

Carol Fike
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Dr. Gust
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Test Administration

There are so many components in assessing students. Within the Peabody Picture Vocabulary Test there were many components that I did not realize were going to be included in this examination. The one thing that Nick and I both struggled with was flipping the book the correct way so that the correct picture was showing. Another thing that I thought was going to be a problem and really was not was proper pronunciation of the words. However I personally have pieces remaining of a West Virginia accent and had a real difficult in saying the word “pitcher” for when I saw this word it sounds more like “picture”. This could cause a problem in the end results, from my different pronunciation of the word. Another thing that I noticed, and I am sure that students might pick up on this as well, is when I got an answer incorrect it took longer for Nick to write down the answer. Also you could hear the scratching out of the question on the paper when the answer was incorrect.

When it came to the test itself I found that some of the answers that the test was looking for were quite difficult. One of the questions that I remember was river. When it came to the choices it was pictures of a lake, river, stream, and a shore. These four words are very similar to begin with and now you are expecting students to be able to tell the difference between these four and choose the one that is the river. I know that this is one that I struggled with and I know the difference between these things. With saying this it was not the only question like this; for many of the words the choices were very similar

and hard to distinguish between. Many of the words selected were homophones, which are something that I even struggle with, so what happens if the student asks you about which word you are actually looking for. What do you say? Also what happens if they remember a word that is not an option?

Does this test really test a student's vocabulary? I am unsure how and if this test can really test what it says it can. Through Literacy Block I know that vocabulary is one component of literacy that is really hard to test. And from my understanding I believe that vocabulary does not only know the word but it is more about knowing the meaning of the words that they are given.

However I can say that I think that this could be a good test for our students with Special Needs. This is a good way of testing to make sure that the students know what the words are. This is done through visualizing the words in their mind and converting this to selecting the picture that matches the one that they have in their mind. It could also help out by teaching synonyms to help your student's vocabulary to increase.

My favorite part of the entire process was scoring the test at the end. I found this to be the easiest part that really made sense to me. At first I really struggled with the words basal and ceiling, however once I was able to apply these terms to the examination now it really makes sense to me. With saying this I can see how finding the ceiling while the student is still sitting there could be a complex task. Especially if you do not want the student to find out how many they missed in a given set. When using the scoring book it was quite easy to complete the table with the given results. The results that I received were especially easy to interpret on the graph that was provided so we could tell where the student is based on others their age. This is really where the future instruction comes

in. Where is this student “placed on the spectrum” compared to others there age? This is also when you can return to the test and see what words the student did not understand. And using these words as a basis for teaching the students will also be able to include into future lessons. These are some of the words that you could work on with this student so that there vocabulary can also grow.

If I were to give this test again I would really want to look at the words ahead of time. For me it is not that I do not know the words it is more of applying an accent that could change the meaning of the word for someone else. Another thing is I might simply use a regular number two pencil with a soft lead so that when marking the results the student will be less likely to notice me marking the answer wrong.