PPVT5

Peabody Picture Vocabulary Test, Fifth Edition

Mrs. Brown's Class
Group Score Summary

Examinee Name	Examinee ID	Age	Test Date	Form	Raw Score	Standard Score	90% Confidence Interval	Percentile	NCE	Stanine	Age Equivalent	GSV
Arturo Student	78958552	9:2	09/23/2019	A	199	141	136 - 144	99.7	>99	9	14:2	514
Bob Student	2479455	7:2	10/10/2019	B	157	117	112 - 121	87	74	7	8:8	496
Debra Student	2434234	8:0	08/07/2019	A	128	87	83 - 92	19	32	3	6:5	484
Ezra Student	667774744	8:6	09/16/2019	A	156	101	97 - 105	53	51	5	8:8	496
James Student	5243759	6:8	10/22/2019	A	83	71	68 - 76	3	9	1	4:1	467
Jody Student	128546	7:6	06/04/2019	A	116	84	80 - 89	14	28	3	5:8	480
Josh Student	87622363	8:4	09/20/2019	B	175	118	113 - 122	88	75	7	10:7	503
Olga Student	627260	8:8	09/15/2019	B	143	91	87 - 95	27	37	4	7:7	490
Ricky Student		8:1	09/21/2019	B	220	160	154 - 162	>99.9	>99	9	>24:11	525
Yolanda Student	2945749	8:10	08/28/2019	A	122	79	75 - 84	8	21	2	6:0	482
Group Averages		**8:1**				**105**		**63**	**57**	**6**		

[1.6 / RE1 / QG1]

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Group Qualitative Analyses

The tables below provide qualitative analysis information. Reporting qualitative data is based on entry of item response/score data. If item response/score data is not available, a hyphen is printed in the table and that administration will not be included in the group average percent correct calculation.

Home vs. School Vocabulary Qualitative Analysis

Examinee Name	Examinee ID	Form	Test Date	Home			School		
				Attempted	Correct	% Correct	Attempted	Correct	% Correct
Arturo Student	78958552	A	09/23/2019	10	9	90	127	114	90
Bob Student	2479455	B	10/10/2019	0	0	-	104	92	88
Debra Student	2434234	A	08/07/2019	8	7	88	53	45	85
Ezra Student	667774744	A	09/16/2019	8	8	100	86	72	84
James Student	5243759	A	10/22/2019	8	6	75	31	25	81
Jody Student	128546	A	06/04/2019	9	6	67	57	45	79
Josh Student	87622363	B	09/20/2019	0	0	-	111	99	89
Olga Student	627260	B	09/15/2019	0	0	-	77	67	87
Ricky Student		B	09/21/2019	0	0	-	159	144	91
Yolanda Student	2945749	A	08/28/2019	8	7	88	49	39	80

Home vs. School Vocabulary Averages

Home vs. School	Average % Correct	10% 20% 30% 40% 50% 60% 70% 80% 90%
Home	85	
School	85	

Vocabulary by Part of Speech Qualitative Analysis

Examinee Name	Examinee ID	Form	Test Date	Noun			Verb			Attribute		
				Attempted	Correct	% Correct	Attempted	Correct	% Correct	Attempted	Correct	% Correct
Arturo Student	78958552	A	09/23/2019	88	83	94	30	25	83	19	15	79
Bob Student	2479455	B	10/10/2019	70	62	89	22	19	86	12	11	92
Debra Student	2434234	A	08/07/2019	43	37	86	11	8	73	7	7	100
Ezra Student	667774744	A	09/16/2019	64	53	83	20	18	90	10	9	90
James Student	5243759	A	10/22/2019	28	22	79	8	7	88	3	2	67
Jody Student	128546	A	06/04/2019	47	37	79	11	9	82	8	5	63
Josh Student	87622363	B	09/20/2019	73	63	86	24	23	96	14	13	93
Olga Student	627260	B	09/15/2019	52	43	83	15	14	93	10	10	100
Ricky Student		B	09/21/2019	94	89	95	38	33	87	27	22	81
Yolanda Student	2945749	A	08/28/2019	40	31	78	10	9	90	7	6	86

Vocabulary by Part of Speech Averages

Part of Speech	Average % Correct	10% 20% 30% 40% 50% 60% 70% 80% 90%
Noun	85	████████████████████████
Verb	87	█████████████████████████
Attribute	85	████████████████████████

Three Tier Model of Vocabulary Qualitative Analysis

Examinee Name	Examinee ID	Form	Test Date	Tier 1			Tier 2			Tier 3		
				Attempted	Correct	% Correct	Attempted	Correct	% Correct	Attempted	Correct	% Correct
Arturo Student	78958552	A	09/23/2019	2	2	100	79	70	89	56	51	91
Bob Student	2479455	B	10/10/2019	0	0	-	63	58	92	41	34	83
Debra Student	2434234	A	08/07/2019	2	2	100	39	33	85	20	17	85
Ezra Student	667774744	A	09/16/2019	2	2	100	59	49	83	33	29	88
James Student	5243759	A	10/22/2019	5	4	80	22	18	82	12	9	75
Jody Student	128546	A	06/04/2019	2	1	50	45	37	82	19	13	68
Josh Student	87622363	B	09/20/2019	0	0	-	70	65	93	41	34	83
Olga Student	627260	B	09/15/2019	0	0	-	48	44	92	29	23	79
Ricky Student		B	09/21/2019	0	0	-	95	85	89	64	59	92
Yolanda Student	2945749	A	08/28/2019	2	2	100	37	31	84	18	13	72
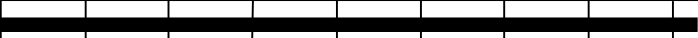
Three Tier Model of Vocabulary Averages

Three Tier Model	Average % Correct	10% 20% 30% 40% 50% 60% 70% 80% 90%
Tier 1	88	
Tier 2	87	
Tier 3	82	

STEM Vocabulary Qualitative Analysis

Examinee Name	Examinee ID	Form	Test Date	STEM		
				Attempted	Correct	% Correct
Arturo Student	78958552	A	09/23/2019	63	57	90
Bob Student	2479455	B	10/10/2019	49	41	84
Debra Student	2434234	A	08/07/2019	21	17	81
Ezra Student	667774744	A	09/16/2019	38	31	82
James Student	5243759	A	10/22/2019	12	11	92
Jody Student	128546	A	06/04/2019	24	17	71
Josh Student	87622363	B	09/20/2019	50	42	84
Olga Student	627260	B	09/15/2019	37	30	81
Ricky Student		B	09/21/2019	72	67	93
Yolanda Student	2945749	A	08/28/2019	20	15	75

STEM Vocabulary Averages

	Average % Correct	10%	20%	30%	40%	50%	60%	70%	80%	90%
STEM	83									

Group Averages by Demographics

The tables below provide group averages broken down by gender, grade, and race/ethnicity. Reporting information for a student's gender, grade, and race/ethnicity is optional; demographic categories are omitted from the tables below if no data were collected. Calculation of each Group Average by Demographics is based on the information that is reported. Therefore, the group total reported for each demographic table may not match the total reported in the Group Score Summary.

Group Average by Gender

Gender	Total in Group	Average Standard Score	Percentile	NCE	Stanine
Female	4	85	16	29	3
Male	6	118	88	75	7

Group Average by Grade

Grade	Total in Group	Average Standard Score	Percentile	NCE	Stanine
1st Grade	2	94	34	42	4
2nd Grade	6	107	68	60	6
3rd Grade	2	110	75	64	6

Group Average by Race/Ethnicity

Race/Ethnicity	Total in Group	Average Standard Score	Percentile	NCE	Stanine
Asian	2	82	12	25	3
Black/African-American	3	110	75	64	6
Hispanic/Latino	1	87	19	32	3

Race/Ethnicity	Total in Group	Average Standard Score	Percentile	NCE	Stanine
White	4	118	88	75	7

Suggested 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. Use these principles when discussing intervention/instruction adjustments with classroom teachers, parents/guardians, and other members of the educational team.

- *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.

Two sets of suggested interventions for the PPVT-5 are provided in this report. The first set includes general, evidence-based strategies and activities embedded directly within the report. The second set provides information from an additional resource, *The Bridge of Vocabulary 2*, also available on Q-global (sold separately).

Evidence-Based Vocabulary Interventions

Based on the group's average age of 8:1, the activities listed below are suggested to further develop the vocabulary skills of this group.

Receptive, Group 3 (R3):

R3-A. Robust Vocabulary Instruction

R3-B. Semantic Maps

R3-C. Prefix Instruction

Receptive, Group 3 (R3)

R3-A. Robust Vocabulary Instruction

Robust vocabulary instruction is a term coined by Isabel Beck and her colleagues (Beck, McKeown, & Kucan, 2013) to describe an approach to vocabulary instruction in which words are brought to life for students. Beck and colleagues argue that typical vocabulary instruction lacks many things and does 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 and word meanings that they do not know. Given that there are far too many words to teach 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 and 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. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

R3-B. 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 (Dodge, 2009; Farstrup & Samuels, 2008). 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 multimodal activity that involves visual representations of words; it may be particularly helpful for students who benefit from hands-on active learning activities.

When leading a semantic mapping activity, support students by 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. For example, 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 define and characterize a marsh (e.g., *tidal, grasses, shallow, crabs*). A comprehensive semantic map includes both horizontal and vertical relationships, and mapping activities involve supporting students to expand their maps in both horizontal and vertical directions.

References:

Dodge, J. (2009). *25 quick formative assessments for a differentiated classroom.* New York, NY: Scholastic Teaching Resources.

Farstrup, A. E., & Samuels, S. J. (Eds.). (2008). *What research has to say about vocabulary instruction.* Newark, DE: International Reading Association.

R3-C. 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 many words. Instruction in prefixes is considered an efficient and effective approach for significantly broadening students' vocabulary (Carlisle, 2010; Graves, Ruda, Sales, & Baumann, 2012). Exposure to prefixed words is relatively infrequent in the early elementary grades (Apel & Lawrence, 2011) but becomes more frequent in the later elementary grades (3 to 5); therefore, including prefix instruction at these higher grade levels is recommended (White, Sowell, & Yanagihara, 1989; Wolter & Pike, 2015). Experts suggest teaching students in these grades the 20 most common prefixes; by spreading these over three grades, the number of prefixes to target in each grade is not overwhelming (Graves et al., 2012). 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-*

It is recommended that educators 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 applied strategy
3. Teacher-student collaboration in the strategy's application
4. The student's guided practice of applying the strategy with gradual withdrawal of support by the teacher
5. The student's independent use of the strategy with monitoring by the teacher

References:

Apel, K., & Lawrence, J. (2011). Contributions of morphological awareness skills to word-level reading and spelling first-grade children with and without speech sound disorder. *Journal of Speech, Language, and Hearing Research, 54*(5), 1312-1327. doi:10.1044/1092-4388(2011/10-0115)

Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly, 45*(4), 464-487. doi:10.1598/RRQ.45.4.5

Graves, M. F., Ruda, M., Sales, G. C., & Baumann, J. F. (2012). Teaching prefixes: Making strong instruction even stronger. In E. J. Kame'enui, & J. F. Baumann (Eds.), *Vocabulary instruction: Research to practice* (2nd ed., pp. 95-115). New York, NY: Guilford Press.

White, T. G., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher, 42*(4), 302-308.

Wolter, J. A., & Pike, K. (2015). Dynamic assessment of morphological awareness and third-grade literacy success. *Language, Speech, and Hearing Services in Schools, 46*(2), 112-126. doi:10.1044/2015_LSHSS-14-0037

Suggested Vocabulary Activities

The Bridge of Vocabulary 2 by Judy K. Montgomery offers an explicit set of vocabulary intervention activities that are tied to evidence-based research and to academic standards. These activities were developed for both general and special education professionals to use together as part of an interprofessional practice model. They can apply to individual student intervention or groups of students up to and including full classroom usage.

Based on the group's average age of 8:1, you may want to review the following sections in *The Bridge of Vocabulary 2* for additional intervention activities.

The Bridge of Vocabulary 2 Upper Elementary (UE) Topic List

Antonyms & Synonyms

Classification & Categorization

Compound Words

Meaning & Usage

Storytelling

Word Parts (Prefixes, Suffixes, & Roots)

Word Play

Reference:

Montgomery, J. K. (2019). *The bridge of vocabulary* (2nd ed.). Bloomington, MN: NCS Pearson.

End of Report