

# From Dynamic Assessment to Intervention: Can we get there from here?

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## **Abstract**

The dynamic model of assessment is one of Reuven Feuerstein's most important and influential contributions to both theory and practice, one that crosses boundaries of content domain, age, gender and ethnicity, venue, and purpose. Feuerstein not only reinforced the desirability of including intervention within the assessment process itself as a way of increasing the validity, fairness, and relevance of assessments, but he designed and developed one of the most important, and certainly the most influential, of actual procedures. No longer in its infancy, there are now substantial data to support the validity of specific dynamic procedures of a great variety and application. While not assuming that this challenge has been sufficiently met, the greater challenge of determining validity through the ultimate criterion of improvement of student learning in response to implementation of dynamic assessment has yet to be addressed adequately. This is the holy grail of any assessment designed for application in a clinical or educational setting. The authors discuss the intermediate path on this road from assessment to implementation of the resulting recommendations, to response to intervention.

## **Keywords**

dynamic assessment, response-to-intervention, cognitive assessment, mediated learning experience