**SOLOM (alternate assessment) can only be used if specified in a student’s IEP; if none stated, use CELDT.**

<table>
<thead>
<tr>
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<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Cannot be said to understand even simple conversation.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.</td>
<td>Understands most of what is said at slower-than-normal speed with repetitions.</td>
<td>Understands nearly everything at normal speech, although occasional repetition may be necessary.</td>
<td>Understands everyday conversation and normal classroom discussions.</td>
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<tr>
<td><strong>Fluency</strong></td>
<td>Speech so halting and fragmentary as to make conversation virtually impossible.</td>
<td>Usually hesitant; often forced into silence by language limitations.</td>
<td>Speech in everyday conversation and classroom discussion is frequently disrupted by the student’s search for the correct manner of expression.</td>
<td>Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.</td>
<td>Speech in everyday conversation and discussions fluent and effortless, approximating that of a native speaker.</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary imitations so extreme as to make conversation virtually impossible.</td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>Use of vocabulary and idioms approximates that of a native speaker.</td>
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<tr>
<td><strong>Pronunciation</strong></td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td>Very hard to understand because of pronunciation problems. Most frequently repeat in order to make himself/herself understood.</td>
<td>Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.</td>
<td>Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.</td>
<td>Pronunciation and intonation approximates that of a native speaker.</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td>Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself/herself to basic patterns.</td>
<td>Makes frequent errors of grammar and word order, which occasionally obscure meaning.</td>
<td>Occasionally makes grammatical and/or word order errors that do not obscure meaning.</td>
<td>Grammatical usage and word order approximates that of a native speaker.</td>
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</tbody>
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Administered by (Print Name):  

Administered by (Signature):
2016-2017 Teacher Observation SOLOM: Student Oral language Observation Matrix

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

The SOLOM is a rating scale that teachers use to assess a student’s command of oral language in five domains – Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar.

**Use of SOLOM as an alternate assessment for CELDT must be specified in an IEP, if none is stated, administer CELDT.**

**How are results interpreted?** The SOLOM represents how well a student can participate in oral language tasks typically expected in the classroom at his or her grade level. This assessment is used to identify initial students and to track English Learner’s annual language progress. Lower scores indicate limited language proficiency while higher scores suggest more advanced language proficiency.

*Stockton Unified School District’s Special Education Department has determined that:*

- Students with an overall average score of 4 or above and 3 or above in the subdomains meet the language proficiency criteria to be reclassified (must also meet other criteria)
- Students with less than a 3 in any subdomain or an overall average of 3 or less are classified as an “English Learner”.

**Observational Situations:** The SOLOM does not require a dedicated testing situation. To complete the assessment, teachers become familiar with the criteria for each domain and observe the students in various natural settings to assess their language proficiency. These focused observations provide valuable information for teachers about the students’ language development by:

- Focusing teachers’ attention on language development goals,
- Documenting students’ progress in relation to those goals; and
- Encouraging teachers to continually monitor students’ oral language abilities and to provide students with language-development activities.

**Directions for Administering the SOLOM:** Use the current year’s form, do not use previous forms. Observe the student in various situations. Based on the observed language abilities, score the student in the 5 domains by indicating a score of 1 – 5. Record the score in the appropriate box located on the far right column of each domain.

**After Administering the SOLOM**

The Special Education Case Manager will coordinate with the EL Site Coordinator to document that the student has been tested.

Make 2 copies of the of the completed SOLOM rating scale. Place the original SOLOM scoring sheet in the student’s cumulative folder, place one copy of the scoring sheet in the student’s SPED case study folder and insert the other copy in an appropriate grade level CELDT answer book. Complete the demographic information on the CELDT answer book, including the test date and the test purpose: Initial or Annual, and bubble in the test variation on the back of the CELDT answer book with Alternate Assessment. Please submit SOLOM and IEP documentation to Research Office with other CELDT answer books.