**Adapted Student Oral Language Observation Matrix (SOLOM)**

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| **SOLOM Parent Observation**  **Student Oral Language Observation Matrix** | | | | | |
| Child’s name: | | | | | |
| Home language: | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| A. Comprehension  = the ability to understand something | My child cannot understand even simple conversations. | My child has great difficulty following what is said. Can only understand when speaker speaks very slowly and with frequent repetitions. | My child understands most of what is said at a slower-than-normal speed with repetitions. | My child understands nearly everything at a normal speed. Occasional repetition may be needed. | My child’s understanding is the same as children their age who speak XXX as their first language. Understands everything at normal speed and repetitions not needed. |
| B. Fluency  = how smoothly and easily the speech is produced | My child’s speech is so full of pauses and words that are pronounced unclearly that conversation is virtually impossible. | My child’s speech is always disrupted. Long hesitations and pauses to produce speech lead to silent periods. | My child’s speech in everyday conversation is frequently disrupted with hesitations. | My child’s speech in everyday conversation is generally fluent, with only occasional periods of dysfluency. | My child’s fluency is the same as children their age who speak XXX as their first language. |
| C. Vocabulary  = number of words that a person knows | My child knows very few words, so conversations are virtually impossible. | My child knows a very small number of words and usually uses the wrong word, so conversations are very difficult. | My child knows a small number of words and often uses the wrong word, so conversations are limited. | My child knows a good number of words for their age and only occasionally uses the wrong word. | My child knows as many words as children their age who speak XXX as their first language. |
| D. Pronunciation  = the way in which a word is pronounced | My child’s pronunciation problems are so bad it is virtually impossible to understand them. | My child is very hard to understand because of pronunciation problems. My child must frequently repeat themselves to be understood. | My child’s pronunciation problems mean that one must try hard to understand them and there can be some misunderstanding. | It is always easy to understand my child, although they have an accent. | My child’s pronunciation is the same as children their age who speak XXX as their first language. |
| E. Grammar  = the structure of language i.e. the way words are used and put together | My child makes so many grammar errors that it is virtually impossible to understand them. | My child’s grammar errors make them very difficult to understand. | My child often makes grammar errors which can sometimes make it difficult to understand them. | My child sometimes makes grammar errors, but it is possible to understand them. | My child’s grammar is the same as children their age who speak XXX as their first language. |