



**GENESEE INTERMEDIATE SCHOOL DISTRICT**  
**OFFICE OF EDUCATION AND LEARNING**  
**CURRICULUM & INSTRUCTION**  
 2413 West Maple Avenue  
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**English as a Second Language**  
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**SOLOM Teacher Observation -Student Oral Language Observation Matrix**

Student's Name: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Administered By (signature): \_\_\_\_\_ Language Observed: \_\_\_\_\_

**Directions for Administering the SOLOM:** Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

	1	2	3	4	5
<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.
<b>B. Fluency</b>	Speech 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.
<b>C. Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses 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.
<b>D. Pronunciation</b>	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 him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	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 and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

