

**TEACHER OBSERVATION  
STUDENT ORAL LANGUAGE OBSERVATION MATRIX  
(SOLOM)**

Student's Name \_\_\_\_\_ Grade: \_\_\_\_\_ Signature \_\_\_\_\_  
 Language Observed: \_\_\_\_\_ Date: \_\_\_\_\_

	1	2	3	4	5
.. COMPREHENSION	Cannot be said to understand even simple language.	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 speech, although, speech in everyday occasional repetition is necessary.	Understand everyday conversation and normal classroom discussions without difficulty.
. 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 is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversations and classroom discussions is fluent and effortless approximating that of a native speaker.
. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas of lexical inadequacies.	Use of vocabulary and idioms approximate though of a native speaker.
. 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 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 approximates that of a native speaker.
. GRAMMAR	Errors in grammar and wordorder so severe as to make speech virtually unintelligible.	Grammar and wordorder errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns.	Make frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

The student oral language matrix has five categories on the left: A. Comprehension, B. Fluency, C. Vocabulary, D. Pronunciation, E. Grammar and five numbers on the top, 1 being the lower mark, to 5 being the highest.

According to your observation, indicate with an (X) across the square in each category which best describes the child's abilities.

Adapted from materials used in Evergreen School District, San Jose and San Jose Bilingual Consortium.