

Expository Scoring Scheme (ESS) Guide



INTRODUCTION

The *Expository Scoring Scheme* (ESS) assesses the content and structure of an expository language sample, similar to how the Narrative Scoring Scheme (NSS) 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. To ensure fair scoring, if the game or sport is unfamiliar, acquaint yourself with the procedure/rules, e.g., the card game web site (<http://www.pagat.com/>).

Samples contained in the SALT Expository reference database have all been coded for ESS. This database can be utilized to compare a student's expository skills to those of his/her typically-developing peers. Clinicians can compare individual characteristics of the ESS or the composite score using the database. The expository task may be repeated to assess progress of expository skills.

SCORING GUIDELINES

Assigning ESS Scores

The ESS is scored using a 0 - 5 point scale. 5 points are given for "proficient" use, 3 points for "emerging" use, and 1 point for "minimal" or "immature" use. Scores of 2 and 4 are undefined and require judgment. Scores of zero (0) can be assigned for poor performance on the task and/or telling about a different game or sport, conversing with the examiner, not completing/refusing the task, and when target components of the ESS are imitated. Significant factual errors reduce the score for that topic. Scores of NA (non-applicable) can be assigned for mechanical/examiner/operator errors such as interference from background noise, issues with recording (cut-offs, interruptions), and/or examiner not following protocol, examiner asking overly specific or leading questions rather than open-ended questions or prompts.

Helpful Scoring Tips

- Be familiar with the topic of the expository, i.e., the game or sport being explained.
- Print the expository transcript.
- Read the transcript as fluidly/inclusively as possible, ignoring SALT transcription codes.
- Write comments and circle or flag key words/utterances such as those relating to terminology and rules.
- For *each* characteristic, review the ESS scoring rubric before assigning a score. Read the criteria along the continuum of points. Determine what is present in the transcript and score accordingly. This will insure intra- and inter-rater reliability.
- Frequently review what constitutes a score of 0 or NA. Explanations are given at the bottom of the ESS scoring rubric.
- Scoring the ESS is a subjective measure by nature; however, as you gain experience, the process of scoring will become reliable.
- When beginning to score, you may want to compare your scores against the training transcripts on the SALT website or with another scorer. The training transcripts were scored by several scorers experienced with the ESS.

ESS SCORING RUBRIC

Refer to the scoring rubric on the next page for guidance when assigning scores to each of the ESS characteristics in an expository sample.

Expository Scoring Scheme (ESS) Rubric

Characteristic	Proficient (5)	Emerging (3)	Minimal/Immature (1)
Object	Full description of the main objective	Mention of the main objective	Mention of winner but no or limited description how that is determined OR Description of another aspect of the contest, such as strategy or scoring
Preparations	1) Playing Area Labels place and provides details about shape & layout AND/OR 2) Equipment Labels items and provides detailed description, including function AND/OR 3) Player Preparations Provides detailed description	1) Playing Area Labels place and provides limited details about shape & layout OR 2) Equipment Labels items with limited description OR 3) Player Preparations Provides some description	1) Playing Area Labels place but no details about shape & layout OR 2) Equipment Labels items with no description OR 3) Player Preparations Provides limited description
Start	Describes initial situation and how play begins	Describes initial situation or how play begins, but not both	Limited description of the initial situation or how play begins
Course of Play	Detailed description of: A unit of play AND/OR Major roles AND/OR Major plays	Some description of: A unit of play OR Major roles OR Major plays	Limited description of: A unit of play OR Major roles OR Major plays
Rules	Clear statement of major rules and, when applicable, consequences for violations	Mentions major rules and, when applicable, consequences for violations but without full detail	Minimal or no mention of major rules or consequences for violations
Scoring	Full description of ways to score and point values	Incomplete description of ways to score and point values	Limited description of ways to score or point values
Duration	Clear description of: How long the contest lasts, including, when applicable, the units in which duration is measured AND/OR How the contest ends AND/OR Tie breaking procedures	Some description of: How long the contests lasts OR How the contest ends OR Tie breaking procedures	Limited description of: How long the contests lasts OR How the contest ends OR Tie breaking procedures
Strategy	Full description of some ways to win the contest that are not required by the rules but are what competent players do	Mention of some ways to win the contest that are not required by the rules but are what competent players do	Vague or incomplete mention of some ways to win the contest that are not required by the rules but are what competent players do
Terminology	Terms of game are clearly defined whenever introduced	Some terms of game defined, but not consistently or clearly	Terms of game introduced but not further defined
Cohesion	Topics follow a logical order AND Topics are completely covered before moving on to another; AND Smooth transitions between topics	Topics follow a logical order OR Topics are completely covered before moving on to another OR Smooth transitions between topics	Little discernable order to topics; Much jumping between topics; AND Abrupt transitions between topics
<p>Scoring: Each characteristic receives a scaled score 0-5. Proficient characteristics=5, Emerging=3, Minimal/Immature=1. Scores in between (e.g., 2, 4) are undefined, use judgment. Significant factual errors reduce the score for that topic. Scores of 0, NA are defined below. A composite is scored by adding the total of the characteristic scores. Highest score=50.</p> <p>A score of 0 is given for student errors, e.g., not covering topic, explaining a different game or sport, not completing/refusing task, student unintelligibility, abandoned utterances).</p> <p>A score of NA (non-applicable) is given for mechanical/examiner/operator errors, e.g., interference from background noise, issues with recording (cut-offs, interruptions), examiner quitting before student does, examiner not following protocol, examiner asking overly specific or leading questions rather than open-ended questions or prompts.</p>			

USING SALT TO ENTER ESS SCORES (SALT 18 & SALT 16)

Use

- SALT 18: **Edit menu** → **Insert Template** → **Expository Scoring Scheme**
- SALT 16: **Edit menu** → **Insert ESS Template**

to insert the ESS plus line template at the bottom of your transcript. Then type the individual scores after each label.

ESS Template	Example of ESS Scoring
+ Preparations:	+ Preparations: 2
+ ObjectOfContest:	+ ObjectOfContest: 3
+ StartOfPlay:	+ StartOfPlay: 3
+ CourseOfPlay:	+ CourseOfPlay: 3
+ Scoring:	+ Scoring: 4
+ Rules:	+ Rules: 3
+ Strategy:	+ Strategy: 3
+ Duration:	+ Duration: 3
+ Terminology:	+ Terminology: 3
+ Cohesion:	+ Cohesion: 3

ANALYZING THE ESS SCORES (SALT 18 & SALT 16)

- Use the **Analyze** → **Expository Scoring Scheme** report to list each individual ESS score along with the composite score.
- Use the **Database** → **Expository Scoring Scheme** report to list each individual ESS score along with the composite score. Scores are listed for your transcript and for the selected database samples.

TRYING IT OUT

Download the ESS practice transcripts from the SALT web site and compare your scores to those of our trained transcribers.

REFERENCES

Mayer, M. (1969). *Frog, where are you?* New York: Dial Books for Young Readers.

Miller, J., Andriacchi, K., DiVall-Rayan, J., Lien, P. (2003). Narrative Scoring Scheme.

National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). *Common Core Standards, English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*.

Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers. Retrieved from <http://www.corestandards.org/ELA-Literacy>.

Stein, N., & Glenn, C. (1979). An analysis of story comprehension in elementary school children. In R. Freedle (Ed.), *New directions in discourse processing* (pp. 53-120). Norwood, NJ: Ablex.

Stein, N., & Glenn, C. (1982). Children's concept of time: The development of a story schema. In W.J. Friedman (Ed.), *The developmental psychology of time* (pp. 255-282). New York: Academic Press.