BPVS III

Performance Record

British Picture Vocabulary Scale: Third Edition

Surname: _____ First name: _____ Sex: ☐ M ☐ F

School: _____ Teacher: _____

Home address: _____

Tel: _____

Referral source / person requesting testing:

_____

Reason for testing:

☐ Achievement test of hearing vocabulary

☐ Other _____

First language: ☐ English ☐ Other

Disability: ☐ None ☐ Suspected ☐ Confirmed

Type (if any): _____

(Specify: hearing / vision loss, speech / language deficits, etc.)

Dates	Year	Month	Day
Date of testing	_____	_____	_____
Date of birth	_____	_____	_____
Age in years and completed months	_____	_____	

Record of scores

Confidence bands

Raw score: ⬠

		SS–9		SS+9
Standardised score:	☐ (From Norm Table A)	☐	to	☐
Percentile rank:	☐ (From Norm Table B)	☐	to	☐
Age equivalent:	☐ (From Norm Table C)	☐	to	☐

Please see Manual for details of Calculation and Interpretation (pages 10–13)

GL assessment
the measure of potential

Administering the test items

Before administering the actual test items, it is essential to:

1) Read pages 5 to 10 of the Manual.

2) Use the training plates as directed (instructions are in the Testbook on the administrator's side of the training plates).

Where to start the test

For a subject assumed to be of average ability, find the set corresponding with the student's age and begin the test with the first word in that set. In other circumstances consult the Manual. Once you begin a set, always administer every item in that set.

How to establish the Basal Set

The Basal Set is the set where no more than one error is made. Begin from the Start Set, according to age. If no more than one error is made, this set is the Basal Set. If more than one error is made, find the Basal Set by testing backwards through preceding sets until no more than one error is made in a set.

How to establish the Ceiling Set

Only after the Basal Set has been established, test forward by sets until eight or more responses are wrong in a set of 12 items. This is the Ceiling Set. (Do not re-test previously administered sets which were used when establishing the Basal Set).

How to record the responses and errors

As shown below, record the student's responses for each item administered in the 'Response given' column. If the response is incorrect draw an oblique line through the adjacent circle. Otherwise, leave it blank. Use the abbreviations DK for Don't Know and NR for No Response.

E.g:

12	money	(3)	4 Ø

Upon completion of each set, record the number of wrong responses in the space provided.

REMEMBER THESE RULES:

- Once a set is started, always administer *all 12 items* in that set.
- The Basal Set rule is *one or no errors* in a set.
- The Ceiling Set rule is *eight or more errors* in a set.

Set 1	Start – Ages 2–3	Correct response	Response given		Set 2	Start – Age 4	Correct response	Response given	
1	ball	(3)		○	13	toe	(4)		○
2	duck	(3)		○	14	fire	(1)		○
3	mouth	(1)		○	15	aeroplane	(1)		○
4	jumping	(3)		○	16	tortoise	(1)		○
5	spoon	(1)		○	17	belt	(3)		○
6	circle	(4)		○	18	farmer	(3)		○
7	drinking	(1)		○	19	thumb	(1)		○
8	cat	(2)		○	20	castle	(2)		○
9	apple	(4)		○	21	empty	(2)		○
10	blue	(2)		○	22	fence	(3)		○
11	swimming	(4)		○	23	tunnel	(2)		○
12	money	(3)		○	24	happy	(3)		○
			No. of errors					No. of errors	

Set 3		Correct response	Response given
25	dancing	(3)	○
26	panda	(1)	○
27	whistle	(1)	○
28	dressing	(3)	○
29	nest	(4)	○
30	ruler	(1)	○
31	hopping	(1)	○
32	mountain	(2)	○
33	hook	(4)	○
34	calendar	(4)	○
35	juggling	(4)	○
36	rectangle	(2)	○
			No. of errors

Set 6	Start – Age 8	Correct response	Response given
61	tearing	(4)	○
62	package	(3)	○
63	rough	(3)	○
64	violin	(1)	○
65	chef	(1)	○
66	floating	(3)	○
67	harp	(1)	○
68	ankle	(4)	○
69	dripping	(4)	○
70	vehicle	(4)	○
71	sorting	(1)	○
72	brain	(2)	○
			No. of errors

Set 4	Start – Ages 5–6	Correct response	Response given
37	ring	(4)	○
38	fountain	(3)	○
39	branch	(4)	○
40	elbow	(4)	○
41	sawing	(3)	○
42	gigantic	(4)	○
43	sharing	(2)	○
44	diamond	(1)	○
45	zip	(2)	○
46	feather	(1)	○
47	spanner	(3)	○
48	globe	(2)	○
			No. of errors

Set 7	Start – Ages 9–11	Correct response	Response given
73	island	(1)	○
74	waistcoat	(3)	○
75	tugging	(2)	○
76	pelvis	(2)	○
77	avocado	(1)	○
78	banister	(2)	○
79	tubular	(1)	○
80	pillar	(2)	○
81	grooming	(4)	○
82	hyena	(4)	○
83	canoe	(2)	○
84	hive	(1)	○
			No. of errors

Set 5	Start – Age 7	Correct response	Response given
49	diving	(2)	○
50	target	(2)	○
51	delivering	(4)	○
52	desk	(3)	○
53	jogging	(4)	○
54	binoculars	(3)	○
55	astronaut	(3)	○
56	map	(3)	○
57	jewellery	(1)	○
58	measuring	(1)	○
59	terrified	(3)	○
60	chimney	(4)	○
			No. of errors

Set 8		Correct response	Response given
85	towing	(1)	○
86	links	(2)	○
87	adjustable	(2)	○
88	funnel	(2)	○
89	valley	(1)	○
90	greeting	(1)	○
91	solo	(4)	○
92	harvesting	(1)	○
93	antlers	(3)	○
94	tropical	(2)	○
95	currency	(3)	○
96	hurdling	(3)	○
			No. of errors

Set 9	Start – Ages 12–13	Correct response	Response given
97	fictional	(1)	◯
98	luggage	(2)	◯
99	applauding	(3)	◯
100	inflated	(3)	◯
101	arctic	(2)	◯
102	hovering	(1)	◯
103	pedestrian	(3)	◯
104	snarling	(2)	◯
105	exhausted	(2)	◯
106	construction	(2)	◯
107	aquarium	(1)	◯
108	beaker	(3)	◯
			No. of errors

Set 10	Start – Ages 14+	Correct response	Response given
109	canine	(1)	◯
110	clamp	(1)	◯
111	parallel	(4)	◯
112	bouquet	(2)	◯
113	polluting	(3)	◯
114	valve	(3)	◯
115	illumination	(4)	◯
116	nutritious	(3)	◯
117	departing	(3)	◯
118	trowel	(4)	◯
119	escorting	(4)	◯
120	wedge	(4)	◯
			No. of errors

Set 11		Correct response	Response given
121	archaeologist	(1)	◯
122	duet	(1)	◯
123	fungus	(3)	◯
124	hoisting	(1)	◯
125	foundation	(1)	◯
126	rodent	(3)	◯
127	interior	(1)	◯
128	citrus	(2)	◯
129	feline	(2)	◯
130	coast	(4)	◯
131	detonation	(2)	◯
132	embracing	(3)	◯
			No. of errors

Set 12		Correct response	Response given
133	garment	(4)	◯
134	capsules	(4)	◯
135	aviation	(1)	◯
136	consuming	(3)	◯
137	primate	(1)	◯
138	ascending	(2)	◯
139	beverage	(1)	◯
140	goblet	(4)	◯
141	tuba	(1)	◯
142	carpenter	(2)	◯
143	appliance	(1)	◯
144	incisor	(3)	◯
			No. of errors

Set 13		Correct response	Response given
145	lever (**lee**-vuh)	(2)	◯
146	oasis (oh-**ay**-sis)	(4)	◯
147	talon (**ta**-luhn)	(3)	◯
148	lubricating (**loo**-bri-kayt-ing)	(1)	◯
149	easel (**ee**-zuhl)	(4)	◯
150	angler (**ang**-luh)	(1)	◯
151	perplexed (puhr-**pleksd**)	(2)	◯
152	cultivating (**kul**-ti-vayt-ing)	(1)	◯
153	maritime (**ma**-ri-tiym)	(1)	◯
154	culinary (**kul**-in-uh-ree)	(3)	◯
155	sedan (suh-**dan**)	(1)	◯
156	marsupial (mahr-**soo**-pyuhl)	(4)	◯
			No. of errors

Set 14		Correct response	Response given		Pronunciation Key
157	fowl (**faul**)	(4)	○		a = short a as in man
158	encumbered (en-**kum**-buhd)	(3)	○		e = short e as in leg
159	castor (**kah**-stuh)	(3)	○		i = short i as in bit
160	bovine (**boh**-viyn)	(1)	○		o = short o as in dog
161	replenishing (re-**plen**-ish-ing)	(3)	○		u = short u as in bun
162	convex (**con**-veks)	(1)	○		ah as in c<u>a</u>r
163	embossed (em-**bosd**)	(2)	○		au as in out
164	incarcerating (in-**kah**-suh-rayt-ing)	(2)	○		ay = long a as in day
165	copious (**koh**-pee-uhs)	(2)	○		ee = long e as in feet
166	incandescent (in-kan-**des**-uhnt)	(4)	○		iy = long i as in vine
167	lacrimation (la-kri-**may**-shuhn)	(1)	○		oh = long o as in road
168	apparel (a-**pa**-ruhll)	(4)	○		oo = long u as in soup
			No. of errors		uh as in fath<u>er</u>
					uhr as in c<u>ir</u>cle

Calculating the raw score

Record the number of the Ceiling Item, which is the last item in the Ceiling Set. Subtract from it the total number of errors made by the student from the Basal Set through to the Ceiling Set. This is the raw score.

Ceiling Item _____

minus error _____

Raw score

Graphic Display of Test Results

Mark the obtained standard score equivalent on the second scale below. Then draw a heavy, straight vertical line through it and across all four scales. This will show the scores obtained by the individual, and the descriptive category into which he or she falls.

The confidence band may also be plotted on this graphic display. If this band overlaps 100, the standardised score is not significantly different from the national average for the individual's year group.

Percentage of people under each portion of the normal probability curve.

0.1%   2%   14%   34%   34%   14%   2%   0.1%

Standard deviation from mean	− 4	− 3	− 2	− 1	X̄	+ 1	+ 2	+ 3	+ 4
Standardised scores	40	50	60	70	80	90	100	110	120	130	140	150	160
Percentile ranks			1	5	10	20 30 40 50 60 70	80	90 95	99
Score range descriptions	Extremely low score		Moderately low score	Low average score	High	Moderately high score	Extremely high score