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## Dynamic testing and excellence: unfolding potential

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## PROPOSITIONS

- I. Dynamic testing is a means to unveil the cognitive potential of children of different intelligence ranges, including those who have already achieved a level of excellence (this thesis)
- II. Gifted children, like other children, show individual differences in performance, progression in learning, instructional needs and transfer, which is why gifted education should be tailored to individual educational needs (this thesis)
- III. Giftedness might be seen as a dimensional rather than a dichotomous concept, in which children can exhibit different levels of giftedness (this thesis)
- IV. Test anxiety can have a negative effect on the unfolding of (cognitive) expertise (this thesis)
- V. Children's difficulties with transferring a new skill from the learning context to a new task or setting has been "one of the thorniest problems" educational psychologists have to tackle" (Clerc et al., 2014, p. 378/ this thesis)
- VI. Rather than relying solely on the outcomes of a static test of cognitive abilities, decisions as to the school type best suited for a particular child should be guided by multi-modal instruments revealing information on a child's potential for learning, instructional needs, and executive functioning (the field/ this thesis)
- VII. Executive functioning is as important in predicting academic achievement as intelligence or IQ (the field)
- VIII. The purpose of any form of testing should always be assessment for intervention (the field)
- IX. Problems with transfer occur at all levels of (formal) education. Universities should pay more attention to the facilitation of transfer of knowledge and skills in courses, assessments, and internships (society)
- X. The development of ability or talent is nowadays considered to be a life-long process (see e.g., NAGC, 2010). The Dutch government could, however, take more steps to promote *life-long learning* in curricula (society)
- XI. *Passend Onderwijs*, the Dutch operationalisation of Inclusive Education, does not have what it takes to facilitate the unfolding of the cognitive potential of all children (society)
- XII. "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid" (Albert Einstein)