Expressive Vocabulary Test, Third Edition (EVT™-3)
EVT-3 Form B
Score Summary Report
Kathleen T. Williams, PhD

Examinee Information

Name:	Sample Student
ID:	123456
Birth Date:	04/25/2012
Age:	7:6
Gender:	Female
Race/Ethnicity:	White
Language Spoken Most Often:	English
Language Spoken at Home:	English

Test Information

Test Date:	11/12/2019
Form:	B
Grade:	2
School/Agency:	Sample Elementary School
Teacher/Counselor:	Mr. Teacher
Examiner Name:	A. Teacher

Reason for Testing: Here is a space where you can include comments and information that will help with determining your examinee's needs.

Score Summary

Basal Item	Ceiling Item	Total Errors	Raw Score
41	111	17	94

Standard Score	90% Confidence Interval	Percentile	NCE	Stanine	Description		Age Equivalent	GSV
93	89 - 97	32	40	4	Expected		6:8	488

Note. The GSV score is designed for measuring change over time. When comparing EVT-3 test administrations, refer to Table B.2 in the EVT-3 Manual for statistically significant differences in GSV scores.
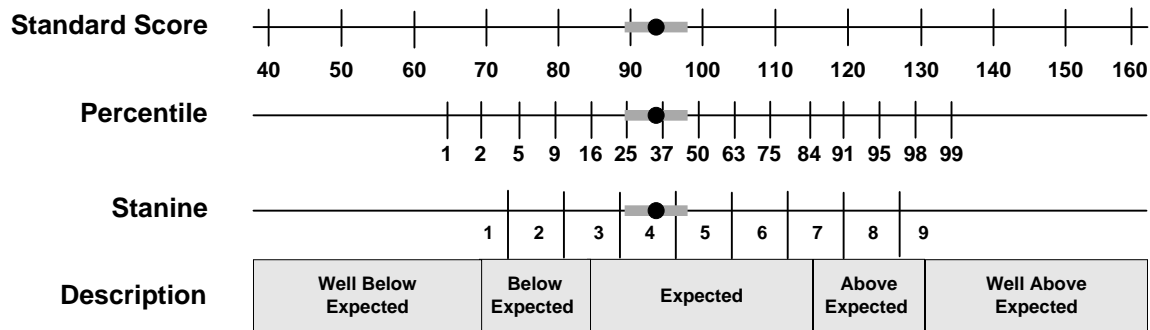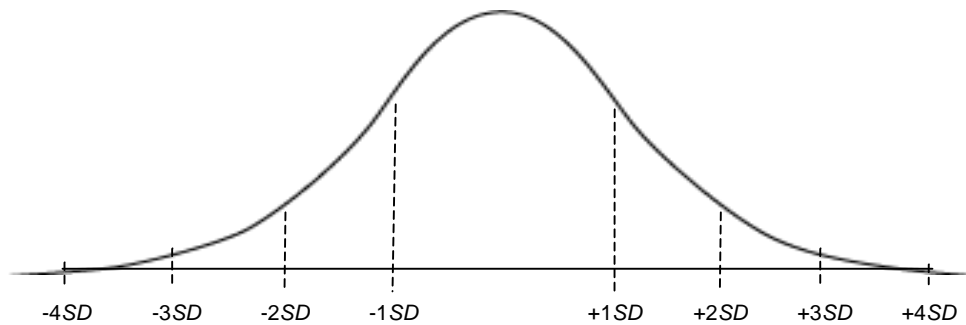
Narrative Summary

The third edition of the Expressive Vocabulary Test (EVT-3), is an individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval for children and adults. The EVT-3 measures expressive vocabulary knowledge with two types of items: labeling items and synonym items. EVT-3 standard scores are based on a normative sample of individuals who report speaking English most often.

On 11/12/2019, Sample was administered the EVT-3 Form B. Sample was age 7 years, 6 months at the time of testing. Age norms were used to score the administration.

Sample obtained an EVT-3 standard score of 93. Using the confidence interval of 90%, Sample's true score falls in the range of 89 to 97. The percentile rank of 32 means that Sample scored as well as or better than 32 percent of examinees of the same age. The test-age equivalent is 6 years, 8 months (6:8). Sample is demonstrating expressive vocabulary in the expected range compared to other individuals of the same age.

Qualitative Analyses

Qualitative analysis of EVT-3 test results can supplement quantitative information provided by standard scores and may assist you in developing hypotheses about an individual's test performance and vocabulary abilities. For example, you may wish to consider how the individual performed on the EVT-3 in comparison to the PPVT-5 or how the individual performed on subsets of EVT-3 items. Qualitative analyses include:

● Home versus school vocabulary

● Vocabulary by part of speech

● Three tier model of vocabulary

● Science, technology, engineering, and mathematics (STEM) vocabulary

● Crossover vocabulary sampling between the PPVT-5 and EVT-3
  (available in the PPVT-5/EVT-3 Receptive-Expressive Comparison Report)

Note. The words provided in the qualitative analyses tables are exemplars of the target response.

Home vs. School Vocabulary

Classification of Incorrect Items

Item	Home	School
61		[word]
62		[word]
72		[word]
73		[word]
77		[word]
85		[word]

Item	Home	School
88		[word]
93		[word]
98		[word]
99		[word]
102		[word]
106		[word]

Item	Home	School
107		[word]
108		[word]
109		[word]
110		[word]
111		[word]

Classification of Correct Items

Home vs School	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Home	11	11	100									
School	60	43	72									
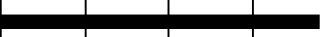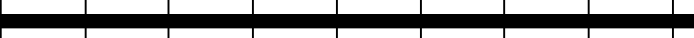
Vocabulary by Part of Speech

Classification of Incorrect Items

Item	Noun	Verb	Attribute
61	[word]		
62	[word]		
72			[word]
73	[word]		
77		[word]	
85	[word]		
88	[word]		
93	[word]		
98	[word]		

Item	Noun	Verb	Attribute
99		[word]	
102	[word]		
106		[word]	
107		[word]	
108	[word]		
109	[word]		
110	[word]		
111		[word]	

Classification of Correct Items

Part of Speech	Attempted	Correct	Percent Correct	10% 20% 30% 40% 50% 60% 70% 80% 90%
Noun	57	46	81	██████████████████
Verb	8	3	38	████████
Attribute	6	5	83	██████████████████

Three Tier Model of Vocabulary

Classification of Incorrect Items

Item	Tier 1	Tier 2	Tier 3
61			[word]
62		[word]	
72		[word]	
73			[word]
77		[word]	
85		[word]	
88			[word]
93			[word]
98		[word]	

Item	Tier 1	Tier 2	Tier 3
99		[word]	
102			[word]
106		[word]	
107		[word]	
108			[word]
109		[word]	
110		[word]	
111		[word]	

Classification of Correct Items

Three Tier Model	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Tier 1	7	7	100									
Tier 2	43	32	74									
Tier 3	21	15	71									

STEM Vocabulary

Classification of Incorrect Items

Item	STEM Word
61	[word]
62	[word]

Item	STEM Word
93	[word]
98	[word]

Item	STEM Word
102	[word]

Item	STEM Word
108	[word]

Classification of Correct Items

	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
STEM	25	19	76									

Suggested Interventions

Effective vocabulary interventions are informed by the accumulated scientific evidence concerning how individuals learn new words, why some individuals lag in their vocabulary development, and what kinds of interventions are most effective for bringing about change in vocabulary development. The accumulated evidence suggests that effective vocabulary interventions will reflect five principles. When collectively applied to the design of vocabulary interventions, the five principles will provide a robust means for accelerating the vocabulary growth of infants through adults. Use these principles when discussing intervention/instruction adjustments with classroom teachers, parents/guardians, and other members of the educational team.

- *Principle of Interest:* This principle emphasizes the importance of promoting an individual's interest in words as objects of attention and scrutiny.

- *Principle of Use:* This principle emphasizes the importance of an individual's active engagement with words as an effective route to learning new words.

- *Principle of Explicitness:* This principle emphasizes the need to provide clear connections between words and their meanings to facilitate learning.

- *Principle of Repetition:* This principle emphasizes that one learns the meaning of a word only gradually over time and with repeated exposures to that word in a variety of different contexts.

- *Principle of Intensity:* This principle emphasizes the importance of addressing as many words as possible within vocabulary interventions to promote breadth of knowledge.

Two sets of suggested interventions for the EVT-3 are provided in this report. The first set includes general, evidence-based strategies and activities embedded directly within the report. The second set provides information from an additional resource, *The Bridge of Vocabulary 2*, also available on Q-global (sold separately).

Evidence-Based Vocabulary Interventions

Based on Sample's EVT-3 standard score of 93, the reinforcement activities listed below are suggested to further develop Sample's vocabulary skills.

Expressive, Group 2 (E2):

E2-A. Intensive Instruction

E2-B. Elaborated Exposure During Storybook Reading

E2-C. Word Wizards

Expressive, Group 2 (E2)

E2-A. Intensive Instruction

Often, approaches to early elementary vocabulary instruction feature teaching a small set of words (7 to 10) each week. Given the sheer volume of words that children need to learn during these grades, one might wonder whether children are capable of learning more words than this using intensive instruction. With intensive instruction, children are systematically exposed to 20 or more words in a given week. Given that children's learning of a word's meaning emerges only gradually over time, from a general familiarity with a word (I've heard it before) to a sophisticated understanding (I know it!), intensive instruction may be an efficient means for helping children develop a general familiarity with a larger body of words compared to approaches that target only a few words at a time. A recent study by Biemiller and Boote (2006) found that early elementary students were fully capable of learning a substantial number of new words during a week of instruction when these were presented within oral readings of storybooks combined with teacher explanations of targeted words. Of the approximately 20 to 25 words targeted during a single week of instruction, children were able to produce explanations for nearly half of the targeted words. To be effective, combine intensive instruction with direct instruction on words' meanings and with experiences of hearing words used in context. One possible approach for intensive instruction in the early elementary grades is this one-week sequence developed by Biemiller and Boote (2006). Each week features repeated reading of a single storybook from which approximately 20 to 30 words are selected for direct instruction for the week.

1. Day 1: Two or three vocabulary words critical to the book's content are explained, and then the storybook is read in a normal fashion. After reading, several comprehension questions are asked.
2. Day 2: The storybook is read with interruptions embedded in the reading to discuss 7 to 10 target words. Each interruption occurs after a sentence that contains a target word and involves rereading the sentence followed by a brief explanation of the word's meaning. After reading the book, each of the target words is reviewed again by reading the sentences in the book containing the words and then providing a brief definition.
3. Day 3: The procedures from Day 2 are repeated, but a new 7 to 10 words are targeted during the reading.
4. Day 4: The procedures from Day 2 are repeated, but a new 7 to 10 words are targeted during the reading.
5. Day 5: All of the words targeted on Days 2 to 4 are reviewed for the students (the storybook is not read). Children are presented the target words and asked to provide definitions; these are confirmed when correct or corrected when incorrect.

Reference:

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*(1), 44-62. doi:10.1037/0022-0663.98.1.44

E2-B. Elaborated Exposure During Storybook Reading

Reading storybooks with elementary students, whether one-on-one or in a group setting, is a useful way to promote expressive vocabulary development (Biemiller & Boote, 2006; Justice, Meier, & Walpole, 2005; Penno, Wilkinson, & Moore, 2002). Storybook reading interactions become even more powerful as a vocabulary development approach when the adult reader stops to define and discuss words in the text that are likely unfamiliar to the child. In these elaborated exposures, the adult reader accentuates a new word that occurs in text (by increasing pitch and intensity), and then repeats the word and explains its meaning using language the child can understand, perhaps even linking it to the child's own experiences. Here is an example for the word *marsh* used in the book *Possum and the Peeper* (Hunter, 1998):

1. Adult reads text: *"...They came down to a marsh where they saw a muskrat spring-cleaning his house."*
2. Adult provides definition: *A marsh is a very wet place where there are wet lands covered with grasses.*
3. Adult links to child's experiences: *We were in a marsh the day we went canoeing. Remember?*

When using storybooks to build a child's expressive vocabulary through elaborated exposures, be sure to select books that have at least a few words in them that are likely to be unfamiliar to a child. Because children will not learn all of the words that are elaborated, pausing to elaborate more rather than fewer words is appropriate, with some studies including 10 or more elaborated exposures. Words ideal for elaborated exposures are those that are synonyms for words or concepts that the child already understands and that can be defined using language he or she understands.

References:

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*(1), 44-62. doi:10.1037/0022-0663.98.1.44

Hunter, A. (1998). *Possum and the Peeper.* Boston, MA: Houghton Mifflin.

Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools, 36*(1), 17-32. doi:10.1044/0161-1461(2005/003)

Penno, J. F., Wilkinson, I. A. G., & Moore, D. W. (2002). Vocabulary acquisition from teacher explanation and repeated listening to stories: Do they overcome the Matthew Effect? *Journal of Educational Psychology, 94*(1), 23-33. doi:10.1037/0022-0663.94.1.23

E2-C. Word Wizards

An important goal of early elementary vocabulary instruction is to provoke children's interest in and use of new vocabulary words. Pursuant to this goal, Beck and her colleagues (Beck, Perfetti, & McKeown, 1982) developed an approach called Word Wizards. The goal of Word Wizards is to expose children to many new words and give them incentives for using and listening for these words in their everyday conversation and classroom activities (Beck, McKeown, & Kucan, 2013; Dougherty Stahl & Stahl, 2012). One avenue for doing so is for teachers and children to identify "interesting words" that occur in their classrooms (during read-alouds, classroom lessons, video programs, etc.), and to place these words along the top of a classroom poster with children's names listed along the side. Each time a student uses one of the words in writing activities or classroom conversations or notices one of the words in books or other activities, he or she receives a check mark under that word. At the end of a specific period of time, the student with the most check marks becomes the classroom's Word Wizard. Likewise, students who contributed words with the most check marks could also be identified as Word Wizards. In this way, students are encouraged to both listen for and actively use a range of interesting words.

References:

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology, 74*(4), 506-521. doi:10.1037/0022-0663.74.4.506

Dougherty Stahl, K. A., & Stahl, S. A. (2012). Young word wizards!: Fostering vocabulary development in preschool and primary education. In E. J. Kame'enui & J. F. Baumann (Eds.), *Vocabulary instruction: Research to practice* (2nd ed., pp. 72-94). New York, NY: Guilford Press.

Suggested Vocabulary Activities

The Bridge of Vocabulary 2 by Judy K. Montgomery offers an explicit set of vocabulary intervention activities that are tied to evidence-based research and to academic standards. These activities were developed for both general and special education professionals to use together as part of an interprofessional practice model. They can apply to individual student intervention or groups of students up to and including full classroom usage.

Based on Sample's EVT-3 standard score of 93, you may want to review the following sections in *The Bridge of Vocabulary 2* for additional intervention activities.

The Bridge of Vocabulary 2 Lower Elementary (LE) Topic List

Action Words
Storytelling
Word Play
Antonyms & Synonyms
Classification & Categorization
Descriptions
Meaning & Usage
Nouns
Position Words
Rhyming Words
Shapes
Sound Awareness

Reference:

Montgomery, J. K. (2019). *The bridge of vocabulary* (2nd ed.). Bloomington, MN: NCS Pearson.

End of Report

Item Scores

1.	/	33.	/	65.	1	97.	1	129.	/	161.	/
2.	/	34.	/	66.	1	98.	0	130.	/	162.	/
3.	/	35.	/	67.	1	99.	0	131.	/	163.	/
4.	/	36.	/	68.	1	100.	1	132.	/	164.	/
5.	/	37.	/	69.	1	101.	1	133.	/	165.	/
6.	/	38.	/	70.	1	102.	0	134.	/	166.	/
7.	/	39.	/	71.	1	103.	1	135.	/	167.	/
8.	/	40.	/	72.	0	104.	1	136.	/	168.	/
9.	/	41.	1	73.	0	105.	1	137.	/	169.	/
10.	/	42.	1	74.	1	106.	0	138.	/	170.	/
11.	/	43.	1	75.	1	107.	0	139.	/	171.	/
12.	/	44.	1	76.	1	108.	0	140.	/	172.	/
13.	/	45.	1	77.	0	109.	0	141.	/	173.	/
14.	/	46.	1	78.	1	110.	0	142.	/	174.	/
15.	/	47.	1	79.	1	111.	0	143.	/	175.	/
16.	/	48.	1	80.	1	112.	/	144.	/	176.	/
17.	/	49.	1	81.	1	113.	/	145.	/	177.	/
18.	/	50.	1	82.	1	114.	/	146.	/	178.	/
19.	/	51.	1	83.	1	115.	/	147.	/	179.	/
20.	/	52.	1	84.	1	116.	/	148.	/	180.	/
21.	/	53.	1	85.	0	117.	/	149.	/	181.	/
22.	/	54.	1	86.	1	118.	/	150.	/	182.	/
23.	/	55.	1	87.	1	119.	/	151.	/	183.	/
24.	/	56.	1	88.	0	120.	/	152.	/	184.	/
25.	/	57.	1	89.	1	121.	/	153.	/	185.	/
26.	/	58.	1	90.	1	122.	/	154.	/	186.	/
27.	/	59.	1	91.	1	123.	/	155.	/	187.	/
28.	/	60.	1	92.	1	124.	/	156.	/	188.	/
29.	/	61.	0	93.	0	125.	/	157.	/	189.	/
30.	/	62.	0	94.	1	126.	/	158.	/	190.	/
31.	/	63.	1	95.	1	127.	/	159.	/		
32.	/	64.	1	96.	1	128.	/	160.	/		

Note. Items that were not administered are indicated with a slash mark (/).