The measurement paradigm and role of mediators in dynamic assessment: A qualitative meta-synthesis

Abbas Ali Rezaee, University of Tehran, Iran
Mahsa Ghanbarpour, University of Tehran, Iran

As dynamic assessment (DA) continues to come to prominence as a procedure that endeavors to ameliorate learner performance and further development through mediators’ assistance with the intent of discerning learning potential, a plethora of research has delved into the applicability of DA in second/foreign language education. This article employed methodical procedures for qualitative meta-synthesis of the target research domain to synthesize available quantitative and qualitative primary research reports. The discursive reading and systematic review of research findings and discussions across study reports revealed a primary theme, that is, 'DA: Shifting Focus from Postpositivism to Pragmatism', and a shared set of 2 secondary themes, that is, 'Classroom-Based L2 DA: Post-Achievement Test Condition' and 'Mediators' Sense of Accountability' that can provide a refined worldview on DA and a window on contemporary opinions on the relevance of assessment to classroom context and can develop a more informed understanding of the ascendancy of mediators over the effectiveness of DA.