



## DFG Priority Programme

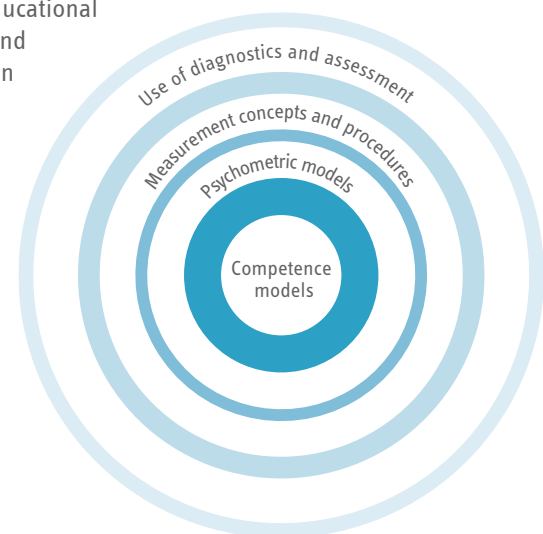
# Competence Models for Assessing Individual Learning Outcomes and Evaluating Processes

<http://kompetenzmodelle.dipf.de>

The Priority Programme – which was launched 2007 and is to run for a period of six years, funded by the German Research Foundation (DFG) – brings together experts from the fields of psychology, educational research, and teacher training. Researchers from more than 25 German universities, in collaboration with the German Institute for International Educational Research (DIPF), the IPN – Leibniz Institute for Science Education and the Institute for Educational Progress (IQB) are currently working on a total of 20 interdisciplinary projects. The Priority Programme is coordinated by the DIPF in Frankfurt am Main and the University of Duisburg-Essen.

### Research Objective

The Priority Programme's objective is to advance the 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, this research will thus enhance the teaching of competencies as a key objective of school and vocational education.



“Competencies are context-specific cognitive dispositions that are needed to successfully cope with certain situations or tasks in specific domains” (Klieme & Leutner, 2006)

### Competencies

In the research context, competencies are defined as context-specific cognitive dispositions that are needed to successfully cope with certain situations or tasks in specific domains. Competencies are acquired through

learning and experience and can be influenced through external interventions and institutionalised educational processes.

The individual research projects address the following domains:

- mathematical competencies
- scientific competencies
- language and reading competencies
- teacher competencies
- cross-curricular competencies

### Research Questions

The key research questions addressed by the Priority Programme relate to four concentric domains of investigation. The development and empirical testing of theoretical competence models is at the core of the research programme. These theoretical models are complemented by psychometric models, which in turn inform the construction of measurement procedures for the empirical assessment of competencies. Questions of how best to use the information yielded by competence-based diagnostics and assessment complete the research programme.



# DFG Priority Programme on Competence Models

## International Partners

- Professor Dr. Benő Csapó, University of Szeged, Hungary
- Professor Dr. Mark Wilson, Director of the Berkeley Evaluation & Assessment (BEAR) Center, University of California at Berkeley, USA
- Dr. Joan Herman, Director of the National Center for Research on Evaluation, Standards, and Students Testing – CRESST, University of California at Los Angeles, USA
- Professor James W. Pellegrino, Co-Director of the Learning Sciences Research Institute, University of Illinois at Chicago, USA
- Dr. José Felipe Martínez, University of California, Los Angeles, USA

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