PPVT 4

Peabody Picture Vocabulary Test, Fourth Edition

PPVT™-4

Peabody Picture Vocabulary Test, Fourth Edition

Individual Score Summary Report

Examinee Information		**Test Information**	
Name:	Samantha S	Test Date:	05/09/2014
ID Number:	2465899	Form:	A
Birth Date:	08/02/2008	Teacher/Counselor Name:	Beth W
Age:	5:9	Examiner Name:	Tina Eichstadt
Gender:	Female	Grade:	Kindergarten
Language Spoken at Home:	English	Test Site:	Kindergarten Room
		Reason for Testing:	Reading First screening

PsychCorp

[1.0 / RE1 / QG1]

ALWAYS LEARNING

PEARSON
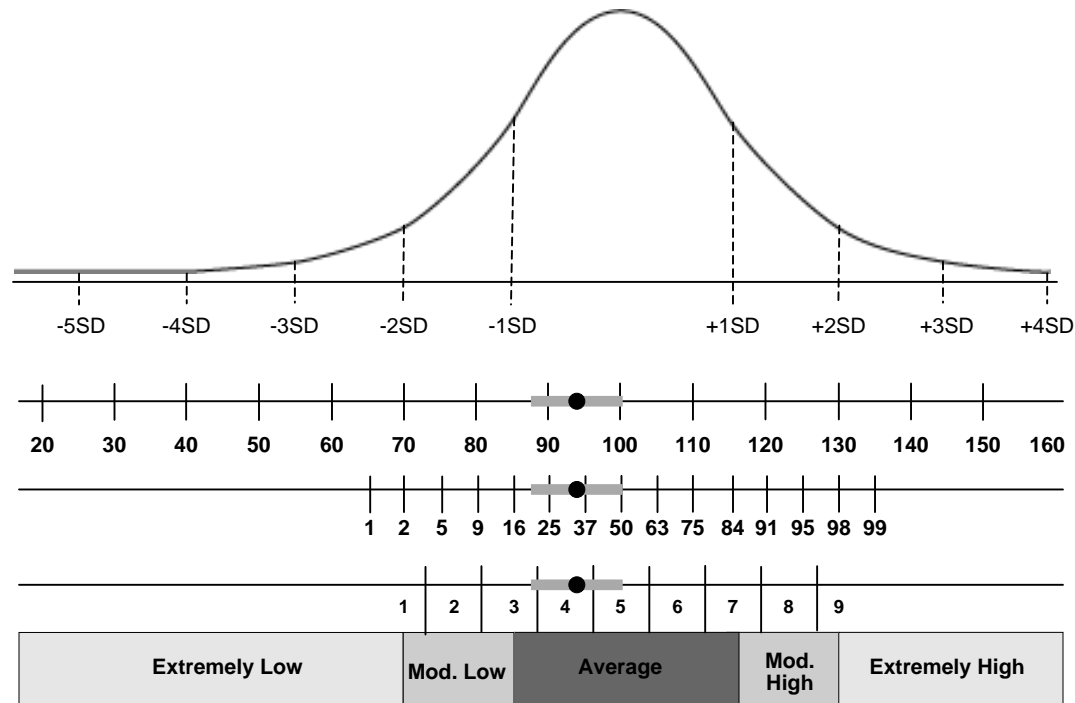
Score Summary

Raw Score	Standard Score	90% Conf. Interval	GSV	Percentile	NCE	Stanine	Age Equivalent	Description
86	94	88 - 100	132	34	42	4	5:4	Average

Diagnostic Analysis

Item	Noun	Verb	Attribute
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2			
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4			
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Item	Noun	Verb	Attribute
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*37			
38	X		
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Item	Noun	Verb	Attribute
49			
50	X		
51			
52			
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55	X		
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57			
58	X		
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60	X		
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64	X		
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66	X		
67	X		
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70	X		
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Item	Noun	Verb	Attribute
73			
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75	X		
76	X		
77	X		
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79	X		
80	X		
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82			
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84			
85	X		
86	X		
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91			
92	X		
93	X		
94			
95	X		
96			

Item	Noun	Verb	Attribute
97			
98			
99			
100	X		
101	X		
102		X	
103			
104	X		
105	X		
106			
107	X		
108			
109	X		
110			
111	X		
112			X
113		X	
114			X
115	X		
116			
117			
118	X		
119	X		
*120	X		

Key: **X** = errors, * = basal and ceiling items

Item	Noun	Verb	Attribute
121			
122			
123			
124			
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Item	Noun	Verb	Attribute
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Item	Noun	Verb	Attribute
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Item	Noun	Verb	Attribute
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Item	Noun	Verb	Attribute
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227			
228			

Key: **X** = errors, * = basal and ceiling items

Part of Speech	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Noun	63	33	52									
Verb	14	12	86									
Attribute	7	5	71									

Narrative Summary

The *Peabody Picture Vocabulary Test*, Fourth Edition (PPVT-4), measure is a test of the receptive (hearing) vocabulary of children and adults. The measure is an individually administered, norm-referenced, wide-range instrument.

On 05/09/2014, Samantha was administered the PPVT-4 form A. She was 5 years and 9 months old and in Kindergarten at the time of testing. Age norms were used to score the administration.

Samantha obtained a PPVT-4 standard score of 94. The chances are about 90% that the range of scores from 88 - 100 includes her true score. Her percentile rank of 34 means that Samantha scored as well as or better than 34 percent of examinees of her age. Her test-age equivalent is 5:4. Samantha's receptive vocabulary functioning is in the average range.

Effective 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.

● *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.

Based on Samantha's PPVT™-4 standard score of 94, the reinforcement activities listed below are suggested to further develop Samantha's vocabulary skills. The full activity descriptions are provided at the end of this report.

Lower Elementary-Receptive (LE-R):
LE-R1. Elaborated Exposure During Storybook Reading
LE-R2. Word Sorting
LE-R3. Tier 2 Words

Additionally, *The Bridge of Vocabulary* (sold separately) by Judy K. Montgomery offers an explicit set of vocabulary intervention activities that are tied to evidence-based research and to curriculum standards that were developed for both general and special educators. Each activity in *The Bridge of Vocabulary* directly links a specific vocabulary intervention to a research-based strategy and a state-level curriculum standard and presents a systematic, intensive approach to help you foster vocabulary and language growth.

Based on Samantha's PPVT™-4 standard score of 94, you may want to review the following sections in *The Bridge of Vocabulary* for additional intervention activities at the individual, group, or classroom level.

The Bridge of Vocabulary Intervention Topics and Activities List

Lower Elementary (LE)

Topic/Code	Activity Title

Action Words
  LE 1.1   All About Actions (Part 1)
  LE 1.2   Listen and Do
  LE 1.3   Today and Yesterday

Antonyms & Synonyms
  LE 2.1   Antonyms Mean the Opposite

Classification & Categorization
  LE 3.1   People, Animals, and Plants
  LE 3.2   Domestic or Wild?

Descriptions
  LE 4.1   What's It Like?
  LE 4.2   Describe the Emotion
  LE 4.3   I Can Sense It (Part 1)

Meaning & Usage
  LE 5.1   Sensible Sentences

Nouns
  LE 6.1   Word Web
  LE 6.2   See It and Say It (Part 1)

Position Words
  LE 7.1   Preposition Discovery
  LE 7.2   Domino Directions

Rhyming Words
  LE 8.1   Find the Rhyme

Shapes
  LE 9.1   Shape Sculptures

Sound Awareness
  LE 10.1   Animal Talk
  LE 10.2   Beginning Sounds

Topic/Code	Activity Title

Storytelling
  LE 11.1   Tell Me a Story

Word Play
  LE 12.1   Word Builder

Additional Suggested Intervention Topics and Activities

Lower Elementary-Receptive (LE-R)

LE-R1. 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. 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. Here is an example for the word *marsh* as in the book *Possum and the Peeper* (Hunger, 1998):

1. Adult reads text: *"...They came down to a marsh where they saw a muskrat spring-cleaning his house."*
2. Adult provides definition: *A marsh is a very wet place where there are wet lands covered with grasses.*
3. Adult links to child's experiences: *We were in a marsh 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 already understood by the child and that can be defined using language the child understands. Whenever possible, expose a child to these novel words repeatedly by repeated readings of a storybook to promote deeper knowledge of the word.

References:

Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: Findings from an intervention with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools, 36,* 17-32.

Penno, J. F., Wilkinson, I. A., & 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,* 23-33.

LE-R2. Word Sorting

Sorting words to compare their orthographic features is an activity often used in beginning spelling and reading instruction, particularly approaches that feature a method of instruction called word study (Bear, Invernizzi, Templeton, & Johnston, 2004). 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 (bet, ted, ten, set) and short *i* words (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 sort them into short *e* and short *i* patterns. This sort of activity is useful for developing children's spelling and reading skills, but also is useful for improving children's vocabulary skills if the meaning of targeted words is included as a focus of instruction.

One approach to including a systematic focus on word meanings and vocabulary development within word study activities is to preview word sorting activities with discussions of the sorted words that focus on word meanings. For instance, prior to 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.

References:

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

Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). *Words their way: Phonics, spelling, and vocabulary instruction, K-8* (3rd ed.). Columbus, OH: Merrill/Prentice Hall.

LE-R3. Tier 2 Words

High-quality vocabulary instruction for early elementary students involves not only selecting the approaches to be used for teaching but also careful consideration of *what words* are to be targeted. Given the sheer volume of words available for instruction, it is easy to be indiscriminate in word selection and just select any words for targeting. 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, 2002). 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, as 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 2: these words are used relatively frequently by "mature language users" and add prevision to one's language, allowing "students to describe with greater specificity people and situations" (Beck et al., 2002, p. 17). 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 several 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 (2002) 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. (2002). *Bringing words to life: Robust vocabulary instruction.* NY: Guilford Press.

End of Report

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