

H I J K

H

Hajar, A. (2016). Understanding Arab students' challenges, strategy use and future vision while writing their Masters dissertations at a UK university: A qualitative inquiry. *Innovation in Language Learning and Teaching*, **DOI:10.1080/17501229.2016.1199555**

Hamavandi, M., Rezai, M. J., & Mazdayasna, G. (2017). Dynamic assessment of morphological awareness in the EFL context. *Cogent Education*, *4*(1), 1324254.

Hamers, J.H.M., Hessels, M.G.P. & Pennings, A.H. (1996). Learning potential in ethnic minority children. *European Journal of Psychological Assessment*, *12*(3), 183-192.

Hamers, J.H.M., Hessels, M.G.P., & Tissink, J. (1995). Research on learning potential. In J.S. Carlson (Ed.), *Advances in Cognition and Educational Practice*, Volume 3, *European Contributions to Dynamic Assessment* (pp. 145-183). Greenwich: JAI Press.

Hamers, J.H.M., Hessels, M.G.P., & Van Luit, J.E.H. (1991). *Leertest voor etnische minderheden: Test en handleiding*. [Learning potential test for ethnic minorities: Test and manual]. Lisse: Swets & Zeitlinger.

Hamers, J., Pennings, A., & Guthke, J. (1994). Training-based assessment of school achievement. *Learning and Instruction*, *4*, 347-360.

Hamers, J.H.M. & Ruijsenaars, A.J.J.M. (1996). Assessing classroom learning potential. In G.G. Phye (Ed.). *Handbook of academic learning* (pp. 549-571). San Diego, CA: Academic Press.

Hamers, J.H.M., & Resing, W.C.M. (1993). Learning potential assessment: Introduction. In J.H.M. Hamers, K. Sijtsma, & A.J.J.M. Ruijsenaars (Eds.), *Learning potential assessment. Theoretical, methodological and practical issues*. Amsterdam / Berwyn P.A.: Swets & Zeitlinger Inc. (p. 23-41).

Hamers, J.H.M., Sijtsma, K., & Ruijsenaars, A.J.J.M. (Eds.) (1993). *Learning potential assessment: Theoretical, methodological and practical issues*. Amsterdam: Swets & Zeitlinger.

Hamers, J.H.M., Van Luit, J.E.H., & Hessels, M.G.P. (1989). *Learning potential test for Ethnic*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Minorities: Final Report Part A [Leertest voor Etnische Minderheden: Eindrapport Deel A]. Utrecht: ISOR, Rijksuniversiteit Utrecht.

Haney, M.R. & Evans, J.G. (1999). National survey of school psychologists regarding use of dynamic assessment and other nontraditional techniques. *Psychology in the Schools*, 35(4), 295-304.

Hanifi, S., Nasiri, M., & Aliasin, H. (2016). Dynamic assessment of incidental vocabularies: A case of Iranian ESP learners. *Advances in Language and Literary Studies*, 7(2), 163-170.

Hansen, A. (2000). What Does Dynamic Testing Entail? Does This Type of Testing Represent A Supplement or An Alternative to the Traditional Use of Tests in Education and Psychological Assessment and Counselling? Possible Implications for Practice. *Skolepsykologi* (no 1).

Hansen, A. A. (2000). Hva innebaerer dynamisk testing? *Skolepsykologi*, nr.1. 11-45

Hansen, T., Steultjens, E., & Satink, T. (2009). Validation of a Danish translation of an occupational therapy guideline for interventions in apraxia: A pilot study. *Scandinavian Journal of Occupational Therapy*, 16(4), 205-215.

Hansen, A. A. (2014). Hva innebærer dynamisk testing? *Skolepsykologi*, 1, 2000.

Otero de Juan, N. (2014). Benefits of Dynamic Assessment for High School Final Test. *Revista D'innovació Educativa*, (12), 1-7.

Haomin, Z. & Van Compernelle, R.A. (2015). Learning potential and the dynamic assessment of L2 Chinese grammar through elicited imitation. *Language and Sociocultural Theory*, 3 (1), 99-119.

Harris, J.L. (2003). Epilogue: Toward an understanding of literacy issues in multicultural school-age populations. *Language, Speech, and Hearing Services in Schools*, 34 (1), 80-82.

Harsch, C. & Poehner, M.E. (2016). Enhancing students' experiences abroad: The potential of dynamic assessment to develop student interculturality. *Language and Intercultural Communication*, published online April 14, 2016.

DOI:10.1080/14708477.2016.1168043

Harsch, C. & Poehner, M.E. (2016). Enhancing student experiences abroad: The potential of dynamic assessment to develop student interculturality. *Language and Intercultural Communication*.

Hashemi, M.R. & Eskandari, R. (2017). The learning of congruent and incongruent collocations utilizing dynamic assessment. *The Language Teacher*, 41(6), 9-14.

Hashemi S, S., Ketabi, S., & Barati, H. (2015). Group dynamic assessment of EFL listening comprehension: Conversational implicatures in focus *International Journal of Research Studies in Language Learning*, 4(3), 73-89

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Hashemi S., S., Saeed, K., & Hossein, B. (2015). Dynamic assessment in EFL classrooms: Assessing listening comprehension in three proficiency levels. *International Journal of Research Studies in Education*, 4(3), 17-31.

Hashemin, K. & Mahmoudi, A. (2016). Effects of STM span, syntactic awareness, and vocabulary knowledge on Iranian EFL learners' reading comprehension. *Theory and Practice in Language Studies*, 6(12), 2297-2303.

Hasson, Natalie Karen (2011). *Dynamic Assessment and Informed Intervention for Children with Language Impairment*. (Unpublished Doctoral thesis, City University London).

Hasson, N (2017). *Dynamic assessment of language learning*. Routledge.

Hasson, N. & Botting, N. (2010). Dynamic assessment of children with language impairments: A pilot study. *Child Language Teaching and Therapy*, 26(3), 249-272.

Hasson, N., Camilleri, B., Jones, C., Smith, J. & Dodd, B. (2013). Discriminating disorder from difference using dynamic assessment with bilingual children. *Child Language Teaching and Therapy*, 29: 57 (originally published online 24 December 2012. The online version of this article can be found at: <http://clt.sagepub.com/content/29/1/57>

Hasson, N., Dodd, B., & Botting, N. (2012). Dynamic assessment of sentence structure (DASS): Design and evaluation of a novel procedure for the assessment of syntax in children with language impairments. *International Journal of Language and Communication Disorders*, 47(3), 285-99.

Hasselhorn, M. & Mahler, C. (1992). Kategorisierungstraining bei Grund-und Sonderschulern (L): Zur Rolle metamemorialer Instruktionselemente (Training of categorizing in regular and special education students. The role of metamemory elements of instruction). *Psychologie in Erziehung und Unterricht*, 39, 179-189.

Hasson, N. & Botting, N. (2010). Dynamic assessment of children with language impairments: A pilot study. *Child Language Teaching and Therapy*, 26(3), 249-272.

Hasson, N., Dodd, B., Botting, N. Dynamic Assessment of Sentence Structure (DASS): design and evaluation of a novel procedure for the assessment of syntax in children with language impairments. *Int J Lang Commun Disord*. 2012. May-Jun; 47(3): 285-99.

Hasson, N. & Joffe, V.L. (2007). The case for Dynamic assessment in speech and language therapy. *Child Language Teaching and Therapy*, 2(1).

Hatton, M.E. (1991). *Dynamic assessment: A validation study*. *Dissertation Abstracts International*, 52(2-A), 473.

Hausman, R.M. (1973). Efficacy of three learning potential assessment procedures with Mexican-American educable mentally retarded children. *Dissertation Abstracts International*, 33 (7-A), 3438.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Hayashi, T. (2016). Relation between school psychoeducational service and dynamic assessment: Targeting psychoeducational services of school nurse teachers. (Journal??)

Hayashi, Y. (2015). Challenges and complexities of assessing the learning of a foreign language in primary schools: Insights from bilingualism and second language acquisition. *J. Fac. Edu. Saga Univ.* 19 (2), 127~139

Hayes, D.J. (2012). Assessing vocabulary in context using graduated prompting. Dissertation Abstracts International: Section B: The Sciences and Engineering, 72(12-B), 7322.

Haywood, H.C. (1973). The effects of different levels of enriched stimulus input, intelligence, and age on abstracting abilities of children. Paper, 97th annual meeting of the American Association on Mental Deficiency, Atlanta, June, 1973.

Haywood, H. C. (1977). Alternatives to normative assessment. In P. Mittler (Ed.), *Research to practice in mental retardation: Proceedings of the 4th Congress of IASSMD*. Vol. 2, Education and training, pp. 11-18. Baltimore: University Park Press.

Haywood, H.C. (1979). Learning potential assessment in the study of mental retardation in Tennessee: A case study. In M. J. Begab (Chairman), *Dynamic assessment viewed cross-culturally*. Symposium, 5th International Congress of the International Association for the Scientific Study of Mental Deficiency, Jerusalem, August, 1979.

Haywood, H. C. (1981). Review of R. Feuerstein, Y. Rand, & M. Hoffman, *The dynamic assessment of retarded performers*. *Journal of Autism and Developmental Disorders*, 11, 240-247.

Haywood, H.C. (1985). The malleability of intelligence: cognitive processes as a function of polygenic-experiential interaction. Keynote address, Annual Convention of the National Association of School Psychologists, Las Vegas, May, 1985.

Haywood, H. C. (1988). Dynamic assessment: The Learning Potential Assessment Device (LPAD). In R. L. Jones (Ed.), *Psychoeducational assessment of minority group children: A casebook*, pp. 39-63. Richmond, VA: Cobb & Henry.

Haywood, H. C. (1992a). Interactive assessment: A special issue. In H. C. Haywood (Guest editor), *Journal of Special Education*, 26, 233-234.

Haywood, H. C. (Guest editor) (1992b). Special focus section on dynamic assessment. *Journal of Special Education*. 26(3).

Haywood, H. C. (1992c). The strange and wonderful symbiosis of motivation and cognition. *International Journal of Cognitive Education and Mediated Learning*, 2 (3), 186-197.

Haywood, H. C. (1993). A mediational teaching style. *International Journal of Cognitive Education and Mediated Learning*, 3 (1), 27-38.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Haywood, H. C. (1995). Mediated learning: A unique way to level the playing field. *The Thinking Teacher*, 10 (1), 2-9.

Haywood, H. C. (1997). Interactive assessment. In R. Taylor (Ed.), *Assessment in Mental Retardation*, 103-129. San Diego, CA: Singular Publishing Group.

Haywood, H.C. (2001). What is dynamic "testing?" A Response to Sternberg and Grigorenko. *Issues in Education*, 7 (2), 201-210.

Haywood, H.C. (2002). Contemporary issues in psychological and educational assessment. Special issue, *Peabody Journal of Education*, 77 (2). Mahwah, NJ: Erlbaum.

Haywood, H.C. (2008). Twenty years of IACEP, and a focus on dynamic assessment: Progress, problems, and prospects. *Journal of Cognitive Education and Psychology*, 7(3), 419-442.

Haywood, H.C. (2012). Dynamic assessment: A history of fundamental ideas. *Journal of Cognitive Education and Psychology*, 11(3), 217-229.

Haywood, H.C. (2012). Introduction to André Rey's "A method for assessment of educability: Some applications in psychopathology." *Journal of Cognitive Education and Psychology*, 11(3), 271-273.

Haywood, H. C. (2014). Review of Educational testing: A competence-based approach. *The American Journal of Psychology*, 127(1), 132-133.

Haywood, H. C., Brown, A. L., & Wingenfeld, S. (1990). Dynamic approaches to psychoeducational assessment. *School Psychology Review*. 19 (4), 411-422.

Haywood, H. C., Filler, J. W. Jr., Shifman, M. A., & Chatelangat, G. (1975). Behavioral assessment in mental retardation. In P. McReynolds (Ed.), *Advances in psychological assessment*, 3. pp. 96-136. San Francisco: Jossey-Bass.

Haywood, H.C. & Lidz, C.S. (2005). International survey of dynamic assessment trainers. *Journal of Cognitive Education and Psychology*, 5(2), 181-198.

Haywood, H.C. & Lidz, C.S. (2007). *Dynamic assessment in practice: Clinical and educational applications*. New York: Cambridge University Press.

Haywood, H. C. & Miller, M. B. (2002a). Group dynamic assessment of adults with traumatic brain injury. Invited paper, European Regional Conference of the International Association for Cognitive Education, Rimini (Italy), May, 2002. Also presented as an invited paper at the Fourth European Conference on Psychological Theory and Research in Mental Retardation and Developmental Disabilities, Catania (Italy), May, 2002.

Haywood, H. C. & Miller, M. B. (2002b). ? valuation dynamique en groupe chez adultes qui ont souffert des enc?phalopathies traumatiques. North American Regional Conference of the International Association for Cognitive Education, Montreal (Canada), May, 2002.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

- Haywood, H.C. & Miller, M.B. (2003). Dynamic assessment of adult with traumatic brain injuries. *Journal of Cognitive Education and Psychology [online]*, 3, 137-163.
www.iace.coged.org
- Haywood, H. C., & Raffard, S. (2017). Cognition and Psychopathology: Overview. *Journal of Cognitive Education and Psychology*, 16(1), 3.
- Haywood, H. C., & Switzky, H. N. (1974). Children's verbal abstracting: Effects of enriched input, age, and IQ. *American Journal of Mental Deficiency*, 78, 556-565.
- Haywood, H.C. & Tzuriel, D. (Eds.). (1992a). Interactive assessment. New York: Springer-Verlag.
- Haywood, H. C. & Tzuriel, D. (1992b). The status and future of interactive assessment. In H. C. Haywood & D. Tzuriel (Eds.), *Interactive assessment*, pp. 504-507. New York: Springer Verlag.
- Haywood, H.C. & Tzuriel, D. (2002). Applications and challenges in dynamic assessment. *Peabody Journal of Education*, 77(2), 40-63.
- Haywood, H. C., Tzuriel, D., & Vaught, S. (1992). Psychoeducational assessment from a transactional perspective. In H. C. Haywood & D. Tzuriel (Eds.), *Interactive assessment*, pp. 38-63. New York: Springer Verlag.
- Haywood, H. C. & Wingefeld, S. A. (1992). Interactive assessment as a research tool. In H. C. Haywood (Guest editor), *Journal of Special Education*. 26(3), 253-268.
- Hedlund, R. (1996; 1998). A neurobehavioral curriculum for early intervention: Supporting the Neurobehavioral organizational development of infants with disabilities. Seattle, WA: Washington Research Institute.
- Hedlund, Rodd. "The neurobehavioral curriculum for early intervention." Publication available from Washington Research Institute 150 (1998).*
- Hegarty, S. (1988). Learning ability and psychometric practice. In R.M. Gupta & P. Coxhead (Eds.), *Cultural diversity and learning efficiency: Recent developments in assessment* (pp. 22-38). New York: St. Martin's Press.
- Heidar, D.M. & Afghari, A. (2015a). The effect of dynamic assessment in synchronous Computer-mediated communication on Iranian EFL learners' listening comprehension ability at upper-intermediate level. *English Language Teaching*, 8(4), doi:10.5539/elt.v8n4p14 URL: <http://dx.doi.org/10.5539/elt.v8n4p14>
- Heidar, D.M. & Afghari, A. (2015b). The impact of dynamic assessment via Skype on Iranian autonomous/non-autonomous EFL Learners' listening comprehension ability at elementary level. *International Journal of Language Learning and Applied Linguistics World*, 8 (1), 13-25.
- Heinrich, J.J. (1991). Responsiveness of adults with severe head injury to mediated learning. Unpublished doctoral dissertation, Vanderbilt University.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

- Heller, K.A. & Schofield, N.J. (2008). Identification and nurturing the gifted from an international perspective. In S.I. Pfeiffer (Ed.). *Handbook of giftedness in children: Psychoeducational theory, research, and best practices* (pp.93-114). New York: Springer.
- Hemsley, G., Holm, A. & Dodd, B. (2014). Identifying language difference versus disorder in bilingual children. *Speech, Language and Hearing*, 17(2), 101-115.
- Henderson, D.E., Restrepo, M.A. & Aiken, L.S. (2018). Dynamic assessment of narratives among Navajo preschoolers. *Journal of Speech, Language, and Hearing Research*, 61, 2547-2560.
- Hendriati, A. (2015). Gambaran modifikasiabilitas kognisi anak usia dini di Jakarta. *Manasa Jurnal Ilmiah Psikologi*, 4(1), 48-58. (re: Application of Cognitive Functions Scale).
- Henk, W.A. (1993). New dimensions in reading assessment. *Reading & Writing Quarterly*, 9(1), 103-120.
- Henning, J.R., Verhaegh, J., & Resing, W.C.M. (in press). Creating an individualized learning situation using scaffolding in a tangible electronic series completion task. *Educational and Child Psychology*, 28, special issue.
- Hessels, M.G.P. (1988). Learning potential test for Ethnic Minorities: Manual for the second experimental version [Leertest voor Etnische Minderheden: Handleiding bij de tweede experimentele versie]. Utrecht: Rijksuniversiteit Utrecht.
- Hessels, M.G.P. (1993). Learning potential test for Ethnic Minorities: Theoretical and Empirical Foundation [Leertest voor Etnische Minderheden: theoretische en empirische verantwoording]. Dissertation Utrecht University. Rotterdam: RISBO.
- Hessels, M.G.P. (1994a). Learning potential test for Ethnic Minorities: A Theoretical and Empirical Foundation. *Cognitive Education*, 5, 2, 2-3.
- Hessels, M.G.P. (1994b). The assessment of learning potential: the Learning potential test for Ethnic Minorities [Diagnostiek van het leerpotentieel: de Leertest voor Etnische Minderheden]. *Vraagstelling*, 1, 3, 101-112.
- Hessels, M.G.P. (1995). The measurement of change: the advantages of item response theory [Het meten van verandering: de voordelen van Item Respons Theorie]. *Vraagstelling*, 2, 1, 91-102.
- Hessels, M.G.P. (1995a). How valid are learning potential scores? A comparison of the validities of learning potential test scores and traditional IQ scores. *European Journal of Psychological Assessment*, 11, Supplement No. 1, 82.
- Hessels, M.G.P. (1995b). The Learning potential test for Ethnic Minorities: description and some results [De Leertest voor Etnische Minderheden: beschrijving en enige onderzoeksresultaten]. In Vereniging van Psychodiagnostisch Werkenden, *Nieuwe*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Ontwikkelingen in de Psychodiagnostiek. Ede: VVP.

Hessels, M.G.P. (1996). Ethnic differences in learning potential test scores: Research into item and test bias in the Learning potential test for Ethnic Minorities. *Journal of Cognitive Education*, 5, 2, 133-153.

Hessels, M.G.P. (1997). Low IQ but high learning potential: Why Zeyneb and Moussa do not belong in special education. *Educational and Child Psychology*, 14, 121-136.

Hessels, M.G.P. (2000). The Learning Potential Test for Ethnic Minorities (LEM): A tool for standardized Assessment of children in kindergarten and the first years of primary school. In C.S. Lidz and J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp.109-132). Amsterdam: JAI/Elsevier.

Hessels, M.G.P. (2001). The Zone of Proximal Development of Psychological Assessment. In J.F. Beckmann & P.Y. Herzberg (Eds.), *Dynamik im Testen. Perspektiven auf die Zone der nächsten Entwicklung in der Psychodiagnostik. Festschrift zum 60. Geburtstag von Jürgen Guthke*. Landau: Verlag Empirische Pedagogik.

Hessels, M.G.P. (2009). Estimation of the predictive validity of the HART by means of a dynamic test of geography. *Journal of Cognitive Education and Psychology*, 8 (1), 5-21.

Hessels, Marco G. P.; Vanderlinden, Katia; Rojas, Hildalill. Training effects in dynamic assessment: A pilot study of eye movement as indicator of problem solving behaviour before and after training. *Educational and Child Psychology*, Vol 28(2), 2011, 101-113.

Hessels, M. G. P., Berger, J.-L., & Bosson, M. (2008). Group assessment of learning potential of pupils in mainstream primary education and special education classes. *Journal of Cognitive Education and Psychology [online]*, 7(1), 43-69.

Hessels, M.G.P., & Hamers, J.H.M. (1991). Learning potential test for Ethnic Minorities. [Leertest voor Etnische Minderheden]. In A.H. Pennings, A. van der Ley, W. Meeuws, B. Rang & T. Wubbels (red.), *Bijdragen aan pedagogisch onderzoek 1990*. Amersfoort: ACCO.

Hessels, M.G.P., & Hamers, J.H.M. (1992). Learning potential test for Ethnic Minorities: Final Report Part B [Leertest voor Etnische Minderheden: Eindrapport Deel B]. Utrecht: ISOR, Universiteit Utrecht.

Hessels, M.G.P. & Hamers, J.H.M. (1993). A learning potential test for ethnic minorities. In J.H.M. Hamers, K.Sijtsma, & A.J.J.M. Ruijsenaars (Eds.). *Learning potential assessment* (pp. 285-312). Amsterdam: Swets and Zeitlinger.

Hessels, M.G.P., & Hamers, J.H.M. (1993). A Learning potential test for Ethnic Minorities. In J.H.M. Hamers, K. Sijtsma & A.J.J.M. Ruijsenaars (red.), *Learning Potential Assessment: Theoretical, Methodological and Practical Issues* (pp. 285-311). Lisse: Swets & Zeitlinger.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Hessels, M.G.P., Hamers, J.H.M., & Van Luit, J.E.H. (1988). Second Interim report of the project Learning potential test for Ethnic Minorities [Tweede Interimverslag van het project Leertest voor Etnische Minderheden]. Utrecht: ISOR, Rijksuniversiteit Utrecht.

Hessels, M.G.P., & Hessels-Schlatter, C. (2002). Learning potential in immigrant children in two countries: The Dutch and the Swiss-French version of the Learning Potential Test for Ethnic Minorities. In D.G.M. van der Aalsvoort, W.C.M. Resing, & A.J.J.M. Ruijsenaars, Learning potential assessment and cognitive training (Vol. 7). Actual research and perspectives in theory building and methodology (pp. 227-245). New York: Elsevier Inc.

Hessels, M.G.P. & Hessels-Schlatter, C. (2013). Current views on cognitive education: A critical discussion and future perspectives. *Journal of Cognitive Education and Psychology*, 12(1), 108-124.

Hessels, M.G.P., & Schlatter, C. (1999). Test d'apprentissage pour les enfants étrangers en Suisse. Manuel experimental. Erasmus University, Rotterdam/Universite de Geneve.

Hessels, M.G.P., & Schlatter, C. (1999). Test d'apprentissage pour les enfants etrangers en Suisse. Test et manuel. Lisse, Pays-Bas: Swets & Zeitlinger.

Hessels, M.G.P., & Schlatter, C. (en preparation). L'evaluation du potentiel d'apprentissage chez des enfants suisses, espagnols et portugais.

Hessels, M G. P., Vanderlinden, K, & Rojas, H. (2011). Training effects in dynamic assessment: A pilot study of eye movement as indicator of problem solving behaviour before and after training. *Educational and Child Psychology*, 28(2), 101-113

Hessels-Schlatter, C. (submitted). Enhancement of inductive reasoning in persons with severe impairments.

Hessels-Schlatter, C. (2001). Evaluation des compétences cognitives et de la capacité d'apprentissage. *Revue de Pédagogie Spécialisée*, 3, 28-31.

Hessels-Schlatter, C. (2002a). A dynamic test to assess learning capacity in people with severe impairments. *American Journal on Mental Retardation*, 107(5), 340-351.

Hessels-Schlatter, C. (2002b). The Analogical Reasoning Learning Test: Theoretical and Empirical Foundation of a Diagnostic Tool for Individuals with Moderate Mental Retardation [Abstract]. *Journal of Cognitive Education and Psychology*, 2(2), 177-179. Retrieved October 15, 2002, from <http://www.iace.coged.org/>

Hessels-Schlatter, C. (2002c). Moderate mental retardation and learning capacity: The Analogical Reasoning Learning Test. In D.G.M. van der Aalsvoort, W.C.M. Resing, & W.J.J.M.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Ruijsenaars (Eds.), Learning potential assessment and cognitive training (Vol. 7). Actual research and perspectives in theory building and methodology (pp. 249-271). New York: Elsevier Inc.

Hessels-Schlatter, C., & Hessels, M. G.P. (2009). Clarifying some issues in dynamic assessment: Comments on Karpov and Tzuriel. *Journal of Cognitive Education and Psychology*, 8(3), 246-251.

Hickson, J. & Skuy, M. (1990). Creativity and cognitive modifiability in gifted disadvantaged pupils: A promising alliance. *School Psychology International*, 11(4), 295-301.

Hidri, S. (2014). Developing and evaluating a dynamic assessment of listening comprehension in an EFL context. *Language Testing in Asia*, 4(4) doi:10.1186/2229-0443-4-4. The electronic version of this article is the complete one and can be found online at: <http://www.languagetestingasia.com/content/4/1/4>

Hidri, S. (2016). Specs validation of a dynamic reading comprehension test for EAP learners in an EFL context (pp. 325-337). In S. Hidri & C. Coombe (Eds.) *Evaluation in foreign language education in the Middle East and North Africa*. New York: Springer.

Hill, J. (2015). How useful is dynamic assessment as an approach to service delivery within educational psychology? *Educational Psychology in Practice: theory, research and practice in educational psychology*, 32. DOI:10.1080/02667363.2014.994737

Hill, J. (2015). How useful is Dynamic Assessment as an approach to service delivery within educational psychology? *Educational Psychology in Practice*, 31(2), 127-136.

Hill, K. & Sabet, M. (2009). Dynamic speaking assessments. *TESOL Quarterly*, 43(3), 537-545.

Hilliard, A.G., III (1990). Misunderstanding and testing intelligence. In J.I. Goodlad & P. Keating (Eds.). *Access to knowledge: An agenda for our nation's schools* (pp. 145-157). New York: College Entrance Examination Board.

Hirsch, J. (1989). Assessing the potential of underachieving college students: Feuerstein's Learning Potential Assessment Device. Paper presented at the Montclair State College Institute for Critical Thinking Conference, Upper Montclair, NY, October 19021. ED325572

Hodges, H.L. (2013). Dynamic Assessment in New Zealand: Knowledge, application and utility amongst resource teachers of learning and behavior. A thesis presented in partial fulfillment of the requirements of the for the degree of Master of Educational Psychology at Massey University, Albany Campus, New Zealand.

Hopwood, C.; Thomas, K. M.; Luo, X.; Bernard, N.; Lin, Y.; & Levendosky, A. A. (Aug 2016). *Assessment*, Vol 23(4), 507-517.

Hosseini, H., & Ghonsooly, B. (2017). Integrating assessment and instruction: Dynamic Assessment and its criticisms examined. *Advanced Education*, 7, 9-16. DOI: 10.20535/2410-8286.84207

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Howard, C.B (2005). Assessment of children with learning disabilities: Does the promise of dynamic assessment withstand the test of time? *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65 (10-A), 3691.

Hoy, M.M. (1984). The perceived value of the standard psychological report compared with the Learning Potential Assessment Device report. *Dissertation Abstracts International*, 44(9-A), 2741-2742.

Hsu, C-H. (2004). The effectiveness research of applying multi-stage dynamic assessment to mathematics problem solving teaching for first graders on present curriculum (article written in Chinese). *Journal of Education and Psychology*, 27 (4), 721-749.

Hsu, Chia-Hua. The differentiated effects of process-oriented design and learning strategy instruction in dynamic assessment for first graders' learning on word problem solving. *Bulletin of Educational Psychology*, Vol 43(1), Sep 2011, 127-154.

Hulburt, J.G. (1995) A comparison of the usefulness of dynamic assessment reports, standard psychological reports and curriculum-based assessment reports to pre-school teachers in designing instruction for young children with disabilities. *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 56(6-A), 2173.

Humphries, T., Krogh, K. & McKay, R. (2001). Theoretical and practical considerations in the psychological and educational assessment of the student with intractable epilepsy: Dynamic assessment as an adjunct to static assessment. *Seizure*, 10(3), 173-180.

Hung, P-H, Hwang, G-J, Su, I-H, & Lin, I-H. (2012). A concept-map integrated dynamic assessment system for improving ecology observation competences in mobile learning activities. *TOJET: The Turkish Online Journal of Educational Technology*, 11(1), 10-18.

Hur, H. (2017). Diagnostic assessment: Incorporation of assessment and teaching in foreign language education. *ALTE Learning and assessment: Making the connections-Proceedings of the ALTE 6th International Conference, 3-5 May 2017, Bologna, Italy*, pp. 141-146. Cambridge, UK, Association of Language Testers in Europe.

Hurley, E. & Murphy, R. (2015). A new method of idiographic measurement for dynamic assessment intervention. *Journal of Pedagogy* 6(1), 43-60. DOI: <https://doi.org/10.1515/jped-2015-0003>

Hurtig, M. (1954). Recherche sur la perfectibilité. Les effets de l'explication Progressive Matrices 47 de Raven chez l'enfant normal et l'enfant d'ible. *Enfance*.

Hurtig, M. (1960). Etude expérimentale des possibilités d'apprentissage intellectuel d'enfants débiles et d'enfants normaux. *Enfance*, 4-5.

Hurtig, M. (1967). Constat d'acquisitions ou pronostic d'apprentissage, Peut-on dynamiser la psychométrie? *Revue Suisse de Psychologie*, 26.

Hwa-Froelich, D.A. & Matsuo, H.(2005). Vietnamese children and language-based processing

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

tasks. *Language, Speech, and Hearing Services in Schools*, 36(3), 230-243.

Hymer, B., Michel, D., & Todd, L. (2002). Dynamic consultation: Toward process and challenge. *Educational Psychology in Practice*, 18(1), 47-62.

I

[BACK TO TOP](#)

Ibrahim, M. (2017). Utilizing dynamic assessment to activate EFL inert grammar. *Revisiting the Assessment of Second Language Abilities: From Theory to Practice*, 471-488, Second Language Learning and Teaching book series, Springer.

Ionescu, S., Jourdan-Ionescu, C. (1983). La mesure du potentiel d'apprentissage: Nouvelle approche dans l'évaluation des déficients mentaux/The measure of learning potential: New approach in the evaluation of mentally retarded persons. *Apprentissage et Socialisation*. 6(2).

Ionescu, S. & Jourdan-Ionescu, C. (1985). L'évaluation du potentiel d'apprentissage. 1. Utilisation du test des cubes. *Bulletin de Psychologie*, 38 (372).

Ionescu, S., Jourdan-Ionescu, C. & Alain, M. (1986). L'évaluation du potentiel d'apprentissage, II. Une nouvelle méthode de quantification. *Bulletin de Psychologie*, XL (380).

Isavi, E. (2012). The effect of dynamic assessment on Iranian L2 writing performance. *English Language Teaching*, 5 (12).

Istvan, S. (2004). Uj nézőpontok és fogalmak az értelmi potenciál kiértékelésében. *Erdelyi Pszichológiai Szemle*, 5(1), 3-17. (Romania)

Izadi, M., Khoshsima, H., Nourmohammadi, E., & Yarahmadzahi, N. (2017). Upper-intermediate and advanced EFL learners reciprocity to mediation: A dynamic listening assessment. *Applied Research on English Language*, 6(4), 523-542.

J

[BACK TO TOP](#)

Jacobs, E.L. (2001). The effects of adding dynamic assessment components to a computerized preschool language screening test. *Communication Disorders Quarterly*, 22(4), 217-226.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

- Jang, E. E. (2017). Cognitive Aspects of Language Assessment. *Language Testing and Assessment*, 163-177.
- Jang, E.E., Vincett, M., van der Boom, E., Lau, C. & Yang, Y. (2017). Considering young learners' characteristics in developing a diagnostic assessment intervention. *English Language Proficiency*.
- Jarvela, S., Salonen, J., & Lepola, J. (2001). Dynamic assessment as a key to understanding student motivation in a classroom context. In P. Pintrich & M. Maehr (Eds.), *Advances in research on motivation: New directions in methods and measures*. Volume 12, Pp. 217-240. Amsterdam: Elsevier.
- Javorsky, K.H. (2015). Digital print concepts: Conceptualizing a modern framework for measuring emerging knowledge. Dissertation Abstracts International Section A: Humanities and Social Sciences, 75(8-A (E)).
- Jedrysek, E., Klapper, Z., & Pope, L. (1972). *Psychoeducational evaluation of the preschool child; utilizing the Haeussermann approach*. Oxford, England: Grune & Stratton.
- Jeltova, I., Birney, D., Fredine, N., Jarvin, L, Sternberg, R.J., & Grigorenko, E.L. (2007). Dynamic assessment as a process-oriented assessment in educational settings. *Advances in Speech-Language Pathology*, 9(4), 273-285.
- Jeltova, I., Birney, D., Fredine, N., Jarvin, L., Sternberg, R. J.; Grigorenko, E. L. (2011). Making instruction and assessment responsive to diverse students' progress: Group-administered dynamic assessment in teaching mathematics. *Journal of Learning Disabilities*, 44(4), 381-395
- Jensen, M. (2009). *The Mind's Ladder: Dynamic assessment guidebook 2.0*. Roswell, GA: Cognitive Education Systems.
- Jensen, M.R. (1985). The Learning Potential Assessment Device and low functioning Navajo children. In S. Unger (Ed.). *To sing our own songs: Cognition and culture in Indian education*. New York: Association on American Indian Affairs.
- Jensen, M.R. (1990). Change models and some evidence for phases and their plasticity in cognitive structures. *The International Journal of Cognitive Education and Mediated Learning*, 1(1), 5-16.
- Jensen, M. R. (1992). Principles of change models in school psychology and education. In: Carlson, J. (Ed.). *Cognition and educational practice, Vol1B* (pp. 47-72). Greenwich, CT: JAI.
- Jensen, M.R. (2000). The MindLadder model: Using dynamic assessment to help students learn to assemble and use knowledge. In Lidz, C.S. & Elliott, J.G. (Eds.). *Dynamic assessment: Prevailing models and applications*. Amsterdam: JAI/Elsevier Science.
- Jensen, M. R. (2003). Mediating knowledge construction: Towards a dynamic model of assessment and learning. Part I: Philosophy and theory. *Educational and Child Psychology*,

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

20(2), 100-117.

Jensen, M. R. (2003). Mediating knowledge construction: Towards a dynamic model of assessment and learning. Part II: Applied programmes and research. *Educational and Child Psychology*, 20(2), 118-142.

Jensen, M.R. & Feuerstein, R. (1987). The Learning Potential Assessment Device: From philosophy to practice. In C.S. Lidz (Ed.). *Dynamic assessment: An interactional approach to evaluating learning potential* (pp. 379-402). New York: Guilford.

Jensen, M.R., Feuerstein, R., Rand, Y., Kaniel, S., & Tzuriel, D. (1988). Cultural difference and cultural deprivation: A theoretical framework for differential intervention. In R.M. Gupta & P. Coxhead (Eds.). *Cultural diversity and learning efficiency* (pp. 643-88). London: MacMillan.

Jensen, M. R., Robinson-Zanartu, C., & Jensen, M. L. (1992). *Dynamic assessment and mediated learning: Assessment and intervention for developing cognitive and knowledge structures*. Sacramento, CA: California Department of Education, Advisory Committee on the Reform of California's Testing Procedures in Special Education.

Jepsen, R.H. (2000). Dynamic assessment of learners with severe developmental disabilities. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp. 577-605). Amsterdam: JAI/Elsevier Science.

Jepsen, R.H. & Lidz, C.S. (2000). Group dynamic assessment procedure: Reliability and validity of a cognitive assessment procedure with adolescents with developmental disabilities. *Journal of Cognitive Education and Psychology*, 1 (1)(electronic journal from International Association of Cognitive Education webpage (www.iace.coged.org)).

Jessen, L. F. (2009). *Dynamisk kartlegging og dysleksi: en kvalitativ studie om dynamisk kartlegging og leseferdigheter hos elever med dysleksi*. Masteroppgave i Pedagogisk-psykologisk rådgivning Det utdanningsvitenskapelige fakultet Pedagogisk forskningsinstitutt, UNIVERSITETET I OSLO.

Jiang, S-C. (2006). A study of the Learning Potential Assessment of Mental Ability for Preschool Children with immigrant mothers from South East Asia. *Kaohsiung Normal University Journal [Gao Xiong Shi Da Xue Bao]*, 12, 43-66. Jitendra, A.K. (1992). An investigation of third-grade students' mathematical word problem-solving utilizing assessment. *Dissertation Abstracts International*, 52(9-A), 3177.

Jitendra, A.K. & Kaneenui, E.J. (1993). Dynamic assessment as a compensatory assessment approach: A description and analysis. *RASE: Remedial & Special Education*, 14(5), 6-18.

Jitendra, A.K. & Kameenui, E.J. (1993). An exploratory study of dynamic assessment involving two instructional strategies on experts and novices' performance in solving part-whole mathematical word problems. *Diagnostique*, 18, 305-324.

Jitendra, A.K., Kameenui, E.J. & Carnine, D.W. (1994). An exploratory evaluation of dynamic assessment and the role of basals on comprehension of mathematical operations. *Education & Treatment of Children*, 17(2), 139-162.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Jitendra, A.K. & Rohena-Diaz, E. (1996). Language assessment of students who are linguistically diverse: Why a discrete approach is not the answer. *School Psychology Review*, 25(1), 40-56.

Johnson, D.L. (2008). Rapid dynamic assessment of expertise: A comparison of performance and mental efficiency measures in accordance with cognitive load theory. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(11-A), 4674.

Johnson, K., Haywood, H. C., & Hays, D. R. Effects of failure within the test on subsequent subtest performance. Paper presented at the Third International Conference of the International Association for Cognitive Education, Riverside, California, February, 1992.

Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40, 235-257.

Johnsson, A., Mattheos, N., Svingby, G., & Attström, R. (2007). Dynamic Assessment and the "Interactive Examination". *Educational Technology & Society*, 10 (4), 17-27.

Johnston, J.R. (2008). Narratives: Twenty-five years later. *Topics in Language Disorders*, 28(2), 93-98.

Johnston, P.H. (1990). A Vygotskian perspective on assessment in reading. In S.B.Sigmon (Ed.). *Critical voices on special education: Problems and progress concerning the mildly handicapped* (pp. 103-119). Albany, NY: State University of New York Press.

Joly, M. C. R. A., and Schiavoni, A. (2013). *Teste Informatizado e Dinamico de Escrita. Projeto de pesquisa*. Universidade de Brasília: Programa de Pós-graduação em Processos de Desenvolvimento e Aprendizagem, Brazil.

Joly, M. C. R. A., Schiavoni, A., Agostinho, A., and Dias, A. S. (2015). Avaliação dinâmica e produção textual: evidências de validade para o TIDE no Fundamental. *Cadernos Pós Graduação Distúrb. Desenvol.* 15, 50-62.

Jones, R.L. (1988). *Psychoeducational assessment of minority group children: A casebook*. Berkeley, CA: Cobb and Henry Publishers.

Jonsson, A., Mattheos, N., Svingby, G. & Attstrom, R. (2007). Dynamic assessment and the "interactive examination." *Educational Technology & Society*, 10(4), 17-27.

Jordan, R., Gray, S., Demeter, M., Lui, L., & Hmelo-Silver, C. (2009). An assessment of students' understanding of ecosystem concepts: Conflating ecological systems and cycles. *Applied Environmental Education and Communication: An International Journal*, 8(1),40-48.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Jukil, A.M. Y Hasan, H.S. (2015). An assessment of the sociocultural approach to teaching communication at Salahaddin University-Erbil. *بۆزانكۆ طوطارى* ، 91 ، *بىترطى مروظايتىيىئىكان زانستى* ، 4 ، 19(4),219-240.

K

[BACK TO TOP](#)

Kahn, R.J. (2000). Dynamic assessment of infants and toddlers. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp. 325-373). Amsterdam: JAI/Elsevier Science.

Kahn, R.J. & King, S.R. (1997). Dynamic assessment procedures for assessing children's cognitive and emotional strengths and needs. *Journal of Cognitive Education*, 6(2), 101-114.

Kamali, M., Abbasi, M., & Sadighi, F. (2018). The effect of dynamic assessment on L2 grammar acquisition by Iranian EFL learners. *Applied Psycholinguistics*, 25, 269- 292.

Kamrood, A. M., Davoudi, M., Amirian, S.M.R., & Ghaniabadi, S. (2018). Transcendence of learning in an online computerized dynamic test of English listening. *CAL-EI*, 19 (1), 23-42.

Kalyuga, S. (2005). Rapid dynamic assessment of expertise to improve the efficiency of adaptive E-learning. *Educational Technology Research and Development*, 53(3), 83-93.

Kanevsky, L. (1992). The Learning Game. In P. Klein & A.J. Tannenbaum (Eds.). *To be young and gifted* (pp. 204-241). Norwood, NJ: Ablex.

Kantor, Patricia Thatcher; Wagner, Richard K.; Torgesen, Joseph K.; Rashotte, Carol A. Comparing two forms of dynamic assessment and traditional assessment of preschool phonological awareness. *Journal of Learning Disabilities*, Vol 44(4), Jul-Aug 2011, 313-321.

Kao, Y-T. (2015). How interactive discussions support writing development: The application of a dynamic assessment for learning Chinese rhetoric. *Language Testing in Asia*, 5:14.

Kapantzoglou, M., Restrepo, M. A., Thompson, M. S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language Speech and Hearing Services*, 43, 81-96.

Kanevsky, L. (1994). Exploring the implications of dynamic and static assessments for gifted education. *Exceptionality Education Canada*, 4(2), 77-98.

Kanevsky, L. (1995). Learning potentials of gifted students. *Roeper Review*, 17(3), 157-163.

Kanevsky, L. S., & Geake, J. (2005). Validating a multifactor model of learning potential with gifted students and their peers. *Journal for the Education of the Gifted*, 28(2), 192-217.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Kanevsky, L. & Rapagna, S.O. (1990). Dynamic analysis of problem-solving by average and high ability children. *Canadian Journal of Special Education*, 6(1), 15-30.

Kang, Y.S. (1998). Dynamic assessment as a method of measuring intellectual ability of children with special needs. *Educational Research*, 8, 41-60.

Kaniel, S. (1992). The effect of mediation on level of performance and distribution of errors in the Raven Progressive Matrices Test: A comparison of Ethiopian immigrant and native Israeli adolescents. *International Journal of Cognitive Education and Mediated Learning*, 2, 17-24.

Kaniel, S. (2000). A metacognitive decision-making model for dynamic assessment and intervention. In C.S. Lidz & J.G. Elliott (Eds.), *Dynamic assessment: Prevailing models and applications* (pp. 643-679). Amsterdam: JAI/Elsevier Science.

Kaniel, S. (2001). Not all testing is dynamic testing: Overcoming the fuzzy identity of dynamic assessment. *Issues in Education*, 7, 211-224.

Kaniel, S. (2010). Doman Specific vs Domain General Implications for Dynamic Assessment. *Gifted Education International*, 26, 93-10.

Kaniel, S., Feuerstein, R., Rand, Y., Jensen, M. & Tzuriel, D. (1987). Prerequisites for assessment of learning potential: The LPAD model. In C.S. Lidz (Ed.), *Dynamic assessment: An interaction approach to evaluation of learning potential* (pp. 196-214). New York: Guilford.

Kaniel, S. & Fisherman, S. (1991). Level of performance and distribution of errors in the Progressive Matrices Test: A comparison between Ethiopian and Israeli adolescents. *International Journal of Psychology*, 26, 25-33.

Kaniel, S. & Reichenberg, R. (1990). Dynamic assessment and cognitive programs for disadvantaged gifted children. *Gifted Education International*, 7(1), 9-15.

Kaniel, S. & Tzuriel, D. (1992). Mediated Learning Experience approach in assessment and treatment of borderline psychotic adolescents. In H.C. Haywood & D. Tzuriel (Eds.), *Interactive assessment*. New York: Springer Verlag.

Kaniel, S., Tzuriel, D., Feuerstein, R., Ben-Shachar, N., & Eitan, T. (1991). Dynamic assessment: Learning and transfer abilities of Ethiopian immigrants to Israel. In R. Feuerstein, P.S. Klein, and A.J. Tannenbaum (Eds.), *Mediated Learning Experience (MLE): Theoretical, Psychosocial and learning implications*. London: Freund.

Kantor, P.T., Wagner, R. K., Torgesen, J. K. & Rashotte, C. A. (2011). Comparing two forms of dynamic assessment and traditional assessment of preschool phonological awareness. *Journal of Learning Disabilities*, 44(4), 313-321.

Kao, Y-T. (2015). How interactive discussions support writing development: The application of dynamic assessment for learning Chinese rhetoric. *Language Testing in Asia*, 5:14.

Kapantzoglou, M., Restrepo, M.A. & Thompson, M. S. (2012). Dynamic assessment of word learning skills: Identifying language impairment in bilingual children. *Language, Speech, and*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Hearing Services in Schools, 43(1), 81-96.

Kar, B.C., Dash, U.N., Das, J.P. & Carlson, J. (1993). Two experiments on the dynamic assessment of planning. *Learning & Individual Differences*, 5(1), 13-29.

Karimi, M.N. & Shaflee, Z. (2014). Iranian EFL teachers' perception of dynamic assessment: Exploring the role of education and length of service. *The Australian Journal of Teacher Education*, 39(8).

Karpov, Y.V. (2000). Dynamic assessment of the level of internalization of elementary school children's problem-solving activity. In C.S. Lidz & J.G.Elliott (Eds). *Dynamic assessment: Prevailing models and applications* (pp. 133-154). Amsterdam: Elsevier Science.

Karpov, Y.V. (2008). Do all dynamic assessment techniques assess learning potential? *Journal of Cognitive Education and Psychology*, 7(3), 411-418.

Karpov, Y. V.(2010), Review of Dynamic assessment in practice: Clinical and educational applications. *Journal of Psychoeducational Assessment*, 28(2), 63-166.

Karpov, Y. V.& Haywood, H. C. (1998). Two ways to elaborate Vygotsky? concept of mediation: Implications for education. *American Psychologist*, 53 (1), 27-36.

Karpov, Y.V.,& Tzuriel, D. (2009a). Dynamic assessment: Progress, Problems, and prospects. *Journal of Cognitive Education and Psychology*, 8(3), 228-237.

Katz, N. (et al.) (2012). Dynamic Lowenstein Occupational Therapy Cognitive Assessment: Evaluation of potential to change in cognitive performance. *American Journal of Occupational Therapy* 66(2), 207-214.

Katz, N., Golstand, S., Bar-Ilan, R.T., & Parush. S. (2007). The Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch): A new instrument for assessing learning potential. *American Journal of Occupational Therapy*, 61(1), 41-52.

Katz, N., Livni, L., Bar-Haim Erez, A., & Averbuch, S. (2011). *Dynamic Lowenstein Occupational Therapy Cognitive Assessment*. Pequannock, NJ: Maddak.

Katz, N., Parush, S., & Traub Bar-Illan, R. (2005). *Dynamic Occupational Therapy Cognitive Assessment for Children*. Pequannock, NJ: Maddak.

Katz, N., Weiss, P., & Kozulin, A. (2011). Dynamic cognitive intervention: Application in occupational therapy (pp. 323-350). In N. Katz (Ed.). *Cognition, occupation, and participation across the life span: Neuroscience, neurorehabilitation, and models of intervention in occupational therapy*. Bethesda, MD: AOTA.

Keane, K.J. (1987). Assessing deaf children. In C.S. Lidz (Ed.). *Dynamic assessment: An interactional approach to evaluating learning potential* (pp. 360-376). New York: Guilford.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Kerwin, M.L. (1989). Static versus dynamic assessment of intelligence. *Dissertation Abstracts International*, 50(6-B), 2645.

Kennedy, H. (2006). Analysis of assessment and intervention frameworks in educational psychology services in Scotland: Past, present, and possible worlds. *School Psychology International*, 27 (5), 515-534.

Kester, E.S. & Pe?a, E.D. (2001). Outcomes of dynamic assessment with culturally and linguistically diverse students: A comparison of three teaching methods within a test-teach-test framework. *Journal of Cognitive Education and Psychology*, 2, 42-49. (online: <http://www.iacep.coged.org/journal>)

Khaghaninejad, M.S. (2015). *Dynamic assessment: From theory to practice*. Omniscriptum GmbH & Company Kg.

Khani, M.S. & Gamlin, P.J. (1996). Validating the Similarity Thinking Instrument with preschool children: An investigation of the ability of young children to generalize knowledge. In M.G. Luther, E. Cole et al. (Eds.). *Dynamic assessment for instruction: From theory to application* (pp. 127-145). North York, ON: Captus.

Khedr, A.S. (2015). Dynamic assessment strategies and their relationship to annual tests' results with general education teachers. *Q Science Proceedings: Vol. 2015, Conference on Education 2015. Partners in Excellence*, 31. DOI: 10.5339/qproc.2015.coe.31
<http://www.qscience.com/doi/abs/10.5339/qproc.2015.coe.31>

Khonamri, F., & Sana'ati, M. K. (2014). The Impacts of Dynamic Assessment and CALL on Critical Reading: An Interventionist Approach. *Procedia-Social and Behavioral Sciences*, 98, 982-989. *Procedia-Social and Behavioral Sciences*, 98, 982-989.

Khoshsima, H. & Rezaee, A. (2016). Applicability of peer-dynamic assessment in crowded second language classes. *Journal of Language Teaching and Research*, 7 (5), 929-935.

Khoshsima, H., Saed, A., & Mortazavi, M. (2016). The impact of interactionist dynamic assessment on explanation of writing ability of intermediate EFL learners. *International Journal of Language and Linguistics*, 4(5), 183-189.

Khoyi, S.V.M. (2016). *Dynamic assessment of pragmatics: Mediating interlanguage pragmatic development in practice. Germany: LAP LAMBERT Academic Publishing*.

Kibrick, M.C. (2014). Cognitive hierarchies of mathematics learning: An analysis of the ST Math curriculum. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 74 (7-A(E)). No Pagination Specified.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Kim, Nam Ju, "Enhancing Students' Higher Order Thinking Skills through Computer-based Scaffolding in Problem-based Learning" (2017). All Graduate Theses and Dissertations. 5488. <http://digitalcommons.usu.edu/etd/5488>

Kim, N.J., Belland, B.R. & Walker, A.E. (2017). Effectiveness of computer-based scaffolding in the context of problem-based learning for STEM education: Bayesian meta-analysis. *Educational Psychology Review*, 1-33.

Kim, A-Y. & Kim, H.J. (2017). The effectiveness of instructor feedback for learning-oriented language assessment: Using an integrated reading-to-write task for English for academic purposes. *Assessing Writing*, 32, 57-71.

King, M. R., Binger, C. & Kent-Walsh, J. (2015). Using dynamic assessment to evaluate the expressive syntax of children who use augmentative and alternative communication. *Augmentative & Alternative Communication*, 31(1).

King, M.R., Binger, C., & Kent-Walsh, J. (2015). Using dynamic assessment to evaluate the expressive syntax of children who use augmentative and alternative communication. (doi: 10.3109/07434618.2014.995779), *Augmentative and Alternative Communication*, 31, pp. 1-14.

King, M.R., Binger, C., & Kent-Walsh, J. (2015). Using dynamic assessment to evaluate the expressive syntax of children who use augmentative and alternative communication. *Augmentative & Alternative Communication*, 3(1).

Kingston, N. M., Karvonen, M., Thompson, J. R., Wehmeyer, M. L., & Shogren, K. A. (2017). Fostering Inclusion of Students with Significant Cognitive Disabilities by Using Learning Map Models and Map-Based Assessments. *Inclusion*, 5(2), 110-120.

Kirkwood, M.W., Weiler, M.D., Holmes Bernstein, J., Forbes, P.W., & Waber, D.P. (2001). Sources of poor performance on the Rey-Osterrieth Complex Figure Test among children with learning difficulties: A dynamic assessment approach. *Clinical Neuropsychologist*, 15(3), 345-356.

Kirschenbaum, R.J. (1998). Dynamic assessment and its use with underserved gifted and talented populations. *Gifted Child Quarterly*, 42(3), 140-147.

Klauer, K.J. (1990). A process theory of inductive reasoning tested by the teaching of domain-specific thinking strategies. *European Journal of Psychology of Education*, 5, 191-206.

Klauer, K.J. (1993). Learning potential testing. The effect of retesting. In J.H.M. Hamers, K. Sijtsma, et al. (Eds.). *Learning potential assessment: Theoretical, methodological and practical issues* (pp. 135-152). Lisse: Swets & Zeitlinger.

Klein P.S. & Tzuriel, D. (1986). Preschoolers' type of temperament as predictor of potential learning disability. *Israeli Journal of Psychiatry and Related Disciplines*, 23, 49-61.

Kletzien, S.B. & Bednar, M.R. (1990). Dynamic assessment for at-risk readers. *Journal of*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Reading, 33(7), 528-533.

Kline, S.R. (1997). Sociocultural influences on the development of cognitive processing as measured by the PASS+S Dynamic Assessment. *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 57(8-A), 3392.

Kluger, A. N. & DeNisi, A. (1996). The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention Theory. *Psychological Bulletin*, 119(2), 254-284.

Knoch, U., & Macqueen, S. (2017). Assessment in the L2 Classroom. *The Routledge Handbook of Instructed Second Language Acquisition*, 181.

Knodel, M (1996). Dynamic assessment of written language. Unpublished master's thesis. University of Calgary (Canada), file 2083Knodel.pdf

Knutson, J.S., Simmons, D.C., Good, R., III, McD, S.H. (2004). Specially designed assessment and instruction for children who have not responded adequately to reading intervention. *Assessment for Effective Instruction*, 29(4), 47-58.

Koehler, L.S. (1978). Learning potential assessment of a hearing-impaired population. *Dissertation Abstracts International*, 38(12-A), 7271.

Kolahdouz, F., Hassan, A., Farzad, R., & Mehdi, J.N. (2017). Exploring students' attitudes towards dynamic assessment. *Educational Strategies*, 10(5), 414-422.

Kolakowsky, S.A. (1998). Assessing learning potential in patients with brain injury: Dynamic assessment. *NeuroRehabilitation*, 11(3), 227-238.

Kong, J. E. & Orosco, M.J. (2015). Word-problem-solving strategy for minority students at risk for math difficulties. *Learning Disability Quarterly*

Kong, J. E. & Orosco, M. J. (2016). Word-problem-solving strategy for minority students at risk for math difficulties. *Learning Disability Quarterly*, 39(3), 171-181.

<http://dx.doi.org/10.1177/0731948715607347>

Kovalcikova, I.(Ed.) (2010). Dynamic testing and assessment of latent learning capacities. *Sosyal Bilimler Arasturmalan Dergisi*, 1, 47-53.

Kozulin, A. (2005). Learning potential score as a predictor of sensitivity to cognitive intervention. *Educational & Child Psychology*, 22(1), 29-39.

Kozulin, A. (2007). Dynamic assessment and cognitive intervention. In L. Florian (Ed). *Sage handbook of special education* (pp. 553-572). Los Angeles, CA: SAGE Publications Ltd.

Kozulin, A. (2008a). Evidence of culture-dependency and modifiability of spatial memory of young adults. *Journal of Cognitive Education and Psychology*, 7(1), 70-80.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Kozulin, A (2008b). Sociocultural paradigm. In J.W. Clegg (Ed.). *The observation of Human Systems: Lessons from the history of anti-reductionistic empirical psychology* (pp. 9-28). New Brunswick, NJ: Transaction Publishers.

Kozulin, A. (2009). Cognitive modifiability of new immigrant adults. *Mind, Culture, and Activity*, 16, 117–129.

Kozulin, A. (2009). Commentary on Karpov and Tzuriel. *Journal of Cognitive Education and Psychology*, 8(3), 242-245.

Kozulin, A. (2010). Same cognitive performance, different learning potential: Dynamic assessment of young adults with identical cognitive performance. *Journal of Cognitive Education and Psychology*, 9(3), 273 -284.

Kozulin, A. (2011). Learning potential and cognitive modifiability. *Assessment in Education: Principles, Policy & Practice*, 18(2), 169-181.

Kozulin, A. (2014). Dynamic assessment in search of its identify. In A. Yasnitsky, R. van der Veer, & M. Ferrari (Eds.). *The Cambridge handbook of cultural-historical psychology* (pp. 126-147). NY: Cambridge University Press.

Kozulin, A. (2015). Dynamic assessment of adult learners' logical problem solving: A pilot study with the Flags Test. *Journal of Cognitive Education and Psychology*, 14(2), 219-230.

Kozulin, Alex. Review of Intelligence and how to get it: Why schools and culture count. *Journal of Cognitive Education and Psychology*, Vol 10(1), Mar 2011, 132-135.

Kozulin, Alex. Introduction to Vygotsky's "The dynamics of the schoolchild's mental development in relation to teaching and learning." *Journal of Cognitive Education and Psychology*, Vol 10(2), 2011, 195-197.

Kozulin, A. (2011a). Cognitive aspects of the transition from a traditional to a modern technological society. In P. Portes & S. Salas (Eds.). *Vygotsky in 21st century society: Advances in cultural historical theory and praxis with non-dominant communities*. NY: Peter Lang.

Kozulin, A. (2011b). Learning potential and cognitive modifiability. *Assessment in Education: Principles, Policy and Practice*, 18(2), 169-181.

Kozulin, A. (2014). Dynamic assessment in search of its identify. In A. Yasnitsky, R. van der Veer, & M. Ferrari (Eds.). *The Cambridge handbook of cultural-historical psychology* (pp. 126-147). NY: Cambridge University Press.

Kozulin, A. & Falik, L. (1995). Dynamic cognitive assessment of the child. *Current Directions in Psychological Science*, 4(6), 192-196.

Kozulin, A. & Garb, E. (2002). Dynamic assessment of EFL text comprehension. *School*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Psychology International, 23(1), 112-127.

Kozulin, A. & Garb, E. (2004). Dynamic assessment of literacy: English as a third language. *European Journal of Psychology of Education*, 19(1), 65-77.

Kozulin, A. & Rand, Y. (2000). (Eds.). *Experience of mediated learning: An impact of Feuerstein's theory in education and psychology*. Elmsford, NY: Pergamon.

Kragler, S. (1989). Dynamic versus static assessment: A comparison of the effects of each on the reading placement of Chapter 1 students. Research report. ED327808

Kramer, K., Mallett, P., Schneider, P. & Hayward, D. (2009). Dynamic assessment of narratives with grade 3 children in a first nations community. *Canadian Journal of Speech-Language Pathology and Audiology*, 33(3), 119-128.

Kraemer, R., & Fabiano-Smith, L. (2017). Language Assessment of Latino English Learning Children: A Records Abstraction Study. *Journal of Latinos and Education*, 1-10.

Krapf, G.F. (1986). The effects of mediated intervention in advanced figural analogic problem-solving with deaf adolescents: Implications for dynamic process assessment. *Dissertation Abstracts International*, 47(3-A), 837-838.

Krejcova, K. (2015). Dynamic assessment in combination with video interaction guidance in preschool education. *International Education Studies* 8(7), 181-190.

Ku, D.T., Shih, J-l & Hung, S-H. (2014). The integration of concept mapping in a dynamic assessment model for teaching and learning accounting. *Journal of Educational Technology & Society*, 17(1), 141-153.

Kueppers, K., Koelkebeck, K., Kohl, W., Kugel, H., Aroli, V., & Ohrmann, P. (2012). Anterior cingulate cortex activation is related to learning potential on the WCST in schizophrenia patients. *Brain and Cognition*, 79(3), 245-251.

Kuhn, L. (2017). *A cross-sectional survey of educational psychologists' utilisation of dynamic assessment* (Doctoral dissertation, University of Pretoria).

Kumburu. S. & Pambas,T. (2018). Dynamic teaching and assessment intervention for reading difficulties in early grades: Experience from Dodoma, Tanzania. *Asian Journal of Management Sciences & Education*, 7(1), 36-46.

Kuo, C-C, Chang, L-W, & Wang, M-N. (2008). Mediating strategy of learning for children of culturally diverse and disadvantage. *Korean Journal of Thinking & Problem Solving*, 18(1), 35-44.

Kuo-Ming W., Hung,P., & Chiu, S-C. (1985). The helping effects, incremental and differential validities of the Dynamic Math Word Problem Test. *Annual Test*, 42, 61-84.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES H – K

Kurtz, M.M., Jeffrey, S.B., Rose, J. Elementary neurocognitive function, learning potential and everyday life skills in schizophrenia: What is their relationship?. *Schizophr. Res.* 2010;116:280–288.

Kurtz, M.M., Wexler, B.E. Differences in performance and learning proficiency on the Wisconsin Card Sorting Test in schizophrenia: Do they reflect distinct neurocognitive subtypes with distinct functional profiles? *Schizophr. Res.* 2006;81:167–171.

Küster, Olivia C.a; b; 1 | Kösel, Jonasa; 1 | Spohn, Stephaniea | Schurig, Niklasa | Tumani, Hayrettina | von Arnim, Christine A.F.a | Uttner, Ingoa; Cognitive Reserve in Alzheimer’s Dementia: Diagnostic Accuracy of a Testing-the-Limits Paradigm
[Journal of Alzheimer's Disease](#), vol. Preprint, no. Preprint, pp. 1-10, 2016

[BACK TO TOP](#)

[H](#) [I](#) [J](#) [K](#)