Academic Achievement Assessment: Bilingual Verbal Ability Tests (BVAT-NU)

Overview
The Bilingual Verbal Ability Tests – Normative Update (BVAT-NU; Muñoz-Sandoval, Cummins, Alvarado, & Ruef, 2005) are based on three tests from the Woodcock-Johnson–Revised Tests of Cognitive Ability [WJ-R] (Woodcock & Johnson, 1989). These include Picture Vocabulary, in which learners are asked to name familiar and unfamiliar objects; Oral Vocabulary, in which learners are asked to name synonyms and antonyms of selected items; and Verbal Analogies, which assesses the ability to comprehend and verbally complete a logical word relationship. All three are given first in English. Items answered incorrectly are then repeated in the learner’s home language.

The BVAT-NU yields a Bilingual Verbal Ability score, an English Proficiency score, and scores for each subtest. The test has been translated into 16 home languages. If scores are also available for the WJ-R, the scoring program may be used to compare the student’s bilingual aptitude (bilingual verbal ability [BVA]) with achievement as indicated on the WJ-R. The correlation between the WJ-R and the BVAT-NU is used to determine if the student’s level of achievement is higher or lower than expected for students at the same level of bilingual verbal ability. If a student’s BVA score is higher than the English language proficiency score and a significant aptitude/achievement discrepancy exists, this discrepancy will be attributed to limited English proficiency. The BVAT-NU may be used to assess individuals from 5 years old to adults.

Summary

<table>
<thead>
<tr>
<th>Name of Tool/Author (Year)</th>
<th>Age Range*</th>
<th>Method of Administration/Format</th>
<th>Approximate Time to Administer</th>
<th>Subscales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Verbal Ability Tests (BVAT-NU) Muñoz-Sandoval, Cummins, Alvarado, &amp; Ruef (2005)</td>
<td>5–adult</td>
<td>Individually administered, norm-referenced measure of overall verbal ability for bilingual learners (in 18 languages); to be used in conjunction with WJ-R to consider impact of another language on academic learning in English; yields standard scores, percentiles, T-scores, CALP score</td>
<td>30 min.</td>
<td>Picture Vocabulary, Oral Vocabulary, Verbal Analogies, Cognitive Academic Language Proficiency (CALP) scores</td>
</tr>
</tbody>
</table>

*In years except where noted


Research
NONE

References


August 2015