



Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4)
Expressive Vocabulary Test, Second Edition (EVT™-2)
Individual Receptive-Expressive Comparison Report

Examinee Information		PPVT-4 Information		EVT-2 Information	
Name:	Samantha S	Age:	5:9	Age:	5:9
ID Number:	2465899	Grade:		Grade:	Kindergarten
Birth Date:	08/02/2008				
Gender:	Female				



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[1.0 / RE1 / QG1]

Score Comparison

Test/Form	Test Date	Norm Group	Standard Score	Significance of Difference	% of Population with Difference
PPVT-4 A	05/09/2014	Age	94		
EVT-2 A	05/09/2014	Age	82		
Standard Score Difference = 12				.05	20%

Description of Comparison

By comparing performances on the EVT™-2 and PPVT™-4 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 significant difference between the scores with the EVT-2 lower 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 receptive, focused format.

Part of Speech	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Noun	PPVT-4	63	33	52									
	EVT-2	29	16	55									
Verb	PPVT-4	14	12	86									
	EVT-2	2	2	100									
Attribute	PPVT-4	7	5	71									
	EVT-2	5	5	100									

Home/School	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
School	PPVT-4	45	17	38									
	EVT-2	11	2	18									
Home	PPVT-4	39	33	85									
	EVT-2	25	21	84									

Tiered Words	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Tier 1	PPVT-4	10	9	90									
	EVT-2	14	13	93									
Tier 2	PPVT-4	24	21	88									
	EVT-2	11	6	55									
Tier 3	PPVT-4	50	20	40									
	EVT-2	11	4	36									

Narrative Summary

Various methods of qualitative analysis were applied to Samantha'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 Samantha 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 .05 level between Samantha's PPVT-4 standard score and EVT-2 standard score, indicating that Samantha performed better on receptive vocabulary tasks than on expressive vocabulary tasks. This difference may indicate that Samantha has a problem with word retrieval. A difference this large occurred in 20% 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 Samantha'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 Samantha'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 Clinical Evaluation of Language Fundamentals®-Fifth Edition (CELF®-5), by Elisabeth H. Wiig, Eleanor Semel and Wayne A. Secord, 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 Samantha'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 Samantha 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. Samantha'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 Samantha 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 Samantha 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 Samantha has a limited background or world knowledge. Samantha 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.

End of Report

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