

Pearson

**Assessing Vocabulary
Using the PPVT™-5
and EVT™-3**

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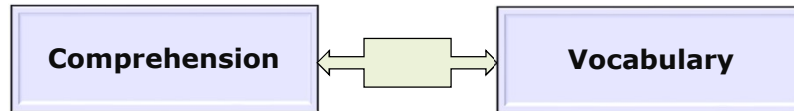
28th February 2019

PPVT 5
Peabody Picture Vocabulary Test, Fifth Edition

EVT 3
Expressive Vocabulary Test, Third Edition

**The Importance of
Assessing Vocabulary**

Vocabulary and Reading Comprehension

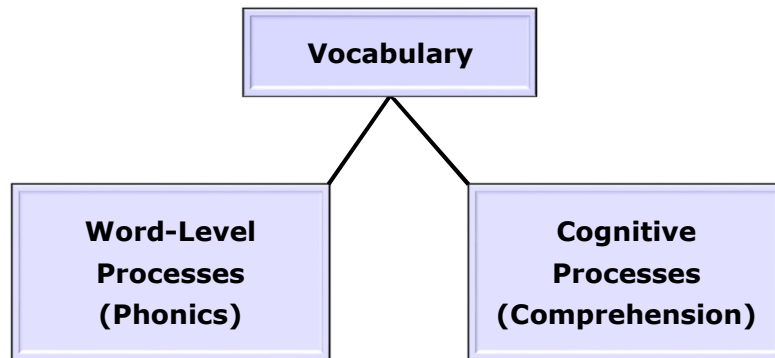


- Vocabulary size is a major correlate of comprehension.
- The relationship between comprehension and vocabulary is reciprocal.

Vocabulary and Reading Decoding



Vocabulary is the Bridge!!




Why is it important to assess receptive and expressive vocabulary?



Information on Vocabulary Helps to . . .

- Detect vocabulary impairments that are one symptom of a possible language disorder
- Measure one aspect of semantic development, especially among non-readers
- Identify appropriate interventions to facilitate vocabulary development
- Identify students at risk for reading difficulties
- Identify English vocabulary level of English Language Learners
- Determine if examinee's production vocabulary is consistent with recognition vocabulary



Receptive and Expressive Vocabulary Acquisition

Overview of Semantic Development (Selected Vocabulary Milestones)

Age	Vocabulary Milestones
8–12 months	Understanding of 3–50 words
12–18 months	Avg. expressive vocab size 50–100 words at 18 months (words for agent, action, object, location, possession, rejection, disappearance, nonexistence, denial)
18–24 months	Avg vocabulary size 200–300 at 24 months
24–30 months	Basic questions (Who? What? What X doing? Where X going?)
30–36 months	Understands basic spatial term (in, on, under)
36–42 months	Understands early temporal concepts, basic color words, basic kinship terms
42–48 months	Understands words for basic shapes, size (big, little)
48–60 months	Understands letter names and sounds, numbers, basic conjunction words (when, so, because, if)

Paul, R. (2001). *Language Disorders from Infancy through Adolescence*. St. Louis, MO, Mosby.



Assessing Vocabulary

Overview of Semantic Development (Selected Vocabulary Milestones – cont'd)

Age	Vocabulary Milestones
5–7 years	Average expressive vocabulary size is 5000
7–9 years	<ul style="list-style-type: none"> • School introduces new words not encountered in conversation. • Word definitions included synonyms and categories. Some words have multiple meanings. • Capacity for figurative language increases.
9–12 years	<ul style="list-style-type: none"> • Vocabulary used in school texts is more abstract and specific than that used in conversation. • Students are expected to acquire new information from written text. • Asked to explain meanings of multiple meaning words. Most common idioms understood.
12–14 years	Abstract, dictionary definitions given for words
15–18 years	Average vocabulary size of high school graduate is 10,000 words

Paul, R. (2001). *Language Disorders from Infancy through Adolescence*. Mosby. St. Louis, MO.



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Vocabulary Development: Receptive and Expressive

Age	Receptive Vocabulary	Expressive Vocabulary
16 months	100–200 words	< 50 words
6 years	20,000–24,000 words	2600–7000

Berko Gleason, J. B., & Bernstein Ratner, N. (2018). *The development of language*. Boston, MA: Pearson.



Assessing Vocabulary

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^{A&NZ}: Receptive Language Index;
Expressive Language Index



Assessing Vocabulary

Vocabulary by Part of Speech

	Nouns	Verbs	Adjectives	Function words
First 50 words	40%	<10%	<10%	<10%
Productive Vocabulary >600 words	40%	25%		15%

Berko Gleason, J. B., & Bernstein Ratner, N. (2018). *The development of language*. Boston, MA: Pearson.

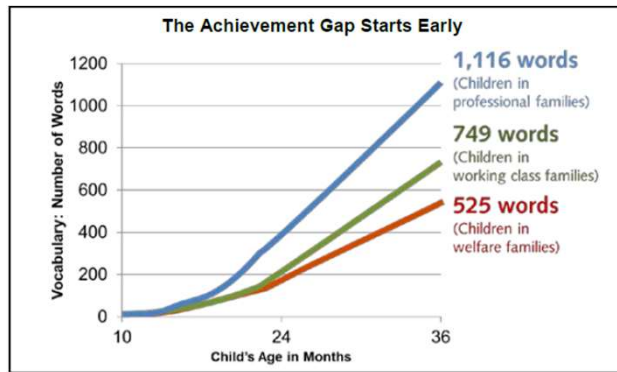
Individual Differences in Vocabulary Development

Home Factors

School Factors

- Home environments rich in language experiences facilitate young children's vocabulary development and ease the transition from home to school.
- When children enter school they are often exposed to vocabulary that may not be common to their home environment (e.g. curriculum may include lessons about foreign countries, exotic animals).
- It is common for children who've developed strong vocabulary foundations (i.e. home vocab) to build upon this with their school vocabulary.

Differences in Vocabulary Acquisition



Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Brookes

Breadth and Depth of Vocabulary

Breadth

- Number of words known
- Word families

Depth

Degree of various kinds of word knowledge

Vocabulary Development of Bilingual Children

Vocabularies of bilingual children develop at the same rate as vocabularies of monolingual children **when both their languages are taken into account.**

What are the implications for assessment?

Implications for Assessment

Examiners must understand how to score responses that are provided in a different language.

Examiners must understand how to score dialectal or regional responses that do not match the target response.

See the EVT-3 Examiner's Manual for initial guidance of items scored as "correct."

Scoring responses provided in another language and Scoring dialectal/regional responses that do not match the target

- **Working in a Culturally and Linguistically Diverse Society | This Clinical Guideline has three main purposes:**
 - to act as a guide for Australian speech pathologists working with Culturally and Linguistically Diverse (CALD) populations
 - to be used as a document that provides support and advocates for the rights of CALD populations
 - to expand on the Association's [Working in a Culturally and Linguistically Diverse Society Position Paper](#). **Member only download** www.speechpathologyaustralia.org.au > **Clinical Guidelines**
- See ASHA.org and search "dialect and assessment"
 - American Speech-Language-Hearing Association, *Assessment and intervention for Speakers of Non-mainstream English dialects*, Online Journal.
 - American Speech-Language-Hearing Association. *Spoken Language Disorders: Cultural and Linguistic Considerations*. Practice Portal.



Assessing Vocabulary

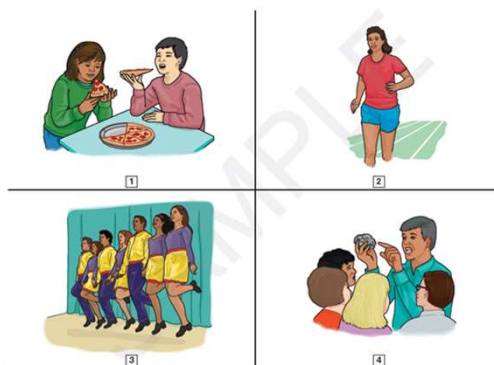
Assessing Recognition Vocabulary: Characteristics of The Assessment Instrument

- 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.



Assessing Vocabulary

PPVT-5: Format for Items



Put your finger on (stimulus word).

Show me (stimulus word).

Point to (stimulus word).

Find (stimulus word).

Where is (stimulus word)?

***Tell me the number for**
(stimulus word).

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.



EVT-3: Format for Items



Read the stimulus question for each item as presented on the Record Form.

For example, **What is this?** (point to flower)



Assessing Vocabulary

Basal Rule and Ceiling Rule

Test	Basal Rule	Ceiling Rule
PPVT-5 EVT-3	3 consecutive correct items from start point	6 consecutive incorrect responses

PPVT-4 Specified number of correct and incorrect responses within an item set

EVT-2 5 consecutive correct responses and 5 consecutive incorrect responses

Response Times: 10 seconds per response | 1 repetition allowed

PPVT-5 Prompt: **Try One. Point to the one you think it might be**

EVT-3 Prompt: **Let's go on.**



Assessing Vocabulary



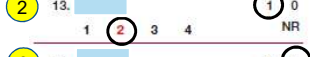




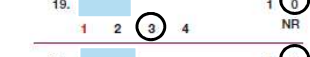



Start Point Rule

- Recommended age-based start points are shown in the Record Forms and on the tabs in the Stimulus Book.
- If you anticipate that an examinee may perform well below average for his or her age, you may begin test administration with Item 1.

PPVT-5

Item					Score
Training Items A					
A1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	+ -
	1	2	3	4	NR
A2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+ -
	1	2	3	4	NR

Illustration of Basal and Ceiling Rule

Item	Score
11. 	1 0 NR
START Ages 4:0-4:11	
12. 	1 0 NR
13. 	1 0 NR
14. 	1 0 NR
15. 	1 0 NR
16. 	1 0 NR
17. 	1 0 NR
18. 	1 0 NR
19. 	1 0 NR
20. 	1 0 NR
21. 	1 0 NR

Start →



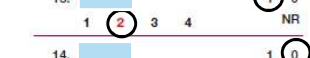








↓

→ Ceiling Item

Basal

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Recording and Scoring Responses

Item	Score
11. 	1 0 NR
START Ages 4:0-4:11	
12. 	1 0 NR
13. 	1 0 NR
14. 	1 0 NR
15. 	1 0 NR
16. 	1 0 NR
17. 	1 0 NR
18. 	1 0 NR
19. 	1 0 NR
20. 	1 0 NR
21. 	1 0 NR

Start →




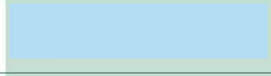


↓

→ Ceiling Item

Basal

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Recording and Scoring Responses: EVT-3

Training Items				
1. What do you see?				① 0 NR
2. What is she doing?				① 0 NR
3. Tell me another word for <input type="text"/>				① 0 NR

Calculating Raw Score Rule

PPVT-5

Calculating the Raw Score		Calculating the Raw Score	
Ceiling Item		Ceiling Item	
Total Errors	-	Total Errors	-
Form A Raw Score		Form B Raw Score	

EVT-3

Calculating the Raw Score		Calculating the Raw Score	
Ceiling Item		Ceiling Item	
Total Errors	-	Total Errors	-
Form A Raw Score		Form B Raw Score	

Converting Raw Scores to Standard Scores

Step 1. Calculate the Raw Score

Calculate the raw score by recording the number of the last item (Ceiling Item) administered in the "Calculating the Raw Score" table. Subtract the total number of 0 scores (Total Errors) from this item number. The difference is the Raw Score (see Figure 2.6).

Calculating the Raw Score	
Ceiling Item	114
Total Errors	- 9
Raw Score	105

Figure 2.6 Completed "Calculating the Raw Score" Table

Converting Raw Scores to Standard Scores

Step 2. Convert Raw Scores to Standard Scores

Convert a raw score to a standard score by using the age-appropriate standard score table in appendix A. Locate the individual's raw score in the first column of the table, labeled "Raw Score," note either Form A or B, and read the corresponding scaled score equivalent in the "Standard Score" column to the right (see Figure 2.7). Record the standard score in the "Score Summary" table on the Record Form (see A in Figure 2.8).

Table A1 Standard Score Norms by Age and Form (continued)

Raw score		Standard score	Confidence interval		Percentile rank	Normal curve equivalent	Stanine
Form A	Form B		90%	95%			

Score Summary						
Standard Score (Table A.1)	Confidence Interval 90% □ 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)
61	58 - 66	0.5	<1	1		

105-107	104-106	61	58-66	57-67	0.5	<1	1
103-104	102-103	60	57-65	56-66	0.4	<1	1
101-102	100-101	59	56-64	55-65	0.3	<1	1
99-100	98-99	58	55-63	54-64	0.3	<1	1

Figure 2.7 Standard Score, Percentile Rank, Normal Curve Equivalent, and Stanine

Converting Raw Scores to Standard Scores

Step 3. Determine Confidence Intervals

The second column of the "Score Summary" table (Confidence Interval) presents two levels of confidence: 90% and 95%. Select the level of confidence that is appropriate for the purpose of the assessment or is required by your agency or district. The 95% level results in the broadest range of scores and provides you with the highest degree of confidence that the true score is actually in the range specified. Both the 90% and 95% levels are commonly used by decision-making teams to make diagnostic decisions and determine eligibility for services. Indicate the selected confidence level by placing an X in either the 90% or 95% box of the "Confidence Interval" column. Then write the associated score range in the space provided (see B in Figure 2.8).

Step 4. Determine Percentile Ranks

A percentile rank expresses an individual's score relative to his or her age group in percentile points. It indicates the percentage of individuals tested who have scored equal to or lower than a specific score. Locate the individual's standard score in Table A.1 and read across to the right to the "Percentile Rank" column. Record the percentile rank for the score in the third column of the "Score Summary" table (see C in Figure 2.8).

Step 5. Determine Normal Curve Equivalents

The fourth column presents the Normal Curve Equivalent. Find the individual's standard score in the second column of Table A.1 and read across to the corresponding normal curve equivalent. Record the normal curve equivalent on the Record Form (see D in Figure 2.8).

Step 6. Determine Stanines

The fifth column presents the stanine. Find the individual's standard score in the second column of Table A.1 and read across to the corresponding stanine. Record the stanine on the Record Form (see E in Figure 2.8).



Converting Raw Scores to Standard Scores

Step 7. Determine Test-Age Equivalents

A test-age equivalent provides a gross estimate of an individual's performance in relation to individuals in the normative sample. Find the individual's raw score in the first column of Table B.1 and read across the row to locate the corresponding test-age equivalent for the appropriate form (A or B). Record this value in the sixth column of the "Score Summary" table (see F in Figure 2.8).

Step 8. Determine Growth Scale Values

A growth scale value reflects the range of vocabulary ability from very low to very high. An individual's test performance can be placed on this scale to provide a means for tracking growth. Find the individual's raw score in the first column of Table B.1 and read across the row to locate the corresponding growth scale value for the appropriate form (A or B) in the "GSV" column. Record this value in the seventh column of the "Score Summary" table (see G in Figure 2.8). To determine if an individual's vocabulary growth is significant, use the "PPVT-5 Scores Over Time" table on the last page of the Record Form. See the Discrepancy Comparison section in this chapter for more information.

Score Summary						
Standard Score (Table A.1)	Confidence Interval 90% <input type="checkbox"/> 95% <input checked="" type="checkbox"/> (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)
61 A	58 - 66 B	0.5 C	<1 D	1 E	3:4 F	45 G

Figure 2.8 Completed Score Summary



Converting Raw Scores to Standard Scores

Step 9. Complete Graphical Profile of Standard Scores

A Graphical Profile is a visual aid used to interpret standard scores. Mark the individual's standard score on the "Standard Score" line. Then draw a straight vertical line through the standard score and across the other scales. The values that the drawn line intersects correspond to the percentile, normal curve equivalent (NCE), and stanine values (see Figure 2.9).

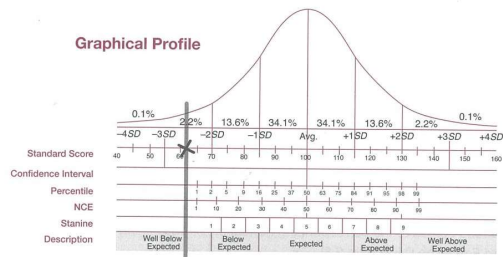


Figure 2.9 Completed Graphical Profile of Standard Scores

Extreme Raw Scores

The procedure for obtaining standard scores and other derived scores applies in all circumstances except when the examinee earns a raw score of 0. If this occurs, do not report a standard score or other derived score for the test.

Converting Raw Scores to Standard Scores

Step 1. Calculate the Raw Score

Calculate the raw score by recording the number of the last item (Ceiling Item) administered in the "Calculating the Raw Score" table. Subtract the total number of 0 scores (Total Errors) from this item number. The difference is the Raw Score (see Figure 2.7).

Calculating the Raw Score	
Ceiling Item	104
Total Errors	- 8
Raw Score	96

Figure 2.7 Completed "Calculating the Raw Score" Table

Converting Raw Scores to Standard Scores

Step 2. Convert Raw Scores to Standard Scores

Convert a raw score to a standard score by using the age-appropriate standard score table in appendix A. Locate the individual's raw score in the first column of the table, labeled "Raw Score," note either Form A or Form B, and read the corresponding scaled score equivalent in the "Standard Score" column to the right (see Figure 2.8). Record the standard score in the "Score Summary" table on the Record Form (see A in Figure 2.9).

Table A.1 Standard Score Norms by Age and Form (continued)

Raw score		Standard score		Confidence interval		Percentile rank	Normal curve equivalent	Stanine
Form A	Form B	90%	95%	90%	95%			
80		76	85	9	22	2	6.10	489

Score Summary						
Standard Score (Table A.1)	Confidence Interval (Table A.1)	Percentile Rank (Table A.1)	Normal Curve Equivalent (NCE) (Table A.1)	Stanine (Table A.1)	Test Age Equivalent (Table H.1)	Growth Scale Value (GSV) (Table H.1)
80	76-85	9	22	2	6.10	489

Raw score	Standard score	Percentile rank	Normal Curve Equivalent (NCE)	Stanine	Test Age Equivalent	Growth Scale Value (GSV)	
101-102	100-101	83	79-88	79-85	13	20	3
99-100	98-99	82	78-87	78-87	12	25	3
97-98	96-97	81	77-86	77-87	10	23	2
95-96	93	80	76-85	76-86	9	22	2

Figure 2.8 Standard Score, Percentile Rank, Normal Curve Equivalent, and Stanine

Converting Raw Scores to Standard Scores

Step 3. Determine Confidence Intervals

The second column of the "Score Summary" table (Confidence Interval) presents two levels of confidence: 90% and 95%. Select the level of confidence that is appropriate for the purpose of the assessment or is required by your agency or district. The 95% level results in the broadest range of scores and provides you with the highest degree of confidence that the true score is actually in the range specified. Both the 90% and 95% levels are commonly used by decision-making teams to make diagnostic decisions and determine eligibility for services. Indicate the selected confidence level by placing an X in either the 90% or 95% box of the "Confidence Interval" column. Then write the associated score range in the space provided (see B in Figure 2.9).

Step 4. Determine Percentile Ranks

A percentile rank expresses an individual's score relative to his or her age group in percentile points. It indicates the percentage of individuals tested who have scored equal to or lower than a specific score. Locate the individual's standard score in Table A.1 and read across to the right to the "Percentile Rank" column. Record the percentile rank for the score in the third column of the "Score Summary" table (see C in Figure 2.9).

Step 5. Determine Normal Curve Equivalents

The fourth column presents the Normal Curve Equivalent. Find the individual's standard score in the second column of Table A.1 and read across to the corresponding normal curve equivalent. Record the normal curve equivalent on the Record Form (see D in Figure 2.9).

Step 6. Determine Stanines

The fifth column presents the stanine. Find the individual's standard score in the second column of Table A.1 and read across to the corresponding stanine. Record the stanine on the Record Form (see E in Figure 2.9).

Converting Raw Scores to Standard Scores

Step 7. Determine Test-Age Equivalent

A test-age equivalent provides a gross estimate of an individual's performance in relation to individuals in the normative sample. Find the individual's raw score in the first column of Table B.1 and read across the row to locate the corresponding test-age equivalent for the appropriate form (A or B). Record this value in the sixth column of the "Score Summary" table (see F in Figure 2.9).

Step 8. Determine Growth Scale Values

A growth scale value reflects the range of vocabulary ability from very low to very high. An individual's test performance can be placed on this scale to provide a means for tracking growth. Find the individual's raw score in the first column of Table B.1 and read across the row to locate the corresponding growth scale value for the appropriate form (A or B) in the "GSV" column. Record this value in the seventh column of the "Score Summary" table (see G in Figure 2.9). To determine if an individual's vocabulary growth is significant, use the "EVT-3 Scores Over Time" table on the last page of the Record Form. See the Discrepancy Comparison section in this chapter for more information.

Score Summary						
Standard Score (Table A.1)	Confidence Interval 75% 90% 95%	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 A	76 - 85 B	9 C	22 D	2 E	6:10 F	489 G

Figure 2.9 Completed Score Summary



Converting Raw Scores to Standard Scores

Step 9. Complete Graphical Profile of Standard Scores

A Graphical Profile is a visual aid used to interpret standard scores. Mark the individual's standard score on the "Standard Score" line. Then draw a straight vertical line through the standard score and across the other scales. The values that the drawn line intersects correspond to the percentile, normal curve equivalent (NCE), and stanine values (see Figure 2.10).

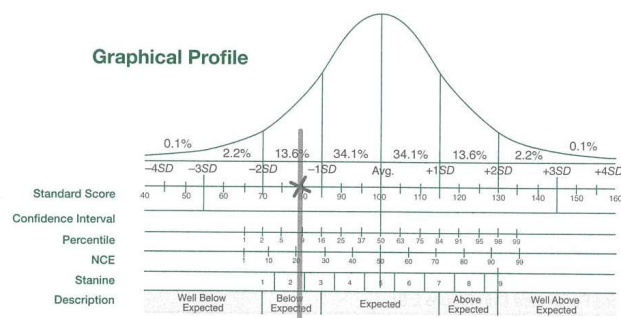


Figure 2.10 Completed Graphical Profile of Standard Scores



Converting Raw Scores to Standard Scores

Extreme Raw Scores

The procedure for obtaining standard scores and other derived scores applies in all circumstances except when the examinee earns a raw score of 0. If this occurs, do not report a standard score or other derived score for the test.

Score Comparison

Many examiners will want to compare an individual's test performance across multiple administrations of the same test (i.e., EVT-3 Form A, EVT-3 Form B). They may also want to compare an individual's test performance of expressive and receptive vocabulary skills (e.g., EVT-3 Form A and PPVT-5 Form B) to aid in the interpretation of scores. Because the PPVT-5 and EVT-3 instruments were standardized using the same normative group, direct comparison of these two scales is possible.

<https://support.pearson.com/usclinical/s/article/PPVT-5-Comparison-Report-with-EVT-3>



Converting Raw Scores to Standard Scores

EVT-3 Compared to PPVT-5

Standard Score Comparison	EVT-3 A or B	PPVT-5 A or B	Difference	Statistically Significant Level	Critical Value	Significant Difference	Prevalence in Normative Sample
	88 A	98 B	- 10 B	.05 .10 C	7.78 D	Yes No E	≤ 15% F

Table C.1 Statistics for Pairwise Comparisons Between EVT-3 and PPVT-5 by Age

Reference age group	EVT-3/PPVT-5											
	Significance level		Base rate									
	.05	.10	≤25%		≤15%		≤10%		≤5%		≤2%	
	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)
Overall sample	7.42	6.22	6.0	6.0	10.0	10.0	13.0	12.0	17.0	16.0	23.0	22.0
2:6-4:11	6.58	5.52	7.0	7.0	11.0	11.0	14.0	13.0	18.0	18.0	25.0	22.0
5:0-6:11	7.78	6.53	7.0	5.0	9.0	8.0	12.0	11.0	15.0	15.0	20.0	26.0
7:0-10:11	7.78	6.53	7.0	6.0	11.0	9.0	14.0	12.0	20.0	16.0	24.0	25.0
11:0-14:11	7.21	6.05	4.0	8.0	9.0	11.0	13.0	13.0	18.0	17.0	24.0	21.0
15:0-24:11	8.32	6.98	6.0	6.0	9.0	10.0	12.0	12.0	16.0	15.0	21.0	19.0
25:0-60:11	7.21	6.05	5.0	5.0	9.0	8.0	11.0	11.0	15.0	14.0	21.0	18.0
61:0-90:11+	6.58	5.52	6.0	5.0	10.0	9.0	13.0	12.0	20.0	16.0	23.6	23.6

Figure 2.12 Comparing Standard Scores



Converting Raw Scores to Standard Scores

Completing the Score Profile

The Score Profile on the last page of the Record Form enables you to visually compare EVT-3 to PPVT-5 standard scores. Write the standard score and confidence interval for EVT-3 and PPVT-5 (see A in Figure 2.13). Mark an X on the line that corresponds to the EVT-3 and PPVT-5 standard scores. Then place bars that correspond to the upper and lower limits of the confidence interval around each score. Shade the area between the bars (see Figure 2.13).

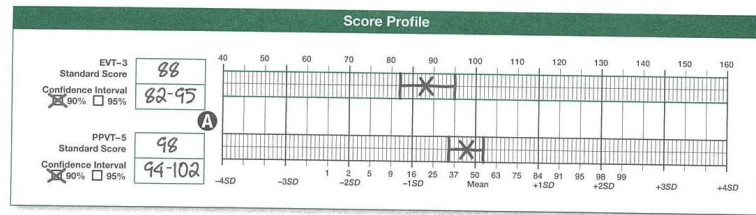


Figure 2.13 Score Profile

Converting Raw Scores to Standard Scores

Comparing Standard Scores

The "Standard Score Comparison" table on the last page of the Record Form helps you evaluate the PPVT-5 and EVT-3 standard score differences. To complete the "Standard Score Comparison" table, write the PPVT-5 and EVT-3 standard scores in their respective columns (see A in Figure 2.11). Subtract the EVT-3 score from the PPVT-5 score. Record the difference in the "Difference" column, remembering to note whether the resulting value is positive or negative (see B in Figure 2.11). A positive number represents a PPVT-5 score that is greater than the EVT-3 score; a negative number indicates an EVT-3 score that is greater than the PPVT-5 score.

Table C.1 provides the required differences between the standard scores needed for statistical significance (critical values) at the .05 and .10 levels for each age range. Circle the significance level you wish to use in the "Standard Score Comparison" table (see C in Figure 2.11). Find the appropriate age in Table C.1 and the significance level. Read across to the appropriate column and write the number in the "Critical Value" column (see D in Figure 2.11). The absolute value (i.e., the value without regard to the + or - sign) of the score difference must be equal to or greater than the critical value to be statistically significant. Circle Yes in the "Significant Difference" column if the score difference is equal to or greater than the critical value. Circle No if the difference is less than the corresponding critical value (see E in Figure 2.11).

For all significant differences, the PPVT-5 provides the percentage of individuals in the normative sample (base rate) who obtained the same or greater discrepancy between PPVT-5 and EVT-3 standard scores. Base rates are provided at $\leq 25\%$, $\leq 15\%$, $\leq 10\%$, $\leq 5\%$, and $\leq 2\%$. The values reported in Table C.1 are separated into - and + columns, based on the direction of the difference. Read across the "Base rate" columns to locate the absolute value of the individual's score difference. Enter the base rate in the "Prevalence in Normative Sample" column in the "Standard Score Comparison" table (see F in Figure 2.11).

Converting Raw Scores to Standard Scores

PPVT-5 Compared to EVT-3

Standard Score Comparison	PPVT-5 A or B	EVT-3 A or B	Difference	Statistically Significant Level	Critical Value	Significant Difference	Prevalence in Normative Sample
	98	88	10	.05 .10	7.78	Yes/No	≤25%

Table C.1 Statistics for Pairwise Comparisons between PPVT-5 and EVT-3 by Age

Reference age group	Significance level		Base rate									
			≤25%		≤15%		≤10%		≤5%		≤2%	
	.05	.10	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)
Overall sample	7.42	6.22	6.0	6.0	10.0	10.0	13.0	12.0	17.0	16.0	23.0	22.0
2.6-4:11	6.58	5.52	7.0	7.0	11.0	11.0	14.0	13.0	18.0	18.0	25.0	22.0
5.0-6:11	7.78	6.53	7.0	5.0	9.0	8.0	12.0	11.0	15.0	15.0	20.0	26.0
7.0-10:11	7.78	6.53	7.0	6.0	11.0	9.0	14.0	12.0	20.0	16.0	24.0	25.0
11.0-14:11	7.21	6.05	4.0	8.0	9.0	11.0	13.0	13.0	18.0	17.0	24.0	21.0
15.0-24:11	8.32	6.98	6.0	6.0	9.0	10.0	12.0	12.0	16.0	15.0	21.0	19.0
25.0-60:11	7.21	6.05	5.0	5.0	9.0	8.0	11.0	11.0	15.0	14.0	21.0	18.0
61.0-90:11+	6.58	5.52	6.0	5.0	10.0	9.0	13.0	12.0	20.0	16.0	23.6	23.6

Figure 2.11 Comparing Standard Scores

<https://support.pearson.com/usclinical/s/article/PPVT-5-Comparison-Report-with-EVT-3>



Assessing Vocabulary

Converting Raw Scores to Standard Scores

Completing the Score Profile

The Score Profile on the last page of the Record Form enables you to visually compare PPVT-5 to EVT-3 standard scores. Write the standard score and confidence interval for PPVT-5 and EVT-3 (see A in Figure 2.12). Mark an X on the line that corresponds to the PPVT-5 and EVT-3 standard scores. Then place bars that correspond to the upper and lower limits of the confidence interval around each score. Shade the area between the bars (see Figure 2.12).

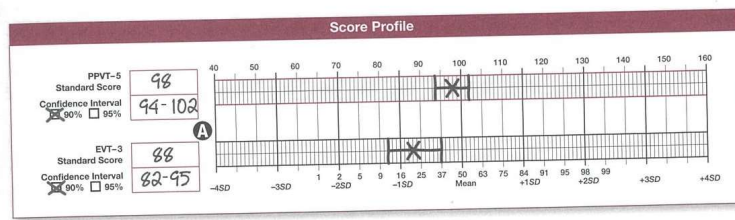


Figure 2.12 Score Profile

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



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