

Bibliography



Expressive Vocabulary Test, Second Edition

Expressive Vocabulary Test Second Edition (EVT™ 2)

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Expressive Vocabulary Test Annotated Bibliography (2008)

This is a listing of studies that have used the EVT up until 2008, not a review of the quality of these studies. If you are interested in replicating a study in this list, it is recommended that you acquire a copy of the original article.

SEARCH PROCESS

Search 1

Engine: ISI Web of Science

Key Words: Expressive Vocabulary Test (engine searches titles and abstracts which include the key words)

Results: 93 citations

Search 2

Engine: GoogleScholar

Key Words/Exact phrase: “Expressive Vocabulary Test” AND “Williams” (engine searches entire text of article for key words).

Results: 330 articles. Reviewed first 100.

RESULTS

Reliability/Validity Studies

Cascella, P. W. (2006). Standardised speech-language tests and students with intellectual disability: A review of normative data. *Journal of Intellectual and Developmental Disability, 31*, 120–124.

The EVT was one of 23 tests (out of a total of 49 tests reviewed) that included students with mild intellectual disability in the sample, making the EVT more appropriate for this population. It was one of only 3 tests to include adults with intellectual disability in the sample. The authors do note that no tests used children with more severe intellectual disabilities in their samples, making it difficult to use standardized tests with this population.

Reese, E., & Read, S. (2000). Predictive validity of the New Zealand MacArthur Communicative Development Inventory: Words and sentences. *Journal of Child Language*, 27, 255–266.

This study used the EVT as a referent for establishing the validity of a New Zealand version of the MacArthur CDI. They first established good long-term reliability of the EVT ($r = 0.79$, $p < 0.01$, for New Zealand children 2:8–3:4)

Smith, A. (1997). Development and course of receptive and expressive vocabulary from infancy to old age: Administrations of the Peabody Picture Vocabulary Test, Third Edition, and the Expressive Vocabulary Test to the same standardization population of 2725 subjects. *International Journal of Neuroscience*, 92, 73–78.

This paper describes the normative population for the PPVT™-III and EVT and discusses the importance of the co-norming and the extent of the ages and disorders covered in the normative sample. It does not present empirical data on the tests.

Tadevosyan-Leyfer, O., Dowd, M., Mankoski, R., Winklosky, B., Putnam, S., McGrath, L., Tager-Flusberg, H., & Folstein, S. E. (2003). A principal components analysis of the Autism Diagnostic Interview–Revised. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42, 864–872.

This study broke the ADOS down into factors and attempted to validate those factors. The EVT along with the PPVT, made up the referent for the Language Factor (indicating that the authors consider the EVT and PPVT to jointly form a valid measure of language ability).

Ukrainetz, T. A., & Blomquist, C. (2002). The criterion validity of four vocabulary tests compared with a language sample. *Child Language Teaching and Therapy*, 18, 59–78.

Authors compared performance of 28 typically developing preschoolers on 4 standardized vocabulary tests (EVT, PPVT-III, EOWPVT-R, ROWPVT-R) with a language sample analysis. The correlation between the EVT and NDW (number of different words) in the language sample was significant, indicating some overlap in what they measure (i.e., semantic language ability).

Webb, M. Y. L., Cohen, A. S., & Schwanenflugel, P. J. (2008). Latent class analysis of differential item functioning on the Peabody Picture Vocabulary Test-III. *Educational and Psychological Measurement*, 68, 335–351.

This study attempted to determine the underlying constructs driving performance on the PPVT-III, using the EVT as a referent. They concluded that the PPVT-III was more difficult for children with lower vocabularies than the EVT.

Diagnostic Accuracy

Gray, S., Plante, E., Vance, R., & Henrichsen, M. (1999). The diagnostic accuracy of four vocabulary tests administered to preschool-age children. *Language, Speech, and Hearing Services in Schools*, 30, 196–206.

Four vocabulary tests (EVT, PPVT-III, EOWPVT, ROWPVT) were administered to 4 and 5 year olds with and without SLI. The authors conclude that their results support the construct validity of the tests, but that none of the tests was a good identifier of SLI because the scores of children with SLI tended to fall into the normal range (though they were lower than the scores of the typically developing children).

Characterizing Specific Populations

African American children

Horton-Ikard, R., & Weismer, S. E. (2007). A preliminary examination of vocabulary and word learning in African American toddlers from middle and low socioeconomic status homes. *American Journal of Speech-Language Pathology, 16*, 381–392.

This study examined the performance of typically developing low- and middle-socioeconomic status African American toddlers on the EVT™. Low-SES toddlers scored below middle-SES toddlers but still within the average range. The authors conclude that “much can be learned about AA children’s vocabulary by using conventional measures (i.e., the EVT and PPVT™-III) at a very young age”.

Thomas-Tate, S., Washington, J., Craig, H., & Packard, M. (2006). Performance of African American preschool and kindergarten students on the expressive vocabulary test. *Language, Speech, and Hearing Services in Schools, 37*, 143–149.

165 preschool and kindergarten students completed the EVT. The results were normally distributed with a mean score near 100, indicating that “the EVT is culturally fair and appropriate for use with some African American preschool and kindergarten children as part of an early screening battery.”

Restrepo, M. A., Schwanenflugel, P. J., Blake, J., Neuharth-Pritchett, S., Cramer, S. E., & Ruston, H. P. (2006). Performance on the PPVT-III and the EVT: Applicability of the measures with African American and European American preschool children. *Language, Speech, and Hearing Services in Schools, 37*, 17–27.

210 African American children and children of mothers with low education levels completed the EVT and PPVT-III. The authors were supportive of the use of the EVT for assessment with African American children and children whose mothers have less than a high school education, though they expressed caution about the PPVT-III.

Qi, C. H., Kaiser, A. P., Milan, S. E., & Hancock, T. B. (2006). Language performance of low-income African American and European American preschool children on the PPVT-III. *Language, Speech, and Hearing Services in Schools, 37*, 5–16.

The purpose of this study was to validate the use of the PPVT-III with African American children and to look at links between SES and PPVT-III scores. The EVT was used as a reference measure, to look for concurrent validity. There was a strong correlation between EVT and PPVT-III scores in the population, though the mean score on the EVT was 90 whereas it was only 78 for the PPVT-III. Low-income African American and European American children scored similarly on the EVT.

Qi, C. H., Kaiser, A. P., Milan, S. E., Yzquierdo, Z., & Hancock, T. B. (2003). The performance of low-income African American children on the Preschool Language Scale-3. *Journal of Speech, Language, and Hearing Research, 46*, 576–590.

The purpose of the study was to validate the use of the PLS™-3 with African American children. The EVT was used as a reference measure for validating the PLS-3. The EVT correlated moderately with the PLS-3 for the African American children, providing some evidence of convergent validity, though correlations were higher for the European American children tested.

Autism

Condouris, K., Meyer, E., & Tager-Flusberg, H. (2003). The relationship between standardized measures of language and measures of spontaneous speech in children with autism. *American Journal of Speech-Language Pathology, 12*, 349–358.

The authors compared standardized language measures (EVT™, PPVT™-III, CELF®-3 or CELF-P) with spontaneous speech in 44 children with autism. The EVT and PPVT-III were selected because “they (or their British equivalent) are widely used language tests in published studies on children with autism and were standardized on the same large sample that included children with a broad range of abilities levels.” They conclude that both standardized and spontaneous speech measures are useful for assessing children with autism.

Kjelgaard, M. M., Tager-Flusberg, H. (2001). An investigation of language impairment in autism: Implications for genetic subgroups. *Language and Cognitive Processes, 16*, 287–308.

The EVT was used along with several other tests to examine the speech and language profiles of children with autism. Over 90% of the sample completed the EVT, in contrast to the CELF-P or CELF-3 which 49% of the children could complete. Study results lead to a more complete understanding of language skills in children with autism across a range of cognitive levels.

Turner, L. M., Stone, W. L., Pozdol, S. L., Conrood, E. E. (2006). Follow-up of children with autism spectrum disorders from age 2 to age 9. *Autism, 10*, 243–265.

The EVT and PPVT were the two measures of language outcomes in 9 year old children with autism who had initially been diagnosed 7 years earlier. 22 of 25 children were able to achieve a basal score on the EVT. The EVT was used successfully to divide the children into subgroups based on language outcomes.

Specific Language Impairment (SLI)

Botting, N., & Conti-Ramsden, G. (2001). Non-word repetition and language development in children with specific language impairment (SLI). *International Journal of Language & Communication Disorders, 36*, 421–432.

The EVT was one of several language measures given to 11 year old children with SLI. The authors were interested in comparing children’s language scores to their performance on a nonword repetition task. The EVT (along with the BPVT) was not significantly related to nonword repetition performance, though other language measures were significantly related. The authors did not appear to have a full explanation for why vocabulary measures would be different from other language measures in this respect.

Hick, R. F., Joseph, K. L., Conti-Ramsden, G., Serratrice, L., & Farragher, B. (2002). Vocabulary profiles of children with specific language impairment. *Child Language Teaching and Therapy, 18*, 165–180.

The study examined vocabulary growth in preschool children with SLI over the course of one year. The EVT was used to validate the parent report of vocabulary in the CDI, though the CDI was the main vocabulary measure used in the study.

McGregor, K., Newman, R. M., Reilly, R. M., & Capone, N.C. (2002). Semantic representation and naming in children with Specific Language Impairment. *Journal of Speech, Language, and Hearing Research, 45*, 998–1014.

The authors hypothesized that poor naming ability in children with SLI was related to poorly developed semantic representations. They used the EVT along with a comprehensive language assessment to test the prediction. They found the EVT to be a positive predictor of naming performance.

Thal, D. J., Miller, S., Carlson, J., Vega, M. M. (2005). Nonword repetition and language development in 4-year-old children with and without a history of early language delay. *Journal of Speech, Language, and Hearing Research*, 48, 1481–1495.

The purpose of the study was to establish the use of a nonword repetition test among 4 year old children. However, children also completed the EVT™, CELF®-P, PPVT™-III, and Kaufman Assessment Battery for Children (KABC™). Only the EVT and the nonword repetition score were significant when all test scores were entered into a regression to classify children with and without a history of language delay.

Other Syndromes

Axelrad, M. E., Nicholson, L., Stabley, D. L., Sol-Church, K., Gripp, K. W. (2007). Longitudinal assessment of cognitive characteristics in Costello syndrome. *American Journal of Medical Genetics Part A*, 143, 3185–3193.

This study profiled children with Costello syndrome and used the EVT to assess their expressive vocabulary. However, the authors note that more than half of the children scored “at the lowest possible score” (it is not clear whether they are referring to the lowest raw score, lowest standard score, or something else) and therefore the EVT might not be the ideal instrument to assess expressive vocabulary in this population.

Somerville, M. J., Mervis, C. B., Young, E. J., Seo, E. J., del Campo, M., Bamforth, S., Peregrine, E., Loo, W., Lilley, M., Perez-Jurado, L. A., Morris, C. A., Scherer, S. W., & Osborne, L. R. (2005). Severe expressive-language delay related to duplication of the Williams-Beuren Locus. *New England Journal of Medicine*, 353, 1694–1701.

The EVT was used to document severe expressive language impairments in a child with a duplication of the Williams-Beuren Locus, a rare chromosomal abnormality. Expressive language was notably more impaired than other cognitive-linguistic skills and physical attributes.

Hick, R. F., Botting, N., & Conti-Ramsden, G. (2005). Short-term memory and vocabulary development in children with Down syndrome and children with specific language impairment. *Developmental Medicine & Child Neurology*, 47, 532–538.

Children with Down syndrome, children with SLI, and typically developing children completed the EVT along with other language and cognitive measures three times in one year. Results showed different profiles in vocabulary development between the three groups: children with DS began with higher EVT scores than children with SLI, but children with SLI made faster progress through the year than children with DS.

Mervis, C. B., Becerra, A. M., Rowe, M. L., Hersh, J. H., Morris, C. A. (2005). Intellectual abilities and adaptive behavior of children and adolescents with Kabuki syndrome: A preliminary study. *American Journal of Medical Genetics*, 132a, 248–255.

The purpose of the study was to characterize the cognitive, language, and behavioral skills of children with Kabuki syndrome. 11 children were assessed; the EVT was one of several measures used. The EVT was used to document a relative area of weakness in expressive language.

Mitchell, W. G., Brumm, V. L., Azen, C. G., Patterson, K. E., Aller, S. K., & Rodriguez, J. (2005). Longitudinal neurodevelopmental evaluation of children with opsoclonus-ataxia. *Pediatrics*, 116, 901–907.

This study characterized the cognitive, behavioral, motor, and language skills of children with opsoclonus-ataxia, a progressive neurological disorder. The EVT was used to establish expressive vocabulary levels; most of the 10 children showed delays on the EVT though most also showed growth over time in EVT scores.

Cochlear Implants

Donaldson, A. I., Heavner, K. S., & Zwolan, T. A. (2004). Measuring progress in children with autism spectrum disorder who have cochlear implants. *Archives of Otolaryngology-Head & Neck Surgery*, *130*, 666–671.

The EVT™ was used to measure vocabulary in 6 children with ASD who received cochlear implants. Three of the children were able to complete the EVT (this was comparable to or better than completion rates for the other standardized tests used in the study). Those that did complete the EVT showed growth over time.

Ertmer, D. J., Strong, L. M., & Sadagopan, N. (2003). Beginning to communicate after cochlear implantation: Oral language development in a young child. *Journal of Speech, Language, and Hearing Research*, *46*, 328–340.

This is a case study of a deaf child who received a cochlear implant at 20 months. The EVT was attempted at 30, 36, & 42 months but not completed because of a difficulty establishing the concept of synonyms.

ADHD

McInnes, A., Humphries, T., Hogg-Johnson, S., Tannock, R. (2003). Listening comprehension and working memory are impaired in Attention-Deficit Hyperactivity Disorder irrespective of language impairment. *Journal of Abnormal Child Psychology*, *31*, 427–443.

Several language, cognitive, and emotional/behavioral measures were given to 9–11 year old boys in four groups: with ADHD and SLI, with ADHD only, with SLI only, and typically developing. The EVT was not the main focus of the study but did demonstrate differences in mean scores across the four groups, such that typically developing > ADHD > SLI > ADHD/SLI.