Peabody Picture Vocabulary Test, Fifth Edition (PPVT™-5)

Expressive Vocabulary Test, Third Edition (EVT™-3)

PPVT-5/EVT-3 Receptive-Expressive Comparison Report

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Examinee Information			**PPVT-5 Information**	**EVT-3 Information**
Name:	Sample Student	Test Date:	09/02/2019	11/12/2019
ID:	123456	Form:	A	B
Birth Date:	04/25/2012	Age:	7:4	7:6
Gender:	Female	Grade:	2	2
Language Spoken Most Often:	English	School/Agency:	Sample Elementary School	Sample Elementary School
Language Spoken at Home:	English	Teacher/Counselor:	Mr. Teacher	Mr. Teacher
Date of Report:	12/10/2018	Examiner:	A. Teacher	A. Teacher

Score Comparisons

By comparing performances on the PPVT-5 and EVT-3 measures, examiners can test hypotheses about the basis of vocabulary knowledge. 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-3 lower may indicate difficulties with word retrieval. Conversely, a significantly higher EVT-3 score may indicate that the individual is better at demonstrating vocabulary knowledge in an open, expressive format than in a receptive, focused format.

Standard Score Comparison

There is no significant difference between Sample's PPVT-5 standard score and EVT-3 standard score.

Test	Form	Test Date	Standard Score	Critical Value (.05)	Significance of Difference (Yes/No)	% of the Normative Population with Difference
PPVT-5	A	09/02/2019	94			
EVT-3	B	11/12/2019	93			
Standard Score Difference			1	7.78	No	>25%

Qualitative Comparisons

Various qualitative analyses were applied to Sample's PPVT-5 and EVT-3 scores. Interpretation of this information may assist you in developing hypotheses about vocabulary performance based on the items administered. Information gained by one or more of these approaches can supplement the quantifiable information provided by standard scores. For detailed explanations of each analysis and for interpretation support, please refer to either Manual. 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

Home vs. School Vocabulary Comparison

The PPVT-5 and EVT-3 words, and the pictured contexts they represent, have been categorized as "Home" or "School" in order to estimate the impact of home and community experiences versus educational experiences on the examinee's vocabulary development.

If Sample's percentage of home vocabulary is greater than school vocabulary, this may indicate that the vocabulary-building influences at home are enriched through frequent conversation and reading. Similarly, a greater percentage of school vocabulary may indicate that Sample is profiting from educational experiences. Sample's errors in either the home or school vocabulary classifications might indicate that help may be needed in acquiring a broader English vocabulary.

Home/School	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Home	PPVT-5	9	9	100									
	EVT-3	11	11	100									
School	PPVT-5	72	58	81									
	EVT-3	60	43	72									

Vocabulary by Part of Speech Comparison

Each PPVT-5 and EVT-3 item is designated by its usage within the test as a noun, verb, adjective, or adverb. Adjectives and adverbs are collectively labeled as attributes. Most nouns can be learned in a concrete, straightforward manner. However, learning the meanings of words that denote an action or an attribute is a more abstract task.

Part of Speech	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Noun	PPVT-5	54	50	93									
	EVT-3	57	46	81									
Verb	PPVT-5	17	12	71									
	EVT-3	8	3	38									
Attribute	PPVT-5	10	5	50									
	EVT-3	6	5	83									

Three Tier Model of Vocabulary Comparison

Another qualitative analysis classifies words into three tiers for determining where to focus vocabulary instruction. The method is based on the work of Isabel L. Beck, M. G. McKeown, and Linda Kucan, as described in their book *Bringing Words to Life* (2013). It was adapted to fit the task of the test. Refer to either Manual for an explanation of words assigned to each tier. Differing performance between PPVT-5 and EVT-3 results within each tier or across tiers may highlight vocabulary gaps and where instruction or intervention may be needed.

Three Tier Model	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Tier 1	PPVT-5	2	2	100									
Tier 1	EVT-3	7	7	100									
Tier 2	PPVT-5	55	44	80									
Tier 2	EVT-3	43	32	74									
Tier 3	PPVT-5	24	21	88									
Tier 3	EVT-3	21	15	71									

STEM Vocabulary Comparison

In recent years, larger emphasis has been placed on science, technology, engineering, and mathematics (STEM) curricula in educational settings. The STEM analysis for PPVT-5 and EVT-3 classifies items by vocabulary that likely would be associated with STEM education.

	Test	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
STEM	PPVT-5	30	25	83									
STEM	EVT-3	25	19	76									

Crossover Vocabulary Sampling Between PPVT-5 and EVT-3

Receptive and expressive vocabulary comparison involves evaluating performance on PPVT-5 items that appear as stimulus words or correct responses on the EVT-3 and assessing the same or similar semantic concepts. For each item listed, a "+" means the examinee answered the item correctly, and a "-" means the examinee answered the item incorrectly. Results are reported on how often the examinee's responses were consistent between items shared between PPVT-5 and EVT-3 and how often the responses were different.

Items are considered to be "Scored the Same" when the examinee either responded correctly to both crossover items (scored 1 and 1) or responded incorrectly to both crossover items (scored 0 and 0). A larger percentage of common items scored differently may further support hypotheses around word finding deficits or incomplete/inefficient lexical storage skills.

Crossover Word	PPVT-5 Form A Item	EVT-3 Form B Item
[word]	66 +	84 +
[word]	67 +	66 +
[word]	70 +	82 +
[word]	71 +	85 -
[word]	75 +	68 +
[word]	85 +	70 +

Crossover Word	PPVT-5 Form A Item	EVT-3 Form B Item
[word]	87 +	73 -
[word]	91 +	97 +
[word]	94 +	76 +
[word]	98 +	79 +
[word]	102 +	95 +

Crossover Word	PPVT-5 Form A Item	EVT-3 Form B Item
[word]	103 +	105 +
[word]	119 +	108 -
[word]	124 +	102 -
[word]	130 +	101 +
[word]	131 +	104 +

	Shared Items	Item Count	Percent	10%	20%	30%	40%	50%	60%	70%	80%	90%
Crossover Vocabulary	Scored the Same	12 of 16	75									
	Scored Differently	4 of 16	25									

Reference:

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

End of Report