

Preschool Oral Language Screening Profile

(adapted from Student Oral Language Matrix,
Los Angeles County Office of Education, 1988)

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Child's name:			
L1		L2	

Directions: Draw and label vertical lines to represent the approximate competence level of peers in each language. Observe the child at home and in the classroom. Indicate the child's relative skill levels with a **O** for L1 and an **X** for L2. Compare to peer skill level to interpret level of proficiency.

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Comprehension				
1	2	3	4	5
cannot understand simple conversation problems		understands most of slow and repetitive speech		understands classroom discussion without problems
Fluency				
1	2	3	4	5
halting speech difficult to converse		frequently searches for correct expression		approximates speech of native speaker
Vocabulary				
1	2	3	4	5
extreme limitations in vocabulary		frequently uses wrong words		uses idioms and vocabulary like a native speaker

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Pronunciation				
1	2	3	4	5
severe problems speech unintelligible		listener must concentrate to avoid misunderstanding		pronounces like a native speaker
Grammar				
1	2	3	4	5
severe errors make speech unintelligible		errors in word order sometimes obscure meaning		usage and word order like a native speaker