Expressive One-Word Picture Vocabulary Test, 2000 Edition (EOWPVT)

Publisher/Date:

Purpose:
- Individually-administered, norm-referenced measure of expressive naming vocabulary, for ages 2 through 18-11 years.

Provides:
- One total score.

Standardization Issues:
- Norms (final selection group) consisted of 2,327 individuals sampled in 1999 representatively-matched to the US school-age population by geographic region and urban/rural residency, race/ethnicity (Asian, Black, Hispanic, White), gender, and parent education-level. A Spanish Bilingual edition is available—normed on a sample of 1,000+ Spanish-bilingual individuals ages 4-0 through 12-11, representing varying levels of English proficiency.

Reliability and Validity Issues:
- Internal consistency-, test-retest reliability-, and interrater-reliabilities are reported and well-within accepted. Content-, construct-, and criterion-related validity evidence is adequately presented in the manual.

Additional Points:
- The test includes a Spanish Bilingual Edition, designed to be administered by bilingual, licensed speech/language clinicians. The Minnesota Department of Education—in conjunction with the Minnesota Speech-Hearing Association’s Multicultural Committee—developed and published instructions for administration of the test by a monolingual English-speaking clinician working with an interpreter. Specific Interpreter/Translator Guidelines were found online: http://www.asec.net/tses/supportpages/Speech-ELLguide.pdf
- The EOWPVT’s correlations with other measures of vocabulary are modest. The authors acknowledge this and ascribe the fact to task-format dissimilarities in vocabulary assessments. Potential users should review the format of similar instruments and consider the most appropriate measure or supplement accordingly.
- Variance in scoring/test results attributed to dialectic may not be totally accounted for in the test.
• The test was co-normed with the Receptive One-Word Picture Vocabulary Test (ROWPVT), permitting direct comparative analysis of skills.
• Several steps were taken in the test’s development to control for bias including item-analysis, differential item functioning analysis (DIF), and qualitative review feedback from examiners and members of a cultural review panel.
• A EOWPVT cultural-bias study entitled, “Assessing Cultural and Linguistic Biases in an Expressive Vocabulary Test” presented at ASHA’s 2006 Miami Beach, FL. convention by Wyatt, Fasnacht, Bahr, and Champion studied small groups of Floridian African American- and monolingual Spanish-speaking Costa Rican-children and their findings did suggest the presence of several biased items including 12 items systematically missed by 50%+ of the selected African American participants (smoke, mermaid, animals, penguin, bugs, starfish, tire, bridge, skeleton, antlers, sew[ing], and fireplace) and 11 items systematically missed by 50%+ of the selected Costa Rican participants (lights, drinks, flying, mail, writing, USA, graph, water, directions, bulldozer, & reel). The study further coded errors by “cultural familiarity” and error-type. The study’s findings can be retrieved as a powerpoint slide at: convention.asha.org/2006/handouts/855_1554Bahr_Ruth_Huntley_089530_112106025037.ppt –
• “Other” category in terms of race/ethnicity was slightly overrepresented (1.4% vs. 0.7%). Grade 11 or less parental education-attainment was somewhat underrepresented (11.8% vs. 17.5%). Several disability-status categories showed some variation in their representation in the norm sample from figures represented by census data: Learning Disability (2.4% vs. 5.5%), Speech-Language (5.7% vs. 2.3%), and “Other” (1.0% vs. 0.1%).