Abstract: This article describes the results of a study using the Application of Cognitive Functions Scale (ACFS: Lidz & Jepsen, 1997; 2000) with a sample of 29 Dutch children between the ages of five and six years. The ACFS is a curriculum-based dynamic assessment for use with young children. Prior to this study, the ACFS had been used only with children in the US. This study investigated the usefulness of this procedure with young children in the Netherlands, specifically looking at the relationship of the subscales and behavior ratings with language and arithmetic, as well as issues of construct validity such as pretest to posttest gains. The results support the utility of the ACFS with this population.

Introduction

Dynamic assessment (DA), as a category that includes a variety of interactive approaches to assessment, has come a long way since its roots in the early and mid twentieth century (see for reviews: Guthke & Wiedl, 1006; Hamers, Sijtsma, & Ruijssenaars, 1993; Haywood & Tzuriel, 1992; Lidz, 1987; Lidz & Elliott, 2000; Sternberg & Grigorenko, 2002; and van der Aalsvoort, Resing & Ruijssenaars, 2000). Perhaps even more so than for standardized approaches, research and development regarding dynamic assessment procedures have become an international enterprise, with procedures now developed for use with individuals (and groups of individuals) of a wide variety of ages and characteristics.

The major catalysts for development and dissemination of DA procedures have been the work of Guthke and his students (e.g., 2000) in Germany, and Feuerstein and his associates (Feuerstein, Rand, & Hoffman, 1979) in Israel. Both groups have focused primarily on primary and secondary school students, as well as young adults. Use of DA with younger populations has been rapidly developing (e.g., Kahn,