



# Peabody Picture Vocabulary Test, Fourth Edition

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*Presented by:*

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*AGS assessments are now part of Pearson Assessments*



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# Did you know...

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- Not all come to school with enough vocabulary knowledge to understand classroom directions.
- Very little instruction in vocabulary takes place in classrooms historically .
- Need to acquire 3000+ words a year in the primary grades to keep up with expectations.

# Did you know...

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- More exposures needed for younger learners
- Nouns & verbs are learned faster than other parts of speech
- Words that are easily confused with ones already known need extra exposure. (sale, sail) (light > noun, light > adjective)
- The cognitive level of a student is a factor in the number of exposures required:

➤ 120–129..... 20

➤ 110–119..... 30

➤ 90–109..... 35

➤ 80–89..... 40

➤ 70–79..... 45

➤ 60–69..... 55

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# “Knowing” a Word

- Students do not either *know* or *not know* words. Instead, they know words to varying degrees. There are 3 levels:

- Unknown
- Acquainted
- Established



(Put Reading First, 2001, p. 43)



# Did you know...

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- Without sufficient vocabulary skills, the potential for developing a reading problem is significant. Vocabulary development is linked to comprehension abilities esp. critical in 4<sup>th</sup> 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

# Why is vocabulary important?

National Reading Panel, 2001

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- Phonemic awareness
- Phonics
- Fluency
- ***Vocabulary***
- Text comprehension

Title I Part B NCLB  
Act= Reading First  
Legislation



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# ***PPVT-4 addresses skill areas recognized as critical by the Early Reading First Program***

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





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## But really, why?

The language processes that underlie the ability to comprehend written text are the same as those that underlie the ability to comprehend speech.

**Without a basic vocabulary the potential for developing a reading problem is significant.**

# Connection of oral vocabulary (listening vocabulary) to reading...

Children make sense of the words  
**they see** by comparing them to the words  
**they have heard**

# The Importance of Vocabulary

- Strongly related to reading comprehension
- Correlates highly with general verbal ability
- Has a direct impact on overall literacy development
- **One of the best predictors of academic success when starting school**

# Language to Literacy Hierarchy-

## Vocabulary is a foundation skill

•Fluency

•Alphabetic Principle

•Literacy Awareness

comprehension

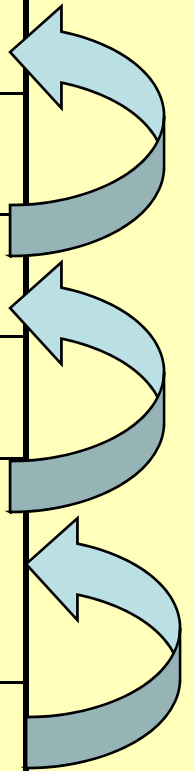
decoding & spelling

phonics

phonological awareness

oral language  
(vocabulary)

auditory processing and  
speech production



Johnson and Myklebust



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# What Is the PPVT™ Test?

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- A brief, easy-to-use individually administered norm-referenced assessment of listening comprehension for spoken words in Standard English
- Receptive (hearing) vocabulary test
- Currently being used in federal Head Start, Even Start, Reading First and Early Reading First programs

# The Myth of Age or Grade Level Vocabulary

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- Students do not learn vocabulary words based on their **age** or their **grade**.
- They learn words based on their **experiences**.

(Beck, et al, 2002)

# Range of Vocabulary Within a School Grade

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## Kindergarten (20 typical children)

- Lowest child: RS = 50 (AE = 3:5)
  - Doesn't know "sawing," "vest," "arrow"
- Highest child: RS = 128 (AE = 8:0)
  - Knows "dissecting," "hydrant," "palm"



# **Range of Vocabulary Within a School Grade**

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## **Grade 6** (20 typical students)

- Lowest student: RS = 129 (GE = 2.5)
  - Doesn't know “inflated,” “trumpet,” “rodent”
- Highest student: RS = 196 (GE = 11.3)
  - Knows “apparel,” “talon,” “cultivating”

# What does research tell us?

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- Most vocabulary is learned indirectly
- Some vocabulary must be taught directly
- Poor vocabulary is a hallmark of language, literacy, and cognitive difficulties

# *Vocabulary is increased:*

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- ***Indirectly*** by encouraging conversation, oral language practice, reading to students, and having them read often
- ***Directly*** by teaching words explicitly (word learning strategies and becoming word conscious)



# Introducing the new PPVT-4

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- Larger, full-color test easels and record forms (8½" x 11")
- Portfolio-style carrying case with removable shoulder strap

# Why update? 1959, 1981, 1997, 2007

- U.S. demographics change
- Vocabulary usage has changed

# Components

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- Form A kit (manual, Form A test easel, 25 Form A record forms) *directions and score look up tables located in manual*
- Form B kit (manual, Form B test easel, 25 Form B record forms)
- Combined A and B kit (manual, Form A & B test easels, 25 Form A and 25 Form B record forms)



# New Features

- New items, new images- now in color
- New metric: Growth Scale Values (**GSVs**)
  - for measuring progress/change- links PPVT-III results to PPVT-4
- Still two parallel forms: A and B
  - But now includes both age based norms (**2.6 - 90**) **and** grade based norms (fall & spring K-12)
  - **ERF will be using AGE based norms (table B.1)**
- Still similar administration format- 19 sets of 12 items





# Other New Features

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- New stimulus words replaced many older items (1/3 new, 1/3 changed, 1/3 retained)
  - 228 items per form
  - A broad sampling of words and a careful representation of content areas and parts of speech across all levels of difficulty
- Addition of easier items to strengthen test floor
- 10 to 15 minute administration time



# Other Features

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- Individual, untimed administration
- Requires no reading or oral responses
- High reliability -improved from PPVT-III
- Can be hand or computer scored



# Standardization

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- 3,540 individuals included in age norms (2:6–90+)
  - Subset of 2,003 individuals in grade norms
- Co-normed with the *Expressive Vocabulary Test-2*
- Norm sample matches current U.S. population by:
  - Sex
  - Race/ethnicity
  - Geographic region
  - Socioeconomic status (SES) including father's education level
  - Clinical diagnosis or special-education status

# Norm tables- reflect developmental changes- more rapid growth at younger ages

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- **2 mo intervals 2.6-6.11**
  - 3 mo intervals 7:0 – 8-11
  - 4 mo intervals 9:0- 11-11
  - 6 mo intervals 12:0- 17-11
  - 1 yr intervals 18
  - 2 yr intervals 19-20
- 
- Normed on English-proficient only
  - No uncorrected hearing or vision loss
  - TVIP is Spanish edition, PPVT-4 Spanish is under development

# **TVIP- Test de Vocabulario en Imagenes**

**Peabody** copyright 1986 (Spanish version of the 1981 PPVT-R)

- Ages 2-6 to 17-11
- 10-15 minutes administration time
- Same format as PPVT-4 but not the same test items.
- Norms are available for both combined and separate Mexican and Puerto Rican standardization samples.

# When testing Spanish speaking students...

- If the child does not get at least two of the 4 training items correct on either Training Page A or Training Page B of the English version, administer the TVIP

*(TVIP is not a GPRA recognized measure but report scores)*



**And if you do use the English version**  
**with *English Language Learners (those***  
***with limited English speaking abilities)***

- ***Standard Score results should be considered baseline data only;*** (pg 3 of PPVT-4 manual)
  - >Growth Score Values (GSV's) may be a better way to track student progress in the classroom***
  - >May want to consider documenting qualitative results (by part of speech) for instructional purposes*** (pg 7 of the record form)



# Scientific research based

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- Reliabilities in the .90's
- Validity studies indicate it is sensitive enough to identify language delayed students (LD, ID, SLI student scores are statistically different from average)
- Scientifically-based reading research-listed in manual and Pearson website, 100+ studies



# Potential Uses

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- Measuring Response to Intervention (RTI)
- Diagnosing reading- language difficulties and designing instructional interventions
- **Assessing preschool early language skills**
- **Monitoring vocabulary development (progress)**
- Monitoring vocabulary deterioration- aphasia, dementia etc (wide age range 2½ - 90+ years)

# User Qualifications:

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PPVT-4 is considered to be a Level 2 instrument:

A Level 2 user is defined as someone who has completed a bachelor's degree program that included coursework in principles of measurement and in the administration and interpretation of tests. If these qualifications have not been met, Users must prove they have been granted the right to administer tests at this level in their jurisdiction.

Non-Level 2 user must be trained in PPVT-4 *administration* and *scoring* procedures by a Level 2 examiner. The individual must also have a sufficient amount of supervised practice in giving and scoring the test to have become thoroughly familiar with the test materials and procedures. *Interpreting* PPVT-4 results is reserved for Level 2 users, as described in the PPVT-4 Manual.

# New edition includes a new optional Growth Score Value (GSV) score used for documenting progress over time

PPVT-4	
Name: _____	
Address: _____	
City: _____	
State: _____ ZIP: _____	
Home Phone: _____	
Language Spoken at Home: _____	
Reason for Testing: _____	
<b>Graphical Profile</b>	
Standard Score	20 30 40 50
Percentile	
NCE	
Stanine	
Description	Extre
Recommendations:	
_____	
_____	
_____	

Score Summary	
<b>RAW SCORE</b> (From box on page 2)	<input type="text"/>
<b>Standard Score</b> (Table B.1, B.2, or B.3)	<input type="text"/>
<b>Confidence Interval</b> (Table B.1, B.2, or B.3)	<input type="text"/> 90% <input type="text"/> 95%
<b>Percentile</b> (Table B.4)	<input type="text"/>
<b>Normal Curve Equivalent (NCE)</b> (Table B.4)	<input type="text"/>
<b>Stanine</b> (Table B.4)	<input type="text"/>
<b>Growth Scale Value (GSV)</b> (Table B.5 or B.6)	<input type="text"/>
<input type="checkbox"/> Age Equivalent (Table B.5)	<input type="text"/>
<input type="checkbox"/> Grade Equivalent (Table B.6)	<input type="text"/>

FORM A	
Age <sup>9</sup> _____ *Do not round up.	
<b>NORMS USED:</b> <input type="checkbox"/> Age <input type="checkbox"/> Grade: Fall <input type="checkbox"/> Grade: Spring	
<b>Score Summary</b>	
<b>RAW SCORE</b> (From box on page 2)	<input type="text"/>
<b>Standard Score</b> (Table B.1, B.2, or B.3)	<input type="text"/>
<b>Confidence Interval</b> (Table B.1, B.2, or B.3)	<input type="text"/> 90% <input type="text"/> 95%
<b>Percentile</b> (Table B.4)	<input type="text"/>
<b>Normal Curve Equivalent (NCE)</b> (Table B.4)	<input type="text"/>
<b>Stanine</b> (Table B.4)	<input type="text"/>
<b>Growth Scale Value (GSV)</b> (Table B.5 or B.6)	<input type="text"/>
<input type="checkbox"/> Age Equivalent (Table B.5)	<input type="text"/>
<input type="checkbox"/> Grade Equivalent (Table B.6)	<input type="text"/>

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30706 (25)  
30708 (100)



# Scores Reported

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- **Norm-referenced Scores** (Deviation, status, grade and aged based)
  - **Standard scores (mandatory)**
  - Percentiles
  - N.C.E.s
  - Stanines
- **Growth (developmental) Scores**
  - Age and Grade equivalents
  - Growth Scale Value (GSVs) **\*NEW\***

# ERF GPRA requirements

- Test the children who will be age-eligible for kindergarten the following year (usually 4-year-olds, but this may vary) two times per year with at least 6 months in between if possible.
- You have the option to test other aged children in your program with the PPVT-4 if you desire.

- 
- PPVT-4 gives you the option to perform post testing using an alternate form (strong correlation .84)
  - It does not matter whether you start with form A or form B, it is recommended that you administer the opposite form from the last one used
  - Minimum 6 month interval between testing time is suggested if using the same form
  - Spanish TVIP has only one form/edition, (post test approx 6 months later will be with the same form)





# Administration of PPVT-4

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READ the MANUAL!

READ the MANUAL!

Chapter 2 Administration

Chapter 3 Scoring & Interpretation

# Definitions

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- Norm Referenced Test – A comparison of a test taker's performance to the performance of other people in a specified reference population.
- Standardized – **Maintaining a constant testing environment and conducting the test according to detailed rules and specifications, so that testing conditions are the same for all test takers**



# **To begin testing:**

- Find quiet spot for testing sessions
- Need 2 chairs and flat table
- Have materials ready (test easel A or B with corresponding record form)
- Sit in “L” shape – corner of the table
- Establish rapport (relaxed atmosphere, “I have some pictures to show you...”)
- Fill in child’s demographic information on the front page of record form
- Calculate Chronological Age (CA) to get your starting point

# Chronological Age Practice Example

- Adean (Pre-K student)
- Calculate his CA

DOT: January 8 2007

DOB: Sept 12 2002

# Chronological Age Calculation

Year

Month

Day

Testing Date	07	01	08
Birth Date	02	09	12

<b>Chron. Age</b>	<b>4</b>	<b>3</b>	<b>26</b>
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Year

Month

Day

Testing Date	<del>07</del> 06	<del>01</del> <del>00</del> 12	<del>08</del> 38
Birth Date	02	09	12

<b>Chron. Age</b>	<b>4</b>	<b>3</b>	<b>26</b>
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**Do NOT round up (15+ days) CA= 4-3**



**<http://ags.pearsonassessments.com/calc>**





# Administration- Must do the training items

- > Administer training page A for those younger than 4 (or those w/significant developmental or language delays)
- **>Administer training pages B for those 4 and older. If training items B1 and B2 are correct start testing with Set 2, item 13**
- If student age 4(+) doesn't get at least at least 2 training items correct, drop back and give training page A (there are 4 items on training page A; must get 2 out of 4 correct- then start testing with Set #1,item 1)
- Must respond correctly to at least 2 training items before going on to actual test items



- 
- After training items, introduce the test using the directions provided on the test easel.
  - Give examinees about 10-15 seconds to answer, \*Remember: untimed test  
(most examinees will take about 5 sets, testing time is about 10-15 minutes per student)

# Training Page Form B (ages 4+)

↑ Training Page B

## TRAINING PAGE B Training Items B1 to B4

Ages 4 Through Adult

Point to each of the four pictures, and say: **Look at the pictures on this page.**

### B1

Say, **Put your finger on the picture that shows crying.**

Record the response on the record form.

**Correct Response:** Say, **Good!**

**Incorrect or No Response:** Drop back to Training Page A, and follow the procedures for ages 2:6 through 3:11.

### B2

Say, **Put your finger on washing.**

**Incorrect or No Response:** Drop back to Training Page A, and follow the procedures for ages 2:6 through 3:11.

If the examinee answers Training Items B1 and B2 correctly without help, say, **Now we'll do some more. You can point to the picture or say the number. Go to the appropriate Start Item, and begin testing.**

Start Items by Age

Age	Start Item	Age	Start Item
4	13	10	97
5	37	11–12	109
6	49	13	121
7	61	14–16	133
8	73	17–18	145
9	85	19+	157

Alternate Wording  
(when administered to  
ages 8 and above)

Say, **Say the number of, or point to, the picture that best tells the meaning of [word].**

### Training Rule

Two correct responses without help.

### Teaching

Use your ingenuity to teach the required response. Some examinees will need a great deal of help. For example, you may need to place the examinee's finger on the correct picture while saying, **Put your finger on crying.** Next, you may take the lead by pointing and then encouraging the examinee to do likewise.



1



2



3



4

Training Page B



## 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.	cat	1 2 3 4 E
2.	apple	1 2 3 4 E
3.	balloon	1 2 3 4 E
4.	hand	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	Set 9
Set 10	Set 11	Set 12
Set 13	Set 14	Set 15
Set 16		
Set 17	Set 18	Set 19

Total Errors  
(between Basal Set  
and Ceiling Set)

## 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	
Total Errors	-
Raw Score	

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.	baby	1	2	3	4	E
A2.	car	1	2	3	4	E
A3.	fish	1	2	3	4	E
A4.	candy	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.	crying	1	2	3	4	E
B2.	washing	1	2	3	4	E
B3.	hiding	1	2	3	4	E
B4.	sitting	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

Age	11-12	13	14-16	17-18	19+
Start Item	109	121	133	145	157



# Starting Points:

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- Recommended Start Items are indicated on page 2 of the record form as well as on locator tabs
- If you know the student is language delayed (operates in the <10 %ile) you can start with an earlier start set
- Once you start a set of test items, always administer all 12 items of that set in order

- 
- You CAN repeat the stimulus word you are on
  - You can NOT show it, spell it, define it, use it in a sentence or use “a\_\_\_, an\_\_\_, or the\_\_\_” before the word to cue the student.
  - You can NOT go back over items already administered if the student gave no response the first time around
  - But do give credit for spontaneous self-corrections anytime during the testing process

- 
- Do not show the stimulus word, use it in a sentence, define it, spell it, change it, or precede it with an article...

*point to ~~the~~ \_\_\_\_\_*

# Prompts

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- Put your finger on \_\_\_\_\_.
- Show me \_\_\_\_\_.
- Point to \_\_\_\_\_.
- Find \_\_\_\_\_.
- Where is \_\_\_\_\_?

When it is clear that the child understands the task, you may simply say the stimulus word.



- 
- For students with extremely impaired speech or motor problems you can point to each quadrant and take a head nod or eye blink as an indication of their response.

- 
- Give encouragement or praise along the way, but do not tell the student if his answer was correct or not.
  - *“You’re doing well”, “That’s fine”, “I like the way you’re working/ paying attention/ trying” etc*
  - *“Be sure to look at all the pictures before choosing one.”*



# Scoring PPVT-4

# Scoring the responses:

- Student receives one point for each correct answer
- Place a slash through the “E” to indicate an error/incorrect response
- Record “DK” for Don’t Know and “NR” for No Response on the record form, these are counted as 0 (no credit)

# Caution:

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- Raw score of 3 or less corresponds to a score an examinee would get through random guessing- interpret with extreme caution
- >for English speaker this may reflect his true abilities, for a Spanish speaker- attempt TVIP (TVIP is not a GPRA recognized measure)

# **Basals and Ceilings** *reflect your range of ability- gives you starting and stopping points on a test:*

- Basal Set – The lowest set of items administered containing 1 or 0 errors
- Ceiling Set – The highest set of items administered containing 8 or more errors

>Ex Fig 2.6 pg 12 in PPVT-4 manual

- 
- If you did not get a basal in the set you started with (meaning the student got more than one answer wrong), go back one set at a time until a basal (none or only 1 answer wrong) is established (start with the first item in that new set).
  - Ex fig 2.8 pg 13 in manual

- 
- Sometimes you may not get a Basal, if you go back to set #1 and student still makes more than 1 error, simply continue testing forward until a ceiling is reached.
  - Fig 2.9 pg 13 in manual



# Scoring guidelines

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- If student makes **8 or more errors in Set 1** **consider the test not appropriate = *chance level score***
- Use **lowest basal** and **highest ceiling** if double basal or ceiling occurs  
ex. Case V fig 2.7 pg 12  
ex. Case Z fig 2.11 pg 15

# These errors in set 4 will be counted against child- more accurate reflection of skills

## Start Your Administration Here

### 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.

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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. cat	1 2 3 4 E
2. apple	1 2 3 4 E
3. balloon	1 2 3 4 E
4. hand	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 <b>1</b>	Set 5 <b>1</b>	Set 6
Set 7	Set 8	Set 9
Set 10	Set 11	Set 12
Set 13	Set 14	Set 15
Set 16		
Set 17	Set 18	Set 19
Total Errors (between Basal Set and Ceiling Set)		

### 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	
Total Errors	-
Raw Score	

Transfer this Raw Score to the record form cover.

### 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. baby	1	2	3	4	E
A2. car	1	2	3	4	E
A3. fish	1	2	3	4	E
A4. candy	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. crying	1	2	3	4	E
B2. washing	1	2	3	4	E
B3. hiding	1	2	3	4	E
B4. sitting	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

Age	11-12	13	14-16	17-18	19+
Start Item	109	121	133	145	157

# Scoring...

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- Document the number of errors in each set administered, and tally it up in the “Total Errors” box on the record form.
- Subtract number of errors from the Ceiling Item (Ceiling Item is the last item in the Ceiling set) to get your Raw Score

# Practice scoring example

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- Noah- age 6 primary language is English taking Form A
- **What set do you start with?**

# Step 1

---

Administer the test-

- Circle child's response- slash "E" if error occurred
- Tally up number of "E"s for each set
- Stop when a set has 8 or more errors



# Step 2

---

## Complete page 2 of the record form-

- > Mark the number of errors he received in each Set
- > Subtract # of errors from Ceiling Item (ceiling item is last item in last set given)

## 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. cat	1 2 3 4 E
2. apple	1 2 3 4 E
3. balloon	1 2 3 4 E
4. hand	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	Set 9
Set 10	Set 11	Set 12
Set 13	Set 14	Set 15
Set 16		
Set 17	Set 18	Set 19

Total Errors  
(between Basal Set  
and Ceiling Set)

## 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	
Total Errors	
Raw Score	

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. baby	1	2	3	4	E
A2. car	1	2	3	4	E
A3. fish	1	2	3	4	E
A4. candy	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. crying	1	2	3	4	E
B2. washing	1	2	3	4	E
B3. hiding	1	2	3	4	E
B4. sitting	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

Age	11-12	13	14-16	17-18	19+
Start Item	109	121	133	145	157



Example: Noah-age 6 started with Set 5 had basal (none or only 1 incorrect) went on to ceiling out at Set 9

He had a total of 17 errors

**Figure 2.12 Noah's raw score calculation**

**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* set administered. See Chapter 2 of the manual for further details.

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

**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* set administered 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	108
Total Errors	17
Raw Score	91

Transfer this Raw Score to the record form cover.



# Step 2

---

**Complete page 2 of the record form-**

- > Mark the number of errors he received in each Set
- > **Subtract # of errors from Ceiling Item (ceiling item is last item in last set given)**

**Noah ceiling item #108 ( fig 2.6 page 12 in the manual)**

Ceiling item is  
#108,  
subtract the  
17 errors

## Figure 2.12 Noah's raw score calculation

### 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* set administered. See Chapter 2 of the manual for further details.

Set 1	_____	Set 2	_____	Set 3	_____
Set 4	_____	/Set 5	<u>0</u>	Set 6	<u>2</u>
Set 7	<u>2</u>	Set 8	<u>4</u>	Set 9	<u>9</u> /
Set 10	_____	Set 11	_____	Set 12	_____
Set 13	_____	Set 14	_____	Set 15	_____
Set 16	_____				
Set 17	_____	Set 18	_____	Set 19	_____
				<b>Total Errors</b> <small>(Between Basal Set and Ceiling Set)</small>	<b>17</b>

### 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* set administered 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	<u>108</u>
Total Errors	<u>17</u>
Raw Score	<b>91</b>

Transfer this Raw Score to the record form cover.

Noah had  
raw score  
of 91

**Figure 2.12 Noah's raw score calculation**

### 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* set administered. See Chapter 2 of the manual for further details.

Set 1	_____	Set 2	_____	Set 3	_____
Set 4	_____	/Set 5	<u>0</u>	Set 6	<u>2</u>
Set 7	<u>2</u>	Set 8	<u>4</u>	Set 9	<u>9</u> /
Set 10	_____	Set 11	_____	Set 12	_____
Set 13	_____	Set 14	_____	Set 15	_____
Set 16	_____				
Set 17	_____	Set 18	_____	Set 19	_____
<b>Total Errors</b> <small>(Between Basal Set and Ceiling Set)</small>				<b>17</b>	

### 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* set administered 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	<u>108</u>
Total Errors	<u>17</u>
Raw Score	<b>91</b>

Transfer this Raw Score to the record form cover.

# Step 3

---

**Transfer his raw score to the front cover**



# To complete the front cover...

- Transfer raw score from page 2 to front cover
- AGE based norms will be used to look up the students score
- Use Norms **Table B.1** to convert the raw score to a **standard score** by age
- Choose your Confidence band option: 90% or 95% (reliability measure)



# Front cover- complete Score Summary

**PPVT-4**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
Language Spoken at Home: \_\_\_\_\_  
Reason for Testing: \_\_\_\_\_

**Graphical Profile**

Standard Score \_\_\_\_\_  
Percentile \_\_\_\_\_  
NCE \_\_\_\_\_  
Stanine \_\_\_\_\_  
Description \_\_\_\_\_

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Score Summary

**RAW SCORE**  
(From box on page 2)

---

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

**Confidence Interval** ☐ 90% ☐ 95%  
(Table B.1, B.2, or B.3)  -

**Percentile**  
(Table B.4)

---

**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)

**FORM A**

Month \_\_\_\_\_ Day \_\_\_\_\_

**NORMS USED:** ☐ Age  
☐ Grade: Fall  
☐ Grade: Spring

### Score Summary

**RAW SCORE**  
(From box on page 2)

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

**Confidence Interval** ☐ 90% ☐ 95%  
(Table B.1, B.2, or B.3)  -

**Percentile**  
(Table B.4)

**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)

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30708 (100)

# Table B.1 AGES 6-2 to 6-3

Noah took Form A, had raw score of 91, converts to Standard Score

## Scores Corresponding to Raw Scores, by Age and Form

	Standard Score	
	Confidence Interval	
	90%	95%
160	153-164	152-165
159	152-163	151-164
158	151-162	150-163
157	150-161	149-162
156	149-160	148-161
155	148-159	147-160
154	148-158	146-159
153	147-157	146-158
152	146-156	145-157
151	145-155	144-156
150	144-154	143-155
149	143-153	142-154
148	142-152	141-153
147	141-151	140-152
146	140-150	139-151
145	139-149	138-150

Raw Score		Standard Score	
Form A	Form B	Confidence Interval	
		90%	95%
90-91	92	85-96	84-97
87-89	89-91	84-95	83-96
86	87-88	83-94	82-95
84-85	86	82-93	81-94
82-83	83-85	81-92	80-93
80-81	81-82	80-91	79-92
77-79	78-80	79-90	78-91
76	77	78-89	77-90
75	75-76	77-88	76-89
72-74	72-74	76-87	75-88
71	71	75-86	74-87
68-70	68-70	74-85	73-86
67	67	73-84	72-85
64-66	64-66	72-83	71-84
63	62-63	71-82	70-83
60-62	60-61	70-81	69-82

# Definition of Scores

- **\*\*Standard Scores** – express a person's score with respect to both the mean of the group and the variability of the scores.

Average =100, Standard Deviation=15

>>Scores of 85-115 are within average limits

- **Percentiles** – percentage of scores in a specified distribution that fall below the point at which a given score lies (average is 50) >Standing/ranking within a group, based on a non-equal interval unit of measure.
- **Stanines** – normalized standard scores with a range of 1 to 9 (1,2,3 are below average, 4-5-6 are average, 7-8-9 are above average)
- **NCE's** (Normal Curve Equivalents) – Takes percentile ranks and converts them to an equal interval unit of measure

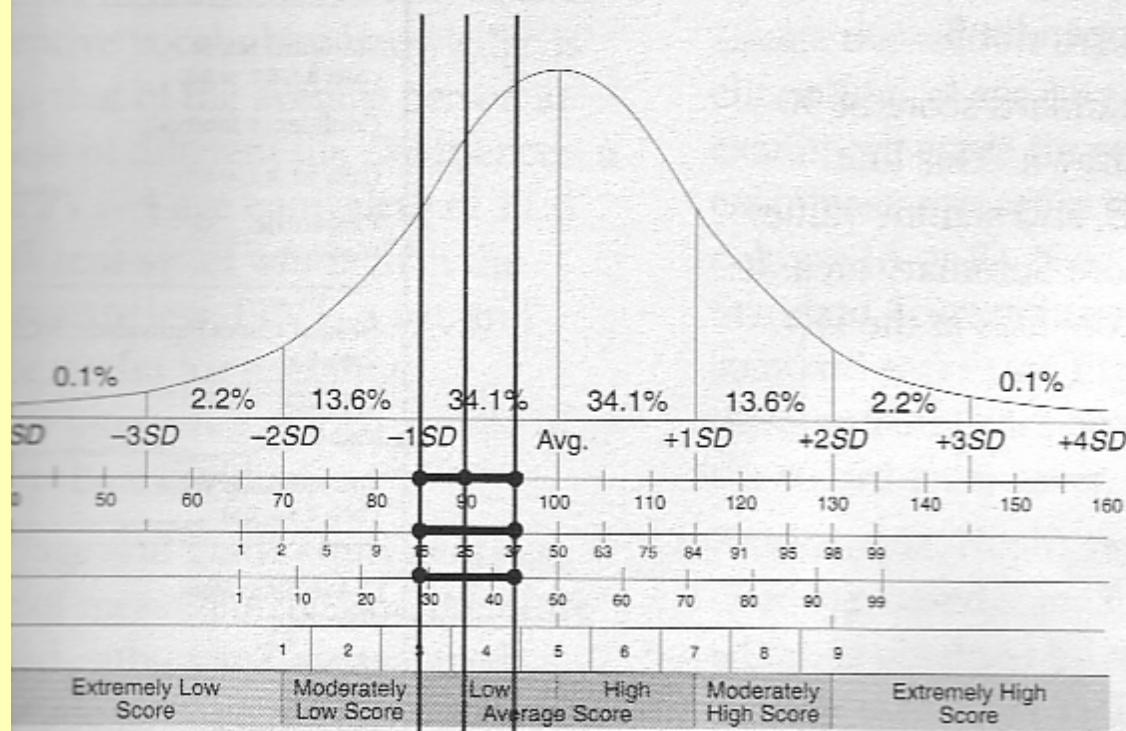


# Optional: To Find Percentile Rank, NCE and Stanine Scores

---

- Use Norms Table B.4 page 181 in the manual to convert a standard score to a percentile rank, NCE, and stanine
- Record these three values in the designated spaces in the Score Summary box on the front page of the record form

# Physical profile



**NORMS USED:** ☒ Age  
☐ Grade: Fall  
☐ Grade: Spring

## Score Summary

**RAW SCORE**

(From box on page 2)

91

**Standard Score**

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

90

**Confidence Interval**

☒ 90% ☐ 95%

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

85 - 96

**Percentile**

(Table B.4)

25

**Normal Curve Equivalent (NCE)**

(Table B.4)

36

**Stanine**

(Table B.4)

4

**Growth Scale Value (GSV)**

(Table B.5 or B.6)

135

☐ **Age Equivalent**

(Table B.5)

5:7

☐ **Grade Equivalent**

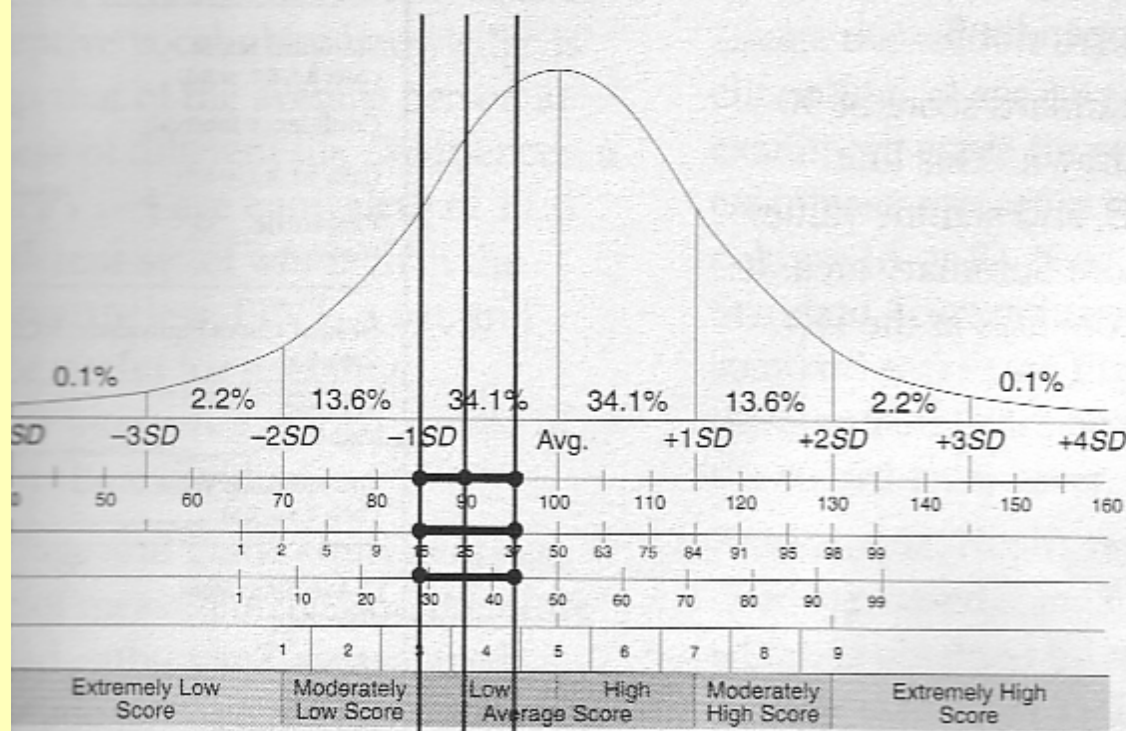
(Table B.6)

<K

# **To find his Growth Scale Value (GSV) by Age and Age Equivalent**

- Table B.5 Pg 182-183

# physical profile



**NORMS USED:** ☒ Age  
☐ Grade: Fall  
☐ Grade: Spring

## Score Summary

**RAW SCORE**

(From box on page 2)

91

**Standard Score**

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

90

**Confidence Interval**

☒ 90% ☐ 95%

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

85 - 96

**Percentile**

(Table B.4)

25

**Normal Curve Equivalent (NCE)**

(Table B.4)

36

**Stanine**

(Table B.4)

4

**Growth Scale Value (GSV)**

(Table B.5 or B.6)

135

☐ **Age Equivalent**

(Table B.5)

5:7

☐ **Grade Equivalent**

(Table B.6)

<K



# Comparing PPVT-III scores to PPVT-4 over time

Comparison of PPVT™-III and PPVT-4 Scores Over Time								
Administration Date	Edition and Form		Standard Score				Raw Score	GSV*
	PPVT-III	PPVT-4	Norms			Score*		
_____	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> Age <input type="checkbox"/> Grade: Fall <input type="checkbox"/> Grade: Spring	_____	_____	_____		
_____	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> Age <input type="checkbox"/> Grade: Fall <input type="checkbox"/> Grade: Spring	_____	_____	_____		
_____	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> A <input type="checkbox"/> B	<input type="checkbox"/> Age <input type="checkbox"/> Grade: Fall <input type="checkbox"/> Grade: Spring	_____	_____	_____		

Comparison of PPVT™-III and PPVT-4 Scores Over Time											
	Edition and Form				Standard Score						
Administration Date	PPVT-III		PPVT-4		Norms			Score*	Raw Score	GSV*	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	
_____	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> Age	<input type="checkbox"/> Grade: Fall	<input type="checkbox"/> Grade: Spring	_____	_____	_____	

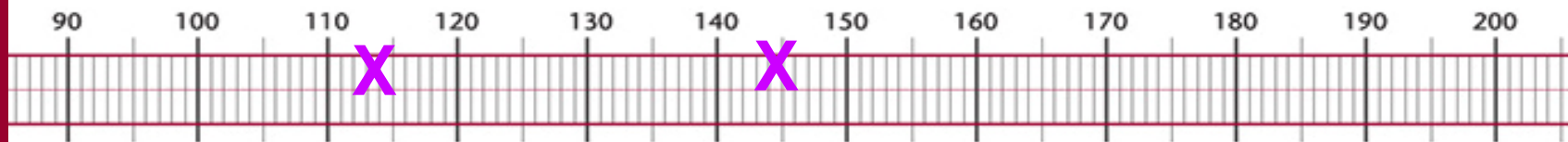
(Table B.7)

\* Do not compare standard scores across editions (i.e., PPVT-III and PPVT-4 scales). GSV scores may be compared across editions.

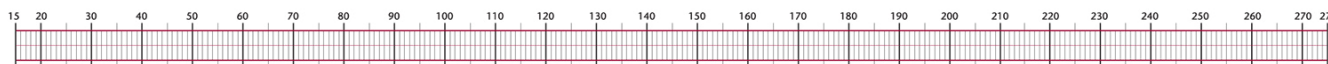
(Table B.7)

# Documenting Progress Over Time

## Using GSV Scores to Measure Change



### Using GSV Scores to Measure Change



The GSV (growth scale value) score is designed for measuring change over time. Like a raw score, the GSV score is an indicator of absolute, not relative, performance. If an examinee's vocabulary increases, his or her GSV score will increase. The GSV scale is like a yardstick, and plotting GSV scores over time can reveal how the examinee's vocabulary performance has changed.

The standard score serves a different purpose, which is to tell how the examinee's score compares with the average score at a particular age. It is a helpful

supplement to the GSV when evaluating change. If an examinee's standard scores are the same on both occasions, then the examinee's vocabulary performance has increased at the average rate for that age. If the standard score declines from the first testing to the next, the examinee still may have improved in vocabulary knowledge (as shown by a higher GSV), but the rate of growth was below average.

Refer to Appendix G in the PPVT-4 Manual for further information on interpreting change in GSV scores.

To use the GSV "yardstick" to show changes in performance over time, complete the following steps:

1. Write a sequence number next to the GSV score of each PPVT-III and PPVT-4 administration you entered on this page, starting with 1 for the earliest administration.
2. Mark the points on the GSV yardstick corresponding to each GSV score.
3. Write the corresponding administration sequence number next to each mark on the GSV yardstick.



# computer view- optional Individual Progress Report

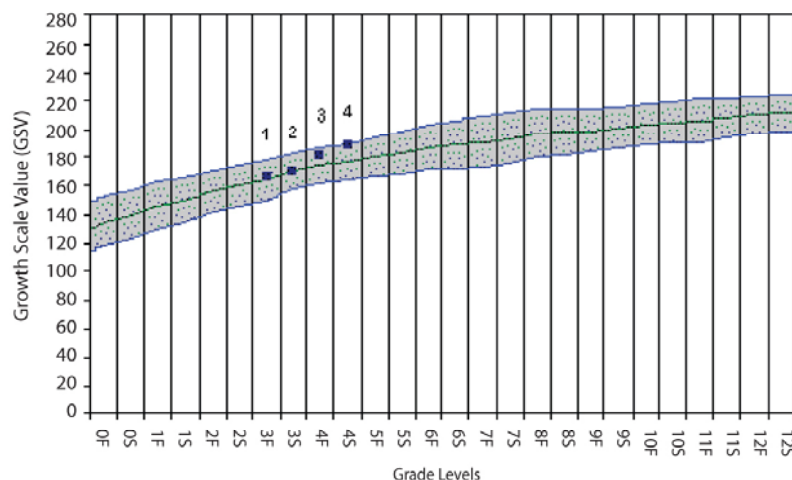


## Individual Progress Report

Corrine Dodd

The Growth Scale Value (GSV) is a score that tracks vocabulary over time. Much like inches are an equal-interval scale of length, the GSV is an equal-interval scale of vocabulary. Therefore, the GSV can be used as a yardstick by which progress can be measured throughout the school years. It can also be used to compare a student's ability with that of a reference group consisting of all the students in a particular grade or of a particular age. For example, in the case of the PPVT-4 test, a GSV score of 171 is average for students aged 10 years and 2 months; a GSV of less than 171 reflects a lower level of vocabulary for same-age students, and a GSV greater than 171 reflects a higher level of vocabulary for same-age students.

### GSV Chart



### Examinee Information

ID Number: 107049

Birth Date: 7/21/1997

Sex: F

Language Spoken  
At Home: English

### PPVT Administrations – Grade Norms Table B.7

Seq.	Test Date	Grade	Test/ Form	SS	GSV	National GSV Scores	
						Mean	Range
1	12/9/2005	3	PPVT-III A	100	166	164	150-178
2	4/1/2006	3	PPVT-III A	105	170	170	157-183
3	12/12/2006	4	PPVT-4 B	109	181	174	160-188
4	4/7/2007	4	PPVT-4 B	117	188	178	165-191

The PPVT-4 measure can be used reliably in a test-retest situation. If the timeframe is short (e.g., 6 weeks or less), it is suggested that the examiner use the alternate form for the two test sessions (e.g., PPVT-4 Form A for the first testing and PPVT-4 Form B for the second testing). If the time between the first and second testing is longer (so that practice effects are not as great), then the retest can be administered with the same form.

# Early Reading First GPRA measures that relate to the PPVT:

## What constitutes growth according to US Early Reading First:

---

- Indicator 1.1: The cost per preschool-aged child participating in Early Reading First programs who achieves significant gains in oral language skills as measured by the PPVT. **(significant gains are defined as an increase of 4 or more points between pre- and post-test)**
- Indicator 1.2: The percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the PPVT. **(age-appropriate is defined as a standard score of 85 or higher)**
- Indicator 1.4: The percentage of preschool-aged children participating in Early Reading First programs who achieves significant gains in oral language skills as measured by the PPVT. **(significant gains are defined as an increase of 4 or more points between pre- and post-test)**



# Additional features:

- Introductory Letter to Parents and
- Report to Parents indicating test result-  
available in BLM at back of the manual  
(English and Spanish versions)



# Part of Speech Analysis



## Individual Diagnostic Appraisal

ID Number: 107049

Item #	Noun	Verb	Attribute
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

Key:  
X = errors  
\* = basal and ceiling items

Report Printed for: Corrine Dodd

Report Date: 12/15/06

Page 9 of 10



AGS assessments are

Item #	Noun	Verb	Attribute
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Key:  
X = errors  
\* = basal and ceiling items

Corrine Dodd

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# Confidentiality of Scores

---

- Examinee's privacy
- Maintain the validity of the PPVT-4, do not teach to the test!

Keep record forms and test easels secure, do not teach the test items in class to students, this will invalidate the post testing.

This is a norm referenced test and professional guidelines prohibit the disclosure of the test items to others.

# To build vocabulary skills:

---

- > Practice root words, suffixes, pre-fixes, homophones, antonyms, synonyms, riddles
- > Read aloud to students of all ages!

Why? Increases familiarity with language patterns, Models fluency and appropriate emotion, Develops their background knowledge, Builds vocabulary, Develops familiarity with story structure, Develops print awareness, Helps to view reading as pleasurable.

- > Additional intervention resources

# Basic kit

---

- Form A kit (manual, Form A test easel, 25 Form A record forms)
- Form B kit (manual, Form B test easel, 25 Form B record forms)
- Combined A and B kit (manual, Form A & B test easels, 25 Form A and 25 Form B record forms)

- 
- [PPVT4 pricing 2008 .xls](#)

---

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Maggie Kjer	256-216-8083	FL, GA
Tiffany Laszlo	800-627-7271 x7052	MO.ID,ND,SD
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Ellen Murphy	760-634-0385	sCA,AZ
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Marissa Norman	800-627-7271 x7055	AL,MS,TN,NH
Jim Simone	347-726-7022	NYC, Long Island, nNJ, seNY
Michael Suess	952-895-1956	IL
Susan Wallace	703-569-6380	MD,VA,DC
Dan Zwiers	800-627-7271 x 7056	AK,IN,ME,OK,VT
Patrick Moran	503-556-0101	nCA, OR, WA
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# ***Thank You***

## ***Questions and Answers***