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RESEARCH TIMELINE

Dynamic Assessment and second language development

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1. Introduction

This timeline is concerned with Dynamic Assessment (henceforth, DA) as it has been taken up and elaborated in contexts involving the teaching, learning, and assessment of learners of second languages (L2s). DA is distinguished by its insistence that an individual's independent performance of assessment tasks reveals only part of his/her abilities, namely those that have completed their development at the time of the assessment; insights into abilities that have begun to emerge but have not yet fully developed can be determined according to an individual's responsiveness to particular kinds of support, referred to as MEDIATION (e.g., reminders, leading questions, hints, provision of a model, feedback), offered during the assessment as difficulties arise (Haywood & Lidz, 2006). In this respect, DA differs from more conventional distinctions in assessment, such as that between assessments concerned with the results of previous learning ('summative assessment') and those intended to provide information relevant to subsequent instruction ('formative assessment'). Instead, the embedding of an interactive, instructional element within the assessment procedure allows for the possibility of expanding the evidential basis upon which summative interpretations of learner abilities are made; that is, the results encompass previous learning that has resulted in both complete and partial understanding of relevant concepts. At the same time, DA serves a formative function in so far as interaction allows insights into the underlying sources of learner difficulties and the kind of support to which they are most responsive (Sternberg & Grigorenko, 2002).

DA enjoys a dual heritage in both Sociocultural Theory (SCT), as formulated by Russian psychologist L. S. Vygotsky (1987), and in the writings of Israeli educator Reuven Feuerstein and his Mediated Learning Experience (MLE) framework (Feuerstein, Rand, & Hoffman, 1979). SCT understands psychological development as occurring through processes whereby individuals INTERNALIZE forms of mediation including forms of reasoning, conceptual knowledge, counting systems, and most notably, language. Such mediation regulates psychological activity, enabling us to understand, think, and act in new ways. In other words, the genesis of our psychology is in the social world, in our engagement with others who mediate the world to us and us to the world, allowing us to contribute in ways that go beyond our current abilities. Of course, as Vygotsky (1978) explained, because individuals have a history of prior experiences, their psychological activity is mediated even when they are functioning alone. Under such circumstances, the activity reflects abilities that have fully formed at the present time. In contrast, functioning cooperatively with others reveals the range of abilities that are still emerging, the Zone of Proximal Development (ZPD).

As the reader may appreciate, the scope of SCT is not limited to language learning but rather it provides an account of human consciousness and its development. That said, much of Vygotsky's (1987) own empirical work that was central to elaborating his theory was conducted with children to understand the processes through which internalization occurs and individuals develop the capacity to regulate their psychological activity. It was through this work that Vygotsky (1998) noted specifically the relevance of the ZPD to education: (a) recognizing when and why an individual's independent

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functioning is inadequate to meet present demands (i.e., diagnosing development) and (b) functioning alongside learners to promote their development (that is, providing support or teaching attuned to learners' present abilities and aimed at moving them forward). One may choose at particular times or under certain circumstances to focus on mediating to probe responsiveness and understanding as an assessment or mediating to guide learners toward new ways of thinking and acting. In both cases, it is mediation that is central to DEVELOPMENT-ORIENTED ASSESSMENT and TEACHING.

For his part, Feuerstein was focused not on devising a theory of psychological development but with determining appropriate interventions to help young children with special needs (Feuerstein et al., 1979). While Feuerstein formulated his ideas independent of Vygotsky's theory, they bear striking similarities, and the procedures elaborated by the former are fully commensurate with the latter's view of abilities and their development (Miller, 2011). Both emphasized the centrality of others in mediating learner engagement in activities and with specially designed materials for the purpose of developing their abilities. While Vygotsky (1987) considered development across the lifespan, including during early childhood, schooling, and adulthood, Feuerstein's MLE has focused predominantly on promoting general forms of perception, remembering, and reasoning held to be precursors to school learning (Kozulin, 1998). Nonetheless, both thinkers maintained that observation of a person's independent performance of tasks can at best reveal their development up to the present and that identification of abilities that are partly formed as well as underlying difficulties requires joint functioning or cooperation.

In the general and special education research literatures, this orientation to assessment came to characterize several procedures that invoked the ideas of Vygotsky or Feuerstein or both and that are collectively referred to as DA (see Lidz & Elliott, 2000). It is difficult to pinpoint the earliest use of DA in an L2 educational context. Since the 1980s, L2 scholars had drawn upon SCT to better understand learner development of language abilities in instructional settings (e.g., Frawley & Lantolf, 1985). While not overtly framed as DA, Aljaafreh and Lantolf's (1994*) study of an English language tutor's interactions with learners as they reviewed learner writing is widely referenced in the L2 DA literature. Aljaafreh and Lantolf grounded their research in the ZPD, analyzing the tutor's efforts to remain sensitive to learner difficulties and responsiveness as they jointly reviewed written work. The authors identified a range of mediating behaviors, which they noted could be organized along a continuum from most implicit to most explicit. They argued that rather than providing mediation in a haphazard manner or simply providing only a single form of mediation to all individuals, it is more effective to negotiate with learners according to their responsiveness. For Aljaafreh and Lantolf, mediation should be contingent upon learner need for it and should be removed as learners develop greater capacity to regulate their own functioning. These recommendations underscore the instructional function of the ZPD. From the perspective of DA, determining the extent of mediation learners require forms an essential part of the diagnosis, indicating how near they are to independent functioning.

Another early article in the L2 field that began to draw attention to DA was a conceptual study by McNamara (1997). The author challenged assessors to consider the possibility that L2 oral abilities targeted by their procedures might be reconceived as an emergent feature of interaction, as occurs in communicative contexts outside of assessment situations, rather than as strictly the knowledge or characteristics (i.e., traits) of individuals. In developing his position, he discussed the tenet in MLE that full diagnosis requires engagement with the learner and shared responsibility for performance.

In the early 2000s, studies began to appear that overtly referenced DA in L2 contexts. For instance, Schneider and Ganschow (2000*) built upon DA research with learners with special needs and extended this work to examining difficulties experienced by learners with dyslexia as they studied L2 English and German. Kozulin and Garb (2002*) explicitly referenced both Vygotsky's conceptualization of the ZPD and Feuerstein's MLE framework in their implementation of DA with secondary

*Indicates full reference appears in the subsequent timeline.

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school English as a foreign language (EFL) learners in Israel. Kozulin and Garb's research also made an influential contribution by proposing a formula for capturing differences between learner independent performance on tests and their performance when mediation is available, a contrast they discuss as LEARNING POTENTIAL. Finally, in a paper delivered at a meeting of the American Association for Applied Linguistics, Antón (2003, later published as Antón, 2009*) reported initial results from a study employing DA to place learners at an appropriate level of study in a university L2 Spanish program.

It was also around this time that Lantolf and colleagues (e.g., Lantolf & Thorne, 2006) increasingly began to consider the potential of SCT as a basis for organizing language curricula and educational activities. This view, subsequently referred to as PRAXIS, regards theory as the appropriate orienting basis for practice, while practice is the essential testing ground to confirm, develop, and revise theory (see Lantolf & Poehner, 2014*). DA is one of the major lines of work associated with this shift toward SCT praxis. The other, which has come to be known under the heading concept-based language instruction, reorganizes L2 curricula and teaching practices according to Vygotsky's (1987) analysis of the potential for instruction to promote learner psychological development through the introduction of abstract conceptual understandings in all areas of study. Concept-based language instruction is not discussed here, and interested readers are referred to a timeline in *Language Teaching* devoted to that topic (Lantolf, Xi, & Minakova, forthcoming).

The first in-depth study of L2 DA that embraces a praxis orientation is Poehner's (2005*) doctoral thesis. That project employed DA principles in a one-to-one procedure assessing oral proficiency among advanced undergraduate university learners of L2 French. The framework for Poehner's study was also elaborated through two articles (Lantolf & Poehner, 2004*; Poehner & Lantolf, 2005*) that identified major trends, models, and approaches in the general DA literature and discussed them in relation to Vygotsky's formulation of the ZPD. All of this work was further developed in Poehner's (2008*) subsequent monograph on L2 DA.

In the time since these initial publications, research into L2 DA has been pursued by scholars with expertise in SCT, language testing and assessment, classroom interaction, and teacher education. Studies have been conducted with learners of English and common European languages as well as less commonly taught languages. Populations of learners have ranged from primary school children to adults and from learners at the earliest stages of language study to those with advanced proficiency. In some cases, DA procedures have focused upon particular L2 abilities, such as reading or listening comprehension, while others have been linked to curricular goals, emphasizing mastery of content taught in a course. The following recurring themes or issues have emerged in L2 DA research, and the papers included in this timeline fall into one or more of these categories:

A. Overviews of theoretical foundations of Dynamic Assessment and major approaches. Unsurprisingly, as a new innovation in L2 assessment, DA has been included in various overviews of approaches in the field. This work has been kept up to date through such papers appearing every couple of years. These papers have also allowed for consideration of new theoretical connections as well as identification of conceptual and practical challenges as well as important directions for future work.

B. Dynamic Assessment in L2 instructional contexts. Given the relation between assessing and teaching that is integral to DA, many L2 DA studies have been carried out in instructional settings (i.e., tutoring environments and classrooms) and they have often been undertaken in cooperation with teachers. In some instances, teachers serve as the assessors as well and they are involved in determining assessment targets and formats. Moreover, following the distinction introduced by Lantolf and Poehner (2004*) Regarding approaches to mediation, teachers may choose either an INTERVENTIONIST or INTERACTIONIST form of DA.

B1. Interventionist Dynamic Assessment. In this approach mediation is planned beforehand, and in fact every mediating move made by a teacher is usually scripted and these moves are arranged hierarchically from most implicit to most explicit. In this way, teachers provide mediation in a lock-step fashion, progressing from one mediating move to the next. This

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approach has the advantage of allowing teachers to carefully and precisely determine the amount of mediation particular learners needed on a given occasion.

B2. Interactionist Dynamic Assessment. Mediation in this approach is not scripted although careful planning is usually still required. Mediation emerges dialogically from the exchanges between the teacher and learner as they jointly engage in instructional activities. Although mediation is not fully standardized, it does typically proceed along a continuum of implicit to explicit depending upon learner needs and responsiveness as these become apparent during the interaction.

B3. Teacher perceptions of and practice with Dynamic Assessment. Reflecting the trend toward collaborations with teachers in L2 DA research, some studies have sought to understand teachers' experiences employing DA and how these relate to their thinking about teaching, assessing, learning, and language.

C. Conceptual advances in Dynamic Assessment. By extending DA into the L2 field and engaging with a range of populations and language abilities, this has necessarily required consideration of the ways in which important concepts in assessment (e.g., generalizability, validity, reliability) must be accounted for in DA and perhaps reconceptualized. Other conceptual advances include studies with implications for understanding of SCT principles.

D. Computerized Dynamic Assessment and Dynamic Assessment in computer enhanced language learning contexts. As computer-based language tests have become more widespread, research into the integration of mediation in a computerized DA procedure allows the assessment to be administered simultaneously to large numbers of learners. Researchers have also investigated the applicability of DA in contexts characterized by instructional technologies, including most recently mobile learning.

In this timeline, there are more entries in certain categories than others, although this should not be taken to imply that categories with relatively few entries are less important. DA is still relatively new to the L2 field, and a small number of authors are responsible for many of the studies conducted to date. As the number of L2 researchers engaged in DA continues to grow, we might expect that certain categories will witness a rise in the number of studies. We might also anticipate that the coming years will give rise to potential new themes and issues in L2 DA research.

Related to this latter point, we wish to acknowledge that the focus of this timeline is specifically DA research concerned with contexts of L2 learning. As the preceding discussion makes clear, there is a much broader DA literature that encompasses many areas of education and cognitive psychology. Advances may well occur as L2 scholars engage with that work, and vice-versa. One area that would seem especially fruitful in this regard is the body of work devoted to DA with bilingual learners. Due to space constraints and to our interest in L2 rather than bilingual education contexts, that work is not included in this timeline. We also wish to alert readers to the considerable interest in DA in recent years among L2 researchers in both Iran and China. Unfortunately, relatively few papers from those research communities have appeared in English language journals and could be included here. It is hoped that this situation will change in the years ahead. Indeed, the extension of DA to these new linguistic and cultural contexts may well lead to exciting theoretical insights and methodological advances.

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1994	Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *Modern Language Journal, 78*, 465–483.	While **Aljaafreh and Lantolf's** study of a tutor's joint review of writing with L2 English learners does not explicitly reference DA, it is widely regarded as the forerunner to contemporary L2 DA work. Among the important ideas elaborated by Aljaafreh and Lantolf is the centrality of mediation for revealing not only that a learner's independent performance is problematic and actually determining the extent of their understanding and the nature of difficulties.	**B2, C**
2000	Schneider, E., & Ganschow, L. (2000). Dynamic assessment and instructional strategies for learners who struggle to learn a foreign language. *Dyslexia, 6* (1), 72–82.	In this early L2 DA article, **Schneider and Ganschow** extend their work employing DA to the diagnosis of cognitive abilities among at-risk children, particularly those with dyslexia, to contexts of L2 English and L2 German instruction. The authors offer examples of leading questions and guidance that can be included in assessment procedures in order to gain a more accurate understanding of the L2 knowledge of learners with dyslexia, as these individuals are more likely to have their abilities underestimated by conventional tests and to consequently be discouraged from further language study.	**B**
2002	Kozulin, A., & Garb, E. (2002). Dynamic assessment of EFL text comprehension. *School Psychology International, 23*(1), 112–127.	Working in the context of the Israeli public secondary schools, **Kozulin and Garb** implemented a DA procedure with learners who had not passed the mandated L2 English examination. The pre-test – MLE – post-test procedure revealed insights into difficulties learners experienced comprehending English texts. This information was shared with school psychologists and teachers as part of developing individualized education plans to help the learners develop over time. An especially important contribution of Kozulin and Garb's study is their proposal of a formula to capture the differences between pre- and post-test scores, which they discuss as student 'learning potential.'	**B, C**
2004	Lantolf, J. P., & Poehner, M. E. (2004). Dynamic assessment of L2 development: Bringing the past into future. *Journal of Applied Linguistics, 1*(1), 49–72.	**Lantolf and Poehner** argue that while all forms of assessment are concerned with making prediction about learner performance in future contexts, DA differs in that its claims are based not just on observations of learner independent performance but also on their engagement in cooperative activity. They explain this in terms of abilities that have already developed and that manifest during independent functioning and the ZPD, which occurs through cooperation.	**A**
2005	Oskoz, A. (2005). Students' dynamic assessment via online chat. *CALICO Journal*, 513–536.	Noting that considerable research had examined processes of L2 teaching and learning through synchronous computer-mediated communication (SCMC) but that the potential for assessment through this medium was relatively unexplored, **Oskoz**'s study sought to fill this gap through implementation of a DA procedure during SCMC activities. Oskoz's procedure derived from a scaled inventory of mediating moves (cf. Aljaafreh & Lantolf, 1994) which were administered to university learners of beginning Spanish during SCMC tasks focused on grammar. While the author argued that the DA allowed her to ascertain each learner's ZPD, she proposed that DA may best function alongside more conventional assessments rather than in place of them.	**B1, D**

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2005	Poehner, M. E. (2005). Dynamic Assessment of oral proficiency among advanced L2 learners of French (Unpublished doctoral dissertation). The Pennsylvania State University, University Park, PA.	This is the first in-depth study of DA with L2 learners. **Poehner**'s dissertation began with a detailed discussion of the theoretical underpinnings of DA in Vygotsky's writings and used this as a basis to distinguish DA from and situate it in relation to other trends in assessment (cf. Lantolf & Poehner, 2004; Poehner & Lantolf, 2005). The empirical portion of the dissertation illustrated the diagnostic potential of DA principles with undergraduate university learners of French during oral narration tasks.	**A, B2**
2005	Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research, 9*(3), 1–33.	Focusing specifically on assessments undertaken in classrooms and intended to support processes of teaching and learning, **Poehner and Lantolf** argue that DA offers a systematicity that is generally lacking in such assessment. Reviewing research in formative assessment in particular, they propose that DA is distinct in that it is rooted in a coherent theory of development, and as such it offers principles for engaging with learners and interpreting learner responsiveness relative to their emerging abilities.	**A, B**
2007	Leung, C. (2007). Dynamic assessment: Assessment for and as teaching? *Language Assessment Quarterly, 4*(3), 257–278.	In his commentary piece, **Leung** notes that DA has been pursued for years in the general education literature but at that point had received little attention from L2 assessment researchers. Nonetheless, he identified DA as a topic likely to receive considerable attention from L2 scholars in the future given its theoretical basis in SCT and its conceptual similarities to established practices in the L2 field of formative assessment and assessment-for-learning (cf. Poehner, 2005; Poehner & Lantolf, 2005). Much of Leung's discussion revolves around the relation between teaching and assessment in DA, and specifically whether DA proponents adequately differentiate these activities.	**A**
2007	Poehner, M. E. (2007). Beyond the test: L2 dynamic assessment and the transcendence of mediated learning. *Modern Language Journal, 91*(3), 323–340.	This article proposes a theoretical contribution to both existing DA frameworks and thinking in more conventional assessment research concerning interpretation of learner assessment performance. **Poehner** argues that the concept of transcendence, originating in the writings of Feuerstein, has parallels with generalizability in that it concerns inferring from performance in the present learner likely performance in other contexts. Transcendence, however, includes both learner actual abilities and emerging abilities (internalized mediation and use of external mediation). Data involving learners of L2 French document emerging abilities at one point in time becoming actual abilities later (cf. Poehner, 2005).	**A, B2**
2008	Poehner, M. E. (2008). *Dynamic Assessment: A Vygotskian approach to understanding and promoting second language development*. Berlin, Germany: Springer.	Building from the work reported in Poehner's doctoral thesis (cf. Poehner, 2005), this monograph uses examples of DA with university learners of L2 French to identify DA's contributions to diagnosing learner emerging L2 knowledge and abilities and to illustrate how these insights can be used to inform individualized instructional plans to guide learners' ongoing development.	**A, B2, C**

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2009	Antón, M. (2009). Dynamic assessment of advanced second language learners. *Foreign Language Annals, 42*(3), 576–598.	Recognizing the value of DA as an approach to diagnostic assessment of learner general L2 abilities, **Antón** integrated principles of mediation (cf. Aljaafreh & Lantolf, 1994) in the speaking and writing portions of a five-part diagnostic test of proficiency among intermediate university learners of L2 Spanish. Qualitative analysis of learner responsiveness to mediation offered as their test performance broke down revealed detailed insights into learner language abilities that Antón argued would not have emerged from a nondynamic procedure.	**B**
2009	Hill, K., & Sabet, M. (2009). Dynamic speaking assessments. *TESOL Quarterly, 43*(3), 537–545.	The authors report a series of speaking assessments administered dynamically to university learners of L2 English in Japan. A unique feature of **Hill and Sabet**'s approach to DA was that mediation differed across the assessments, including alternately recasts, comprehension checks, and efforts to negotiate meaning. In addition, the design focused certain assessments on student transfer of learning across tasks, responsiveness to mediation, and identification of problems. Their approach also allowed learners to observe one another, creating the possibility of a group ZPD (cf. Poehner, 2009). Hill and Sabet argue in favor of including dynamic procedures in oral proficiency interviews to better diagnose learner language abilities.	**B**
2009	Poehner, M. E. (2009). Group dynamic assessment: Mediation for the L2 classroom. *TESOL Quarterly, 43*(3), 471–491.	Published L2 DA research to this point focused exclusively on one-to-one interactions with learners. Seeking to examine how DA principles might be used in other formats, this study with an intact classroom of primary school learners of L2 Spanish identified a *concurrent group DA* configuration in which mediation is directed toward a group of learners as they jointly complete tasks and *cumulative group DA*, wherein one-to-one DA interactions occur in a group setting so that all group members may benefit from the mediational processes.	**B2, C**
2010	Poehner, M. E., & Lantolf, J. P. (2010). Vygotsky's teaching-assessment dialectic and L2 education: The case for Dynamic Assessment. *Mind, Culture, and Activity. An International Journal*, *17*(4), 312–330.	This article provides an in-depth discussion of the importance of dialectical logic for Vygotskian psychology. **Poehner and Lantolf** explicate Vygotsky's commitment to dialectics as essential for apprehending processes of change and development and also for guiding such processes through intervention. They argue that while Vygotsky himself never referred to 'dynamic assessment,' its realization of his discoveries to guide learner development aligns with his educational vision.	**A, B**
2011	Ableeva, R., & Lantolf, J. (2011). Mediated dialogue and the microgenesis of second language listening comprehension. *Assessment in Education: Principles, Policy & Practice, 18*(2), 133–149.	Through careful analysis of learners of L2 French engaged in listening comprehension activities, **Ableeva and Lantolf** propose that repetitions of the aural text and even commentary from the teacher to focus their attention does much more than guide learners toward an appropriate understanding of a given text. Attending to discourse level grammar, challenging features of phonology, and unfamiliar lexical items can enhance learner listening abilities more generally, better positioning them as they encounter new aural texts.	**B**

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2011	Lantolf, J. P., & Poehner, M. E. (2011). Dynamic Assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research, 15*(1), 11–33.	In this conceptual paper, **Lantolf and Poehner** point to L2 DA research as an exemplar of what they refer to as Vygotskian praxis, the use of Vygotsky's theoretical principles to guide practice while simultaneously employing practice as an opportunity to refine and further elaborate theory. The authors connect this with Vygotsky's broader efforts to elaborate a scientific psychology and his discussions of the theoretical and practical import of the ZPD.	**A, B, C**
2011	Pishghadam, R., Barabadi, E., & Kamrood, A. M. (2011). The differing effect of computerized dynamic assessment of L2 reading comprehension on high and low achievers. *Journal of Language Teaching and Research*, *2*(6), 1353–1358.	This proposes a conceptual argument in favor of computerized DA as addressing concerns over the feasibility of DA with large numbers of individuals. While not permitting the degree of flexibility possible in a dialogic approach to DA, this study offers evidence that computerized DA can be valuable for understanding and promoting L2 development. Focused on L2 English reading comprehension among Iranian students, the study also revealed differential effects depending upon learner proficiency level, with those of low proficiency evidencing greater improvement following mediation than those at a higher level.	**B1, D**
2011	Poehner, M. E. (2011). Dynamic assessment: fairness through the prism of mediation. *Assessment in Education: Principles, Policy & Practice, 18*(2), 99–112.	Noting that fairness has been a source of concern in educational assessment as well as in the L2 field, **Poehner** argues in this conceptual piece that DA offers a fundamentally different way of approaching the issue. Following Vygotsky's analysis of the difficulties experienced by learners with special needs and the importance of social environments in either remediating those difficulties or exacerbating them and creating new ones, Poehner proposes that fairness may be approached by providing learners with access to the mediational means needed for their continued development, recognizing that individuals will require different forms of mediation and different timeframes to develop. DA has an important role to play in making such determinations.	**C**
2011	Poehner, M. E. (2011). Validity and interaction in the ZPD: Interpreting learner development through L2 dynamic assessment. *International Journal of Applied Linguistics*, *21*(2), 244–263.	This article draws on interactional data with learners of L2 French engaged in a DA procedure to illustrate a conceptual argument concerning validity. According to **Poehner**, models of validity that emphasize arguments in favor of interpretations of learner abilities according to available evidence (obtained through assessments) pertain to DA but that the focus needs to shift to accommodate the commitment in DA to engaging with learners and the possibility that development may occur during the procedure. The concepts of *micro* and *macro* validity are proposed in order, respectively, to capture the contribution of specific moment-to-moment moves during interaction as well as the procedure as a whole in providing insights into learner emerging abilities.	**B2, C**
2011	Poehner, M. E., & Ableeva, R. (2011). Dynamic assessment: From display of knowledge to engagement in the activity of development. In D. Tsagari & I. Csepes (Eds.), *Classroom-based language assessment* (pp. 15–28). Frankfurt, Germany: Peter Lang.	Noting that the dialogic nature of DA, particularly in a one-to-one interactionist form, opens a range of possibilities to learners regarding how they may respond and contribute (cf. Lantolf & Poehner, 2004; Poehner, 2008), this study explores learner behavior during a DA procedure of L2 French listening comprehension. Linking their analysis to Vygotsky's discussion of the importance of imitation as activity in which individuals strive to perform beyond their current abilities, the authors identify learner efforts to imitate expert language use during DA.	**B2, C**

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Year	References	Annotations	Theme
2011	Poehner, M. E., & van Compernolle, R. A. (2011). Frames of interaction in Dynamic Assessment: Developmental diagnoses of second language learning. *Assessment in Education: Principles, Policy & Practice, 18*(2), 183–198.	Beginning with discussion of Vygotsky's conceptualization of the ZPD as holding potential for both diagnosing learner emergent abilities and engagement with them to guide their development of new understanding, the authors offer a detailed analysis of mediator-learner joint engagement in DA of L2 comprehension. They identify shifts in mediator-learner attention during DA (cf. Poehner, 2008), at times working through a given assessment item, probing underlying abilities, or offering relevant instruction. They argue that each of these foci together is important for arriving at a diagnosis of learner development.	**B2, C**
2011	Seikmann, S., & Charles, W. (2011). Upingakuneng (when they are ready): Dynamic assessment in a third semester Yugtun class. *Assessment in Education: Principles, Policy & Practice, 18*(2), 151–168.	This study reports implementation of DA in the context of a grammar-focused curriculum of Yugtun, an indigenous Alaskan language, offered to university-level heritage learners of the language. As in other DA studies, the authors found that the procedure afforded insights into problems learners experienced and supported the teacher in fine-tuning instruction. The authors also propose that the cooperative nature of DA renders it particularly suitable in traditional cultures that do not value competition and individual achievement as greatly as do many Western cultures.	**B**
2012	Levi, T. (2012). The effect of dynamic assessment on the performance of students in oral proficiency tests in English as a foreign language (Unpublished doctoral dissertation). Tel Aviv University, Israel.	An early large-scale implementation of L2 DA, Levi worked with 73 secondary students in Israel in the context of the English language portion of the national matriculation exam (cf. Kozulin & Garb, 2002). Following a pre-test – post-test design, learners were divided into groups that included both individualized and small group sessions intended to provide mediation to determine whether they could subsequently improve their performance. Sharing with students the rubrics used to judge English oral proficiency and engaging with them in meta-reflection of their abilities and joint analysis of sample assessment performances, the researcher sought to cooperatively identify areas of learner ability in need of further development.	**B2**
2012	Poehner, M. E. (2012). The zone of proximal development and the genesis of self-assessment. *Modern Language Journal, 96*(4), 601–622.	This paper proposes self-assessment as an ability in itself, the development of which is intertwined with the development of the domain-specific abilities in question (e.g., L2). Drawing from an L2 DA study, **Poehner** provides interactional excerpts in which learners endeavor to assess their L2 abilities and the role of a mediator in raising awareness of difficulties and improvement.	**B2, C**
2012	Shabani, K. (2012). Dynamic assessment of L2 learners' reading comprehension processes: A Vygotskian perspective. *Procedia – Social and Behavioral Sciences, 32*, 321–328.	This study investigates the feasibility of using a computerized approach to DA to diagnose English L2 learners' reading comprehension ability. Textual and visual mediating prompts were provided to learners when they incorrectly answered comprehension items following reading of a short text. Arranged from implicit to explicit, the mediation proved useful in identification of learners with poor L2 performance and in diagnosing underlying difficulties.	**B1, D**

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Year	References	Annotations	Theme
2012	Shrestha, P., & Coffin, D. (2012). Dynamic assessment, tutor mediation, and academic writing development. *Assessing Writing, 17*(1), 55–70.	Working in a distance learning model of higher education, this study organized DA mediation according to a typology of moves that were administered asynchronously to learners in a business writing program. Tracking changes to the level of mediation learners required as well as their responsiveness, the authors argue that DA provides a diagnostic approach to identifying learner difficulties across a course of study.	**B1, D**
2012	Teo, A. (2012). Promoting EFL students' inferential reading skills through computerized dynamic assessment. *Language Learning & Technology, 16*(3), 10–20.	A pre- and post-test design was used to track any improvement among learners receiving a computerized DA intervention focused on their inferencing skills while reading L2 English texts. The learners, university-level students in Taiwan, not only made significant gains on the post-test, the effects of the mediation they received during DA were also apparent in writing they produced for a portfolio assignment.	**B1, D**
2012	van Compernolle, R. A., & Williams, L. (2012). Promoting sociolinguistic competence in the classroom zone of proximal development. *Language Teaching Research*, *16*(1), 1–22.	Not overtly framed as DA, this study nonetheless follows a graduated prompting approach to mediation (from implicit to explicit) in the context of a classroom instructional conversation focused on language variation in L2 French. According to the authors, the activity constituted a ZPD in that the mediated prompting enabled learners to think about language variation in a more conceptually systematic and sophisticated manner than was otherwise possible. The study is also noteworthy in that the analytic focus is the development of the group's conceptual understanding rather than individual learners.	**B, C**
2013	Davin, K. (2013). Integration of dynamic assessment and instructional conversations to promote development and improve assessment in the language classroom. *Language Teaching Research, 17*(3), 303–322.	This study explores the use of DA and instructional conversations as two interactional frameworks that highlight, respectively, diagnosis of learner L2 difficulties and guidance toward new understanding (cf. van Compernolle & Williams, 2012). In the context of an L2 Spanish classroom, a teacher employed a scripted approach to DA by providing graduated mediating hints in response to learner grammatical errors that were predicted prior to the lesson and relied on instructional conversations to address unforeseen questions and challenges and to explain more general principles. It is argued that the two frameworks make complementary contributions to classroom language activities.	**B, B1**
2013	Davin, K. & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals, 46*(1), 5–22.	This study examined whether learners might appropriate the process of providing mediation that begins at an implicit level and becomes more explicit only as needed and to what extent they can thus function as effective mediators to their peers during group work. Learner collaborations in class were analyzed following teacher-implemented DA activities. While students did not evidence use of such a mediation procedure in their groups, the authors argue that group work is nonetheless a valuable context for language practice following DA.	**B, C**
2013	Lantolf, J. P., & Poehner, M. E. (2013). The unfairness of equal treatment: Objectivity in L2 testing and Dynamic Assessment. *Educational Research and Evaluation, 19*(2–3), 141–157.	The authors expand upon Poehner's earlier discussion of fairness in relation to access to mediation to promote development (cf. Poehner, 2007, 2011). They argue that the implication of differentiating the underlying sources of difficulty experienced by individual learners through DA is that intervention plans must be designed to reflect those diagnoses, meaning that some learners may require more time and more or different forms of instruction to develop. Offering examples of differentiation in diagnosing learner development through DA and promoting it during interaction, they propose that key principles in testing such as objectivity, validity, and reliability need to be rethought when discussed in the context of DA.	**C, D**

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Year	References	Annotations	Theme
2013	Poehner, M. E., & Lantolf, J. P. (2013). Bring the ZPD into the equation: Capturing L2 development during computerized dynamic assessment (C-DA). *Language Teaching Research, 17*(3), 323–342.	The authors describe the process through which a computerized assessment procedure, including instruments and an inventory of mediating moves to accompany each item, were designed (cf. Shabani, 2012; Shrestha & Coffin, 2012; Teo, 2012) on tests of reading and listening comprehension in Chinese, French, and Russian. Approaches to scoring and interpreting learner performance during the computerized DA are also discussed, in particular how the level of mediation learners required can be accounted for in scoring.	**C, D**
2013	van Compernolle, R. & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. *Language Teaching Research, 17*(3), 282–302.	Taking as its focus learner pragmatic competence (specifically, the establishing and maintaining of social distance and power relations through the *tu* and *vous* forms of address in French), this study employed a questionnaire as a starting point to determine L1 English learners' understanding of this feature of French. Adopting a DA approach, a teacher-assessor engaged with learners while they completed the questionnaire, offering prompts, leading questions, and feedback to probe areas of learner uncertainty, partial knowledge, and emerging understanding. The interactions in some cases led learners to new insights into the target language.	**B, B2**
2014	Darhower, M. (2014). Synchronous computer-mediated dynamic assessment: A case study of L2 Spanish past narration. *CALICO Journal, 31*(2), 221–243.	One of a few studies investigating L2 DA in a synchronous computer-mediated communication (SCMC) context, **Darhower** provided learners a list of mediatory prompts (cf. Aljaafreh & Lantolf, 1994) while they completed past narration tasks in L2 Spanish (cf. Poehner, 2005). Results point to the advantage of DA in revealing learner ability and documenting their development. Insights into learner perceptions of the DA procedure were also included.	**B1, D**
2014	DaSilva Iddings, A. C. (2014). Understanding the potential in elementary classrooms through dynamic assessment. *Language and Sociocultural Theory, 1*(1), 49–73.	Following a small-scale case study design, this project explored the use of DA to address the urgent need of determining the needs and abilities of Spanish-speaking immigrant children to the U.S. The author argues that DA creates possibilities for a fine-grained diagnosis of learner language that goes beyond documentation of poor independent performance (cf. Kozulin & Garb, 2002; Poehner, 2008). Providing prompting and feedback in students' L1 during the procedure afforded valuable insights so that subsequent instruction could more precisely target areas of learner difficulty and emergent understanding.	**B**
2014	Davin, K., Troyan, F., & Hellmann, A. (2014). Classroom dynamic assessment of reading comprehension with second language learners. *Language and Sociocultural Theory, 1*(1), 1–23.	This study documents the process through which a research team that included a classroom language teacher endeavored to create a paper-and-pencil DA tool (cf. Poehner, 2009) for use in assessing learner reading comprehension. An important goal of the team was for the DA tool to be flexible enough to be easily adapted for different contents, able to be implemented on a recurring basis, and accessible when technology is limited.	**B**
2014	Lantolf, J. P., & Poehner, M. E. (2014). *Sociocultural Theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. London, UK: Routledge.	Although this book is not devoted exclusively to DA, the topic is dealt with extensively as DA is taken to be one of the essential lines of Vygotskian praxis (cf. Lantolf & Poehner, 2011). Specifically, the authors maintain that Vygotsky was fully committed to a scientific program that was engaged with real world problems and with improving people's lives. The ZPD, the basis for DA, was both an explanatory framework for understanding the importance of cooperative activity for development and the basis for a principled approach to diagnosing learner emerging needs and intervening pedagogically to promote their development. Implementing these principles was for Vygotsky essential to the continued refinement and elaboration of his ideas.	**A, C**

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Year	References	Annotations	Theme
2014	van Compernolle, R. A., & Zhang, H. (2014). Dynamic assessment of elicited imitation: A case analysis of an advanced L2 English speaker. *Language Testing, 31*(4), 395–412.	**van Compernolle and Zhang** offer a detailed single case analysis of the performance of an L2 English learning during a dynamically administered elicitation task. The authors argue that the DA procedure, which focused on learner control of features of English grammar, can provide sets of scores, including a learning potential score (cf. Kozulin & Garb, 2002; Poehner & Lantolf, 2013) to reveal aspects of their knowledge that are only partially developed. At the same time, learner participation in the DA procedure can itself lead to their development over time as evidenced by test performance.	**B**
2015	Naeini, J. (2015). A comparative study of the effects of two approaches of dynamic assessment on the reading comprehension of Iranian EFL learners. *International Journal of Applied Linguistics and English Literature, 4*(2), 54–67.	This study compared the performance of three groups of learners of L2 English on tests of reading comprehension: a control group and two DA groups. Of these latter groups, one received an intervention in which a mediator engaged in reading tasks with them but offered mediated prompts following a script while the other group had a mediator who was free to engage in flexible dialogic interaction while supporting them. Both groups significantly outperformed the control group on a post-test measure as well as a transfer of learning assessment, and the open-ended DA group performed better than the scripted DA group.	**B1, B2**
2015	Poehner, M. E., & Infante, P. (2015). Mediated Development as inter-psychological activity for L2 education. *Language and Sociocultural Theory, 2*, 161–183.	Building on previous arguments that teaching and assessing are not the same activity but are dialectically related in the ZPD (cf. Poehner & Lantolf, 2010; Lantolf & Poehner, 2014), the authors propose an interactional framework for mediator-learner engagement in which the focus shifts from diagnosing learner emerging abilities to instead guiding learners toward new understanding and introducing new concepts to mediate their L2 comprehension and production. They term this framework Mediated Development (MD) and propose that it can function in tandem with DA to form a development-oriented approach to L2 education.	**C**
2015	Poehner, M. E., Zhang, J., & Lu, X. (2015). Computerized dynamic assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing, 32*(3), 337–357.	This article provides an in-depth study of a computerized DA procedure of learner L2 reading and listening comprehension (cf. Poehner & Lantolf, 2013). The authors give particular attention to challenges concerning scoring of learner performance in order to reflect their performance in the absence of any DA mediation, which they argue is important for understanding past development, and performance that includes the mediation learners required, which the authors interpret as their emerging abilities. Accounting for both of these scores, as well as a score of *learning potential* to capture the overall extent of learner responsiveness to mediation during the procedure, provides a full diagnosis of their L2 comprehension.	**B1, D**
2015	Rahimi, M., Kushki, A., & Nassaji, H. (2015). Diagnostic and developmental potentials of dynamic assessment for L2 writing. *Language and Sociocultural Theory, 2*(2), 185–208.	The authors employed a case study approach to examining tutor-learner interactions during joint review of learner L2 English writing (cf. Aljaafreh & Lantolf, 1994). The interactive sessions followed an open-ended, dialogic approach to DA in which mediation was not pre-determined and dyads were free to pursue any difficulties identified in learner written work; the sessions were also partly shaped by learner responsiveness to mediation as errors were discussed and alternatives considered. The authors report diagnostic insights into learner writing abilities obtained through the procedures as well as instances of development during the interactions.	**B2**

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Year	References	Annotations	Theme
2016	Davin, K. (2016). Classroom dynamic assessment: A critical examination of constructs and practices. *Modern Language Journal, 100*(4), 813–829.	Extending earlier DA research in intact classrooms (cf. Davin, 2013; Davin & Donato, 2013), this study investigates teacher records of DA interactions with learners against classroom recording and transcriptions. Given the importance of teacher records for interpreting learner needs and abilities and making subsequent changes to instruction, the ultimate value of DA in L2 classrooms is dependent upon systematic and accurate DA profiles. The author suggests teacher education programs may need to provide an introduction to Vygotskian theory as well as meaning-focused approaches to language in order to better position teachers to use DA in their classrooms.	**B, C**
2016	Harsch, C., & Poehner, M. E. (2016). Enhancing student experiences abroad: The potential of Dynamic Assessment to develop student interculturality. *Language and Intercultural Communication*, *16*(3), 470–490.	Identifying learner capacity to engage with individuals whose linguistic and cultural background is different from their own as an essential goal of study abroad programs, the authors describe a role for DA in understanding and promoting learner interculturality. They report an instructional program in which short vignettes involving intercultural communication and misunderstanding are used to help learners recognize differing values and perspectives and for which learners are asked to propose potential resolutions. They envision a DA administration of the vignettes as providing a diagnosis of specific dimensions of interculturality that are problematic for individual learners.	**B**
2016	Infante, P. (2016). Mediated development: Promoting L2 conceptual development through interpsychological activity (Unpublished doctoral dissertation). The Pennsylvania State University, University Park, PA.	Elaborating the framework of MD, as an interactional approach to introducing new ways of conceptualizing language (cf. Poehner & Infante, 2015), **Infante** carried out an in-depth project with secondary school and university learners of L2 English that integrated DA procedures of their writing to determine areas of difficulty for which their backgrounds provided partial understanding of relevant features of language. The diagnostic information from DA informed the selection of interventional targets for the MD program, which sought specifically to promote learner L2 development.	**B, C**
2016	Lantolf, J. P., Kurtz, L., & Kisselev, O. (2016). Understanding the revolutionary character of L2 development in the ZPD: Why levels of mediation matter. *Language and Sociocultural Theory, 3(2)*, 153–171.	Proposing that changes to the extent of mediation that individuals require is an important indicator of development, the authors return to the data collected as part of the ZPD study of L2 English writing tutoring (cf. Aljaafreh & Lantolf, 1994). Tracing changes over time to the level of mediation learners required (i.e., the level of explicitness of external support for learners to identify and correct errors), the authors confirm Vygotsky's hypothesis that development is often not an uninterrupted linear progression but can involve apparent 'backsliding' as part of overall 'forward' movement.	**C**
2016	Leontjev, D. (2016). ICanDoIt: The impact of computerised adaptive corrective feedback on L2 English learners (Unpublished doctoral dissertation). The University of Jyväskylä, Jyväskylä, Finland.	In a series of studies, **Leontjev** piloted an approach to corrective feedback targeting features of English morpho-syntax that could be organized according to a menu of least to most explicit and then designed a computerized test that provided the feedback as learners encountered errors. While earlier computerized DA procedures offered learners multiple attempts and accompanying mediation for each item (cf. Poehner & Lantolf, 2013), Leontjev's ICanDoIt system drafted sets of parallel items that learners attempted only once; feedback was only given when a response was incorrect and became more explicit for the next missed item in each set.	**B, D**

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Year	References	Annotations	Theme
2016	Zhang, H., & van Compernolle, R. A. (2016). Learning potential and the dynamic assessment of L2 Chinese grammar through elicited imitation. *Language and Sociocultural Theory, 3*(1), 99–120.	Organized around the concept of learning potential (i.e., responsiveness to mediation) as an indication of learner emerging control over particular L2 features (cf. Kozulin & Garb, 2002; Lantolf & Poehner, 2010), the authors conducted a small-scale study employing a pre-test – mediational intervention – post-test DA format. The language tasks involved elicited imitation targeting Chinese morpho-syntax with differences between pre- and post-test performance interpreted as evidence that the features were within learners' ZPD.	**B, C**
2017	Ai, H. (2017). Providing graduated corrective feedback in an intelligent computer-assisted language learning environment. *ReCALL, 29*(3), 313–334.	**Ai**'s study elaborated a mediational hierarchy (cf. Aljaafreh & Lantolf, 1994) that could be administered to learners as they encountered language problems for the purpose of diagnosing the precise level of mediation they required. While previous approaches to computerized mediation offered graduated prompts in closed-response tasks (cf. Poehner, Zhang, & Lu, 2015), Ai's research employed an intelligent computer-assisted language learning program that identified grammatical errors in learner open-ended responses to L2 Chinese translation tasks and then offered mediation. The author argues that as technology improves, such systems will be able to simultaneously target multiple areas of learner language production.	**D**
2017	Davin, K. J., Herazo, J. D., & Sagre, A. (2017). Learning to mediate: Teacher appropriation of dynamic assessment. *Language Teaching Research, 21*(5), 1–20.	This study follows the changes in four L2 teachers' discursive practices while they attempt to employ DA in their classrooms. After a professional training on implementing DA (cf. Lantolf & Poehner, 2011), all four teachers' mediatory ability improves in a more self-regulated way; however, the degree of appropriation and fidelity to Vygotskian principles varies among teachers.	**B3**
2017	Regalla, M. & Peker, H. (2017). Prompting all students to learn: Examining dynamic assessment of special needs and typical students in a prekindergarten inclusive French program. *Foreign Language Annals, 50*(2), 323–338.	Using instructions and examples from previous research (cf. Poehner, 2008; Davin, 2013; Davin & Donato, 2013), this study examines a teacher's mediational strategies and her appropriation of DA principles. Results also show the positive effects of DA on identifying children with special needs and the teacher's frequent use of English in small group tasks (cf. Davin, 2013).	**B3**
2017	Yang, Y., & Qian, D. D. (2017). Assessing English reading comprehension by Chinese EFL learners in computerized dynamic assessment. *Language Testing in Asia, 7*(1), 11.	Building on earlier computerized DA models (cf. Lantolf & Poehner, 2013), this study implemented computerized DA in the context of a widely used English proficiency test in China. The authors note that the procedure was helpful in identifying learner difficulties in reading comprehension. A unique contribution of the study was its dual focus on learner reflections on their experience with the computerized DA; learners reported that the procedure was helpful in building their confidence in English comprehension, a finding that was particularly strong among learners who would have been identified as low achievers.	**C, D**
2018	Ableeva, R. (2018). Understanding learner L2 development through reciprocity. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of sociocultural theory and second language development* (pp. 266–281). London, UK: Routledge.	Drawing supporting examples from research into processes of L2 listening comprehension, **Ableeva** examines learner responsiveness to mediation during DA (cf. Poehner & Ableeva, 2011). Moving beyond noting whether a learner produces a correct response following mediation, Ableeva documents learner behaviors that offer insights into their abilities and underlying difficulties. Learner attempts at imitation are taken as especially important for apprehending their emerging abilities.	**C**

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2018	Antón, M. (2018). Dynamic diagnosis of second language abilities. In J. Lantolf, M. Poehner, and M. Swain (Eds.), *The Routledge handbook of sociocultural theory and second language development* (pp. 310–323). London, UK: Routledge.	**Antón** considers the potential for DA as a systematic framework to enrich diagnostic language assessment practices (cf. Antón, 2009). Of particular importance in this regard is the commitment in DA to linking the diagnosis of learner needs and abilities to subsequent instructional intervention, which Antón regards as an important contribution to diagnostic assessment by making assessment outcomes directly relevant to teachers and learners. She also emphasizes the importance of mediation and learner responsiveness (cf. Poehner & Ableeva, 2011) as expanding the diagnosis of learner abilities.	**C**
2018	Davin, K. (2018). Mediator and learner engagement in co-regulated inter-psychological activity. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of sociocultural theory and second language development* (pp. 282–294). London, UK: Routledge.	Examples of teacher-learner DA interactions are analyzed to shed light on the importance of not only the verbal contributions of both interactants but also the nonverbal features of their activity, including eye gaze, body positioning, and gesture. It is argued that each of these can be consequential for interpretations of learner abilities and difficulties as well as identification of development during DA.	**B, C**
2018	Kozulin, A., & Levi, T. (2018). EFL learning potential: General or modular? *Journal of Cognitive Education and Psychology, 17*(1), 16–27.	Taking learning potential, or learner responsiveness to mediation in DA, as indicative of the ZPD (cf. Kozulin & Garb, 2002), this study sought to examine the generality of learning potential within the L2 domain. In particular, a DA of L2 oral proficiency was conducted with 80 learners of L2 English. Six months later, the learners were administered written and reading comprehension tests. Correlations between the oral DA and both the subsequent tests were significant, suggesting a more general nature of L2 learning potential.	**B, C**
2018	Levi, T., & Poehner, M. E. (2018). Employing dynamic assessment to enhance agency among L2 learners. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of sociocultural theory and second language development* (pp. 295–309). London, UK: Routledge.	Broadening the focus of L2 DA research beyond development of specific language knowledge and abilities, this study examined mediational interactions with learners aimed at raising learner awareness of their strengths and areas of difficulty, establishing realistic goals for improvement, and devising plans to realize those goals. The importance of both expert mediation and careful, collaborative examination of learners' performances is documented through examples from a DA project involving Israeli secondary school L2 English learners (cf. Kozulin & Garb, 2002).	**B2, C**
2018	Mazzotta, M., & Belcher, D. (2018). Social-emotional outcomes of corrective feedback as mediation on second language Japanese writing. *Journal of Cognitive Education and Psychology, 17*(1), 47–69.	The integration of DA principles by an L2 Japanese teacher providing feedback on learner written work (cf. Poehner, 2008, 2009) created an opportunity for a qualitative investigation of learner responsiveness to mediation. While previous DA research emphasized responsiveness in terms of learner efforts to reformulate and improve their language use, this study considers their broader emotional interpretation of mediation and regard for themselves as L2 users, including awareness of their progress.	**B2, C**
2018	McNeil, L. (2018). Understanding and addressing the challenges of learning computer-mediated Dynamic Assessment: A teacher education study. *Language Teaching Research, 22*(3), 289–309.	Examining teacher understanding of DA and attempts to employ it in their own practice (cf. Davin, Herazo, & Sagre, 2017), **McNeil** implemented a post-graduate course introducing computer-mediated DA to pre-service and in-service language teachers. The author then studied their experiences following mediation procedures during online tutoring exercises. Analysis of the tutoring sessions as well as teacher response journals revealed their difficulties in understanding DA models and adhering to mediation principles, which led to a refocusing of the course to guide teacher use of DA.	**B, D**

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Year	References	Annotations	Theme
2018	Poehner, M. E. (2018). Probing and provoking L2 development: The object of mediation in Dynamic Assessment and Mediated Development. In J. P. Lantolf & M. E. Poehner (Eds.), with M. Swain, *The Routledge handbook of sociocultural theory and second language development* (pp. 249–265). London, UK: Routledge.	In this overview of different strands of DA research, **Poehner** distinguishes work informed by a construct or model of L2 abilities from studies linked to a curriculum concerned with mastery of specific skills or metalinguistic knowledge. It is also argued that scaffolding learners to succeed in a given task is different from the focus on development of language abilities in DA, and that engagement in cooperation with learners can alternately focus upon probing learner awareness, understanding, or control (a diagnostic function) or upon provoking different ways of thinking about language, connections across language forms, or ways of using language (an instructional function).	**A, C**
2018	Poehner, M. E., Infante, P., & Takamiya, Y. (2018). Mediation processes in support of learner L2 writing development: Individual, peer, and group contexts. *Journal of Cognitive Education and Psychology, 17*(1), 112–132.	A three-tiered approach to DA in a university-level L2 Japanese writing course is reported. Individual DA sessions led to identification of common problem types among learners, who were then grouped according to their difficulties and asked to collaboratively complete relevant corrections to their writing. Final results were reviewed with the entire class, creating possibilities for mediation to be directed to individual learners and groups with similar ZPDs (cf. Poehner, 2009).	**B2, C**
2018	Poehner, M. E., & Leontjev, D. (2018). To correct or to cooperate: Mediational processes and L2 development. *Language Teaching Research*, 1–22.	This article argues for a conceptual distinction between corrective feedback and mediation. Following characterizations of the negotiated nature of mediation (cf. Aljaafreh & Lantolf, 1994; Lantolf, Kurtz, & Kisselev, 2016), the authors note that this stands in contrast with the emphasis on selecting a certain type of correct feedback to offer to learners. It is further argued that viewed as a process undertaken with learners during cooperation and by learners themselves while functioning independently, mediation has a much broader focus than error correction. Illustrations of the ways in which mediation may manifest and its importance for development are offered through examples from two recent DA studies, one involving interaction and the other a computerized procedure (cf. Leontjev, 2016).	**B1, B2, C**
2018	Poehner, M. E., & van Compernolle, R. A. (2018). Interaction, change, and the role of the historical in validation: The case of L2 dynamic assessment. *Journal of Cognitive Education and Psychology, 17*(1), 28–46.	The authors offer a theoretical reconceptualization of validity to bring it in line with the theoretical underpinnings of DA such that the forms of evidence appropriate to validity arguments and how they are interpreted must reflect Vygotskian principles (cf. Poehner, 2011). Specifically, they propose that the validity of interpretations of learner assessment performance take as their focus learner responsiveness to mediation during the procedure because this provides a view of their subsequent independent level of functioning. Supporting examples of evidence of learner abilities and their interpretation are taken from two DA studies involving L2 learners.	**B, C**
2018	Qin, T. (2018). Computerized Dynamic Assessment of L2 Chinese implicature comprehension (Unpublished doctoral dissertation). Carnegie Mellon University, Pittsburgh, PA.	Comprehension of implied but not overtly stated meanings in L2 Chinese was taken as an important marker of L2 abilities and became the focus of a computerized DA procedure (cf. Poehner, Zhang, & Lu, 2015). Analysis revealed that while all learners experienced difficulties on the nondynamic pre-test, their post-test performance following mediation indicated differential levels of responsiveness, interpreted as indicative of learners' unique ZPDs and needs for time and instruction in order to progress. It was also found that many learners required more support on earlier test items than later ones, signaling improvement over the course of the procedure.	**B1, D**

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Year	References	Annotations	Theme
2019	Davin, K., & Gómez-Pereira, D. (2019). Evaluating instruction through classroom dynamic assessment: A sandwich approach. *Language and Sociocultural Theory, 6*(1), 6–31.	While DA proponents have previously emphasized the importance of DA diagnoses for informing instructional interventions, this study offers a detailed documentation of a teacher's use of DA in instructional decision-making in a primary school L2 Spanish classroom. Details are included concerning the insights gained into learner control over aspects of the target language that were the focus of instruction and how this guided the teacher's subsequent work with the entire class.	**B3**
2019	García, P. N. (2019). Dynamic assessment: Promoting in-service teachers' conceptual development and pedagogical beliefs in the L2 classroom. *Language and Sociocultural Theory*, *6*(1), 32–62.	This study takes an exploratory case study approach to filling a gap in the research literature: the use of DA and concept-based instruction (cf. Poehner, 2008) in an L2 teacher education program. While both sets of practices have been employed with L2 learners and focused on various dimensions and modalities of L2 development, this study targets teacher understanding of Vygotskian concept-based instruction and employs DA to diagnose their emerging comprehension of this pedagogical approach and areas of confusion that require further explanation and practice.	**B3**
2019	Herazo, J. D., Davin, K. J., & Sagre, A. (2019). L2 dynamic assessment: An activity theory perspective. *Modern Language Journal, 103*(2), 443–458.	As a follow-up to their earlier study of teacher appropriation of mediation following professional development focused on DA (cf. Davin, Herazo, & Sagre, 2017), the authors shifted their investigation from teacher interactional moves that constituted mediation (cf. Poehner & Lantolf, 2005) to a more systemic analysis of the classroom community and interactional roles of a teacher and his students following the integration of DA. Among their findings is that the teacher came to regard language errors not as problems he needed to fix but as opportunities for his cooperation with learners as they jointly considered possibilities, an orientation that opened possibilities for further learning.	**B, B3**
2019	Infante, P., & Poehner, M. E. (2019). Realizing the ZPD in second language education: The complementary contributions of dynamic assessment and mediated development. *Language and Sociocultural Theory, 6*(1), 63–91.	Building on earlier publications that introduced Mediated L2 Development as a framework for engaging with learners to promote their language abilities (cf. Infante, 2016; Poehner & Infante, 2015), **Infante and Poehner** offer close examination of expert-learner interactions to document mediational processes as these occur in sessions intended to diagnose learner responsiveness when difficulties arise during a task (DA) and when learners are being guided to use instructional materials and to attempt to think with new concepts (Mediated L2 Development). Regarding these two frameworks as dialectically related, Infante and Poehner view the difference as whether the primary purpose of the activity is to gain insights into learner abilities or to promote new understandings.	**B, C**
2019	Zhang, J., & Lu, X. (2019). Measuring and supporting second language development using computerized dynamic assessment. *Language and Sociocultural Theory, 6*(1), 92–115.	Building on previous studies of computerized DA of L2 listening and reading comprehension (cf. Lantolf & Poehner, 2013; Poehner & Lantolf, 2013; Poehner, Zhang, & Lu, 2015), the authors implemented this procedure with learners of L2 Chinese and employed their performance on the test as a basis for placing them into different instructional groups. Follow-up indicators of learner performance provide documentation of their development after receiving instruction aligned to the needs and level of each group.	**D**

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Year	References	Annotations	Theme
2020	Andujar, A. (2020). Mobile-mediated dynamic assessment: A new perspective for second language development. *ReCALL, 32*(2), 178–194.	Recognizing the potential of instant messaging applications to increase opportunities for L2 learners to practice their communication skills, **Andujar**'s study follows a graduated prompting approach to mediation (cf. Aljaafreh & Lantolf, 1994) to provide regular feedback to learners. Students of L2 English at a Spanish university first completed tests of vocabulary and grammar to determine their independent abilities prior to engaging in daily conversation practice during which mediation was offered. Their improved performance on tests following five weeks of such practice, as well as their test scores compared to those of a control group, led Andujar to argue in favor of the pedagogical value of mediated interaction even when it occurs remotely.	**B, D**
2020	Davin, K. J., & Herazo, J. D. (2020). Reconceptualizing classroom dynamic assessment: Lessons from teacher practice. In M. E. Poehner & O. Inbar-Lourie (Eds.), *Toward a reconceptualization of L2 classroom assessment: Praxis and research-teacher partnership.* Berlin, Germany: Springer.	This study offers a follow-up to an earlier examination of teacher participation in a DA-themed professional development (cf. Davin, Herazo, & Sagre, 2017). Specifically, the researchers returned to participants in that project three years after their initial DA training to determine any residual effects on their classroom practices. Findings reveal that teachers retained a commitment to DA principles but that their integration of DA in their classrooms entailed reshaping it in ways that were not always consistent with Vygotskian theory.	**B3**
2020	Poehner, M. E. & van Compernolle, R. A. (2020). Reconsidering time and process in L2 Dynamic Assessment. In M. E. Poehner & O. Inbar-Lourie (Eds.), *Toward a reconceptualization of L2 classroom assessment: Praxis and research-teacher partnership.* Berlin, Germany: Springer.	The authors report a three-step approach to DA conducted with learners of L2 French: a pre-test – mediational intervention – post-test design to capture learner performance prior to and following mediated interaction. They argue that rather than viewing this as a DA 'sandwiched' between two conventional language assessments, the entire procedure constitutes DA activity. They propose that the diagnosis of learner development comprises a view that unfolds across time as their abilities manifest and change rather than a series of distinct 'snapshots' of their abilities frozen in time.	**B, C**
2020	Rassaei, E. (2020). Effects of mobile-mediated dynamic and nondynamic glosses on L2 vocabulary learning: A sociocultural perspective. *Modern Language Journal, 104*(1), 284–303.	Following previous arguments concerning the efficiency of computerized mediation procedures to diagnose the abilities of large numbers of L2 learners (cf. Teo, 2012; Poehner & Lantolf, 2013) as well as the potential for such mediation to promote learner abilities (cf. Poehner, 2008), **Rassaei** designed an approach to mediation delivered remotely to learners via a smartphone app and focused on vocabulary development during reading activities. Analysis of the performance of a control group, a treatment group that received a conventional vocabulary gloss, and a third group that received mediated prompting to guide them to understanding of lexical items indicated important advantages to the mediation procedure. Moreover, the benefits of this 'dynamic glossing' proved durable over time.	**D**
2020	Yang, Y., & Qian, D. D. (2020). Promoting L2 English learners' reading proficiency through computerized dynamic assessment. *Computer Assisted Language Learning*, *33*(5–6), 628–652.	Following earlier work in computerized DA (cf. Lantolf & Poehner, 2013; Poehner, Zhang, & Lu, 2015), **Yang and Qian** designed a computerized DA administration of TOEFL-based reading tests. The results of these tests – specifically, the amount of mediation individual learners required for particular test items – allowed the researchers to tailor a four-week enrichment program to meet learner needs. Pre- and post-enrichment test scores as well as comparisons between the computerized DA learners and a control group revealed that the use of computerized DA to identify learner abilities ripe for instruction led to greater improvement in reading performance over time.	**B, D**