

E X P R E S S I V E
O N E - W O R D
P I C T U R E
V O C A B U L A R Y
T E S T

English Version – Third Edition
Spanish/Bilingual Version – First Edition

MANUAL

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Expressive One-Word Picture Vocabulary Test

EOWPVT-2000 Test Kit	#8134-7
EOWPVT-2000 Manual	#8135-5
EOWPVT-2000 English Record Forms	#8137-1

EOWPVT Test Plates #8134-7
(Plates can be used for EOWPVT-2000 and EOWPVT-SBE)

EOWPVT-Spanish/Bilingual Edition Test Kit	#8217-3
EOWPVT-SBE Manual	#8218-1
EOWPVT-SBE Forms	#8219-X

Receptive One-Word Picture Vocabulary Test

ROWPVT-2000 Test Kit	#8138-X
ROWPVT-2000 Manual	#8139-8
ROWPVT-2000 English Record Forms	#8141-X

ROWPVT Test Plates #8140-1
(Plates can be used for ROWPVT-2000 and ROWPVT-SBE)

ROWPVT-Spanish/Bilingual Edition Test Kit	#8220-3
ROWPVT-SBE Manual	#8221-1
ROWPVT-SBE Forms	#8222-X

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Expressive One-Word Picture Vocabulary Test

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Expressive One-Word Picture Vocabulary Test

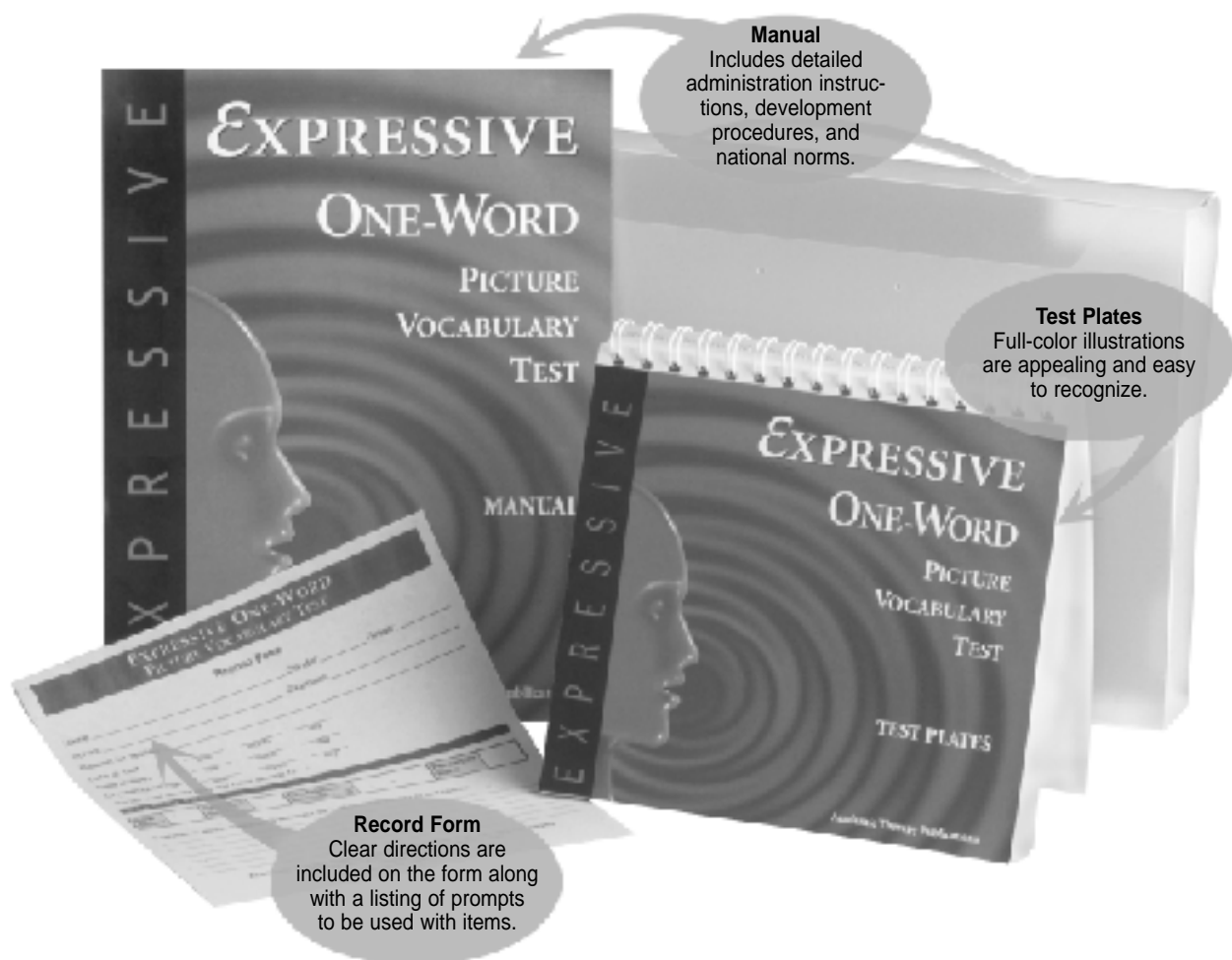
Description

What's measured

This is a test of an individual's ability to name objects, actions, and concepts pictured in illustrations. The individual's performance, when compared to the norms group, gives an indication of the extent of his or her English speaking vocabulary.

Age range

This test was developed for use with English-speaking individuals ages 2 through 18.



Administration

Examinees are shown a series of illustrations and asked to name each as it is presented. Testing begins at a point where items are easy for an examinee to identify. As testing proceeds, items become progressively more difficult. When the examinee is unable to correctly name several consecutive items, testing is discontinued.

Norms

National norms are provided for interpretation of performance. Raw scores can be converted to standard scores, percentile ranks, and age equivalents. Difference scores for direct comparison to the *Receptive One-Word Picture Vocabulary Test* are also included.

What's New

Format

- New full-color illustrations have been rendered for all items.
- Lower and upper levels have been combined into a single edition for use with individuals ages 2 through 18.

Content

- Many new items have been added to increase the range and accuracy of assessment.
- Several of the previous items have been replaced.

Administration

- Instructions for using examiner prompts and cues are included and increase the accuracy of assessment.

Norms

- National norms based on a representative U.S. sample are provided.
- The test is conormed with the *Receptive One-Word Picture Vocabulary Test* for easy comparison of expressive and receptive vocabulary.



Preface

This is the third edition of the *Expressive One-Word Picture Vocabulary Test* (EOWPVT). The test was originally published in 1979 and revised in 1990. The first and second editions were developed for use with children ages 2-0 through 11-11. An upper extension of the test, for ages 11-0 through 15-11, was published in 1983. The current edition, published in the year 2000, combines the lower and upper levels and extends the use of the test through age 18-11.

Many changes have been made to the test to improve its effectiveness. These changes are in response to comments from users over the years and from professional reviews of the test, research studies, user surveys and discussion groups, and observation of administration of the test. A summary of these changes follows.

- Illustrations in the previous editions were in some cases difficult to recognize. In this edition, all illustrations have been re-rendered in a uniform style that depicts all objects and scenes in a form easy to identify. With clearer illustrations, an examiner can be assured that it is the individual's vocabulary being assessed, not the individual's ability to infer or guess an object's identity. Furthermore, all illustrations have been rendered in full color. This has been done with subtle colors that add definition to the illustrations. This increases the appeal of the illustrations and helps maintain the individual's interest during test administration.

- In the previous edition, users of the test felt that examinees sometimes were confused by the intent of a particular item and would give an incorrect response when, in fact, the individual, with some direction, was indeed able to respond correctly. This edition includes new administration procedures intended to reduce item ambiguity and thereby increase the accuracy of assessment. This is accomplished by the use of prompts and cues, a procedure fully explained in the administration section of this manual.

- Norms in the previous edition were based on a regional sample, and

users found that normative scores at some levels overestimated an individual's ability. The norms for this edition, in contrast, are based on a representative sample of school-age individuals in the United States. The sample consisted of 2,327 individuals and was stratified by age, geographic region, ethnicity, level of parent education, community size, and gender.

- The EOWPVT has often been used along with the *Receptive One-Word Picture Vocabulary Test* (ROWPVT) to provide a comparison of expressive and receptive vocabulary. In the previous edition, comparisons were limited by the fact that the norms of the two tests were based on different samples. For this edition, the EOWPVT and the ROWPVT have been conormed, meaning that each individual in the normative sample was administered both tests. This assures equivalency of the test norms. As a result, meaningful comparisons of expressive and receptive vocabulary are easily made. Each manual includes difference scores required for various levels of confidence as well as a table showing the frequency of occurrence of various discrepancy levels within the standardization group.

- Some items in the previous edition had become outdated (e.g., typewriter) or were otherwise problematic. These items were deleted and a number of new items were added, including several items at the beginning and end of the test. Items in the current edition have been subjected to rigorous review and item analysis. Input was received from hundreds of examiners across the country, and a panel of reviewers representing various ethnic groups and community types was consulted. Items that could contribute to test results that might be biased were deleted from the final form of the test.

As a result of these changes, users of this edition of the EOWPVT will find a test that not only meets a high standard of technical development but also one that is easy to use and that has great appeal to examinees.

Section 3: Administration & Scoring



Using Prompts and Cues

Two types of verbal instructions can be used with each test item: prompts and cues. A *prompt* is used before the examinee has given a verbal response to the item. A *cue* is used after the examinee's first response when that response indicates that he or she is not attending to the correct features of the illustration. The use of prompts and cues is a simple process that increases the efficiency of administration and the accuracy of the test results.

Prompts

A prompt indicates to the examinee whether he or she is to identify an object, action, or concept. A prompt should be used with each test item in order to keep the examinee on task and to maintain a steady pace. For the majority of items, the prompt "*What's this?*" is appropriate. Some items require a different prompt, which is listed with the item on the record form. Table 3.2 shows a listing of the three types of prompts to be used along with examples of corresponding items.

Prompts are intended to focus the individual's attention and to speed up the testing process. Their use is particularly effective with younger examinees who have relatively short attention spans and who may not readily recognize the intent of the different types of items.

Cues

Sometimes examinees give an answer that indicates they are attending to a different aspect of an item than is intended. For example, for the item "toe" an illustration is presented that shows a foot with an arrow pointing to a toe. When the examinee responds "foot," a cue is used to clarify the intent

of the item. The examiner offers the cue by pointing to the part that the arrow is pointing to and saying "What's this?" A cue makes the intent of the item clear, and the examinee is given a second opportunity to name the illustration. *Cues are given only when the examinee's first answer indicates that he or she is not focusing on the correct intent of the item; other incorrect answers are scored as incorrect, and no cue is offered.*

The EOWPVT Manual provides detailed instructions for using prompts and cues during test administration.

Expressive One-Word Picture Vocabulary Test – Spanish/Bilingual Edition

An additional manual and forms are available that provide separate norms for vocabulary assessment. The same test items (plates) are used for both the EOWPVT-2000 and EOWPVT-Spanish/Bilingual Edition. Below is an excerpt from the EOWPVT-SBE manual that explains the rationale for the test.

Spanish-Bilingual Vocabulary Assessment

In addition to the wide range of factors that ordinarily affect vocabulary acquisition in learning a single language, additional environmental variables affect the vocabulary acquisition of Spanish-bilingual individuals. These environmental variables are related to the frequency and duration of exposure to each language. For example, which language is spoken at home and with friends? Which is the language of instruction? How long has the child been learning the second language?

Because of the vastly differing language learning experiences of bilingual students, tests of monolingual language skills, while providing important information about proficiency, do not provide the information needed to identify whether a bilingual individual might have a language disorder or whether that individual has acquired the vocabulary expected of someone with similar language learning history.

Consider, for example, a child who has been raised in a Spanish-speaking country until the age of eight. The child and his family move to the U.S., where he is immersed in an English environment. At the age of ten, the child is given a Spanish vocabulary test and an English vocabulary test as measures of language proficiency. Here is what we might expect of his performance:

1. This student's Spanish proficiency is likely to be lower than expected of a monolingual Spanish speaker because of the change in environment and shift in focus to learning English.
2. Given only two years of immersion in an English-speaking environment, it is likely that the student's English proficiency is lower than that expected of a monolingual English speaker.

Do these lower scores represent a language disorder? Or are these scores within the range of expectation for a student with similar language experience? McLaughlin (1995) states that “even though a bilingual child’s performance in either language may lag behind that of monolingual speakers of the language at some point in development, the child may actually possess a total vocabulary and language skills that are quite similar to those of monolingual speakers” (page 2).

Tests of monolingual language proficiency certainly play an important role in identifying language disorders in monolingual individuals and in identifying whether sufficient proficiency is present for a bilingual individual to benefit

from instruction in that language. But monolingual assessments do not identify, in bilingual students, whether a low score represents a language disorder or the expected performance of a normally functioning bilingual individual.

The EOWPVT-SBE, in contrast to tests of monolingual proficiency, permits responses in either language, and, therefore, provides an assessment of the total vocabulary acquired by an individual. This performance is then compared to the performance of bilingual peers. Because the EOWPVT-SBE permits responses in both languages, environmental factors related to bilingualism are minimized. As a result, the EOWPVT-SBE provides a meaningful evaluation of the individual's total acquired vocabulary.