



# OKLAHOMA

STATE DEPARTMENT *of* EDUCATION  
— ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS —

## Student Language Oral Language Observation Matrix (SOLOM)

### PURPOSE OF THE SOLOM

The Student Oral Language Observation Matrix (SOLOM) is an informal rating tool used to rate and monitor the oral English proficiency of limited English proficient (LEP) students. An advantage of the SOLOM is that results are available immediately to classroom personnel to assist with instructional decisions. The SOLOM can be used to group and regroup students for instruction and to identify instructional and curricular areas needing more attention. The SOLOM is sometimes used for identifying LEP students' eligibility for entry or exit from English learner (EL) services. Finally, the SOLOM can also be used as an instructional planning and monitoring tool.

### ADMINISTRATION

The classroom teacher can use the SOLOM to rate LEP students after at least three weeks of classroom instruction. The classroom teacher may use the SOLOM to monitor LEP student growth in English by re-profiling individual LEP students every semester or trimester. When used for instructional planning, the SOLOM is done by observing a student interact with typical instructional content materials. Having observed the language skill of each student, the teacher selects the SOLOM description which most closely matches the current proficiency of that student in each of the five categories: comprehension, fluency, vocabulary, pronunciation, grammar. When used for eligibility screening, it is best to use one set of materials consistently with all students. Also, it is strongly recommended that **at least one** other educator independently rate the same LEP student and the two SOLOM scores be compared. The average between the two scores is the most accurate reflection of the LEP student's oral proficiency.

### SCORING

The number at the top of each column on the SOLOM determines the

point value of each box checked in that column.

1. Write the score for each category.
2. Total the scores for all five categories.
3. Match the total to the developmental stage.

<u>English Developmental Stage</u>	<u>SOLOM Score</u>
<b>Pre Production</b>	<b>0 - 5</b>
<b>Early Production</b>	<b>6 - 10</b>
<b>Speech Emergence</b>	<b>11 - 15</b>
<b>Intermediate Fluency</b>	<b>16 - 20</b>
<b>Advanced Fluency</b>	<b>21 - 25</b>

### Student Oral Language Observation Matrix (SOLOM)

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
 Language observed \_\_\_\_\_ Date \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Score</b>
<b>A. Comprehension</b>	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 speech, although occasional repetition may be necessary	Understands everyday conversation and normal classroom discussions without difficulty	
<b>B. Fluency</b>	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 discussion generally fluent, with occasional lapses while the student searches the correct manner of expression	Speech in everyday conversation and classroom discussion fluent and effortless approximating that of a native speaker	

<b>C. Vocabulary</b>	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 are approximately that of a native speaker	
<b>D. Pronunciation</b>	Pronunciation problems so significant as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat to be understood	Pronunciation problems necessitate concentration on the part of the listener: occasionally may be misunderstood	Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation	Pronunciation and intonation approximate that of a native speaker	
<b>E. Grammar</b>	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/be restricted to basic patterns	Makes frequent errors of grammar and word order which occasionally obscure meaning	Occasionally makes grammatical and/or word 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.**

**Scoring Considerations:**

1. The SOLOM should only be administered by persons who themselves score at level 4 or above in the language being assessed.
2. The SOLOM yields the most information regarding a student’s proficiency when the student is observed and evaluated both while using his or her native language(s) and while using the target language of English. However, it is not necessary to evaluate the student in both languages in order to obtain information regarding the student’s proficiency in English using the SOLOM.
3. The SOLOM is intended to gather information regarding student language use in academic settings. While teachers may choose to observe student language use in a variety of situations and settings, SOLOM scores are to be based upon their *academic* language use in the classroom (as opposed to their language use in social, informal settings).