

Pashto-Afghan 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 Defense Language Proficiency Test 5 System (DLPT5) in multiple-choice 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. The Pashto-Afghan DLPT5 in multiple-choice format will be offered in the lower range only.

Description of the Pashto-Afghan DLPT5 Lower-Range Test in Multiple-Choice Format

- **Test Design**
 - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question.

- The Lower-Range Listening Test contains approximately 60 questions with about 37 authentic passages. Each passage has up to 2 questions with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.
 - For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
 - 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 the Listening Test, although the playing of the passages is controlled by the computer, 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, just as it is on the Reading Test.
- **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 on 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 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. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

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).

Scores on the test are based on the number of questions answered correctly. Since there is no penalty for incorrect answers, it is to the examinee’s advantage to attempt to answer every question, even if it involves guessing.

Preparation for Taking the DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice 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 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. Note-taking is not permitted for the Lower-Range test.

Instructions for taking the DLPT5

The purpose of this section is to familiarize prospective examinees with how to take the computer-based DLPT5 multiple-choice Reading and Listening tests. Test procedures and instructions for both the Reading and Listening tests are provided.

Test Procedures

This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice 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

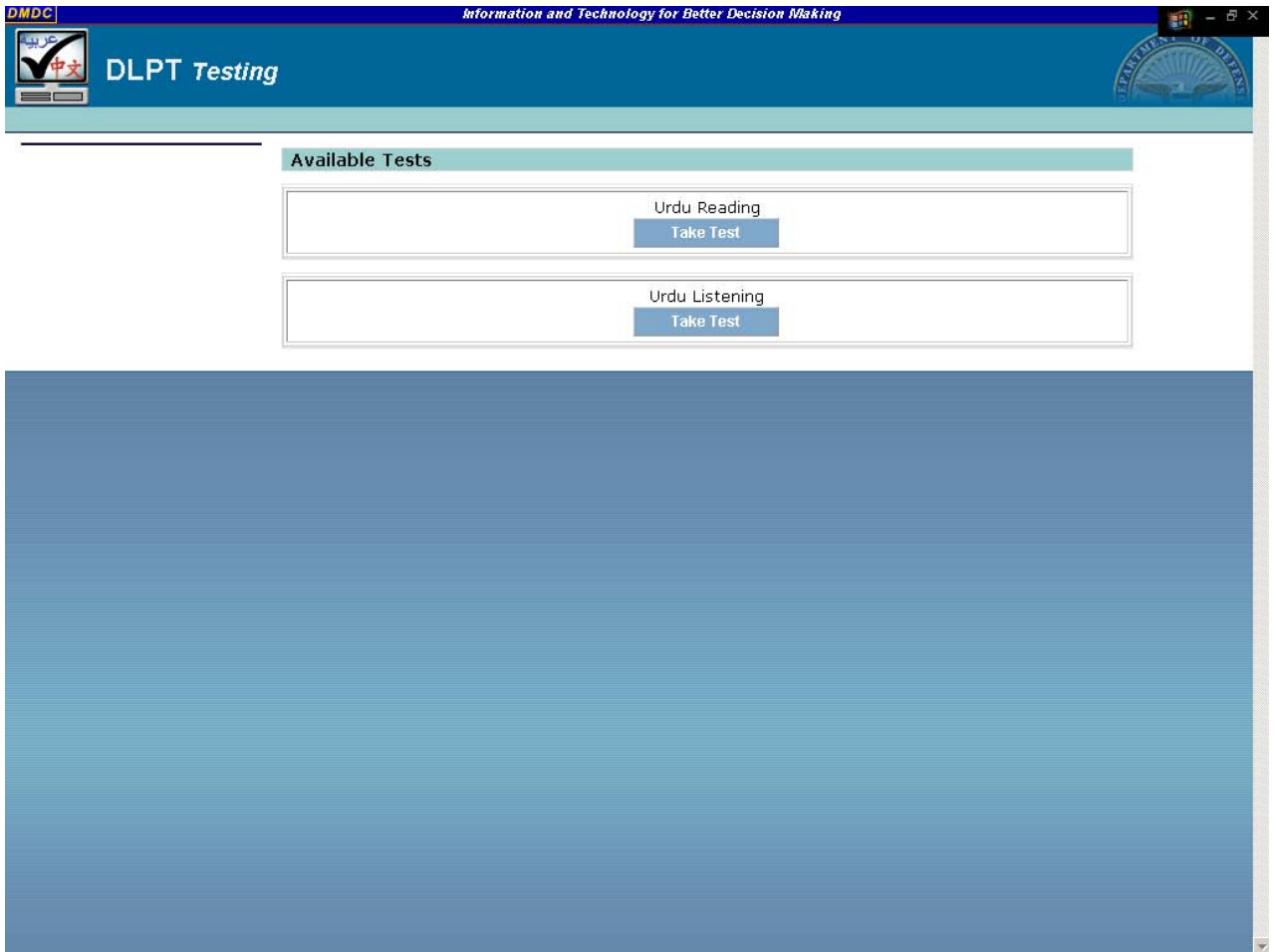
DLPT Testing

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="password"/>
	<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 Japanese

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5</p> <p>Multiple Choice Format</p>  <p>Japanese</p> <p>Language Code JA</p> <p>Lower Range Reading Comprehension Test</p>	<p>FOR OFFICIAL USE ONLY</p> <p>Controlled Item (Test Material)</p>  <p>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>If you have difficulty with the instructions or any functions of this test, click on the [Help] button in the lower left-hand corner of the screen.</p> <p>To begin, click on the [Next] button below.</p>
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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 Japanese 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.

DLPT5 Lower Range Reading Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT

- * explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE

- * Paragraphs may be marked ¶1, ¶2, etc.
- * If a question asks about a specific word or phrase, it is highlighted in red in the text.
- (The text shown here represents a generic foreign language. It is not meant to be legible.)
- * A red line indicates the end of a passage.
- * To see an entire passage, you may need to scroll.
- Click this button if you have any technical difficulties.

DLPT X Multiple Choice Test for Reading Comprehension
Language X

Passage #1

From a magazine article

¶1 XXXXY YY XYXY XYYY YYY
 XXXY YYY XXX YYY XXXY YYY
 XXXYYYYYYY XYYYYXXX XYYY
 XY XX XYXY XYYY XYXYXYX.

¶2 XYY XYYYYX XYY XYXY XYX
 YXYX YXYXYXYX YXYXYXYX
 YXYXX XYX XYXY XYX XYXYXY
 XYXY XYXY XYXYXYXYXYXY XY
XYYXYXY XYX XYXY XYX XYXY.

XYYXYXY XYXY XYXY XYXY
 XYXY XYXYXYXYXY XYXYXY XYXY
 XYXYXYXY XYXY XYXYXY XYXY
 XYXYXY XYXYXY XYXY XYXY

End of this passage
 Mark this passage for later consideration.

1. What does the author claim about his sources?

They are major players in the governmental sector.

They are primary political figures.

They have been significantly cautious in the last few years.

They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?

To highlight the corruption of the current system.

To expose traitors in the higher echelons of the military.

To contribute to public awareness.

To criticize those not paying attention.

3. By using the expression « XYYXYXY XYX XYXY » the author attempts to

emphasize the deeds of a certain agency.

underline the importance of the corruption.

expose the evil-doers.

show the historical roots of the issue.

End of questions for this passage

TITLE BAR

- * indicates the test title.

QUESTIONS

- * To choose an answer, click the button next to that choice.
- * To change an answer, click the button next to a different choice.
- * A red line indicates the end of the questions.

Help
Passage 1 of 5
3 questions
Test ends in: 37:39
Back
Next

Passage #
Total # of passages
of Questions
for this passage
Time remaining
Go to:
Previous Passage
Next Passage

Help
Introduction: Screen 5 of 6
Next

Instructions screen for the reading comprehension test:

The screenshot shows a dark blue border around a white central area. At the top of the border, the text "DLPT5 Lower Range Reading Comprehension Test for Japanese" is displayed. The central white area contains the word "INSTRUCTIONS" in bold, followed by a bulleted list of six instructions. A red horizontal line is positioned below the list. Below the line, there are two lines of blue text. At the bottom of the screen, there are three buttons: "Help" on the left, "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" on the right.

DLPT5 Lower Range Reading Comprehension Test for Japanese

INSTRUCTIONS

- Read the short statement before each passage that tells you where the passage came from.
- Read the passage and the question or questions carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.**

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 Japanese

Sample Passage

A message found on a desk

山川さん、

昨日、森さんから電話がありました。明日、森さんのバースデー・パーティーがあるので、森さんのうちに来てくださいとのことです。

End of this passage

Mark this passage for later consideration.

S1. What was the message about?

- Mr. Mori wished Ms. Yamakawa a happy birthday.
- Mr. Mori wanted Ms. Yamakawa to return his call today.
- Tomorrow's meeting with Mr. Mori was cancelled.
- Ms. Yamakawa was invited to a party tomorrow.

End of questions for Sample Passage

HelpSample Passage 1 questionBackNext

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

Test Start Screen for the Reading Test

The screenshot displays the test interface for the DLPT5 Lower Range Reading Comprehension Test for Japanese. The interface is divided into two main sections: 'End-of-Test Review Information' on the left and 'Start of Test' on the right. The top of the interface features a dark blue header with the text 'DLPT5 Lower Range Reading Comprehension Test for Japanese'. The bottom of the interface contains a dark blue footer with several buttons and a timer.

DLPT5 Lower Range Reading Comprehension Test for Japanese

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 change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains 36 passages and 61 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.

**You are about to RESUME your test.
The clock will be restored to reflect remaining time.
The test will move to the most recently viewed passage.**

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

Listening comprehension test

Example of screen layout for the listening comprehension test:

The screenshot shows a test interface for 'DLPT5 Lower Range Listening Comprehension Test for Japanese'. The main content area is titled 'Example of Screen Layout' and includes a sub-header 'Familiarize yourself with the features of this screen now.' The test content is titled 'DLPT X Multiple Choice Test for Listening Comprehension Language X'. It features 'Passage # 1' with an orientation statement: 'This passage is taken from a news broadcast.' There are two questions with multiple-choice options. A red line indicates the end of the questions. Below the passage, there is a checkbox for 'Mark this passage for later consideration.' The status bar at the bottom shows 'Passage 1 of 40', '2 questions', and 'Test Ends in: 178:02'. There are 'Help' and 'Play Audio' buttons. The bottom navigation bar includes 'Help', 'Introduction: Screen 5 of 7', and 'Next'.

DLPT5 Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT X Multiple Choice Test for Listening Comprehension Language X

Passage # 1
This passage is taken from a news broadcast.

1. What does the author claim about his sources?

- They are major players in the governmental sector.
- They are primary political figures.
- They have been significantly cautious in the last few years.
- They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?

- To highlight the corruption of the current system.
- To expose traitors in the higher echelons of the military.
- To contribute to public awareness.
- To criticize those not paying attention.

End of this passage
Mark this passage for later consideration.

Click this button if you have any technical difficulties

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

TITLE BAR

- indicates the test title.

ORIENTATION STATEMENT

- explains the source of the passage in English.

QUESTIONS

- To choose an answer, click the button next to that choice.
- To change your answer, click the button next to a different choice.
- To see all the questions, you may need to scroll.
- A red line indicates the end of the questions.

STATUS BAR shows:

- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer status
- Play Audio and Help buttons

Help Passage 1 of 40 2 questions Test Ends in: 178:02 **Play Audio**

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

Help Introduction: Screen 5 of 7 **Next**

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence	The Clock
<ul style="list-style-type: none">• When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.• 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. <i>If you experience technical difficulty when the [Help] button is not visible, raise your hand.</i>• You may answer questions at any time during the playing of the audio.• 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 <i>before</i> 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, test your volume.</p> <p style="text-align: center;">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

[Help](#) [Back](#)

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 question or 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. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. 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. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing, so it is to your advantage to answer all of the questions.**

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):

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

S1. What does the woman ask Ms. Tanaka to do?

- Meet her friend this Saturday.
- Visit a new theater in town.
- Join a school friend for lunch.
- Go to a movie with her.

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

Sample Passage 1 question Play Audio

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information	Start of Test
<ul style="list-style-type: none">• At the end of the test, <i>if there is still time on the clock</i>, 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. <hr/>	<ul style="list-style-type: none">• This listening test contains 39 passages and 61 questions.• The test is 180 minutes (3 hours) long.• There will be a 15-minute break after Passage 23. 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. <p style="color: red;">You are about to RESUME your test. The test will move to the most recently viewed passage.</p>

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

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	*	17	19	*	27	37	*	36	54	*
2	2	*	18	20	Blank	28	38	*	37	55	*
3	3	*	19	21	*	29	39	*	38	56	*
4	4	*	20	22	*	30	40	*	39	57	*
5	5	*	21	23	*	31	41	*	40	58	*
6	6	*	22	24	*	32	42	*	41	59	*
7	7	*	23	25	*	33	43	*	42	60	*
8	8	*	24	26	*	34	44	*	43	61	*
9	9	*	25	27	*	35	45	*			
10	10	*	26	28	*		46	*			
11	11	*	27	29	*		47	*			
12	12	*	28	30	*		48	*			
13	13	*	29	31	*		49	*			
14	14	*	30	32	Blank		50	*			
15	15	*	31	33	*		51	*			
16	16	*	32	34	*		52	*			
17	17	*	33	35	*		53	*			
18	18	*	34	36	*						

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

Review Answers
Test ends in: 78:26
Submit

DLPT5 Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 3 in reading and listening taken from Pashto-Afghan, and their associated questions and answer choices. Explanations of the best answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test. Note-taking is also not permitted during the test.

Reading Passages

Level 1

Passage 1

A brief letter

د احمد شاه بابا د لېسې محترم مدير صاحب!

نن زما کشر ورور، عبدالکریم د عبدالوهاب زوی د اتمې ټولګې زده کوونکې ،
ډېر مریض دی او بنوونځی ته نسي تللای. تاسي ته مو خبر در کړ، چي د حاضري
په کتاب کي ناروغ وشمېرل سي.

په احترام
عبدالله د عبدالکریم مشر ورور

1. What is the purpose of this letter?

- (A) To prescribe medication.
- (B) To congratulate a brother.
- (C) To excuse a student's absence.
- (D) To notify a father of his son's misbehavior.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The note is not a prescription for any medicine.
- (B) is **not** the correct answer, because the brother is sick. Offering congratulations to a sick person is not customary or logical.
- (C) is the correct answer. The letter states that the younger brother is sick and cannot go to school.
- (D) is **not** the correct answer because the letter does not say anything about the boy's behavior. The letter is written not to the father, but rather to the principal.

Level 2

Passage 2

A note left for a friend in his apartment

مرادي آشنا سلام!
هيله ده خوشحاله شپه دي تېره کړي وي. زما شپه خو ډېره بڼه وه. ما د خان سره د حبيب کباب نه ډوډۍ راوړې وه. تاته تر شپږو بجو منتظر شوم. وروسته د شپږ بجو چې بنديز شروع شو. زه هم بند شوم او ته هم په هر خای کې چې وي هلته پاتي شوي.

مطلب د کوتې نه دي ډيره مننه. پنځه بجې به دي په کافي کې وگورم.
انډيوال دي.

2. What does the note writer inform his friend?

- (A) He left the apartment at six o'clock.
- (B) He cooked some dinner for him.
- (C) He left to get some groceries.
- (D) He spent the night in his friend's apartment.

The correct answer is (D).

Justification:

- (A) is **not** the correct answer. The note states the curfew started at six o'clock, which means the writer could not have left the apartment at that time.
- (B) is **not** the correct answer. The writer states that he brought food to the apartment from Habib Kabob. He did not cook dinner for anyone.
- (C) is **not** the correct answer. The writer states he went out to get dinner, not groceries. He states the name of the restaurant where he bought dinner.
- (D) is the correct answer. The writer says his night was a very good one and thanked his friend for the use of the apartment.

3. What does the note writer say he will do?

- (A) He will get home at five o'clock.
- (B) He will meet his friend later.
- (C) He will go to work right away.
- (D) He will remain at the apartment.

The correct answer is **(B)**.

Justification:

(A) is **not** the correct answer. The writer does not mention he is going home.

(B) is the correct answer. The writer says he will meet his friend at the café at five o'clock.

(C) is **not** the correct answer, because work, or the action of going to work, is not mentioned in the note.

(D) is **not** the correct answer. The writer does not mention he will remain at the apartment. He specifically says he will see the friend in a café.

Level 3

Passage 3

From a commentary posted on a personal website

انتخابات په يوه ټولنه کې مهم رول لري. په يوه ټولنه کې د دموکراسۍ ممثل دي او د بيلو بيلو دولتي کارو د بڼه اجرا کولو لپاره د انتخاباتو تر سره کول ضروري دي، خو انتخابات که تش د انتخاباتو د تر سره کولو په مقصد وي نو نه يوازې په هېڅ درد نه خوري بلکه د پيسو او وخت ضياع ده. دا ډول انتخابات د يوه هيواد په چارو کې د کوم مثبت تغير د راوستلو په غرض نه وي بلکه زياتره د شيانو د ظاهري بڼې د بڼه او متمدن ښکاره کولو په غرض وي.

زموږ په هيواد کې د تېرو نهو کلونو راهيسې دا څومره پلا ده چې انتخابات سرته رسيري. او هره پلا د انتخاباتو په نتيجه کې هغه پخواني اشخاص انتخابيري. ددې کار مانا(معنی) يا داده چې دغه په انتخاباتو کې بريالي سوي اشخاص په خلکو او ولس کې ډېر محبوب دي او يا داسې يو کمال لري چې نور کانديدان يې نه لري. په ولس کې محبوبيت نلري، ځکه چې يو زيات شمېر يې بيله ساتندويانو څخه په کوڅه او بازار کې گرځېدلای لا هم نه سي، دا خو لا پرېزده چې ولس ته ورسې. يو زيات شمېر دغو کاميابو اود انتخاباتو په اصطلاح گټندويو اشخاصو خپلو انتخاباتي حوزو ته سر لا هم نه دی ور ايسته کړی، په کابل کې يې لنگر اچولی دی، او د خپل ځان د انتخابولو کار يې د تليفونو په واسطه سر ته رسولی دی.

اوس نو چې معلومه سوه چې دا کسان په ولس کې دونه محبوبيت نه لري نو ددوی کمال په څه کې دی چې دا يې څوم کال دی چې په انتخابي ادارو، يا شورا کې ناست دي. ددې کار دليل دادی چې دا کسان يا خو پخواني قوماندانان دی چې رايې يې په خپل زور لاس ته راوړي دي، او مخالفين د تهديد په زور له خپلې لارې ليري کوي، او يا يې د جنگ او جهاد او تر هغه په را وروسته دوران کې دونه پيسې لاس ته راوړي دي چې مخالفين او د رايو کارتونه دواړه اخستلای سي

زموږ هيواد افغانستان د تاريخ په يوه داسې مرحله کې موقعيت لري چې بايد هم شورا او هم نورو انتخابي ادارو لکه ولايتي شوراگانو او ښارواليو ته داسې کسان انتخاب کړه سي چې د حکومت او مملکت په چلولو کې مهارت او پخې تجربې ولري خو وکولای سي چې مملکت له اوسني خراب حالت څخه وباسي، خو دغه کسان نه په دي اړه کوم تعليم لري او نه هم کومه تجربه. نو دا چې دا کسان به څونه د مملکت د بياجوړوني او پرمختگ په لاره کې په درد وخورې بايد وويل سي چې ترکانې د بيزو کار نه دی.

4. What criticism of elections does the author express in the first paragraph?

- (A) Elections that bring no positive change to society are a misuse of resources.
- (B) Elections do little to contribute to a country's painful steps toward democracy.
- (C) Holding an election before certain conditions are met opens the door to corruption.
- (D) Publicizing names of candidates before elections are scheduled jeopardizes their lives.

The correct answer is (A).

Justification:

- (A) is the correct answer. The author states elections are conducted in name only. They do not “cure any pain.” If elections are for show only, they do not bring positive changes to a country. Instead, they are “a waste of time and money,” that is, a misuse of resources.
- (B) is **not** the correct answer, because it does not reflect the author’s criticism. The author states clearly that elections have an important role in society, but points out that certain elections, i.e., those that are just for name only, do not serve any purpose.
- (C) is **not** the correct answer. The first paragraph focuses on elections being held for the purpose of bringing positive change. The statements do not present conditions that need to be met, nor is there any mention of corruption.
- (D) is **not** the correct answer. While it is true that candidates’ lives can be in danger, and assassinations have happened during election campaigns, the author does not raise this issue in the first paragraph.

5. What view regarding elected officials does the author argue against in the second paragraph?

- (A) The belief that people are fearful of increased violence during elections.**
- (B) The idea that people win elections because of their popularity with voters.**
- (C) The thought that people mistrust candidates who offer few solutions to their problems.**
- (D) The assumption that people who campaign in their districts win the popular vote.**

The correct answer is (B).

Justification:

- (A) is **not** the correct answer. Violence is not mentioned in the second paragraph as an excuse for not having proper elections.
- (B) is the correct answer. The author argues that those who are re-elected must be popular with the general public or must have skills that other candidates do not have. The author points out that elected individuals are neither loved by the people nor have any skills that the country can use on its way to development. The author provides evidence to disprove the claim that people win elections because they are popular with voters.
- (C) is **not** the correct answer. The author does not mention solutions or accomplishments that any candidate might have offered, or mistrust that people hold.
- (D) is **not** the correct answer. The author does not challenge the idea that campaigning in districts leads to winning an election. Instead, the author specifically mentions that winning candidates do not appear in their districts.

6. In the last paragraph, what does the author imply by the phrase

ترکانې د بیزو کار نه دی ؟

- (A) Some candidates fight like monkeys to obtain elected offices within the government.
- (B) The educational system does not provide suitable training for individuals to become leaders.
- (C) The progress of the country is dependent on citizen participation in free and fair elections.
- (D) Most elected officials do not have the qualifications needed to govern the country.

The correct answer is (D).

Justification:

- (A) is **not** the correct answer. The author indicates that candidates have both money and power, which enable them to get elected. The author does not indicate that any fighting goes on in order to win elections.
- (B) is **not** the correct answer. Although Afghanistan's educational system has been negatively affected by the civil war, the author does not address this topic.
- (C) is **not** the correct answer. Although the statement itself can be considered a truism, this is not the idea the author conveys by the use of the tested phrase.
- (D) is the correct answer. The Pashto expression in the stem conveys the idea that monkeys cannot do carpentry work. This expression is used to imply that the individuals who are repeatedly elected do not have skills that can be helpful in the development of the country.

Listening Passages

Note: Examinees will NOT see passage transcripts in an actual DLPT5 listening test.

Level 1

Passage 1

This passage is a voice mail message from an uncle.

Transcript

ميوند جانہ سلام، زه دي رشيد ماما يم. ما واوربده چي زوى دي زېرېدلئ دئ. زه او زمور توله كورنى
ډېر په خوشاله سوو. تا او ستا كورنى ته مباركي وايو. هيله ده د ماشوم اود هغه د مور صحتونه بڼه
وي. وروسته به بيا درته زنگ ووهم چي سره وغرېرو.

1. What is the purpose of the uncle's message?

- (A) To issue an invitation.
- (B) To offer congratulations.
- (C) To report on his health.
- (D) To tell about his vacation.

The correct answer is (B).

Justification:

- (A) is **not** the correct answer. In this message, the uncle did not issue an invitation.
- (B) is the correct answer. The uncle states he is happy to hear the news of the new baby. He goes on to give his congratulations.
- (C) is **not** the correct answer. The uncle mentions the health of the new baby and mother, but he does not mention anything about his own health.
- (D) is **not** the correct answer. The uncle does not say anything about a vacation.

Level 2

Passage 2

This passage is a conversation with a traveler who has just returned from Kabul.

Transcript

- الف - په کابل کې چېرې اوسېدلې؟
- ب - په کابل کې په چارراهي انصاري کې يوه مهمانخانه وه. په هغه کې اوسېدلېم. په نامه د سردار يادېدله، سردار مهمانخانه.
- الف - نو څونه کوټې يې درلودې؟
- ب - کوټې پکې زياتې وې، ځکه دا خپله مينځ کې يو باغ وو، او بيا شاوخوايې تعمير وو. دوه خواته يې تعمير وو، دوه منزله. په دې تعمير کې کوټې پورته هم وې لاندې هم وې. نو ياره گمان کوم چې تر څلوېښتو پورې به وې. خو مخامخ بيا د باغ په هغه بل سر کې بيا نو مهمانخانه وه سالون وو. او بيا د لامبو د پاره يې هم ځای درلوده.
- الف - نرخونه يې څنگه وه؟
- ب - نرخ يې لږ زره جگ وو، ځکه چې اکثرا په دغه مهمانخانه کې خارجي مېلمانه اوسېدل، چې دا خارجي يا يې ملل متحد ته کار کاوه، يا يې کمپنۍ گانو ته کار کاوه. او د افغانانو د پاره بيا يوڅه ارزانه وه، خو د هر افغان د پاره ارزانه نه وه. هغه افغان چې د خارج نه ورغلي يې، د هغه د پاره ښه وه.
- الف - په باغ کې يې تاسې د ماښام د خوا څخه يا په سهار کې د ورځې د خوا څخه پرېښو لاست؟
- ب - هم سهار چای مور هلته خواره او هم د شپې ږوږې.
- الف - امنيت يې څنگه وو؟
- ب - امنيت يې ډېر ښه وو.

2. What does the traveler say about hotel guest rooms?

- (A) The rooms were located on two floors.
- (B) The rooms were spacious and comfortable.
- (C) Some rooms were under renovation.
- (D) Some rooms had an exit to the swimming area.

The correct answer is (A).

Justification:

- (A) is the correct answer. The traveler states the hotel was a two-story building and had guest rooms on both floors.
- (B) is **not** the correct answer. The traveler does not provide any information about the size or comfort of the rooms.
- (C) is **not** the correct answer. The traveler does not mention any renovations happening at the hotel.
- (D) is **not** the correct answer. Although the traveler mentions there is a swimming area, he does not indicate any rooms having an exit to the pool.

3. What does the traveler say about hotel rates?

- (A) They include an extra fee for hotel security measures.**
- (B) They are higher for guests employed by foreign companies.**
- (C) They are affordable for Afghans who come from abroad.**
- (D) They are discounted for employees of the United Nations.**

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. Although the traveler mentions hotel security, indicating security was very good, he does not say the hotel charges an extra fee for security.
- (B) is **not** the correct answer. The traveler mentions the rates were somewhat high, but does not indicate that the hotel charges higher rates for guests employed by foreign companies. He says only that many of the guests were foreigners.
- (C) is the correct answer. In discussing rates, the traveler states they were a bit high in general, but rates were cheap for some Afghans. The traveler makes a point that the prices were good for Afghans coming from abroad.
- (D) is **not** the correct answer. The traveler indicates that some of the hotel guests work for the United Nations, but he does not state that UN employees receive a discounted price.

Level 3

Passage 3

This passage is from an interview with a legal scholar.

Transcript

درنو اورېدونکو،

د خپلو مصاحبو په لړ کې نن د ښاغلي خيبروال صاحب سره د افغانستان د يوې مهمې موضوع باره کې خبرې کوو.

مصاحبه کوونکې: خيبروال صاحب، په دې وروستيو وختو کې په افغانستان کې د ژوندانه د مختلفو برخو په ارتباط په بېلابېل ډولو د بېلابېلو لارو څخه قوانين پاس سوېدي. يعنې د رئيس جمهور د فرمان په ډول، د شورا له لارې يا نورو لارو څخه قوانين تير سوي دي. ستاسې په نظر ددغو قوانينو او پښتونولۍ تر منځ څه ارتباط موجود دی؟ تر کومې اندازې پورې دا نوي قوانين له پښتونولۍ څخه سرچشمه اخلي؟

خيبروال: دغه نوي قوانين د نني ورځې او د معاصر ژوند د تقاضاوو پر اساس منځ ته راغلي دي او په درست افغانستان کې يې تابعيت لازم دی. پښتونولي او نوي قوانين يو له بله سره ضد او نقيض نه دي. په بل عبارت نوي قوانين د پښتونولۍ په مقابل کې نه دي راوتلي.

زما په عقیده ټول قوانين په هر ځای کې چې وي، د افغانستان په شمول، بايد د ټولني واقعيتونه، يعنې تاريخ، اجتماعي جوړښت، عنعنې او رواجونه په نظر کې ونيسي. نو اوسني قوانين هم بايد د پښتونولۍ د ارزښتونو سره برابر وي او بايد د پښتونولۍ د ارزښتونو سره ضد نه وي، که نه نو کاميابي به يې په شک کې وي.

مصاحبه کوونکې: خيبروال صاحب، اوس چې په افغانستان کې د ژوند په مختلفو ساحو کې قوانين موجود دي ستاسې په عقیده بيا هم پښتونولي ته ضرورت ليدل کيږي او که نور نو بايد ټوله مسائل د قانون په رڼا کې حل سي او پښتونولي بايد هيره کړه سي؟

خيبروال: زه په دې عقیده يم چې که څه هم په افغانستان کې نوي قوانين وجود ته راغلي دي او د افغانستان ټول اوسېدونکي مجبوره دي چې د هغو مراعات وکړي، خو اوس هم په افغانستان او نورو پښتني منطقو کې داسې ډېر ځايونه سته چې هلته حکومتونه ډېر قدرت نه لري او عنعنات تر قوانينو قوي دي، په داسې ځايو کې پښتونولي په پوره ډول عملي کېدای سي او ټولنيز نظم ساتلای سي، ځکه نو نه يوازې دا چې پښتونولي بايد هيره نه کړه سي بلکې بايد قدرداني يې وکړه سي.

4. According to the legal scholar, what is the relationship between Pashtunwali and the new laws of Afghanistan?

- (A) The new laws have been written to replace ancient codes such as Pashtunwali.**
- (B) Pashtunwali and Afghanistan's new laws have little common ground.**
- (C) The new laws do not contradict the legal issues addressed in Pashtunwali.**
- (D) Pashtunwali is more comprehensive in its scope than the new laws.**

The correct answer is **(C)**.

Justification:

- (A) is not the correct answer.** The legal scholar states that the new laws have been passed because of the requirements of modern life. He does not indicate that the new laws have been written to replace Pashtunwali or other ancient codes of social order.
- (B) is not the correct answer.** According to the legal scholar, new laws should keep in mind social realities such as traditions and customs. As a traditional code of conduct that has been in existence for thousands of years, Pashtunwali addresses social realities of tradition and custom. The legal scholar's remarks give no support to the statement that new laws and Pashtunwali have little common ground. His remarks indicate the opposite, that the two have much in common.
- (C) is the correct answer.** According to the legal scholar, laws should consider social realities such as history, social structure, traditions and customs. To be successful, new laws should be in accordance with these factors. He also states that the new laws are not against Pashtunwali.
- (D) is not the correct answer.** The legal scholar does not indicate that Pashtunwali is more comprehensive than the new laws. He states that modern life has issues that are not addressed in Pashtunwali, which is the reason new laws are necessary.

5. According to the legal scholar, of what use is Pashtunwali in Afghanistan?

- (A) Pashtunwali can keep social order in certain areas of the country.**
- (B) Pashtunwali is necessary to study in order to understand the history of the country.**
- (C) Pashtunwali is of limited value since it applies to only one ethnic group.**
- (D) Pashtunwali has outlived its usefulness as a tool for governing in the modern world.**

The correct answer is **(A)**.

Justification:

- (A) is the correct answer. According to the legal scholar, although new laws have been issued in Afghanistan, there are still places where the government does not have much power. In such places, tradition takes precedence in achieving order. In some of these places, Pashtunwali is practiced, and thus can keep social order.
- (B) is **not** the correct answer. Although this statement could be good advice for anyone studying the history or culture of a country, the legal scholar does not make this point. The legal scholar talks about relations between the new laws and Pashtunwali, not about the history of Pashtoons and their code of conduct.
- (C) is **not** the correct answer. The legal scholar indicates that Pashtunwali is still being practiced in Pashtoon areas. However, his comments do not indicate that Pashtunwali has limited value. His comments support the idea that Pashtunwali has great value.
- (D) is **not** the correct answer. The comments of the legal scholar contradict this statement. He says that there are still places where Pashtunwali is strong and can keep social order, especially in those areas where Pashtoons live and where the government does not have much power. These comments indicate that Pashtunwali remains a useful tool for governing.

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]