

Early Childhood Measurement and Evaluation Tool Review

Early Childhood Measurement and Evaluation (ECME), a portfolio within CUP, produces *Early Childhood Measurement Tool Reviews* as a resource for those who conduct screening, assessment, and evaluation. To learn more about ECME and CUP, provide feedback, or to access additional reviews, visit our website at www.cup.ualberta.ca or email us at cup@ualberta.ca

Expressive Vocabulary Test, Second Edition (EVT-2)

Measurement Areas:

The Expressive Vocabulary Test, Second Edition (EVT-2) is designed to measure **expressive vocabulary and word retrieval** in English-speaking children and adults. The EVT-2 is designed to assess the **expressive vocabulary** performance for individuals **aged 2 years 6 months, to 90 (or more) years**.

Purpose:

The EVT-2 is a norm-referenced vocabulary assessment tool that can be used:

- as a screening tool in clinical and school settings,
- for progress monitoring in language learning environments,
- in research with speech-language pathologists, psychologists, and early childhood specialists.

Length and Structure:

The EVT-2 is designed to assess individual children and adults. Administration of the tool should take approximately 10-20 minutes, depending upon the age of the examinee.

The tool consists of 190 items of increasing difficulty. The test has two forms of similar content and design but with unique items (“A” and “B”), which are useful for language progression monitoring or longitudinal research. The total raw score can be converted into standard scores, percentiles, normal curve equivalents, stanines, approximate age and grade equivalents, and “growth scale values” (GSVs).

Materials:

The publisher classifies the EVT-2 as a “Level 2” qualification, targeted to institutions consisting of psychologists, speech-language pathologists, early childhood teachers, and special education teachers with experience and training in standardized testing. The publisher requires the purchaser to be one of the following categories: (a) trained and certified by a recognized institution in a relevant area of assessment with a minimum Bachelor’s degree, or (b) a member of the American Speech-Language-Hearing Association, American Psychological Association (APA),

National Association for School Psychologists (NASP), or (c) graduate students or teachers whose order is made on institutional letterhead with signed approval from an administrator.

Since the EVT-2 was designed as a complementary tool to the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), institutions can purchase both scales together for USD \$764. However, the complete EVT-2 kit is also available for standalone purchase through the publisher for USD \$419. The complete kit includes the manual, administration easels, 25 record forms for Form A and B, and a carrying bag. Scoring software (Mac and Windows compatible) is also available through the publisher for USD \$249.

Accessibility:

The EVT-2 is available in the English language only. The manual has a short section that provides suggestions for adaptation for “special needs” populations (i.e., the hearing- or vision-impaired).

Administration, Scoring, and Interpretation:

According to the manual, the tool can be administered and scored by a broad range of individuals who have received training in EVT-2 administration and scoring. However, a professional with formal coursework in educational assessment must interpret the scores. The test is moderately easy to administer, easy to score, and moderately difficult to interpret based on the interpretation guide in the manual.

Subscales:

The EVT-2 is a single-scale test that is intended to measure English expressive vocabulary proficiency in an individual.

Documentation:

The manual, which is included in the EVT-2 kit, contains specific procedures for administration, scoring, and a comprehensive section on interpretation. The manual also includes extensive sections describing test standardization, norm development, and various forms of validity and reliability.

Norming Sample:

The EVT-2 was **co-normed** with the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4). The normative sample included 3,540 individuals (approximately 50% Female, 50% Male) between 2 years 6 months and 81 (or more) years of age. Each 6-month age group was stratified to approximate the U.S. population “with respect to sex, race/ethnicity, SES, geographic region, and special-education status.” The examiner’s manual discusses the demographic characteristics of the sample in detail.

Since the EVT-2 is the newest version of the Expressive Vocabulary Test, academic reviews or studies of the test are not yet available. As such, score interpretation should be completed carefully, especially if used outside of American populations.

Reliability:

The EVT-2 manual discusses three kinds of reliability measures:

Test-retest Reliability: A sub-sample (348 examinees) of the normative sample was retested with the same form of the EVT-2 two to six weeks after the first administration. The test-retest reliabilities were calculated, and yielded correlations between .94 and .97 (very high).

Internal Consistency: A split-half reliability (by age group) for each form of the test was completed for the entire normative sample, yielding .94 and .93 on Forms A and B respectively. The authors note that the test is reliable across all the age groups and grade levels that were measured.

Alternate-Form Reliability: Since the EVT-2 uses two forms (A and B), it is necessary to compare how reliably individuals score on both forms of the test. According to the manual, 507 examinees belonging to the normative sample were given both forms of the test. The reliability coefficients were calculated between .83 and .91, which are considered “very reliable.”

Validity:

The EVT-2 manual has a fairly extensive discussion of test validity. According to the authors, the EVT-2 was designed to address a wide range of “standard American expressive vocabulary” taken from a variety of sources, including *The American Heritage Word Frequency Book*, *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies*, and *Merriam-Webster’s Collegiate Thesaurus*. The content areas were developed with American English standards in mind; therefore suggesting that the EVT-2 demonstrates reasonable content validity for American populations.

Construct and Convergent Validity: The manual discusses three validation studies that were designed to assess the EVT-2’s similarity to other kinds of vocabulary tests. The first study compares the EVT-2 to the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4); the correlations between the scores on each test were high ($r = .80$ to $.84$) for all age ranges.

The second study compared scores on the EVT-2 with measures of oral language. The Comprehensive Assessment of Spoken Language (CASL) and Clinical Evaluation of Language Fundamentals Fourth Edition (CELF-4) tests were compared to the EVT-2, yielding correlation coefficients between .45 and .80 (poor to good) dependent upon age group. In general, correlations were poorer between the EVT-2 and CASL scores for pre-school aged children.

EVT-2 scores were also compared to scores on the Group Reading Assessment and Diagnostic Evaluation (GRADE) test, yielding average correlations in the .60s and .70s.

Finally, EVT-2 scores were compared to scores on the previous edition of the test (EVT), yielding a strong relationship (between .78 and .82) between the tests as would be expected.

Scoring on the EVT-2 was also examined for 12 different “special populations,” such as people with speech impairment, language delay, hearing impairment, mental retardation, giftedness, or attention-deficit/hyperactivity disorder. The scores for each of these groups varied widely, and the authors suggest that the EVT-2 is moderately more difficult for adults and children with speech, language, hearing impairments, reading disabilities and ADHD. Children diagnosed with language delays, clinical language disorders (such as aphasia), and mental retardation all scored very poorly on the EVT-2.

Test specificity and sensitivity are not discussed in the EVT-2 manual. It should be noted that since the EVT-2 is a newly revised test, no outside academic reviews or analyses of this scale are available and this review is based on information in the manual.

Publication Information:

The Expressive Vocabulary Test, Second Edition was developed by Kathleen T. Williams. This review is based on the 2nd edition published in 2007 by Pearson Assessments.

Materials Used for Tool Review:

Williams, K.T. (2007). *Expressive Vocabulary Test, Second Edition*. Circle Pines, MN: AGS Publishing.

Publisher's website: <http://ags.pearsonassessments.com>

How to cite this document: This document was created for CUP. However to cite this document use the following:

Community-University Partnership for the Study of Children, Youth, and Families (2011). *Review of the Expressive Vocabulary Test, Second Edition (EVT-2)*. Edmonton, Alberta, Canada.