



Peabody Picture Vocabulary Test, Fourth Edition

PPVT™-4

Peabody Picture Vocabulary Test, Fourth Edition  
Individual Score Summary Report

**Examinee Information**

Name: Noah C  
ID Number: 89765432  
Birth Date: 10/29/2005  
Age: 8:6  
Gender: Male  
Language Spoken at Home: Spanish

**Test Information**

Test Date: 05/08/2014  
Form: A  
Teacher/Counselor Name: Matt B  
Examiner Name: Tina Eichstadt  
Grade: 3  
Test Site: Third Grade Reading  
Reason for Testing: ELL needs



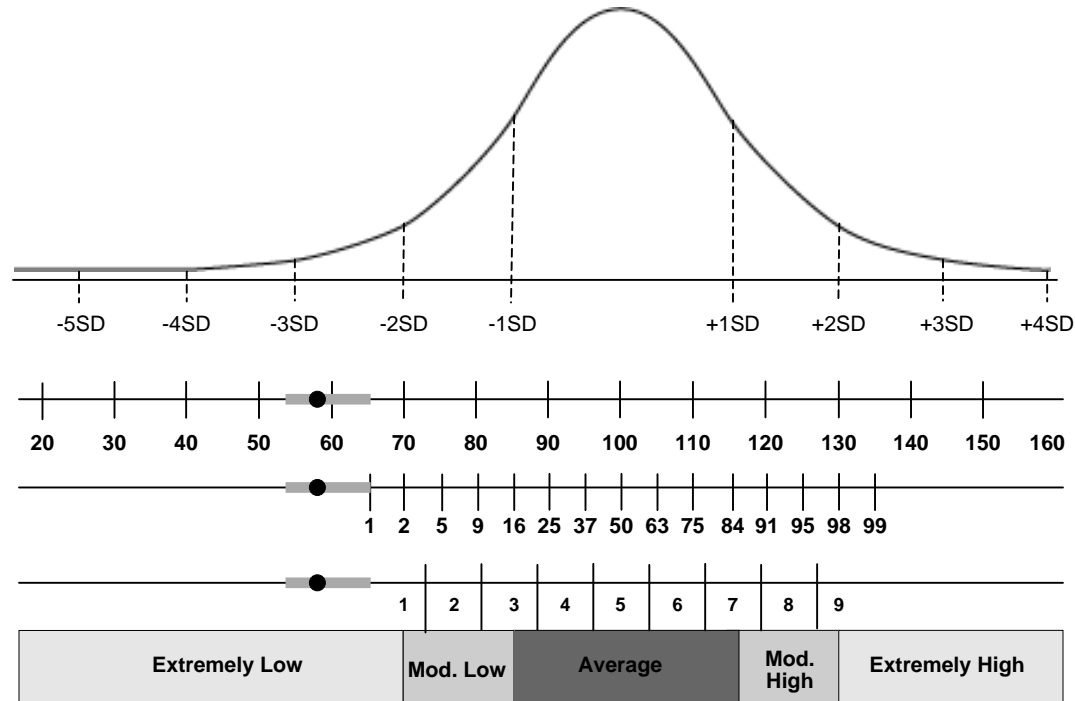
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[ 1.0 / RE1 / QG1 ]



### Score Summary

Raw Score	Standard Score	90% Conf. Interval	GSV	Percentile	NCE	Stanine	Age Equivalent	Description
67	58	54 - 65	118	0.3	<1	1	4:2	Extremely low

### Diagnostic Analysis

Item	Noun	Verb	Attribute
1			
2			
3			
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Item	Noun	Verb	Attribute
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35			
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*37			
38			
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40			
41			
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43			
44			
45			
46			
47		X	
48			

Item	Noun	Verb	Attribute
49		X	
50			
51	X		
52	X		
53	X		
54	X		
55			
56	X		
57		X	
58			
59			
60			
61		X	
62			
63		X	
64	X		
65		X	
66			
67			
68		X	
69			
70			
71			X
72			X

Item	Noun	Verb	Attribute
73			
74			
75			
76			
77			
78	X		
79			
80			
81	X		
82		X	
83	X		
84			
85			
86	X		
87			
88	X		
89		X	
90	X		
91	X		
92	X		
93	X		
94			X
95	X		
*96	X		

Item	Noun	Verb	Attribute
97			
98			
99			
100			
101			
102			
103			
104			
105			
106			X
107			
108			
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110			
111			
112			
113			
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116			
117			
118			
119			
120			

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

Item	Noun	Verb	Attribute
121			
122			
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124			
125			
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Item	Noun	Verb	Attribute
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Item	Noun	Verb	Attribute
169			
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Item	Noun	Verb	Attribute
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Item	Noun	Verb	Attribute
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226			
227			
228			

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

Part of Speech	Attempted	Correct	Percent Correct	Percentile									
				10%	20%	30%	40%	50%	60%	70%	80%	90%	
Noun	47	30	64										
Verb	10	1	10										
Attribute	3	0	0										

## Narrative Summary

The *Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)*, measure is a test of the receptive (hearing) vocabulary of children and adults. The measure is an individually administered, norm-referenced, wide-range instrument.

On 05/08/2014, Noah was administered the PPVT-4 form A. He was 8 years and 6 months old and in 3<sup>rd</sup> grade at the time of testing. Age norms were used to score the administration.

Noah obtained a PPVT-4 standard score of 58. The chances are about 90% that the range of scores from 54 - 65 includes his true score. His percentile rank of 0.3 means that Noah scored as well as or better than 0.3 percent of examinees of his age. His test-age equivalent is 4:2. Noah's receptive vocabulary functioning is in the extremely low range.

## 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 Explicitness:* This principle emphasizes the need to provide clear connections between words and their meanings to facilitate learning.
- *Principle of Repetition:* 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 PPVT™-4 standard score of 58, the remediation and 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-Receptive (UE-R):**

**UE-R1. Robust Vocabulary Instruction**

**UE-R2. Semantic Maps**

**UE-R3. Prefix Instruction**

### **Lower Elementary-Receptive (LE-R):**

**LE-R1. Elaborated Exposure During Storybook Reading**

**LE-R2. Word Sorting**

**LE-R3. Tier 2 Words**

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 PPVT™-4 standard score of 58, 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

### **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

**Lower Elementary (LE)**

**Topic/Code   Activity Title**

**Storytelling**

LE 11.1   Tell Me a Story

**Word Play**

LE 12.1   Word Builder



## Additional Suggested Intervention Topics and Activities

### Upper Elementary-Receptive (UE-R)

#### UE-R1. 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-R2. Semantic Maps

Semantic mapping is one of the more well-known and often used vocabulary instruction activities. With semantic mapping, students are helped to develop a visual map of the lexical linkages among words. These maps can help students to learn the meanings of new words and to understand how groups of words are conceptually related. It is a multi-modal activity that involves visual representations of words; thus it may be particularly helpful for students who benefit from hands-on active learning activities.

When leading a semantic mapping activity, students should be supported in developing maps that involve horizontal and vertical relationships among words and concepts. A horizontal map involves identifying concepts that are similar to a target word. A vertical map involves identifying concepts that help to define a word or that fit under the word. Thus, for the word *marsh*, a horizontal map would include identifying other bodies of water (e.g., bayou, swamp, lake, pond) and a vertical map would include items that are useful to defining and characterizing marsh (e.g., tidal, grasses, shallow, crabs). A comprehensive semantic map will include both horizontal and vertical relationships, and mapping activities involve supporting students to expand their maps in both horizontal and vertical directions.

### Reference:

Lerner, J. (1997). *Learning disabilities: Theories, diagnosis, and teaching strategies*. Boston: Houghton Mifflin.

### UE-R3. Prefix Instruction

When providing vocabulary instruction in the later elementary grades, instruction typically includes some direct instruction on prefixes. Most prefixes have a clear lexical meaning (e.g., *un-* meaning not) and most are used in a great many words, thus providing instruction in prefixes is considered a fairly efficient and effective approach for significantly broadening students' vocabulary (Graves, 2004). Exposure to prefixed words is relatively infrequent in the early elementary grades, but becomes more frequent in the later elementary grades (3 to 5), thus including prefix instruction at these higher grade levels is recommended (White, Sowell, & Yanagihara, 1989). Experts suggest teaching students in these grades the 20 most common prefixes; by spreading these over three grades, the number of prefixes to be targeted in each grade is not overwhelming (Graves, 2004). To ensure that the 20 most frequently occurring prefixes (based on White et al., 1989) are taught across these grades, one way to organize prefixes by grade would be:

3rd grade: *un-*, *re-*, the "not" prefixes (*in-*, *im-*, *ir-*, *il-*), *dis-*, *en-*  
4th grade: *em-*, *non-*, *in-*, *im-*, *over-*, *mis-*, *sub-*, *pre-*, *inter-*  
5th grade: *fore-*, *de-*, *trans-*, *super-*, *semi-*, *anti-*, *mid-*, *under-*

As is recommended for any type of strategy instruction, educators should use a systematic approach to prefix instruction that involves these steps:

1. Explicit description of the strategy and when/how it is used
2. Teacher modeling of the strategy being applied
3. Teacher-student collaboration in application of the strategy
4. Guided practice of the student applying the strategy with gradual withdrawal of support by the teacher
5. Independent use of the strategy by the student with monitoring by the teacher

#### References:

Graves, M. F. (2004). Teaching prefixes: As good as it gets? In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 81-99). NY: Guilford Press.

White, T. G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302-308.

## Lower Elementary-Receptive (LE-R)

### LE-R1. Elaborated Exposure During Storybook Reading

Reading storybooks with young children, whether one-on-one or in a group setting, is a useful way to promote children's learning of new words. 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 a 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. 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. Whenever possible, expose a child to these novel words repeatedly by repeated readings of a storybook to promote deeper knowledge of the word.

#### References:

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-R2. Word Sorting

Sorting words to compare their orthographic features is an activity often used in beginning spelling and reading instruction, particularly approaches that feature a method of instruction called word study (Bear, Invernizzi, Templeton, & Johnston, 2004). Children are given a set of words to study and sort that feature two specific orthographic patterns that are appropriate targets of instruction. For instance, a typical goal for a kindergarten student is to learn short vowel patterns in consonant-vowel-consonant (CVC) words, including short *e* words (bet, ted, ten, set) and short *i* words (big, fin, sit, rig). In a word sorting activity, children receive these words written on a set of cards and are helped to study their orthographic differences and similarities to sort them into short *e* and short *i* patterns. This sort of activity is useful for developing children's spelling and reading skills, but also is useful for improving children's vocabulary skills if the meaning of targeted words is included as a focus of instruction.

One approach to including a systematic focus on word meanings and vocabulary development within word study activities is to preview word sorting activities with discussions of the sorted words that focus on word meanings. For instance, prior to a word study lesson focusing on contrasting short *e* and short *i* CVC words, the meaning of each word can be discussed (e.g., a *fin* is the part of a fish that shows above water). After a word sorting activity, children can read books featuring targeted orthographic patterns (called decodable texts), which can also provide reinforcement for learning word meanings when words are read in meaningful contexts. Including systematic attention to word meanings targeted during word study instruction and word sorting activities can improve both the depth and breadth of children's reading vocabularies.

### References:

- Bear, D. R., & Helman, L. (2004). Word study for vocabulary development in the early stages of literacy learning. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 139-158). NY: Guilford Press.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). *Words their way: Phonics, spelling, and vocabulary instruction, K-8* (3rd ed.). Columbus, OH: Merrill/Prentice Hall.

### LE-R3. Tier 2 Words

High-quality vocabulary instruction for early elementary students involves not only selecting the approaches to be used for teaching but also careful consideration of *what words* are to be targeted. Given the sheer volume of words available for instruction, it is easy to be indiscriminate in word selection and just select any words for targeting. For instance, words may be selected because they occur frequently in spoken language as indicated by word frequency lists, because they link to lessons occurring in other subjects (e.g., social studies), or because they occur in literature the students are reading. Some experts contend that these approaches are not desirable, because word selection does not focus on the *usefulness* or *utility* of the words selected (Beck, McKeown, & Kucan, 2002). The best approach to selecting words from among the many available for possible selection is to carefully select those words offering the greatest utility to students. These words are called Tier 2 words and can be readily differentiated from Tier 1 and Tier 3 words, which offer much less utility.

Tier 1 words are basic level words that are learned incidentally by most children by the early elementary grades; these words, such as *car*, *uncle*, *walk*, and *laugh*, do not require direct instruction, as they occur relatively frequently and children incidentally acquire their meanings in normal everyday activities. Tier 3 words, by contrast, are specialized words that are very low frequency; these words, such as *photosynthesis*, *algae*, and *oxygen* typically require direct instruction and are associated with specific content areas. Tier 2 words are those that sit in-between Tier 1 and Tier 2: these words are used relatively frequently by "mature language users" and add precision to one's language, allowing "students to describe with greater specificity people and situations" (Beck et al., 2002, p. 17). Thus, these words have *high utility* and make *useful additions* to children's vocabulary repertoire. As a general litmus test for identifying Tier 2 words, these words meet several criteria:

1. They should represent a concept already familiar to a student.
2. They can be explained by students using words they already know.

There are several thousand Tier 2 words to select from for vocabulary instruction, making it fairly simple to ensure a regular and sustained focus on building students' base of Tier 2 words. Beck and colleagues (2002) recommend direct instruction in roughly 400 Tier 2 words per year (roughly 12 new words per week during 32 weeks of instruction), which would be sufficient for making a "sufficient contribution to an individual's verbal functioning" if these words are addressed in sufficient depth.

#### Reference:

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. NY: Guilford Press.

### End of Report

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