

ELP BAND EXIT: STUDENT LANGUAGE ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)



OKLAHOMA
Education

Purpose of the SOLOM

The Student Oral Language Observation Matrix (SOLOM) is a rating tool used to gauge a student's oral language proficiency. Administration of the SOLOM, or similar language inventory tool, provides multiple benefits:

- Results are immediate and may be used by teaching staff to inform instructional and programmatic decision-making.
- Encourages instructional planning and learning activities that prioritize student use of oral language.
- Results may be used to group and regroup students for instructional purposes and to identify content and curricular areas that require additional attention.
- Results may be used in determining EL student eligibility for the ELP Band Exit Process.

Administration

A student may be administered a SOLOM to inform instructional planning and to determine their eligibility for the ELP Band Exit Process. Generally, a matrix is completed after observing a student interact with instructional staff, their classroom peers, and typical instructional content materials. After observation, the SOLOM administrator determines the description most closely aligned with the student's current demonstrated level of oral language proficiency across five language categories: comprehension, fluency, vocabulary, pronunciation and grammar. Whenever possible, LEAs should:

- Allow a student a minimum of three weeks of classroom instruction prior to being assessed with the SOLOM.
- Ensure two or more staff familiar with a student administer the SOLOM independently and compare results. Usually, averages derived from multiple observers are a more accurate reflection of the student's current level of oral language proficiency.

Other Considerations

LEAs electing to administer the SOLOM should note the following:

- If the SOLOM is being administered specifically to assess a student's oral English language proficiency for the purposes of ELP Band Exit eligibility, the matrix should only be completed by an observer who themselves would demonstrate a SOLOM oral English proficiency level of Advanced Fluency.
- LEAs will gather the most information related to a student's oral proficiency when the student is observed and evaluated using both their native language(s) and English. That said, it is not necessary to evaluate the student in both languages in order to obtain information regarding the student's oral English language proficiency.
- While the SOLOM administrator may elect to observe student language use in both academic and non-academic situations, **SOLOM scores should be based only on the student's use of oral language observed in an academic setting(s).**
- After initial administration, the SOLOM may be re-administered at local discretion to monitor an EL student's growth in oral language proficiency.

THE STUDENT ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)

Instructions for Administration

Below is the SOLOM template. The number in the Performance Level (PL) column and its associated indicator aligns with the developmental stage of oral proficiency within that category. Review the five categories, their respective indicators, and observe the student. While there are no formal rules governing how an observation should be conducted, best practice dictates that a student be observed 1) in one or more situations that allow the use of oral language across the entire range of performance levels and 2) for the time necessary to accurately determine a categorical indicator score.

STUDENT NAME:	OBSERVER:	DATE:
LANGUAGE OBSERVED:	CLASS OBSERVED:	GRADE:

COMPREHENSION	PL	PERFORMANCE LEVEL INDICATOR	<input checked="" type="checkbox"/>	SCORE
	1	Student cannot understand even simple conversation		
	2	Student has significant difficulty following what is said and comprehends only “social” conversation spoken slowly and with frequent repetitions		
	3	Student understands most of what is said as a slower-than-normal speed of speech and with repetitions		
	4	Student understands nearly everything at a normal speed of speech, although occasional repetition may be necessary		
	5	Student understands everyday conversation and normal classroom discussions without difficulty		

FLUENCY	PL	PERFORMANCE LEVEL INDICATOR	<input checked="" type="checkbox"/>	SCORE
	1	Student speech is so halting and fragmentary as to make conversation virtually impossible		
	2	Student is usually hesitant and often forced into silence by language limitations		
	3	Student speech in everyday conversations and classroom discussion is frequently halted by their search for the correct term or manner of expression		
	4	Student speech in everyday conversation and classroom discussion is generally fluent, albeit with lapses while the student searches for the correct term or manner of expression		
	5	Student speech in everyday conversation and classroom discussion is fluent, effortless, and approximating that of a native English speaker		

VOCABULARY	PL	PERFORMANCE LEVEL INDICATOR	<input checked="" type="checkbox"/>	SCORE
	1	Student limitations in vocabulary are so extreme as to make conversation virtually impossible	<input type="checkbox"/>	
	2	Student's frequent misuse of words and limited vocabulary make listener comprehension difficult	<input type="checkbox"/>	
	3	Student's repeated misuse of words and limited vocabulary limits the depth and breadth of conversation	<input type="checkbox"/>	
	4	Student speech in everyday conversation and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct term or manner of expression and/or rephrases ideas	<input type="checkbox"/>	
	5	Student's social and academic discussions are fluent, idiomatic, effortless, and approximate that of a native English speaker	<input type="checkbox"/>	

PRONUNCIATION	PL	PERFORMANCE LEVEL INDICATOR	<input checked="" type="checkbox"/>	SCORE
	1	Student pronunciation issues are so significant as to make speech virtually unintelligible	<input type="checkbox"/>	
	2	Student pronunciation issues require the frequent repetition of words and/or ideas in order to be understood	<input type="checkbox"/>	
	3	Pronunciation issues necessitate additional concentration on the part of the listener, but student is generally understood	<input type="checkbox"/>	
	4	Student is always intelligible, but the listener is conscious of a definite accent and/or occasional inappropriate intonation	<input type="checkbox"/>	
	5	Pronunciation and intonation approximate that of a native English speaker	<input type="checkbox"/>	

GRAMMAR	PL	PERFORMANCE LEVEL INDICATOR	<input checked="" type="checkbox"/>	SCORE
	1	Student use of grammar and word order are limited to the point that speech is virtually unintelligible	<input type="checkbox"/>	
	2	Student use of grammar and word order requires frequent rephrasing and makes listener comprehension difficult	<input type="checkbox"/>	
	3	Student makes repeated errors in their use of grammar and word order which occasionally obscure meaning	<input type="checkbox"/>	
	4	Student makes occasional grammatical and/or word order errors that do not obscure meaning	<input type="checkbox"/>	
	5	Student use of grammar and word order approximate that of a native English speaker	<input type="checkbox"/>	

SCORING	TOTAL SCORE & ENGLISH DEVELOPMENTAL STAGE		
	1. Mark the appropriate indicator for each category in the <input checked="" type="checkbox"/> columns above 2. Indicate the PL score in the SCORE columns above 3. Add the scores of all five categories and record the total in the TOTAL SCORE area to the right 4. Indicate the student's English Developmental Stage to the right	TOTAL SCORE:	Speech Emergence (11-15)
		Pre-production (0-5)	Intermediate Fluency (16-20)
		Early Production (6-10)	Advanced Fluency (21-25)

The SOLOM was originally developed by the San Jose Area Bilingual Consortium and the Bilingual Office of the California Department of Education. It is currently supported by the Center for Applied Linguistics (CAL), exists within the public domain, and has been adapted for state use by the OSDE.