

If the examinee needs prompting, point to the specific body part on your own body (e.g., your eye or your nose) and repeat, “What is this?”

In the synonym items, pictures are included because pictures help to keep the examinee on task and to define the context for a correct response. Without a pictured context, multiple meanings (uses) of the stimulus word would be possible. The picture defines and narrows the meaning so that the desired response may be elicited.

### **Basal and Ceiling Rules**

The Basal Rule for the EVT–2 is five consecutive correct items. The Ceiling Rule is five consecutive incorrect items. These rules are presented in the easels and record forms for easy reference. The three examples are not scored or counted when establishing a basal or a ceiling.

The Basal Item is the first (lowest numbered) of the five consecutive correct items making up the basal. The Ceiling Item is the last (highest numbered) item in the sequence of five incorrect items that constitute the ceiling.

If the examinee is aged 4 or older and responds incorrectly to any one of the first five items given, administer the items preceding the Start Item in reverse order until a basal of five consecutive correct items is established. Return to the item following the first incorrect response, and resume testing forward.

When beginning testing at Item 1 or administering items in reverse order (to determine a basal), it may be impossible to establish a basal of five consecutive correct items. In this case, continue testing forward until the Ceiling Rule is met (i.e., stop testing when the examinee has responded incorrectly to five consecutive items).

### **Administration Rules**

The following administration rules were adhered to during standardization and must be followed in order to derive valid EVT–2 normative scores.

#### **1. Item Administration**

For each item, read the stimulus question to the examinee as it appears in the record form. Also, follow these guidelines:

- Do not define any unfamiliar words included in the stimulus question.
- Do not show the examinee the printed stimulus question.
- Do not spell any words.

#### **2. Item Repetition**

An example or item may be repeated once at the examinee’s request or if the examinee appears not to understand. Do not repeat a stimulus question more than once.

#### **3. Alternative Wordings**

When repeating or prompting on some labeling items, you may substitute the following alternatives for the stimulus question:

- “What do you call this?”
- “Tell me a name for what you see.”
- “Tell me one word for this.”

For example, you can use one of these alternatives in place of the stimulus question, “What do you see?” or “What is this?”

When repeating a synonym item, you may rephrase in the following manner:

- “Tell me another word that means the same thing and goes with the picture.”
- “Tell me another name for the picture.”
- “Tell me another way to say \_\_\_\_.”
- “Tell me a synonym for \_\_\_\_.”
- “What else can you call a \_\_\_\_?”
- “How else can you say \_\_\_\_?”

#### **4. Response Time**

Although the EVT–2 is not a timed test, examinees should not be given unlimited time to respond to test items. Because the EVT–2 measures both word retrieval and vocabulary knowledge, allow about 10 seconds for a response to each item. *Because the EVT–2 measures both word retrieval and vocabulary knowledge, allow about 10 seconds for a response to each item.*

It is also better to maintain a steady pace of testing rather than allow the examinee to become discouraged by spending an unnatural amount of time to retrieve a response to a single item.

If the examinee does not respond within 10 seconds of hearing the stimulus question a second time, say, “Let’s go on,” and check “DK” on the record form. Go on to the next item unless the examinee has met the Ceiling Rule.

**Figure 2.4 Additional prompts**

Type of Response	Prompt	Example
<b>Multiple words (not including a correct one-word response)</b>	"You must tell me only one thing." or "You must say only one word."	<b>A80</b> What do you call this worker? <b>Correct:</b> judge, justice <b>Prompt:</b> Your Honor
<b>Form of a correct response</b>	"Give me a different form of that word." or "Yes, but what is she doing?"	<b>A153</b> Tell me another word for <i>brave</i> . <b>Correct:</b> courageous <b>Prompt:</b> courage <b>B39</b> What is she doing? <b>Correct:</b> jumping <b>Prompt:</b> jump
<b>General reference</b>	"Yes, but what is the name of this ____ [animal, worker, tool, etc.]" or "Be more specific."	<b>A7</b> What do you see? <b>Correct:</b> fish <b>Prompt:</b> animal <b>B152</b> Cats belong to this family of animals. <b>Correct:</b> feline <b>Prompt:</b> mammal(s)
<b>Related word</b>	"Can you tell me a better word?" or "Be more specific."	<b>A130</b> Tell me another word for <i>baby</i> . <b>Correct:</b> infant, neonate, newborn <b>Prompt:</b> child <b>B40</b> What is this (point)? <b>Correct:</b> necklace <b>Prompt:</b> chain
<b>More than one response</b>	"You must tell me only one word. What do you think is the best answer?"	<b>B57</b> What is this? <b>Correct:</b> calendar <b>Prompt:</b> ["It's flowers, it's numbers, it's days," etc.]
<b>A gesture</b>	"You must tell me your answer."	<b>B38</b> How many balls do you see? <b>Correct:</b> four <b>Prompt:</b> [holds up four fingers]
<b>A word or words repeated from the stimulus question</b>	"No, you can't repeat what I say." [Rephrase the stimulus question, using acceptable wording.]	<b>A156</b> What is the word for the junction of earth and sky? <b>Correct:</b> horizon <b>Prompt:</b> skyline <b>B53</b> What do you call this part of the house (point)? <b>Correct:</b> roof <b>Prompt:</b> housetop
<b>Another form of a word that is in the stimulus question</b>	"No, you can't repeat what I say in a different way. You have to tell me another word for ____."	<b>B80</b> Tell me another word for <i>joyous</i> . <b>Correct:</b> happy <b>Prompt:</b> joyful
<b>Not the pictured context</b>	"No, your answer must go with the picture."	<b>A132</b> What is this? <b>Correct:</b> jug, pitcher <b>Prompt:</b> carafe, container <b>B36</b> What do you see? <b>Correct:</b> watch <b>Prompt:</b> clock

## 5. Pointing Items

If the stimulus question requires the examinee to label something in the picture and includes the direction to *point*, be sure to point to the appropriate part of the picture as you ask the stimulus question. A large gray arrow is included in the stimulus picture for some pointing items. For example, Item 44 (Form A) reads, "What is this (point)?" In this case, point to the bridge in the picture. Before scoring the response, ensure that the examinee is paying attention to the appropriate part of the drawing.

## 6. Duplicate Art

Because of the large size of the EVT-2 item pool, some pieces of art are used for two items in a form (although none is used more than twice). In most cases, these items are administered far enough apart that most examinees will not likely notice the repetition. Exceptions include a picture of a face, used in Item 36 for *neck* and Item 41 for *chin* (Form A) and in Item 12 for *nose* and Item 16 for *hair* (Form B). There are also 11 pieces of art that appear in both Form A and Form B.

In the rare case that the examinee takes enough items to see the same stimulus picture twice, he or she may

comment on this during administration. The examiner should respond by saying, "Yes, you've seen this before. But this is a different question," and then repeat the question. In each form, two successive items (Items 48 and 49 in Form A and Items 47 and 48 in Form B) have the same stimulus pictures. Thus, the record form includes the instruction not to turn the page for the second item in each pair.

*If it appears that the examinee is not using the pictured context when formulating his or her response, say, "Please answer my question, using the picture to help you."*

## 7. Additional Administration Directions

- Whenever the examinee appears distracted from the task, say, "Listen carefully."
- To encourage a shy or reluctant examinee, give praise by saying, "Good job" or "You are doing well."
- If you think you misheard an examinee's response, you should ask him or her to repeat it rather than guess aloud at what the examinee said. For example, say, "I missed your answer. Say it again."
- Do not tell the examinee whether a response is correct or incorrect. If asked, simply say, "That is a good answer."
- If it appears that the examinee is not using the pictured context when formulating his or her response, say, "Please answer my question, using the picture to help you."

## Recording Responses

If the examinee's response matches a correct or incorrect response listed in the record form, circle it or draw a line under it. Otherwise, record the response in the Other column if you want to save this information. Put a check (✓) or an "X" in the DK column if the examinee does not respond or indicates in some way that he or she does not know.

## Prompting

Two types of responses require prompting: those listed with a **P** in the record form, and those described in Figure 2.4.

- Never prompt when given a response that is listed as incorrect and is not marked with a **P**.
- When given an incorrect response labeled with a **P**, prompt for another response. Use one of the alternative wordings (described previously) for labeling and synonym items.
- If, after your prompt, the examinee gives another answer that is denoted with a **P** or that is listed in Figure 2.4, prompt a second time.
- If, in your clinical judgment, continued prompting would not lead to a correct answer and would instead impede the steady pace of testing, move on to the next item.
- Avoid over-prompting that would potentially cue the examinee toward a correct response.

Whenever the examinee gives a multiple-word response, remind him or her to say just one word. If the initial response contained a correct one-word response and the complete response is consistent with the stimulus picture and question, score the item as correct; otherwise, score according to the examinee's response after the prompt.

## Directions for Scoring the EVT-2

All correct responses are listed in the record form. *Score an item as correct if any one of the listed correct responses is given.* After the response to an item has been recorded, note the item score by circling "1" (for correct) or "0" (for incorrect) in the Score column. An examinee may change his or her answer after an item is administered. In such a case, record and score the new response, regardless of whether it is correct or incorrect. Be careful not to suggest or encourage such changes.

Because the EVT-2 is a measure of expressive vocabulary, any number of unique incorrect responses could be given to each item. Therefore, only the most common incorrect responses are listed in the record forms. Responses marked with a **P** are words that are close or related to the correct response. Score a prompted response as incorrect if a listed, correct response does not follow your prompt.