

D E F G**D**

da Cunha, A. C. B., Enumo, F. S R., Pedroza C., Patrocínio, C. (2011). Avaliação cognitiva psicométrica e assistida de crianças com baixa visão moderada. /Psychometric and dynamic assessment of children with moderate low vision. *Paidéia*, 21(48), 29-39.

da Cunha, Ana Cristina Barros; Fiorim Enumo, Sônia Regina; Pedroza Cánal, Cláudia Patrocínio. Avaliação cognitiva psicométrica e assistida de crianças com baixa visão moderada. / Psychometric and dynamic assessment of children with moderate low vision. *Paidéia*, Vol 21(48), Jan-Apr 2011, 29-39.

Daftarefard, P. (2018). The effect of mediational artifacts on EFL learners' reading comprehension performance. *International Journal of Language Studies*, 12 (4),73-90.

Daftarifard, P., & Birjandi, P. (2017). Impact of Mediation Types on Iranian EFL Learners' Reading Comprehension Strategies. *Research in Applied Linguistics*, 8(1), 22-45.

Daneshfar, S., Aliasin, S. H. & Hashemi, A. (2018). The effect of dynamic assessment on grammar achievement of Iranian third grade secondary school EFL learners. *Theory and Practice in Language Studies*, 8(3), 295-305.

Daniel, M.H. (1997). Intelligence testing: Status and trends. *American Psychologist*, 52(10),1038-1045.

Daniel, S. M., Martin-Beltrán, M., Percy, M. M. and Silverman, R. (2015), Moving Beyond Yes or No: Shifting from Over-Scaffolding to Contingent Scaffolding in Literacy Instruction With Emergent Bilingual Students. *TESOL Journal*. doi: 10.1002/tesj.213.

Darhower, M. A. and Tharrington, K.: unpublished manuscript, Dynamic assessment in synchronous computer-mediated communication: A case study of L2 Spanish.

Dash, M, & Khan, F. (2001). Impact of guided learning on the cognitive performance of low and high achievers. *Psychological Studies*, 46(1-2), 14-20.

Da Silva Ferrao, E. (2008). To what extent are non-intellectual factors included in current approaches to dynamic assessment: A review. *Educational and Child Psychology*, 25(1), 59-65.

DaSilva Iddings, A. C. (2014). Understanding the potential in elementary classrooms through Dynamic Assessment. *Language and Sociocultural Theory*, 1(1), 49-73.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Davidson, C. A., Johannesen, J. K., & Fiszdon, J. M. (2016). Role of learning potential in cognitive remediation: Construct and predictive validity. *Schizophrenia Research*, 171, 117-124. <http://dx.doi.org/10.1016/j.schres.2016.01.044>

Davidson, C.A., Johannesen, J.K., & Fiszdon, J.M. (2016). Role of learning potential in cognitive remediation: Construct and predictive validity. *Schizophrenia Research*.

Davin, K. J. (2013). Integration of dynamic assessment and instructional conversations to promote development and improve assessment in the language classroom. *Language Teaching Research*, 17(3), 303-322.

Davin, K.J. (2016b). Classroom dynamic assessment: A critical examination of constructs and practices. *The Modern Language Journal*, 100 (4). DOI10.1111/modl.12352

Davin, K. J. (2017). Classroom dynamic assessment: A critical examination of constructs and practices. *Modern Language Journal*, 100(4), 813-829.

Davin, K.J. & Donato, R. (2013). Student collaboration and teacher directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46 (1), 5-22.

Davin, K.J., Herazo, J.D., & Sagre, A. (2016). Learning to mediate: Teacher appropriation of dynamic assessment. *Language Teaching Research*, June.

Davin, K. J., Harazo, J.D., & Sagre, A. (2016a). Learning to mediate: Teacher appropriation of dynamic assessment. *Language Teaching Research*., Article first published online: June 14, 2016, DOI: <https://doi.org/10.1177/1362168816654309>

Davin, K.J., Troyan, F.J., & Hellmann, A.L. (2014). Classroom Dynamic Assessment of reading comprehension with Second Language Learners, 1(1). *Language and Sociocultural Theory* 1 (1), 1-23.

Day, J.D. & Cordón, L.A. (1993). Static and dynamic measures of ability: An experimental comparison. *Journal of Educational Psychology*, 85, 75-82.

Day, J.D., Engelhardt, J.L., Maxwell, S.E., & Bolig, E.E. (1997). Comparison of static and dynamic procedures and their relation to independent performance. *Journal of Educational Psychology*, 89(2), 358-368.

Deakin Crick, Ruth (2007) 'Learning how to learn': The dynamic assessment of learning power. *Curriculum Journal*, 18(2), 135 – 153.

De Backer, F., Van Avermaet, P., & Slembrouck, S. (2017). Schools as laboratories for exploring multilingual assessment policies and practices. *Language and Education*, 31(3), 217-230.

De Beer, M. (2001). The construction and evaluation of a dynamic computerized adaptive test for the measurement of learning potential. *Dissertation Abstracts International: Section B: The Sciences & Engineering*, 62(1-B), 597.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- De Beer, M. (2010). A modern assessment psychometric approach to dynamic assessment. *Journal of Psychology in Africa, 20*(2), 241-246.
- De Beer, M. (2010a). A modern assessment psychometric approach to dynamic assessment. *Journal of Psychology in Africa, 20*(2), 241-246.
- De Beer, M. (2010b). Longitudinal predictive validity of a learning potential test. *Journal of Psychology in Africa, 20*(2), 225-232.
- De Beer, M. (2010). Longitudinal predictive validity of a learning potential test: *Journal of Psychology in Africa, 20*(2), 225–232.
- De Boer, M. (2017). Mediated learning to foster language competences for professional purposes: Ecological dynamic assessment. *10th International Conference on Researching Work & Learning 6-8 December 2017, Rhodes University, Grahamstown, South Africa, ID 019*.
- Debray. R. & Defay, C. (1994). Une expérience d'évaluation dynamique du potentiel d'apprentissage en milieu industriel. In M. Huteau (Ed.), *Les techniques psychologique d'évaluation des personnes*. Issy-les-Moulineaux: EAP.
- De Juan, N.O. (2014). Beneficios de la Evaluación Dinámica la Prueba Final de Bachillerato., @tic.revista d'innovació educativa; ene-jun, Issue 12, p1
- De Lamo White C., Jim, L. Evaluation of speech and language assessment with bilingual children. *Int J Lan Commun Disord. 2011 Nov-Dec; 46*(6): 613-27.
- Delandshere, G. (1996). From static and prescribed to dynamic and principled assessment of teaching. *Elementary School Journal, 97*(2), 105-120.
- Delclos, V.R., Burns, M.S., & Kulewicz, S.J. (1987). Effects of dynamic assessment on teachers' expectations of handicapped children. *American Educational Research Journal, 24*, 325-336.
- Delclos, V.R., Vye, N.J., Burns, M.S., Bransford, J.D. & Hasselbring, T.S. (1992). Improving the quality of instruction: Roles for dynamic assessment. In H.C. Haywood & D. Tzuriel (Eds.). *Interactive assessment* (pp 317-331). New York: Springer.
- Della Toffalo, D.A., & Milke, R.M (2008). Test reviews: Dynamic assessment of Test Accommodations. *Journal of Psychoeducational Assessment, 26*(1), 83-91.
- de Queiroz, O.A., Enumo, S.R.F., & Primi, R. (2013). Children's performance with and without special needs in dynamic and in psychometric testing. *Revista Brasileira de Educação Especial, 19*(3), 425-446.
- de Queiroz, O.A., Enumo, S.R.F., & Primi, R. (2013). *Revista Brasileira de Educação Especial, 19*(3):459-480.
- de Villiers, J. G. (2017). Unbiased Language Assessment: Contributions of Linguistic Theory. *Annual Review of Linguistics, 3*, 309-330.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Derakhshan, A. & Kordjazi, M. (2015). Implications of dynamic assessment in second/foreign language contexts. *English Linguistics Research*, 4(1), 41-
- Derakhshan, A. & Kordjazi, M. (2015). Implications of dynamic assessment in foreign language contexts. *English Linguistics Research*, 4 (1). 41-48. www.sciedu.ca/elr
- Deutsch, R. (1997) Excellence for all. *Special Children*, October, 1997.
- Deutch, R., & Mohammed, M. (2008). The Cognitive Abilities Profile. In O.-S. Tan & A. Seok-Hoon Seng (eds.) *Cognitive modify ability in learning and assessment: International perspectives* (pp. 175-208). Singapore: Cengage Learning Asia.
- Deutsch, R and Reynolds, Y (2000) The use of Dynamic Assessment by EP's in the UK. *Educational Psychology in Practice*. Vol 16, 3.
- de Werdt, E.H. (1927). A study of the improvability of fifth grade school children in certain mental functions. *Journal of Educational Psychology*, 18, 547-557.
- Dzuka, J., & Kovalccikova, I., (200*). *Dynamic testing of latent learning abilities. Ceskoslovensku Psychologie*, 52(4), 366-377.
- Dias, T. L. (2004, March). Creativity in children with learning disability: Assessment and intervention through traditional and assisted procedures. Doctorate Thesis, Program of Post-Graduation in Psychology, Federal University of Espírito Santo - UFES, Vitória, ES, Brazil
- Dias, T.L., & Enumo, S.R.F., (2004, November). Dynamic assessment: An alternative and complement proposal of cognitive assessment in children with Learning Disability. Proceeding 27th Annual Meeting of National Association of Research and Pos-Graduate in Education (Associação Nacional de Pesquisa e Pós-Graduação em Educação- ANPEPP), Caxambú, MG, Brazil: ANPEPP
- Dias, T.L. & Enumo, S.R.F. (2006). Creativity and learning difficulty: assessment with traditional and assisted procedures. *Psicologia Teoria e Pesquisa*, 22(1), 69-78.
- Dihoff, R.E., Brosvic, G.M., Epstein, M.L., & Cook, M.J. (2004). Provision of feedback during preparation for academic testing: Learning is enhanced by immediate but not delayed feedback. *Psychological Record*, 54(2), 207-231.
- Dillon, R.F. (1997). Dynamic testing. In R.F. Dillon (Ed.). *Handbook on testing* (pp. 164-186). Westport, CT: Greenwood.
- Dixon-Krauss, L.(Ed.). (1996). *Vygotsky in the classroom: Mediated literacy instruction and assessment*. Reading, MA: Addison Wesley Longman.
- Dodge, K. (2007). Review of Dynamic Assessment in Practice: Clinical and Educational Applications. *Journal of Cognitive Education and Psychology*, 6(2), 313-315.
- Doe, C. (2015). Student interpretations of diagnostic feedback. *Language Assessment Quarterly*, 12 (1), 110-135.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Dollaghan, C., & Campbell, T. F. (1998). Nonword repetition and child language impairment. *Journal of Speech, Language, and Hearing Research*, 41, 1136-1146.
- Doleck, T., Basnet, R.B., Poitras, E.G., & Lajoie, S. P. (2015). Mining learner-system interaction data: Implications for modeling learner behaviors and improving overlay models. *Journal of Computers in Education*, 40.
- Donaldson, A.L. (2006). An investigation of assessment methods for examining the production of requests for information by young children with autism spectrum disorders. Dissertation Abstracts International: Section B: The Sciences and Engineering, 66(12-B), 6570.
- Donaldson, A.L. & Olswang, L.B. (2007). Investigating requests for information in children with autism spectrum disorders: Static versus dynamic assessment. *Advances in Speech-Language Pathology*, 9 (4), 297-311.
- Donato, R. & McCormick, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *The Modern Language Journal*, 78(4), 453-46.
- Dorfler, T., Golke, S., & Artelt, C. (2009). Dynamic assessment and its potential for the assessment of reading competence. *Studies in Education Evaluation*, 35(2), 77-82.
- Dörfler, T., Golke, S., & Artelt, C. (2017). Evaluating Prerequisites for the Development of a Dynamic Test of Reading Competence: Feedback Effects on Reading Comprehension in Children. In D. Leutner, J. Fleischer, J. Grünkorn, & E. Klieme (Eds.) *Competence assessment in education* (pp. 487-503). Springer International.
- 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
- Dougherty, P.M. (1993). *The cognitive rehabilitation workbook: A dynamic assessment approach for adults with brain injury* (2nd ed.). Gaithersburg, MD: Aspen.
- Doyle, A. (2016). Planning school transitions for young people with special educational needs and disabilities: A model of practice. *Learn Journal*, 9-20.
- Doyle, M. & Logan, C. (2012). Operationalizing the assessment and management of violence risk in the short-term. *Behavioral Sciences & the Law*, 30(4), 406-419.
- Doyle, P., McNeil, M., Le, K., Hula, W., & Ventura, M-B. (2008). Measuring communicative functioning in community-dwelling stroke survivors: Conceptual foundation and item development. *Aphasiology*, 22(7-8), 718-728.
- D'Souze, C., Kay-Raining Bird, E., & Deacon, H. (2012). Soundage sur la prestation de services en orthophonie au Canada a des clients locuteurs de diverses langues/Survey of Canadian speech-language pathology service delivery to linguistically diverse clients. *Canadian Journal of Speech-Language Pathology and Audiology*, 36(1), 18-37.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Dumas, D., Greene, J.A. & McNeish, D. (2020). Dynamic measurement: A theoretical-psychometric paradigm for modern educational psychology. *Educational Psychologist*, March.

Dumlop, M. (2017). *Maximizing feedback for language learning: English language learners' attention, affect, cognition and usage of computer-delivered feedback from an English language reading proficiency assessment*. Unpublished doctoral thesis, University of Toronto, Department of Curriculum, Teaching, and Learning.

Duvall, E. (2008). What a difference an ideology makes: An alternative pedagogical orientation to neoliberal values in education. In R. Alanen & S. Poyhonen (eds.), *Language in action: Vygotsky and Leontievan legacy today*. Newcastle, UK: Cambridge Scholars Publishing. Pp. 124-159.

Duvall, E. (2008). No secrets to conceal: Dynamic assessment and a state mandated, standardized 3rd grade reading test for children with learning disabilities. Doctoral Dissertation, The Pennsylvania State University, University Park, PA.

Duvall, E. D. (2011). No secrets to conceal: Dynamic assessment and a state mandated, standardized 3rd grade reading test for children with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*. 2401.

Duvall, Emily D. No secrets to conceal: Dynamic assessment and a state mandated, standardized 3rd grade reading test for children with learning disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, Vol 71(7-A), 2011, 2401.

Dwairy, M. (2004). Dynamic approach to learning disability assessment: DLD test. *Dyslexia: An International Journal of Research and Practice*, 10(1), 1-23.

Dzuka, J. & Kovalcikova, I. (2008). Dynamic testing of latent learning abilities (Dynamické testovanie latentnych ucebných schopností). *Ceskoslovenska Psychologie*, 52(4), 366-377.

E

[BACK TO TOP](#)

Earl, S. (2017). Book Review: Lauchlan F, and Carrigan D (2013). *Improving learning through dynamic assessment: A practical classroom resource*.

East, M. (2016). *Assessing foreign language students' spoken proficiency: Stakeholder perspectives on assessment innovation*. *Educational Linguistics*. Springer: 26, 189-212.

Ebadi, S. & Bakhshi, H. (2016). Investigating Iranian students' reading comprehension through

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

dynamic assessment. *Modern Journal of Language Teaching Methods*, 6(1).

Ebadi, S. & Rahimi, M. (2019). Mediating EFL learners/ academic writing skills in online dynamic assessment using Google Docs. *Computer Assisted Language Learning*.

Ebadi, S. & Saeedian, A. (2016). Exploring transcendence in EFL learners' reading comprehension through computerized dynamic assessment. *Iranian Journal of Language Teaching Research*, 4(1), 27-45. Content available at www.urmia.ac.ir/ijltr

Ebadi, S. & Sian, (2016). Exploring transcendence in EFL learners' reading comprehension through computerized dynamic assessment. *Iranian Journal of Language Teaching Research*, 4(1), 27-45.

Ebadi, S. & Saeedian, A. (2016). Planning future instructional programs through computerized L2 dynamic assessment. *Teaching English with Technology*, 16 (4), 12-32.

Ebadi, S., Vakilifard, A., & Bahramlou, K. (2018). Learning L2 vocabulary through reading: The effects of noticing and computerized dynamic assessment. *Cogent Education*.

Ebadi, S., Weisi, H., Monkaresi, H., & Bahramious, K. (2018). Exploring lexical inferencing as a vocabulary acquisition strategy through computerized dynamic assessment and static assessment. *Computer Assisted Language Learning*.

Ebadi S. Z.(2017). Dynamic Assessment of a Schizophrenic Foreign Language Learner. *Iranian Rehabilitation Journal*. 15(4):341-350.

Ebrahimi, E. (2015). The effect of dynamic assessment on complexity, accuracy, and fluency in EFL learners' oral production. *International Journal of Research Studies in Language Learning*, 4(3).

El-Dakhs, D. A. S., Prue, T. T., & Ijaz, A. (2017). The Effect of the Explicit Instruction of Formulaic Sequences in Pre-Writing Vocabulary Activities on Foreign Language Writing. *International Journal of Applied Linguistics and English Literature*, 6(4), 21-31.

Elder, C. (1997). 'What does test bias have to do with fairness?' *Language Testing*, 14, 261-77.

Elham, E. (2015). The effect of dynamic assessment on complexity, accuracy, and fluency in EFL learners' oral production. *International Journal of Research Studies in Language Learning*, 4(3), 107-123.

Elleman, A.M. (2009). *Exploring dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties*. Unpublished doctoral dissertation, Vanderbilt University, Nashville, TN.

Elleman, A. M.; Compton, D. L., Fuchs, D, Fuchs, L. S. & Bouton, B. (2011). Exploring dynamic assessment as a means of identifying children at risk of developing comprehension difficulties. *Journal of Learning Disabilities*, 44(4), 348-357

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Elliott, J. (1993). Assisted assessment: If it is "dynamic" why is it so rarely employed? *Educational & Child Psychology*, 10(4), 48-58.
- Elliott, J.G. (2000a). Dynamic assessment in educational contexts: Purpose and promise. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (713-740). Amsterdam: JAI/Elsevier Science.
- Elliott, J. (2000b). The psychological assessment of children with learning difficulties *British Journal of Special Education*, 27(2), 59-66
- Elliott, J. (2002). All testing is dynamic: a response to Sternberg and Grigorenko. *Issues in Education*, 7(2), 185-191.
- Elliott, J. (2003). Dynamic Assessment in educational settings: realising potential. *Educational Review*, 55(1), 15-32.
- Elliott, J.G., Grigorenko, E.L., & Resing, W.C.M. (in press). Dynamic assessment: The need for a dynamic approach. *International Encyclopedia of Education*, 3rd edition.
- Elliott, J.G., & Resing, W.C.M. (2012). Cross-cultural factors in learning and motivation. In: S. Seel (Ed.), *Encyclopedia of the Sciences of Learning*, Berlin: Springer Verlag.
- Elliott, J.G. & Resing, W.C.M. (2015). Can Intelligence Testing Inform Educational Intervention for Children with Reading Disability? *Journal of Intelligence*, 20 (3), 137-157.
www.mdpi.com/journal/jintelligence
- Elliott, J.G., Resing, W.C.M. & Beckmann, J.F. (2018). Dynamic assessment: a case of unfulfilled potential? *Educational Review*, 70(1), 7-17.
- Elliott, J. & Lauchlan, F. (1997) 'Assessing Potential - the search for the philosopher's stone?' *Educational and Child Psychology*, 14 (4), 6-16.
- Elliott, J., Lauchlan, F. & Stringer P. (1996). Dynamic assessment and its potential for educational psychologists: Part 1 - Theory and Practice. *Educational Psychology in Practice*, 12(3), 24-32.
- Elliott, J., Lidz, C.S., & Shaughnessy, M.F. (2004). An interview with Joe Elliott and Carol Lidz. *North American Journal of Psychology*, 6 (2), 349-360.
- Emadi, M. & Arabmofrad, A. (2015). Individual dynamic assessment: An analysis of Iranian EFL learners' listening comprehension errors. *Theory and Practice in Language Studies*, 5 (12), 2599-2605.
- Embretson, S.E. (1987a). Improving the measurement of spatial aptitude by dynamic testing. *Intelligence*, 11, 333-358.
- Embretson, S.E. (1987b). Toward development of a psychometric approach. In C.S. Lidz (Ed.).

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Dynamic assessment: An interactional approach to evaluating learning potential (pp. 141-170). New York: Guilford.

Embretson, S.E. (1992). Measuring and validating cognitive modifiability as an ability: A study in the spatial domain. *Journal of Educational Measurement*, 29(1), 25-50.

Embretson, S.E. (2000). Multidimensional measurement from dynamic tests: Abstract reasoning under stress. *Multivariate Behavioral Research*, 35(4), 505-542.

Embretson, S.E. (2004). The second century of ability testing: Some predictions and speculations. *Measurement and Interdisciplinary Research and Perspectives*, 2(1), 1-32.

Embretson, S. & Gorin, J. (2001), Improving construct validity with cognitive psychology. principles. *Journal of Educational Measurement*, 38, 343–368. doi: 10.1111/j.1745-3984.2001.tb01131.x

Embretson, S.E. & Prenovost, L.K. (2000). Dynamic cognitive testing: What kind of information is gained by measuring response time and modifiability? *Educational and Psychological Measurement*, 60 (6), 837-863.

Engelhardt, J.L. (1988). A comparison of static and dynamic assessment procedures and their relation to independent performance in preschool children. *Dissertation Abstracts International*, 48 (7-B), 2116.

Ennis, T.R. (2007). Assessing and enhancing critical thinking skills: Enhanced Peer Review (EPR) with the CAT instrument. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68 (5-A), 1900.

Ensing, A., Van Der Aalsvoort, G.M, Van Geert, P., & Voet, S, (2014). Learning Potential Is Related to the Dynamics of Scaffolding: An Empirical Illustration of the Scaffolding Dynamics of 5-Year-Olds and Their Teacher *Journal of Cognitive Education and Psychology*, 13 (3).

Enumo, S. R. F; Cunha, A. C. B.; Pereira, K.; Lebre, T. D. (2002). Comportamentos do mediador e da criança com deficiência visual na avaliação assistida de habilidades cognitivas (Behaviours of mediator and the visual impairment child in the dynamic assessment situation of cognitive abilities). *Temas de Psicologia*, São Paulo, Brasil, v. 10, p. 71-84, 2002.

Enumo, S. R.F., Dias, T. L., & Paula, K. M. P. (Eds.). (2014). *Crianças em risco de desenvolvimento e aprendizagem: Atualizações e pesquisas na área da Avaliação Assistida [Children at risk of developmental and learning: Update and research in Dynamic Assessment]*. Curitiba, PR: Juruá Ed. 212 pp. ISBN: 978- 85-362-4694-9.

Erben, Ban, T. R. and Summers, R.: 2008, Changing examination structures within a college of education: Issues of grading and the application of dynamic assessment in pre-service ESOL endorsement courses in Florida, in J. P. Lantolf and M. E. Poehner (eds.), *Sociocultural theory and the teaching of second languages*, London, Equinox.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Erfani, S.S. & Nikbin, S. (2015). The effect of peer-assisted mediation vs. tutor-intervention within dynamic assessment framework on writing development of Iranian intermediate EFL learners. *English Language Teaching*, 8 (4), doi:10.5539/elt.v8n4p128 URL: <http://dx.doi.org/10.5539/elt.v8n4p128>.

Estaji, M. & Safari, F. (2020). The effect of computerized dynamic assessment on working memory span of EFL learners while listening. *The Journal of Asia TEFL*, 17(3), 1132-1140.

Eszter, P. (2006). Assessment of learning disabled elementary school children with The Cognitive Modifiability Battery. *Erdelyi Pszichologiai Szemie*, 7(3), 223-250.

Evans, J.L. (1996). Plotting the complexities of language sample analysis: Linear and nonlinear dynamical models of assessment. In K.N. Cole, P.S. Dale et al. (Eds.). *Assessment of communication and language*, Volume 6. Communication and language intervention series (pp. 207-256). Baltimore: P.H. Brookes.

F

[BACK TO TOP](#)

Fabio, R.A. (1998). Gli indici dinamici nella misura delle abilita cognitive (Dynamic indexes in the measurement of cognitive ability). *Eta Evolutiva*, 59, 69-78.

Fabio, R.A. (1999). Costruzione di un test di misura dell'intelligenza potenziale (Construction of a test for the measurement of potential intelligence). *Giornale Italiano di Psicologia*, 1, 125-146.

Fabio, R.A. (2005). Dynamic assessment of intelligence is a better reply to adaptive behavior and cognitive plasticity. *Journal of General Psychology*, 132(1), 41-64.

Fabio, R.A. (2007). Gifted with dynamic intelligence test measures and normal with static intelligence test measures: what does it means? In P.M. Goldfarb (Eds), *Psychological Tests and Testing Research Trends* (pp. 83-111). Nova Science Publishers, Inc. NY.

Fabio, R.A. & Mancuso, G. (1995). La valutazione degli indici dinamici in bambini in eta prescolare (An evaluation of dynamic indexes in preschool children). *Psicologia e Scuola*, 76, 46-57.

Fagundes, D.D., Haynes, W.O., Haak, N.J. & Moran, M.J. (1998). Task variability effects on the language test performance of southern lower socioeconomic class African American and Caucasian five-year-olds. *Language, Speech, and Hearing Services in Schools*, 29(3), 148-157.

Fahmy, M. (2014). *The effect of dynamic assessment on adult learners of Arabic*. LAP LAMBERT Academic Publishing.

Falik, L.H. & Feuerstein, R.S. (2005). A tanulási potencial felmérési eszközeinek (LPAD) jelenlegi állása és fejlődése. *Transylvanian Journal of Psychology (Erdelyi Pszichologiai Szemie)*, 6(1), 45-83. <http://www.pszichologia.ro/english/title.htm>

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Fani, T. & Rashtchi, M. (2015). Dynamic Assessment of Reading Comprehension Ability: Group or Individualized. *Education Journal*, 4 (6), 325-333.
- Farangi, M. R., & Kheradmand Saadi, Z. (2017). Dynamic assessment or schema theory: The case of listening comprehension. *Cogent Education*, 4(1), 1312078.
- Fard, S.K. & Derakhshi, Z. (2019). On the role of dynamic assessment on promotion of writing linguistic accuracy among EFL learners: An interventionist model. *International Journal of Research in English Education*,
- Farzizadeh, M. & Abdolahi, A. (2016). Clustering students by K-means. *International Journal of Computer Applications Technology and Research*, 5(8), 530-532.
- Fatemipour, H. & Fahimeh, J. (2015). The effect of dynamic-assessment on passive vocabulary of intermediate EFL learners. *Journal of Educational and Management Studies*, 5(1), 41-51.
- Favazza, L.M (2016). *Scaffolding for success in dynamic assessment of narratives with Spanish-English bilingual children with and without specific language impairment*. Master of Arts thesis, University of Texas at Austin.
- Fazlollahi, E., Marefat, F. & Vaezi, S. (2015). The application of dynamic assessment: Is it worth the effort? *Journal of Language Teaching and Research*, 6(5), 985.
- Fazlollahi, E., Marefat, F., and Vaezi, S. (2015). The application of dynamic assessment: is it worth the effort? *J. Lang. Teach. Res.* 6, 985–992. doi: 10.17507/jltr.0605.10
- Feldhusen, J.F. & Jarwan, F.A. (2000). Dynamic assessment of gifted students. In K.A. Heller, F.J. Moenks et al. (Eds.). *International handbook of giftedness and talent* (2nd ed.). (pp. 271-327). New York: Elsevier Science.
- Feng, M. & Heffernan, N. (2010). 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)?" *Intelligent Tutoring Systems*. Springer Berlin Heidelberg.
- Fenwick, R.J. (2000). Incorporating dynamic assessment in evaluation of adult learners. In T. Barer-Stein (Ed.). *The craft of teaching adults*. Published by Culture Concepts.
- Fenwick, T.J. (2000). Dynamic assessment: Putting Learners at the centre of evaluation. In T. Barer-Stein (Ed.) *The craft of teaching adults*. Toronto: Culture Concepts.
- Fenwick, T.J. & Parsons, J. (1999). Using dynamic assessment in the social studies classroom. *Canadian Social Studies*, 34(1), 153-155.
- Fernandez-Ballesteros, R. & Calero, M.D.: "Coaching" is not "Training". *Issues in Education*, 2001, 7 (2) 171-174.
- Fernandez-Ballesteros, R. & Calero, M.D. (2000). The assessment of learning potential: The

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

EPA instrument. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp. 293-323). Amsterdam: JAI/Elsevier Science.

Fernández-Ballesteros, R. & Calero, M.D.- Training Effects on Intelligence of Older Persons. *Archives of Gerontology and Geriatrics*, 1995 (20), 135-148.

Fernandez-Ballesteros, R. & Calero, M.D. Measuring Learning Potential. *International Journal of Cognitive Education and Mediated Learning*, 1993, 3 (1) 9- 20.

Fernández-Ballesteros, R. & Calero, M.D. Nuevos enfoques en la Medida de la Inteligencia: la evaluación del Potencial de Aprendizaje. En *INTELIGENCIA Y COGNICION. Homenaje al Prof. YELA*. Madrid, Ed. Complutense, 1992. Pgs. 567-590. ISBN: 84-7491-393-4

Fernández-Ballesteros, R., Calero, M.D., Campllonch, J.M., & Belchi, J. Epa III: Evaluación del Potencial de Aprendizaje. Ed. TEA, Madrid, 2000. ISBN 84-7174-607-7

Fernández-Ballesteros, R., Calero, M.D., Campllonch, J.M., & Belchi, J. Epa: Evaluación del Potencial de Aprendizaje. Ed. Mepsa, Madrid, 1987.

Fernández-Ballesteros, R., Calero, M.D., Campllonch, J.M., & Belchi, J. Epa: Evaluación del Potencial de Aprendizaje. Tercera edición revisada y ampliada. Ed. Mepsa, Madrid, 1990.-8

Fernandez-Ballesteros, R., Juan-Espinosa, M. Colom, R. & Calero, M.D.: Contextual and Personal Sources of Individual Differences in Intelligence: Empirical Results. En W. Tomic y J. Kingman (Eds.): *Advances in Cognition and Educational Practice*, vol. 4. N. York, JAI, 1997. Pgs. 221-274. ISBN: 0-7623-0105

Fernandez-Ballesteros, R., Zamarron, M.D., & Tarraga, L. (2005). Learning potential: A new method for assessing cognitive impairment. *International Psychogeriatrics*, 17(1), 119-128.

Fernandez-Ballesteros, R., Zamarron, M.D., Tarraga, L., Moya, R., & Iniguez, J. (2003). Cognitive plasticity in healthy, mild cognitive impairment (MCI) subjects and Alzheimer's disease patients: A research project in Spain. *European Psychologist*, 8 (3), 148-159.

Fernandez-Parra, A., Lopez-Rubio, S., Mata, S., Calero, M.D., Vives, M.C., Carles, R. & Navarro, E. (2013). Cognitive abilities, adjustment, and parenting practices in preschoolers with disruptive conduct problems. *Electronic Journal of Research in Educational Psychology*, 11(3), 577-602).

Ferrara, R.A., Brown, A.L., & Campione, J.C. (1986). Children's learning and transfer of inductive reasoning rules: Studies of proximal development. *Child Development*, 57, 1087-1099.

Feuerstein, R. (1968). The learning potential assessment device. In B.W. Richards (Ed.), *Proceedings of the 1st Congress of the International Association for the Scientific Study of Mental Deficiency* (pp. 562-565). Reigate (Surrey): M. Jackson.

Feuerstein, R. (1970a). Les differences de fonctionnement cognitif dans des groupes socio-ethniques differents. PhD. Thesis, Sorbonne, Paris.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Feuerstein, R. (1970b). A dynamic approach to the causation, prevention and alleviation of retarded performance. In H.C. Haywood (Ed.), *Socio-cultural aspects of mental retardation* (pp. 341-377). New York: Appleton-Century-Crofts.

Feuerstein, R. (1972). Cognitive assessment of the socioculturally deprived child and adolescent. In L.J. Cronbach & P. Drenth (Eds.), *Mental tests and cultural adaption* (pp. 265-275). Den Haag: Mouton.

Feuerstein, R. (1973). Cognitive assessment of the socioculturally deprived child and adolescent. In L.L. Cronbach & P. Drenth (Eds.), *Mental tests and cultural adaptation* (pp. 265-275). The Hague: Mouton.

Feuerstein, R. (1976). Dynamic assessment of cognitive modifiability in retarded performers. *The Learning Potential Assessment Device*. In B.B. Wolman (Ed.), *International Encyclopedia of Neurology, Psychiatry, Psychoanalysis and Psychology, Section XII*. New York.

Feuerstein, R. (1985). The importance of the role of assessment in successful integration programmes: A dynamic alternative to traditional psychometric approaches. *Educational & Child Psychology*, 2(3), 138-144.

Feuerstein, R., Falik, L., & Feuerstein, Ra. (1998). Feuerstein's LPAD. In R. Samuda (Ed.), *Advances in Cross-cultural assessment*. Thousand Oaks, CA: Sage.

Feuerstein, R., Falik, L.H., & Feuerstein, R.S. (2015). *Changing minds and brains: The legacy of Reuven Feuerstein. Higher thinking and cognition through mediated learning*. NY: Teachers College Press.

Feuerstein, R. & Feuerstein, R.S. (2001). Is dynamic assessment compatible with the psychometric model? In A.S. Kaufman & N.L. Kaufman (Eds.), *Specific learning disabilities and difficulties in children and adolescents: Psychological assessment and evaluation* (pp. 218-246). New York: Cambridge University Press.

Feuerstein, R., Feuerstein, R.S. & Falik, L.H. (2010). *Beyond smarter*. NY: Teachers College Press.

Feuerstein, R. & Feuerstein, S. (1991). Mediated learning experience: A theoretical review. In R. Feuerstein, P.S. Klein & A.J. Tannenbaum (Eds.), (1991). *Mediated learning experience (MLE): Theoretical, psychosocial, and learning implications* (pp. 3-51). London: Freund Publishing House, LTD.

Feuerstein, R., Feuerstein, R.S., Falik, L.H., & Rand, Y. (2002). *The dynamic assessment of cognitive modifiability: The Learning Propensity Assessment Device: Theory, instruments and techniques*. Jerusalem: International Center for the Enhancement of Learning Potential.

Feuerstein, R., Feuerstein, R., & Gross, S.(1997). *The Learning Potential Assessment Device*. In D.P. Flanagan, J.L., Genshaft, & P. Harrison (Eds.), *Contemporary intellectual assessment theories, tests, and issues* (pp. 297-313). New York: Guilford.

Feuerstein, R., Haywood, H. C., Rand, Y., Hoffman, M. B., & Jensen, M. (1982). *Examiner*

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

manuals for the Learning Potential Assessment Device. Jerusalem: Hadassah-WIZO-Canada Research Institute. (Revised 1983, 1984, 1986).

Feuerstein, R., Hoffman, M.B., Rand, Y., Jensen, M.R., Tzuriel, D. & Hoffman, D.B. (1986). Learning to learn: Mediated learning experiences and instrumental enrichment. *Journal for Special Services in Schools*, 3, 49-82.

Feuerstein, R., Hoffman, M.B., Rand, Y. & Miller, R. (1980). *Instrumental enrichment*. Baltimore: University Park Press.

Feuerstein, R., Klein, P. & Tannenbaum, A.(1991). (Eds.), *Mediated Learning Experience. Theoretical, psychosocial, and learning implications*. Tel Aviv and London: Freund.

Feuerstein, R., Kozulin, A., & Falik, L.H. (2005). Kulturalis kulonbsegek es kulturalis deprivacio tukrozodese as izraelbe bevandorolt etiop gyerekek dinamikus felmereseben. *Transylvanian Journal of Psychology (Erdelyi Pszichologiai Szemle)*, 6(1), 1-23.
<http://www.pszichologia.ro/english/title.htm>

Feurstein, R., Rand, Y., Haywood, C., Hoffman, M., & Jensen, M. (1983) *Learning Potential Assessment Device Manual*. Unpublished document, Haddasah-Wizo Research Institute, Jerusalem.

Feuerstein, R., Rand, Y. & Hoffman, M.B. (1979). *The dynamic assessment of retarded performers: The learning potential assessment device: Theory, instruments, and techniques*. Baltimore: University Park Press.

Feuerstein, R., Rand, Y., Jensen, M.R., Kaniel, S., & Tzuriel, D. (1987). Prerequisites for assessment of learning potential. In C.S. Lidz (Ed.). *Dynamic assessment: An interactional approach to evaluating learning potential* (pp. 35-51). New York: Guilford.

Feuerstein, R., Rand, Y., Jensen, M., Kaniel, S., Tzuriel, D., Ben-Shachar, N. & Mintzker, Y. (1986). Learning potential assessment. *Special Services in the Schools*, 2, 85-106.

Feuerstein, R. & Shalom, H. (1967). Methods of assessing the educational level of socially and culturally disadvantaged children. *Megamot*, nos. 2-3, 177-187 (in Hebrew).

Feuerstein, R., & Shalom, H. (1968). *The Learning Potential Assessment Device*. In B.W. Richards (Ed.), *Proceedings of the First Congress of the International Association for the Scientific Study of Mental Deficiency*. Reigate, UK: Michael Jackson.

Feuerstein, R., Tzuriel, D., Cohen, S., Cagan, A., Yosef, L., & Devishem, H. (2017). Academic integration of students of Ethiopian origin in Israeli universities. *Canada International Conference on Education (CICE-2017)*, 588-589.

Feuerstein, R.S. (2000). Dynamic cognitive assessment and the instrumental enrichment program: Origins and development. In A. Kozulin & Y. Rand (Eds.). *Experience of mediated learning: An impact of Feuerstein's theory in education and psychology* (pp. 147-165). Elmsford, NY: Pergamon.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Ferriolli, S.H.T, Linhares, M.B.M., Loureiro, S.R., et al. (2001). Indicators of learning potential obtained through assisted assessment. *Psicol. Reflex. Crit.* [online], 2001, vol.14,

Ficano, S. (2017). The role of collaboration and performance-based assessment in engaging learners to promote real world proficiency in foreign languages for an increasingly multilingual world. Unpublished doctoral dissertation, Wayne State University, ProQuest Dissertations Publishing, 10258156.

Fiestas, C.E. (2009). The dynamic assessment of narratives: A bilingual study. *Dissertation Abstracts International: Section B: The Sciences and Engineering*. 69(12-B), p. 7460.

Fisher, A.J. & Boswell, J.F. (2016, in Press). Enhancing the Personalization of psychotherapy with dynamic assessment and modeling.

Fiszdon, J.M., Johannesen, J.K. (2010). Comparison of computational methods for the evaluation of learning potential in schizophrenia. *J. Int. Neuropsychol. Soc.*, 16, 613–620.

Fiszdon, J.M., McClough, J.F., Silverstein, S.M., Bell, M.D., Jaramillo, J.R., & Smith, T.E. (2006). Learning potential as a predictor of readiness for psychosocial rehabilitation in schizophrenia. *Psychiatry Research*, 143- 159-166.

Fleer, M. (2015). Developing an assessment pedagogy: The tensions and struggles in re-theorising assessment from a cultural-historical perspective. *Assessment in Education: Principles, Policy & Practice*, 22(2), 224-246.

Filickova, M., Ropovik, I., Bobakova, M. & Kovalcikova, I. (2015). The relationship between fluid intelligence and learning potential: Is there an interaction with attentional control? *Journal of Pedagogy*, 6(1), 25-41.

Filickova, M., Kovalcikova, I & Ropovik, I. (2016). Dynamic assessment of learning potential in standard and talented children. *Civitas et Lex*, 1((0), 23-34.

Fisher, A. J. & Boswell, J.F. (2016).. Enhancing the personalization of psychotherapy with dynamic assessment and modeling. *Assessment*, 23(4). 496-506.

Flor-Madel, H. (2008). Relationship between early writing and phonological working memory among kindergarten children: Dynamic versus static assessment. *Journal of Cognitive Education and Psychology*, 7(2), 296-297.

Flynn, S.A. (2005). A sociocultural perspective on an inclusive framework for the assessment of children with an autistic spectrum disorder within mainstream settings. *Educational and Child Psychologist*, 22(1), 40-50.

Foisack, E. (2005). Deaf children's concept formation in mathematics. *Journal of Cognitive Education and Psychology*, 4(3), 375-376.

Fong, K.N.K. & Howie, D. (2007). Metacomponential assessment and training in real-life problem solving. *Journal of Cognitive Education and Psychology*, 6 (2), 165-193.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Fonseca, V., Cunha, A. C. B., & Enumo, S. R. F. (2002). O desenvolvimento cognitivo da criança com deficiência visual e suas perspectivas de avaliação: da abordagem padronizada à avaliação dinâmica (The cognitive development of visual impairment child and their evaluation perspectives: from static to dynamic assessment). *Revista de Educação Especial e Reabilitação*, Lisboa, Portugal, v. 9, n. 1-2, p. 75-91.
- Fosnot, C. (2010). *Models of intervention in mathematics: Reweaving the tapestry*. Reston, VA: National Council of Teachers of Mathematics.
- Fox, J. (2008). Alternative assessment. *Encyclopedia of language and education*. Springer US, 2240-2250.
- Freeman, L. & Miller, A. (2001). Norm-referenced, criterion-referenced, and dynamic assessment: What exactly is the point? *Educational Psychology in Practice*, 17 (1), 3-16.
- Frenkel, S. (2014). Metakognityviniai komponentai mokymosi mokytis požiūriu [Metacognitive components in learning to learn approaches]. *International Journal of Psychology: A Biopsychosocial Approach (Tarptautinis psichologijos žurnalas: Biopsichosocialinis požiūris)*, issue: 14 / pages: 95-12, www.ceeol.com
- Frenkel, S., & Nobile, D. (2014). Learning to Learn: Assessment of Metacognitive competencies. In 8th International Technology, Education and Development Conference-INTED 2014 (pp. 3749-3758).
- Frerichs, R.J., Tuokko, H.A. (2005). A comparison of methods for measuring cognitive change in older adults. *Archives of Clinical Neuropsychology*, 20(3), 321-333.
- Friedle, R.E. (1986). Assessment of learning potential using a modified version of the Coloured Progressive Matrices. *Dissertation Abstracts International*, 47(6-B). 2667.
- Frisby, C.L. & Braden, J.P. (1992). Feuerstein's dynamic assessment approach: A semantic, logical, and empirical critique. *Journal of Special Education*, 26(3), 281-301.
- Fuchs, D., Compton, D. L., Fuchs, L. S., Bouton, B. & Caffrey, E.(2011). The construct and predictive validity of a dynamic assessment of young children learning to read: Implications for RTI frameworks. *Journal of Learning Disabilities*, 44(4), 339-347
- Fuchs, L.S., Compton, D.L., Fuchs, D., Hollenbeck, K.N., Craddock, C.F., & Hamlett, C.L (2008). Dynamic assessment of algebraic learning in predicting third graders' development of mathematical problem solving. *Journal of Educational Psychology*, 100(4), 829-250.
- Fuchs, L. S., Compton, D. L., Fuchs, D, Hollenbeck, K.N.; Hamlett, C.L.& Seethaler, P. M. (2011). Two-stage screening for math problem-solving difficulty using dynamic assessment of algebraic learning. *Journal of Learning Disabilities*, 44(4), 372-380.
- Fuchs L.S., Fuchs D., Seethaler P.M., Zhu N. (2019) Three Frameworks for Assessing Responsiveness to Instruction as a Means of Identifying Mathematical Learning Disabilities.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

In: Fritz A., Haase V., Räsänen P. (eds) *International Handbook of Mathematical Learning Difficulties*. Springer, Cham

Fuchs, L. S.; Powell, S. R.; Cirino, P. T.; Schumacher, R. F... Marrin, S; Hamlett, C.L.; Fuchs, D.; Compton, D. L.; & [Changas, P. C.](#) (2014). Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge? *Journal of Educational Psychology*, 106(4), 990-1006.

Fuchs, D. & Fuchs, L.S. (2006). Introduction to Response to Intervention: What, why, and How valid is it? *Reading Research Quarterly*, 41(1), 93-99.

Fuchs, D., Fuchs, L.S. & Compton, D.L. (2005). Dynamic assessment for young at-risk readers. Unpublished test, Nashville, TN: Vanderbilt University.

Fuchs, D., Fuchs, L.S., Compton, D.L., Bouton, B., Caffrey, E., & Hill, L. (2007). Dynamic assessment as responsiveness to intervention. *Teaching Exceptional Children*, 39 (5), 58-63.

Fuchs, Douglas; Compton, Donald L.; Fuchs, Lynn S.; Bouton, Bobette; Caffrey, Erin
The construct and predictive validity of a dynamic assessment of young children learning to read: Implications for RTI frameworks. *Journal of Learning Disabilities*, Vol 44(4), Jul-Aug 2011, 339-347.
Fuchs, L. S.; Powell, S. R.; Cirino, P. T.; Schumacher, R. F... Marrin, S; Hamlett, C.L.; Fuchs, D.; Compton, D. L.; & Changas, P. C. (2014). Does calculation or word-problem instruction provide a stronger route to prealgebraic knowledge? *Journal of Educational Psychology*, 106(4), 990-1006.

Fuchs, Lynn S.; Compton, Donald L.; Fuchs, Douglas; Hollenbeck, Kurstin N.; Hamlett, Carol L.; Seethaler, Pamela M. Two-stage screening for math problem-solving difficulty using dynamic assessment of algebraic learning. *Journal of Learning Disabilities*, Vol 44(4), Jul-Aug 2011, 372-380.

Fulcher, G. & Davidson, F. (eds.). (2012). *The Routledge Handbook of Language Testing*. New York: Routledge.

Fujita, T., Jones, K., & Miyazaki, M. (2018). Learners' use of domain-specific computer- based feedback to overcome logical circularity in deductive proving in geometry. *ZDM Mathematics Education* (2018). <https://doi.org/10.1007/s11858-018-0950-4>

G

[BACK TO TOP](#)

Gabrielle, S. (2017). *A professional decision you have to make': a sociocultural exploration of practice and impact within educational psychologists' use of dynamic assessment*. Unpublished doctoral thesis, University of Birmingham, College of Social Sciences, ID 7412.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Gallardo, Á. M. R., Suárez, N. R., Londoño, M. P. G., & de Rojas, A. E. B. (2011). CON DISCAPACIDAD INTELECTUAL. *Revista Entornos*, (24).
- Gamlin, P.J. (1989). Issues in dynamic assessment/instruction. *International Journal of Dynamic Assessment & Instruction*, 1(1), 13-25.
- Gamlin, P.J. (1996). Issues in dynamic assessment/instruction. In M.G. Luther, E.Cole, et al. (Eds.). *Dynamic assessment for instruction: From theory to application* (pp. 79-87). North York, ON: Captus.
- Gamlin, P.J. & Koo, K-H.(19909). The Similarity Thinking Instrument (STI): An assessment of generalization skills in Korean, Korean-Canadian and Canadian children. *International Journal of Dynamic Assessment & Instruction*, 1(2), 6-36.
- Gamlin, P.J. & Koo, K-H (1996). The Similarity Thinking Instrument (STI): An assessment of generalization skills in Korean, Korean-Canadian and Canadian children. In M. G. Luther, E. Cole, et al. (Eds.). *Dynamic assessment for instruction: From theory to application* (pp. 103-126). North York, ON: Captus.
- Ganji, M., Khoshsima, H., Farokhipour, S., & Sarani, A. (2020). Presenting and investigating the effect of a local model of dynamic assessment in diagnosing and removing learning difficulties of high school students in productive skills. *Journal of Foreign Language Research*, 10(1), 120-134.
- Garcia, M.D.C. (2004). Validez de la evaluacion del potencial de aprendizaje. *Psicothema*, 16(2), 217-222.
- Garcia, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. New York: Palgrave Macmillan.
- Garcia, P.N. (2011). *Dynamic assessment and the Spanish classroom: Implications for Teaching*. Actas del IX Congreso Internacional de Linguistica General. Valladolid, Spain. June 21-23, 2010.
- Garcia, O., Castillo-Ignacio, B., & Arias- Trejo, N. (2017). Vocabulary and cognitive flexibility in people with Down Syndrome. *Advances in Speech-Language Pathology*, 9(4), 323-331.
- Garner, B.K. (1992). Dynamic assessment and mediation of the cognitive structures of elementary students' studies. *Dissertation Abstracts International*, 53(2-A), 474.
- Gediga, G. & Wiedl, K.H. (1996). Veranderungsmessung in der Dynamischen Testdiagnostik (Measurement of change in dynamic testing). In J. Guthke & K.H. Wiedl. *Dynamisches Testen. Zur Psychodiagnostik der intraindividuellen Variabilitat* (pp. 338-399). (Dynamic testing. The psychodiagnosis of intraindividual variability). Gottingen: Hogrefe.
- Gediga, G. Schottke, H. & Wiedl, K.H. (1986). Latente Klassenanalyse und die Erfassung von Performanzveränderung bei einer dynamischen Version des farbigen Matrizentests (Latent class analysis and the assessment of performance change in a dynamic version of the Coloured Matrices

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Test). Vortrag auf der 35. Tagung der Deutschen Gesellschaft für Psychologie in Heidelberg (Paper presented at the 36th conference of the German Association of Psychology, Heidelberg).

Gellert, A. & Arnbak, E. (2020). LSHSS predicting response to vocabulary intervention using dynamic assessment. *Language Speech and Hearing Services in Schools*, 51(4), 112-1223.

Gellert, A. & Elbro, C. (2015). Does a dynamic test of phonological awareness predict early reading difficulties? A longitudinal study from kindergarten through grade 1. *Journal of Learning Disabilities*, 1-11.

Gellert, A. & Elbro, C. (2018). Predicting reading disabilities using dynamic assessment of decoding before and after the onset of reading instruction: A longitudinal study from kindergarten through grade 2. *Annals of Dyslexia*, DOI: 10.1007/s11881-018-0159-9.

Gellert, A.S. & Elbro, C. (2017). Try a little bit of teaching. A dynamic assessment of word decoding as a kindergarten predictor of word reading difficulties at the end of grade 1. *Scientific Studies of Reading*, January.

Genova, Helen M.; Cagna, Christopher J.; Chiaravalloti, Nancy D.; DeLuca, John; Lengenfelder, Jean (Jan 2016) *Dynamic assessment of social cognition in individuals with multiple sclerosis: A pilot study. Journal of the International Neuropsychological Society, Vol 22(1), 83-88.*
<http://dx.doi.org/10.1017/S1355617715001137>

Genova, H. M.; Cagna, C. J.; Chiaravalloti, N. D.; DeLuca, J.; & Lengenfelder, J. (2016), Dynamic assessment of social cognition in individuals with multiple sclerosis: A pilot study. *Journal of the International Neuropsychological Society*, 22(1), 83-88.
<http://dx.doi.org/10.1017/S1355617715001137>

Gerber, M.M., Semmel, D.S., & Semmel, M.I. (1994). Computer-based dynamic assessment of multidigit multiplication. *Exceptional Children*, 61(2), 114-125.

Gerber, M.M. (2000). Dynamic assessment for students with learning disabilities: Lessons in theory and design. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp. 263-292). Amsterdam: JAI/Elsevier Science.

Gettinger, M. (1984). Measuring time needed for learning to predict learning outcomes. *Exceptional Children*, 51(3), 244-248.

Ghahari, S., & Nejadgholami, G.S. (2019). Instructed assessment and assessed instruction: a review of dynamic assessment and ways forward. *Educational Psychology in Practice* 35 (4) DOI: [10.1080/02667363.2019.1617113](https://doi.org/10.1080/02667363.2019.1617113)

Ghahremani, D., & Azarizad, R. (2013). The effect of dynamic assessment on writing: Content and organization. *International Research Journal of Applied and Basic Sciences*, 4(4), 874-878; available online at 222.i4jabs.com

Ghanbarpour, M. (2017). A qualitative meta-synthesis of research on dynamic assessment of

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

second/foreign language learning: Implications for language teachers. *Journal of Language Teaching and Research*, 8(4), 731-741.

Gholamalian, M., Fumani, M.R.F.Q., & Nemati, A. (2014). The viewpoints of Iranian English Language Institutes' EFL teachers' applicability of dynamic assessment. *International Journal of Language Learning and Applied Linguistics World*, 7(4), 315-325.

Ghonsooly, B. & Hassanzadeh, T. (2019). Effect of interactionist dynamic assessment on English vocabulary learning: Cultural perspectives in focus. *Issues in Educational Research*, 29(1). 70-88.

Gholam-Reza, A. & Azadeh, Z. (2016). A study on the effect of dynamic assessment on EFL writing. *International Journal of Research in Social Sciences*, 6(8), 78-93.

Giannetti, R.A., Klinger, D.E., Johnson, J.H., & Williams, T.A. (1976). The potential for dynamic assessment systems using on-line computer technology. *Behavior Research Methods & Instrumentation*, 8(2), 101-103.

Gibson, T. A., Jarmulowicz, L., & Oller, D. K. (2017). Difficulties using standardized tests to identify the receptive expressive gap in bilingual children's vocabularies. *Bilingualism: Language and Cognition*, 1-12.

Gillam, R., & Peña, E. (1995). Clinical education: A social constructivist perspective. *The Supervisors' Forum*, 2, 24-29.

Gillam, R., Peña, E., & Miller, L. (1999). Dynamic assessment of narrative and expository texts. *Topics in Language Disorders*, 20(1) 15-29.

Gillam, S., Laing, F., Fargo, J., Foley, B. & Olszewski, A. (2011). A nonverbal phoneme deletion task administered in a dynamic assessment format. *Journal of Communication Disorders*, 44(2), 236-245.

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.

Gillam, S. L., Fargo, J., Foley, B., & Olszewski, A. (2011). A nonverbal phoneme deletion task administered in a dynamic assessment format. *Journal of Communication Disorders*, 44(2), 236-245. doi: <http://dx.doi.org/10.1016/j.jcomdis.2010.11.003>

Gillam, S. L. & Ford, M.B. (2012). Dynamic assessment of phonological awareness for children with speech sound disorders. *Child Language Teaching and Therapy*, 28(3), 297-306.

Gillam, S. L. & Ford, M. B. (2012). Dynamic assessment of phonological awareness for children with speech sound disorders. *Child Language Teaching and Therapy*, 28(3), 297-308.

Gillam, S. L., Fargo, J., Foley, .B., & Olszewski, A. (2010). A nonverbal phoneme deletion task administered in a dynamic assessment format. *Journal of Communication Disorders*, 44(2),

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

236-245.

Gillon, G., Hyter, Y, Fernandes, F.D., Ferman, S., Hus, Y., Petinou, K., Segal, O., Tumanova, T., Vogindroukas, I., Westby, C., & Westerveld, M. (2017). International Survey of Speech-Language pathologists' practices in working with children with autism spectrum disorder. *Folia Phoniatica et Logopaedica*, 69, 8-19.

Gipps, C. (2002). Sociocultural perspectives on assessment. In G. Wells & G. Claxton (Eds.). *Learning for life in the 21st century: Sociocultural perspectives on the future of education* (pp. 73-83). Malden, MA: Blackwell.

Glaspey, A.M. (2006). *Dynamic assessment in phonological disorders: The Scaffolding Scale of Stimulability*. Unpublished doctoral dissertation, University of Washington, Seattle, Washington.

Glaspey, A. M., MacLeod, Andrea A. N. (2010). Multi-dimensional approach to gradient change in phonological acquisition: A case study of disordered speech development. *Clinical Linguistics & Phonetics*, 24(4-5), 283-299.

Glaspey, A.M. & Stoel-Gammon, C (2005). Dynamic assessment in phonological disorders: The Scaffolding Scale of Stimulability. *Topics in Language Disorders*, 25(3), 220-230.

Glaspey, A. & Stoel-Gammon, C. (2007). A dynamic approach to phonological assessment. *Advances in Speech Language Pathology*, 9(4), 286-296.

Glazzard, J. (2017). The Necessity for Assessment and Management of Speech, Language and Communication Needs to Take Account of Cultural and Multilingual Diversity. *International Journal of Learning, Teaching and Educational Research*, 16(2).

Glutting, J.J. & McDermott, P.A. (1990). Childhood learning potential as an alternative to traditional ability measures. *Psychological Assessment*, 2(4), 398-403.

Golisz, K.M. (1998). Dynamic assessment and multicontext treatment of unilateral neglect. *Topics in Stroke Rehabilitation*, 5(1), 11-28.

Gonzalez, J.E., Goetz, E.T., Hall, R.J., Payne, T., Taylor, A.B., Kim, M. & McCormick, A.S. (2011). An evaluation of Early Reading first (ERF) preschool enrichment on language and literacy skills. *Reading and Writing*, 24(3), 253-284.

Goldstein, B.A. & Gildersleeve-Neumann, C.E. (June 23, 2015). *Bilingualism and speech sound disorders. Specific Language Impairment/Speech Sound Disorder*, Springer International Publishing,

Gomez-Perez, M.M., Mata, S., Serrano, F., & Calero, M.D. (2020). Wisconsin Card Sorting Test-Learning Potential: Usefulness for Assessing Children with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, DOI: [10.1007/s10803-020-04488-2](https://doi.org/10.1007/s10803-020-04488-2)

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

- Gordon, J. E. & Haywood, H. C. (1969). Input deficit in cultural-familial retardates: Effect of stimulus enrichment. *American Journal of Mental Deficiency, 73*, 604-610.
- Gordon, E.W. & Rajagopalan, K. (2016). New approaches to assessment that move in the right direction. In E.W. Gordon & K. Rajagopalan (Eds.). *The testing the learning revolution: The future of assessment in education*. (107-146). Springer.
- Gorman, B.K. (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.
- 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,
- Graaf, J., Segers, E., & Verhoevan. L. (2015). Scientific reasoning abilities in kindergarten: Dynamic assessment of the control of variables strategy. *Instructional Science*, Jan. 24, 2015.
- Graham, L., Berman, J., & Anne Bellert, A. (2015). *Sustainable Learning: Inclusive Practices for 21st Century Classrooms*. Cambridge, UK: Cambridge University Press.
- Granott, N. (2005). Scaffolding dynamically towards change. Previous and new perspectives. *New Ideas in Psychology, 23*, 140-151.
- Green, M.F., Llerena, K., & Kern, R.S. (2015). The 'right stuff' revisited: What have we learned about the determinants of daily functioning in schizophrenia? *Schizophrenia Bulletin*, online March 7, 2015. doi: 10.1093/schbul/sbv018
- Green, R. & Birch, S. (2018). Ensuring quality in EPs' use of dynamic assessment: a Delphi study. *Educational Psychology in Practice*.
- Greene, K. J., Bedore, L. M., & Peña, E. D. (2014). Bilingual children's use of lexical strategies under narrative monologue and dialogue conditions. *Language and Sociocultural Theory, 1(2)*, 101-124.
- Greenberg, K.H. (2000). Inside professional practice: A collaborative, systems orientation to linking dynamic assessment and intervention. In C.S. Lidz & J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp. 489-519). Amsterdam: JAI/Elsevier Science.
- Greenberg Lyons, B., (1984). Defining a Child's Zone of Proximal Development: Evaluation Process for Treatment Planning. *American Journal of Occupational Therapy, 38(7)*, p.446-451.
- Grigorenko E. L. (2009). Dynamic assessment and response to intervention: two sides of one coin. *Journal of learning disabilities, 42(2)*, 111-132.
<https://doi.org/10.1177/0022219408326207>
- Grigorenko. E. & Sternberg, R.J. (1998a). Dynamic testing. *Psychological Bulletin, 124(1)*, 75-

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

111.

Grigorenko, E.L. & Sternberg, R.J. (1998b). "Dynamic testing": Erratum. *Psychological Bulletin*, 124(3). 443.

Grigorenko, E. L., Sternberg, R. J., and Ehrman, M. E.: 2000, A theory-based approach to the measurement of foreign language learning ability: The CANAL-FT theory and test. *The Modern Language Journal* 84, 390-405.

Grigorenko, E.L., Sternberg, R.J., Jukes, M., Alcock, K., Lambo, J., Ngorosho, D.Nokes, C., & Bundy, D.A. (2006). Effects of antiparasitic treatment on dynamically and statically tested cognitive skills over time. *Journal of Applied Developmental Psychology*, 27(6), 499--526.

Gupta, R.M. & Coxhead, P. (Eds.). (1988a). *Cultural diversity and learning efficiency: Recent developments in assessment*. New York: St. Martin's Press.

Gupta, R.M. & Coxhead, P. (1988b). Why assess learning potential? In R.M. Gupta & P. Coxhead (Eds.), *Cultural diversity and learning efficiency: Recent developments in assessment* (pp. 1-21). New York: St. Martin's Press.

Gurgel, L.G., de Oliveira, M.M.C., Joly, M.C.R.A., & Reppold, C.T. (2017). Learning Potential in narrative writing: Measuring the psychometric properties of an assessment tool. *Frontiers in Psychology*, 10, <https://doi.org/10.3389/fpsyg.2017.00719>

Gustafson, S., Svensson, I. & Falth, L. (2014). Response to intervention and dynamic assessment: Implementing systematic, dynamic and individualized interventions in primary school. *International Journal of Disability Development and Education*, 6(1).

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]

Guterman, E. (2002). Toward a dynamic assessment of reading: Applying metacognitive awareness guidance to reading assessment tasks. *Journal of Research in Reading*, 25(3), 283-298.

Guthke, J. (1972). *Zur Diagnostik der Intellektuellen Lernfähigkeit*. Berlin: Verlag der Wissenschaften.

Guthke, J. (1977). *Zur Diagnostik der intellektuellen Lernfähigkeit [The assessment of intellectual learning ability]*. Berlin: VB Deutscher Verlag der Wissenschaften.

Guthke, J. (1982), The learning test concept-an alternative to the traditional static intelligence tet. *The German Journal of Psychology*, 6(4), 306-324.

Guthke, J.(1990). Les Tests d'Apprentissage comme Alternative ou Complement aux Test d"intelligence: Un Bilan de leur Evolution [Learning tests as an alternative or complement to

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

intelligence tests: A critical review]. *European Journal of Psychology of Education*, 5(2), 117-133.

Guthke, J. (1992). Learning tests: The concept, main research findings, problems and trends. *Learning & Individual Differences*, 4(2), 137-151.

Guthke, J. (1993). Developments in learning potential assessment. In J.H.M. Hamers, K. Sijtsma, et al. (Eds.). *Learning potential assessment: Theoretical, methodological and practical issues* (pp. 43-67). Lisse: Swets & Zeitlinger.

Guthke, J. & Al-Zoubi, A. (1987). Kulturspezifische differenzen in den Colored Progressive Matrices (CPM) und in einer Lerntestvariante der CPM [Specific cultural differences in the Colored Progressive Matrices (CPM) and in a CPM Lerntest variation]. *Psychologie in Erziehung und Unterricht*, 34, 306-311.

Guthke, J. & Beckmann, J.F. (2000a). The learning test concept and its application in practice. In C.S. Lidz and J.G. Elliott (Eds.). *Dynamic assessment: Prevailing models and applications* (pp.17-69). Amsterdam: JAI/Elsevier.

Guthke, J. & Beckmann, J.F. (2000b). Learning test concepts and dynamic assessment. In A. Kozulin & Y. Rand (Eds.). *Experience of mediated learning: An impact of Feuerstein's theory in education and psychology* (pp. 175-190). Elmsford, NY: Pergamon.

Guthke, J. & Beckmann, J.F. (2001). Intelligenz als Lernfähigkeit-Lerntests als Alternative zum herkömmlichen Intelligenztest. In E. Stern, J. Guthke (Hrsg.), *Perspektiven der Intelligenzforschung. Ein Lehrbuch für Fortgeschrittene*, (s.137-11). Lengerich: Pabst.

Guthke, J. & Beckmann, J.F. (2003). Dynamic assessment with diagnostic problems. In R.J. Sternberg, J. Lautrey, et al. (Eds.). *Models of intelligence: International perspectives* (pp. 227-242). Washington, DC: American Psychological Association.

Guthke, J., Beckmann, J.F., & Dobat, H. (1997). Dynamic testing-problems, uses, trends and evidence of validity. *Educational and Child Psychology*, 14(4), 17-32.

Guthke, J., Beckmann, J.F., & Stein, H. (1995). Recent research evidence on the validity of learning tests. In J.S. Carlson (Ed.). *Advances in cognition and educational practice, Volume 3. European contributions to dynamic assessment* (pp. 117-143). Greenwich, CT: JAI Press.

Guthke, J., Beckmann, J.F., & Wiedl, K.H. (2003). Dynamik im dynamischen Testen. *Psychologische Rundschau*, 54(4), 225-232.

Guthke, J., Rader, E., Caruso, M., & Schmidt, D. (1991). Entwicklung eines adaptiven computergestützten Lerntests auf der Basis der strukturellen Informationstheorie [Development of a computerized learning test on the basis of structural information theory]. *Diagnostica*, 1, 1-28.

Guthke, J. & Wiedl, K.H. (1996). *Dynamisches Testen: Zur psychodiagnostik der intraindividuellen Variabilität. Grundlagen, Verfahren und Anwendungsfelder*. Göttingen: Hogrefe-Verlag für Psychologie.

DYNAMIC ASSESSMENT BIBLIOGRAPHY

AUTHOR NAMES D – G

Guthke, J. & Wingenfeld, S. (1992). The learning test concept: Origins, state of the art, and trends. In H.C. Haywood & D. Tzuriel (Eds.). *Interactive assessment* (pp. 64-93). New York: Springer.

Gutierrez-Clellan, V.F. (2000). Dynamic assessment: An approach to assessing children's language-learning potential. *Seminars in Speech and Language, 21* (3), 215-222.

Gutierrez-Clellan, V.F., Brown, S., Robinson-Zañartu, C. & Conboy, B. (1998). Modifiability: A dynamic approach to assessing immediate language change. *Journal of Children's Communication Development, 19* (2), 31-43.

Gutierrez-Clellan, V.F. & Peña, E. (2001). Dynamic assessment of diverse children: A tutorial. *Language, Speech, & Hearing Services in Schools, 32*(4), 212-224.

Gutierrez-Clellan, V., Peña, E., & Quinn, R. (1995). Accommodating cultural differences in narrative styles: A multicultural perspective. *Topics in Language Disorders, 15*(4) 54-67.

Gutierrez-Clellan, V.F. & Quinn, R. (1993). Assessing narratives of children from diverse cultural/linguistic groups. *Language, Speech & Hearing Services in Schools, 24*(1), 2-9.

[BACK TO TOP](#)

[D](#) [E](#) [F](#) [G](#)