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Peabody Picture Vocabulary Test-Third Edition

The PPVT is designed to measure a person's receptive vocabulary for Standard American English. It allows for a verbal and nonverbal responses as it screens for learning and/or linguistic problems. My partner for the test administration was Nick Smith, whose chronological age was 21 years and 6 months. I gave Nick the form A test and he gave me the form B test. This test was not as easy as I thought.

There are a total of 17 sets on this tests. As the set numbers go up, the words become more advanced and difficult. Set 1 has words like bus, drinking, and fly. The very last set (17) had words like embossed, cairn, and vitreous. We started with set 12 because that is where our age group is suppose to start . Both of us tested on set 12 and 13 using the basal and ceiling set rules. The Basal Set Rule is when there is 1 or no errors in a set and the Ceiling Set Rule is when there are 8 or more errors in a set. Once you reach 8 errors in a set, the test stops.

I was up first in giving the test and then I took the test. Nick and I sat across from each other at a table. Eye contact was good. I looked at him as I gave the word for the picture he was suppose to find and I also looked at him after I looked at the picture to give him my answer.

The test was a flip-book style chart and it was set up so that it was facing him and I could not see it. All I had to go by was my test paper and the numbers Nick was telling me. I was curious as to what the pictures were but I never turned the chart so that I could

see it. Nick used the same set-up as well. I never did any coaching but I did repeat a few words because he misunderstood me.

Nick looked at the pictures I said the vocabulary word. After he answered, I would mark if the answer was correct or not and then moved on to the next word. If his answer was right then I put a check next to the word, but if he was wrong I would mark that word as an error and wrote the answer he chose. By doing that I could later go back to the test and look at the pictures to see why he might have chose that answer. It could mean he did not know the word and just guessed or the pictures may have been confusing.

Giving the test was easier than taking the test. Pronouncing the words was not so bad. I could say all the words but there was one I did not even know what it meant. What is indigent? Nick got it right but if it was me I would have missed it. That was the only word I did not know. I had to repeat some of the words because he thought I said something else or he pronounced it differently from me. Some of the words I had to repeat was upholstery, lever, and indigent.

There were a couple pictures Nick had trouble with for example the word detonation. It was a tough choice for him but he narrowed it down to 2 pictures and still missed it. I did not think it was fair because one picture showed a building collapsing and another picture showed a building collapsing with flames around it.

Taking the test was a bit more difficult. The pictures on the test were sometimes confusing. Most people call a doctor a doctor and not a physician. The word was physician and the pictures were tough because one picture showed a doctor examining a kid and the other picture showed a woman who could have a been a nurse or doctor

working with a child. In my case I picked the man because most physicians are men. I felt like there were two answers based on the pictures.

I can see how this test allows for nonverbal responses. I know that for a few pictures, Nick could tell I was struggling because of the face I was making. I also hesitated before answering and said “hmm” a lot. For the most part I was pretending but other times I was being serious because I was not sure of some pictures.

Another tough picture was for the word gavel. I felt like these two pictures were unfair. The pictures showed two hammers with the same size and shaped heads. It was tough to tell which one was wooden and which one was not. I got it because I knew a gavel is wooden. These tests were pretty tricky and you had to really look at the pictures. One thing I liked about the test was there was a pronunciation key for the very difficult words I never heard of in Set 15-17. I still had trouble saying them and I did not know what most of them meant.

The Basal Set Rule was used first in Set 12. Nick got all the answers right in Set 12 anyway. So since he had no errors, his the Basal set was 144. For set 13 the Ceiling Set Rule was used. Nick missed 8 and having 8 errors in the set the test stopped. The Ceiling Item was 152 minus 8 errors gives him a raw score of 144. What were his test results?

Since we know the raw score, the rest of the results can be determined using the score book. With a raw score of 144, the standard score was 80. This puts Nick in the 9th percentile rank and a stanine score of 2. The normal curve equivalent was 22.

This test can assess a few things. One, how in-depth is a person’s vocabulary. People hear and know a lot of words but do they know what they truly mean. This test

can answer that question. Using a person's age and their score can let you know what level their vocabulary skills are at. Nick's score and age put him at an age equivalent of 6 year and 1 month. If this test were real, he probably would be referred or get extra help with learning vocabulary or working on reading comprehension in general. According to the graph he has a pretty good score due to his standard score of 80. Being in the 2nd stanine means that he is not in the expected range for his age/grade group.

This was a very interesting test. The PPVT can also correlates with other vocabulary, intelligence, and school aptitude tests. Educators could use this test on those students who are struggling with vocabulary and/or comprehension. The examiner can see where a child is at level wise and see if they are on/near their age/grade level. By administering the test an examiner can also see what specific problems there are with the child and his/her vocabulary/interpretation skills. After getting the test results and observing the student, the examiner can start planning for future. That could be whether the child needs extra help/tutoring, has a learning disorder, hearing issues, speech problems, and/or any other issue.