


Ai, H. (2017). Providing graduated corrective feedback in an intelligent computer-assisted language learning environment. ReCALL. DOI: https://doi.org/10.1017/S095834401700012X Published online: 24 May 2017


Ajideh, P. & Nourdad, N. (2012). The immediate and delayed effect of dynamic assessment on EFL reading ability. English Language Teaching, 5 (12). Correspondence: Nava Nourdad (PhD), English Department, Persian Literature and Foreign Languages Faculty, University of Tabriz, Tabriz, Iran. Tel: 98-91-4412-1534. E-mail: nourdad@tabrizu.ac.ir


Balac, T. & Gaines, D.M. (no date). Dynamic Multiple Assessment: An instructional method that captures the symbiosis of assessment and instruction. Online download from Citeseer.ist.psu.edu/295525.html


Link: http://www.ijls.net/volumes/volume5issue1/daftari1.pdf


Blayney, Paul, Slava Kalyuga and John Sweller Using Cognitive Load Theory to Tailor Instruction to Levels of Accounting Students’ Expertise *Journal of Educational Technology & Society* Vol. 18, No. 4 (October 2015), pp. 199-210


Budoff, M., Meskin, J., & Harrison, R.H. (1971). Educational test of the learning-potential
hypothesis. American Journal of Mental Deficiency, 76, 159-169.


Calero, M.D. (2004). La validez de las técnicas de evaluación del potencial de aprendizaje. Psicothema, 16 (2) 217-221.


Carbarcas, Lizeth Katherine Vergara; Dilson Javier Castellon Barrios; López Caraballo, José Luis; Vásquez Rossi, Carlos Alberto; Becker Arroyo, Eric Arturo.Zona Próxima; (2019). Evaluación Dinámica para la Enseñanza de Lenguas Barranquilla Iss. 30.


Carrasco, J. (2007). Especialista relaciona Avaliação Dinâmica à deficiência cognitiva. Instituto de Psicologia- AGÊNCIA UFRJ DE NOTÍCIAS – CCS agn2pv@reitoria.ufrj.br


procédure aide au cours du test: Application a une population non-francophone et a des adultes de bas niveau de qualification. In M. Huteau (Ed.), Les techniques psychologiques d'évaluation des personnes. Issy-les-Moulineaux: EAP.


