EVT2

Expressive Vocabulary Test, Second Edition

EVT™-2

Expressive Vocabulary Test, Second Edition

Individual Score Summary Report

Examinee Information		**Test Information**	
Name:	Noah C	Test Date:	05/08/2014
ID Number:	89765432	Form:	A
Birth Date:	10/29/2005	Teacher/Counselor Name:	Matt B
Age:	8:6	Examiner Name:	Tina Eichstadt
Gender:	Male	Grade:	3
Language Spoken at Home:	Spanish	Test Site:	Third Grade Reading
		Reason for Testing:	ELL needs

PsychCorp

ALWAYS LEARNING

PEARSON

Standard Score:

20　30　40　50　60　70　80　90　100　110　120　130　140　150　160

Percentile Rank:

1　2　5　9　16　25　37　50　63　75　84　91　95　98　99

Stanine:

1　2　3　4　5　6　7　8　9

| Extremely Low | Mod. Low | Average | Mod. High | Extremely High |
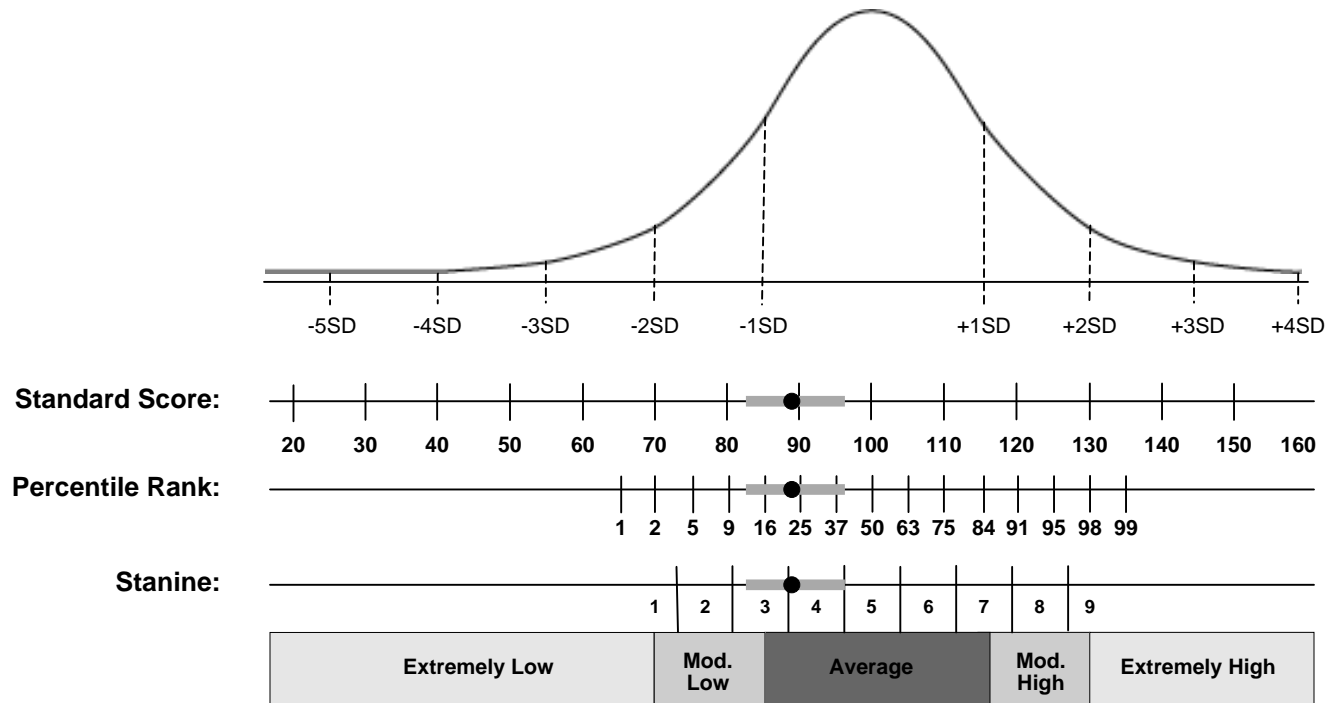
Score Summary

Raw Score	Standard Score	% Conf. Interval	GSV	Percentile	NCE	Stanine	Age Equivalent	Description
90	89	83 - 96	156	23	35	4	7:2	Average

Item	Noun	Verb	Attribute
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Item	Noun	Verb	Attribute
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Item	Noun	Verb	Attribute
41			
42			
*43			
44			
45			
46			
47			
48	X		
49		X	
50			
51			
52			X
53	X		
54	X		
55			
56			
57		X	
58			X
59	X		
60			

Item	Noun	Verb	Attribute
61	X		
62			
63			
64	X		
65	X		
66			
67	X		
68			
69	X		
70			
71			
72			
73	X		
74			
75		X	
76			
77	X		
78			
79			X
80			

Item	Noun	Verb	Attribute
81			
82	X		
83			
84			
85	X		
86			
87	X		
88			
89			
90			
91		X	
92	X		
93			X
94			
95			X
96	X		
97			
98			
99			
100			

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

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

Item	Noun	Verb	Attribute
121			
122			
123			
124			
125			X
126	X		
127		X	
128			
129			X
130	X		
131			X
132	X		
*133			X
134			
135			
136			
137			
138			
139			
140			

Item	Noun	Verb	Attribute
141			
142			
143			
144			
145			
146			
147			
148			
149			
150			
151			
152			
153			
154			
155			
156			
157			
158			
159			
160			

Item	Noun	Verb	Attribute
161			
162			
163			
164			
165			
166			
167			
168			
169			
170			
171			
172			
173			
174			
175			
176			
177			
178			
179			
180			

Item	Noun	Verb	Attribute
181			
182			
183			
184			
185			
186			
187			
188			
189			
190			

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

Part of Speech	Attempted	Correct	Percent Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
Noun	66	42	64									
Verb	8	2	25									
Attribute	17	4	24									

Narrative Summary

The *Expressive Vocabulary Test*, Second Edition (EVT-2), is an individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval for children and adults. The EVT-2 measures expressive vocabulary knowledge with two types of items: *labeling* items and *synonym* items.

On 05/08/2014, Noah was administered the EVT-2 form A. He was 8 years and 6 months old and in 3rd grade at the time of testing. Age norms were used to score the administration.

Noah obtained an EVT-2 standard score of 89. The chances are about% that the range of scores from 83 to 96 includes his true score. His percentile rank of 23 means that Noah scored as well as or better than 23 percent of examinees of his age. His test-age equivalent is 7:2. According to the EVT-2 classification system, Noah's expressive vocabulary functioning is in the average range. There is a significant difference at the level between Noah's EVT-2 standard score and PPVT-4 standard score, indicating that Noah performed better on expressive vocabulary tasks than on receptive vocabulary tasks. This difference may indicate that Noah is better at demonstrating vocabulary knowledge in an open, expressive format like that of the EVT-2 than in a focused, receptive format like that of the PPVT-4 measure. A difference this large occurred in percent of the standardization sample.

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 engagagement with words as an effective route to learning new words.

● *Principle of Repetition:* This principle emphasizes the need to provide clear connections between words and their meanings to facilitate learning.

● *Principle of Explicitness:* 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 Noah's EVT-2 standard score of 89, the reinforcement activities listed below are suggested to further develop Noah's vocabulary skills. The full activity descriptions are provided at the end of this report.

Upper Elementary-Expressive (UE-E):
UE-E1. Cooperative Learning/Peer Tutoring
UE-E2. Robust Vocabulary Instruction
UE-E3. Morphemic Analysis

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 Noah's EVT™-2 standard score of 89, 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

Upper Elementary (UE)

Topic/Code   Activity Title

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   Hink Pinks (Part 1)
  UE 7.4   Hink Pinks (Part 2)
  UE 7.5   Cross the Categories

Additional Suggested Intervention Topics and Activities

Upper Elementary-Expressive (UE-E)

UE-E1. Cooperative Learning/Peer Tutoring

Cooperative learning is a common instructional technique in which students work in pairs or small groups to teach one another. Some of the benefits of cooperative learning are that students can work independently while engaging in intellectual discussions, which together can result in improved student motivation and increased time on task (National Reading Panel, 2000). Importantly, cooperative learning can also be used as a tool for building children's expressive vocabulary skills.

One activity to doing so was described by Miller, Barbetta, and Heron (1994), and involved students working in pairs to teach each other target vocabulary word. In this activity, student pairs received a stack of cards on which a target word was printed on one side (e.g., miasmic) and the definition was printed on the other. The cards would be divided between the two students, who would take turns playing tutor and tutee. The tutor would present a word to the tutee, who would then provide a response that was praised or corrected by the tutor. Words were put into two piles by the tutor to differentiate those mastered from those not mastered by the tutee. After a period of time the two students would switch roles. To promote learning and retention of words over time, student pairs can graph each other's performance and monitor growth in words known for a period of time (e.g., over five consecutive days).

References:

Miller, A. D., Barbetta, P. M., & Heron, T. F. (1994). START tutoring: Designing, training, implementing, adapting, and evaluating tutoring programs for school and home settings. In R. Gardner, D. Sainato, J. O. Cooper, T. E. Heron, W. L. Heward, J. Eshleman, & T. A. Grossi (Eds.), *Behavior analysis in education* (pp. 265-282). Monterey, CA: Brookes-Cole.

National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read.* Washington, DC: National Institute for Literacy.

UE-E2. 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-E3. Morphemic Analysis

When children come upon new words and must decipher their meaning, they can utilize their knowledge of morphology to help them. Experts contend that students can self-teach themselves new words, thus increasing the breadth and depth of their vocabulary substantially, by conducting morphemic analysis (Edwards, Font, Baumann, & Boland, 2004). Morphemic analysis involves examining the root and affix structures of words, and is an appropriate focus of vocabulary instruction beginning in the fourth grade (Edwards et al., 2004). Typically, instruction in morphemic analysis focuses on teaching the most common prefixes (e.g., *un-, re-, in-, and dis-)* and derivational suffixes (e.g., *-less, -ness, -ment, -er).*

One approach used in teaching morphemic analysis involves teaching children about word families (Nagy & Anderson, 1984). A word family is a root word and all of its derived forms that are created through additions of suffixes and prefixes. For instance, family members of the root word *work* including *schoolwork, worker, workman, overworked,* and so forth. A useful activity for teaching children about word families is providing a target word and developing a family map around that word that contains all of the possible derivations. When creating the map, students should be directed to think about word formation (e.g., How did we change *work* to *schoolwork?*) and also think about the differences and similarities in meaning among words in a given family. By modeling both, students can be guided toward conducting such analyses independently when they encounter unknown words. A sequence of instruction for affixes is provided in Bear, Invernizzi, Templeton, and Johnston (2004).

References:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Edwards, E. C., Font, G., Baumann, J. F., & Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 159-178). NY: Guilford Press.

Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly, 19,* 303-330.

End of Report