

SOLOM (STUDENT ORAL LANGUAGE OBSERVATION MATRIX) TEACHER OBSERVATION SCALE

Student's Name: _____

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

