EVT–2 Publication Summary Form

PRODUCT DESCRIPTION	
Product name	*Expressive Vocabulary Test*, Second Edition
Product acronym	EVT–2
Author	Kathleen T. Williams, PhD
Copyright date	1997, 2007
Brief description of product	The EVT–2 is an individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval for children and adults. Enlarged and colorized, this EVT edition is available in two parallel forms (Form A and Form B) that are administered individually. Each form contains example items and 190 test items arranged in increasing difficulty. For each item, the examiner presents a picture and reads a stimulus question, and the examinee responds with one word that provides an acceptable label, answers a specific question, or provides a synonym for a word that fits the picture.
Primary use/ purpose	The EVT–2 measures expressive vocabulary and word retrieval of the spoken word in standard American English and thus assesses vocabulary acquisition. It has the following uses: • Helps in the detection of language impairments across the age range • Contributes to assessment of preschool-age children • Measures word retrieval • Helps in understanding reading difficulties and assessment of literacy skills • Monitors growth across a broad time span • Can be used for diverse research purposes • Aids in measuring language development among nonreaders and people with written-language difficulties • Evaluates knowledge of standard American English of individuals whose primary language is not English • Can be used to inform qualitative interpretation using five different methods • Screens for expressive language problems (e.g., aphasia, language delay) • Affords individuals who perform poorly on group tests to demonstrate their ability when tested individually • Can be used for direct comparisons between expressive and receptive vocabulary skills with the PPVT™–4 scale
Age range covered	Ages 2 years 6 months through 90 years and older
Administration time	The administration is untimed but takes an average of 10 to 20 minutes depending on the examinee's age and vocabulary knowledge.
Individual vs. group	Individual
User qualifications	Level 2

CONTENT DESCRIPTION	
Domains	The test content covers a broad range of expressive vocabulary levels, from preschool through adult. The items broadly sample words that represent 20 content areas (e.g., actions, vegetables, tools), parts of speech (nouns, verbs, or attributes), home and school vocabulary, and vocabulary in the three tiers of Beck, McKeown, and Kucan's three-tier model across all levels of difficulty.
Test names	One test is available for administration with one of two parallel forms (A or B).
Composite names	None
Forms	The parallel test forms (Form A and Form B) each have 190 items with 8 start points based on age.
Materials included in the kit	The EVT–2 kit includes an easel for either Form A or Form B, a manual, and 25 record forms (A or B). The kit is packaged with a carrying bag for easy transport.
ITEM INFORMATION	
	Items cover 20 categories of content and part of speech. Almost half of the items are from the previous edition (EVT), and the remaining items are new. Labeling items were added throughout the scale, not just early in the test to make a smoother transition into the synonym task for younger children. Items were reviewed and empirically analyzed for difficulty, validity (discrimination), and freedom from bias with respect to sex, ethnicity, geographic region, and SES. The two forms are closely matched in item content and difficulty.
SCORING INFORMATION	
Scoring options	The test can be scored by hand or by computer entry, using the EVT–2 ASSIST™ scoring software.
Derived scores available	• Within-group normative scores: standard scores, percentiles, normal curve equivalents (NCEs), and stanines • Developmental-type normative scores: age equivalents, grade equivalents • Growth scale value (GSV) scores
Norm groups available	Age, Grade: Fall, and Grade: Spring

Interpretive features	Quantitative methods: • Comparison of EVT–2 and PPVT–4 instruments • Comparison of GSV scores from repeat administrations Qualitative methods: • Classification of items by part of speech (noun, verb, or attribute) • Classification of items by home versus school vocabulary • Classification of items by Beck, McKeown, and Kucan's three-tier model • Comparison of common words between the EVT–2 and PPVT–4 instruments • Expressive versus receptive performance
Computerized scoring	The EVT–2 ASSIST™ scoring software may be used for the following: • Entering item scores • Calculating a raw score • Converting the raw score to a standard score, percentile, NCE, stanine, age and grade equivalent, and GSV • Performing a qualitative analysis of item performance by part of speech, home versus school vocabulary, and a three-tier model • Generating score reports, including progress reports and group reports

TECHNICAL INFORMATION	
Sample Information	
Standardization description	The second EVT edition was developed for these purposes: • To add another parallel form so examiners would be able to test and retest to monitor growth and evaluate response to intervention • To increase the number of words that represent vocabulary learned in the home environment and used in everyday life • To add more words that are part of oral directions in classrooms • To increase further the accuracy of test scores across the range of difficulty • To update the stimulus words and pictures • To create new illustrations with full-color art • To include labeling items throughout the scale to provide a broader sampling of vocabulary types for older examinees • To better facilitate administration by using a specific stimulus question with each item • To remove items that had become dated or that occur less frequently in standard American English The age-norm and grade-norm samples were designed to resemble the English-proficient population from ages 2:6 to 90+, and closely match 2004 Census data for demographic variables. The EVT–2 was 100% conormed with the *Peabody Picture Vocabulary Test,* Fourth Edition (PPVT™–4; Dunn & Dunn, 2007).
Date	From the fall of 2005 into the spring of 2006
Size	450 examiners from 320 test sites • Age norm sample: 3,540 cases • Grade norm subsample: 2,003 cases
Age and Grade	Age norm sample: ages 2 years 6 months through 90 years and older Grade norm sample: kindergarten through Grade 12, by season

Sex	Age norm sample: • Female: 1,793 • Male: 1,747 Grade norm sample: • Female: 1,004 • Male: 999
Race/ethnicity	Age norm sample: • African American: 536 • Hispanic: 546 • White: 2,244 • Other: 214* Grade norm sample: • African American: 316 • Hispanic: 318 • White: 1,243 • Other: 126* * Includes American Indians, Alaska Natives, Asian Americans, Pacific Islanders, and all other groups not classified as African American, Hispanic, or White.
Geographic region	Age norm sample: • Northeast: 621 • North Central: 819 • South: 1,346 • West: 754 Grade norm sample: • Northeast: 360 • North Central: 458 • South: 744 • West: 441

SES/Parent education	Age norm sample: • Grade 11 or Lower: 429 • Grade 12 or GED: 989 • 1–3 Years of College: 1,115 • 4+ Years of College: 1,007 Grade norm sample: • Grade 11 or Lower: 209 • Grade 12 or GED: 547 • 1–3 Years of College: 676 • 4+ Years of College: 571
Community size	Variable
Special populations included	The sample at ages 2 through 18 includes representative proportions of the following special populations: • Speech/Language Impairment • Mental Retardation and Developmental Delay • Specific Learning Disability • Emotional/Behavioral Disturbance • Attention-Deficit/Hyperactivity Disorder (ADHD) • Autism • Other (several low-incidence disabilities)
Reliability	
Internal consistency reliability	By Age: Split-Half • Form A: M = .94 • Form B: M = .93 *SEM* • Form A: 3.8 • Form B: 3.9 By Grade: Split-Half • Form A: M = .93 • Form B: M = .93 *SEM* • Form A: 4.0 • Form B: 4.0
Alternate-form reliability	By Age: M = .87
Test–retest reliability	By Age: M = .95

Validity	
Correlations	EVT–2 With the PPVT–4 Scale ($N = 3{,}540$): Average $r = .82$

EVT–2 With the CASL:
  Ages 3–5 years ($N = 68$)
- Basic Concepts: $r = .59$
- Antonyms: $r = .67$
- Sentence Completion: $r = .51$
  Ages 8–12 years ($N = 62$)
- Synonyms: $r = .50$
- Antonyms: $r = .84$
- Sentence Completion: $r = .72$
- Lexical/Semantic Composite: $r = .80$

EVT–2 With the CELF-4 Scale:
  Ages 5–8 years ($N = 55$)
- Core Language: $r = .80$
- Receptive Language: $r = .68$
- Expressive Language: $r = .79$
  Ages 9–12 years ($N = 56$)
- Core Language: $r = .75$
- Receptive Language: $r = .69$
- Expressive Language: $r = .77$

EVT–2 With the GRADE (Total Test score):
- K, Fall (Level P, $N = 50$): $r = .76$
- K, Spring (Level K, $N = 65$): $r = .59$
- 1 ($N = 52$): $r = .60$
- 2 ($N = 48$): $r = .57$
- 3 ($N = 63$): $r = .79$
- 4 ($N = 61$): $r = .72$
- 6 ($N = 49$): $r = .64$
- 8 ($N = 47$): $r = .67$
- 10–11 ($N = 52$): $r = .64$

EVT–2 With EVT ($N = 377$): Average $r = .81$

Construct validity	• The comparability of the total set of EVT–2 items with a specification of expressive vocabulary knowledge was evaluated. • The trend of average performance across age was compared with the profile of growth and decline in crystallized ability reported in the research literature. • The EVT–2 was correlated with the EVT, CASL, CELF-4, GRADE, and PPVT–4 instruments to demonstrate the extent to which the observed pattern of correlations agrees with the pattern expected of a valid vocabulary measure.
Content validity	• The selection of new words was chosen based on a review of over 9 published reference works. • The stimulus words were representative of 20 content areas.
Factor analysis	Not applicable.
Clinical samples	Standard Score Difference From Nonclinical Reference Group* Speech Impairment: • Ages 5–15 years ($N = 178$): –6.0 • Ages 50–96 years ($N = 60$): –10.4 Language Delay (Ages 3–7 years, $N = 63$): –12.0 Language Disorder: • Ages 8–12 years ($N = 65$): –12.0 • Ages 50–92 years ($N = 45$): –25.0 Hearing Impairment (Ages 4–12 years): • With Cochlear Implants ($N = 46$): –22.5 • Without Cochlear Implants ($N = 53$): –11.1 Specific Learning Disability (Reading; Ages 8–14 years, $N = 71$): –10.3 Mental Retardation (Ages 6–17 years, $N = 70$): –26.6 Giftedness (Ages 8–17 years, $N = 55$): 9.6 Emotional/Behavioral Disturbance (Ages 7–12 years, $N = 62$): –5.6 ADHD (Ages 6–17 years, $N = 91$): –8.2 * Controlling for sex, race/ethnicity, and education level.

OTHER INFORMATION	
Developmental history	Kathleen T. Williams, PhD, published the original EVT edition in 1997.
Special features	The EVT–2 includes the following new features: • A second, parallel form for examiners to test and retest to monitor growth and evaluate response to intervention • Full-color illustrations that are larger than the illustrations of its predecessor • Additional labeling items for a smoother transition into the synonym task and provide a broader sampling of vocabulary for older examinees • New qualitative approaches to item analysis • A new growth scale value (GSV) scale for measuring change • Reproducible masters for qualitative interpretation of results • A portfolio-style bag for transporting and storing the test components
Federal mandates met	The EVT–2 was developed using rigorous scientific procedures in order to ensure that it would produce highly reliable and valid scores, and satisfies the need for vocabulary assessment under NCLB. The EVT–2 measures vocabulary, one of the five key early reading skills as a part of Reading First, and can also be used under the optional RtI model under the new IDEA 2004.
Adaptation of special needs	Because of its wide range of difficulty, the test can be used to measure the degree of aphasia and vocabulary deterioration in adults. As no reading or writing is required, the test can be used for measuring language development among nonreaders and those with written-language difficulties. The conorming with the PPVT–4 scale allows for direct comparisons between expressive and receptive skills.
Sensitivity to other cultures	All items underwent qualitative reviews and empirical analyses for fairness and bias according to sex, race/ethnicity, socioeconomic status, and geographic region.
Training options available	Some professional development options include inservicing and content presentations. Pearson Assessments also offers live (MC-led, trainer-led, or author-led) options and Webinar options.