



Revisiting the PPVT-III & Helpful Resources

Selected Slides Adapted from: AGS
Publishing: Peabody Picture Vocabulary
Test-III, Authors Lloyd & Leota Dunn

Presented by: Sue Rasher
September 2010



Peabody Picture Vocabulary Test

Third Edition

Authors Lloyd and Leota Dunn,
copyright 1997



Importance of Vocabulary

- Not all children come to school with enough vocabulary knowledge to understand classroom directions.
- Very little instruction in vocabulary took place in classrooms historically.
- Research confirms that children need to acquire approximately 3000 new words a year in the primary grades to keep up with classroom expectations.

Importance of Vocabulary...



- Without sufficient vocabulary skills, the potential for developing a reading problem is significant. Vocabulary development is linked to comprehension abilities especially critical in 4th grade and beyond.
- Why? We are reading for content information at those levels; need to know more technical and abstract words to understand more sophisticated concepts



PPVT-III Addresses Critical Skill Areas

- Oral language (**vocabulary**, expressive language, **listening comprehension**)
- Phonological awareness (rhyming, blending, segmenting)
- Print awareness
- Alphabetic knowledge



What is the PPVT-III

Test of listening comprehension for the spoken word (standard English)

- Designed as a measure of an examinee's receptive (hearing) vocabulary (achievement test for vocabulary acquisition)
- Screening test of verbal ability as part of a comprehensive assessment process



Administering the PPVT-III

- OK to start with Form A or Form B.
- May administer the same form for pre and posttest or alternate forms as long as you do not “teach to the test”.
- 6 month interval between testing time is recommended, but if the child is leaving the program, you may administer it earlier.



What Might Affect Scores

- Tester: Children should be comfortable working with the individual conducting the test: Suggestions from sites?
- If a child does not want to be tested that day, do not proceed with testing. Try again another day.
- Other suggestions and solutions?



Administration of PPVT-III

Before you begin...

- Users need to READ the Examiner's MANUAL!!! Be familiar with administration & scoring rules
- Review record form features
- Practice with a colleague
- **Formal training in psychometrics is not required for those giving the test.**



Helpful Resources

The U.S. Department of Education 2010 Reading Institute, in Anaheim, California, July 19-21, 2010. The presentation slides from these sessions, along with audio podcasts of seven featured sessions, links to pre-Institute webinars, and other resources, are available at the post-conference website:

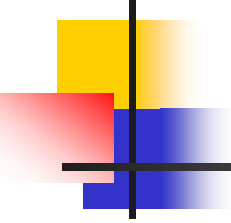
<http://www.mikogroup.com/2010readinginstitute>

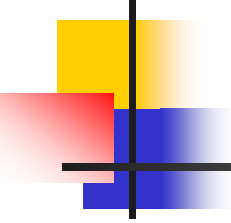


Specific Presentations of Interest

Catherine E. Snow: Implications of
Reading Next (and the Common Core
Standards) for Primary Reading
Instruction

[http://www.mikogroup.com/2010readinginstitute/
documents/645_Snow.pdf](http://www.mikogroup.com/2010readinginstitute/documents/645_Snow.pdf)

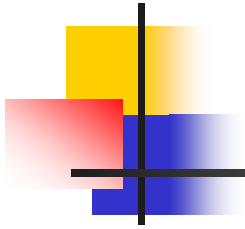
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- Catherine E. Snow: Measuring Up: Using Assessment to Improve Quality of Education & Other Services for Young Children
 - http://www.acf.hhs.gov/programs/opre/hs/national_academy/reports/early_child_assess/erly_chld_toc.html



Susan B. Neuman: Improving Literacy Achievement
Through Systematic Vocabulary Instruction

[http://www.mikogroup.com/2010readinginstitute/
documents/890_Neuman.pdf](http://www.mikogroup.com/2010readinginstitute/documents/890_Neuman.pdf)

Focuses on research based strategies for improving
vocabulary instruction in the early years.



Janice Im: Why Early Language and Literacy From Birth: A Seamless Continuum of Services

http://www.mikogroup.com/2010readinginstitute/documents/863_Im.pdf

When using the term early, or “emergent” literacy, we are referring to what children know about communication, language (verbal and nonverbal), reading, and writing before they can actually read and write. Early literacy skills unfold simultaneously as children master other domains of development, such as social-emotional skills. This session will explore the foundations for early language and literacy in the context of research related to brain development and emergent literacy.



U.S. Department of Education's Early Learning Initiative Website

<http://www.ed.gov/early-learning>

**U.S. Department of Education's Blog:
Early Learning**

<http://www.ed.gov/blog/topic/early-learning/>



Doing What Works

Translating Research to Practice:
Early Childhood Literacy Resources

<http://dww.ed.gov>



Helpful Local Resources

- Illinois Center for Specialized Professional Support (ICSPS) <http://www.icspsilstu.edu/>
 - Programs of Study: Adult student career planning paths
 - Early School Leaver Transition Program (ESLTP)



Illinois Community College Board

- ICCB Bridge programs: Next steps for diploma-earning adult students.

[http://www.iccb.org/pdf/shifting%20gears/
Instituto2010_HowToBuildBridgePrograms.pdf](http://www.iccb.org/pdf/shifting%20gears/Instituto2010_HowToBuildBridgePrograms.pdf)

- WIA 40% Training Policy

[http://occrl.illinois.edu/files/Reports/
Training%20Policy%20in%20Illinois.pdf](http://occrl.illinois.edu/files/Reports/Training%20Policy%20in%20Illinois.pdf)



Illinois Community College Board (continued)

- Data Measurement and Evaluation

[http://occr1.illinois.edu/files/Reports/
Training%20Policy%20in%20Illinois.pdf](http://occr1.illinois.edu/files/Reports/Training%20Policy%20in%20Illinois.pdf)

Questions? Contact Jennifer K. Foster
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