

## TECHNOLOGY AND TEST ACCOMMODATIONS

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Using technology to provide test accommodations to students with disabilities does not always level the playing field. We use the results of three studies in reading and math across different student populations (mildly disabled and hearing impaired) to generate a hypothesis as to why students with disabilities do not always benefit from the use of technology. Technology as a tool (e.g., word processor; hypertext) often requires higher-order thinking and metacognitive behavior. On the other hand, when technology is presented as a fixed presentation device (e.g., video clips; CDs with audio; text readers), students are passive recipients. Mixed results of the use of technology in accommodation studies may be a result of the method of use – tool or presentation device. Differences between uses of technology are important in the context of large-scale assessments – it may be easier to standardize presentation devices than it is to standardize the use of technological tools.