



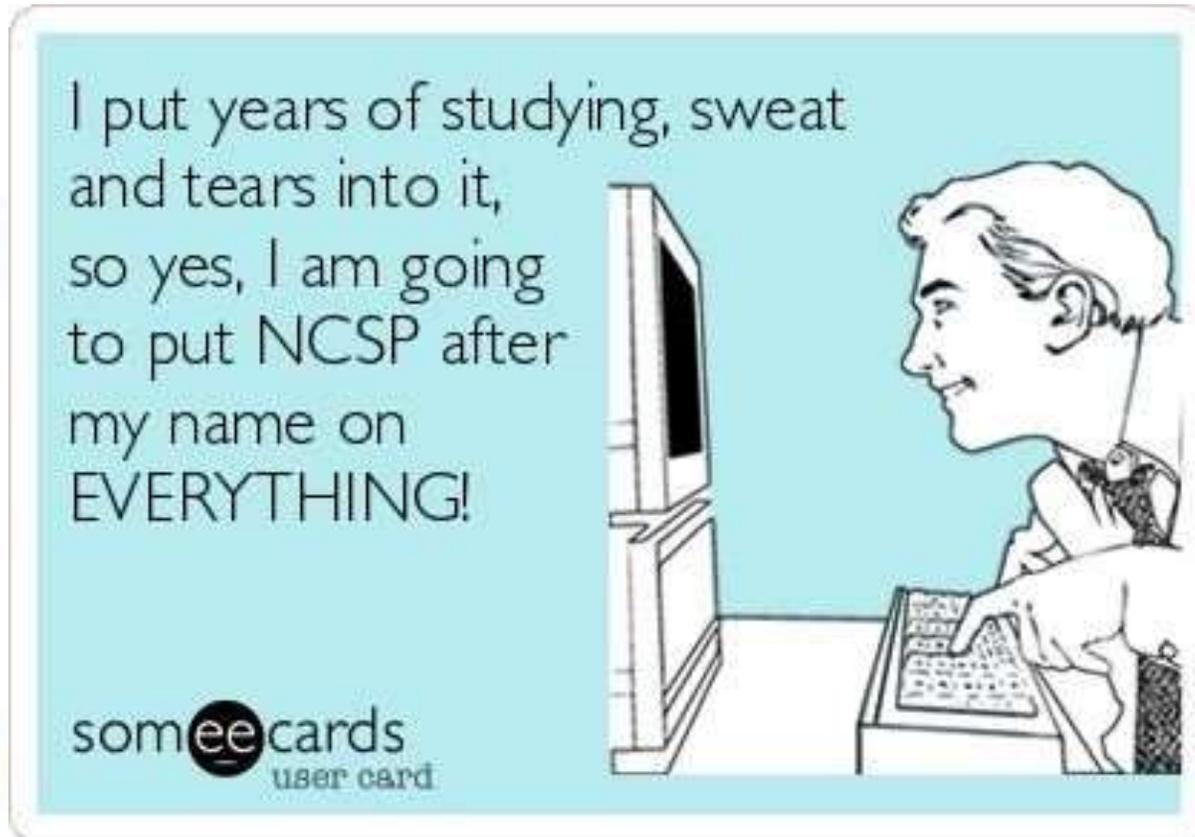
ORTIZ PICTURE VOCABULARY ACQUISITION TEST™

Introduction & Application

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Your Presenter



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Disclosure

*I work for Multi-Health Systems (MHS),
the publisher of the assessment tool that we will be discussing today.*

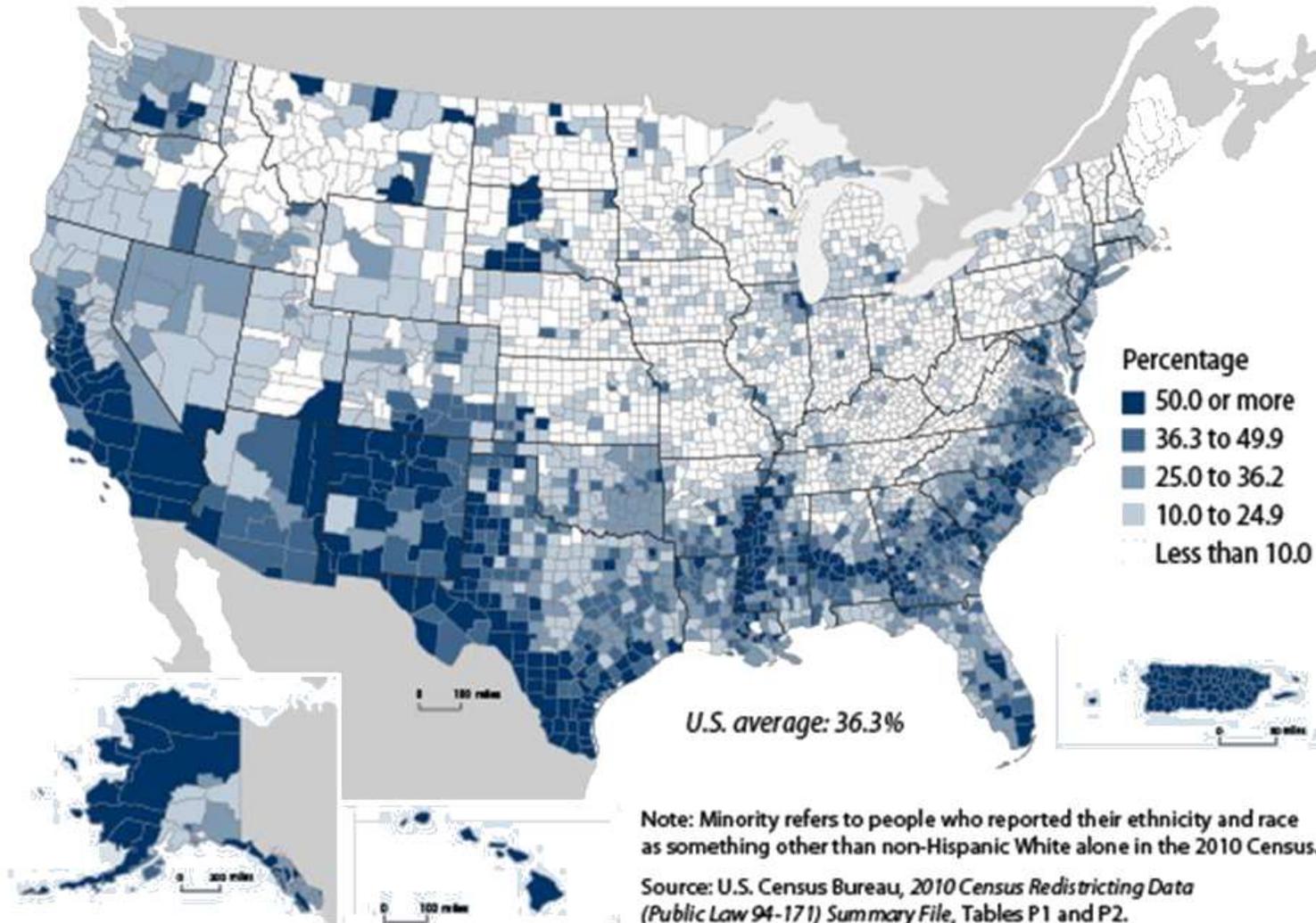
*Rating scales should not be used as the sole basis
for making a diagnosis or educational eligibility decision.*

Training Objectives

- Background on the assessment of English Learners
- Key features of the Ortiz PVAT
- Data collection and psychometric properties of the Ortiz PVAT
- Administration and online scoring of the Ortiz PVAT
- Interpretation of the Ortiz PVAT
- Case study examples for the Ortiz PVAT
- Demonstration of the Ortiz PVAT

Background on the Assessment of English Learners

Minority population as a percentage of county population, 2010



No matter where you live, **diversity** means you will likely evaluate both native English speakers and English learners as well as individuals from a wide range of ethnic/racial and cultural backgrounds

A Modern Test in an Era of Diversity

Which Test Is More Useful?



A test of English vocabulary for native English speakers only



A test of English vocabulary for both English speakers and learners who speak any language

Primary Goals of the Ortiz PVAT

1. Focus on evaluation of **language acquisition and development** in an efficient manner (avoid nonverbal approach);
2. Ensure **applicability for both native English speakers and English learners** (integrate fairness issues in construction);
3. Provide **valid test scores** regardless of the examinee's native language and current level of English proficiency (control for differences in exposure to English);
4. Create an assessment that **does not require the administrator to be bilingual or use a language other than English** for administration (embrace universal design concepts).

Key Features of the Ortiz PVAT

Key Features

- 10 to 15 minutes to administer
- Ecologically valid visual stimuli
- Neutral audio recording
- Parallel Forms: Form A & Form B
- Ages: 2 years 6 months to 22 years 11 months
- Fully Digital with built-in basal and ceiling
- Parts of Speech and word types assessed
- Comprehensive, Computerized reports
- Answers the question is it a difference or a disorder?
- Revolutionary dual normative samples with control for English exposure



Data Collection Procedures for the Ortiz PVAT

Data Collection

- Data collection took place from November 2015 to June 2016
- 2 general population samples were collected
 - English Speakers
 - English learners

English Speaker Normative Sample

- Data collected to match 2014 U.S. Census Data
- Defined as “speak only English”
- Gender was balanced within each age group
- Target demographic variables were collected:
 - Race/ethnicity, geographic region, and parental education level (PEL)
 - 1,530 individuals in normative sample



Ortiz PVAT English Speaker Normative Sample

Age Group	Male						Female						Overall							
	Asian	Black	Hispanic	White	Other	Total	Asian	Black	Hispanic	White	Other	Total	Asian	Black	Hispanic	White	Other	Total		
2:6 to 2:11	2	9	4	28	2	45	1	9	6	27	2	45	3	18	10	55	4	90		
3:0 to 3:11	0	9	5	29	2	45	1	8	4	30	2	45	1	17	9	59	4	90		
4:0 to 4:11	0	9	3	30	3	45	1	8	3	32	1	45	1	17	6	62	4	90		
5:0 to 5:11	0	8	5	30	2	45	0	9	4	30	2	45	0	17	9	60	4	90		
6:0 to 6:11	2	9	2	29	3	45	0	9	6	28	2	45	2	18	8	57	5	90		
7:0 to 7:11	1	8	4	30	2	45	1	7	5	30	2	45	2	15	9	60	4	90		
8:0 to 8:11	0	8	3	32	2	45	0	9	3	30	3	45	0	17	6	62	5	90		
9:0 to 9:11	1	8	4	30	2	45	0	8	3	30	4	45	1	16	7	60	6	90		
10:0 to 10:11	0	8	5	29	3	45	0	9	3	30	3	45	0	17	8	59	6	90		
11:0 to 11:11	2	8	3	29	3	45	2	8	2	30	3	45	4	16	5	59	6	90		
12:0 to 12:11	2	9	2	30	2	45	1	8	3	32	1	45	3	17	5	62	3	90		
13:0 to 13:11	0	8	3	31	3	45	2	8	4	30	1	45	2	16	7	61	4	90		
14:0 to 14:11	1	9	4	28	3	45	0	9	2	31	3	45	1	18	6	59	6	90		
15:0 to 15:11	2	7	4	30	2	45	1	8	3	31	2	45	3	15	7	61	4	90		
16:0 to 17:11	1	8	3	30	3	45	1	7	5	30	2	45	2	15	8	60	5	90		
18:0 to 19:11	1	7	5	30	2	45	0	8	5	29	3	45	1	15	10	59	5	90		
20:0 to 22:11	1	8	2	33	1	45	1	8	4	30	2	45	2	16	6	63	3	90		
Total	16	140	61	508	40	765	12	140	65	510	38	765	28	280	126	1,018	78	1,530		
Total (%)	2.1	18.3	8.0	66.4	5.2	100.0	1.6	18.3	8.5	66.7	5.0	100.0	1.8	18.3	8.2	66.5	5.1	100.0		
													U.S. Population (%)		2.0	17.3	9.0	66.9	4.8	100.0
													Difference (%)		-0.2	1.0	-0.8	-0.4	0.3	

Note. U.S. population percentages are based on the 2014 United States Bureau of the Census. Age is denoted as years:months.

English Learner Normative Sample

- Data were collected to match demographic characteristics in the US population with exposure to a language other than English based on the 2014 American Community Survey
- Inclusion in this sample required that the individual's first language was either a language other than English or English in combination with another language
- 1,190 individuals included in this sample



ELL Norm Sample Languages

Major Language Group	Language Spoken	Count
Spanish and Spanish Creole	Spanish	831
	Spanish Creole	41
	Subtotal	872

Other Indo-European languages	German (e.g., German, Luxembourgian)	25
	French and French Creole (e.g., French, Patois, Cajun)	20
	Russian	17
	Italian	15
	Portuguese (e.g., Portugese, Papia Mentae)	13
	Hindi	12
	Bengali	10
	Ukrainian	9
	Armenian	7
	Panjabi	6
	Greek	5
	Danish	3
	Gujarati	3
	Pashto	3
	Polish	2
	Swedish	2
	Yiddish	2
	Croatian	1
	Czech	1
	Jamaican Creole	1
	Romanian	1
	Serbian	1
	Slovak	1
Farsi	1	
Subtotal	161	

Asian and Pacific Island languages	Chinese (e.g., Chinese, Hakka, Kan, Hsiang, Cantonese, Mandarin, Fuchow, Formosan, Wu)	67
	Japanese	16
	Korean	13
	Tagalog	13
	Vietnamese	7
	Laotian	3
	Samoan	3
	Cambodian (or Khmer)	2
	Malayalam	2
	Hawaiian	1
	Mongolian	1
	Thai	1
	Subtotal	129

All other languages	Arabic	7
	Mayan languages	6
	Haida	2
	Hebrew	2
	African	1
	Aymara	1
	Chetemacha	1
	Finnish	1
	Fulani	1
	Hungarian	1
	Native/American Native	1
	Navajo	1
	Pawnee	1
	Shoshoni	1
	Yurok	1
Subtotal	28	

Ortiz PVAT English Learner Normative Sample

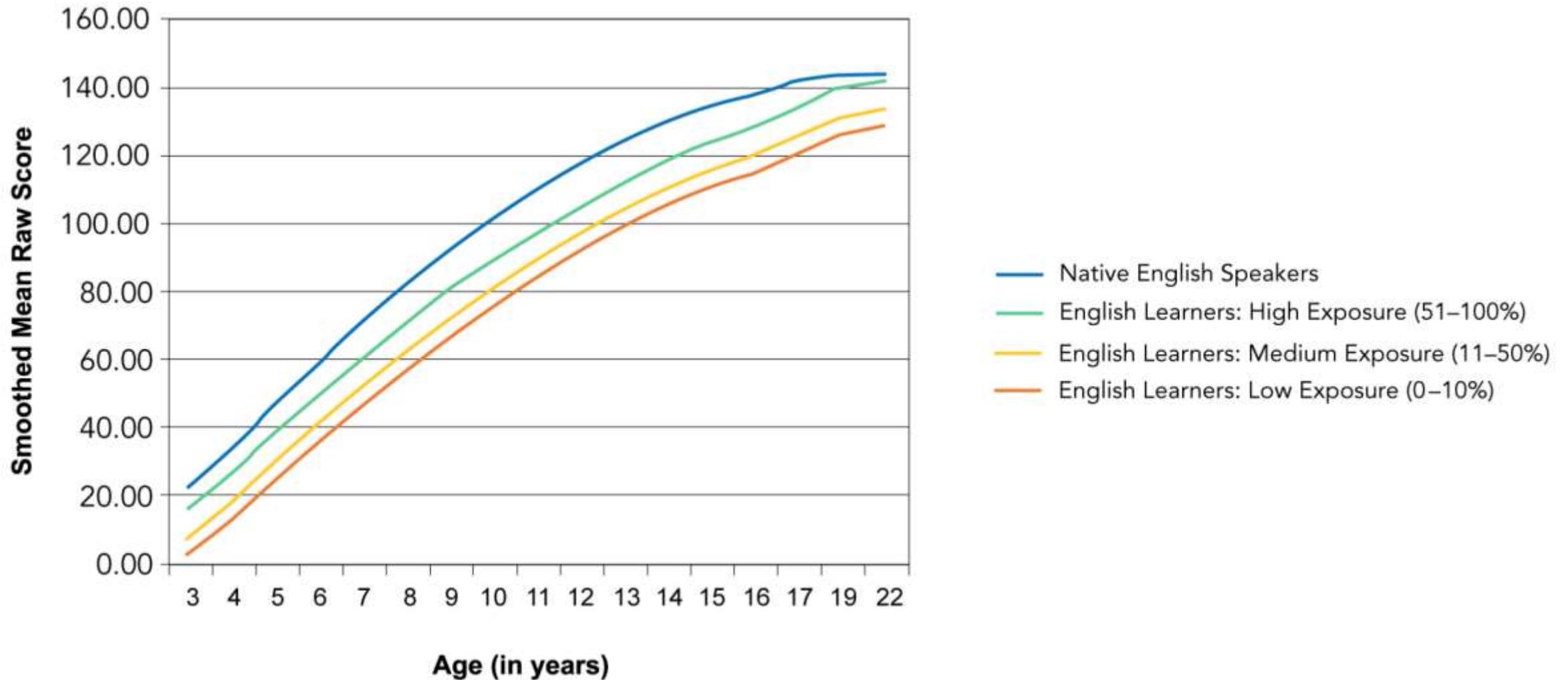
Age Group	Spanish & Spanish Creole			Indo-European Languages			Asian & Pacific Islander Languages			Other Languages			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2:6 to 2:11	26	25	51	5	5	10	3	6	9	0	0	0	70
3:0 to 3:11	24	24	48	4	4	8	7	5	12	0	2	2	70
4:0 to 4:11	27	27	54	3	2	5	5	5	10	0	1	1	70
5:0 to 5:11	25	25	50	4	3	7	5	6	11	1	1	2	70
6:0 to 6:11	25	26	51	6	6	12	3	3	6	1	0	1	70
7:0 to 7:11	25	26	51	6	7	13	3	2	5	1	0	1	70
8:0 to 8:11	26	26	52	4	4	8	3	3	6	2	2	4	70
9:0 to 9:11	29	25	54	3	4	7	4	4	8	0	1	1	70
10:0 to 10:11	27	29	56	4	3	7	4	2	6	0	1	1	70
11:0 to 11:11	25	27	52	6	5	11	2	3	5	2	0	2	70
12:0 to 12:11	27	27	54	4	5	9	3	3	6	1	0	1	70
13:0 to 13:11	19	28	47	5	6	11	6	3	9	3	0	3	70
14:0 to 14:11	20	29	49	9	6	15	3	3	6	0	0	0	70
15:0 to 15:11	24	27	51	6	5	11	5	3	8	0	0	0	70
16:0 to 17:11	24	25	49	6	6	12	3	3	6	2	1	3	70
18:0 to 19:11	24	28	52	5	2	7	4	4	8	2	1	3	70
20:0 to 22:11	20	31	51	4	4	8	4	4	8	3	0	3	70
Total	417	455	872	84	77	161	67	62	129	18	10	28	1,190
Total (%)	73.3			13.5			10.8			2.4			100
U.S. Population (%)	71.8			13.1			11.1			4.0			
Difference (%)	1.5			0.4			-0.3			-1.6			

Note. U.S. population percentages are based on the 2014 United States Census Bureau. Age is denoted as years:months.

Language Spoken	Length of Exposure to English											Total
	0-6 months	7-11 months	1-2 years	3-4 years	5 years	6-7 years	8-9 years	10-11 years	12-13 years	14-15 years	16+ years	
Spanish & Spanish Creole	88	98	122	120	91	85	89	68	50	33	28	872
Indo-European languages	20	22	19	20	15	20	11	7	14	11	2	161
Asian & Pacific Islander languages	18	11	25	23	8	8	11	13	4	4	4	129
Other languages	2	0	2	2	5	5	2	2	2	3	3	28
Total	128	131	168	165	119	118	113	90	70	51	37	1,190

Language Spoken	Percentage of Life Exposed to English (%)					Total
	0-20	21-40	41-60	61-80	81-100	
Spanish & Spanish Creole	199	143	153	157	220	872
Indo-European languages	46	27	23	24	41	161
Asian & Pacific Islander languages	32	24	18	22	33	129
Other languages	3	2	2	6	15	28
Total	280	196	196	209	309	1,190

Continuous Norming



Psychometrics of the Ortiz PVAT

Reliability

Alternate Form Reliability

Sample	Obtained <i>r</i>	Corrected <i>r</i>	<i>N</i>	Form A		Form B		Cohen's <i>d</i>
				<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
English Speakers	.996	.996	1,530	100.0	15.2	100.1	15.1	0.01
English Learners	.992	.991	1,190	100.9	15.4	101.1	15.4	0.01

Note. All correlations significant, $p < .001$. Guidelines for interpreting *r*: small = .10; medium = .30; large $\geq .50$. Guidelines for interpreting Cohen's $|d|$: small effect size = 0.20; medium effect size = 0.50; large effect size ≥ 0.80 .

Internal Consistency

- Marginal reliability coefficient of the Ortiz PVAT is .98
- Marginal reliability coefficient for the clinical sample is .99

Test-Retest Reliability

- Assessed over a 2-week to 4-week period
- English speakers corrected $r = .81$ (Form A) and $.75$ (Form B)
- English Learners corrected $r = .72$ (Form A) and $.76$ (Form B)
 - All $p < .001$

Validity

Content Validity

- Validity of the Ortiz PVAT assessed by extensive subject-matter experts
 - SLPs and psychologists
 - Extensive knowledge in language development and the assessment of culturally and linguistically diverse populations

Internal Structure

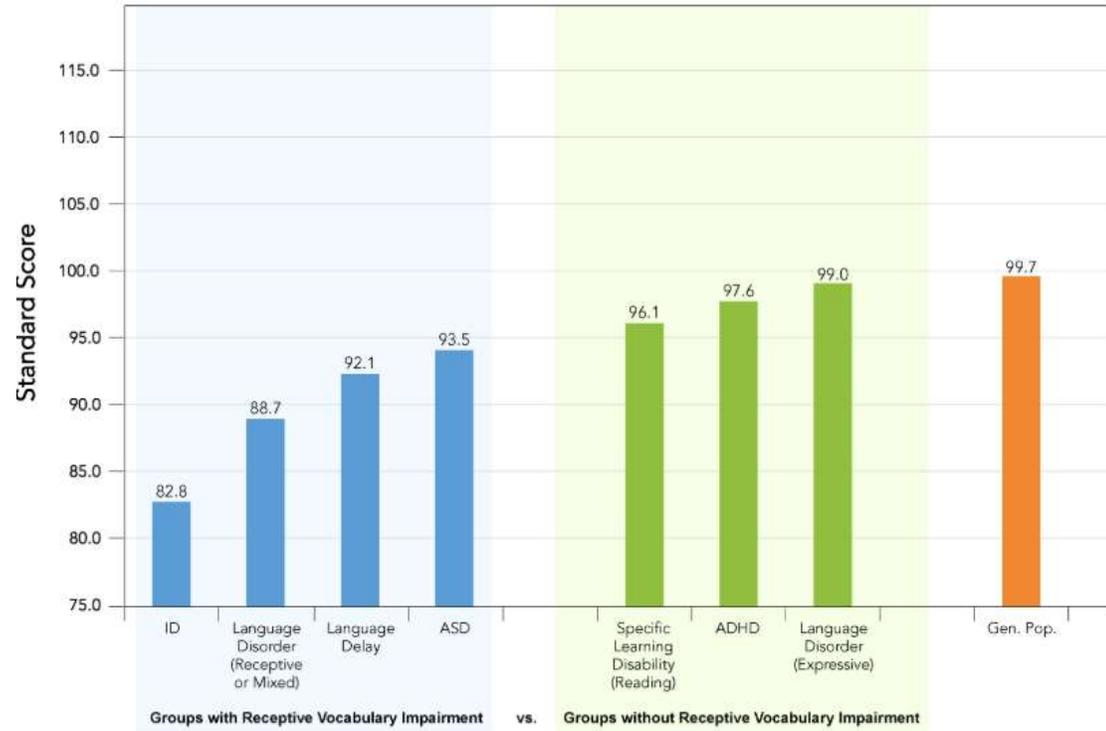
- Unidimensional nature of vocabulary
- Inter-item correlations ranged from $-.47$ to $.73$ (median $r = .044$)

Relationship to Clinical Diagnosis

- Intellectual Disability
- Language Disorder with receptive (or mixed receptive-expressive impairment)
- Language Delay with receptive (or mixed receptive-expressive) impairment
- Autism Spectrum Disorder (ASD)
- Specific Learning Disability with impairment in reading
- Attention-Deficit/Hyperactivity Disorder
- Language Disorder with expressive impairment

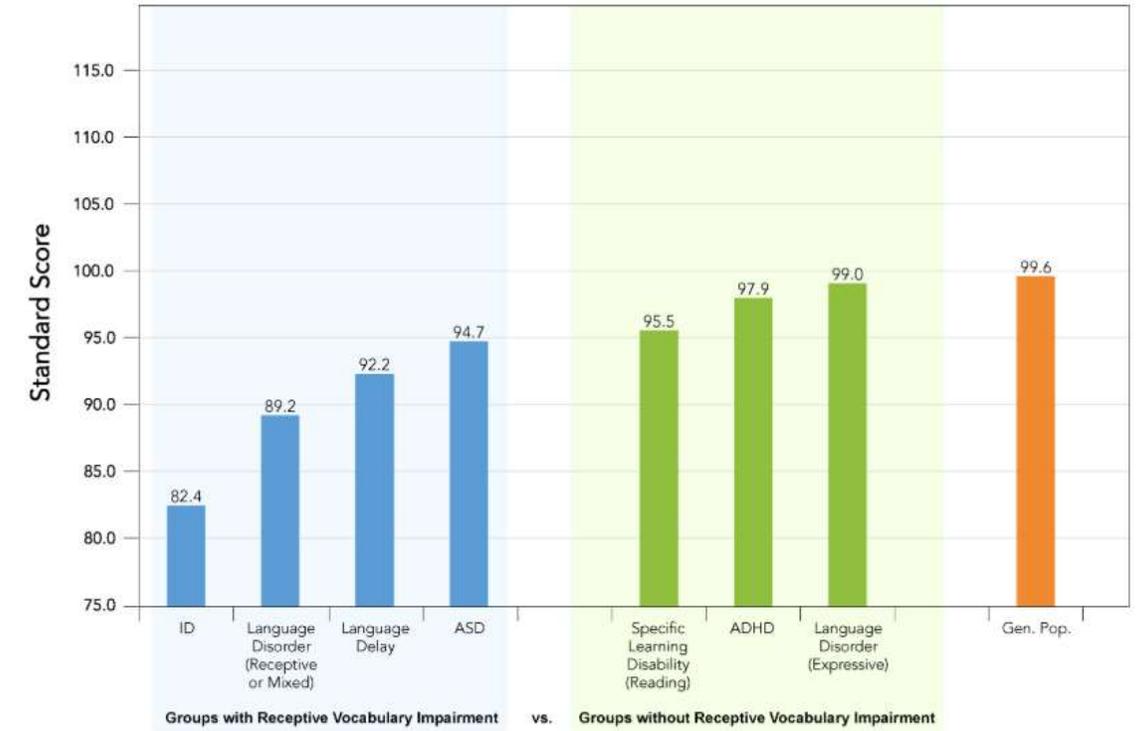
Clinical Group Performance on Ortiz PVAT

Ortiz PVAT Form A



Note. ID = Intellectual Disability. ASD = Autism Spectrum Disorder. ADHD = Attention-Deficit/Hyperactivity Disorder. Gen. Pop. = General Population.

Ortiz PVAT Form B

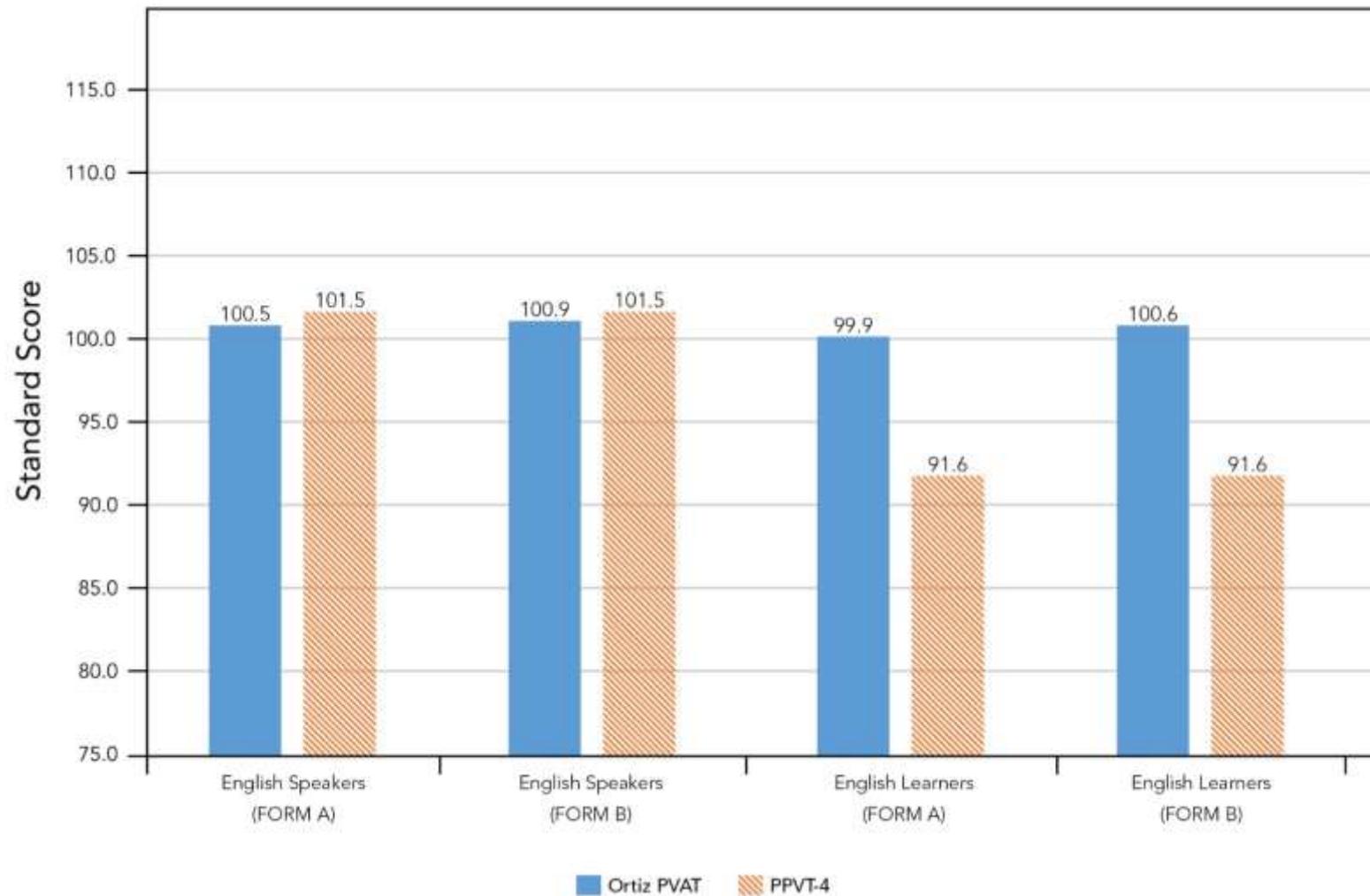


Note. ID = Intellectual Disability. ASD = Autism Spectrum Disorder. ADHD = Attention-Deficit/Hyperactivity Disorder. Gen. Pop. = General Population.

Relationship to Other Measures

- Peabody Picture Vocabulary Test, Fourth Edition
- Wechsler Intelligence Scale for Children

Performance on the Ortiz PVAT & PPVT-4



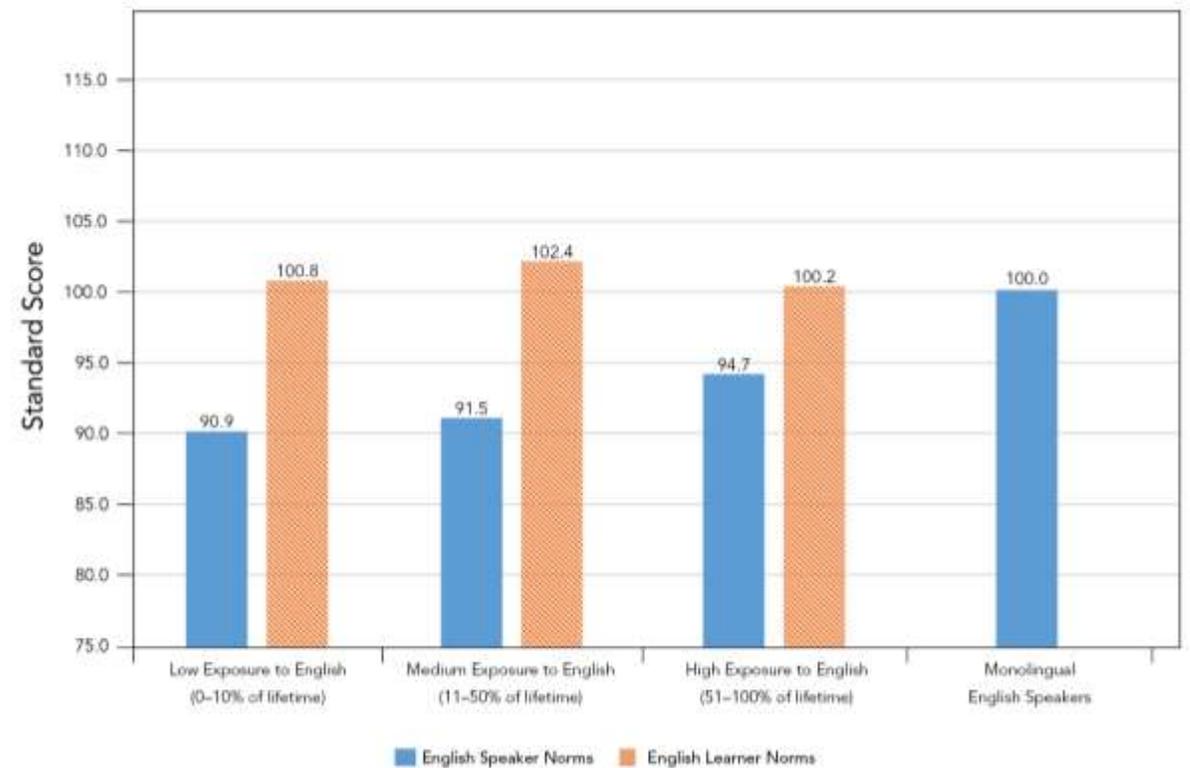
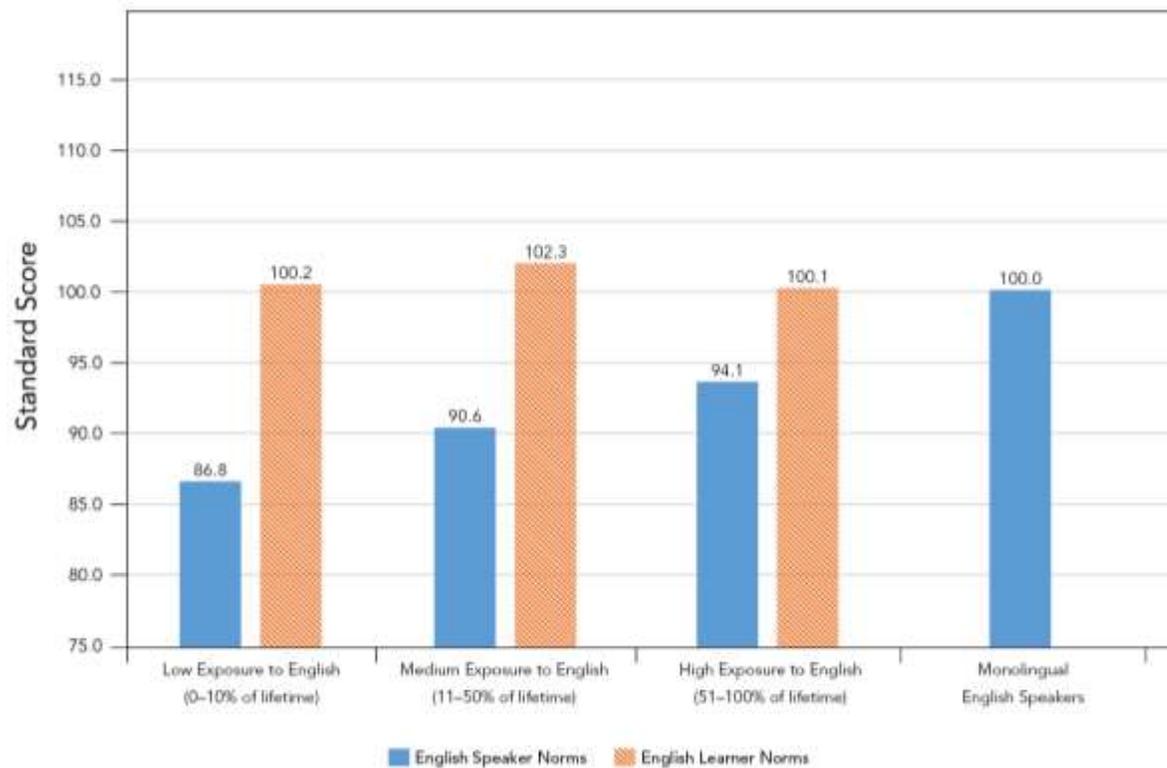
Ortiz PVAT & WISC VCI

Form	Obtained <i>r</i>	Corrected <i>r</i>	<i>N</i>	Standard Scores				Cohen's <i>d</i>
				Ortiz PVAT		WISC VCI		
				<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Form A	.63	.55	70	92.4	14.0	85.4	19.5	-0.42
Form B	.73	.65		92.6	14.4			-0.42

Note. WISC VCI = Wechsler Intelligence Scale for Children Vocabulary Comprehension Index. All correlations significant; $p < .001$. Guidelines for interpreting *r*: small = .10; medium = .30; large $\geq .50$. Guidelines for interpreting Cohen's $|d|$: small effect size = 0.20; medium effect size = 0.50; large effect size ≥ 0.80 . Negative *d* values indicate scores on the Ortiz PVAT were higher than scores on the WISC VCI.

Fairness

Standard Score Comparisons Across Reference Samples

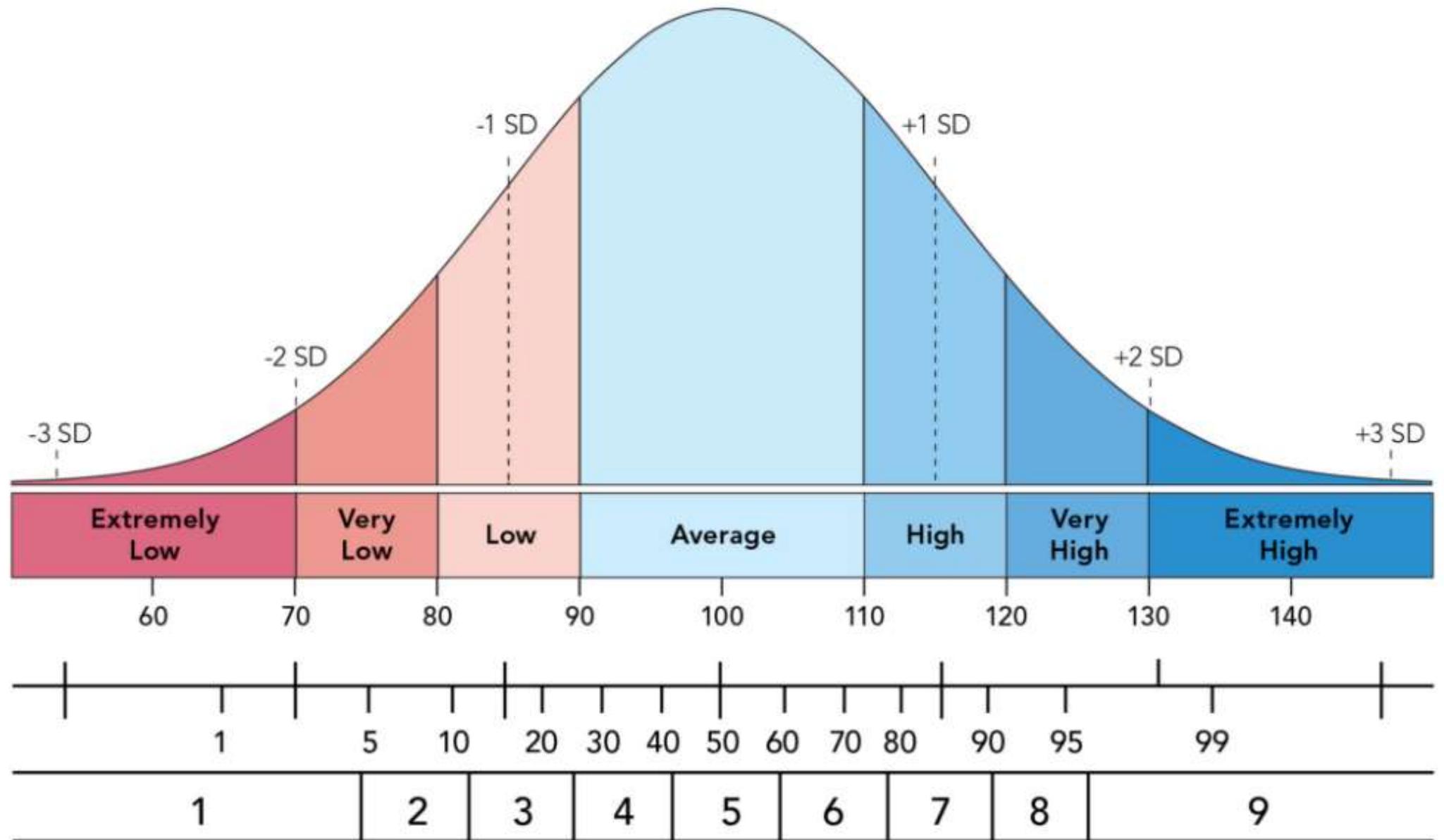


English Learners: Languages Spoken

Form	Language Spoken	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i> (<i>df</i>)	<i>p</i>	Pairwise Comparisons (<i>p</i> < .01)	Partial η^2
Form A	Spanish & Spanish Creole	872	101.5	15.5	1.63 (3, 1183)	.181	<i>ns</i>	.004
	Indo-European languages	161	99.4	15.7				
	Asian & Pacific Islander languages	129	98.8	15.4				
	Other languages	28	99.9	15.4				
Form B	Spanish & Spanish Creole	872	101.7	15.5	1.52 (3, 1183)	.208	<i>ns</i>	.004
	Indo-European languages	161	99.8	15.7				
	Asian & Pacific Islander languages	129	99.0	15.4				
	Other languages	28	99.9	15.4				

Note. *ns* = not significant. Guidelines for interpreting partial η^2 : small effect size = .010; medium effect size = .060; large effect size \geq .140.

Interpretation of the Ortiz PVAT



Summary of Ortiz PVAT Scores

Ortiz PVAT Score	Minimum	Maximum	Midpoint	Standard Deviation
Raw Score	0	167	n/a	n/a
Standard Score	55	145	100	15
Percentile Rank	1	99	50	n/a
Stanine	1	9	5	2
Age Equivalent	<2.6	>19.3	n/a	n.a

Progression from BICS to CALP



Relation between Age, Grade, and Word Type for Native English Speakers



Age	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+
Grade				K	1	2	3	4	5	6	7	8	9	10	11	12		
Word Type	Emergent BICS		Intermediate BICS			Advanced BICS			Emergent CALP			Intermediate CALP			Advanced CALP			

Basic Interpersonal Communicative Skills (BICS; Cummins, 1984)

- We learn more common and frequent words first—particularly those related to general communicative proficiency

Cognitive Academic Language Proficiency (CALP)

- Education expands our proficiency by including more formal, academic words as well as incidentally encountered words (e.g., via reading, advanced language models, extended discourse)

Interpretation of the Ortiz PVAT Scores

- Establish Context and Determine Validity
- Interpret the Scores
- Review Instructional Needs & Intervention Recommendations
- Examine Performance by Vocabulary Type

Establish Context and Determine Validity

- Review student demographic information
- Form administered
- Norms used for scoring
- Number of items presented



ORTIZ PICTURE VOCABULARY ACQUISITION TEST™
Samuel O. Ortiz, Ph.D.

Assessment Report

Examinee Information

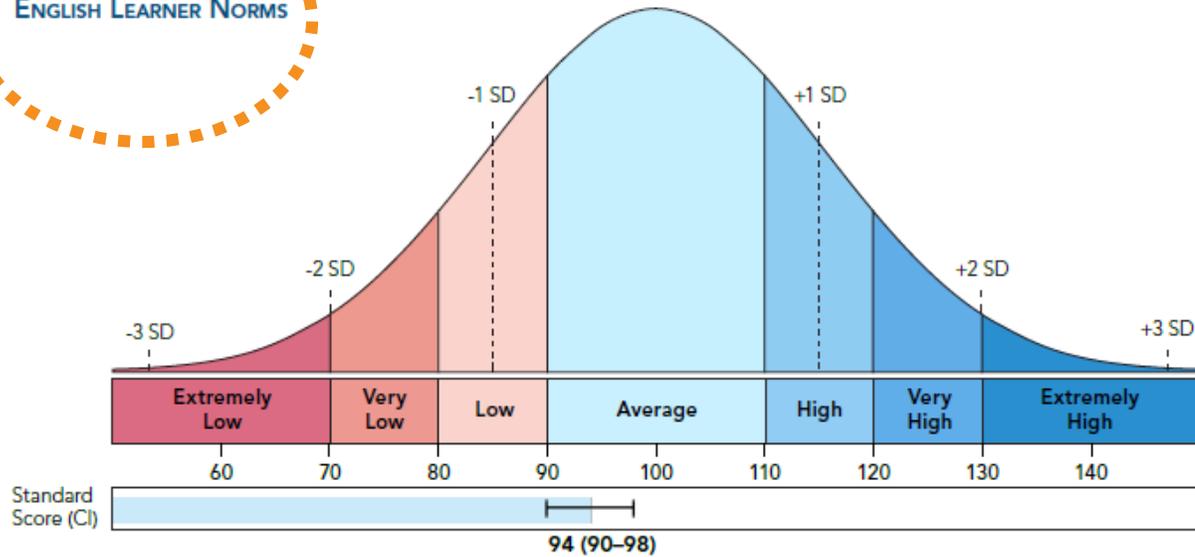
Name/ID:	Diego Gomez
Age:	12 years 2 months
Gender:	Male
Date of Birth:	October 21, 2005
Language(s) Spoken at Home:	Spanish
Age at First Exposure to English:	6 years
Exposure to English:	50% of life
Primary Language of Instruction:	English
School Grade:	7

Assessment Information

Administration Date:	January 9, 2018
Examiner Name:	Dr. G Gunn
Form Administered:	A
Norms Used:	English Learner Norms (accounting for exposure to English)
Number of Items Presented:	21
Number of Items Omitted:	0

This computerized report provides quantitative information about the performance of the examinee. Additional interpretive information can be found in the *Ortiz PVAT Technical Manual*. This Assessment Report is intended for use by qualified evaluators only, and is not to be used as the sole basis for clinical diagnosis or intervention.

Interpret the Scores



Ortiz PVAT Scores	English Learner Norms*
Raw Score	90
Standard Score (95% Confidence Interval)	94 (90-98)
Percentile	34th
Stanine	4
Age Equivalent (Years:Months)	11:9
Classification	Average

*Compared to other English learners of the same age who have similar exposure to English.

Interpretation

- Compared to same-age peers who have been exposed to English for 50% of their lives (**English Learner norms**), Diego's ability to recognize spoken English words is **average**.
- His performance is comparable to that of other English learners with similar exposure to English, which may indicate a normal process of learning another language and **does not suggest the presence of any underlying difficulties in language acquisition**.

- Specifies the norm sample used to determine scores:
 - English Speaker norms
 - English Learner norms accounting for English exposure
- Scores provided include:
 - Raw Score
 - Standard Score (with 95% CI)
 - Percentile Rank
 - Stanine
 - Age Equivalent
 - Classification for performance range
- Provides a brief description and interpretation of results

Review Instructional Needs

Instructional Level

This section of the report compares the examinee's scores against the **English Speaker norms** to assess instructional needs. A comparison to native English speakers provides a baseline of current functioning relative to peers from the same age group and can be used to inform instructional level or services required. Please see the *Ortiz PVAT Technical Manual* for more information on the use of English Speaker norms for English learners.

Instructional level recommendations:

- With respect to the level of instruction required for continued academic growth and success in English, Diego's vocabulary acquisition is **below** the level typically associated with same-age native English-speaking peers (**English Speaker norms**).
- **Classroom instruction requires modifications** to accommodate his level of English comprehension. **Interventions are needed** to assist in making further progress toward grade-level standards in English.

Important Note: English-language experiences should not be viewed as a replacement or substitute for continued native-language development which may offer better educational outcomes for Diego, in both English and his native language.

Review Intervention Recommendations

Intervention Recommendations (English and Native Language)

Instructional strategies for English language development:

- Provide significant opportunities to hear and use content vocabulary in the English language:
 - Facilitate language learning through speech production and interaction so that the learning process is active rather than passive. Support and encourage active participation rather than just presenting information.
 - Create interactive educational settings where there is greater exposure to English language models that focus primarily on social conversations. Such interactive environments should focus on providing significant opportunities for using language, as well as frequent and corrective feedback that is appropriate for the student's current vocabulary level.
- Increase contextualization of information:
 - Use clear, consistent, and basic relational language (i.e., descriptions of simple characteristics that illustrate similarities) for objects, key vocabulary words, and ideas, especially when introducing new or more complex ways of using social and academic language in English and the native language (if the student speaks their native language).
 - Provide frequent opportunities for scaffolding, focusing primarily on social language acquisition in English via the use of rich, visual imagery with a lot of contextual information (e.g., hand gestures, pointing to surrounding objects) in order to aid comprehension. This technique may include requiring the student to access information that they have understood or been taught previously.
 - Provide frequent opportunities for drawing, writing, and expressions in the English language in order to connect the student's own ideas primarily to social interactions, but also to academic settings.
- Use visual aids and graphic organizers (e.g., picture dictionaries, icons, or flowcharts) during instruction to tag and connect vocabulary and ideas.
- Allow the student to incorporate their own experiences into learning situations.
- Encourage the student to express thoughts and ideas by using their own words in English.
- Provide increased opportunities for the student to connect the English language with ideas or concepts within the context of academic and social settings.
- Provide increased opportunities for the student to read aloud in English in order to practice effective language use and appropriate expression.

Examine Performance by Vocabulary Type

Assessment Report
Performance/error analysis of:

Parts of Speech

- Nouns
- Verbs
- Adjectives
- Adverbs
- Prepositions

Word Types

- Emergent BICS
- Intermediate BICS
- Advanced BICS
- Emergent CALP
- Intermediate CALP
- Advanced CALP

PARTS OF SPEECH

An examination of the examinee's vocabulary relative to various parts of speech may provide additional information regarding expected growth and progress. The general pattern of English language acquisition for both native English speakers and English learners is largely the same. In general, nouns tend to be acquired first, followed by verbs, adjectives, adverbs, and prepositions. Although the sequence is unchanged, the lack of opportunity for sustained and advanced English-language interactions may alter the age at which the parts of speech are acquired in English learners as compared to native English speakers.

Part of Speech	Number Presented	Number Correct	Percent Correct
Noun	9	6	67%
Verb	8	6	75%
Adjective	3	3	100%
Adverb	0	n/a	n/a
Preposition	1	1	100%

WORD TYPES

The Ortiz PVAT divides words into two categories: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Each category is then subdivided into three ranges: Emergent, Intermediate, and Advanced. The categories are arranged in an ascending order of development that describes the type of broad English proficiency and general development exhibited by the examinee.

Word Type	Number Presented	Number Correct	Percent Correct
Emergent BICS	0	n/a	n/a
Intermediate BICS	0	n/a	n/a
Advanced BICS	0	n/a	n/a
Emergent CALP	21	16	76%
Intermediate CALP	0	n/a	n/a
Advanced CALP	0	n/a	n/a

Progress Monitoring

Ortiz PVAT Scores	Administration					Growth Index					
	Admin 1 09/14/17	Admin 2 03/15/18	Admin 3 06/14/18	Admin 4 09/14/18	Admin 5 06/14/19	Admin 1 to 2	Admin 2 to 3	Admin 3 to 4	Admin 4 to 5	Overall (1 to 5)	
Raw Score	55	55	68	59	80						Accelerated Growth
Standard Score (95% CI)	80 (76–84)	80 (76–84)	80 (76–84)	80 (76–84)	80 (76–84)						Average Growth
Age (Age Equivalent)	6:0 (5:0)	6:6 (5:0)	6:9 (6:3)	7:0 (5:6)	7:9 (7:3)						Possible Concern
Classification	Low	Low	Low	Low	Low						Inadequate Growth
Rate of Growth						Inadequate Growth	Accelerated Growth	Inadequate Growth	Accelerated Growth	Accelerated Growth	

Note. CI = Confidence Interval. Age and age equivalent scores are denoted in terms of years and months (e.g., 2:6 = 2 years 6 months).

Growth Index: Inadequate Growth = -1.00 to -0.50; Possible Concern = -0.49 to -0.25; Average Growth = -0.24 to 0.49; Accelerated Growth = 0.50 to 1.00.



ORTIZ PICTURE VOCABULARY ACQUISITION TEST™
Samuel O. Ortiz, Ph.D.

Assessment Report

Examinee Information

Name/ID: Maria Q.
Age: 10 years 7 months
Gender: Female
Date of Birth: July 12, 2008
Language(s) Spoken at Home: Polish
Age at First Exposure to English: 6 years
Exposure to English: 40% of life
Primary Language of Instruction: English
School Grade: 5

Assessment Information

Administration Date: October 20, 2018
Examiner Name: Anna B.
Form Administered: A
Norms Used: English Learner Norms (accounting for exposure to English)
Number of Items Presented: 48
Number of Items Correct: 0

This computerized report provides quantitative information about the performance of the examinee. Additional interpretive information can be found in the *Ortiz PVAT Technical Manual*. This Assessment Report is intended for use by qualified evaluators only, and is not to be used as the sole basis for clinical diagnosis or intervention.

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Ortiz PVAT Assessment Report



ORTIZ PICTURE VOCABULARY ACQUISITION TEST™
Samuel O. Ortiz, Ph.D.

Progress Report

Examinee Information

Name/ID: Shannon Clark
Gender: Female
Date of Birth: May 10, 2011
Language Spoken at Home: English
Primary Language of Instruction: English
Norms Used: English Speaker Norms

Assessment Information

	Admin 1	Admin 2	Admin 3	Admin 4	Admin 5
Administration Date	Sep 14, 2017	Mar 15, 2018	Jun 14, 2018	Sep 14, 2018	Jan 14, 2019
Age at Testing (Years:Months)	6:9	6:6	6:5	7:0	7:9
Grade	Other†	Other†	Other†	Other†	Other†
Form Administered	A	B	B	B	A
Number of Items Presented	40	40	73	64	83
Number of Items Correct	1	0	1	0	1
Examiner Name	Dr. A Phd				

† See Assessment Report for details.

About the Ortiz PVAT™

The Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) is a test that assesses the ability of a child, youth, or young adult (aged 2 years 6 months to 22 years 11 months) to comprehend the meaning of spoken English words (i.e., receptive vocabulary). In addition, it can be used to measure and track growth and development in vocabulary, investigate possible speech-language difficulties, and guide instruction and educational intervention. This computerized report compares the performance of the examinee across a maximum of five administrations. For detailed information about any given administration, please refer to the particular Ortiz PVAT Assessment Report. Additional interpretive information can be found in the *Ortiz PVAT Technical Manual*.

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Ortiz PVAT Progress Monitoring Report

Administration of the Ortiz PVAT

General Administration Guidelines

- Ages 2 years 6 months to 22 years 11 months
- Takes approximately 10-15 minutes to administer
- Ceiling 5 errors on 10 consecutive items
- Not a timed assessment of vocabulary
- Can be administered on a desktop, laptop, or tablet
- It is critical that the audio component is clear and comprehensible
- Examinees can use a computer mouse, touchpad on a laptop, or a touchscreen to select their responses
- Administer on an individual basis, in person with little distractions



System Requirements for the Ortiz PVAT

MHS Assessment Center+

- Microsoft Internet Explorer® version 11
- Mozilla Firefox® version 45.0
- Google Chrome® version 55
- Apple Safari® version 8.0
- Screen resolution of 1366 × 768 pixels

Ortiz PVAT Application

- Windows® 8.1, Windows® 10
- Dual-Core 2.4 GHz processor
- 512 MB of RAM
- 1.1 GB of hard drive disk space
- Screen resolution of 1366 × 768 pixels
- A mouse, pointing device, or touchscreen device
- Internet access (at minimum, to initiate the assessment and to send results to the Portal for scoring and reporting)
- ***IOS application now available!***

Case Study Examples

Example Case Study: Dandee L.





8 year-old girl

Native English speaker

Quiet at school

**Quiet at home but older siblings
reported to have same pattern**

**Speech-language pathologist was
called in**



ORTIZ PICTURE VOCABULARY ACQUISITION TEST™
Samuel O. Ortiz, Ph.D.

Assessment Report

Examinee Information

Name/ID:	Dandee L.
Age:	8 years 1 month
Gender:	Female
Date of Birth:	October 16, 2009
Language Spoken at Home:	English
Primary Language of Instruction:	English
School Grade:	Preschool

Assessment Information

Administration Date:	November 12, 2017
Examiner Name:	Jasmine T.
Form Administered:	A
Norms Used:	English Speaker Norms
Number of Items Presented:	51
Number of Items Omitted:	0

This computerized report provides quantitative information about the performance of the examinee. Additional interpretive information can be found in the *Ortiz PVAT Technical Manual*. This Assessment Report is intended for use by qualified evaluators only, and is not to be used as the sole basis for clinical diagnosis or intervention.



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During interview, SLP noted:

- reticence to speak
- hesitancy to engage in any verbal activities
- uncertainty about Dandee's ability to comprehend

The Ortiz PVAT is

- highly engaging for young children
- requires no speech on the part of the examinee

SLP decided: It's an ideal test to begin the evaluation

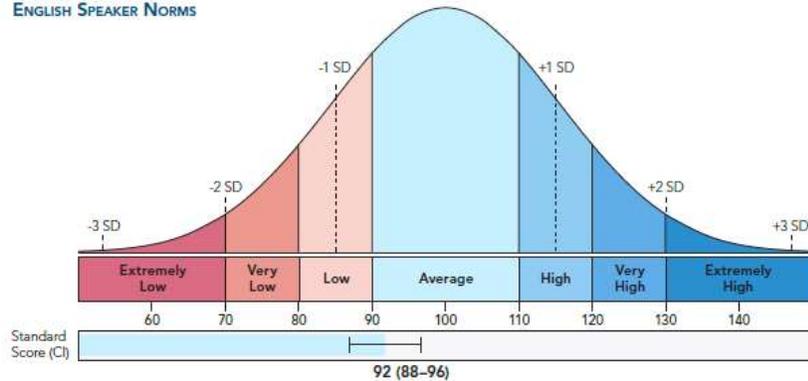
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The Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT) is a test that assesses the ability of a child, youth, or young adult (aged 2 years; 6 months to 22 years 11 months) to comprehend the meaning of spoken English words (i.e., receptive vocabulary). In addition, it can be used to measure and track growth and development in vocabulary, investigate possible speech-language difficulties, and guide instruction and educational intervention.

Vocabulary Acquisition and Development

This report compares the examinee's scores against the English Speaker norms to assess vocabulary acquisition relative to other native English-speaking peers.

ENGLISH SPEAKER NORMS



Ortiz PVAT Scores	English Speaker Norms
Raw Score	40
Standard Score (95% Confidence Interval)	92 (88-96)
Percentile	30th
Stanine	4
Age Equivalent (Years:Months)	5:1
Classification	Average

Interpretation

- Compared to other native English speaking peers of the same age, Dandee's ability to recognize spoken English word is **average**.
- Her performance is comparable to that of her peers. This indicates an average level of vocabulary acquisition and **does not suggest the presence of any underlying difficulties in language acquisition**.

The Ortiz PVAT automatically:

- establishes the basal based using Screener items
- establishes the ceiling
- captures responses
- scored online

Dandee's behavior was easily observed during testing:

- Interacted with the auditory and visual stimuli in an attentive manner
- Clearly recognized the meaning by clicking without hesitation on the correct image

Dandee's **standard score of 92** places her performance in the *Average* range—rules out receptive language difficulties

Instructional Level

Instructional Level Recommendations:

- With respect to the level of instruction required for continued academic growth and success in English, Dandee's vocabulary acquisition is **within** the level typically associated with same-age native English-speaking peers, although their vocabulary level falls near the lower end of this range.
- **Instructional modifications and interventions may be needed** to assist her in making further progress toward or maintaining grade-level standards in English.

Recommendations For Further Vocabulary Growth

Instructional strategies:

- Use clear, consistent relational language when introducing new concepts.
- Provide numerous opportunities for the student to connect language or ideas within the context of academic and social settings with teachers and peers.
- Use visual aids and graphic organizers (e.g., picture dictionaries, flow charts) during instruction to tag and connect vocabulary and ideas.

Practical strategies (Roseberry-McKibbin, 2008):

- Listen and respond carefully to the student's communication attempts.
- Strive to facilitate active participation in the learning process rather than just presenting information.
- Help students relate to or connect with new information to what they already know.
- Encourage students to share information in their own words by connecting ideas, summarizing information, applying to new contexts, relating new information to previously learned information, and analyzing new information.
- Increasing contextualization of information:
 - Use relational language to overall key words or functions.
 - Provide frequent opportunities to scaffold information or ideas with rich visual language within context by reviewing information previously presented.
 - Allow students to incorporate their own experiences into learning situations.
 - Provide opportunities for drawing, writing, and connection of the student's own ideas relating to the text.
 - Encourage students to make their own picture dictionaries using illustrations and pictures to support semantic language development and acquisition of language concepts.

Avoid making requests with the following questioning types:

- rhetorical questions,
- ambiguous or vague questions, or
- run-on questions.

Reference:

Roseberry-McKibbin, C. (2008). *Multicultural students with special language needs: Practical strategies for assessment and intervention*. Oceanside, CA: Academic Communication Associates.

Major Benefits:

SLP was able to reassure the teacher that **Dandee was capable of understanding** all classroom instruction

SLP shared the **instructional strategies** with the teacher to ensure Dandee would continue to progress normally in her language development

Vocabulary Type Analysis

This section of the report presents an analysis of the examinee's mastery of the various parts of speech and word types.

PARTS OF SPEECH

An examination of the examinee's vocabulary relative to various parts of speech may provide additional information regarding expected growth and progress. In general, nouns tend to be acquired first, followed by verbs, adjectives, and prepositions.

Part of Speech	Number Presented	Number Correct	Percent Correct
Noun	37	31	84%
Verb	10	7	70%
Adjective	2	1	50%
Adverb	0	n/a	n/a
Preposition	2	1	50%
Total	51	40	78%

WORD TYPES

The Ortiz PVAT divides words into two types, Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), which are further subdivided into three ranges within each: Emergent, Intermediate, and Advanced. The categories are arranged developmentally in a manner that allows for a description of the type of broad English proficiency and general development possessed by the examinee.

Word Type	Number Presented	Number Correct	Percent Correct
Emergent BICS	22	17	77%
Intermediate BICS	19	15	79%
Advanced BICS	10	5	50%
Emergent CALP	0	n/a	n/a
Intermediate CALP	0	n/a	n/a
Advanced CALP	0	n/a	n/a
Total	51	40	78%

Additional Benefit:

SLP designed **intervention goals** based on Dandee's current level of vocabulary acquisition in different parts of speech and various level of BICS and CALP words

For individuals identified as having a disability, the percent correct can be used as baselines to assist in writing measurable goals and objectives

Meet Bennie

same age, same grade,
same concerns...

different language



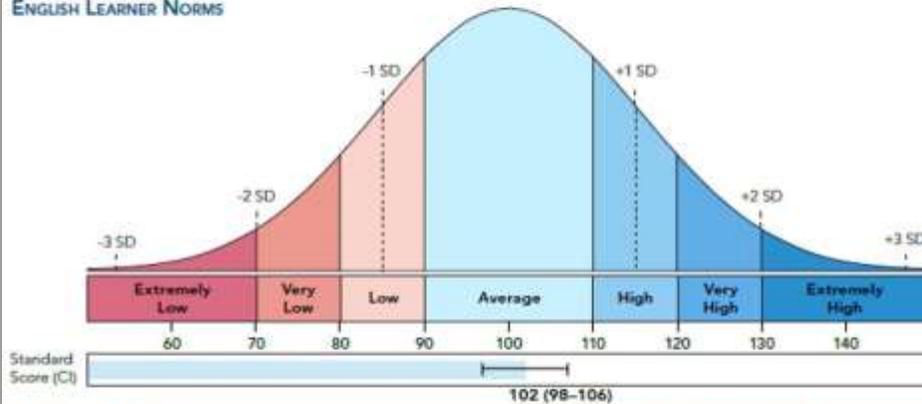
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Vocabulary Acquisition and Development

This section of the report compares the examinee's scores against the English Learner norms to assess vocabulary acquisition in English relative to other English Learners of the same age who have similar exposure to English. This comparison assists in differentiating the normal process of learning another language from an underlying language disorder. Please see the *Ortiz PVAT Technical Manual* for more information on the importance of using English Learner norms that account for exposure to English.

ENGLISH LEARNER NORMS



Ortiz PVAT Scores	English Learner Norms*
Raw Score	90
Standard Score (95% Confidence Interval)	102 (98-106)
Percentile	55th
Stanine	5
Age Equivalent (Years:Months)	9:09
Classification	Average

*Compared to other English Learners of the same age who have similar exposure to English.

Interpretation

- Compared to same-age peers who have been exposed to English for 66% of their lives (English Learner norms), Bennie's ability to recognize spoken English words is **average**.
- His performance is comparable to that of other English Learners with similar exposure to English, which may indicate a normal process of learning another language and **does not suggest the presence of any underlying difficulties in language acquisition**.

With respect to using the Ortiz PVAT, the language difference in this case **does not prevent** its use

The dual-norms: **a set of norms for Bennie** that provide comparison to other English learners for diagnostic purposes just as it did for Dandee

Bennie's **score of 102** places his performance within the *Average* range—vocabulary acquisition in English is comparable to his true English learner peers (does not suggest any type of language problem)

Instructional Level

This section of the report compares the examinee's scores against the **English Speaker norms** to assess instructional needs. A comparison to native English speakers provides a baseline of current functioning relative to peers from the same age group and can be used to inform instructional level or services required. Please see the *Ortiz PVAT Technical Manual* for more information on the use of English Speaker norms for English learners.

- With respect to the level of instruction required for continued academic growth and success in English, Bennie's vocabulary acquisition is **within** the level typically associated with same-age native English-speaking peers (**English Speaker norms**), although their vocabulary level falls near the lower end of this range.
- **Classroom instructional modifications may be needed** to accommodate his level of English comprehension. **Interventions may be needed** to assist him in making further progress toward or maintaining grade-level standards in English.

Important Note: English-language experiences should not be viewed as a replacement or substitute for continued native-language development which may offer better educational outcomes for Bennie, in both English and his native language.

Intervention Recommendations

Instructional strategies:

- Use explicit and direct instruction to develop academic language.
- Use drawn, pictured, flowcharted, and graphed language to assign meaning and to support the development of semantic relationships (i.e., how ideas or concepts relate; Arwood & Brown, 2001).
- Facilitate spelling by using visual patterns with meaningful ideas or pictures of what the words represent (Arwood & Brown, 2001).
- Teach students to make predictions consciously before reading.
- Teach students to monitor their understanding and ask questions during reading.
- Teach students to summarize what they have read after reading.
- Actively engage the students in accessing their existing knowledge and encourage students to carefully select and reflect upon their own use of strategies to support learning and language acquisition process.

Interventions strategies:

- Present the student with a rich language book with illustrations containing people engaged in a familiar, culturally sensitive activity. Ask the student to tell a story using the pictures in the book while you write the story down on a piece of paper that is visible to the student.
- Use an inquiry process (who, what [objects or actions], where, when, why, and how) to facilitate the expansion of the student's current language via the development of a picture dictionary.
- After being exposed to language instruction, ask the student to tell or draw their story on a three frame cartooning paper. Support the student's access to language and development of semantic relationships by assigning meaning to their pictured content and referencing the rich language illustrations in the story book. Engage the student in the writing process of their story.
- Expose the student to visual patterns or print as part of the overall picture of ideas to help the student quickly see an idea to which a mental picture is formed. This process quickly moves the child into acquiring meaning from visual decoding.

Supporting dual language development:

- Use bilingual books and have one student read in the primary language while another student reads in English.
- Students can create captions for pictures in books in their primary language as well as English to assign meaning. This strategy can also be used with comic strips and photos.
- Construct narratives using writing, spoken language, and drawing. Organize information using story maps.

For Bennie (an English learner):

- Higher instructional level needs (his vocabulary is at a lower level linguistically than Dandee's)
- Because he is expected to eventually reach grade-level standards, Bennie will likely **need some instructional modifications** to assist in improving his vocabulary acquisition and learning
- **Specific recommendations** for intervention are provided and are keyed to Bennie's instructional level and age/grade to ensure that they are linguistically appropriate for him as an English learner