PPVT 5
Peabody Picture Vocabulary Test, Fifth Edition

Peabody Picture Vocabulary Test, Fifth Edition (PPVT™-5)
PPVT-5 Form A
Score Summary Report
Douglas M. Dunn, PhD

Examinee Information

Name:	Sample Student
ID:	123456
Birth Date:	04/25/2012
Age:	7:4
Gender:	Female
Race/Ethnicity:	White
Language Spoken Most Often:	English
Language Spoken at Home:	English

Test Information

Test Date:	09/02/2019
Form:	A
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.

Pearson

Score Summary

Basal Item	Ceiling Item	Total Errors	Raw Score
66	146	14	132

Standard Score	90% Confidence Interval	Percentile	NCE	Stanine	Description	Age Equivalent	GSV
94	90 - 98	34	42	4	Expected	6:9	486

Note. The GSV score is designed for measuring change over time. When comparing PPVT-5 test administrations, refer to Table B.2 in the PPVT-5 Manual for statistically significant differences in GSV scores.
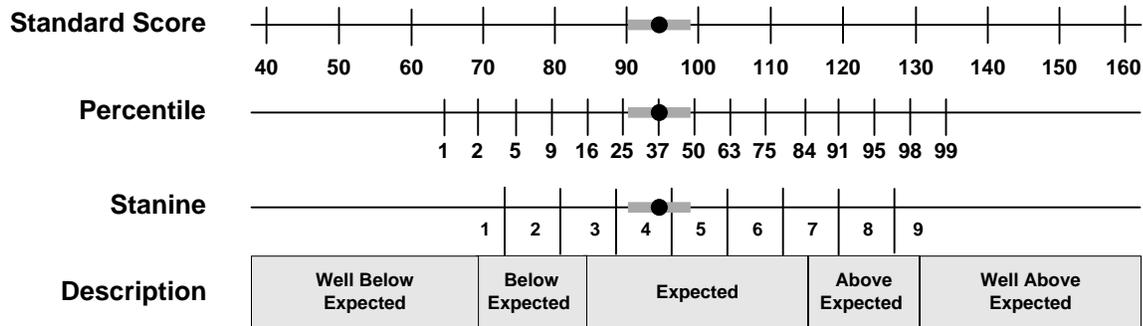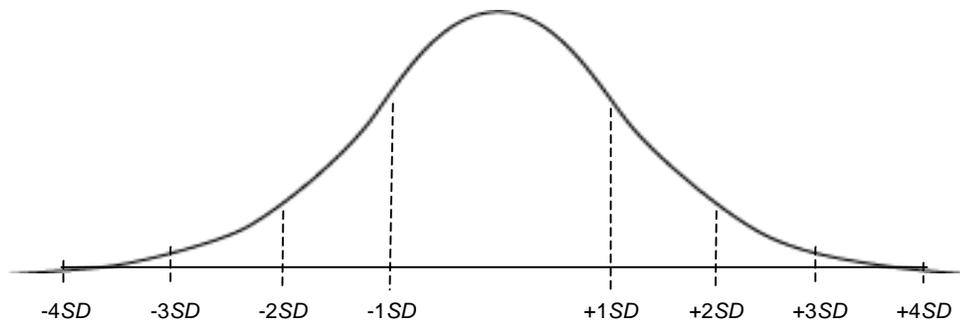
Narrative Summary

The fifth edition of the Peabody Picture Vocabulary Test (PPVT-5) is an individually administered, norm-referenced instrument that assesses receptive (hearing) vocabulary of children and adults. PPVT-5 standard scores are based on a normative sample of individuals who report speaking English most often.

On 09/02/2019, Sample was administered the PPVT-5 Form A. Sample was age 7 years, 4 months at the time of testing. Age norms were used to score the administration.

Sample obtained a PPVT-5 standard score of 94. Using the confidence interval of 90%, Sample's true score falls in the range of 90 to 98. The percentile rank of 34 means that Sample scored as well as or better than 34 percent of examinees of the same age. The test-age equivalent is 6 years, 9 months (6:9). Sample is demonstrating receptive vocabulary in the expected range compared to other individuals of the same age.

Qualitative Analyses

Qualitative analysis of PPVT-5 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 PPVT-5 in comparison to the EVT-3 or how the individual performed on subsets of PPVT-5 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 the stimulus words.

Home vs. School Vocabulary

Classification of Incorrect Items

Item	Home	School
117		[word]
120		[word]
125		[word]
126		[word]
127		[word]

Item	Home	School
129		[word]
133		[word]
138		[word]
141		[word]
142		[word]

Item	Home	School
143		[word]
144		[word]
145		[word]
146		[word]

Classification of Correct Items

Home vs School	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Home	9	9	100									
School	72	58	81									

Vocabulary by Part of Speech

Classification of Incorrect Items

Item	Noun	Verb	Attribute
117	[word]		
120			[word]
125	[word]		
126			[word]
127			[word]
129			[word]
133		[word]	

Item	Noun	Verb	Attribute
138		[word]	
141		[word]	
142		[word]	
143		[word]	
144	[word]		
145	[word]		
146			[word]

Classification of Correct Items

Part of Speech	Attempted	Correct	Percent Correct	10% 20% 30% 40% 50% 60% 70% 80% 90%
Noun	54	50	93	
Verb	17	12	71	
Attribute	10	5	50	

Three Tier Model of Vocabulary

Classification of Incorrect Items

Item	Tier 1	Tier 2	Tier 3
117		[word]	
120		[word]	
125		[word]	
126		[word]	
127			[word]
129		[word]	
133			[word]

Item	Tier 1	Tier 2	Tier 3
138			[word]
141		[word]	
142		[word]	
143		[word]	
144		[word]	
145		[word]	
146		[word]	

Classification of Correct Items

Three Tier Model	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Tier 1	2	2	100									
Tier 2	55	44	80									
Tier 3	24	21	88									

STEM Vocabulary

Classification of Incorrect Items

Item	STEM Word
126	[word]
127	[word]

Item	STEM Word
133	[word]

Item	STEM Word
138	[word]

Item	STEM Word
143	[word]

Classification of Correct Items

	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
STEM	30	25	83									

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 PPVT-5 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 PPVT-5 standard score of 94, the reinforcement activities listed below are suggested to further develop Sample's vocabulary skills.

Receptive, Group 2 (R2):

R2-A. Elaborated Exposure During Storybook Reading

R2-B. Word Sorting

R2-C. Tier 2 Words

Receptive, Group 2 (R2)

R2-A. Elaborated Exposure During Storybook Reading

Reading storybooks with young children, whether one-on-one or in a group setting, is a useful way to promote children's learning of new words (Williams, 2014). Storybook reading interactions become even more powerful as a vocabulary development approach when the adult reader stops to define and discuss words that occur 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 a child's own experiences (Penno, Wilkinson, & Moore, 2002). 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 <u>marsh</u> where they saw a muskrat spring-cleaning his house."*
2. Adult provides definition: *A <u>marsh</u> is a very wet place where there are wet lands covered with grasses.*
3. Adult links to child's experiences: *We were in a <u>marsh</u> the day we went canoeing. Remember?*

When using storybooks to build a child's receptive 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. 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. Whenever possible, expose a child to these novel words by repeated readings of a storybook to promote deeper knowledge of the word (Justice, Meier, & Walpole, 2005).

References:

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

Williams, K. T. (2014). *Building early literacy skills: Phonological and print awareness activities.* Torrance, CA: Western Psychological Services.

R2-B. Word Sorting

Sorting words to compare their orthographic features is an activity often used in early spelling and reading instruction, particularly approaches that feature a method of instruction called word study (Bear, Invernizzi, Templeton, & Johnston, 2015). Children are given a set of words to study and sort that feature two specific orthographic patterns that are appropriate targets of instruction. For instance, a typical goal for a kindergarten student is to learn short vowel patterns in consonant-vowel-consonant (CVC) words, including short *e* words (e.g., *bet, ted, ten, set*) and short *i* words (e.g., *big, fin, sit, rig*). In a word sorting activity, children receive these words written on a set of cards and are helped to study their orthographic differences and similarities to then sort them into short *e* and short *i* patterns. This sort of activity is useful for developing children's spelling and reading skills and also helps to improve children's vocabulary skills if the meaning of the targeted words is included as a focus of instruction.

Begin word study activities by discussing the sorted words and focusing on word meanings. For instance, before a word study lesson focusing on contrasting short *e* and short *i* CVC words, the meaning of each word can be discussed (e.g., a *fin* is the part of a fish that shows above water). After a word sorting activity, children can read books featuring targeted orthographic patterns (called decodable texts) which can also provide reinforcement for learning word meanings when words are read in meaningful contexts. Including systematic attention to word meanings targeted during word study instruction and word sorting activities can improve both the depth and breadth of children's reading vocabularies (Bear & Helman, 2004).

References:

Bear, D. R., & Helman, L. (2004). Word study for vocabulary development in the early stages of literacy learning: Ecological perspectives and learning English. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 139-158). New York, NY: Guilford Press.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Upper Saddle River, NJ: Pearson.

R2-C. Tier 2 Words

High-quality vocabulary instruction for early elementary students involves not only selecting the approaches to use for teaching but also careful consideration of *what words* to target. Given the sheer volume of words available for instruction, it is easy to be indiscriminate in word selection and just select any words to target. For instance, words may be selected because they occur frequently in spoken language as indicated by word frequency lists, because they link to lessons occurring in other subjects (e.g., social studies), or because they occur in literature the students are reading. Some experts contend that these approaches are not desirable, because word selection does not focus on the *usefulness* or *utility* of the words selected (Beck, McKeown, & Kucan, 2013). The best approach to selecting words from among the many available for possible selection is to carefully select those words offering the greatest utility to students. These words are called Tier 2 words and can be readily differentiated from Tier 1 and Tier 3 words, which offer much less utility.

Tier 1 words are basic level words that are learned incidentally by most children by the early elementary grades; these words, such as *car, uncle, walk,* and *laugh,* do not require direct instruction because they occur relatively frequently and children incidentally acquire their meanings in normal, everyday activities. Tier 3 words, by contrast, are specialized words that are very low frequency; these words, such as *photosynthesis, algae,* and *oxygen* typically require direct instruction and are associated with specific content areas. Tier 2 words are those that sit in-between Tier 1 and Tier 3: these words are used relatively frequently by "mature language users" and add prevision to one's language so students can use more detailed descriptions (Beck et al., 2013). Thus, these words have *high utility* and make *useful additions* to children's vocabulary repertoire. As a general litmus test for identifying Tier 2 words, these words meet the following criteria:

1. They should represent a concept already familiar to a student.
2. They can be explained by students using words they already know.

There are several thousand Tier 2 words to select from for vocabulary instruction making it fairly simple to ensure a regular and sustained focus on building students' base of Tier 2 words. Beck and colleagues (2013) recommend direct instruction in roughly 400 Tier 2 words per year (roughly 12 new words per week during 32 weeks of instruction), which would be sufficient for making a "sufficient contribution to an individual's verbal functioning" if these words are addressed in sufficient depth.

Reference:

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). 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 PPVT-5 standard score of 94, 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 Responses

1.	/	41.	/	81.	2 (2)	121.	1 (1)	161.	/	201.	/
2.	/	42.	/	82.	2 (2)	122.	1 (1)	162.	/	202.	/
3.	/	43.	/	83.	4 (4)	123.	2 (2)	163.	/	203.	/
4.	/	44.	/	84.	4 (4)	124.	2 (2)	164.	/	204.	/
5.	/	45.	/	85.	2 (2)	125.	5 (4)	165.	/	205.	/
6.	/	46.	/	86.	4 (4)	126.	2 (3)	166.	/	206.	/
7.	/	47.	/	87.	1 (1)	127.	2 (3)	167.	/	207.	/
8.	/	48.	/	88.	1 (1)	128.	2 (2)	168.	/	208.	/
9.	/	49.	/	89.	3 (3)	129.	2 (4)	169.	/	209.	/
10.	/	50.	/	90.	2 (2)	130.	1 (1)	170.	/	210.	/
11.	/	51.	/	91.	1 (1)	131.	4 (4)	171.	/	211.	/
12.	/	52.	/	92.	4 (4)	132.	1 (1)	172.	/	212.	/
13.	/	53.	/	93.	2 (2)	133.	1 (2)	173.	/	213.	/
14.	/	54.	/	94.	2 (2)	134.	2 (2)	174.	/	214.	/
15.	/	55.	/	95.	4 (4)	135.	1 (1)	175.	/	215.	/
16.	/	56.	/	96.	2 (2)	136.	4 (4)	176.	/	216.	/
17.	/	57.	/	97.	4 (4)	137.	4 (4)	177.	/	217.	/
18.	/	58.	/	98.	3 (3)	138.	3 (4)	178.	/	218.	/
19.	/	59.	/	99.	3 (3)	139.	3 (3)	179.	/	219.	/
20.	/	60.	/	100.	1 (1)	140.	1 (1)	180.	/	220.	/
21.	/	61.	/	101.	2 (2)	141.	1 (4)	181.	/	221.	/
22.	/	62.	/	102.	4 (4)	142.	3 (2)	182.	/	222.	/
23.	/	63.	/	103.	2 (2)	143.	2 (4)	183.	/	223.	/
24.	/	64.	/	104.	1 (1)	144.	2 (4)	184.	/	224.	/
25.	/	65.	/	105.	1 (1)	145.	2 (1)	185.	/	225.	/
26.	/	66.	1 (1)	106.	1 (1)	146.	2 (1)	186.	/	226.	/
27.	/	67.	4 (4)	107.	3 (3)	147.	/	187.	/	227.	/
28.	/	68.	4 (4)	108.	3 (3)	148.	/	188.	/	228.	/
29.	/	69.	3 (3)	109.	4 (4)	149.	/	189.	/	229.	/
30.	/	70.	2 (2)	110.	1 (1)	150.	/	190.	/	230.	/
31.	/	71.	3 (3)	111.	2 (2)	151.	/	191.	/	231.	/
32.	/	72.	2 (2)	112.	4 (4)	152.	/	192.	/	232.	/
33.	/	73.	4 (4)	113.	1 (1)	153.	/	193.	/	233.	/
34.	/	74.	3 (3)	114.	3 (3)	154.	/	194.	/	234.	/
35.	/	75.	3 (3)	115.	3 (3)	155.	/	195.	/	235.	/
36.	/	76.	4 (4)	116.	2 (2)	156.	/	196.	/	236.	/
37.	/	77.	1 (1)	117.	3 (2)	157.	/	197.	/	237.	/
38.	/	78.	4 (4)	118.	4 (4)	158.	/	198.	/	238.	/
39.	/	79.	3 (3)	119.	2 (2)	159.	/	199.	/	239.	/
40.	/	80.	1 (1)	120.	2 (3)	160.	/	200.	/	240.	/

Note. The correct response for each administered item is in parentheses. Items that were not administered are indicated with a slash mark (/).