

## SOLOM Teacher Observation Student Oral Language Observation Matrix

Student's Name ----- Grade ----- Signature -----  
 Language Observed ----- Date -----

|                  | 1  | 2   | 3   | 4   | 5  |
|------------------|--|---|---|---|--|
| A. Comprehension | Cannot be said to understand even simple conversation.                                 | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.   | Understands most of what is said at slower-than-normal speed with repetitions.  | Understands nearly everything at normal speed, although occasional repetition may be necessary.   | Understands everyday conversation and normal classroom discussions without difficulty.                                   |
| B. Fluency       | Speech is so halting and fragmentary as to make conversation virtually impossible.     | Usually hesitant; often forced into silence by language limitations.  | Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression. | Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression. | Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker. |
| C. Vocabulary    | Vocabulary limitations so extreme as to make conversation virtually impossible.        | Misuse of words and very limited vocabulary; comprehension quite difficult.   | Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.                                    | Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.   | Use of vocabulary and idioms approximate that of a native speaker.   |
| D. Pronunciation | Pronunciation problems so severe as to make speech virtually unintelligible.           | Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself or herself understood.     | Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.                     | Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation patterns.  | Pronunciation and intonation approximate that of a native speaker.   |
| E. Grammar       | Errors in grammar and word order so severe as to make speech virtually unintelligible. | Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself or herself to basic patterns. | Make frequent errors of grammar and word order that occasionally obscure meaning.   | Occasionally make grammatical and/or word order errors which do not obscure meaning.  | Grammatical usage and word order approximate that of a native speaker.   |

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.

-The SOLOM should be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

-Students scoring at level "1" in all categories can be said to have no proficiency in the language.

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