

Parent Letter

Dear [REDACTED],

This letter reflects a student's efforts to understand and implement child observation and assessment and is not an official diagnosis of your child's actual development. Please see a licensed professional if you have questions or concerns about your child's development.

I loved getting to work with [REDACTED] for this assessment, called the Peabody Picture Vocabulary Test (PPVT). [REDACTED] maintained great attention throughout it and kept on task. She demonstrated some wonderful problem solving and critical thinking skills as she decided on responses for each prompt.

[REDACTED] raw scores for the PPVT were 192 for the raw score, 146 for the standard score, and she landed in the 99.9th percentile for her age. The average standard score is 100, so a score of 146 falls into the "extremely high score range". Her percentile being 99.9 means that she had scored as well as or higher than 99.9 of children her age. I attached the results sheet below as well for physical reference.

To help foster further growth in [REDACTED]'s receptive vocabulary, I would recommend continued encouragement for her reading habits and providing more advanced reading options to extend her vocabulary. I would also recommend learning some new words that you can share with her and incorporating those into your regular conversations with her.

Thank you again for the opportunity to work with your daughter on this assessment!

Sincerely,

Nikara Haroldsen

Self Evaluation

How do you know the child you administered the assessment to?

The child that I administered the assessment to is my niece.

What went well during the administration of the PPVT?

The logistics went well (wording and structure). She also maintained focus, despite any distractions.

What could be improved?

I would like to limit distractions in the future by setting expectations with those that are home. We ended up having an audience partway through the assessment that became a little distracting.

Give an overview of the parent conference. What went well during the conference, and what could be improved?

The conference went well. I was able to cover all the necessary info. It was hard to maintain professionalism because they were family. It felt a little awkward at times.

Parental Consent for Individual Child Observation

I give my permission for my child, [REDACTED], to be the focus child for Nikara Haroldson, a student in the Brigham Young University-Idaho CHILD 350 course, for the purpose of learning about observation and assessment of child development and learning. During this time, the above-named student will perform formal assessments and observations of my child. I understand that my child's name and other personal information will be kept confidential and all the information gathered will be used only for the purposes of assignments for this course. I understand that all information will be available to me and that I may ask questions at any time. At the end of the semester the above-named student will share what they have learned with me. I further understand that I may revoke my consent in writing for any reason. If I have questions or concerns, I may contact the above-named student's instructor at the number below.

[REDACTED]
Parent's Name (printed)

[REDACTED]
Parent's Signature

Date: 6/7/25

CHILD 350 Instructor Contact Information
Shawnee Hendershot 496-4018
hendershots@byui.edu



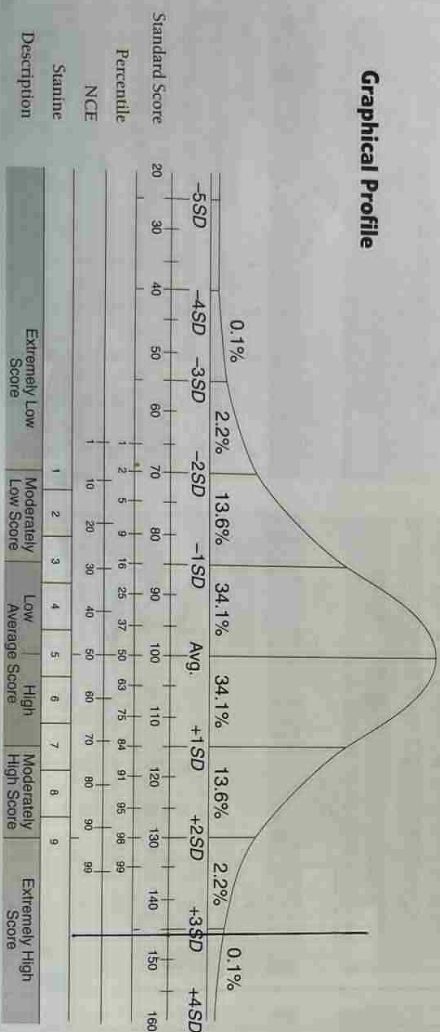
Peabody Picture Vocabulary Test, Fourth Edition
Lloyd M. Dunn, PhD
Douglas M. Dunn, PhD

FORM A

Name: [REDACTED] Sex: ☒ F ☐ M ID #: _____
Address: _____
City: _____
State: Idaho ZIP: _____
Home Phone: _____
Language Spoken at Home: English
Reason for Testing: Child 350 assignment

Current Grade: _____
or Level of
Education Completed: _____
School/Agency: _____
Teacher/Counselor: _____
Examiner: Nikara Haroldsen

Graphical Profile



Recommendations:

Score Summary

RAW SCORE
(From box on page 2)

186

Standard Score
(Table B.1, B.2, or B.3)

146

Confidence Interval
(Table B.1, B.2, or B.3)

90% 95%

Percentile
(Table B.4)

99.1

Normal Curve Equivalent (NCE)
(Table B.4)

Stanine
(Table B.4)

Growth Scale Value (GSV)
(Table B.5 or B.6)

Age Equivalent
(Table B.5)

Grade Equivalent
(Table B.6)

Administering Items

The **Training Items** must be administered first. Directions are listed on the training easel pages.

The **Start Item** is the first item in the age-appropriate item set. Start items are listed in the right-hand column on this page, and on the tabbed easel pages.

The **Complete Set Rule** requires the administration of all 12 items in the set in order, beginning with the first item in the set.

The **Basal Set Rule** is one (1) or zero (0) errors in a set. Establish the Basal Set first. If necessary, administer earlier sets until the rule is met or until Set 1 is completed. Then test forward by sets until a Ceiling Set is obtained.

The **Ceiling Set Rule** is eight (8) or more errors in a set. Stop testing after giving **all** items in the Ceiling Set.

Recording Responses and Errors

- Record the examinee's response (1, 2, 3, or 4) on the record form by circling the corresponding number after the stimulus word for each item. The correct response is in red. See the example below.
- Indicate an error (incorrect or no response) by drawing an oblique line through the E, as shown below.

Example:

Start Ages 2:6-3:11						SET 1
1.	ball	1	2	3	4	E
2.	dog	1	2	3	4	E
3.	spoon	1	2	3	4	E
4.	foot	1	2	3	4	E

- For each set, record the number of errors in the box labeled "Number of Errors."

Calculating the Total Number of Errors

Transfer the number of errors per set to the boxes below, and add up the total errors. Be sure to use the **lowest Basal Set** and the **highest Ceiling Set**. See Chapter 2 of the manual for further details.

Set 1	—	Set 2	—	Set 3	—
Set 4	—	Set 5	—	Set 6	—
Set 7	—	Set 8	0	Set 9	0
Set 10	0	Set 11	0	Set 12	0
Set 13	1	Set 14	3	Set 15	4
Set 16	6				
Set 17	7	Set 18	7	Set 19	18
Total Errors (between Basal Set and Ceiling Set)					
410					

Calculating the Raw Score

Record the number of the Ceiling Item, which is the last item in the Ceiling Set. For example, if the examinee's **highest Ceiling Set** was Set 6, the Ceiling Item would be 72. Subtract from the Ceiling Item the total number of errors made by the examinee (from the Basal Set through the Ceiling Set). The result is the Raw Score. See Chapter 2 of the manual for further details.

Ceiling Item	72
Total Errors	410
Raw Score	148

Transfer this Raw Score to the record form cover.

Start Your Administration Here

Training Items

All instructions for introducing the test and administering the Training Items are located in the easel.

Ages 2:6 Through 3:11

Training Page A						
A1.	boy	1	2	3	4	E
A2.	chair	1	2	3	4	E
A3.	puppy	1	2	3	4	E
A4.	bike	1	2	3	4	E

After the examinee responds correctly and without help to two Training Items, go to Item 1, and begin testing.

Age	2:6-3:11
Start Item	1

Ages 4 Through Adult

Training Page B

B1.	laughing	1	2	3	4	E
B2.	sleeping	1	2	3	4	E
B3.	hugging	1	2	3	4	E
B4.	walking	1	2	3	4	E

After the examinee responds correctly and without help to two Training Items, go to the appropriate Start Item, and begin testing.

Age	4	5	6	7	8	9	10
Start Item	13	37	49	61	73	85	97
Start Item	109	121	133	145	157		

• **Complete Set Rule:** Administer all 12 items in the set in order, starting with the first item in the set.

• **Basal Set Rule:** One (1) or zero (0) errors in a set.

• **Ceiling Set Rule:** Eight (8) or more errors in a set.

▼ Start Age 8		SET 7	
73. violin	1	2	3 4 E
74. group	1	2 3	4 E
75. globe	1	2 3 4	E
76. vehicle	1	2 3 4	E
77. chef	1	2 3 4	E
78. squash	1	2 3 4	E
79. ax	1	2 3 4	E
80. flamingo	1	2 3 4	E
81. chimney	1	2 3 4	E
82. sorting	1	2 3 4	E
83. waist	1	2 3 4	E
84. vegetable	1	2 3 4	E
Number of Errors			

▼ Start Age 9		SET 8	
85. hyena	1	2 3	4 E
86. plumber	1	2 3 4	E
87. river	1	2 3 4	E
88. timer	1	2 3 4	E
89. catching	1	2 3 4	E
90. trunk	1	2 3 4	E
91. vase	1	2 3 4	E
92. harp	1	2 3 4	E
93. bloom	1	2 3 4	E
94. horrified	1	2 3 4	E
95. swamp	1	2 3 4	E
96. heart	1	2 3 4	E
Number of Errors			

▼ Start Age 10		SET 9	
97. pigeon	1	2 3 4	E
98. ankle	1	2 3 4	E
99. flaming	1	2 3 4	E
100. wrench	1	2 3 4	E
101. aquarium	1	2 3 4	E
102. refueling	1	2 3 4	E
103. safe	1	2 3 4	E
104. boulder	1	2 3 4	E
105. reptile	1	2 3 4	E
106. canoe	1	2 3 4	E
107. athlete	1	2 3 4	E
108. towing	1	2 3 4	E
Number of Errors			

▼ Start Ages 11-12		SET 10	
109. luggage	1	2 3 4	E
110. directing	1	2 3 4	E
111. vine	1	2 3 4	E
112. digital	1	2 3 4	E
113. dissecting	1	2 3 4	E
114. predatory	1	2 3 4	E
115. hydrant	1	2 3 4	E
116. surprised	1	2 3 4	E
117. palm	1	2 3 4	E
118. clarinet	1	2 3 4	E
119. valley	1	2 3 4	E
120. kiwi	1	2 3 4	E
Number of Errors			

▼ Start Age 13		SET 11	
121. interviewing	1	2 3 4	E
122. pastry	1	2 3 4	E
123. assisting	1	2 3 4	E
124. fragile	1	2 3 4	E
125. solo	1	2 3 4	E
126. snarling	1	2 3 4	E
127. puzzled	1	2 3 4	E
128. beverage	1	2 3 4	E
129. inflated	1	2 3 4	E
130. tusk	1	2 3 4	E
131. trumpet	1	2 3 4	E
132. rodent	1	2 3 4	E
Number of Errors			

▼ Start Ages 14-16		SET 12	
133. inhaling	1	2 3 4	E
134. links	1	2 3 4	E
135. polluting	1	2 3 4	E
136. archaeologist	1	2 3 4	E
137. coast	1	2 3 4	E
138. injecting	1	2 3 4	E
139. fern	1	2 3 4	E
140. mammal	1	2 3 4	E
141. demolishing	1	2 3 4	E
142. isolation	1	2 3 4	E
143. clamp	1	2 3 4	E
144. dilapidated	1	2 3 4	E
Number of Errors			

• **Complete Set Rule:** Administer all 12 items in the set in order, starting with the first item in the set.

• **Basal Set Rule:** One (1) or zero (0) errors in a set.

• **Ceiling Set Rule:** Eight (8) or more errors in a set.

▼ Start Ages 17-18	SET 13			
145. pedestrian	1	2	3	4 E
146. interior	1	2	3	4 E
147. garment	1	2	3	4 E
148. departing	1	2	3	4 E
149. feline	1	2	3	4 E
150. hedge	1	2	3	4 E
151. citrus	1	2	3	4 E
152. florist	1	2	3	4 E
153. hovering	1	2	3	4 E
154. aquatic	1	2	3	4 E
155. reprimanding	1	2	3	4 E
156. carpenter	1	2	3	4 E
Number of Errors 1				

▼ Start Ages 19-Adult	SET 14			
157. primate	1	2	3	4 E
158. glider	1	2	3	4 E
159. weary	1	2	3	4 E
160. hatchet	1	2	3	4 E
161. transparent	1	2	3	4 E
162. sedan	1	2	3	4 E
163. constrained	1	2	3	4 E
164. valve	1	2	3	4 E
165. parallelogram	1	2	3	4 E
166. pillar	1	2	3	4 E
167. consuming	1	2	3	4 E
168. currency	1	2	3	4 E
Number of Errors 2				

SET 15			
169. hazardous	1	2	3 4 E
170. pentagon	1	2	3 4 E
171. appliance	1	2	3 4 E
172. poultry	1	2	3 4 E
173. cornea	1	2	3 4 E
174. peninsula	1	2	3 4 E
175. porcelain	1	2	3 4 E
176. detonation	1	2	3 4 E
177. cerebral	1	2	3 4 E
178. perpendicular	1	2	3 4 E
179. submerging	1	2	3 4 E
180. syringe	1	2	3 4 E
Number of Errors 4			

SET 16			
181. lever	1	2	3 4 E
182. apparel	1	2	3 4 E
183. talon	1	2	3 4 E
184. cultivating	1	2	3 4 E
185. wedge	1	2	3 4 E
186. ascending	1	2	3 4 E
187. depleted	1	2	3 4 E
188. sternum	1	2	3 4 E
189. maritime	1	2	3 4 E
190. incarcerating	1	2	3 4 E
191. deflected	1	2	3 4 E
192. quintet	1	2	3 4 E
Number of Errors 0			

Continue on page 6

• **Complete Set Rule:** Administer all 12 items in the set in order, starting with the first item in the set.

• **Basal Set Rule:** One (1) or zero (0) errors in a set.

• **Ceiling Set Rule:** Eight (8) or more errors in a set.

SET 17				
193. incandescent [in kahn DES uhnt]	1	2	3	4
194. confiding [kahn FVD ing]	1	2	3	4
195. mercantile [MUR kahn teel]	1	2	3	4
196. upholstery [uhp HOHL stuh ree]	1	2	3	4
197. filtration [fil TRAY shuhn]	1	2	3	4
198. replenishing [ri PLE nish ing]	1	2	3	4
199. trajectory [truh JEK tuh ree]	1	2	3	4
200. perusing [puh ROOZ ing]	1	2	3	4
201. barb [BARB]	1	2	3	4
202. converging [kahn VOHR ing]	1	2	3	4
203. honoring [HOHN ing]	1	2	3	4
204. angler [AN gluh]	1	2	3	4
Number of Errors				7

SET 18				
205. wildebeest [WIL duh beesht]	1	2	3	4
206. confiteous [kohn NIF uh tuhs]	1	2	3	4
207. timpani [TIM pah nee]	1	2	3	4
208. plifting [PIL tuh ing]	1	2	3	4
209. pestle [PE suhl]	1	2	3	4
210. reposing [ri POHZ ing]	1	2	3	4
211. cupola [KYOO puh tuh]	1	2	3	4
212. derrick [DER ik]	1	2	3	4
213. convex [kon VEKS]	1	2	3	4
214. embossed [im BAWST]	1	2	3	4
215. torrent [TORH uhnt]	1	2	3	4
216. dromedary [DROM uh day ree]	1	2	3	4
Number of Errors				7

SET 19				
217. legume [LE gyoom]	1	2	3	4
218. calm [KALM]	1	2	3	4
219. arable [AYR uh buhl]	1	2	3	4
220. supine [suu PYN]	1	2	3	4
221. vitreous [VI tree uh]	1	2	3	4
222. lugubrious [luu GOO bree uh]	1	2	3	4
223. caster [KAS tuh]	1	2	3	4
224. terpsichorean [tuhrp sik uh REE uh]	1	2	3	4
225. cenotaph [SEN uh taf]	1	2	3	4
226. calyx [KAY licks]	1	2	3	4
227. oscillating [OS kyuh layt ing]	1	2	3	4
228. tonorial [ton SOHR ee uh]	1	2	3	4
Number of Errors				12

Pronunciation Key				
ay = long a	u = short u	oo as in foot	ee = long e	j = soft g
g = hard g	oy as in coin	oh = long o	s = soft c	ar as in farm
uhr as in circle	a = short a	ow as in loud	ir as in cheer	e = short e
i = short i	uu as in foot	ohr as in shore	o = short o	