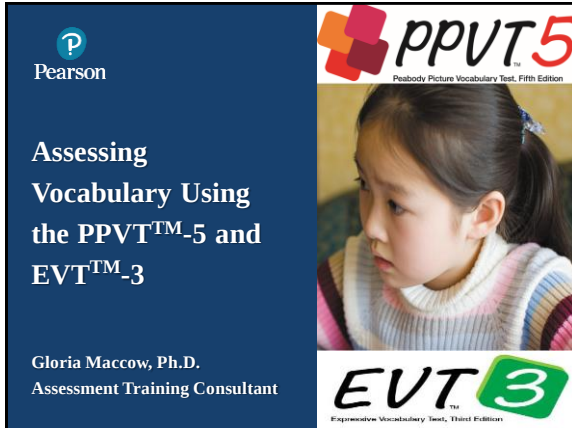




Disclosures

Financial
Gloria Maccow is employed by Pearson.

Non-Financial
There is no relevant non-financial information to disclose.

Course Content

- Focuses primarily on PPVT-5 and EVT-3.
- No other similar assessments will be discussed during this presentation.

Pearson Clinical Assessment is the publisher of the assessments referenced during the presentation

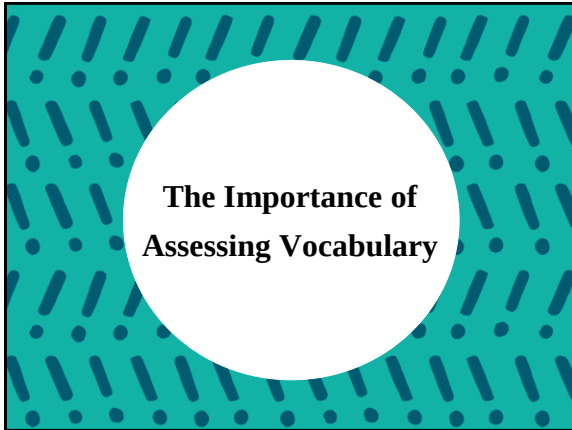
 Assessing Vocabulary



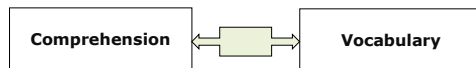
Learning Outcomes

1. List three reasons for assessing vocabulary.
2. Compare receptive and expressive vocabulary acquisition.
3. Identify interventions based on assessment data.

 Assessing Vocabulary



Vocabulary and Reading Comprehension

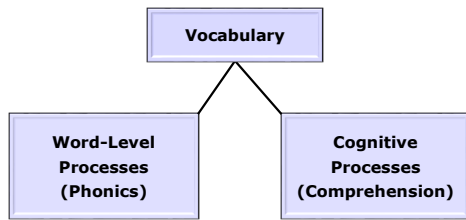


- Vocabulary size is a major correlate of comprehension.
- The relationship between comprehension and vocabulary is reciprocal.

Vocabulary and Reading Decoding



Vocabulary is the Bridge!!



Vocabulary and Verbal Ability

Gc (Crystallized Ability)	Depth and breadth of declarative and procedural knowledge and skills of one's culture.
Language Development	
Lexical Knowledge	
General Information	Cattell-Horn-Carroll (CHC) model of cognitive abilities

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 [compared to a national sample of US speakers proficient in English]
- Determine if examinee's production vocabulary is consistent with recognition vocabulary



Assessing 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 to 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	- 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	- 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.



Assessing Vocabulary

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: 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.



Assessing Vocabulary

Individual Differences in Vocabulary Development

Home Factors

School Factors



Assessing Vocabulary

Differences in Vocabulary Acquisition



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



Assessing Vocabulary

Breadth and Depth of Vocabulary

Breadth

- Number of words known
- Word families

Depth

Degree of various kinds of word knowledge



Assessing Vocabulary

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?



Assessing Vocabulary

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."



Assessing Vocabulary

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

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

**Scoring responses provided in another language
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See ASHA.org and search "dialect and assessment"

- American Speech-Language-Hearing Association (1983). *Social dialects* [Position Statement]. Available from www.asha.org/policy.
- American Speech-Language-Hearing Association (2003) *American English dialects* [Technical Report]. Available from www.asha.org/policy.



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

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.



Assessing Vocabulary

Administration and Scoring: Paper/Pencil and Digital Options

Paper/Pencil

- Stimulus Book
- Record Form
- Manual



Assessing Vocabulary

Basal Rule and Ceiling Rule

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

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

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



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.



Assessing Vocabulary

Calculating Raw Score Rule

PPVT-5

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

Calculating the Raw Score	
Ceiling Item	
Total Errors	-
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



Assessing Vocabulary

**Identify Interventions
Based on Assessment
Data**

Interpreting Results

Quantitatively

Qualitatively



Assessing Vocabulary

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
Raw Score	169

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)
101	97 - 105	53	51	5	9:11	501

PPVT-5 Form A



Assessing Vocabulary

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	98
Total Errors -	8
Raw Score	90

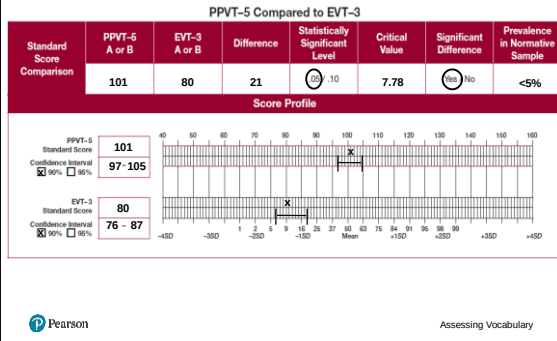
Score Summary						
Standard Score (Table A.1)	Confidence Interval ☐ 90% ☒ 95% (Table A.1)	Percentile Rank (Table A.1)	Normal Curve Equivalent (NCE) (Table A.1)	Stanine (Table A.1)	Test-Age Equivalent (Table B.1)	Growth Scale Value (GSV) (Table B.1)
80	76 - 87	9	22	2	6:3	486

EVT-3 Form A



Assessing Vocabulary

Receptive vs. Expressive Performance



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.

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

Hypothesis 3

Reluctance to speak.

Hypothesis 4

Broad experiential background.

**How to
confirm/refute
hypotheses.**



Assessing Vocabulary

What if Expressive is Better Than Receptive??

Possible Reasons



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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. • Can choose own words when speaking.
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Assessing Vocabulary

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.

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

Summary of Assessment Data

- Student struggles with retrieval of information.
- Student demonstrates weaknesses in vocabulary knowledge, especially of Tier 2 and Tier 3 words.
- Student struggles to achieve full communicative competence and academic success as the classroom content becomes more inferential in nature.



Assessing Vocabulary

Interventions Should . . .

- Strengthen Student's depth of word knowledge.
- Improve her understanding of concepts.
- Facilitate retrieval of information.
- Encourage Student to engage in classroom discussions.



Assessing Vocabulary

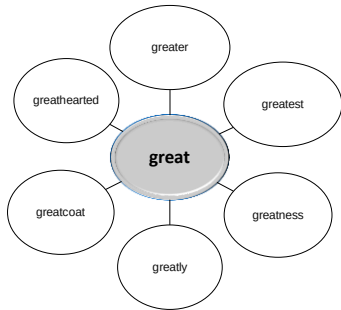
Suggested Interventions

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



Assessing Vocabulary

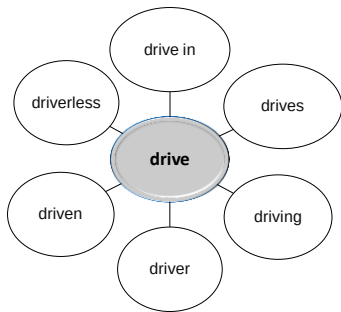
Morphemic Analysis



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Assessing Vocabulary

Word Families



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Assessing Vocabulary

The Bridge of Vocabulary 2

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



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

P Pearson

Assessing Vocabulary



Review
Learning Outcomes

1. List three reasons for assessing vocabulary.
2. Compare receptive and expressive vocabulary acquisition.
3. Identify interventions based on assessment data.

Assessing Vocabulary

Questions



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Questions
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pearsonclinical.com/EVT3
