



The Importance of Assessing Vocabulary: Introducing PPVT-5 and EVT-3

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Peabody Picture Vocabulary Test, Fifth Edition
Expressive Vocabulary Test, Third Edition
PPVT-5 & EVT-3

What Is the PPVT™ 5 Test?




An individually administered, norm-referenced instrument that assesses receptive vocabulary of children and adults.
Measures receptive vocabulary knowledge of various parts of speech.




PPVT-5 & EVT-3

Overview of PPVT-5




Ages	Qualification Level	Administration	Scoring & Reporting
2:6-90+ years	B	Paper/Pencil or Digital	<ul style="list-style-type: none">Web-based (Q-Global) Scoring & ReportingManual Scoring
Completion Time			
10-15 minutes			




PPVT-5 & EVT-3

Research Goals for PPVT-5




- Maintain the basic format of the PPVT-4
- Update normative data
- Refine the digital applications
- Refine items
- Simplify administration process
- Include item analyses that connect assessment to intervention




PPVT-5 & EVT-3

Applications of PPVT-5





- Measure receptive vocabulary acquisition
- Contribute useful information to language evaluation and to assessment of semantics and language
- Compare receptive and expressive vocabulary (EVT-3)
- Connect assessment to intervention



PPVT-5 & EVT-3

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.



PPVT-5 & EVT-3


The Importance of Assessing Vocabulary: PPVT-5 and EVT-3
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WHAT'S NEW?

- New items and new norms
- New digital art
- New item analyses
- Aligned administration rules
- Q-interactive reports (individual and combined)!

Still The Same!

- Forms A and B (about 14% shared items)
- Age range 2:6-90+
- Assessment to intervention connection




PPVT-5 & EVT-3


Administration and Scoring: Paper/Pencil and Digital Options

Paper/Pencil


- Stimulus Book
- Record Form
- Manual



Q-interactive®




Q-global®




PPVT-5 & EVT-3

PPVT-5 on Q-global

- Pearson's web-based platform for test administration, scoring, and reporting.
- Digital Stimulus Books and Manual on Q-global
- Q-global scoring and reporting, including optional intervention suggestions
- Q-global group reporting



Q-global®




PPVT-5 & EVT-3

PPVT-5 on Q-interactive

A digital system for individually-administered tests consisting of two primary components


CENTRAL: Browser-based function for generating client profiles, building test batteries, creating assessment sessions, and sharing results.

ASSESS: Application that lets an examiner administer a test via two tablets connected by Bluetooth.



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- Q-interactive administration & scoring
- Q-interactive reporting




PPVT-5 & EVT-3

Order of Administration

If administering PPVT-5 and EVT-3, administer PPVT-5 first.


PPVT-5 allows the examinee to respond to items by pointing and not speaking, which allows a hesitant examinee to grow comfortable with the examiner and the testing situation before beginning the EVT-3, which requires spoken responses.



PPVT-5 & EVT-3

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 & EVT-3

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Basal Rule and Ceiling Rule




Basal Rule	Ceiling Rule
3 consecutive correct items from start point	6 consecutive incorrect responses

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

Pearson PPVT-5 & EVT-3

Item Administration




- You can NOT show the stimulus word, spell it, define it, use it in a sentence or use an article before the word to cue the student.
- You can NOT substitute a synonym for the stimulus word or convert a stimulus word that is singular to the plural form.
- You MAY repeat the word one time if needed.

“point to the ___”

Pearson PPVT-5 & EVT-3


What Is the EVT™ 3?



An individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval of children and adults. Measures expressive vocabulary knowledge with two types of items: labeling and synonym. Evaluates word retrieval by comparing expressive and receptive vocabulary skills using standard score differences between the EVT-3 and the PPVT-5.

Pearson PPVT-5 & EVT-3


Overview of EVT-3



Ages	Qualification Level	Administration	Scoring
2:6–90+ years	B	Paper/Pencil or Digital	<ul style="list-style-type: none"> Web-based (Q-Global) Scoring Manual Scoring
Completion Time		10-15 minutes	

Pearson PPVT-5 & EVT-3


Research Goals for EVT-3



- Maintain the basic format of the EVT-2
- Update normative data
- Provide digital applications
- Refine items
- Include item analyses that connect assessment to intervention

Pearson PPVT-5 & EVT-3

Applications of EVT-3




- Measure expressive vocabulary acquisition
- Contribute useful information to language evaluation and to assessment of semantics and language
- Compare receptive (PPVT-5) and expressive vocabulary (EVT-3)
- Connect assessment to intervention (Q-Global)

Pearson PPVT-5 & EVT-3


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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.



Pearson PPVT-5 & EVT -3



WHAT'S NEW?


- New items and new norms
- New digital art
- New item analyses
- Aligned administration rules
- EVT-3 on Q-interactive!!
- Q-interactive reports (individual and combined)!

Still The Same!

- Forms A and B (about 14% shared items)
- Age range 2:6-90+
- Assessment to intervention connection

Pearson PPVT-5 & EVT -3

Basal Rule and Ceiling Rule




Basal Rule	Ceiling Rule
3 consecutive correct items from start point	6 consecutive incorrect responses

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

Pearson PPVT-5 & EVT -3

Item Administration: Presenting the Target Words



- Labeling items
 - Examinee is shown a picture and asked, "What is this?"
- Synonym items
 - Examinee is shown a picture and asked, "Tell me a word for _____."

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Quantitative Interpretation

- Standard Score
- Percentile Rank
- *Test-Age Equivalent*
- Growth Scale Value

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Qualitative Analysis

Item Analysis

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

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Home vs School Vocabulary

The words on the PPVT-5 and EVT-3, 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.

Vocabulary by Part of Speech

Noun

Verb

Attribute

- Each PPVT-5 and EVT-3 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 the number of incorrect responses by part of speech may reveal where the student could most benefit from focused vocabulary instruction.

Three Tier Model

Type of Vocabulary		
Tier One	Tier Two	Tier Three
Words (typically learned through home or community interactions) that most students are expected to know upon entering school.	High-frequency words that are found in both oral and written discourse across a wide range of material.	Lower frequency words whose use is limited to specific content areas.

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.



Interpreting Results

- *PPVT-5/EVT-3 Receptive-Expressive Comparison Report*
- The examinee's performance on the PPVT-5 and EVT-3 can be interpreted quantitatively and qualitatively.
- Qualitative analysis is useful for identifying needed interventions.

Qualitative Analysis

Receptive vs. Expressive Performance

- PPVT-5 and EVT-3 score differences
- 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**

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Receptive vs. Expressive Performance

- Performance on the PPVT-5 is dependent on vocabulary knowledge but does not require retrieval or expressive skills for responding.
- In contrast, the EVT-3 instrument measures both **vocabulary knowledge and word retrieval skills**.
- By comparing performances on the PPVT-5 and EVT-3, you can explore hypotheses about the basis of vocabulary problems.

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PPVT-5 & EVT-3

Receptive Better than Expressive

- Individual scores higher on PPVT than EVT
 - Has more knowledge than facility with usage
- Has developed partial knowledge
 - However, may not be able to “fill in the blanks” when listening because this partial knowledge is not at the same level as same age peers
- Good store of knowledge, but may have a problem with retrieval when speaking
 - May or may not be evident in written expression, depends if demand for message is “timed”
- Strong knowledge of the prevailing culture
- Broad experiential background

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PPVT-5 & EVT-3

Expressive Better than Receptive

- Individual scores higher on EVT than PPVT
 - Seems to be more “capable” or knowledgeable when allowed to speak or “put things in own words”
- Lack of automaticity
 - Can speak at own pace
- Deep processing vs. superficial
 - Will engage if activity is active (speaking) and not passive (listening)
- Limited experiential background
- Different cultural or “world knowledge” base
 - Can choose own words when speaking

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Crossover Vocabulary

Another qualitative analysis of Receptive-Expressive comparison involves evaluating performance on EVT-3 items whose correct responses appear as stimulus words on the PPVT-5 instrument or that assess the same (or similar semantic concepts) represented in some PPVT-5 items.

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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.

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PPVT-5 & EVT-3

The Bridge of Vocabulary 2

- Completely digital, evidence-based set of vocabulary activities designed specifically for both general and special education professionals.
- Interventions can be purchased for 5 different age and/or skill appropriate ranges — over 125 activities in all!
 - Preschool and kindergarten
 - Lower elementary
 - Upper elementary
 - Middle school
 - Advanced practice
- Applies a list of “Top 10” strategies shown to be essential in teaching vocabulary skills to general and special education students:

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