

Against the background of increasing public interest in educational assessment, psychological and educational research faces new challenges in terms of the theoretical modelling of competencies in specific domains, linking competence models to adequate psychometric models, developing concrete assessment instruments, and using the results of assessments in educational practice. In response to these challenges, the German Research Foundation (Deutsche Forschungsgemeinschaft; DFG) launched, in 2007 and as the result of a bottom-up process initiated by researchers, a Priority Program entitled "Competence Models for Assessing Individual Learning Outcomes and Evaluating Educational Processes."

The Programme brings together experts from the fields of psychology, education, and subject-specific teacher training from more than 20 universities and research institutes working in interdisciplinary projects distributed across Germany. The projects address competencies from the domains of mathematics, science, language and reading, teaching, as well as generic cross-curricular competencies like problem solving and self-regulated learning, and "competencies" are defined as context-specific cognitive dispositions that are needed to successfully cope with certain situations or tasks in specific domains. They are acquired through learning and experience and can be influenced through education and training.

The Programme's objective is to advance the basic scientific understanding of the cognitive-psychological and subject-specific foundations of student competencies and to develop psychometric models and specific technologies to measure those competencies. On the long term, the research will provide information for enhancing the teaching of competencies as a key objective of school and vocational education.

For further information, see:

<http://kompetenzmodelle.dipf.de/en>