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Propositions

1. Process-oriented dynamic testing can provide more in-depth information on children’s functioning and interventions that could be used to further develop their cognitive potential than traditional testing (this thesis).

2. Usage of computers and data mining in educational assessment might open new opportunities for both recording and scoring of children’s task solving processes (this thesis).

3. Through using technology in having children work independently, the benefits of dynamic testing may become available for more children without excessive costs or time investments (this thesis).

4. Different process measures cover different aspects of the task solving process and provide different information on the way children approach tasks, and should be approached with different interventions (this thesis).

5. Developing new process-oriented measures remains challenging, as it requires skills that span multiple domains. To fully use the advantages of technology in educational assessment, interdisciplinary skills should be taught to those in charge of developing new tools and methods for educational assessment (this thesis/the field).

6. Mental task representation plays a central role in successfully solving tasks and teaching strategies to represent task information more efficiently might lead to more successful task solving (this thesis/the field).

7. Dynamic testing might be more compatible with needs-based assessment and inclusive education than static testing, as it provides more information on needs for intervention (the field).

8. Cognitive performance consists of different factors that share complex interactive relations with each other. Assessment practices should reflect this complexity by providing a multifaceted picture of children’s abilities (the field).

9. In 21\textsuperscript{st} century learning, teaching and assessment of processes might become more important than the products, as the focus of education might need to shift more towards teaching how information can be obtained, than what information has been obtained (society).

10. As technology advances, its possibilities could be used to provide more individualized support in education to help children in further developing their potential (society).