

Dynamic Cognitive Assessment for Preschool Age Children

Summary

Dynamic assessment (DA) is guided by theoretical conceptualization about the nature of cognitive modifiability and needs to construct diagnostic measures for children who do not reveal their learning potential in conventional static tests. The development of DA was stirred by inadequacy of conventional testing to provide precise answers for individual differences in learning ability, learning processes, cognitive functions, and non-intellective factors that are responsible for cognitive modifiability. The rationale for developing DA for preschool children is that early identification of children's learning potential and deficient cognitive functions would facilitate development of mediation strategies to overcome their learning difficulties and actualize their learning potential. DA is defined as an assessment, by an active teaching process, of a child's perception, learning, thinking, and problem solving. DA is aimed at modifying an individual's cognitive functioning and observing subsequent changes in learning and problem-solving patterns within the testing situation. Development of DA was driven by criticism of standardized testing: (a) bias toward minority groups and children with special needs, (b) selective administration procedures of children with high-risk for being labeled as intellectually disabled, (c) lack of consideration of motivational and emotional factors, (d) lack of information on learning and metacognitive processes, and (e) inadequate recommendations on specific intervention strategies and prescriptive teaching. The main goals of DA are to assess learning potential, deficient cognitive functions, amount and

Dynamic Assessment Of Young Children

Elizabeth D. Peña



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Dynamic Assessment of Young Children David Tzuriel, 2012-12-06 Dynamic interactive assessment has been a long time coming. It has been almost a century since Alfred Binet suggested that assessment of the processes of learning should constitute a priority in the mental testing movement and over 60 years since Andre Rey made the same suggestion. An important model that supports many contemporary approaches to flexible or process assessment was offered by Vygotsky in the 1920s. The ground breaking work by Reuven Feuerstein and his Swiss colleagues on process assessment of North African Jewish children was done in the early 1950s. In the intervening years almost every serious psychometrist has at one time or another called for emphasis on assessment of the of learning rather than an exclusive emphasis on assessment of the processes/products of prior opportunities to learn. One has to wonder why we have had to wait so long for formalization and instrumentation of the methods for doing just that. Of course we psychologists like to do what we do well and we have learned to do static normative assessment especially of intelligence very well indeed. Unfortunately it is also true that dynamic interactive assessment has not attracted or fueled the volume of high quality research that is still going to be necessary if it is to survive as a widely used supplement to static normative testing. This volume incorporating a strong research base goes a long way toward remediation of that situation.

Early Childhood Assessment Carol S. Lidz, 2002-12-16 A new guide to conducting more comprehensive and meaningful psychological assessments of young children. Early Childhood Assessment presents a thorough step by step approach to the comprehensive psychological assessment of young children. In addition to covering major psychological tests this invaluable resource includes specific guidelines and formats for interviewing parents and other caregivers, observing children and caregiver child interaction, conducting dynamic assessments, writing reports and evaluating outcomes of recommended interventions. Dr Lidz's approach encourages a broad range of observation with an overarching objective of completing a picture of the whole child from family life to social, emotional and neuropsychological functioning. She leads the reader through each step of a comprehensive assessment touching on the major data sources necessary for a full understanding of the child within different environments. Throughout the book Dr Lidz advocates best assessment practices that reflect the interests of children and families. Features useful information on: Conducting initial interviews and observations for setting the course of the assessment; Using standardized and nonstandardized approaches to generate both qualitative and quantitative data; Viewing children and families within their cultural contexts; Integrating assessment data sources to generate meaningful recommendations and readable reports. Plus includes unique chapters on play observation of parent-child and teacher-child interactions and dynamic assessment. Early Childhood Assessment is a valuable tool for professionals and students who are concerned about the richness and complexity of children's development within their families and communities.

Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children is the

essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child

Alternative Approaches to Assessing Young Children Angela Losardo, Angela Notari-Syverson, 2011 Updated to reflect 10 years of evolution in demographics research technology and legislation the new edition of this bestselling textbook introduces early childhood educators to the fundamentals of six alternative assessment methods

Dynamic Assessment of Intellectually Handicapped Children Nancy J. Vye, M. Susan Burns, Victor R. Delclos, John Bransford, 1985 This paper reviews research literature and research projects of the John F Kennedy Center for Research on Education and Human Development on the topics of the utility of dynamic assessment for predicting learning ability its utility for generating educationally relevant prescriptions and factors associated with the implementation of dynamic procedures Following an overview of research issues a continuum of assessment services model is presented Along the continuum are such forms of dynamic assessment as graduated prompting and mediation assessment In a discussion of the utility of dynamic assessment for predicting learning ability static and dynamic assessment are compared the relation between dynamic assessment and within and across domain transfer is discussed and directions for future research are outlined A section on dynamic assessment and educational prescriptions contains observations of young children s learning and directions for future research Factors related to the implementation of dynamic assessment are then explored It is concluded that static and dynamic measures produce different estimates of learning that dynamic assessment is useful for predicting learning that mediation assessment is effective for remediating strategies that help children improve their performance and that dynamic assessments can have important effects on teacher expectations Jdd

Assessment of Young Children Libby G. Cohen, Loraine J. Spenciner, 1994 Assessment of Young Children focuses on the best practices and tools for assessing children from infancy through eight years The text helps the reader use assessment results in program planning and monitoring progress

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Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible

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Child Development and Education Teresa M. McDevitt, Jeanne Ellis Ormrod, Glenn Cupit, Margaret Chandler, Valarie Aloa, 2012-08-21 Child Development and Education is a comprehensive child development text written especially for educators It helps students to translate developmental theories into practical implications for teaching and caring for youngsters with diverse backgrounds characteristics and needs The text draws from innumerable theoretical concepts research studies conducted around the world and the authors own experiences as parents teachers psychologists and researchers to identify strategies for promoting young people s physical cognitive and social emotional growth In this Australian edition contemporary Australian and New Zealand research has been highlighted and local educational structures philosophies and controversies have been reflected

Learning to Teach Young Children Anna Kirova, Larry Prochner, Christine Massing, 2019-12-12 Learning to Teach Young Children provides you with the tools to critically engage with the key concepts and beliefs in early childhood education theory and practice The book is organized around ten propositions that are explored in relation to 30 key questions for example What does it mean to honour children s right to be different What does it mean to learn How can images of childhood be used as frames for practice Original comic book style illustrations are used to explore key theoretical concepts in an accessible and engaging way The book also includes a companion website offering overviews of the key concepts covered in the book supplementary information and references reflective questions and case studies to support your learning

Assessing Young Children Gayle Mindes, 2007 For courses in Assessment in early childhood education Assessing Young Children addresses theory and provides illustrations of appropriate practice for prospective teachers as well as discusses current trends for experienced teachers It approaches assessment as an integral part of the teaching learning process Key components of the assessment system advocated include cultural sensitivity parent collaboration and a vision of inclusionary practice in all early childhood environments child care and school This book reflects the knowledge base of early childhood and early childhood special education

Alternative Approaches to Assessing Young Children Angela Losardo, Angela Notari-Syverson, 2001 This work takes an in depth look at six alternative assessment methods such as naturalistic focused performance portfolio dynamic and curriculum based language Each chapter includes a description of the approach including a summary of advantages and limitations

Folia Phoniatica Et Logopaedica , 1995

Principles and Recommendations for Early Childhood Assessments United States. National Education Goals Panel. Goal 1 Early Childhood Assessments Resource Group, 1998

Assessing Young Children with Special Needs Susan M. Benner, 1992

Infants and Children Berk, 1996 *Cognitive and Behavioral Characteristics of Children with Learning Disabilities* Joseph K. Torgesen, 1990

Handbook of Child and Adolescent Psychiatry Joseph D. Noshpitz, 1997 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors

have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists

Handbook on Testing Ronna F. Dillon, 1997-11-20 The first large scale volume on educational psychological and occupational testing this book provides the latest ideas issues and research across a broad range of settings

Handbook of Multicultural Assessment Lisa A. Suzuki, 2001 This book offers the most current information on multicultural assessment issues and applications of the most popular measures and assessment practices It includes innovative ideas for conducting assessments with minority populations

Whispering the Secrets of Language: An Psychological Quest through **Dynamic Assessment Of Young Children**

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