



Peabody Picture Vocabulary Test, Fourth Edition

Examinee Information

Name: Corrine Dodd
ID Number: 107049
Birth Date: 7/21/1997
Age: 9
Sex: F
Language Spoken at Home: English

Test Information

Date: 12/12/2006
Form: B
Teacher/Counselor Name: Lafferty
Teacher/Counselor ID: 102802
Examiner Name: Carroll
Examiner ID: 061571
Grade: 4
Test Site: Grinnell, IA
Reason for Testing: measuring language development



The Peabody Picture Vocabulary Test, Fourth Edition (PPVT™-4) is a test of the receptive (hearing) vocabulary of children and adults. The PPVT-4 test is an individually administered norm-referenced, wide-range instrument. The PPVT-4 ASSIST™ is designed to aid in the scoring and interpretation of the PPVT-4 test. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

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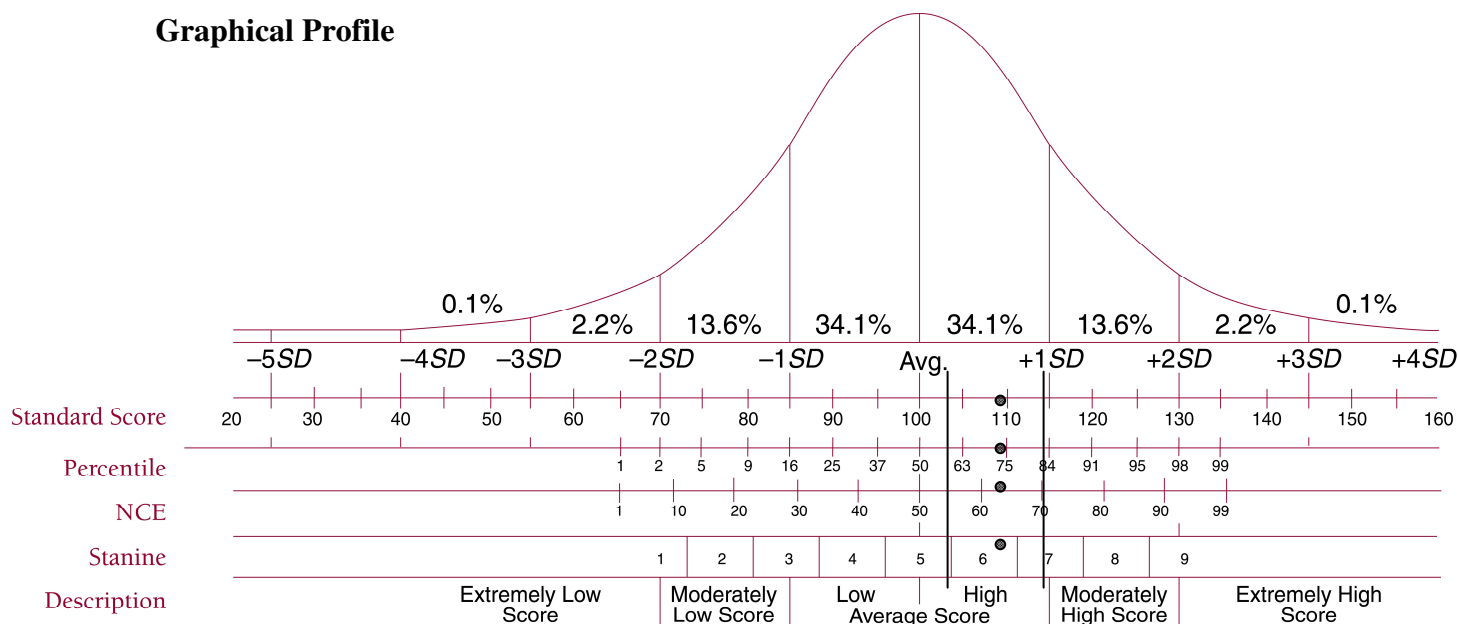
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Graphical Profile



Score Summary

Raw Score	Standard Score	90% Conf. Interval	GSV	Percentile	NCE	Stanine	Age Equivalent	Description
159	109	102–115	181	73	63	6	10.7	Average Range

Other Test Results

Test/Form	Test Date	Standard Score
PPVT-III A	12/9/2005	103

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

On December 12, 2006, Corrine Dodd was administered the PPVT-4 Form B. She was 9 years old and in 4th grade at the time of testing. Age norms were used to score the administration.

Corrine obtained a PPVT-4 standard score of 109. The chances are about 90% that the range of scores from 102–115 includes her true score. Her percentile rank of 73 means that Corrine scored as well as or better than 73 percent of examinees of her age. Her test-age equivalent is 10.7. Corrine's receptive vocabulary functioning is in the average range.

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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 Corrine's PPVT™-4 standard score of 109, the reinforcement activities listed below are suggested to further develop Corrine's vocabulary skills. The full activity descriptions are provided at the end of this report.

UE-R1. Robust Vocabulary Instruction

UE-R2. Semantic Maps

UE-R3. Prefix Instruction

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 Corrine's PPVT-4 standard score of 109, you may want to review the following sections in *The Bridge of Vocabulary* for additional intervention activities at the individual, group, or classroom level.

Upper Elementary (UE)

Topic/Code	Activity Title
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Antonyms & Synonyms

- UE 1.1 Synonyms Mean the Same
- UE 1.2 Define the Opposite

Classification & Categorization

- UE 2.1 Three of a Kind
- UE 2.2 Bugs in Action
- UE 2.3 Which Words Belong? (Part 1)

Compound Words

- UE 3.1 Create a Compound

Meaning & Usage

- UE 4.1 Decide a Definition
- UE 4.2 Sentence Creator
- UE 4.3 You Define It
- UE 4.4 Word Application (Part 1)

Storytelling

- UE 5.1 Story Starters
- UE 5.2 Read and Respond (Part 1)

Word Parts (Prefixes, Suffixes, and Roots)

- UE 6.1 Prefix Picker (Part 1)
- UE 6.2 Add an Ending (Part 1)
- UE 6.3 Root Word Detective

Word Play

- UE 7.1 Adjective Bingo
- UE 7.2 Cinquains
- UE 7.3 Terse Verse (Part 1)
- UE 7.4 Terse Verse (Part 2)
- UE 7.5 Cross the Categories

Intervention Activities

Upper Elementary – Receptive (UE–R)

UE–R1. Robust Vocabulary Instruction

Robust vocabulary instruction is a term coined by Isabel Beck and her colleagues (Beck, McKeown, & Kucan, 2002) to describe an approach to vocabulary instruction in which words are brought to life for students. Beck and colleagues argue that typical vocabulary instruction is “dull” and “less than interesting” (p. 12–13), doing little to provoke children’s independent interest in and motivation toward words. With robust vocabulary instruction, students learn to be intrigued by and curious about words they do not know, and to “notice words in their environments whose meanings they do not know” (p. 13). Given that there are far too many words to teach directly to children through direct instruction, Beck and colleagues suggest that robust vocabulary instruction provides a critical avenue for making children seek out the learning of new words on their own, thus becoming independent learners of vocabulary.

To provide robust vocabulary instruction, teachers and other professionals must ensure that students have ample opportunities to both hear and explore previously unknown words. In a classroom using robust vocabulary procedures, several new words are introduced each day in various contexts and activities. An important feature of robust vocabulary instruction is allowing children to hear “student-friendly definitions” that make sense to them and then generate their own definitions of words. Some activities that might be used in robust vocabulary instruction to provide student-friendly definitions and to help students engage meaningfully and enjoyably with new words are these:

1. Linking words to children’s lives: Play a “have you ever” game with children that poses a question about a new word, as in, “Have you ever felt *exhausted*? Tell me about it...”
2. Finding out which words children like: Play an “applause, applause” game with children in which they clap softly versus loudly for words they like or don’t like, or words they would like used to describe them versus those they would not.
3. Elaborating words during storybook reading interactions: Select several unknown words from storybooks read to the class, and pause during reading to discuss the meanings of these words. Allow children to give definitions using their own words and examples.

Reference:

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. NY: Guilford Press.

UE-R2. Semantic Maps

Semantic mapping is one of the more well-known and often used vocabulary instruction activities. With semantic mapping, students are helped to develop a visual map of the lexical linkages among words. These maps can help students to learn the meanings of new words and to understand how groups of words are conceptually related. It is a multi-modal activity that involves visual representations of words; thus it may be particularly helpful for students who benefit from hands-on active learning activities.

When leading a semantic mapping activity, students should be supported in developing maps that involve horizontal and vertical relationships among words and concepts. A horizontal map involves identifying concepts that are similar to a target word. A vertical map involves identifying concepts that help to define a word or that fit under the word. Thus, for the word *marsh*, a horizontal map would include identifying other bodies of water (e.g., bayou, swamp, lake, pond) and a vertical map would include items that are useful to defining and characterizing marsh (e.g., tidal, grasses, shallow, crabs). A comprehensive semantic map will include both horizontal and vertical relationships, and mapping activities involve supporting students to expand their maps in both horizontal and vertical directions.

Reference:

Lerner, J. (1997). *Learning disabilities: Theories, diagnosis, and teaching strategies*. Boston: Houghton Mifflin.

UE–R3. Prefix Instruction

When providing vocabulary instruction in the later elementary grades, instruction typically includes some direct instruction on prefixes. Most prefixes have a clear lexical meaning (e.g., *un-* meaning not) and most are used in a great many words, thus providing instruction in prefixes is considered a fairly efficient and effective approach for significantly broadening students' vocabulary (Graves, 2004). Exposure to prefixed words is relatively infrequent in the early elementary grades, but becomes more frequent in the later elementary grades (3 to 5), thus including prefix instruction at these higher grade levels is recommended (White, Sowell, & Yanagihara, 1989). Experts suggest teaching students in these grades the 20 most common prefixes; by spreading these over three grades, the number of prefixes to be targeted in each grade is not overwhelming (Graves, 2004). To ensure that the 20 most frequently occurring prefixes (based on White et al., 1989) are taught across these grades, one way to organize prefixes by grade would be:

3rd grade: *un-*, *re-*, the “not” prefixes (*in-*, *im-*, *ir-*, *il-*), *dis-*, *en-*

4th grade: *em-*, *non-*, *in-*, *im-*, *over-*, *mis-*, *sub-*, *pre-*, *inter-*

5th grade: *fore-*, *de-*, *trans-*, *super-*, *semi-*, *anti-*, *mid-*, *under-*

As is recommended for any type of strategy instruction, educators should use a systematic approach to prefix instruction that involves these steps:

1. Explicit description of the strategy and when/how it is used
2. Teacher modeling of the strategy being applied
3. Teacher-student collaboration in application of the strategy
4. Guided practice of the student applying the strategy with gradual withdrawal of support by the teacher
5. Independent use of the strategy by the student with monitoring by the teacher

References:

Graves, M. F. (2004). Teaching prefixes: As good as it gets? In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 81–99). NY: Guilford Press.

White, T. G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302–308