D


<table>
<thead>
<tr>
<th>Author Name(s)</th>
<th>Title</th>
<th>Journal/Conference/Other Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Boer, M.</td>
<td>Mediated learning to foster language competences for professional</td>
<td>10th International Conference on</td>
</tr>
<tr>
<td></td>
<td>purposes: Ecological dynamic assessment.</td>
<td>Researching Work &amp; Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-8 December 2017, Rhodes University, Grahamstown, South Africa, ID 019.</td>
</tr>
<tr>
<td>Debray, R. &amp;</td>
<td>Une expérience d'évaluation dynamique du potential d'apprentissage</td>
<td>In M. Huteau (Ed.), Les techniques</td>
</tr>
<tr>
<td>Defay, C.</td>
<td>en milieu industriel.</td>
<td>psychologique d'évaluation des</td>
</tr>
<tr>
<td></td>
<td></td>
<td>personnes. Issy-les-Moulineaux:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EAP.</td>
</tr>
<tr>
<td>De Juan, N.O.</td>
<td>Beneficios de la EvaluaciÃ³n DinÃ¡mica la Prueba Final de Bachillerato.</td>
<td>@tic.revista d'innovacià educativa;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ene-jun, Issue 12, p1</td>
</tr>
<tr>
<td>C., Jim, L.</td>
<td></td>
<td>Nov-Dec; 46(6): 613-27.</td>
</tr>
<tr>
<td>Delandshere, G.</td>
<td>From static and prescribed to dynamic and principled assessment of</td>
<td>Elementary School Journal, 97(2),</td>
</tr>
<tr>
<td></td>
<td>teaching.</td>
<td>105-120.</td>
</tr>
<tr>
<td>Delclos, V.R.,</td>
<td>Effects of dynamic assessment on teachers’ expectations of</td>
<td>American Educational Research</td>
</tr>
<tr>
<td>Kulewicz, S.J.</td>
<td></td>
<td>Delclos, V.R., Vye, N.J., Burns,</td>
</tr>
<tr>
<td>de Queiroz, O.A.,</td>
<td>Children’s performance with and without special needs in dynamic and in psychometric testing. Revista Brasileira de Educação Especial, 19(3), 425-446.</td>
<td></td>
</tr>
</tbody>
</table>


Dörfler, Tobias, Stefanie Golke, Cordula Artelt. Dynamic assessment and its potential for the assessment of reading competence Department of Educational Research, University of Bamberg, Markusplatz 3, D-96045 Bamberg, Germany Available online 17 November 2009


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal/Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feng, M. &amp; Heffernan, N.</td>
<td>Can we get better assessment from a tutoring system compared to traditional paper testing? Can we have our cake (better assessment) and eat it too (student learning during the test)?&quot; Intelligent Tutoring Systems. Springer Berlin Heidelberg.</td>
<td></td>
</tr>
<tr>
<td>Fenwick, R.J.</td>
<td>Incorporating dynamic assessment in evaluation of adult learners. In T. Barer-Stein (Ed.).</td>
<td>The craft of teaching adults. Published by Culture Concepts.</td>
</tr>
</tbody>
</table>
DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

of Cognitive Education and Mediated Learning, 1993, 3 (1) 9- 20.


DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G


of Dynamic Assessment & Instruction, 1(2), 6-36.


Genova, Helen M.; Cagna, Christopher J.; Chiaravalloti, Nancy D.; DeLuca, John; Lengenfelder,
http://dx.doi.org/10.1017/S1355617715001137

http://dx.doi.org/10.1017/S1355617715001137


Supervisors' Forum, 2, 24-29.


Gillam, Sandra Laing; Fargo, Jamison; Foley, Beth; Olszewski, Abbie. A nonverbal phoneme deletion task administered in a dynamic assessment format. Journal of Communication Disorders, Vol 44(2), Mar-Apr 2011, 236-245.


Advances in Speech Language Pathology, 9(4), 286-296.


Gorman, B.N. (2015). Dynamic assessment with bilinguals: A focus on increasing clinicians’ confidence. Perspectives on communication disorders and sciences in culturally and linguistically diverse populations, 22(3), 112-121,


Guterman, E. (2010). Metacognitive Awareness and Performance on Assessment Tasks in Reading: Toward Dynamic Assessment of Reading: Applying Metacognitive Awareness
Guidance to Enhance Cognitive Achievement. Germany: Lambert Academic Publishing [first published as thesis (Ph. D.) from the University of Liverpool, 2000]


