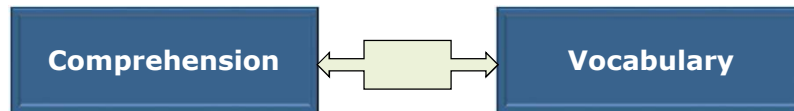


### **The Importance of Assessing Vocabulary PPVT-5 & EVT-3 Administration & Scoring (Recording)**

The new PPVT-5 and EVT-3 are designed to provide special educators and clinicians with information on a child's vocabulary skills. This webinar showcases the updated PPVT-5 and EVT-3, administration procedures and scoring. **[View the slides](#)** **[View the webinar](#)**

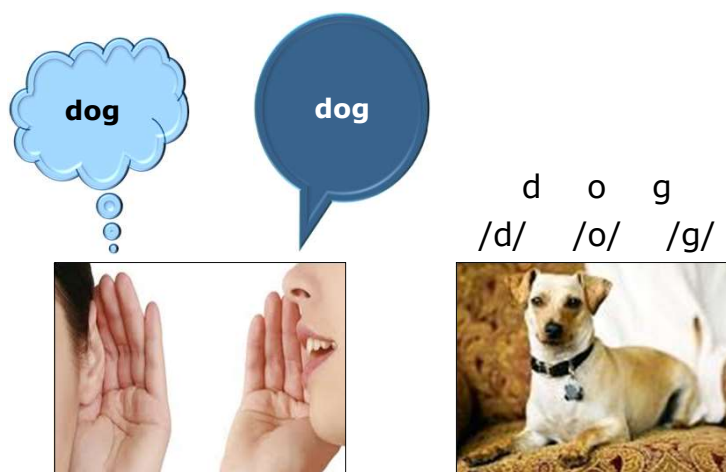
**<https://www.pearsonclinical.com.au/archive>**

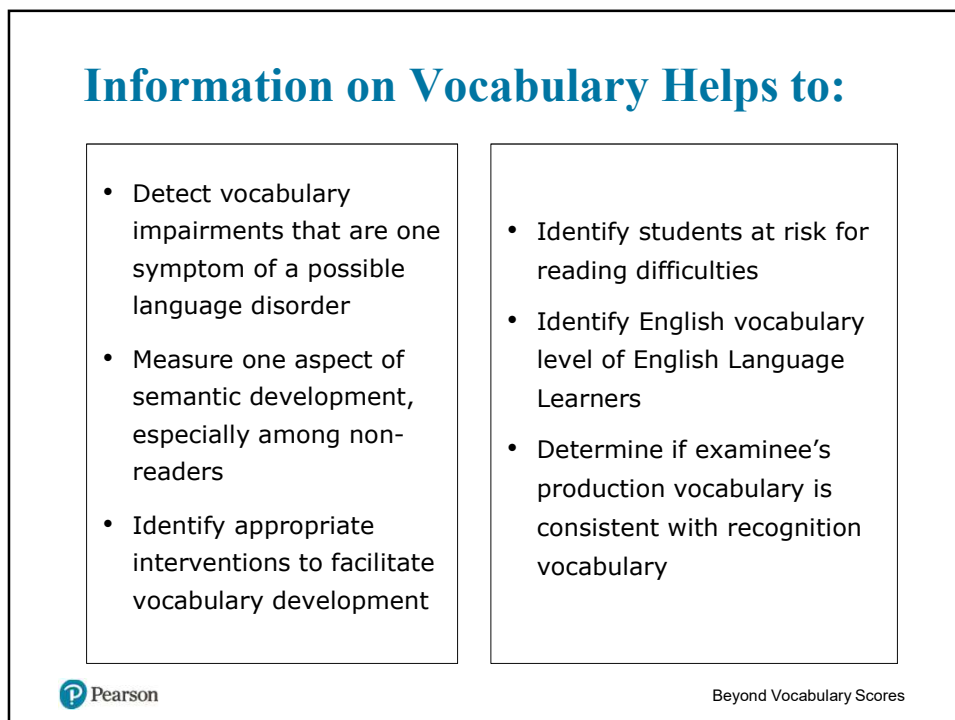
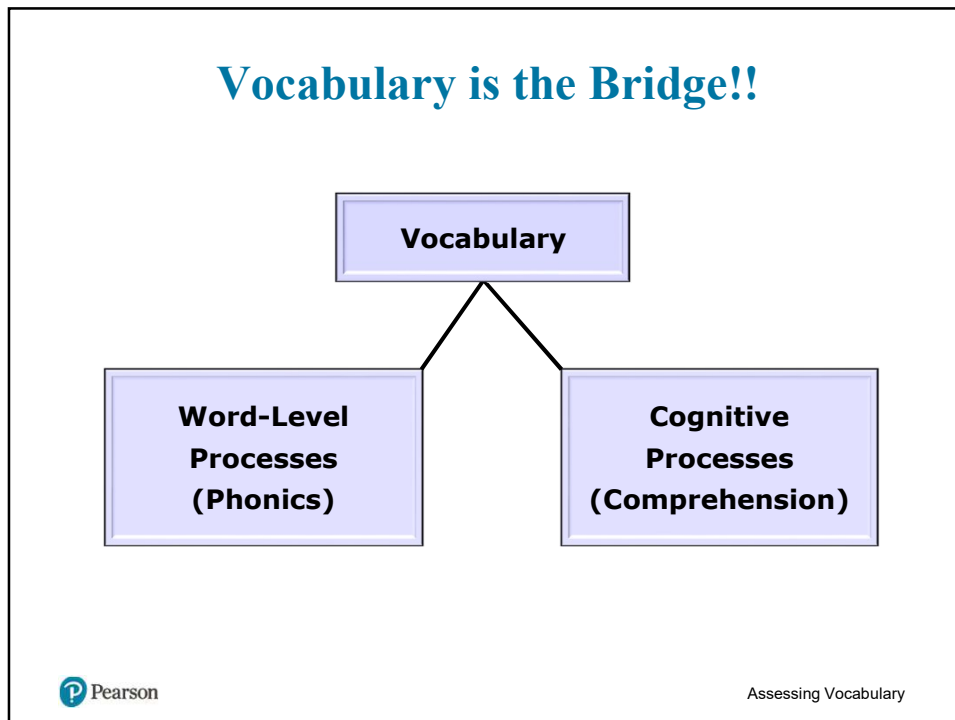
## Vocabulary and Reading Comprehension



- Vocabulary size is a major correlate of comprehension.
- The relationship between comprehension and vocabulary is reciprocal.

## Vocabulary and Reading Decoding





## Factors to Consider when Analysing Receptive–Expressive Performance

- Vocabulary Development
- student Differences in Vocabulary Development
- Vocabulary by Part of Speech
- Breadth and Depth of Vocabulary
- Vocabulary Development of Bilingual Children
- Characteristics of the Assessment Instrument



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## Assessing Recognition Vocabulary: Characteristics of The Assessment Instrument

- Each PPVT item consists of two parts: the stimulus word, and an array of four pictures.
- One picture depicts the stimulus word, and the other three are distractors that are appealing choices for examinees who are unsure of the correct answer.



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## Assessing Production Vocabulary: Characteristics of The Assessment Instrument

- Examiner shows a picture to the examinee and asks something about the picture.
- The examinee must respond with one word that provides an acceptable label for the picture, that answers a specific question about the picture, or that provides a synonym for a word that fits the pictured context.



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## Receptive (PPVT-5) Better Than Expressive (EVT-3)

### Hypothesis 1

Good at using partial knowledge of the meanings of words to rule out distractors or pick correct responses.

### Hypothesis 2

Word finding or word retrieval difficulties.



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## Receptive (PPVT-5) Better Than Expressive (EVT-3)

### Hypothesis 3

Reluctance to speak.

### Hypothesis 4

Broad experiential background.



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## Receptive–Expressive Performance (when difference is 10+ SS points)

Sample	RLI > ELI	ELI > RLI
Normative Sample	17.5%	17.9%
Language Disorder	27.2%	9.3%

CELF-5<sup>A&NZ</sup>: Receptive Language Index;  
Expressive Language Index



Assessing Vocabulary

## Expressive (EVT-3) Better Than Receptive (PPVT-5)

- Seems to be more “capable” or knowledgeable when allowed to speak or “put things in own words.”
- Difficulties processing information presented verbally and visually or in identifying fine details among four pictures.
- Lack of automaticity.
- Deep (active) processing vs. superficial processing.
- Will engage if activity is active (speaking) and not passive (listening).
- Background knowledge and can choose own words when speaking.



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## Linking PPVT-5 and EVT-3 Results to Interventions

## Student

- 9 years old
- Grade 4
- Struggling with academic subjects



## Interpreting Results

### Quantitatively

The quantitative results from the PPVT-5 / EVT-3 can be used to determine if an student has difficulties understanding and learning vocabulary and/or has word-finding difficulties.

### Qualitatively

Qualitative analysis is useful for identifying needed interventions

## Quantitative Interpretation

	Year	Month	Day
Test Date	2018	09	28
Birth Date	2008	10	25
Age*	9	11	

\*Do not round up.

Calculating the Raw Score	
Ceiling Item	181
Total Errors	- 12
<b>Raw Score</b>	<b>169</b>

Score Summary						
Standard Score (Table A.1)	Confidence Interval <input checked="" type="checkbox"/> 90% <input type="checkbox"/> 95% (Table A.1)	Percentile Rank (Table A.1)	Normal Curve Equivalent (NCE) (Table A.1)	Stanine (Table A.1)	Test-Age Equivalent (Table B.1)	Growth Scale Value (GSV) (Table B.1)
101	97 - 105	53	51	5	9:11	501

### PPVT-5 Form A



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## Quantitative Interpretation

	Year	Month	Day
Test Date	2018	09	28
Birth Date	2008	10	
Age*	9	11	

\*Do not round up.

Calculating the Raw Score	
Ceiling Item	98
Total Errors	- 8
<b>Raw Score</b>	<b>90</b>

Score Summary						
Standard Score (Table A.1)	Confidence Interval <input type="checkbox"/> 90% <input type="checkbox"/> 95% (Table A.1)	Percentile Rank (Table A.1)	Normal Curve Equivalent (NCE) (Table A.1)	Stanine (Table A.1)	Test-Age Equivalent (Table B.1)	Growth Scale Value (GSV) (Table B.1)
80	76 - 87	9	22	2	6:3	486

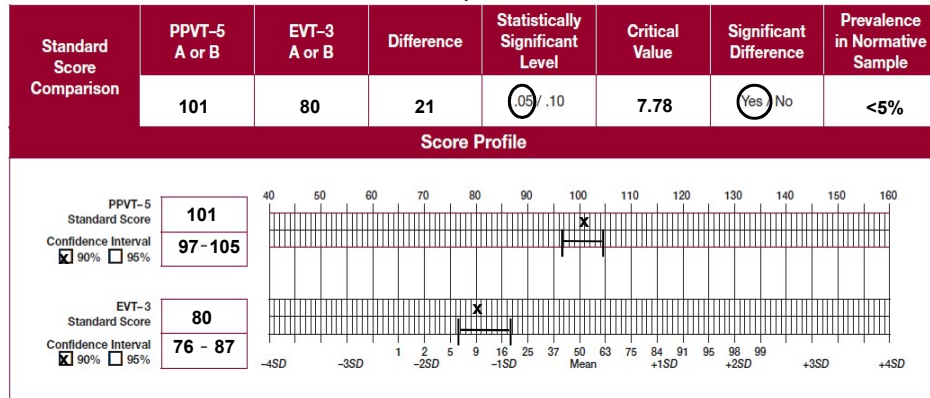
### EVT-3 Form A



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## Receptive vs. Expressive Performance

PPVT-5 Compared to EVT-3



## Receptive Better Than Expressive: Hypotheses?

- Word finding or word retrieval difficulties
- Expressive difficulties

**How would you confirm/refute one or more of the hypotheses?**

## Qualitative Analysis








### Receptive vs. Expressive Performance

Crossover vocabulary sampling between PPVT-5 and EVT-3.

### Item Analysis

- Home versus school vocabulary
- Vocabulary by part of speech
- Three tier model of vocabulary
- STEM vocabulary

## Crossover Vocabulary

Crossover word	PPVT-5 Form A Item	EVT-3 Form B Item
	14	9
	-	-
	23	11
	+	-
	40	12
	+	+
	91	62
	-	-
	95	84
	-	-
	102	95
	+	+
	102	102
	+	+

## Home vs. School Vocabulary

Home/School	Test	Attempted	Correct	Percent Correct
School	PPVT-5			80
	EVT-3			80
Home	PPVT-5			82
	EVT-3			82

## Vocabulary by Part of Speech

Part of Speech	Test	Attempted	Correct	Percent Correct
Noun	PPVT-5			80
	EVT-3			86
Verb	PPVT-5			88
	EVT-3			67
Attribute	PPVT-5			79
	EVT-3			67

## Three Tier Model of Vocabulary

Three Tier Model	Test	Attempted	Correct	Percent Correct
Tier 1	PPVT-5			100
	EVT-3			100
Tier 2	PPVT-5			86
	EVT-3			77
Tier 3	PPVT-5			78
	EVT-3			76

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life*. New York: Guilford Press.



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## Science, Technology, Engineering, and Mathematics Vocabulary

Items that pertain to STEM have been identified in order to estimate the impact of STEM vocabulary knowledge on students' academic progress.

	Test	Attempted	Correct	Percent Correct
STEM	PPVT-5			75
	EVT-3			44



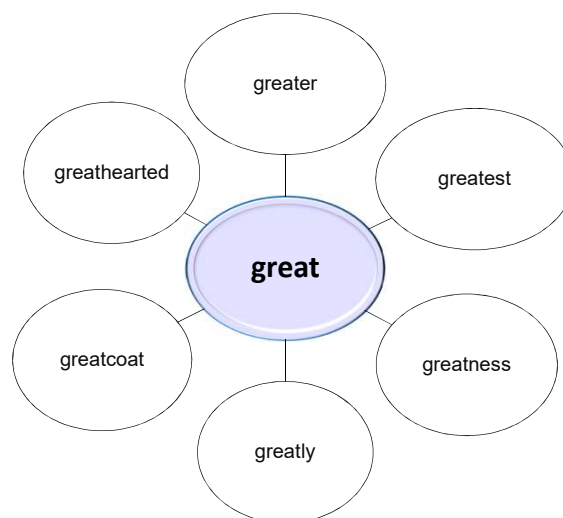
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## Suggested Interventions

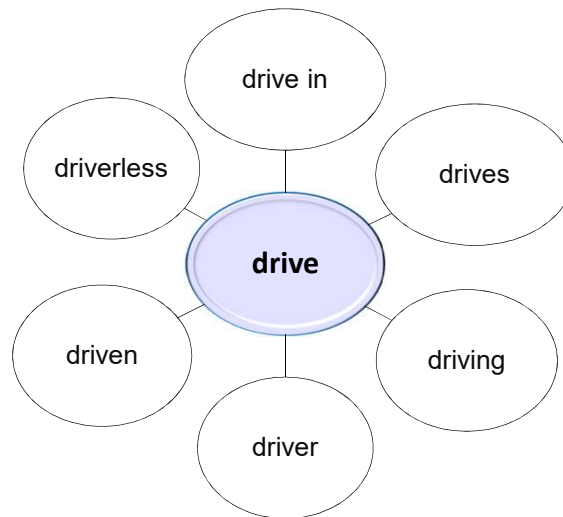
- Cooperative Learning/Peer Tutoring
- Robust Vocabulary Instruction
- Semantic Maps
- Prefix Instruction
- Morphemic Analysis
- Word Wizards



## Morphemic Analysis



## Word Families



Q-global<sup>®</sup>

## Q-global Reports

- [PPVT-5 Summary Report](#)
- [EVT-3 Summary Report](#)
- [PPVT-5/EVT-3 Comparison Report](#)



## Top 10 Evidence- Based Vocabulary Strategies



### The Bridge of Vocabulary 2

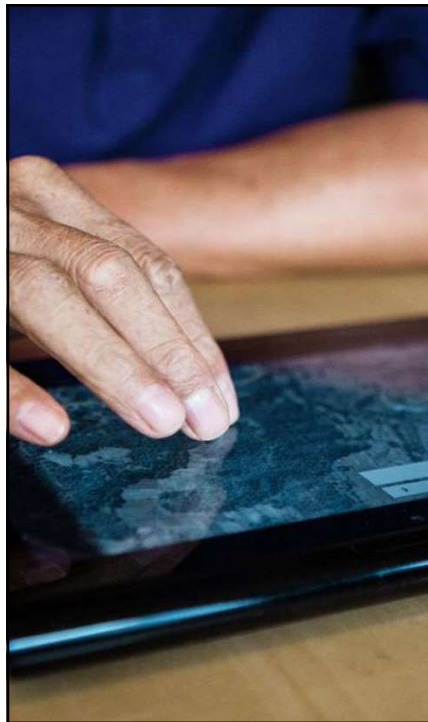


**Explicit, research-based vocabulary intervention activities tied to academic standards.**

- Digital inventory (digital assets): A one-time purchase allows unlimited access to each set of activities purchased.
- The five digital assets include:
  1. Preschool & Kindergarten Activities
  2. Lower Elementary Activities
  3. Upper Elementary Activities
  4. Middle School Activities
  5. Advanced Practice Activities



Montgomery, J. (2019). *The bridge of vocabulary: Evidence-based activities for academic success* (2nd ed.). Bloomington, MN: NCS Pearson.  
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## Summary

1. Main reasons for assessing vocabulary.
2. Compare receptive and expressive vocabulary acquisition.
3. Describe how results from PPVT-5 and EVT-3 are used to plan intervention.

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## What's Changed between Versions?

- Updated Changes: PPVT-5 | EVT-3 > Resources



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**Questions?  
Comments?**



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