

Defense Language Proficiency Test 5 System

Familiarization Guide for Constructed Response Format



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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 System (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. However, for information regarding a specific DLPT5 test, prospective examinees should refer to the Familiarization Guide for that test.

Overview of the DLPT5

The DLPT5 is designed to assess the general language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language. 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 DLPT5 in Constructed-Response Format

Lower-Range Test

- **Test Design**

- The Lower-Range Reading Test contains 60 questions with about 30 authentic passages. Each passage has up to 3 questions.

- The Lower-Range Listening Test contains 60 questions with 30 authentic passages. Each passage has two questions and is played twice.
 - Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For both the Listening Test and the Reading Test, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility.
- **Test Content**
 - The DLPT5 is designed to measure proficiency in the target language 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 signs, newspapers, radio and television broadcasts, 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 for 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 the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 300 words. Most of the passages are much shorter than the maximum length.
 - **Question statement:** 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 usually two questions for each passage; some passages may have three questions.

- **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.

Upper-Range Test

- **Test Design**

- The Upper-Range Reading Test contains about 35 questions with 14 authentic passages. Each passage has up to 3 questions.
- The Upper-Range Listening Test contains about 35 questions with 14 authentic passages. Each passage has two to three questions and is played twice.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For both the Listening Test and the Reading Test, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility.

- **Test Content**

- The DLPT5 is designed to measure proficiency in the target language 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 signs, newspapers, radio and television broadcasts, 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 the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2.5 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.
 - **Question statement:** 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 usually two questions for each passage; some passages may have three questions.
 - **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 DLPT5

The purpose of this publication is to familiarize prospective examinees with the 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 DLPT5 is the acquisition of a solid base of general proficiency in the target language, 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 DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the computer-based DLPT5 constructed-response Reading and Listening

Tests. Test procedures and instructions for both the Reading and Listening Tests are provided. Sample passages (translated into English) from ILR levels 1 – 4 in reading and listening with their associated questions and sample expected answers are included in this section.

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 even of the entire passage in response to a question. With regard to the example passage cited above, if the question asks for the reason for the government's action, the examinee should not offer a translation of the last five sentences of the passage; even though that part of the passage contains the critical information, it also contains some extraneous information.
- **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 Reading and 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

Candidate Logon

The Test Administrator has successfully logged in.

CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <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 Reading Comprehension Test for Language X

<p style="text-align: center;">DEPARTMENT OF DEFENSE</p> <p style="text-align: center;">Defense Language Proficiency Test 5 Constructed Response Format</p>  <p style="text-align: center;">Language X Language Code Xx</p> <p style="text-align: center;">Lower Range Reading Comprehension Test</p>	<p style="text-align: center;">FOR OFFICIAL USE ONLY</p> <p style="text-align: center;">Controlled Item (Test Material)</p>  <p style="text-align: center;">Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p style="text-align: center;">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 style="text-align: center;">To begin, click the [Next] button below.</p>
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[Help](#) Introduction: Screen 1 of 6 [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.

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.

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.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test: The example text represents a generic foreign language; it is not meant to be legible. Explanations of the parts of the screen are provided.

The screenshot shows a test interface with a title bar, a passage area, a question area, and a status bar. Annotations explain various elements:

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE:** Paragraphs may be marked with numbers like 1, 2, etc. If a question asks about a specific word or phrase, it is highlighted in red in the text. A red line indicates the end of a passage. To see an entire passage, you may need to scroll. Click on the Help button if you have any technical difficulties.
- QUESTIONS:** To answer a question, click in the textbox and begin typing. To change an answer, erase it and retype. If a question asks about a specific word or phrase, it is highlighted in red. A red line indicates the end of the questions.
- STATUS BAR:** Displays Passage # of 5, # of Questions for this passage, Time remaining (37:39), and navigation buttons (Back, Next).

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Language X

INSTRUCTIONS

This test measures your reading comprehension. It contains a number of reading passages, and there are two or three questions based on each passage. In taking the test you should do the following:

- Read the short statement before each passage that tells you where the passage came from.
- Read the passage and questions 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.

Help Introduction: Screen 6 of 6 Back Next

The next screen contains one sample passage with its associated question or questions.

Example of a reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Language X

Sample Passage

A note to a daughter

Xxxxx Xxxxxy,

Xxyxyxy yxyxydyxyyyxy xxyyyxyxy xxyxy xyyyx
yxyxyyyx xx. X yxyxyx xyyx xyyx xxyyyyx . Yxyxy
yxyx yxy xyy xy xyyxy xyx yyyxyxyy. Yuxxyuy
xyxu xuyxyyx.

Yxyy yxy xxx yxyy,
Yxyxy Xxyxyy

End of Sample Passage
Mark this passage for later consideration.

Type your answers in the boxes below.

S1. What did Mrs. Xxyxyy request?

S2. Why did Mrs. Xxyxyy make the request?

End of questions for Sample Passage

Help Sample Passage 2 questions Back Next

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

Test navigation information screen:

This screen contains instructions on how to go back to review answers at the end of the test and information on the length of the test. By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

DLP T5 Lower Range Reading Comprehension Test for Language X

End-of-Test Review Information

- After the last passage, *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 you can change an answer.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains 30 passages and 60 questions.
- You are allowed 3 hours to complete the test.
- There will be a break at approximately 90 minutes. The break does not count against your time.
- 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](#)

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

The screenshot shows a test interface with a dark blue border. At the top, a title bar contains the text "DLPT5 Constructed Response Test for Listening Comprehension" and "Language X". Below this, an orientation statement reads "This passage is taken from a news broadcast." followed by two numbered questions. Question 1 asks "What phenomenon are the villagers experiencing?" and question 2 asks "What do they think is the cause of this?". Each question has a text input box with a vertical scrollbar. A red horizontal line separates the questions from the end of the passage. Below the passage, there is a checkbox labeled "Mark this passage for later consideration." and a "Play Audio" button. At the bottom, a status bar displays "Help", "Passage 1 of 10", "2 questions", and "Test Ends in: 178:02".

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.

Passage # Total # of passages

of Questions 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">• When a passage screen opens, you will see the passage number, orientation statement, and questions with their text boxes.• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.• 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.• You may answer questions at any time during the playing of the audio. You may also use the text boxes to take notes.• 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.• 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.	<ul style="list-style-type: none">• The amount of time allotted for this test is 180 minutes (3 hours).• There is a break in the middle of the test. It does not count against your time.• It is your responsibility to keep track of where you are in the test, and how much time is remaining. <hr/> <p style="text-align: center;">BEFORE YOU PROCEED, adjust your volume.</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:

As with the Reading Test, 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. (Note: for the Reading Test, examinees will be able to go back to previous passages if they wish.)

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	*		9	17	*		17	33	*		25	49	*
	2	*			18	*			34	*			50	*
	3	*		10	19	*		18	35	*		26	51	*
	4	*			20	*			36	*			52	*
X	3	5	*	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

Below are some sample passages, questions, and answers (passages translated into English; please note that the translations may contain explanations or other parenthetical information that would not be supplied in the original passage). 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.

Reading Comprehension

Level 1

From a poster at a doctor's office

PRACTICAL ADVICE

To lower your high blood pressure you have to learn to eat right. Avoid too much oil and follow a diet rich in fruits and vegetables. Drink plenty of water each day. Say no to smoking and yes to exercise.

1. What is one practice the poster advises people to follow?

- Eat right

or

- Avoid eating too much oil

or

- Eat fruits and vegetables

or

- Drink plenty of water

or

- Don't smoke

or

- Exercise

Justification:

The poster lists ways for people to fight high blood pressure. Recommended practices include: eating a good diet rich in fruits and vegetables and without too much oil; drinking plenty of water each day; not smoking; and exercising.

Any formulation that includes one of these practices will be awarded credit.

Level 2

From a daily newspaper

Mom, a 13 year old daughter and two boys, age 11 and 12, were probably on their way to school when the accident happened this morning at 7:45 am.

The road was very slick on the accident stretch where the two small boys lost their lives – on highway 180 by Brattlia in Hurdal district in Romerike. The road goes from Hurdal across Lynga to Western Toten.

It was snowing in the area all of yesterday, and according to police officer Joel Johannessen at the Eidsvoll and Hurdal sheriff's office, the road was newly plowed and a bit polished.

"From what we can see of the tracks, the car has evidently spun around on the road and gone sideways into the ditch. The car hit some objects in the ditch, tipped over and landed with the roof down on a pine tree – with the point of impact on the back seat, where the 11 and 12-year old were sitting".

The sister sat in the front together with her mother. The two of them escaped from the accident with only minor injuries. Both of the boys had been taken out of the car when the police arrived.

1. What caused the incident?

- The road was slippery because of snow *or* because it had been newly plowed.

Justification:

According to the report, the road was slick because it was snowing on the day of the accident and the road where the accident took place had just been plowed. Therefore, any formulation that includes one of these two ideas will be awarded credit.

2. What accounted for the different outcomes for the four people?

- The point of impact was on the back seat *or* where the two boys were sitting.

Justification:

According to the sheriff's officer, the point of impact was on the back seat where the two boys were sitting at the time of the accident. Therefore, any formulation that includes this idea will be awarded credit.

Level 3

From the cultural pages of a newspaper

During the last few years, the “sites of torments” [places where people were tortured because of their political beliefs and ideas] have been attracting significant attention, which, although it seems quite sincere, can be dangerous as well. And that’s because, first of all, there are many sites that are being manipulated at times by the two political parties that fought against each other back then [during the Greek Civil War], with consequences very well known to all, and every time, each side provides its own perception of blame. I totally agree with those who support the idea of proceeding to some kind of lexicography of these “sites of torments” [implying that these sites should be catalogued, mapped, and labeled without editorial comment]; it would be like conducting a national psychoanalysis. I believe that both sides need it. One thing is for sure, though; no such site should be traded upon [used as a political weapon].

Secondly, (that’s) because we should finally agree among ourselves, seeing the example of other nations and based on international paradigms, on what “site of torments” means. A historical site is the place where a significant historical event took place. Therefore, what really matters is to preserve it in the exact same way that the particular event left it. The battlefield of Marathon, until the 60s, was exactly the same way Miltiades and his troops left it. It was “a historical site”, similar to the battlefield of Waterloo and the concentration camps of Germany. Any interference whatsoever, with the goal of preservation or not, changes that historic character and turns it into a modern and sometimes offensive one. In other words, its historicity is insulted.

I heard recently, that they plan to “preserve” Yiaros [an infamous Greek prison] and its impressive building. In the name of God, don’t do that! It was built by the prisoners themselves during the Civil War years and later on became a “reforming place”. I was among the “lucky ones” to have visited it, as one in need of political reformation, an ex-resistance fighter. Leave Yiaros as it is, don’t change anything. No historical place should be turned into Disneyland.

1. How does the author evaluate the issue he discusses in light of the current political situation?

- He thinks that the historical perspective of the known sites of torments has been manipulated *or* distorted *or* politicized to fit the agenda of political parties.

Justification:

The author is writing an opinion piece about what should be done with certain Greek historical sites. These sites, which he refers to as “sites of torment,” are sites where people were tortured because of their political beliefs and date back to the Greek Civil War. The author expresses the view that the issue under discussion is being politicized by political parties in Greece to further their respective agendas.

Any formulation that includes this idea will be awarded credit.

2. What does the author suggest should be done, and for what reason?

- To catalog the sites as they are, by labeling the location and time of events and listing historical events without assigning blame for the past.
- Because the process would serve as a sort of national psychoanalysis that might lead to the reconciliation between the parties’ supporters.

Justification:

The author proposes a “lexicography” of the historical sites, by which he implies cataloguing, mapping, and labeling them. The reason given to support this suggestion is that the process would serve as a sort of healing process that might override the differences between the different factions of Greek society

3. What objection does the author present in the last paragraph, and what reason does he give for his objection?

- He objects to historical sites (Yiaros) being changed/ restored.
 - Places like that are solemn and don’t need to become tourist attractions.
- OR
- It is undignified for historical sites that should be solemn places, to be used for political purposes by parties.
- OR
- The historical integrity and dignity of the sites should not be violated

Justification:

In the last paragraph, the author objects to the restoration of a well known “site of torment”, Yiaros prison. The reasons for his objection are implied: one is that restoring this site would destroy its historical dignity by turning it into the equivalent of a tourist attraction; the other one is that the use of restoration as a political tool would also destroy its historical dignity.

Any formulation that includes the author’s objection as well as either one of the two implied reasons for his objection will be awarded credit.

Level 4

An essay from the Internet

People resemble logs that have been thrown into the river of life. Whole and dry in the beginning, wounded and wet later on, they are always swept away by the drift of the current, seduced into its arms, a current that has been diverted by the powerful of the world... And they go along this path... clashing in useless acts of violence, dirty and muddy, without direction or a stable harbor, until they disintegrate into remnants of wood. They disappear from the surface of this river that never stops flowing and we don't know where it's coming from and where it's going.

The river of logs! Year after year, I learned the almost forgotten techniques of emptying, processing and lightening the wooden mass... of this wood that we are all made of. First fast strikes with the spade on the surface, followed by live coals that are renewed constantly. This experience, which inspired the Great Teachers of Humanity, is always painful and lengthy. We have to dig deep at the place where the selfishness and the diffidence intertwine their twisted fibers and the self-deceptions make you believe that you are the log and you shatter yourself. However, the steady worker, actuated by his own will (which is) superior to the complaints of the half-rotten matter, continues his work.

Slowly the tree trunk becomes a vessel. What once was a wound now becomes a clean vessel for the traveling soul. Flexible oars, which, depending on the use, give impetus and serve as a helm at the same time, were made with what was left. And the sides are carved with infinite patience until they become smooth and stable. The logs look surprised and repulsed. It seems to them (that the vessel is) empty, unstable, comical, dangerous, dissolvable. Because it is not a log... It is a boat! And moreover, it will very often sail against the flow (current). And this is unforgivable! To preserve its color and to sail above the silt, hardly touching it? Incomprehensible!

The sailor of the boat on the other hand, searches and slowly finds the truth. He puts all of his effort on his oars and detects things that the rest can't see since he is rowing against the current. He rows in the water until he reaches its pure and untainted source. He believes in the ideal of freedom and wonders if there are still people who value and respect other people's freedom. And above all, he believes in himself and in the boat that he built. And continues to sail against the current...

1. What view of contemporary life does the author convey in the first paragraph?

- Most people have lost their identity, morals, and soul.
OR
- Most people are content to go with the flow.
OR
- Most people resign themselves to their fate.
OR
- Most people are unthinkingly swept along into conflicts.

Justification:

The author is using an extended metaphor to set out his view of the role of the individual in contemporary life. Ordinary people are represented as logs in a river, swept passively downstream by the current, often bumping into each other and finally disintegrating. By this metaphor, the author is intending to express the idea that people these days lack the strength of character to create a life for themselves based on their own values and not simply “go with the flow”, unthinkingly falling into conflicts and finally departing. Any formulation that captures the essence of this metaphor will be awarded credit.

2. What message is implied in the imagery described in paragraphs 2 through 4?

- The individual who dares to think for himself *or* to stand up for his principles *or* not to conform will live a fulfilled life *or* find the truth.

Justification:

In the last three paragraphs, the author contrasts a certain type of person to the masses of people he characterized as logs in the first paragraph. This person, instead of floating passively down the stream, makes him- or herself into a boat and then paddles, possibly even upstream. The author’s message is that, in order to find the truth and live a worthwhile life, a person cannot simply conform unthinkingly but has to find core principles and have the courage to live by those principles whatever everyone else is doing. Any formulation that expresses this message will be awarded credit.

Listening Comprehension

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

Level 1

From a conversation between husband and wife

Wife: Why are you coming home so late? It's almost ten o'clock in the evening.

Husband: I had to work late at the office.

Wife: I was worried you had been in an accident. You have to call me next time.

Husband: Yes, I'll do that. Everything is OK.

1. Why was the man late?

- He had to work late
- or*
- He had to stay at the office.

Justification:

The reason the husband came home late was that he had to work late at the office. Therefore, any formulation that includes this idea will be awarded credit.

2. What did the wife request?

- That he call next time.

Justification:

The wife asked to husband to call her if he was going to come home late. Therefore, any formulation that includes this idea will be awarded credit.

Level 2

This passage is from a local news report

The South Swedish Dagbladet's web pages report that two men and one woman were arrested in Helsingborg this weekend, suspected of human trafficking.

One of the arrested persons is Norwegian, but the others' national origin is unknown.

The trio denied any knowledge of the 15 people hidden in their van. They claimed that the illegal aliens must have found their way into their van during the ferry transit from Helsingør, while they had left the car on the car deck.

The customs officials in Helsingborg are investigating if the 15 had paid to be transported to Sweden, before they are turned over to the immigration authorities.

1. What were the three people accused of, and what did they claim had happened?

- Human trafficking *or* smuggling illegal aliens.
They claimed the illegal aliens had gotten into their car on the ferry without them knowing.

Justification:

According to the report, the three people were arrested for human trafficking. However, they claimed that the illegal aliens must have gotten into their car during the ferry crossing. Any formulation that includes these two ideas will be awarded credit.

2. What are the customs officials investigating?

- Whether the 15 illegal aliens had paid to be taken to Sweden.

Justification:

The customs officials are investigating whether these aliens paid to get into Sweden. Therefore, any formulation that includes this idea will be awarded credit.

Level 3

From a cultural program on Greek radio

The story of Petros Cassios, who today lives in a nursing home in Patras, sounds like an old fairy tale. For half a century the painter, of Cretan decent, lived shut in a little house in Chania in complete isolation. Suffering from a nervous disorder, he was painting everywhere and almost anywhere, unable to communicate with the outside world. After a brilliant beginning and studies at the Royal Academy in London, he had a nervous breakdown that distanced the promising artist from the limelight. His confinement drove him to draw thousands of sketches, on any surface -papers, bags, etc.- he could find. He even broke a piano and chairs in order to make his sculptures. When his relatives institutionalized him for his own safety, the “Treasure” was discovered. The first “trial” exhibition with sixty of his pieces yielded 3500 euros for each of his sketches and much more for his paintings. His sculptures will be exhibited, with free admission for the public, at the exhibition area of the garden of Kifisia for ten days. In this way, the public will become acquainted with a different side of the artist equally important to his paintings.

What is sad about this story is that the artist himself is unaware of the fact that his work is experiencing unprecedented recognition, since his doctors believe that the impact of such knowledge could have negative results on his fragile psyche.

1. According to the story, what are TWO unique aspects of Petros Cassios’s artistic work habits?

- He worked in total isolation.
- He used anything around the house as materials for his art.

or

- He drew on any available surface.

or

- He used broken pieces of furniture for his sculptures.

Justification:

This passage is a story about an artist, Petros Cassios, whose works are being exposed to widespread recognition at various exhibitions. The speaker mentions that Cassios suffers from a nervous disorder that manifests itself in his artistic work habits. One instance of this is that he shut himself in his house and worked in complete isolation. Another instance is that he used whatever came to hand as part of his art, including drawing on any available surface and using broken pieces of furniture in his sculptures.

Any formulation that includes the idea that he worked in total isolation and the idea that he used any available material will be awarded credit.

2. What significance did the public recognition of Petros Cassios’s works have to his life, and why?

- It had no significance or impact or effect.

- He was unaware of it.

or

- He was mentally too unstable to handle it.

or

- He was not informed about it.

Justification:

At the end of the passage, the speaker mentions that it is sad that Cassios will remain totally unaware of the recognition that his work will be receiving because his doctors believe that this knowledge might have negative psychological effects on him.

Any formulation that includes the idea that the public recognition will have no significance to his life and any of the ideas that the reason for the lack of significance is that he is institutionalized and psychologically unfit to hear about his success and public recognition.

Level 4

Excerpt from a lecture by a literature professor

The critical point in order for us to understand the poetry of Elytis is that it goes beyond everyday reality. He states “The art of being compelled to reach that which transcends you is precisely what poetry is.” His poetry is a never-ending and constant effort to see and to express the second reality, the substance of beings, the truth beyond the distortions that every profit-chasing notion demands and to see and show a different Greece, the second Greece, that of the superior world [the intellectual Greece].

A prerequisite for achieving this transcendence and comprehension of the second reality, the creative reality, is the ability to see things from within and the ability of transparency of self-expression, as Elytis calls it and as he means it: “Without a doubt there is for each one of us a distinct and irreplaceable sense that, if we don’t find it early on to isolate it and later to cultivate it so that we can fill it with actions visible to all, we are wasted. The fact that I was able to acquire a life filled with actions apparent to all, and therefore able to achieve my own transparency, I owe to a special courage that Poetry gave me: to become the wind for the kite and the kite for the wind, even when there is no sky. I am not playing with words. I am talking about the movement that one discovers happening within “the moment” when one succeeds in opening it [when living intensely] and giving it eternity.”

Elytis is mostly a “creator of language.” More than Seferis was, even more than Palamas [famous Greek poets]. They were the “masters of language” – with the definition that Seferis gave to this characterization: that of the poet who is a master of expressing himself. Elytis achieved something else. In general, he managed to come up with another form of unconventional language, so that he could always awaken the emotions, dreams, sentiment, imagery, the imagination, the ability to see inside things, namely, transparency, and to transform the fleeting moment into eternity, another fundamental meaning of the poetry of Elytis...

1. What is Elytis trying to accomplish with his poetry and how does the metaphor of the kite relate to that?

- To transcend the everyday world and reach the true *or* pure *or* higher world of the imagination, take a moment from this world, and make it transparent for readers of his poetry.
- The poet uses the metaphor of the kite to say that once a person reaches the world of the imagination, free from the limitations of the material world, that person can adopt an unlimited variety of perspectives.

Justification:

This passage is a literature professor discoursing on a revered Greek poet’s explanation of his life and poetry. The professor uses several quotes from the poet himself to support his characterization of the poet’s aim in creating his poetry, which was to go beyond the material world to a higher world of pure imagination and then somehow to take a moment in time from this world, make it timeless, and make it visible to others. In one of the quotes

the professor uses the poet creates a metaphor, saying, “(Poetry gave me the courage) to become the wind for the kite and the kite for the wind, even when there is no sky.” This metaphor suggests that once a poet achieves knowledge of the world of the imagination, he or she is no longer limited by the laws or ways of thinking of the everyday material world. Instead, the poet has the power to adopt an unlimited variety of perspective, e.g. of the kite blown by the wind or the wind blowing the kite, even in the absence of the sky. Any formulation that expresses Elytis’ goal and relates it to the metaphor of the kite as explained above will be awarded credit.

2. According to the professor, how does the poetry of Elytis differ from the works of other well-known poets?

- Other poets use language with great virtuosity *or* mastery.
 - Elytis creates his own language by giving new meaning to words.
- OR
- Elytis recreates the pure, original meaning of words to go beyond the conventional.
- OR
- Elytis is able to make a moment from the world of his imagination eternal and visible to all.

Justification:

The professor directly compares Elytis’ work to that of two other great Greek poets, Seferis and Palamas. He characterizes Elytis as a “creator of language” and Seferis and Palamas as “masters of language”. He goes on to elaborate on his characterizations as follows: a master of language is a poet who is an expert at expressing him- or herself; in contrast, Elytis was able to alter the language itself (by “another form of unconventional language”, the professor is referring to Elytis’ habit of using Greek roots in their original meanings and recombining them into new words or using them in grammatically novel ways) in order to take a moment from his imagination and make it visible to others and eternal. Any formulation that includes a characterization of well-known Greek poets and contrasts it with characterization of Elytis as discussed above will be awarded 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 standard. 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.

Interagency Language Roundtable Language Skill Level Descriptions: Listening

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]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)

Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)

Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and

uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)

Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of

texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts,

typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]