**Name:\_\_\_\_\_\_\_\_ Chapter Sixteen Test Items Date:\_\_\_\_\_\_**

1. \_\_\_\_\_\_\_\_\_\_ is intended to bridge the gap between what a person can do and what

he or she might need to do but cannot currently achieve.

a. Educational technology

b. Assistive technology

c. Corrective technology

d. Universal design for learning

2. \_\_\_\_\_\_\_\_\_\_ is intended to improve a student’s knowledge or skills in many

different curricular areas.

a. Educational technology

b. Assistive technology

c. Corrective technology

d. Universal design for learning

3. When used effectively, technology can help students in all of the following

manners **EXCEPT**

a. Be more engaged in participatory and authentic learning processes

b. Think more critically

c. Work more cooperatively with others

d. Help students better participate in teacher directed learning

4. All of the following are ways educational technology support meaningful learning

**EXCEPT**

a. When they fulfill a learning need

b. When interaction with technology is teacher initiated

c. When interaction with technology is learner controlled

d. When the interactions with technologies are conceptually and

intellectually engaging

5. \_\_\_\_\_\_\_\_\_ provides learners with the opportunity to increase instructional time

working on specific academic skills

a. Drill and practice software

b. Instructional games

c. Integrated learning systems

d. Assistive technology

6. \_\_\_\_\_\_\_\_\_\_intended to incorporate instruction for an entire range of objectives

tied to national, state, or district standards.

a. Drill and practice software

b. Instructional games

c. Integrated learning systems

d. Assistive technology

7. All of the following can be expected from many educational technology programs

**EXCEPT**

a. An initial and periodic assessment of key skills

b. An opportunity to practice key skills

c. An on-going record of how students are progressing on skills

d. A standard-based lesson or unit plan based on targeted skills

8. All students eligible for special education have a legal right under \_\_\_\_\_\_\_\_\_\_ to

be considered for an AT device and related AT services if these will help meet

IEP goals.

a. NCLB

b. Section 504 of the Rehabilitation Act

c. ADA

d. IDEA 2004

9. \_\_\_\_\_\_\_\_\_\_ is any item, piece of equipment, or product system, whether acquired

commercially off the shelf, modified, or customized, that is used to increase,

maintain, or improve functional capabilities of a child with a disability.

a. Educational technology

b. Assistive technology device

c. Medical device that is surgically implanted

d. Assistive technology services

10. \_\_\_\_\_\_\_\_\_\_ is any service that directly assists a child with a disability in the

selection, acquisition, or use of an assistive technology device.

a. Special education and related support

b. Assistive technology services

c. Educational programming services

d. Assistive technology device

11. Assistive technology devices to support reading may help students in all of the

following ways **EXCEPT**

a. Highlight words to improve visual discrimination

b. Provide picture cues

c. Provide spell checking capability

d. Modify the speed of the reading

12. \_\_\_\_\_\_\_\_\_\_ helps compensate for the lack of verbal communication abilities.

a. Text –to-Speech software

b. Augmentative and alternative communication devices

c. E-books

d. Word prediction software

13. Communication boards, eye-gaze boards, speech synthesizers, simple voice-

output devices are examples of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>

a. AT devices to support reading

b. Augmentative and alternative communication devices

c. AT devices to support writing

d. AT devices to support spelling

14. \_\_\_\_\_\_\_\_\_\_ is a curriculum design process called for in IDEA 2004 that provides

guidelines for designing curriculum in a way that will make it more accessible to

more learners with various ability levels.

a. Educational technology

b. Assistive technology

c. Augmentative and alternative communication devices

d. Universal design for learning