Peabody Picture Vocabulary Test (PPVT-4)

Description: The Peabody Picture Vocabulary Test (PPVT-4) is an individually administered, untimed assessment of a student’s receptive vocabulary. In the assessment, students select the picture that best represents an oral word. Spanish, Braille, and/or large print versions are available. Administration time is approximately 10-15 minutes.

Publisher: Pearson Education, Inc.

Grade Levels: Ages 2:6 - 90+Years

Skills/Standards Assessed: The PPVT-4 assesses hearing and verbal ability.

Report Format/Results Type: The PPVT-4 is a norm-referenced assessment that provides age- and grade-based standard scores (M = 100, SD = 15), percentiles, normal curve equivalents (NCEs), stanines, age and grade equivalents, as well as a Growth Scale Value (GSV) score to measure progress over time.

Research Based:
There is convincing evidence for the research base and development of the PPVT-4 assessment tool, which is now on its fourth update. One MMY review of the assessment states:

The development of the PPVT-4 incorporates almost 50 years of previous scale development. The technical manual indicates that the test authors had two primary goals in mind with this revision, replacing all black-and-white picture stimuli with full-color illustrations, and the addition of more, very easy items for more accurate measurement of young children and examinees with low ability levels.

Consistent with previous revisions, data from the previous standardization sample (PPVT-III) were reviewed to identify items that needed to be replaced or updated. In addition to the need for additional items at the low end of the scale, the authors also determined that an increase in items was necessary in the categories of body parts, clothing, emotions, fruits and vegetables, musical instruments, and toys and recreation, along with a reduced representation of action words and adjectives. This revision resulted in the creation of 1,700 color pictures (some newly created and some adapted from the third edition and colorized) that served as the initial item pool of the PPVT-4 standardization sample. (Kush, 2008)

Reliable and Valid:
There is convincing evidence for the reliability and validity for the PAT-R assessment tool. A *MMY* review of the assessment states:

Chapter 5 of the PPVT-4 technical manual provides extensive evidence supporting the reliability of the scale. Spearman-Brown corrected, split-half, and alpha reliabilities are reported across age, grade, and season (fall and spring) and consistently fall above .95, reflecting solid internal consistency evidence. Alternate form reliability (based on a subsample of 508 examinees) is also reported across five age groups and ranged between .87 and .93 with a mean of .89, suggesting that Forms A and B will, in fact, yield comparable scores. (Kush, 2008)

Further, the reviewer states: “Acceptable detail is provided in the technical manual describing the validity of the scale” (Kush, 2008).

**Multiple Data Points:**
There is convincing evidence to support the use of the PPVT-4 in multiple data points as the assessment is purported to be useful as a progress monitoring tool:

The PPVT-2 supplies two equivalent forms of the test which contain different vocabulary items—helping ensure the individual has not “learned” the test. One form can be used prior to intervention to assess individuals’ vocabulary knowledge and the alternative form can be used for re-testing to evaluate and document progress. PPVT-2 also includes a unique Growth Scale Value (GSV) which is sensitive to small changes over time. (Pearson Education, Inc., 2011)

**Aligned with Reading Standards:**
There is convincing evidence that the PPVT-R assessment tool is aligned with state and national reading standards (Pearson Education, Inc., 2011). Specifically, the assessment is aligned with the Common Core Standards in that it (1) addresses major areas of reading including vocabulary and (2) is sensitive to text complexity (i.e., leveled items of differing difficulty level).

**Sensitive and appropriate for differing cultures and needs:**
Currently, there is partially convincing evidence that the PPVT-4 assessment tool is sensitive and appropriate for individuals with differing cultures and needs. One *MMY* review states:

The test authors should be commended as well for the series of studies performed with special populations. These studies included an examination of individuals with speech impairments, language disorders, hearing impairments, specific learning disabilities, mental retardation, emotional/behavioral disturbance, attention deficit/hyperactivity disorder, and with a population of gifted children and adolescents. As would be expected, extreme variability among
these populations was evidenced, and although additional studies with larger sample sizes are necessary, the studies included within the technical manual provide preliminary evidence that clinicians who work with these populations will find helpful. (Kush, 2008)

Further, the developers have provided versions of the test in Spanish, Braille, and large print. However, the developers have yet to address this domain fully in the development of an alternative language forms or by providing disaggregated norms.

References
