

Expository Elicitation Protocol

Database Samples

Database	Context	Age Range	Grade in School	# Samples	Location	Special Coding
Expository	Expo	10;7 – 18;9	5, 6, 7, 9-12	354	WI	SI, ESS

Elicitation Protocol

This elicitation protocol provides an opportunity for the student to produce a “good” expository sample. Following the script below, you will ask the student to explain how to play a game or sport of their choosing. Discourage the student from talking about video games as they may be unfamiliar to the examiner and often result in limited content. Give the student a few minutes to complete the planning sheet. 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, continue to follow the script. The student is asked to explain the game or sport using his/her notes. Using this protocol, expository samples tend to be between 5 – 6 minutes in length.

Expository Elicitation 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 the student expresses difficulty with reading any portion of the checklist, read the unclear portions aloud. If the student has difficulty understanding 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 the 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.

Examiner’s role during the exposition

Be an attentive listener. Do not give specific cues to the student during the task. You can use nonverbal cues such as head nodding and smiling to promote continued talking. You can also use prompts such as “uhhuh” and “keep going” if the student stops talking before the task is completed. Asking questions or providing too much information to the student compromises the process of capturing the student’s true language and ability level.

As stated in the protocol, if the student finishes talking before five minutes has elapsed, prompt with, “Is there anything else you can tell me?”. If the student does not respond, the elicitation is over.

Acknowledgements

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Name _____

Date _____

What to Talk About When Explaining a Game or Sport

Topic	What's Covered	Notes
Object	What you have to do to win	
Preparations	Playing Area and Setup Equipment and Materials What players do to get ready	
Start	How the contest begins, including who goes first	
Course of Play	What happens during a team or player's turn, including any special plays, positions, or roles, both offensive and defensive	
Rules	Major rules, including penalties for violations	
Scoring	Different ways to score, including point values	
Duration	How long the contest lasts, including how it ends and tie breaking procedures	
Strategies	What smart players do to win, both offensively and defensively	

Please use the reverse of this page for an optional diagram or graphic organizer, or for additional notes.