

Individual Receptive-Expressive Comparison Report

Corrine Dodd

ID Number: 107049	(PPVT-4) Age: 9	(EVT-2) Age: 9
Birth Date: 7/21/1997	Grade: 4	Grade: 4
Sex: F	Test Site: Grinnell, IA	Test Site: Grinnell, IA
Language Spoken	Teacher: Lafferty	Teacher: Lafferty
At Home: English	Examiner: Carroll	Examiner: Carroll

Score Comparison

Test/Form	Test Date	Norm Group	Standard Score	Significance of Difference	% of Population with Difference
PPVT-4 B	12/12/2006	Age	109		
EVT-2 B	12/12/2006	Age	124		
Standard Score Difference =				.01	15%

Description of Comparison

By comparing performances on the PPVT™-4 and EVT-2 measures, examiners can test hypotheses about the basis of vocabulary problems. If there is no significant difference between the two scores, the examiner may conclude that both scores reflect the examinee's vocabulary knowledge. A significantly lower EVT-2 score may indicate a problem of word retrieval. Conversely, a significantly higher EVT-2 score may indicate that the individual is better at demonstrating vocabulary knowledge in an open, expressive format than in a focused, receptive format.

Part of Speech	Attempted	Correct	% Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Noun	PPVT-4	47	42	89%								
	EVT-2	67	61	91%								
Verb	PPVT-4	17	16	94%								
	EVT-2	9	8	89%								
Attribute	PPVT-4	20	17	85%								
	EVT-2	14	10	71%								
Home/ School	Attempted	Correct	% Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Home	PPVT-4	37	34	92%								
	EVT-2	54	44	81%								
School	PPVT-4	47	41	87%								
	EVT-2	36	35	97%								
Tiered Words	Attempted	Correct	% Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Tier 1	PPVT-4	3	3	100%								
	EVT-2	8	7	88%								
Tier 2	PPVT-4	31	28	90%								
	EVT-2	40	33	83%								
Tier 3	PPVT-4	50	44	88%								
	EVT-2	42	39	93%								

Various methods of qualitative analysis were applied to Corrine's PPVT™–4 and EVT–2 scores, as reflected in the Individual Receptive–Expressive Comparison Report. Interpretation of these data may assist you in developing hypotheses about her performance. These data can be used to address how Corrine performed on the PPVT–4 measure, in comparison to the EVT–2, and how she performed on subsets of items. Information gained by one or more of these approaches can supplement the quantifiable information provided by standard scores.

There is a significant difference at the .01 level between Corrine's EVT–2 standard score and PPVT–4 standard score, indicating that Corrine performed better on expressive vocabulary tasks than on receptive vocabulary tasks. This difference may indicate that Corrine is better at demonstrating vocabulary knowledge in an open, expressive format like that of the EVT–2 than in a focused, receptive format like that of the PPVT–4 measure. A difference this large occurred in 15% percent of the standardization sample.

Classification by Part of Speech

In addition to comparing the PPVT–4 and EVT–2 scores, you may develop a better understanding of Corrine's performance by examining the incorrect responses grouped by grammatical form or part of speech. Each PPVT–4 and EVT–2 item is designated by its usage within the test (i.e., as a noun, verb, adjective, or adverb). Adjectives and adverbs are collectively labeled “Attributes.” Examining Corrine's number of incorrect responses by grammatical form or part of speech may reveal where she could most benefit from focused vocabulary instruction.

Most nouns can be learned in a concrete, straightforward manner. However, learning the meanings of words that denote an action or describe the attributes of some thing or some action is a more abstract task. The Comprehensive Assessment of Spoken Language (CASL), by Carrow-Woolfolk, is highly recommended as an in-depth diagnostic tool because it includes various receptive and expressive tests that address both lexical and syntactic language skills.

Classification by Home Versus School Vocabulary

The PPVT–4 and EVT–2 words, and the pictured contexts they represent, have been categorized as “Home” or “School” in order to estimate the impact of home-living versus educational experiences on the examinee’s English vocabulary development. By using this classification system to compare Corrine's performance, interesting hypotheses can be generated about the opportunities she has had in her home and educational language environments to build her English vocabulary and about how much she is profiting from these two environments in terms of English language vocabulary development.

If Corrine has more correct responses using vocabulary common to her home, this may indicate that the vocabulary-building influences at home are enriched through frequent reading and conversation in English. Similarly, more correct responses common to her school setting may indicate that she is profiting from her English language educational experiences. Corrine's errors in either the home or school vocabulary classifications might indicate that she may need help in acquiring a broader English vocabulary.

Classification by a Three-Tier Model

The fourth qualitative analysis classifies words into three tiers for determining where to focus vocabulary instruction. The method is based on the work of Beck, McKeown, and Kucan (2002), as described in their book *Bringing Words to Life*. It was adapted to fit the task of the test.

Tier One words are part of the vocabulary that is learned by oral dialog in the home. They include PPVT–4 and EVT–2 items that address body parts, basic colors and numbers, common household objects, common fruits and vegetables, common domesticated animals and prevalent wild animals, and food items found in most homes. Tier One errors might indicate that Corrine may need help with basic English vocabulary, in following conversations in the home setting, and in acquiring a broader vocabulary in English.

Tier Two words are fairly common in oral instructions or in curriculum materials at a developmentally appropriate level. Knowing this type of vocabulary is highly beneficial to following directions or acquiring literacy skills. Items classified in Tier Two include all verbs, adjectives and adverbs (except colors and numbers), less common fruits and vegetables, and undomesticated animals found in age-appropriate literature. Tier Two errors may indicate that Corrine needs instruction with these types of English words in order to more fully benefit from instructional settings. Additionally, she may need specific help in labeling actions and attributes and in recognizing the purpose of these words in print.

Tier Three words represent specialized knowledge representative of an enriched verbal environment for a particular developmental level. They include all shapes, tools and instruments, musical instruments, vocabulary about animals, and names of workers. Tier Three errors may indicate that Corrine has a limited background or world knowledge. Corrine may have less exposure to specialized knowledge than do peers of the same age who have a more enriched English vocabulary.

Crossover Vocabulary Sampling Between EVT–2 and PPVT–4

Another qualitative analysis of receptive–expressive comparison involves evaluating performance on EVT–2 items whose correct responses appear as stimulus words on the PPVT–4 instrument or that assess the same (or similar semantic concepts) represented in some PPVT–4 items. For further information on this analysis, see page 19 of the record form, Appendix C, and Chapter 4 of the EVT–2 Manual.