

Peabody Picture Vocabulary Test III

A. General Information

Title: Peabody Picture Vocabulary Test Third Edition

Author: Douglas M. Dunn and Lloyd M. Dunn

Publisher: 1959-2007; published by Pearson, 19500 Bulverde Road, San Antonio, TX 78259

Time to administer test: untimed, usually takes about 10-15 minutes

Cost: \$390 for complete kit; \$40.50 per 25 record booklets (form A or B must be specified); \$259 per scoring and reporting software; single form kits also available

B. Brief Description of Purpose and Nature of Test

General Type of Test

The Peabody Picture Vocabulary Test III (PPVT-3) is a test taken by an individual. The assessment measures receptive vocabulary and is a screening test of verbal ability. It can also test battery of cognitive processes but only when English is the primary language used by the examinee.

Population For Which Designed

Anyone from the ages 2 ½ to 90+ can be assessed using the PPVT-3. The test can be administered to any type of person.

Nature of Content

The content measures receptive vocabulary. All questions require the examinee to point to one of four pictures that best fits the word they are given.

Subtests and Separate Scores

There are no subtests for the PPVT-3. The separate scores included in the results are: standard score, percentile rank, normal curve equivalent, and age equivalent.

Item Types

The items are presented in a multiple-choice format. The administrator gives a vocabulary word and the subject chooses the picture that best corresponds with the term.

C. Practical Evaluation

Qualitative Features

The PPVT-3 is presented in a spiral bound easel form. The easel can be difficult to set up because it is not sturdy. Tabbed sections for different age levels are provided for easy access to the desired section. The four pictures given on each page are all in black and white.

PPVT-3 is a clear assessment to administer, mainly because of the simple directions. The evaluator only has to say the vocabulary term and record the responses. A pronunciation guide is included with upper level words to aid the examiner. Directions are open to administrator's discretion and give many options depending on the subject being tested. Instructions are clear in the beginning of the test booklet and a script is provided for asking questions. All steps are given to the administrator in either the examiner booklet or the test itself and a list of things to avoid is also included.

When obtaining the raw score, the individual's total number of errors must be divided by his or her critical range determined by the Ceiling Set Rule. The scores available are: standard score, percentile rank, normal curve equivalent, and age equivalent. Scoring software is available with the PPVT-4 but not with PPVT-3.

There is no training in psychometrics necessary to administer the PPVT-3, but the test administrator should become familiar with all of the testing materials prior to conducting the assessment. If testing using upper level words, they should be looked at in a dictionary prior to administration.

If good rapport is unable to be attained, the test should conclude or evaluated with the examinee's reactions in mind. The best results are seen when both the examinee and administrator are relaxed. When testing older individuals explaining the importance of the test and how the results will be used can help.

Looking at the face validity for the PPVT-III, the items contained in the pictures shown as options seem to be only culturally relevant. Asking an examinee point to the picture rather than say it is a positive thing because it prevents them from being misunderstood. The test is appropriately divided into separate age categories in order to accurately measure vocabulary knowledge.

D. Technical Evaluation

Norms

The standardization of the PPVT-III took place between 1995 and 1996. The sample was chosen to match the U.S. census information from the March 1994 Current Population Survey. 2,725 people were selected in the sample and were classified by age groups from 2½ to 90+ years of age. 1,441 of the participants were female and 1,284 were male. About half of the sample (1,476 participants) used Form A first and the other half (1,249 participants) were tested using Form B.

The geographic location of the participants was designed to represent the U.S. population. 529 participants were from the Northeast, 757 from the North Central, 903 from the South, and 536 were from the West. The education level of the standardization sample was also designed to be compared to the U.S. population. 465 participants were in Grade 11 or lower, 854 were high school graduates, 852

had one to three years of college or tech school, and 554 participants had four or more years of college completed. The standardization sample was divided into four sections by age group and racial/ethnic group. 494 African-Americans were included, 352 were Hispanic, 1,753 were White, and 126 were classified in the Other category (American Indians, Aleut Eskimos, Asians, Pacific Islanders and all other groups). Occupations were not provided, or whether participants lived in urban, suburban, or rural environments.

Reliability

Retest

340 examinees were retested after an interval of around 4 weeks. The test-retest reliabilities are reported by age and had a range of .92 to .96.

Parallel Form

The PPVT-3 has two parallel forms: Form A and Form B. The forms each have 204 items with four black and white pictures arranged on one page. The examinee points to the picture that he or she thinks describe the meaning of the word said verbally by the examiner.

Split-Half

The split-half reliability was calculated by taking each item and dividing them into comparable halves with the odd numbered items in one half and the even in the other. The results for both test forms ranged from .86 to .97 with a median of .94.

Coefficient Alpha

Alpha coefficient reliabilities were reported throughout age, grade, and season and the median score for both forms were .95.

Inter Rater or Inter Scorer

No information was included in the examiner's manual or subsequent articles.

Long Term Stability

With a consistent result of .95, the assessment shows that there is solid stability. More research needs to take place to determine whether or not the stability seen is long term.

Range of Coefficients

The range of coefficients ranged between .87 and .93 with a mean of .89. The results meet the minimum of .80, and are close to the desirable level of .90.

Validity

Content Validity

The qualitative proof of the content validity of the PPVT-3 is seen by the selection of stimulus words. The words were chosen from a large collection of words that could be illustrated using black and white pictures that represented 20 content areas. The words were from entries in *Webster's New Collegiate Dictionary* (1953, 1967, 1981).

Criterion Related Concurrent Validity

Four studies concerning concurrent validity were conducted during the standardization process of the PPVT-3. The PPVT-3 was administered along with the *Weschler Intelligence Scale for Children III*, *Kaufman Adolescent and Adult Intelligence Test*, *Kaufman Brief Intelligence Test*, and *Oral and Written Language Scales*. With the *Weschler Intelligence Scale for Children III*, the corrected correlations ranged from .82 to .92. When using the *Kaufman Adolescent and Adult Intelligence Test* the corrected correlations ranged from .76 to .91. The *Kaufman Brief intelligence Test* reported a corrected correlation range of .62 to .82. *Oral and Written Language Scales* had a corrected correlation range of .63 to .83.

Criterion Related Predictive Validity

The IQ tests administered along with the PPVT-3 provide a look at the predictive validity. The the *Weschler Intelligence Scale for Children III*, *Kaufman Adolescent and Adult Intelligence Test*, *Kaufman Brief Intelligence Test*, and *Oral and Written Language Scale* were all tested with the PPVT-3. The corrected correlations ranged from .82 to .92. The PPVT-3 scores correlate higher with the verbal IQ scores than with performance and full scale IQ scores on the *Weschler Intelligence Scale for Children III*, which shows that the PPVT-3 is an effective assessment for verbal ability.

The PPVT-3 standard scores correlate higher with *Kaufman Adolescent and Adult Intelligence Test* Crystallized IQ scores that it does with Fluid IQ or Composite IQ scores, with a range of .76 to .91. This proves that the PPVT-III can be an effective achievement test for hearing vocabulary.

The PPVT-3 correlations range from .62 to .82 with the *Kaufman Brief Intelligence Test*. PPVT-3 scores correlate higher with the vocabulary scores than with the matrix or composite scores.

When testing the PPVT-3 with the *Oral and Written Language Scales*, the range of corrected correlations was from .63 to .83. The results were expected because the PPVT-III only assesses the receptive vocabulary aspect of language.

E. Reviewer Comments

When reviewing this assessment the examiner's booklet for the PPVT-3 and an article found on the Mental Measurements Yearbook database were used. The Mental Measurements Yearbook review was of the Peabody Picture Vocabulary Test Fourth Edition. Only the information from that article that stated it was similar or the same as the Third Edition was used. It was interesting comparing the differences between the editions because any changes that should have been made seem to be fixed. Both of the reviewers stated that the test is reliable, expressed how simple it is to administer, and how valuable it is to use this assessment. There was no information provided in either sources concerning inter-rater or inter-scorer, and criterion-related predictive validity.

While reading the Mental Measurements Yearbook about the PPVT-4 some studies included samples of individuals with special needs. There was wide variety presented in this category of individuals with speech impairments, language disorders, hearing impairments, learning disabilities, mental retardation, emotional-behavioral disorder, attention deficit hyperactivity disorder, and a population of gifted children/adolescents. Since the test is easy to administer and easy for the examinee to take it, it is an ideal test to use with the population of individuals with special needs.

F. Summary Evaluation

The strengths of the Peabody Picture Vocabulary Test III include its measures of receptive language. The test is also easy to administer, easy to interpret, has a short administration time, and a simple way for examinees to respond. The PPVT-3 is commonly administered to acquire more information in psycho educational, speech, and language assessment. The test is flexible and includes a detailed examiner's manual that guides and informs administrators.

The weaknesses of the PPVT-3 include many of its strengths. The test's length, convenience, and ease can be limitations if the administration is lacking. A warning that comes with the test is that examiners should not over generalize from this assessment that only measures hearing vocabulary. Users must also remember that the sample tested did include those with uncorrected vision, hearing loss, or those who had limited proficiency in English.