



Expressive Vocabulary Test, Second Edition

EVT™-2
Expressive Vocabulary Test, Second Edition
Individual Score Summary Report

Examinee Information

Name: Samantha S
ID Number: 2465899
Birth Date: 08/02/2008
Age: 5:9
Gender: Female
Language Spoken at Home: English

Test Information

Test Date: 05/09/2014
Form: A
Teacher/Counselor Name: Beth W
Examiner Name: Tina Eichstadt
Grade: Kindergarten
Test Site: Kindergarten Room
Reason for Testing: Reading First screening



Copyright © 2007 NCS Pearson, Inc. All rights reserved.

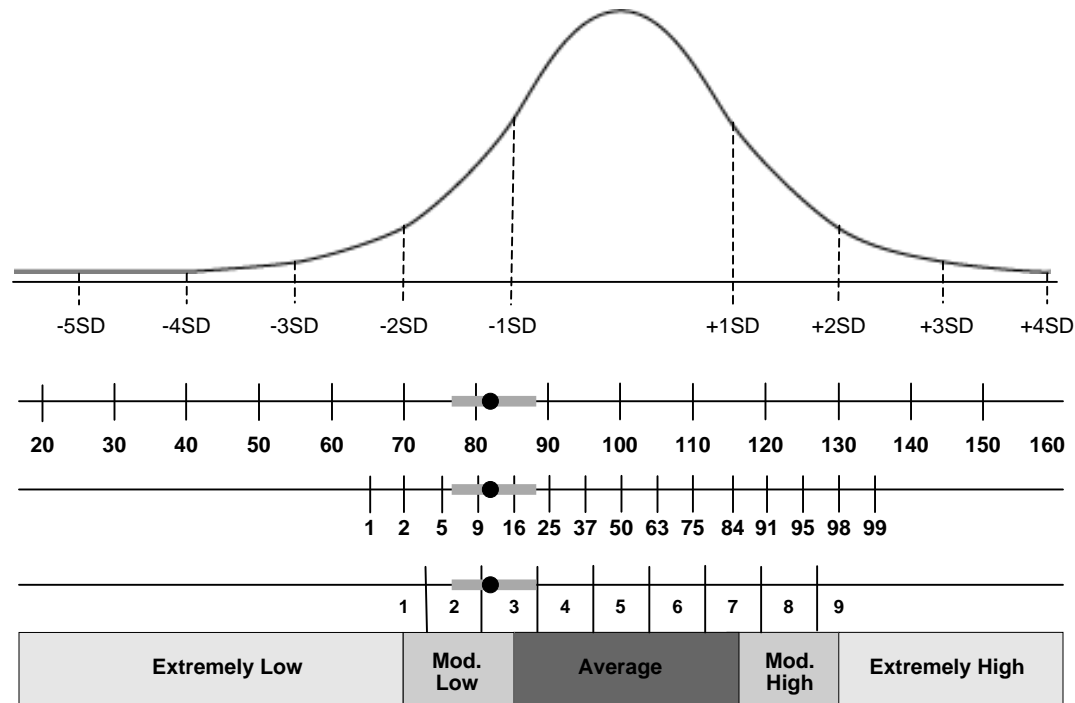
EVT, **Pearson**, the **PSI logo**, and **PsychCorp** are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s).

PPVT is a trademark of the Wascana Limited Partnership.

TRADE SECRET INFORMATION

Not for release under HIPAA or other data disclosure laws that exempt trade secrets from disclosure.

[1.0 / RE1 / QG1]



Score Summary

Raw Score	Standard Score	% Conf. Interval	GSV	Percentile	NCE	Stanine	Age Equivalent	Description
53	82	77 - 88	129	12	25	3	4:4	Moderately low

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	X		
45	X		
46			
47			
48			
49			
50	X		
51	X		
52			
53			
54			
55	X		
56	X		
57			
58			
59	X		
60	X		

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

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

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

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

Item	Noun	Verb	Attribute
121			
122			
123			
124			
125			
126			
127			
128			
129			
130			
131			
132			
133			
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	29	16	55									
Verb	2	2	100									
Attribute	5	5	100									

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 05/09/2014, Samantha was administered the EVT-2 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 an EVT-2 standard score of 82. The chances are about% that the range of scores from 77 to 88 includes her true score. Her percentile rank of 12 means that Samantha scored as well as or better than 12 percent of examinees of her age. Her test-age equivalent is 4:4. According to the EVT-2 classification system, Samantha's expressive vocabulary functioning is in the moderately low range. There is a significant difference at the level between Samantha's EVT-2 standard score and PPVT-4 standard score, indicating that Samantha performed better on expressive vocabulary tasks than on receptive vocabulary tasks. This difference may indicate that Samantha 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 engagement 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 Samantha's EVT-2 standard score of 82, the remediation and 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-Expressive (LE-E):

LE-E1. Intensive Instruction

LE-E2. Elaborated Exposure During Storybook Reading

LE-E3. Word Wizards

Preschool-Expressive (PS-E):

PS-E1. Inferential Questioning

PS-E2. Dialogic Reading

PS-E3. Conversational Responsiveness

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 EVT™-2 standard score of 82, 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 and 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

Storytelling

- LE 11.1 Tell Me a Story

Word Play

- LE 12.1 Word Builder

Preschool

Topic/Code Activity Title

Action Words

- PS 1.1 All About Actions (Part 1)
- PS 1.2 Act It Out

Antonyms

- PS 2.1 The Opposite Guys

Classification & Categorization

- PS 3.1 Where Does It Belong? (Part 1)
- PS 3.2 Category Brainstorm
- PS 3.3 Odd One Out (Part 1)

Colors & Shapes

- PS 4.1 Colorful Shapes
- PS 4.2 Shape Outlines
- PS 4.3 Shape Match

Descriptions

- PS 5.1 The Mind-Reading Game
- PS 5.2 What's My Job?
- PS 5.3 When Do You Feel...?

Nouns

- PS 6.1 ABC from Ant to Zebra
- PS 6.2 Mama Bear, Baby Cub
- PS 6.3 Simon Says
- PS 6.4 See It and Say It (Part 1)

Position Words

- PS 7.1 Direction and Position

Rhyming Words

- PS 8.1 A Run of Rhymes
- PS 8.2 Rhyming Riddles

Storytelling

- PS 9.1 Word of the Day (Part 1)

Additional Suggested Intervention Topics and Activities

Lower Elementary-Expressive (LE-E)

LE-E1. Intensive Instruction

Often, approaches to early elementary vocabulary instruction feature teaching of a small set of words each week, perhaps 7 to 10 words. Given the sheer volume of words that children need to learn during these grades, one might wonder whether children are capable of learning more words than this using intensive instruction. With intensive instruction, children are systematically exposed to 20 or more words in a given week. Given that children's learning of a word's meaning emerges only gradually over time, from a general familiarity with a word (I've heard it before) to a sophisticated understanding (I know it!), intensive instruction may be an efficient means for helping children to develop a general familiarity with a larger body of words compared to approaches that target only a few words at a time. A recent study by Biemiller and Boote (2006) found that early elementary students were fully capable of learning a substantial number of new words during a week of instruction when these were presented within oral readings of storybooks combined with teacher explanations of targeted words. Of the approximately 20 to 25 words targeted during a single week of instruction, children were able to produce explanations for nearly half of the words targeted. To be effective, intensive instruction should involve a combination of direct instruction on words' meanings combined with experiences of hearing words used in context. One possible approach for intensive instruction in the early elementary grades is this one-week sequence developed by Biemiller and Boote (2006). Each week features repeated reading of a single storybook, from which approximately 20 to 30 words are selected for direct instruction for the week.

1. Day 1: Two or three vocabulary words critical to the book's content are explained, and then the storybook is read in a normal fashion. After reading, several comprehension questions are asked.
2. Day 2: The storybook is read with interruptions embedded in the reading to discuss 7 to 10 target words. Each interruption occurs after a sentence that contains a target word, and involves a re-reading of the sentence followed by a brief explanation of the word's meaning. After the book is read, each of the target words is reviewed again by reading the sentences in the book containing the words and then providing a brief definition.
3. Day 3: The procedures from Day 2 are repeated, but a new 7 to 10 words are targeted during the reading.
4. Day 4: The procedures from Day 2 are repeated, but a new 7 to 10 words are targeted during the reading.
5. Day 5: All of the words targeted on Days 2 to 4 are reviewed for the students (the storybook is not read). Children were presented the target words and asked to provide definitions; these were confirmed when correct or corrected when incorrect.

Reference:

Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, 98, 44-62.

LE-E2. Elaborated Exposure During Storybook Reading

Reading storybooks with elementary students, whether one-on-one or in a group setting, is a useful way to promote expressive vocabulary development. 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 the 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. Because children will not learn all of the words that are elaborated, pausing to elaborate more rather than fewer words is appropriate, with some studies including 10 or more elaborated exposures. 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.

References:

- Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*, 44-62.
- 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-E3. Word Wizards

An important goal of early elementary vocabulary instruction is to provoke children's interest in and use of new vocabulary words. Pursuant to this goal, Beck and her colleagues (Beck, Perfetti, & McKeown, 1982) developed an approach called Word Wizards. The goal of Word Wizards is to expose children to many new words and to give them incentives for using and listening for these in their everyday conversation and classroom activities. One avenue for doing so is for teachers and children to identify "interesting words" that occur in their classrooms (during read-alouds, classroom lessons, video programs, etc.), and to place these words along the top of a classroom poster with children's names listed along the side. Each time a student uses one of the words in writing activities or classroom conversations or notices one of the words in books or other activities, he or she receives a check mark under that word. At the end of a specific period of time, the student with the most check marks becomes the classroom's Word Wizard. Likewise, students who contributed words with the most check marks could also be identified as Word Wizards. In this way, students are encouraged to both listen for and actively use a range of interesting words.

References:

- Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology, 74*, 506-521.
- Stahl, S. A., & Dougherty Stahl, K. A. (2004). Word wizards all! Teaching word meanings in preschool and primary education. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 59-80). NY: Guilford Press.

Preschool-Expressive (PS-E)

PS-E1. Inferential Questioning

Expressive vocabulary involves learning and using a range of words that represent not only tangible and concrete objects, actions, and concepts, but also words of a more abstract nature. Many experts agree that abstract vocabulary development is supported by children's engagement in conversations that are decontextualized. Decontextualized conversations focus on events beyond the here and the now (e.g., events of the past, the future, or that are imaginary or pretend). These conversations typically require a good deal of inference, and require children to discuss attitudes and feelings, discuss motives, describe differences and similarities, and express causal or temporal connections among events (van Kleeck, Vander Woude, & Hammett, 2006). For instance, if an adult and child are looking at a picture that shows a boy who is crying while holding a burst balloon, and the adult asks the child, "Why is the boy crying?" the child must infer what has happened and how the boy is feeling. This requires an abstract level of language use compared to simply naming something in the picture, and thus it involves a higher-level application of expressive vocabulary specifically and expressive language generally.

To build children's abstract language skills, including use of nonliteral vocabulary, children require frequent opportunities to practice their own use of abstract language and to hear models of others using abstract language. One way to do this is through use of open-ended questions that focus on:

1. Attitudes and feelings (e.g., How does Spot feel now that it's time to go home?)
2. Motives (e.g., Why do you think Clifford helped her find the lost toy?)
3. Differences and similarities (How are seagulls like the robins we saw last week?)
4. Causal and temporal connections among events (Why did Laurie get in trouble?)

Professionals can pose such questions to children in a range of activities, including storybook reading, dramatic play, and arts and crafts. Importantly, following a child's response, the professional can model a more elaborated response that provides a model of advanced abstract language use, as in:

Professional: How does Spot feel now that it's time to go home?

Child: Sad. He's so sad.

Professional: Yes, he feels very sad because he still wants to play. He would like to stay and play with his friends, but he knows he'll be in trouble if he does not go home.

Reference:

van Kleeck, A., Vander Woude, J., & Hammett, L. (2006). Fostering literal and inferential language skills in Head Start preschoolers with language impairment using scripted book-sharing discussions. *Journal of Speech-Language Pathology, 15*, 85-95.

PS-E2. Dialogic Reading

Dialogic reading is a style of reading that adults can use to systematically promote the expressive vocabulary skills of young children. It was developed by developmental psychologist Grover Whitehurst and his colleagues (Arnold, Lonigan, Whitehurst, & Epstein, 1994; Valdez-Menchaca & Whitehurst, 1992; Whitehurst, Falco, Lonigan, Fischel, Valdez-Menchaca, & Caulfield, 1988). Dialogic reading, as its name implies, involves creating a dialog with a child during shared storybook reading. By creating a dialog, the child becomes a more active participant in the reading interaction, and receives opportunities to practice his or her language skills by producing language that is more varied in its vocabulary and by producing utterances that are longer and more syntactically complex. Because many adults read with children in ways that fail to actively engage a child, for instance, by asking a great number of yes/no questions, use of dialogic reading requires that adults look systematically at the way they share books with children and modify their reading style to elicit a child's partnership in the shared reading dialog.

In dialogic reading, adults use specific types of questions during reading to elicit children's active conversational engagement. These include completion questions, which require children to fill in a response (e.g., "Nine ducks nine walked out in line, and Mr. Fox was _____"); recall questions ask children to remember and relate an event in the storybook (e.g., "What happened after the fox fell in the water?"); and open-ended questions that elicit children's comments on the book's content. Just as important as these sorts of questions are to eliciting a child's active engagement are the ways in which the adult responds to the child's answers; the dialogic technique requires that the adult evaluate and extend children's answers (e.g., "Yes, the fox did run into the woods") to provide additional language-learning models and opportunities for practice.

References:

- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology, 86*, 235-243.
- Valdez-Menchaca, M.C., & Whitehurst, G.J. (1992). Accelerating language development through picture book reading: A systematic extension to Mexican day-care. *Developmental Psychology, 28*, 1106-1114.
- Whitehurst, G.J., Falco, F., Lonigan, C.J., Fischel, J.E., Valdez-Menchaca, M.C., & Caulfield, M. (1988). Accelerating language development through picture-book reading. *Developmental Psychology, 24*, 552-558.

PS-E3. Conversational Responsiveness

Adult-child conversations are a primary mechanism through which children have the opportunity to practice and extend their expressive vocabulary skills. However, not all adult-child conversations are as enticing as they can be for promoting children's vocabulary abilities. Rather, those conversations that contain a high degree of adult conversational responsiveness appear to be most beneficial for children. An adult who is conversationally responsive is one who adapts his or her language to respond to what the child brings to the conversation, so that the input the child receives is sensitive to his or her developing competencies in vocabulary specifically and language more generally; also, the conversationally-responsive adult uses specific techniques that elicits the child's more active participation in conversations so that the child has more opportunities to practice his or her language skills.

To be a responsive conversational partner, some specific techniques that adults can use are these (Girolametto & Weitzman, 2002; Wasik, Bond, & Hindman, 2006):

1. Actively listen: When conversing with children, adults should pause frequently and expectantly, wait for children to initiate, and respond meaningfully to children's contributions.
2. Follow children's topics: Let children select the topics of conversation, and follow-in on these topics to continue the conversation rather than selecting new topics.
3. Model and extend: Provide frequent models and explanations of new vocabulary words, and extend children's contributions to conversations by repeating what children say and adding in new grammatical or lexical content.
4. Encourage turn-taking: Promote children's engagement in extended conversations by asking open-ended questions and staying on the child's topic.

When adults use these techniques during conversations with children, whether in free play or more structured interactions, children will not only produce more language but they will use a more varied expressive vocabulary.

References:

- Girolametto, L., & Weitzman, J. (2002). Responsiveness of child care providers in interactions with toddlers and preschoolers. *Language, Speech, and Hearing Services in Schools, 33*, 268-281.
- Wasik, B. A., Bond, M. A., & Hindman, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology, 98*, 63-74.

End of Report

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.
