**Revised version of the Polysemous Word Test, May 2017**

To assess students’ knowledge of polysemous vocabulary, this measure requires students to identify the target meaning of polysemous words that are embedded in short sentences. Each polysemous word is presented to the student twice, once in a sentence that uses the word in a casual sense and once in a sentence that uses the word in an academic sense. The word *followed*, for example, appears in an everyday sense, *The puppy* followed *the children through the forest*, and in an academic sense, *I* followed *the author's argument through the book*. The sentences and answer choices are read aloud to students as they read the sentences silently to themselves.

We revised the Polysemous Word Test so that it now contains only 34 items (17 words presented in two different sentence contexts) instead of 42 items (21 words presented in two different sentence contexts). We eliminated the following words from the version of the test reported in Logan and Kieffer (2017): *circles*, *color*, *demonstrated*, and *picture*.

Using data collected from Spanish-English bilingual seventh grade students in three urban public schools (Logan & Kiefer, 2017), we calculated separate internal consistency reliability coefficients for the revised casual set of items (r = .693) and the revised academic set of items (r=.751). Researchers using the Polysemous Word Test should be sure to estimate reliability in their own samples since reliability will differ depending on the population involved in the study. In particular, the reliability for the causal set of items may be low in higher-performing populations because variation will be limited if students know many of the causal senses of these words.