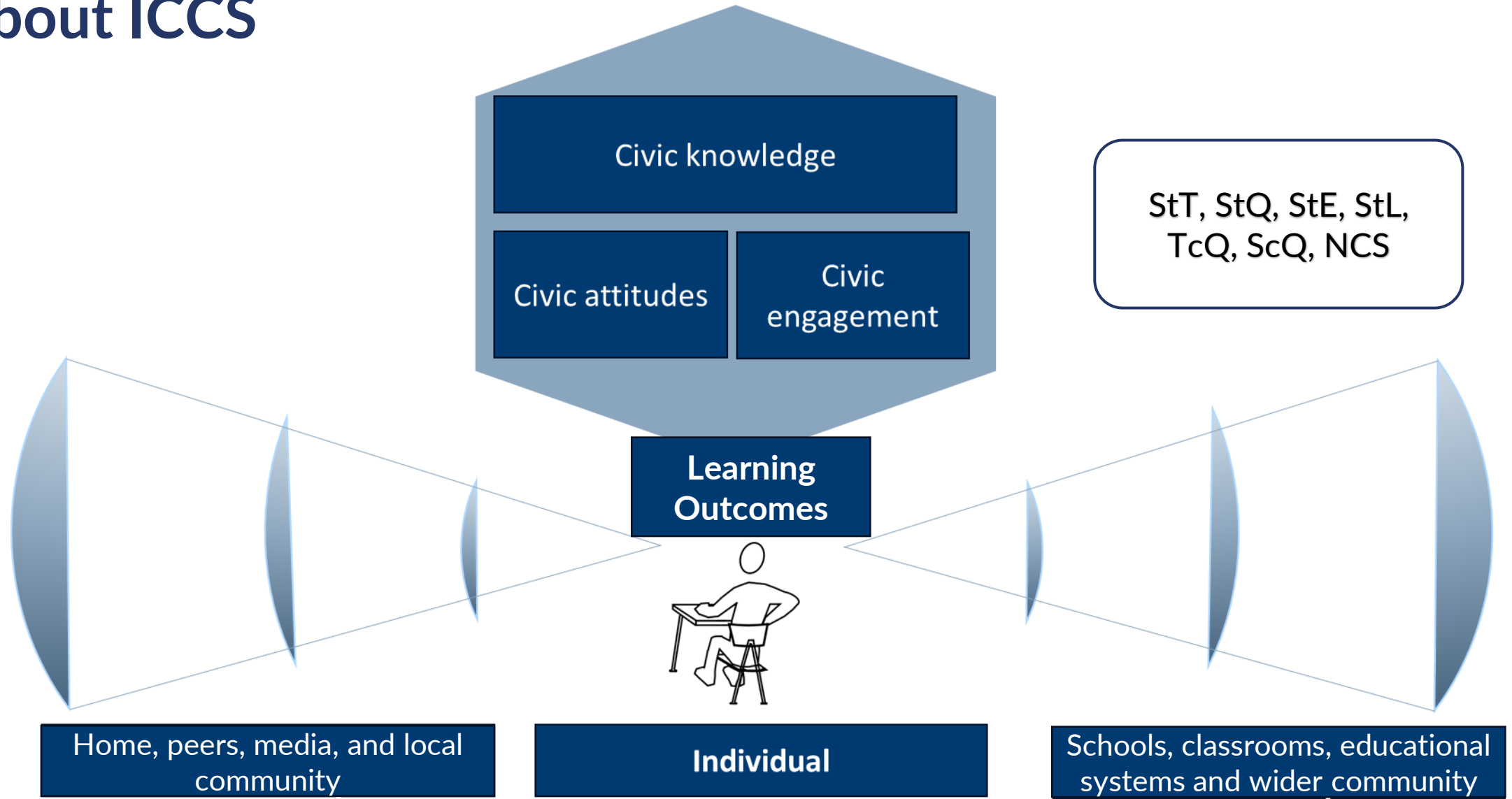
Field Trial



Timeline

About ICCS

About ICCS



Civic Resilience

Digital Citizenship

Sustainability

Global Citizenship

Diversity & Inclusiveness

Teaching Civic & Citizenship Education

Civic knowledge

Civic attitudes

Civic engagement

Learning Outcomes



Home, peers, media, and local community

Individual

Schools, classrooms, educational systems and wider community

Country Recruitment

Country Participation Overview

Austria

Bulgaria¹¹

Chile

Chinese Taipei

Croatia

Cyprus¹¹

Czech Republic¹¹

Dominican Republic

Denmark¹¹

Estonia

Finland

France

Georgia¹¹

Germany

Greece

Italy¹¹

Lithuania

Latvia¹¹

North Macedonia¹¹

Malta

Netherlands

Norway

Poland

Portugal¹¹

Romania¹¹

Serbia

Slovenia¹¹

Spain

Sweden¹¹

¹¹ countries enrolled in Grade 11 module.

Instruments and framework development

Instrument & Framework Development

- Ongoing priority, evolving until the main study in 2027, with input from ISC, JMC, international experts, and NRCs.
- Focus on maintaining trends while introducing balanced innovations.
- Instrument development involves revising, retaining, and creating new cognitive and questionnaire items.
- Instruments were tested in a Pilot (February 2025) and in a Field Trial (2026) before the Main Study in 2027.

Field Trial

Field Trial Purposes

1

Instruments

To test newly developed cognitive items and questionnaire questions across representative country samples, focusing on item/question performance and construct validity.

2

Procedures

To evaluate survey operations: sampling, working with schools, preparing national instruments (i.e., adaptation, translation and verification), within-school sampling, data collection, scoring, and coding procedures.



Field Trial evidence

FT Data Analysis + operational feedback
+ NRC feedback via Survey Activities
Questionnaire & dedicated meetings

Main Study decisions

Fine-tune questions, select cognitive items, refine scoring guides, and inform procedures.

Field Trial Timeline



Instrument coverage: ICCS 2027 Grade 8 & Grade 11 module

Civic Knowledge Test

121 new items + 33 trend items

14 rotated booklets, 4 new item types

International Student Questionnaire (StQ)

48 questions / 2 forms

7 new; 3 experiments

Teacher Questionnaire (TcQ)

23 questions

14 new or substantially revised; 1 experiment

School Questionnaire (ScQ)

23 questions

9 new or substantially revised; 1 experiment

Regional Questionnaires (StE, StL)

Europe: 19; LatAm: 13

8 new in each; 9 overlapping questions

Grade 11 module

StQ: 63 / 2 forms; ScQ: 39

Content largely overlaps with Grade 8; dedicated G11 content included

Item/Question Selection Process

1

Review
psychometric
performance

2

Review of PAC &
NRC feedback

3

Review framework
coverage

Item & Question Review and Selection Process

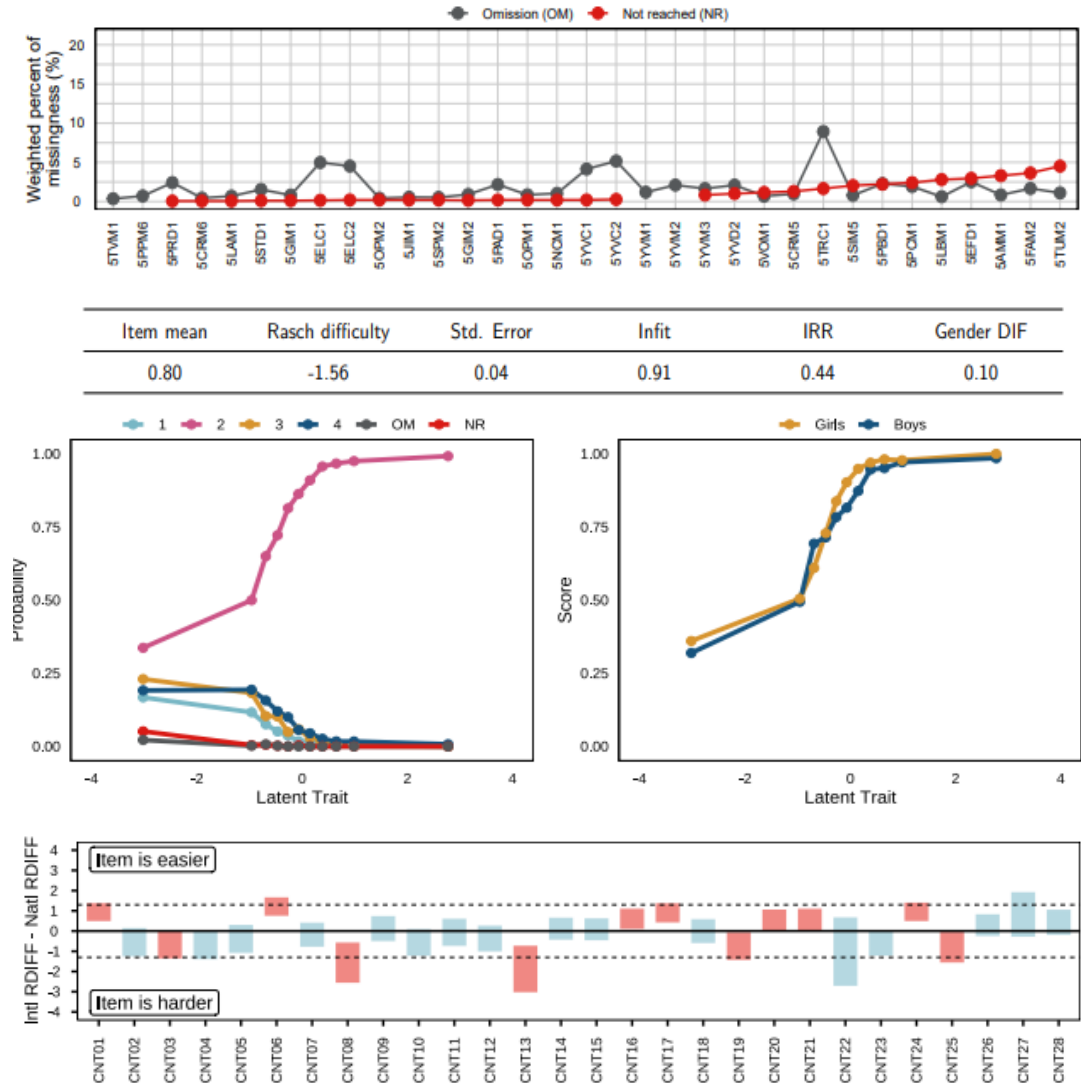
- Considering the severity of the flagged issue, psychometric performance, experiment results, NRC input, framework coverage, and length, we made a judgement on whether to exclude items or questions from the Main Study
- To communicate our proposed decision, we are using a traffic light system
 - ○ ○ → keep question without modifications for MS
 - ○ ○ → Keep question with modifications for MS (e.g., removing/adding elements)
 - ○ ○ → exclude question/item for MS
- Where we propose to keep an item or a question with modifications or exclude it, despite flagged issues, we provided a reason for that suggestion

Global strategy for analysing results

Civic Knowledge Test

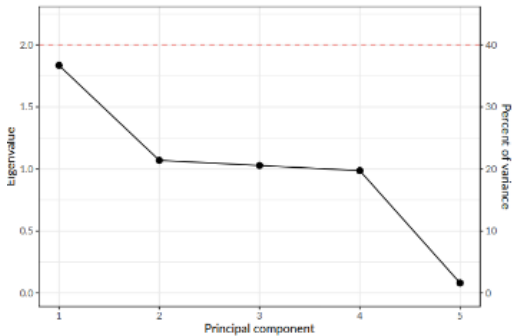
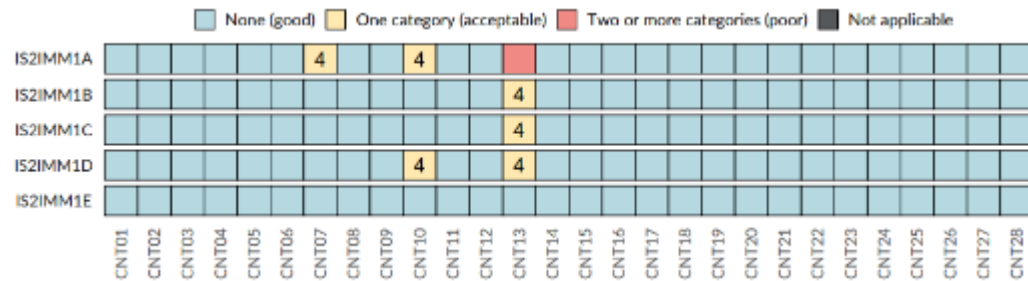


- Omitted responses
- Item difficulty
- Item discrimination (high vs low ability students)
- Differential item functioning
- Time spent on item, cluster, & booklet



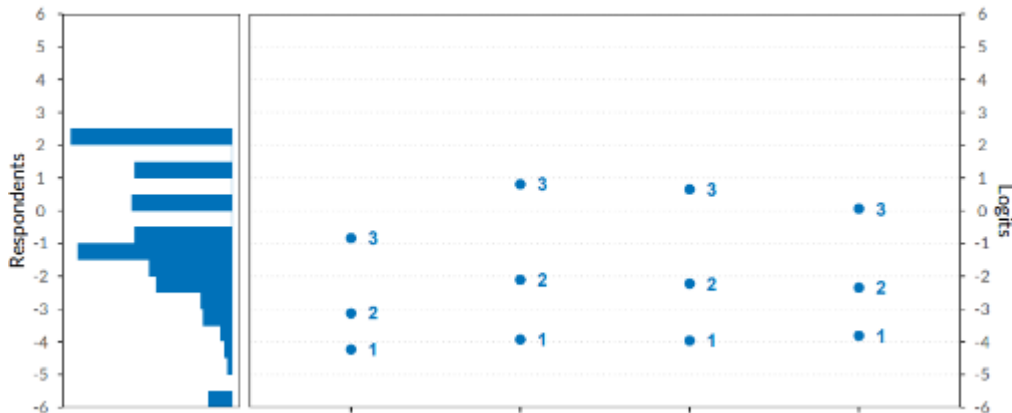
Purpose: generate evidence for selecting the best functioning items and scales for the Main Study.

Global strategy for analysing results



Item	δ	Infit	Outfit
GC4STT1A	-0.171	0.956	0.946
GC4STT1B	-0.239	0.994	0.981
GC4STT1C	-1.494	0.934	0.836
GC4STT1D	0.141	0.992	1.017
GC4STT1E	0.662	1.048	1.119
GC4STT1F	1.101	0.969	1.031

Notes: WLE reliability = 0.394.



Questionnaires



Item level

- Omitted responses
- Infrequently used response categories
- Differential item functioning

Scale level

- If a set of items measure one single construct
- How hard are statements to agree with
- How reliably the set of items measures the concept
- Cross-country comparability
- Associations with relevant constructs
- Time spent on question & questionnaire

Purpose: generate evidence for selecting the best functioning items and scales for the Main Study.

Civic knowledge test: Trialing non-conventional item types + scoring approach

1 Drag & Drop

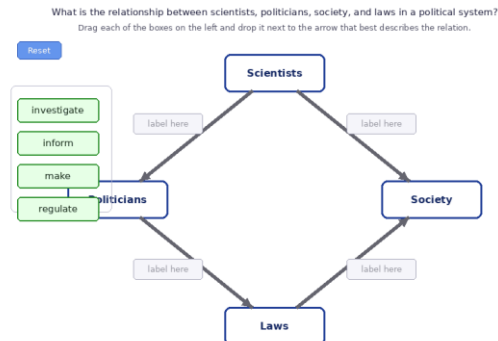
Digital UI elements that students click, drag, and release to relocate or organize content within an interface.

Drag each concept on the left into the correct column on the right.

Reset	Protests are important for ...	Protests cause disruption by ...	Protests can lead to government actions like ...
Promoting civic participation	drop here	drop here	drop here
Blocking access to public services	drop here	drop here	drop here
Encouraging people to express their opinions	drop here	drop here	drop here
Interrupting daily routines	drop here	drop here	drop here
Declaring a state of emergency	drop here	drop here	drop here
Holding public meetings to address the protesters' concerns	drop here	drop here	drop here
Using the police to control the protesters	drop here	drop here	drop here
Helping bring about social change	drop here	drop here	drop here
Investigating protesters who break the law	drop here	drop here	drop here

2 Concept Maps

Graphical components enclosed in nodes or boxes and linking phrases (lines with arrows) used to visually illustrate relationships between ideas.



3 Complex multiple choice

Require students to perform multiple related selections, matches, or categorizations rather than choosing a single answer.

The idea of letting 16-year-olds vote is causing a big debate on social media. Some people support the idea of the group [Change] to lower the voting age. Other people support the group [Keep] that is against this idea.

Now, you will see social media posts about this topic. Use the buttons to indicate which posts are for lowering the voting age, and which posts are against it.

	This post supports lowering the voting age.	This post is against lowering the voting age.
[Hard Times Make Strong Opinions] Most politicians are old and \$ corrupt \$ 🤔 But children are pure of heart, we should hear their voices!!! 🗣️	☐	☐
[PoliticalPanda] How can anyone seriously be pro [Change]??? These guys are themselves stuck in the minds of 16 year olds 🤔🤔🤔	☐	☐

4 New Scoring Approach for Constructed Response

Shorter, more concise scoring guides intended to save resources and improve scorer reliability

Making it easier to <get started> / <start the business>

OR

Encouraging <job creation> / <employment opportunities>

OR

Contributing to the local economy

OR

Encouraging <entrepreneurship> / <business expansion/creation>

OR

Reducing <vacancy> / <the number of empty shops/businesses>

Purpose: generate evidence for selecting the most suitable content, item formats and item-set designs for the Main Study.

Questionnaires: Experiment types

- Each experiment uses two versions of an item-set (Form A and Form B), with respondents randomly assigned to one.
- Concurrent analyses by RandA & DARC.

1 Content

Comparing alternative scales intended to capture closely related constructs.

There are different views about how a country should be ruled.

How much do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
a) Political leaders should make decisions without consulting anybody when they think it is best for the country.	☐	☐	☐	☐
b) Political leaders should be allowed to enforce their will even if it means violating the rights of some citizens.	☐	☐	☐	☐
c) People with different opinions than the political leaders should be considered enemies.	☐	☐	☐	☐
d) Political leaders should be allowed to remove social media posts if they criticize the government.	☐	☐	☐	☐
e) Concentrating all political power in one person is good, since it guarantees order.	☐	☐	☐	☐
f) If political leaders do not agree with the [parliament] they should be allowed to close it down.	☐	☐	☐	☐

2 Response formats

Comparing slider formats with traditional response formats, including Likert scales, dropdown menus, or percentage bands.

To what extent do you feel part of the following groups or communities?

	Completely	Not at all
a) Your [school class/classroom]	<input type="range"/>	
b) A group of friends	<input type="range"/>	
c) Your school	<input type="range"/>	
d) Your local community	<input type="range"/>	
e) [Country of test]	<input type="range"/>	
f) Another country than [country of test]	<input type="range"/>	
g) [Geographic region e.g., Europe, Latin America, Asia]	<input type="range"/>	
h) The world community	<input type="range"/>	
i) A religious community	<input type="range"/>	
j) An [ethnic] group	<input type="range"/>	
k) An online community (e.g., gaming, social media groups)	<input type="range"/>	
l) A [gender group] (e.g., male, female, LGTBQ+)	<input type="range"/>	

3 “I don’t know” option

Comparing item versions with and without an “I don’t know” response option.

How well is the EU doing its job in the following policy areas?

	Very good job	Fairly good job	Fairly bad job	Very bad job	I don't know
a) Making trade between EU countries easy	☐	☐	☐	☐	☐
b) Setting up common rules to fight climate change	☐	☐	☐	☐	☐
c) Fighting corruption and international crime	☐	☐	☐	☐	☐
d) Making sure all the governments of EU countries implement citizens' rights	☐	☐	☐	☐	☐
e) Organizing common security policy and military defense	☐	☐	☐	☐	☐
f) Helping to develop the economy in all EU countries	☐	☐	☐	☐	☐
g) Handling immigration from outside the EU	☐	☐	☐	☐	☐
h) Limiting the power of big social media companies	☐	☐	☐	☐	☐
i) Supporting innovative ideas for economic success	☐	☐	☐	☐	☐
j) Keeping all kinds of products safe for consumers	☐	☐	☐	☐	☐
k) Supporting farming in EU countries	☐	☐	☐	☐	☐
l) Preventing the Euro from losing its value	☐	☐	☐	☐	☐

4 Item order

Comparing two versions of the same item battery in which selected items are presented in different orders.

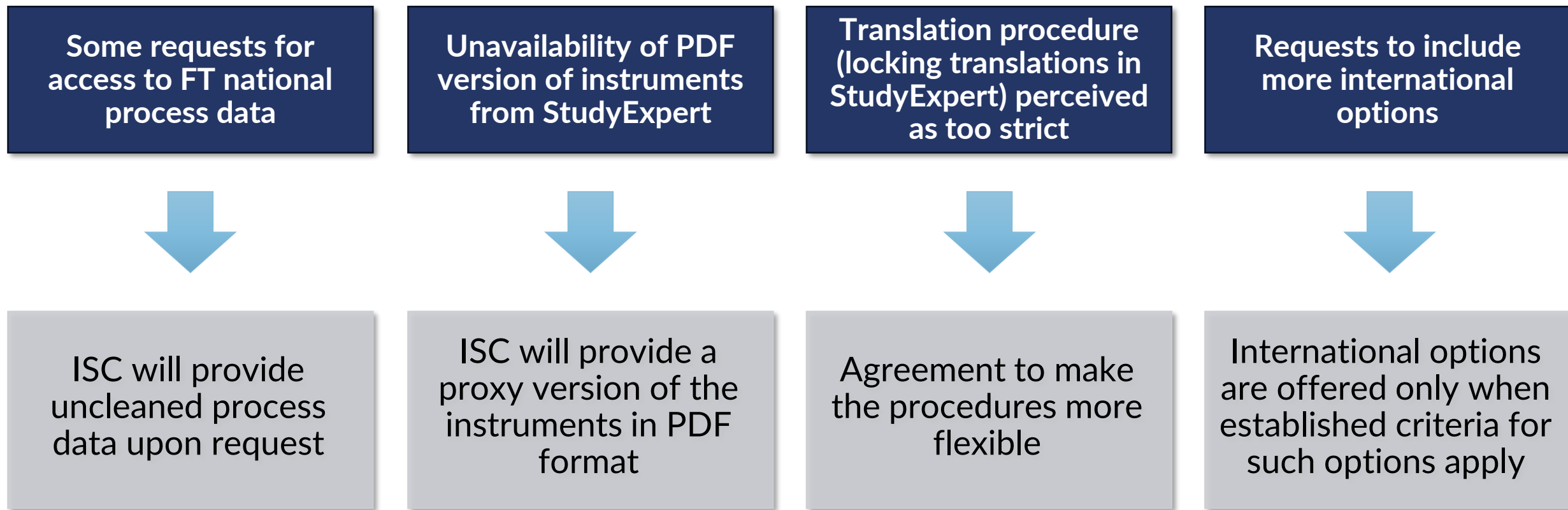
In your opinion, how important are the following behaviours for being a good adult citizen?

	Very important	Quite important	Not very important	Not important at all	
a) Voting in every national election	☐	☐	☐	☐	a) Voting in every national election
b) Joining a political party	☐	☐	☐	☐	b) Joining a political party
c) Learning about the country's history	☐	☐	☐	☐	c) Learning about the country's history
d) Following political issues on the Internet, on TV, on the radio, or in the newspaper	☐	☐	☐	☐	d) Following political issues on the Internet, on TV, on the radio, or in the newspaper
e) Engaging in political discussions	☐	☐	☐	☐	e) Engaging in political discussions
f) Participating in peaceful protests against laws believed to be unjust	☐	☐	☐	☐	f) Participating in peaceful protests against laws believed to be unjust
g) Participating in activities to benefit people in the [local community]	☐	☐	☐	☐	g) Participating in activities to benefit people in the [local community]
h) Taking part in activities promoting human rights	☐	☐	☐	☐	h) Taking part in activities promoting human rights
i) Taking part in activities to protect the environment	☐	☐	☐	☐	i) Taking part in activities to protect the environment
j) Showing interest in different cultures and languages	☐	☐	☐	☐	j) Showing interest in different cultures and languages
k) Making changes to one's personal lifestyle in order to become more [environmentally friendly]	☐	☐	☐	☐	k) Making changes to one's personal lifestyle in order to become more [environmentally friendly]
l) Supporting initiatives that promote equal opportunities for all people across the world	☐	☐	☐	☐	l) Supporting initiatives that promote equal opportunities for all people across the world
m) Supporting policies that aim to reduce global inequalities	☐	☐	☐	☐	m) Supporting policies that aim to reduce global inequalities
n) Making sure to never evade taxes	☐	☐	☐	☐	n) Making sure to never evade taxes
o) Applying for government [social aid] only when really needed	☐	☐	☐	☐	o) Applying for government [social aid] only when really needed
p) Serving [country of test] in the armed forces at a time of need	☐	☐	☐	☐	p) Serving [country of test] in the armed forces at a time of need
q) Reporting crimes to the appropriate authorities	☐	☐	☐	☐	q) Reporting crimes to the appropriate authorities
r) Supporting policies that aim to reduce global inequalities	☐	☐	☐	☐	r) Supporting policies that aim to reduce global inequalities

Purpose: generate evidence for selecting the r

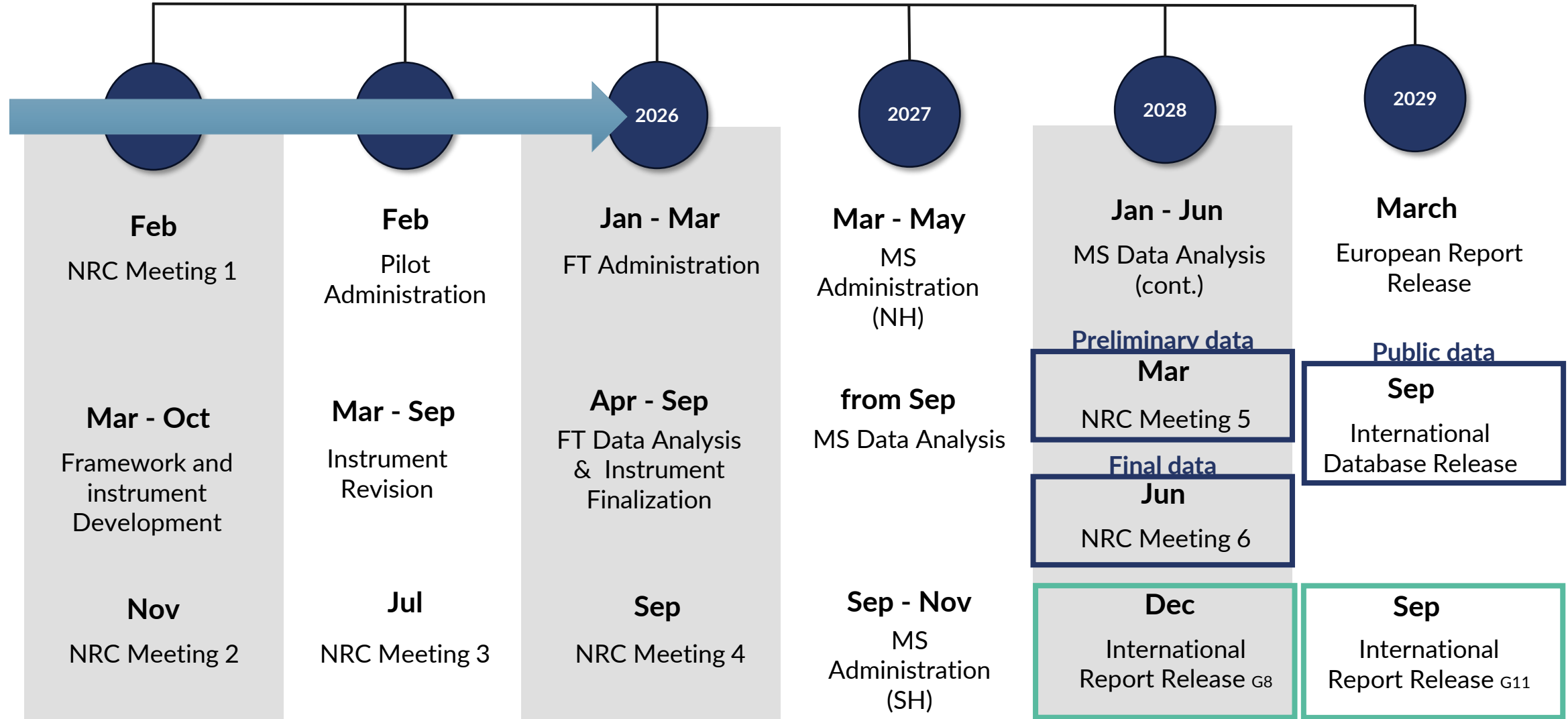
ent, response formats and item-set designs for the Main Study.

Requests from NRCs and Response from ISC/JMC



Timeline

ICCS 2027 Timeline





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