

# The Problem

Dynamic  
Assessment  
how do we  
know we are  
doing it well?









### Europe (Russia)

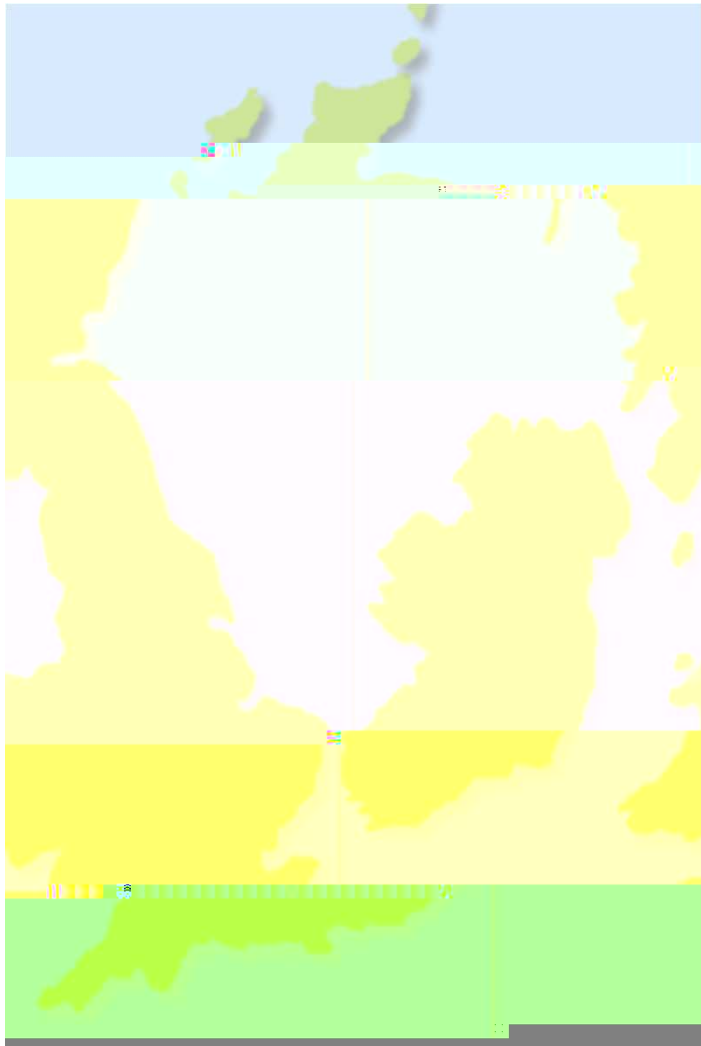
- Guthke – Learning Potential/ Dynamic testing (Vygotsky)

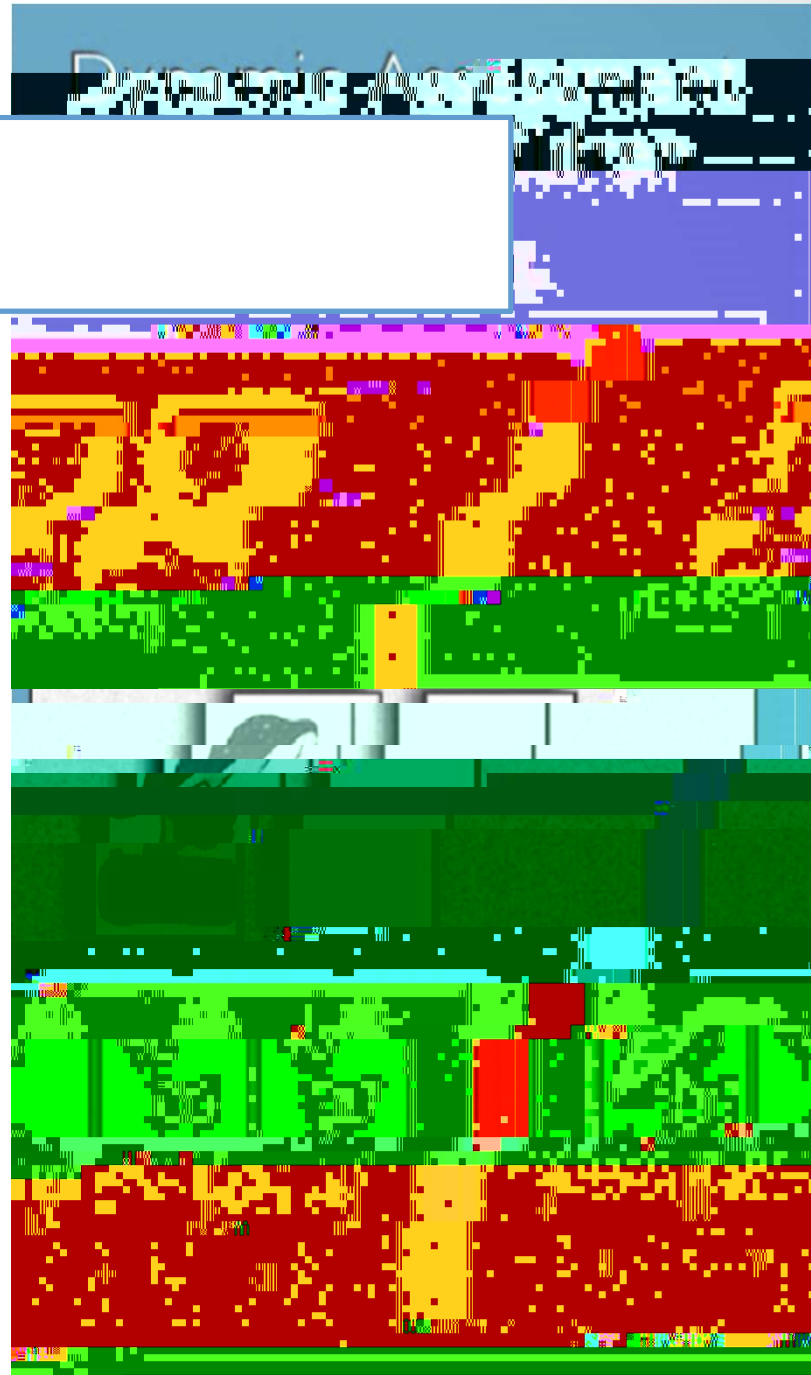
### USA

- Haywood / Lidz – Interactive assessment
- Tzuriel

### Israel

- Feuerstein Dynamic assessment (Piaget/ Rey)





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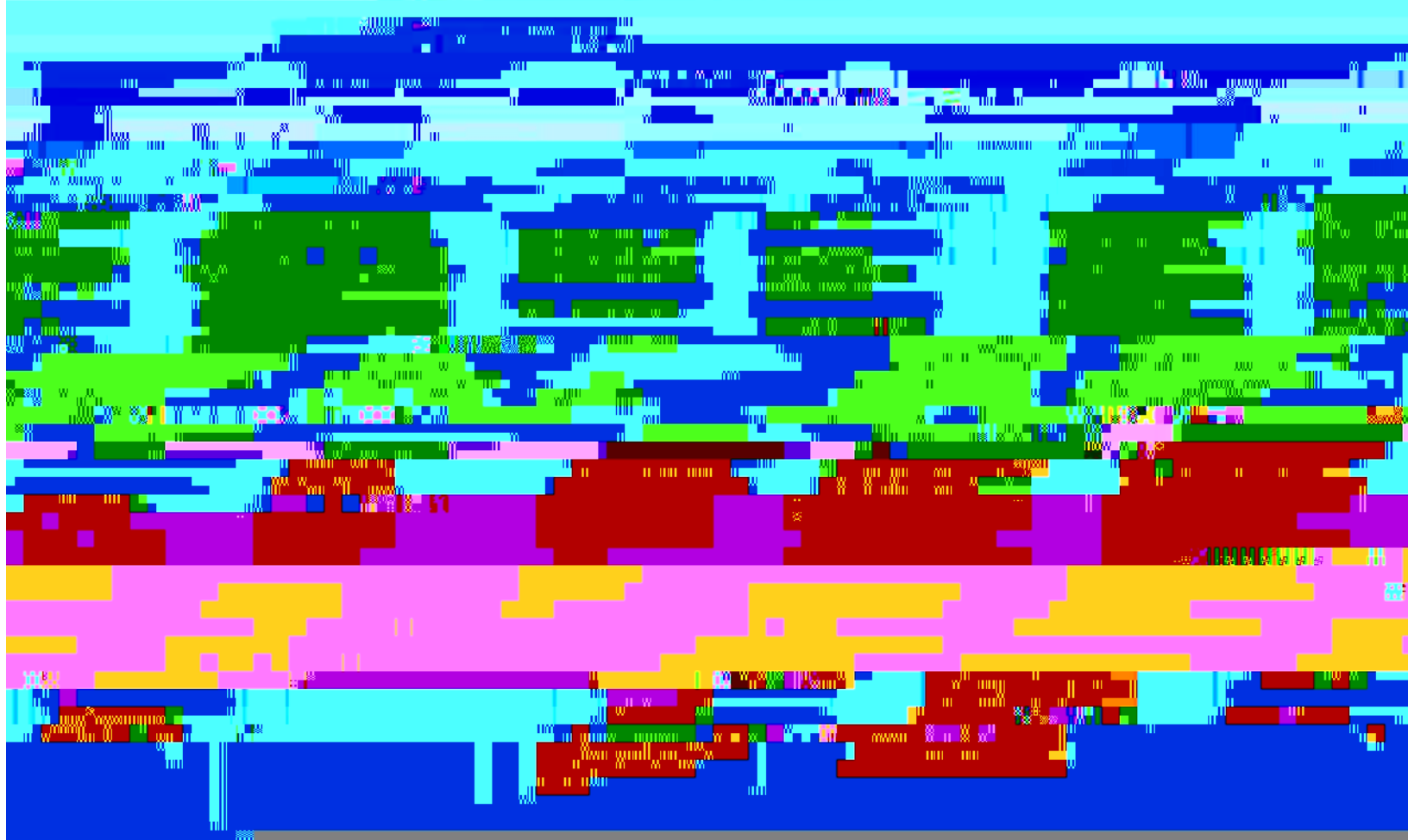


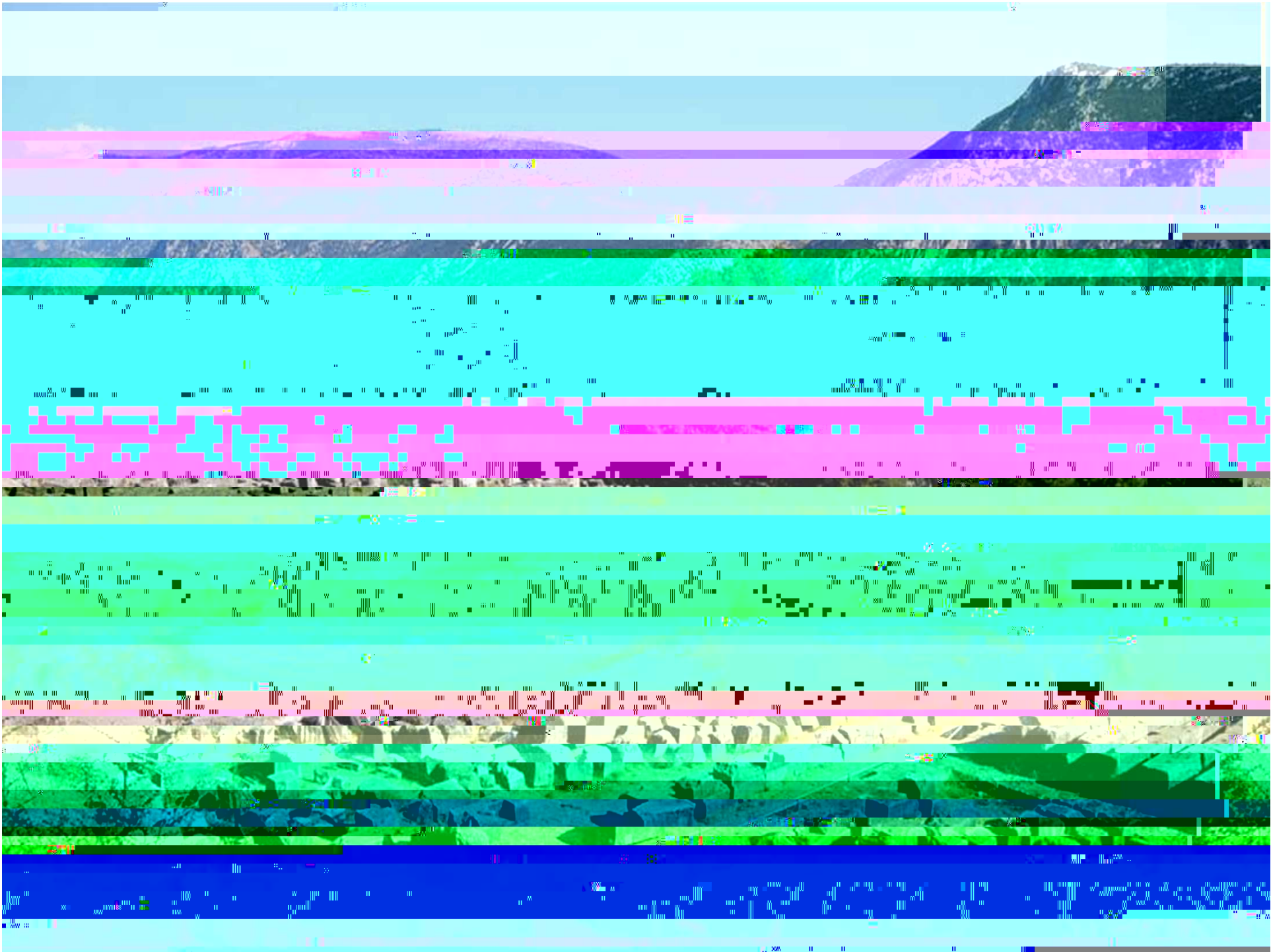


CBT.....DA?

# Roth and Pilling – CBT Competency Map 2007

Figure 2: The map of CBT competency





## Defining 'expertise'

- Authors published in UK EP journals.
- Written about Tzuriel or LPAD

## Number of 'experts'

- More than 5
- 16 names
- 10 approached
- 7 initially agreed

## Finding the 'experts'

- 4 in the UK
- 2 in the USA
- 1 in Israel

## Defining 'consensus'

- 75% or more rating 'essential' or 'totally essential'













Competency	Total
No. competencies generated in Round 1	123
No. competencies added in Round 2	15
Competencies for which there was consensus that they were essential for DA	112 (23 specific to DA practice) (63 not specific) (26 no consensus)
Competencies for which there was consensus that they were not essential for DA	0
Competencies for which there was not overall consensus as to whether they were essential or not	26



1. Mediated Learning Experience Theory (Feuerstein)
2. Structural Cognitive Modifiability Theory (Feuerstein)



1. Select DA tasks relevant to assessment questions

2 & 3. Adjust the task to learner needs to promote success/  
Adjust the assessor input to enhance learner performance.

4. Identify when to remove 'knowledge' barriers through pre-teaching rules/skills/ knowledge.

5. Identify mediation needed to improve cognitive fu1.1(ikeil Tm

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## Frequency of ratings on items for which there was no overall consensus

