

This study examines whether the use of dynamic assessment can distinguish stronger and weaker language learners following a mediated learning experience. Six Burmese refugee students who are English language learners between the ages of 4 and 8 were assessed at pre-mediated learning using the *Boehm Test of Basic Concepts – 3* and/or the *Boehm Test of Basic Concepts – Preschool*, which are standardized assessments designed to test the understanding of relational concepts in grades Pre K - 2. Students then participated in four 30-minute mediated learning experiences over a two-week period, with a focus on remediation of errors from the initial assessment using multisensory learning tasks from the *Boehm Resource Guide for Basic Concept Teaching*. During these mediated learning experiences, each student's level of modifiability was rated using two different Likert scales – the Learning Strategies Checklist and the Response to Mediation Checklist. Three weeks after the initial administration, participants were given the *Boehm – 3* or the *Boehm – Preschool*, as indicated by their age, as a post-mediated learning assessment to measure level of growth. Student growth was determined from standardized scores on the *Boehm – 3* or the *Boehm - Preschool*, given pre and post mediated learning, which was compared with the scores from the modifiability index. Four of the five participants would have been at risk of being misdiagnosed as having a language disorder based on the results of the pretest. Post-test results indicated that all students were within the normal range following mediation. Further, each of these students demonstrated positive learning behaviors and high responsivity to intervention, as evidenced by their scores on the modifiability index. These results indicate that this dynamic assessment procedure and mediation with direct instruction can be a useful tool to measure language learning ability in English language learners in order to differentiate stronger and weaker language learners.