Developing and Validating Expository Progress Monitoring Measures

Emily Koski
Department of Communication Disorders
University of Wyoming
Why do we need expository passages?

• Narrative passages:
  ▫ General outcome measure (GOM) for language
  ▫ Monitor a child’s comprehension and use of expository.
    • intervention planning

• New common core state standards
  ▫ Emphasis on expository comprehension and production.

• Expository vs. narrative for GOMs
  ▫ More sensitive to language growth over time
  ▫ More sensitive to reading comprehension
Purpose

• Create 9 benchmark expository passages:
  ▫ Parallel linguistic complexity and content
    • based on common core expectations
    • a review of the literature on developmental expectations of expository child language
    • Interesting and unusual
  ▫ Reflect the higher academic expectations used to monitor language growth
    • Fall, winter, spring
    • Inform of progression
Requirements for expository passages

• 54-63 words
• Proper name state twice
• Main idea
• 6 supporting details
• 3, Tier 2 vocabulary words
• 1 Tier 3 words
• 2 or 3 single pre-noun adjectives
• 1 double pre-noun adjectives
• 1 causal subordinate clause ‘because’
• 1 coordinating conjunction ‘and’
• 1 relative subordinate clause with ‘that’ attached to main clause subject
• 1 relative subordinate clause with ‘that’ attached to main clause object
• 1 connection between two pieces of information
• 1 connection question
• 2 factual questions
Example passage

The sea pig is an unusual animal. It is a type of sea cucumber that dwells in the deep dark ocean. Sea pigs find their food by smell because they do not have eyes. They eat rotten whales that are on the bottom of the ocean. They can be 6 inches long and fit in your hand.
Methods

• Search for 20 interesting animals
• Research team reduced to 10 animals
• Creation of 9 expository passages
  ▫ The 10th passage was not completed due to lack of information on the animal
• Systematic Analysis of Language Transcripts (SALT) to analyze
  ▫ Data from SALT was compared
  ▫ Total number of utterances
  ▫ MLUs: Mean length of Utterance
<table>
<thead>
<tr>
<th></th>
<th>Total # of utterances</th>
<th># of MLU (words)</th>
<th># of different words</th>
<th># of total words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea Pigs</td>
<td>5</td>
<td>11</td>
<td>41</td>
<td>55</td>
</tr>
<tr>
<td>Bird-eating spider</td>
<td>5</td>
<td>10.8</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>Aya-Aya</td>
<td>6</td>
<td>11</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>Blanket octopus</td>
<td>6</td>
<td>10.83</td>
<td>45</td>
<td>63</td>
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<tr>
<td>Blue sea slugs</td>
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<td>10</td>
<td>43</td>
<td>60</td>
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<tr>
<td>Dumbo octopus</td>
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<td>12.8</td>
<td>44</td>
<td>62</td>
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<tr>
<td>Goblin shark</td>
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<td>11.4</td>
<td>38</td>
<td>56</td>
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<tr>
<td>Mirror Spider</td>
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<td>10</td>
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<tr>
<td>Pacific Barreleye</td>
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<td>11.8</td>
<td>47</td>
<td>59</td>
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<tr>
<td>Tarsier</td>
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<td>10.17</td>
<td>46</td>
<td>61</td>
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<tr>
<td>Thorny Devil</td>
<td>5</td>
<td>11</td>
<td>39</td>
<td>55</td>
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</tbody>
</table>
Results

- Total number of utterances: 5 or 6
- MLUs: 10-12.8
  - MLU expected from a kindergartener
- Total number of different words: 38-47
- Total number of words: 54-66
Conclusion

• The parallel forms looked at suggest that the passages are similar in difficulty and content.
• Total number of utterances varied by 1 across all 11 passages
• MLU difference between passages had a range of 2.8
• Total number of different words differed by 9
• Total number of words ranged by 12.
Future research/implementation

- Test reliability of passages
  - Split half
  - Item response
- Create more passages
- Expository vs. narrative is more
  - Sensitivity
    - Growth over time
  - Predicative and reflective of reading comprehension
Special Thanks

- Dr. Douglas Petersen
  - Department of Communication Disorders
- Research team
References

