

Stanford FLOSEM (Foreign Language Oral Skills Evaluation Matrix)

Student's name & ID Number _____

DATE _____

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	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
COMPREHENSION	Learner can recognize a limited number of high frequency words in isolation and short, common conversational formulaic expressions (e.g., "How are you?", "My name is...").	Learner can understand short questions and simple non-formulaic statements when they are embedded in a short dialogue or passage. However, the entire dialogue or passage must be repeated at less-than normal speed for the learner to understand	Learner can comprehend the main point(s) of a short dialogue or passage which contains some statements with embedded structures heard at less-than-normal speed, though it is likely that details will be lost. Even at this speed, some repetition may be necessary.	Learner understands most of what is said (all main points and most details) in both short and longer dialogues and passages which contain abstract information heard at almost normal speed. Some repetition may be necessary, usually of abstract information	Learner understands nearly everything at normal speed although occasional repetition may be necessary.	Learner understands everything at normal speed like a native speaker.
FLUENCY	Learner can participate only in interactions which involve producing formulaic question-answer patterns and/or offering very short responses to simple questions.	When participating in a simple conversation on familiar, everyday topics, the learner frequently must pause to formulate short, simple non-formulaic statements and questions.	While participating in a conversation or discussion, learner can express themselves using simple language, but consistently falters and hesitates as they try to express more complex ideas and/or searches for less common words and expressions. These efforts noticeable impede flow of communication.	Learner can effortlessly express herself, but may occasionally falter and hesitate as they try to express more complex ideas and/or searches for less-common words and expressions. Although distracting, these speech rhythms do not noticeable impede the flow of communication.	Learner is generally fluent, with occasional minor lapses while they search for the correct manner of expression.	Learner's fluency is native-like.
VOCABULARY	Learner's vocabulary is limited to: a) high frequency words for common everyday items and actions, and 2) some conversational formulaic or idiomatic expressions.	Learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation	Learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas.	Learner clearly demonstrates knowledge of synonyms and alternative ways of expressing simple ideas. Learner also has enough vocabulary to understand and participate in conversations which include abstract ideas.	Learner possesses a broad enough vocabulary to participate in more extended discussions on a large number of concrete and abstract topics. Learner is aware of some (but not all) word connotations and nuances in meanings.	Learner possesses an extensive vocabulary.
PRONUNCIATION	Even at the level of isolated words and formulaic expressions, learner exhibits difficulty in accurately reproducing the target language sounds and sound patterns	Although learner is beginning to master some sounds and sound patterns, they still have difficulty with many other sounds, making meaning unclear.	Learner is beginning to demonstrate control over a larger number of sounds and sound patterns. Some repetition may be necessary to make meaning clear.	Learner's speech is always intelligible, though a definite accent and/or occasional inappropriate intonation pattern is apparent.	Pronunciation and intonation approaches a near-native-like ability.	Learner's pronunciation and intonation is clearly native-like.
GRAMMAR	Since learner's productive skills are limited to high frequency words and short formulaic conversational expressions, it is difficult or impossible to assess their knowledge of grammar.	Learner can produce utterances which show an understanding of basic sentence and question patterns, but other grammatical errors are present which obscure meaning.	Learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may make meaning ambiguous.	Learner shows an almost consistent command over a limited range of more complex patterns and grammar rules. Although occasional errors are still present, they are few in number and do not obscure meaning.	Learner's speech exhibits a good command over a large (but not complete) range of more complex patterns and grammar rules. Errors are infrequent.	Learner's speech shows a native-like command of complex patterns and grammatical rules.

FLOSEM Scoring Guide

Student's Name _____ Grade _____ ASD ID# _____

Language observed _____ Date _____ Interviewer _____

The student oral language matrix has 5 categories on the left: A. Comprehension, B. Fluency, C. Vocabulary, D. Pronunciation and E. Grammar; and five numbers across the top - 1 being the lowest mark to 5 being the highest.

Directions: According to your observation, indicate with a (X) across one square in each category which best describes the child's abilities.

Score: Each cell is worth 5 points. Add up column scores and divide by 5. The average is the score.

FLOSEM Scores:

(Circle most appropriate score)

0/1 – 5	Pre-production
6-10	Early Production
11-15	Speech Emergence
16 – 20	Intermediate Fluency (Low Intermediate)
21-25	Advanced Fluency (High Intermediate)
26 – 30	Advanced (Native -like speaker)

What to look for in the Student's language sample

- **Sequencing:** does the student put things in correct order? Do they forget steps?
- **Specific words/vocabulary:** does the student use specific words when talking about objects or people or actions? Do they use excessive pauses when they speak? Do they seem not to be able to remember the words they want to use?
- **Answering questions:** Is the student able to answer questions completely? Do they add irrelevant information?