Expository Reference Database

<table>
<thead>
<tr>
<th>Database</th>
<th>Context (Subgroup)</th>
<th>Age Range</th>
<th>Grade in School</th>
<th># Samples</th>
<th>Location</th>
<th>SI, NSS, ESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expository</td>
<td>Expo</td>
<td>10;7 – 15;9</td>
<td>5, 6, 7, 9</td>
<td>242</td>
<td>WI</td>
<td>SI, ESS</td>
</tr>
</tbody>
</table>

Introduction

The expository database contains samples from middle and high school students, ages 10;7 through 15;9. Exposition was chosen for the following reasons:

- Exposition is central to curriculum in middle and high school
- Exposition is included as part of state standards for speaking and writing
- Challenges students to use language in context (authentic, naturalistic, real speaking and listening)
- Allows documentation of oral expository skills relative to peers

The samples were elicited following the script found in Section C. This protocol was developed with two goals in mind:

- Provide optimum opportunity for the student to perform well
- Easy to administer

The SALT group transcribed the samples following the SALT format and performed a series of statistical analyses to describe the dataset for consistency, differences among types of expository samples, age-related changes and differences with existing conversation and narrative samples. These analyses are summarized in Section F.

Participants

242 typically developing students, ranging in age from 10;7 through 15;9, whose primary language is English.

Students were drawn from public schools in two geographic areas of Wisconsin:

- 166 students from Milwaukee area school districts (Brown Deer, Fox Point-Bayside, Shorewood, Waukesha, Wauwatosa, and West Allis-West Milwaukee)
- 76 students from Madison Metropolitan School District

There are students from a variety of economic backgrounds and ability levels. "Typically developing" was determined by normal progress in school and absence of special education services. Economic background was based on eligibility in the free lunch program (24% qualified for free or reduced lunch). Ability level was determined by GPA scores and teacher reports (12% were low, 62% were average, and 26% were high). The race/ethnicity of the students was similar to that of the geographic area from which they were drawn (80% White, 11% African American, 7% Hispanic, and 2% Asian). There are 118 females and 124 males.
Elicitation Protocol

Overview

The elicitation protocol is easy to administer and provides optimum opportunity for the student to produce a “good” expository. Following a script, the examiner asks the student to explain how to play a game or sport of the student’s choosing. The student is given a few minutes to complete a planning sheet which contains eight topics (Object, Preparations, Start, Course of play, Rules, Scoring, Duration, and Strategies). Listed next to each topic is a brief description of what’s covered within that topic and space for making notes. Following the planning phase, the student is asked to explain the game or sport using his/her notes.

The average length of the expository is between 5 – 6 minutes and between 50 – 60 complete and intelligible utterances.

Script

I’m interested in finding out how well you do at giving explanations. I’m going to make a recording so I can remember what you say. If you want, you can listen to the recording when we’re finished.

I want you to imagine that I am a student about your age. I’m visiting the United States from another country and I want to learn as much as I can about life in the U.S. You can help me by explaining how to play your favorite sport or game. You have lots of choices. For example, you could pick a sport, such as basketball or tennis. You could pick a board game, such as Monopoly or chess. Or you could pick a card game, such as poker or rummy. What sport or game do you want to pick?

The student offers an appropriate choice. If a choice is not offered or is inappropriate (such as a video game), reread the examples given above and/or add more examples to aid the student in making an appropriate choice. If the student is still having difficulty making a selection, suggest picking a game or sport recently played in the student’s physical education class.

Assume that in my country we don’t play [name of sport or game]. I’d like you to explain everything I would need to know so I could learn to play. I’ll expect you to talk for at least five minutes. To help you organize your thoughts, here’s a list of topics I’d like you to talk about [hand the student a copy of the planning sheet found on the next page]. Please take the next few minutes to plan your explanation by taking notes in the blank spaces [indicate empty column on the right]. But don’t waste time writing sentences. Just write some key words to remind you of what you want to say. You can talk about the topics in the order they are listed, or else you can number the topics any way you wish. If you don’t want to take notes, you can use the backside of the list to draw a diagram or make a graphic organizer. Do you have any questions?

If student expresses difficulty with reading any portion of the checklist, read the unclear portions aloud. If the student has difficulty with understand the vocabulary, give an example from a sport or game different from the one the student has chosen.

Go ahead and start planning.

Allow enough time for student to write something for each topic on the checklist or to complete a diagram or graphic organizer. If the student stops writing or drawing before planning is finished, prompt with, “Please do some planning for [topic name(s)].”
I’m ready to turn on the recorder. You will be doing all the talking. I’m going to listen to what you have to say. Take as much time as you need to give a complete explanation. Remember: I expect you to talk for at least five minutes.

*Turn on recording device and have the student begin speaking. After the student has finished speaking from his/her planning sheet, turn off recording device. If the student finishes speaking before five minutes has elapsed, prompt with, “Is there anything else you can tell me?” Review the recording for quality before releasing the student.*

**Transcription Notes**

The language samples were segmented into communication units. All transcripts were timed and pauses, within and between utterances, of two or more seconds in length, were marked.

**Coding Notes**

- [EO:word] marks overgeneralization errors
- [EW:word] marks other word-level errors
- [EU] marks utterance-level errors

**Subordination Index (SI) and Expository Scoring Scheme (ESS) Coding**

SI and ESS coding were applied to all samples.

SI is a measure of syntactic complexity which produces a ratio of the total number of clauses (main and subordinate clauses) to the number of C-units. A clause, whether it is main or subordinate, is a statement containing both a subject and a predicate. Grammatically, a subject is a noun phrase and a predicate is a verb phrase. Main clauses can stand by themselves. Subordinate clauses depend on the main clause to make sense. They are embedded within an utterance as noun, adjective or adverbial clauses.

ESS assesses the content and structure of an expository language sample, similar to how the Narrative Scoring Scheme provides an overall measure of a student’s skill in producing a narrative. The ESS is comprised of 10 characteristics for completing an expository language sample. The first 8 characteristics correspond to the topics listed on the planning sheet that is given to students.

**Planning Sheet**

The following page contains the planning sheet. Print a copy of this planning sheet for the student to use. Following the planning sheet are two example planning sheets.
<table>
<thead>
<tr>
<th>Topic</th>
<th>What’s Covered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>What you have to do to win</td>
<td></td>
</tr>
<tr>
<td>Preparations</td>
<td>Playing Area and Setup, Equipment and Materials, What players do to get ready</td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>How the contest begins, including who goes first</td>
<td></td>
</tr>
<tr>
<td>Course of Play</td>
<td>What happens during a team or player’s turn, including any special plays, positions, or roles, both offensive and defensive</td>
<td></td>
</tr>
<tr>
<td>Rules</td>
<td>Major rules, including penalties for violations</td>
<td></td>
</tr>
<tr>
<td>Scoring</td>
<td>Different ways to score, including point values</td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>How long the contest lasts, including how it ends and tie breaking procedures</td>
<td></td>
</tr>
<tr>
<td>Strategies</td>
<td>What smart players do to win, both offensively and defensively</td>
<td></td>
</tr>
</tbody>
</table>

Please use the backside of this page for an optional diagram or graphic organizer, or for additional notes.
Planning Sheet Examples

What to Talk About
When Explaining a Game or Sport

Basketball as an example, by Emily (age 14:10)

<table>
<thead>
<tr>
<th>Topic</th>
<th>What’s Covered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>What you have to do to win</td>
<td></td>
</tr>
<tr>
<td>Preparations</td>
<td>Playing Area and Setup</td>
<td>Courts, balls, uniforms, start, shooting, playing against each other, dribbling</td>
</tr>
<tr>
<td></td>
<td>Equipment and Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What players do to get ready</td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>How the contest begins, including who goes first</td>
<td>Jump ball, whoever wins gets rigged to start</td>
</tr>
<tr>
<td>Course of Play</td>
<td>What happens during a team or player’s turn, including any special plays, positions, or roles, both offensive and defensive</td>
<td></td>
</tr>
<tr>
<td>Rules</td>
<td>Major rules, including penalties for violations</td>
<td>Offense to score by passing, dribbling, shooting, plays</td>
</tr>
<tr>
<td>Scoring</td>
<td>Various ways to score, including point values</td>
<td>1 basket = 2 points, half &amp; point line: 2 points, free throws: 1 point</td>
</tr>
<tr>
<td>Duration</td>
<td>How long the contest lasts, including how it ends and tie breaking procedures</td>
<td>4 quarters: Overtime</td>
</tr>
<tr>
<td>Strategies</td>
<td>What smart players do to win, both offensively and defensively</td>
<td></td>
</tr>
</tbody>
</table>

Please use the backside of this page for an optional diagram or graphic organizer, or for additional notes.
Scooter Soccer as an example, by Tiffany (age 14;0)

This team tries to kick the balls into the other teams net. They can use their hands on the soccer ball, but not the small ball.
References


Malone, T., Heilmann, J., Miller, J., DiVall-Rayen, J., Rolland, M. (2010), Reaching the Tweeners: Extending Two SALT Databases to Grades 5-6, Presented at the American Speech and Hearing Association, Philadelphia, PN.


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