

TEST REVIEW

Receptive One-Word Picture Vocabulary Test

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Range: Ages 2 to 11 years 11 months

Spanish version available

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The process of recognizing words and associating them with objects, actions, and relationships is one of the earliest language functions. The Receptive One-Word Picture Vocabulary Test (ROWPVT) joins similar picture stimulus tests such as the Peabody Picture Vocabulary Test—Revised (PPVT-R) (1981), the Full Range Picture Vocabulary Test (1948), and "The Quick Test" (1962), all of which are designed to measure receptive vocabulary. However, the ROWPVT presents worthwhile options which contribute to its potential.

Test description

The purpose of the ROWPVT is to estimate a child's receptive vocabulary learned from home and formal education. This contrasts with the Expressive One-Word Picture Vocabulary Test (EOWPVT) (1979), also designed by Gardner, which examines the child's ability to use language expressively. Used together, the comparison of results from each test, according to the author, "Provides information about differences in receptive and expressive language skills that may warrant investigation."

Because no verbal response is required on the ROWPVT, the test can evaluate children with known expressive difficulties in English, whether of a functional or organic nature. A Spanish version adds another dimension in comparing receptive vocabulary in the child's primary and

secondary language.

Individually administered and untimed, Gardner's ROWPVT is designed for use with children aged 2 through 11 years 11 months. No alternative form is yet available.

The test uses groups of four black and white handdrawn stimulus pictures, sequenced from left to right, in a wire bound format. All plates are numbered, allowing either a pointing or number response to the target picture which matches the orally presented stimulus word.

The complete kit contains the 100 test plates, manual, and a package of 25 English record forms. Spanish record forms can be ordered separately.

Administration reportedly requires 10 to 15 minutes, including scoring. Standard scores, stanines, language age scores and percentile ranks can be obtained from the child's raw scores.

Administration and scoring

Directions for administration are presented clearly, with consideration given to establishing rapport and the child's reaction to the testing situation—factors frequently not addressed in test manuals. Flexibility is encouraged, with the suggestion that for very young children or those who show resistance it may be appropriate to extend the administration to more than one session. General directions include setting ground rules for the testing session and a brief introduction to the task. Three sample plates are provided for demonstrating the task and the examiner is encouraged to provide additional demonstration for very young or handicapped children.

Administration and scoring for the Spanish version of the ROWPVT parallel procedures used for the English form, with directions to be given in Spanish for monolingual children. Alternate stimulus items on the Spanish record form reflect differences in Spanish usage, and the examiner must select the

word most appropriate to the child's dialect. The manual notes that the Spanish version should be used only by a person who is fluent in Spanish.

Scoring is based on the concept of "critical range" testing which begins by establishing a basal level of 8 consecutive correct responses and terminates with 6 incorrect responses out of 8 consecutive items. The assumption is made that beyond this level the child would miss the following items, which are even more difficult.

Easy tables for converting raw scores into derived scores are in the Manual. Procedures are outlined for comparing the ROWPVT's receptive vocabulary scores with expressive vocabulary performance on the EOWPVT.

Test development

The testing of receptive vocabulary is compromised by the types of words which lend themselves to a picture stimulus format. This is a general problem and not unique to the ROWPVT. Within these constraints, the ROWPVT appears to have made the best of it through the use of stringent procedures in item construction and selection. For this, 600 pictures which represent a common core of English words were placed in tentative age categories. Verbal descriptions were evaluated for difficulty with an attempt at eliminating items with regional, ethnic, cultural, or sex bias. Pictures and words not translatable into Spanish were also eliminated.

Technical data

The ROWPVT was normed on a sample of 1,128 children residing in the San Francisco Bay area, California, whose ages ranged from 2 through 11 years 11 months. Sampling based on 1970 U.S. Census data was used to provide representation of the "population of interest with respect to range and level of ability." Reliability was estimated using Cronbach's alpha which