

PPVT™-4 Publication Summary Form

PRODUCT DESCRIPTION	
Product name	<i>Peabody Picture Vocabulary Test</i> , Fourth Edition
Product acronym	PPVT-4 scale
Authors	Lloyd M. Dunn, PhD, and Douglas M. Dunn, PhD
Copyright date	1959, 1981, 1997, 2007
Brief description of product	The PPVT-4 scale is a norm-referenced, wide-range instrument for measuring the receptive (hearing) vocabulary of children and adults. Enlarged and colorized, this PPVT edition is available in two parallel forms (Form A and Form B) that are administered individually. Each form contains training items and 228 test items, each consisting of four full-color pictures as response options on a page. For each item, the examiner says a word, and the examinee responds by selecting the picture that best illustrates that word's meaning.
Primary use/ purpose	<p>The PPVT-4 scale measures understanding of the spoken word in standard American English and thus assesses vocabulary acquisition. It has the following uses:</p> <ul style="list-style-type: none"> • Measures response to vocabulary instruction • Aids in the diagnosis of reading difficulties and in designing instructional interventions • Helps to establish rapport and reduce tension related to the testing environment • Contributes to assessment of preschool-age children • Screens for verbal development • Helps in the detection of language impairments across the age range • Aids in measuring language development among nonreaders and people with written-language difficulties • Measures linguistic potential • Can be used with individuals who have autism/withdrawal or who display symptoms of psychosis • Can be used with individuals with cerebral palsy or other major physical disabilities • Affords individuals who perform poorly on group tests to demonstrate their ability when administered the test individually • Can be used with individuals who have moderate visual disabilities, including those with visual-perceptual problems or color blindness • Can be used variously in commercial, industrial, or rehabilitation environments (i.e., for the selection of individuals for jobs that require good listening comprehension of standard American English) • Can be used for diverse research purposes • Screens for the receptive vocabulary knowledge of individuals whose primary language is not English
Age range covered	Ages 2 years 6 months through 90 years and older
Administration time	The administration is untimed but takes an average of 10 to 15 minutes.
Individual vs. group	Individual
User qualifications	Level 2

CONTENT DESCRIPTION	
Domains	The test content covers a broad range of receptive vocabulary levels, from preschool through adult. The items broadly sample words that represent 20 content areas (e.g., actions, vegetables, tools) and parts of speech (nouns, verbs, or attributes) across all levels of difficulty.
Test names	One test is available for administration with one of two parallel forms (A or B).
Composite names	None
Forms	The parallel test forms (Form A and Form B) each have 228 items divided into 19 item sets.
Materials included in the kit	The PPVT–4 kit includes an easel for either Form A or Form B, a manual, and 25 record forms (A or B). The kit is packaged with a carrying bag for easy transport.
ITEM INFORMATION	
	Items cover 20 categories of content and part of speech. Three-fourths of the items are from the previous edition (PPVT-III) and one-fourth is new. Many very easy items were added to improve measurement of low-functioning preschool-age children. Items were reviewed and empirically analyzed for difficulty, validity (discrimination), and freedom from bias with respect to sex, ethnicity, geographic region, and SES. All illustrations were evaluated to ensure they could be perceived by individuals with color blindness. The two forms are closely matched in item content and difficulty.
SCORING INFORMATION	
Scoring options	The test can be scored by hand or by computer entry, using the PPVT–4 ASSIST™ scoring software.
Derived scores available	<ul style="list-style-type: none"> • Deviation-type normative scores: standard scores, percentiles, normal curve equivalents (NCEs), and stanines • Developmental-type normative scores: age equivalents, grade equivalents • Growth scale value (GSV) scores
Norm groups available	Age, Grade: Fall, and Grade: Spring

Interpretive features	<p>Quantitative methods:</p> <ul style="list-style-type: none"> • Comparison of EVT–2 and PPVT–4 instruments • Comparison of GSV scores from repeat administrations <p>Qualitative method: Classification of items by part of speech (noun, verb, or attribute)</p>
Computerized scoring	<p>The PPVT–4 ASSIST™ scoring software may be used for the following:</p> <ul style="list-style-type: none"> • Entering item scores • Calculating a raw score • Converting the raw score to a standard score, percentile, NCE, stanine, age and grade equivalent, and GSV • Performing a qualitative analysis of item performance by part of speech • Generating score reports, including progress reports and group reports

TECHNICAL INFORMATION	
Sample Information	
Standardization description	<p>The fourth PPVT edition was developed for these purposes:</p> <ul style="list-style-type: none"> • To improve the quality and content of the third edition • To increase the number of easy items at the beginning of the test to improve measurement of the vocabulary of children who function at very low levels • To increase further the accuracy of test scores across the range of difficulty • To update the stimulus words and pictures • To replace the black-and-white item illustrations with full-color art <p>The age-norm and grade-norm samples were designed to resemble the English-proficient population from ages 2:6 to 90+, and closely match 2004 Census data for demographic variables. The PPVT–4 scale was 100% conormed with the <i>Expressive Vocabulary Test</i>, Second Edition (EVT–2; Williams, 2007).</p>
Date	From the fall of 2005 into the spring of 2006
Size	<p>450 examiners from 320 test sites</p> <ul style="list-style-type: none"> • Age norm sample: 3,540 cases • Grade norm subsample: 2,003 cases
Age and Grade	<p>Age norm sample: ages 2 years 6 months through 90 years and older</p> <p>Grade norm sample: kindergarten through Grade 12</p>

Sex	<p>Age norm sample:</p> <ul style="list-style-type: none"> • Female: 1,793 • Male: 1,747 <p>Grade norm sample:</p> <ul style="list-style-type: none"> • Female: 1,004 • Male: 999
Race/ethnicity	<p>Age norm sample:</p> <ul style="list-style-type: none"> • African American: 536 • Hispanic: 546 • White: 2,244 • Other: 214* <p>Grade norm sample:</p> <ul style="list-style-type: none"> • African American: 316 • Hispanic: 318 • White: 1,243 • Other: 126* <p>* Includes American Indians, Alaska Natives, Asian Americans, Pacific Islanders, and all other groups not classified as African American, Hispanic, or White.</p>
Geographic region	<p>Age norm sample:</p> <ul style="list-style-type: none"> • Northeast: 621 • North Central: 819 • South: 1,346 • West: 754 <p>Grade norm sample:</p> <ul style="list-style-type: none"> • Northeast: 360 • North Central: 458 • South: 744 • West: 441
SES/Parent education	<p>Age norm sample:</p> <ul style="list-style-type: none"> • Grade 11 or Lower: 429 • Grade 12 or GED: 989 • 1–3 Years of College: 1,115 • 4+ Years of College: 1,007 <p>Grade norm sample:</p> <ul style="list-style-type: none"> • Grade 11 or Lower: 209 • Grade 12 or GED: 547 • 1–3 Years of College: 676 • 4+ Years of College: 571
Community size	Variable

Special populations included	<p>The sample at ages 2 through 18 includes representative proportions of the following special populations:</p> <ul style="list-style-type: none"> • Speech/Language Impairment • Mental Retardation and Developmental Delay • Specific Learning Disability • Emotional/Behavioral Disturbance • Attention-Deficit/Hyperactivity Disorder (ADHD) • Autism • Other (several low-incidence disabilities)
Reliability	
Internal consistency reliability	<p>By Age: Split-Half</p> <ul style="list-style-type: none"> • Form A: $M = .94$ • Form B: $M = .94$ <p><i>SEM</i></p> <ul style="list-style-type: none"> • Form A: 3.6 • Form B: 3.6 <p>By Grade: Split-Half</p> <ul style="list-style-type: none"> • Form A: $M = .95$ • Form B: $M = .94$ <p><i>SEM</i></p> <ul style="list-style-type: none"> • Form A: 3.6 • Form B: 3.7
Alternate-form reliability	By Age: $M = .89$
Test-retest reliability	By Age: $M = .93$

Validity	
Correlations	<p>The PPVT–4 Scale With the EVT–2 ($N = 3,540$): Average $r = .82$</p> <p>The PPVT–4 Scale With the CASL:</p> <p>Ages 3–5 years ($N = 68$)</p> <ul style="list-style-type: none"> • Basic Concepts: $r = .50$ • Antonyms: $r = .41$ • Sentence Completion: $r = .54$ <p>Ages 8–12 years ($N = 62$)</p> <ul style="list-style-type: none"> • Synonyms: $r = .65$ • Antonyms: $r = .78$ • Sentence Completion: $r = .63$ • Lexical/Semantic Composite: $r = .79$ <p>The PPVT–4 Scale With the CELF-4 Scale:</p> <p>Ages 5–8 years ($N = 55$)</p> <ul style="list-style-type: none"> • Core Language: $r = .73$ • Receptive Language: $r = .67$ • Expressive Language: $r = .72$ <p>Ages 9–12 years ($N = 56$)</p> <ul style="list-style-type: none"> • Core Language: $r = .72$ • Receptive Language: $r = .75$ • Expressive Language: $r = .68$ <p>The PPVT–4 Scale With the GRADE (Total Test score):</p> <ul style="list-style-type: none"> • K, Fall (Level P, $N = 50$): $r = .71$ • K, Spring (Level K, $N = 65$): $r = .40$ • 1 ($N = 52$): $r = .58$ • 2 ($N = 48$): $r = .43$ • 3 ($N = 63$): $r = .65$ • 4 ($N = 61$): $r = .66$ • 6 ($N = 49$): $r = .71$ • 8 ($N = 47$): $r = .79$ • 10–11 ($N = 52$): $r = .59$ <p>The PPVT–4 Scale With the PPVT-III Scale ($N = 322$): Average $r = .84$</p>
Construct validity	<ul style="list-style-type: none"> • The comparability of the total set of PPVT–4 items with a specification of receptive vocabulary knowledge was evaluated. • The trend of average performance across age was compared with the profile of growth and decline in crystallized ability reported in the research literature. • The PPVT–4 instrument was correlated with the EVT–2, CASL, CELF-4, GRADE, and PPVT-III instruments to demonstrate the extent to which the observed pattern of correlations agrees with the pattern expected of a valid vocabulary measure.

Content validity	<ul style="list-style-type: none"> • The stimulus words were chosen based on a review of over 12 published reference works. • The stimulus words were representative of 20 content areas.
Factor analysis	Not applicable.
Clinical samples	<p>Standard Score Difference From Nonclinical Reference Group*</p> <p>Speech Impairment:</p> <ul style="list-style-type: none"> • Ages 5–15 years ($N = 178$): -5.6 • Ages 50–96 years ($N = 60$): -7.2 <p>Language Delay (Ages 3–7 years, $N = 63$): -13.0</p> <p>Language Disorder:</p> <ul style="list-style-type: none"> • Ages 8–12 years ($N = 65$): -10.2 • Ages 50–92 years ($N = 45$): -13.4 <p>Hearing Impairment (Ages 4–12 years):</p> <ul style="list-style-type: none"> • With Cochlear Implants ($N = 46$): -29.7 • Without Cochlear Implants ($N = 53$): -17.3 <p>Specific Learning Disability (Reading; Ages 8–14 years, $N = 71$): -10.1</p> <p>Mental Retardation (Ages 6–17 years, $N = 70$): -26.1</p> <p>Giftedness (Ages 8–17 years, $N = 55$): 12.7</p> <p>Emotional/Behavioral Disturbance (Ages 7–12 years, $N = 62$): -7.2</p> <p>ADHD (Ages 6–17 years, $N = 91$): -7.9</p> <p>* Controlling for sex, race/ethnicity, and education level.</p>

OTHER INFORMATION	
Developmental history	Lloyd M. Dunn, PhD, published the PPVT scale in 1959; he updated the test in 1965. Dr. Dunn and his wife, Leota Dunn, published a revised version, the PPVT-R scale, in 1981. The two authors published the second revision, the PPVT-III scale, in 1997. Douglas M. Dunn, PhD, the son of Lloyd and Leota Dunn, is the coauthor of the PPVT-4 scale, and participated in the development of each of the three earlier PPVT editions.

Special features	<p>The PPVT–4 scale includes the following new features:</p> <ul style="list-style-type: none"> • Full-color illustrations that are larger than the black-and-white illustrations of its predecessor • New, up-to-date stimulus words • Additional easy items to strengthen test floor • Streamlined procedures for administering the Training Items • Classification by Part of Speech, a new qualitative approach to item analysis • A new growth scale value (GSV) scale for measuring change • A reproducible Report to Parents and a Letter to Parents, in English and Spanish (included in the manual) • A portfolio-style bag for transporting and storing the test components
Federal mandates met	<p>The PPVT–4 instrument was developed using rigorous scientific procedures in order to ensure that it would produce highly reliable and valid scores, and satisfies the need for vocabulary assessment under NCLB.</p> <p>The PPVT–4 scale measures vocabulary, one of the five key early reading skills as a part of Reading First, and can also be used under the optional RtI model under the new IDEA 2004.</p>
Adaptation of special needs	<p>Because of its wide range of difficulty, the test can be used to measure the degree of aphasia and vocabulary deterioration in adults.</p> <p>As no reading or writing is required, the test can be used for measuring language development among nonreaders and those with written-language difficulties.</p> <p>The test’s receptive format makes it particularly useful for evaluating individuals with expressive-language impairments.</p> <p>The test can be administered to people who are autistic or withdrawn, or who have symptoms of psychosis, because it doesn’t require spoken or verbal interaction.</p> <p>As neither an oral nor pointing response is needed, individuals with severe cerebral palsy or other major physical disabilities may be tested successfully.</p> <p>The black outlines of the full-color illustrations enable the testing of most individuals with moderate visual disabilities, including those with color blindness.</p>
Sensitivity to other cultures	<p>All items underwent qualitative reviews and empirical analyses for fairness and bias according to sex, race/ethnicity, socioeconomic status, and geographic region.</p>
Training options available	<p>Some professional development options include inservicing and content presentations. Pearson Assessments also offers live (MC-led, trainer-led, or author-led) options and Webinar options.</p>