Beitrag ID: **13**                                                                                                          Typ: **Poster**

# Dynamic testing with The Spanish Version of the DART

*Freitag, 12. September 2025 16:40 (20 Minuten)*

Analogical reasoning -a subtype of inductive reasoning-, is a cognitive process in which information from a known source is identified and transferred to a new information system (Vogelaar et al., 2019b). This is considered a highly relevant component in school performance, learning and solving problems in daily life (Sternberg, 1977; Vogelaar et al., 2021) due to its close relationship with learning and intelligence. In this way, being able to have precise evaluation instruments that analyse analogical reasoning but also the learning and transfer ability in tasks on this type of turn into a good challenge for dynamic assessment researchers. In the present study, an adaptation of the Dynamic Testing of Analogical Reasoning (DART) by Volegaar et al., (2017, 2019a, b,2020, 2021) in the Spanish population was carried out. In this study, a total of 138 children who attend between 3rd and 6th grade of Primary School was evaluated with the Dynamic test. Children had different ability profiles (learning disabilities vs. typical development). A quasi-experimental (2 x 2 x 2) pretest-posttest with control groups design was used. On one hand, two groups of participants were children with learning difficulties and children with typical development. On the other hand, children were randomly assigned to two experimental conditions: training and control. Between trainings (from 1 to 2) we also analysed the total number of hints needed. Finally, all children were assessed in two moments (pretest and posttest). Repeated measures ANCOVAs (with age and IQ as covariables) were applied for dependent variables: number of correct answers and the number of correct transformations. Results have revealed that the Spanish version of the DART behaves similarly to the results of the original Dutch studies (Vogelaar & Resing, 2016; Vogelaar et al., 2017; Vogelaar et al., 2019a, 2019b). Our data provide some evidence of the effectiveness of the training phases and the capacity of the test to measure learning potential (LP), as the children in the groups that received the trainings showed a significantly greater progression from pretest to posttest than children who did not receive the training. The results also show a tendency towards a decrease in the number of hints from training 1 to training 2. Results show similar levels of LP and similarity in the need for help (number of hints) received during trainings between children with LD and TD, coinciding with the original studies of the test. In conclusion, this study expands the body of research on the Dynamic Assessment methodology, being this the first attempt to adapt and validate the Spanish version of the DART. The data support its use in Spanish children with LD and TD, being a tool that allows evaluating analogical reasoning and LP in school-age children. Considering the relevance of this skill in academic performance, it is important to be able to provide psychoeducation professionals with this type of tools that facilitate the diagnosis of children with possible difficulties and offer additional information about the ability to learn.
Keywords: Dynamic Assessment, learning potential, analogical reasoning, inductive reasoning, children.

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**Sitzung Einordnung:**  Postersession