

Dynamic assessment constitutes an alternative diagnostic approach, focused on revelation of the tested person's real potential, which is reached and observed via the emphasis on the process of the achievement. It aims at meaningful connection with the intervention that immediately makes use of diagnostic findings to support the development of an individual.

This work summarizes essential information about the mentioned diagnostic trend – its characteristic, a definition compared to conventional ways of testing and historical development. It further adverts to possibilities of its utilization, especially in the area of preschool diagnostic and education as an instrument of the prevention of educational and behavioural difficulties during the first years of the school attendance.

The main goal of this work is to contribute to an expansion of the dynamic approach, which I consider to be a valuable alternative and/or a meaningful completion of conventional methods of testing.