

# **Chavacano Defense Language Proficiency Test 5**

## **Familiarization Guide**



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## Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Chavacano Defense Language Proficiency Test 5 (DLPT5) in constructed-response format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

## Overview of the DLPT5

The DLPT5 is designed to assess the global language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ - 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range Test and an Upper-Range Test. The Lower-Range Test measures ILR proficiency levels 0+ - 3, while the Upper-Range Test measures ILR proficiency levels 3 - 4. Examinees will normally take the Lower-Range DLPT5; those who receive a score of 3 on this test may be eligible to take the Upper-Range Test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

## Description of the Lower-Range Chavacano DLPT5

- **Test Design**
  - The Lower-Range Chavacano is a listening test which contains 30 authentic audio passages. Each passage has two questions and is played twice.
  - Examinees have 3 hours to complete the Listening Test. Approximately halfway through the test, examinees will be given a 15-minute break. The break does not count toward the test time. Examinees may take as much

- **Test Content**
  - The Chavacano DLPT5 is designed to measure listening proficiency in Chavacano regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
  - The passages included in the test are sampled from authentic materials and real-life sources such as radio and television broadcasts, voicemail, the Internet, etc.
  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples of how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in Chavacano. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. Most of the passages are much shorter than the maximum length.
  - **Questions:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. There are two questions for each passage.
  - **Answer box:** For each question, there is a box on the screen in which examinees type their answer in English. Examinees may also type notes in these boxes if they wish.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range Tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range Tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for Reading and Listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

For the Lower-Range Test, scores will be based on the number of questions answered correctly at each ILR level. Each question targets a specific ILR level. Examinees generally have to answer at least 70% of questions correctly at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

Scores on the Upper-Range Test will be based on the number of passages for which the examinee demonstrates comprehension. Each passage targets a specific ILR level. Comprehension of a passage is demonstrated by supplying certain information from the passage specified by the test’s developers. Examinees generally have to demonstrate comprehension of at least 70% of the passages at a given level to be assigned that level. Examinees must pass each lower level in order to pass a higher level. Examinee answers will be evaluated by scorers trained by testing experts at the Defense Language Institute according to a detailed scoring protocol.

## **Preparation for Taking the Chavacano DLPT5**

The purpose of this publication is to familiarize prospective examinees with the Chavacano DLPT5 constructed-response format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the Chavacano DLPT5 is the acquisition of a solid base of general proficiency in Chavacano, both through formal training, and through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test.

## **Instructions for taking the Chavacano DLPT5**

The purpose of this section is to familiarize prospective examinees with how to take the computer-based Chavacano DLPT5 constructed-response listening test. Test procedures and instructions for the listening test are provided. Sample listening passages in Chavacano from ILR levels 1 – 3 with their associated questions, sample expected answers and explanations for crediting are included in this familiarization guide.

Answers should be complete, concise, and relevant. Examinees are not expected to write essays or word-for-word complete translations. An example passage with explanations is given below to illustrate the types of answers that would be expected to receive credit.

*“According to an official spokesperson, the government of Treden has started a new program to help solve the growing refugee problem there. The program, announced last week by the Tredenian Minister of the Interior, involves the resettlement of refugees to vacant apartment buildings in the Tredenian capital. These refugees are currently being housed in overcrowded camps near Treden’s border with war-ravaged Norland. The camps were instituted in 2003 in response to the war. Since that time, the number and size of camps has grown, and the war is still going on. The average population of the camps is 3,000, and most camps were designed for at most 1,000 people. It is hoped that the new program will help alleviate this situation.”*

In order to receive credit, examinees must provide all the information requested to receive credit. Answers should be complete, concise, and relevant.

- Complete: examinees must provide all the information requested to receive credit. The examinee must not leave out information that was included in the passage and could reasonably be expected as part of an answer to the question being asked. If, based on the above passage, there had been a question “What action was taken by the government of Treden?” a complete answer would include all of the information that the government started a program to resettle refugees from camps near the Norlandian border to vacant apartment buildings in the capital. It would not be acceptable simply to write, “The government started a program,” or “The government helped some refugees,” or “The government supplied some people with apartments.” Where the question is in two parts, such as “What action was taken by the government of Treden and what was the reason for its action?”, **both** parts must be answered; i.e. the examinee must say both **what** action was taken and **why** the action was taken in order to receive credit.
- Concise: examinees should not write more than is called for by the question. The amount called for by questions tends to increase as the length and difficulty of the passages increases; nevertheless, examinees are not expected to write essays. As long as the answer is complete (see above), if it can be written in a sentence or even just a phrase, it should not be “padded.”
- Relevant: examinees should not include information that does not answer the question, even if that information appears in the passage; the examinee’s entire answer should relate directly to the question being asked. Examinees are not expected to write a word-for-word translation of large parts of the passage or

- Sense: the examinee's response should make sense as an answer to the question asked. Examinees who use the text box for note-taking should ensure that they end up with a coherent answer that appears somewhere within the text box and that can be understood by an English-speaking rater.
- Translation: As noted above, translation of the entire passage is not acceptable as the answer to any single question. Additionally, the strategy of translating pieces of the passage as answers to questions should be used with caution. It is common for questions to require inferences from what is directly stated in the passage or the synthesis of ideas and information from various parts of the passage, especially as the passages become longer and more difficult. Therefore, the answer to a question is sometimes not to be found in one or two key sentences or sections of the passage.
- Time management: In both the Reading section and the Listening section, the examinee controls the amount of time used to answer a question. It is therefore the examinee's responsibility to monitor time usage while answering and to manage time spent during the overall test. The examinee should **not** spend too much time on any one answer. Also, because of the way the test is scored, the examinee should use the time carefully to ensure that all of the questions at or below his or her ability are answered thoroughly. For the Upper-Range Test, examinees should ensure that, for any particular passage, all of the questions related to that passage are answered.

## Test Procedures

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 constructed-response listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided. At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

DMDC Information and Technology for Better Decision Making

DLPT Testing

DEPARTMENT OF DEFENSE

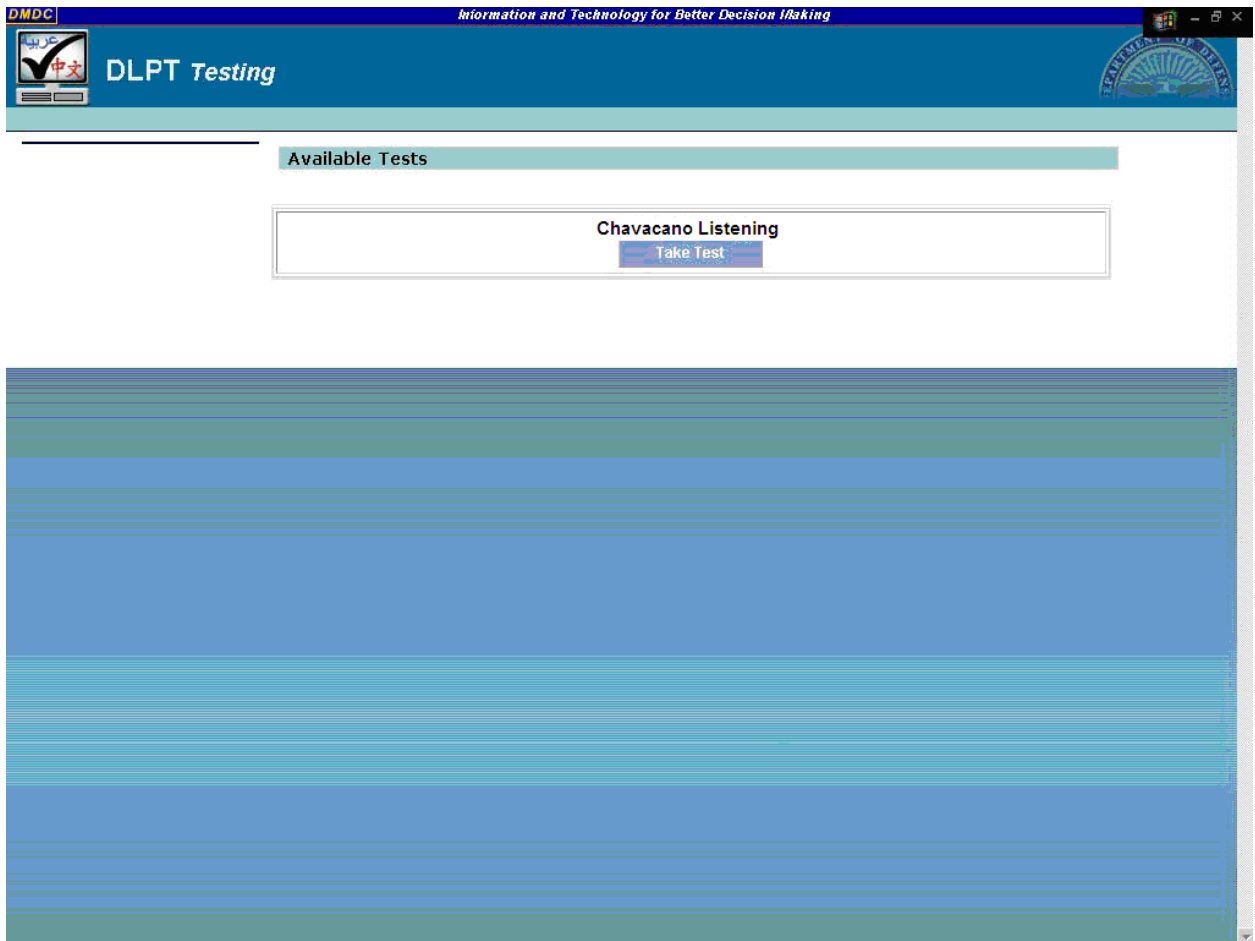
### Candidate Logon

The Test Administrator has successfully logged in.

| CAC Log on                               | User ID & Password                    |
|--|---------------------------------------|
| <input type="button" value="CAC Logon"/> | User ID:<br><input type="text"/>      |
|  | Password:<br><input type="text"/>     |
|  | <input type="button" value="Submit"/> |



The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.



Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT5 Lower Range Listening Comprehension Test for Language X

|   |  |
|---|--|
| <p><b>DEPARTMENT OF DEFENSE</b></p> <p><b>Defense Language Proficiency Test 5</b><br/>Constructed Response Format</p>  <p><b>Language X</b><br/>Language Code Xx</p> <p><b>Lower Range Reading Comprehension Test</b></p> | <p><b>FOR OFFICIAL USE ONLY</b></p> <p><b>Controlled Item (Test Material)</b></p>  <p>Not to be shown to unauthorized persons<br/>Not to be reproduced without authority granted by the Commandant<br/>Defense Language Institute Foreign Language Center</p> <p>If you have difficulty with the instructions or any functions of this test, click the [Help] button in the lower left-hand corner of the screen.</p> <p><b>To begin, click the [Next] button below.</b></p> |
|---|--|

Introduction: Screen 1 of 6

[Help](#) [Next](#)

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**Disclaimer for Defense Language Institute Tests:**

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 2 of 6

**Test Administration Statement:**

I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to **RELATING ANY ASPECT OF THIS TEST TO ANYONE**, including an instructor, fellow service member, spouse, or class member.

I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

Next

The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

# Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

**TITLE BAR**  
 • indicates the test title and section.

**ORIENTATION STATEMENT**  
 • explains source of passage in English.

**QUESTIONS**  
 • To answer a question, click in the text box and type.  
 • To change your answer, erase it and retype it.  
 • A red line indicates the end of the questions.  
 • To see all the questions, you may need to scroll.

**STATUS BAR shows:**  
 • Current passage number  
 • Total number of passages  
 • Number of questions for current passage  
 • Timer status  
 • Play Audio and Help buttons

Click on this button if you have any technical difficulties.

To hear the audio for a passage, click on this button.

Help    Passage 1 of 10    2 questions    Test Ends in: 178:02    Play Audio

Passage #    # of Questions  
 Total # of passages    for this passage  
 Time Remaining

The next two screens contain instructions for the Listening Comprehension Test.

DLPT5 Lower Range Listening Comprehension Test for Language X

| Test Sequence   | The Clock   |
|---|---|
| <ul style="list-style-type: none"><li>• When a passage screen opens, you will see the passage number, orientation statement, and questions with their text boxes.</li><li>• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.</li><li>• When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. If you experience technical difficulty when the [Help] button is not visible, raise your hand.</li><li>• You may answer questions at any time during the playing of the audio. You may also use the text boxes to take notes.</li><li>• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.</li><li>• The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button before moving to the next passage.</li></ul> | <ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes (3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr/> <p style="text-align: center;"><b>BEFORE YOU PROCEED, adjust your volume.</b></p> <p style="text-align: center;"><input type="button" value="Test Volume"/></p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p> |

Introduction: Screen 6 of 7

**ATTENTION: You should hear a voice reading the instructions below.**

**If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.**

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Each passage will be played twice. There will be a short tone signal between the two playings.
- You do not have to wait until the passage has finished playing to begin answering the questions. You may also use the text boxes to take notes.
- After hearing the passage you will be reminded to answer the questions. Read each question carefully.
- Type your answers in English in the text boxes provided. Your answers should be complete, concise, and relevant. You must provide all the information requested to receive credit. The answer to each question may be stated overtly in the passage or only implied.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.

---

**A sample passage follows on the next screen.**

**If you need help during the test, click on the [Help] button.**



Example of listening sample questions (the sample passage audio is played while the screen is displayed):

After the sample passage, the examinee clicks on the [Next] button and moves to the test navigation information screen.

DLPT5 Lower Range Listening Comprehension Test for Language X

**Sample Passage**    Type your answers in the boxes below.

From a conversation between a woman and her sister

**S1. What problem did the woman have?**

**S2. What suggestion did the sister have?**

---

End of questions for Sample Passage  
Mark this passage for later consideration.

[Help](#)    Sample Passage    2 questions    [Play Audio](#)

Test navigation information screen:

The examinee clicks on the [Start Test] button to hear the first passage and start the clock.

DLPT5 Lower Range Listening Comprehension Test for Language X

### End-of-Test Review Information

- At the end of the test, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to respond to any questions you have not answered, or change an answer.
- You **will not hear** the audio again during this review period.
- Detailed instructions for this review will be given at the end of the test.

---

### Start of Test

- This listening test contains 30 passages and 60 questions.
- The test is 180 minutes (3 hours) long.
- There will be a 15-minute break after Passage 18. The break does not count against the total time allowed for the test.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

Help      End of Instructions      Test ends in: 180:00      Back      Start Test

### **Navigating in the Listening Test**

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. Each passage will be played twice. There will be a short tone between the two playings. When the audio finishes, the [Next] button will appear. Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. Examinees can type in the text boxes at any time after the passage screen opens. They can take as much or as little time as they wish to answer. Examinees will not be able to go back to previous passages until the end of the test.

## End-of-Test Review Information

At the end of each test, a review screen appears for examinees to review their responses to the questions before submitting the test.

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will **not** be played again during this review period.

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Language X

### End of Listening Test

- In the chart below, an asterisk (\*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row in the chart which corresponds to the question number.

| Passage | Q # | Answer |   | Passage | Q # | Answer |   | Passage | Q # | Answer |  | Passage | Q # | Answer |
|---------|-----|--------|---|---------|-----|--------|---|---------|-----|--------|--|---------|-----|--------|
| 1       | 1   | *      | X | 9       | 17  | *      |   | 17      | 33  | *      |  | 25      | 49  | *      |
|         | 2   | *      |   |         | 18  | *      |   |         | 34  | *      |  |         | 50  | *      |
| 2       | 3   | *      |   | 10      | 19  | *      |   | 18      | 35  | *      |  | 26      | 51  | *      |
|         | 4   | *      |   |         | 20  | *      |   |         | 36  | *      |  |         | 52  | *      |
| X       | 3   | *      |   | 11      | 21  | *      |   | 19      | 37  | *      |  | 27      | 53  | *      |
|         | 6   | *      |   |         | 22  | *      |   |         | 38  | *      |  |         | 54  | *      |
| 4       | 7   | *      |   | 12      | 23  | *      |   | 20      | 39  | *      |  | 28      | 55  | Blank  |
|         | 8   | *      |   |         | 24  | *      |   |         | 40  | *      |  |         | 56  | *      |
| 5       | 9   | *      |   | 13      | 25  | *      |   | 21      | 41  | *      |  | 29      | 57  | *      |
|         | 10  | *      |   |         | 26  | *      |   |         | 42  | *      |  |         | 58  | *      |
| 6       | 11  | *      |   | 14      | 27  | *      | X | 22      | 43  | Blank  |  | 30      | 59  | *      |
|         | 12  | *      |   |         | 28  | *      |   |         | 44  | Blank  |  |         | 60  | *      |
| 7       | 13  | *      |   | 15      | 29  | *      |   | 23      | 45  | *      |  |         |     |        |
|         | 14  | *      |   |         | 30  | *      |   |         | 46  | *      |  |         |     |        |
| 8       | 15  | *      | X | 16      | 31  | *      |   | 24      | 47  | *      |  |         |     |        |
|         | 16  | *      |   |         | 32  | Blank  |   |         | 48  | *      |  |         |     |        |

- When you are satisfied and are ready to submit your test, click the [Submit] button below.

[Review Answers](#)      Test ends in: 05:32      [Submit](#)

## **Sample Passages and Questions**

Below are some sample Chavacano passages, questions, and answers. Note that it is not necessary to provide the exact wording of the answers in order to get credit; any response that expresses the key ideas is correct.

## Listening Comprehension

*Note: Examinees will not see passage transcripts in an actual DLPT5 Listening Test.*

### Level 1

*From comments made by a caller to a radio show*

**Tiene yo dos hermana. Sila dos tiene mas de cuarenta anos. Pero ta queda pa sila junto con mi papa y con mi mama. Na costumbre di amon, si el mujer soltera pa, maskin cuanto anos de edad, ta espera con ele queda con el papa y el mama. El mga gente tiene mal pensamiento si un soltera ta vivi solo.**

- 1. What information does the speaker provide about his two sisters who live with their parents? Provide TWO points.**

**Key ideas:**

- (A) They are over forty years old.
- (B) They are single.

Any answer that includes the above two key ideas would be considered correct.

**Justification:**

The information provided by the speaker about his two sisters contains the following information:

- They are over forty years old.
- They are single.
- They are still living with his father and mother.

Please note that the answer should not include the information “they are still living with his father and mother” since it has already been mentioned in the question.

- 2. According to the speaker, what is a reason for the sisters to live with their parents?**

**Key ideas:**

- (A) Because it is the custom (for a single woman to live with her parents).
- (B) Because people “think bad thoughts” when (OR: if) a single woman lives alone.

Any answer that reflects one of the above key ideas would be considered correct.

**Justification:**

The speaker explains that the reason for single women to live with their parents is because it is the custom; if a single woman lives by herself people will have unkind thoughts about her.

## Level 2

*From a news report*

Un simple ceremonia que ya conduci na campo del ASP na Jolo este tarde amo ya dale señal para resumi mga actividades del mga tropa Americano na isla. El Balicatan 2007 na Sulu que ta anda dentro solamente de tres semanas ay concentra siempre na mga proyecto humanitario. Antes del ceremonia, ya llega tamen un monton de equipaje de construccion que ta bene del U.S. Base na Okinawa, Japon. Este mga equipaje amo ay usa na proyecto del Balicatan 2007 que ta inclui el construccion de un cuatro kilómetros camino na municipio de Indagan. El Engineering Support Battalion que ta consisti mga U.S. Marines amo el mga quien agarra este proyecto. Y, antes, mga local construction amo ta agarra el mga proyecto. Ahora, el mga tropa Americano personalmente ta implementa con ese. Mga oficiales local pati el oficiales del AFP ta admiti que no puede evita que queda pa siempre target el mga tropa Cano, pero tiene suficiente seguridad para kanila. Fuera el construccion de camino ay compone tamen mga escuela y hospital. El mga tropa Cano ay omenta pa medical misión y, siendo limitao el Balikatan 2007 na mga proyecto humanitario, ya repiti mga tropa Cano cay hinde pa conduci mga field training exercises na Sulu.

1. What is the purpose of the project mentioned? Provide TWO points.

**Key ideas:**

- A. To concentrate on humanitarian undertakings (OR: projects).
- B. To build a road.
- C. To repair schools and hospitals.
- D. To conduct medical missions (OR: To provide medical aid).

Any answer that includes two of the above key ideas would be considered correct.

**Justification:**

This is a news report about the “Balitacan 2007” project, which will concentrate on humanitarian undertakings such as building a (4-km) road to the Indagan municipality, as well as repairing schools and hospitals. It will be handled by US troops, who will also conduct medical missions (i.e., provide medical aids).

Note that “to conduct medical missions” (key idea D), strictly speaking, is NOT a purpose of the project, but is nonetheless considered as an acceptable point.

**2. According to the passage, what is the difference between this project and previous projects?**

**Key ideas:**

- A. Local construction companies were in charge of previous projects. OR:
- B. This project will be led/ implemented by US military troops.

Any answer that includes two of the above key ideas would be considered correct.

**Justification:**

According to the passage, the “Balitacan 2007” project will be handled by US troops; previous projects were undertaken by local construction companies.



### Level 3

*From a commentary on the radio*

Cosa ba el futuro di aton aqui na Filipinas? Si el pasado y el presente del pais ta puede indica cosa kanaton ta espera el futuro, bien dificil gayot queda optimista. El reputacion mundial del Filipinas hinde gayot bien bueno. Por so, este situacion hinde ta inspira optimismo. El individualismo, el personalismo y el regionalismo ta reina na gobierno, y na todo del mga institucion del pais- na comercio, educacion, hasta na iglesia y, especialmente, na mga vida personal di aton. Cuando pa kita pone atencion na bienestar del pais? Cuando pa kita hace sacrificio para el pais, para el mga interes de todo el mga Filipino? Mucho di atun ta sale ya lang de Filipinas y ta anda para otro mga pais. Ya perde ya sila esperanza. Pero mucho tamen hinde ta sale. Ta queda sila na Filipinas cay ta espera sila cay un dia, ay hace kita mucho progreso. Ta considera sila con ese mga gente que ta sale como gente cobarde o canalla. Pero mucho quien no puede sale, maskin quiere man sale, tiene invidia. Mucho del mga gente ta reza cay, algun dia, ay tene kita un buena vida. Ojala que este esperanza hinde esperanza del layugan- del coco viejo-sin fruta y sin futuro.

1. According to the speaker, what is needed to improve the prospect of life in the future in the Philippines?

**Key ideas:**

To attend to the welfare of the country. OR: To make sacrifices for the country. OR:  
To make sacrifices for the interest of all Filipinos.

Any answer that reflects one of the above key ideas would be considered correct.

**Justification:**

The speaker predicts a grim future for the Philippines based on what is going on today—the prevalence of individualism and regionalism (i.e., the “me-first” and “my-region-first” mentality) in all walks of life. By asking “When are we going to attend to the welfare of the country? When are we going to make sacrifices for the country, for the interests of all Filipinos?” he implies that such things are needed for prospects to improve.

**2. What is the speaker's conclusion as dramatized by the imagery of the coconut tree?**

**Key ideas:**

He hopes that people's aspirations (OR: hope) will NOT be futile. OR: He hopes that life in the Philippines will improve just as people have hoped. OR: He compares people's hope for a brighter future to the hope of an old, barren coconut tree with no future (i.e., a futile hope). OR: He compares the country to an old, barren coconut tree that still hopes for a bright future.

Any answer that reflects one of the above key ideas would be considered correct.

**Justification:**

After mentioning that many the people still pray that they will someday have a good life, the speaker concludes by saying "hopefully, this hope will not be the hope of an old coconut tree that bears no fruit and has no future", i.e., he hopes that the people's prayer for a good future would not turn out to be as futile as the hope of an old, barren coconut tree. Any answer that reflects this interpretation will get credit.

## Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

### Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standards. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance which are of insufficient generality to be included here.

### **Listening 0 (No Proficiency)**

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00])

### **Listening 0+ (Memorized Proficiency)**

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word

endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

### **Listening 1 (Elementary Proficiency)**

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

### **Listening 1+ (Elementary Proficiency, Plus)**

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

### **Listening 2 (Limited Working Proficiency)**

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and

narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

### **Listening 2+ (Limited Working Proficiency, Plus)**

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

### **Listening 3 (General Professional Proficiency)**

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

### **Listening 3+ (General Professional Proficiency, Plus)**

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary

material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

**Listening 4 (Advanced Professional Proficiency)**

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

**Listening 4+ (Advanced Professional Proficiency, Plus)**

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

**Listening 5 (Functionally Native Proficiency)**

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]