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Computerised dynamic testing: An assessment approach that tailors to children's instructional needs

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Propositions

- I. The combination of dynamic testing, which yields insight into children's learning processes and cognitive abilities, and the use of technology can help move education towards a more integrated and effective student-centered learning environment (this thesis)
- II. Dynamic testing can be used to obtain information about the learning processes in problem solving of children with a developmental language disorder, whose abilities might be underestimated when assessed with static instruments (this thesis)
- III. If training to children with a developmental language disorder is provided only verbally, they cannot reach their full potential (this thesis)
- IV. Teachers' estimates of children's cognitive-intellectual ability and ability to learn should not be predominantly based on their scholastic performance, but much more on their needs for instructions, use of strategies or other individual learner characteristics (this thesis)
- V. Dynamic tests will not replace static tests, as for the majority of children static test results are sufficient (the field)
- VI. Dynamic testing tasks should focus on increasing children's domain-general skills and not on domain-specific skills (the field)
- VII. The ways in which children learn and perform in a school context differ significantly, and can result in different instructional needs, which is why education should be tailored to children's individual educational needs (the field)
- VIII. Interpreting dynamic test results should also be dynamic, and not static by focusing solely on, for example, gain scores (the field)
- IX. Differentiation based on static instruments increases inequality of opportunity in education (society)
- X. Parents should see themselves less as a consumer of education and more as a member of a community: the school (society)