

Indonesian 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 Indonesian DLPT5 in multiple-choice format will be offered in the lower range only.

Description of the Indonesian 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.
- Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is played the second time.
- 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

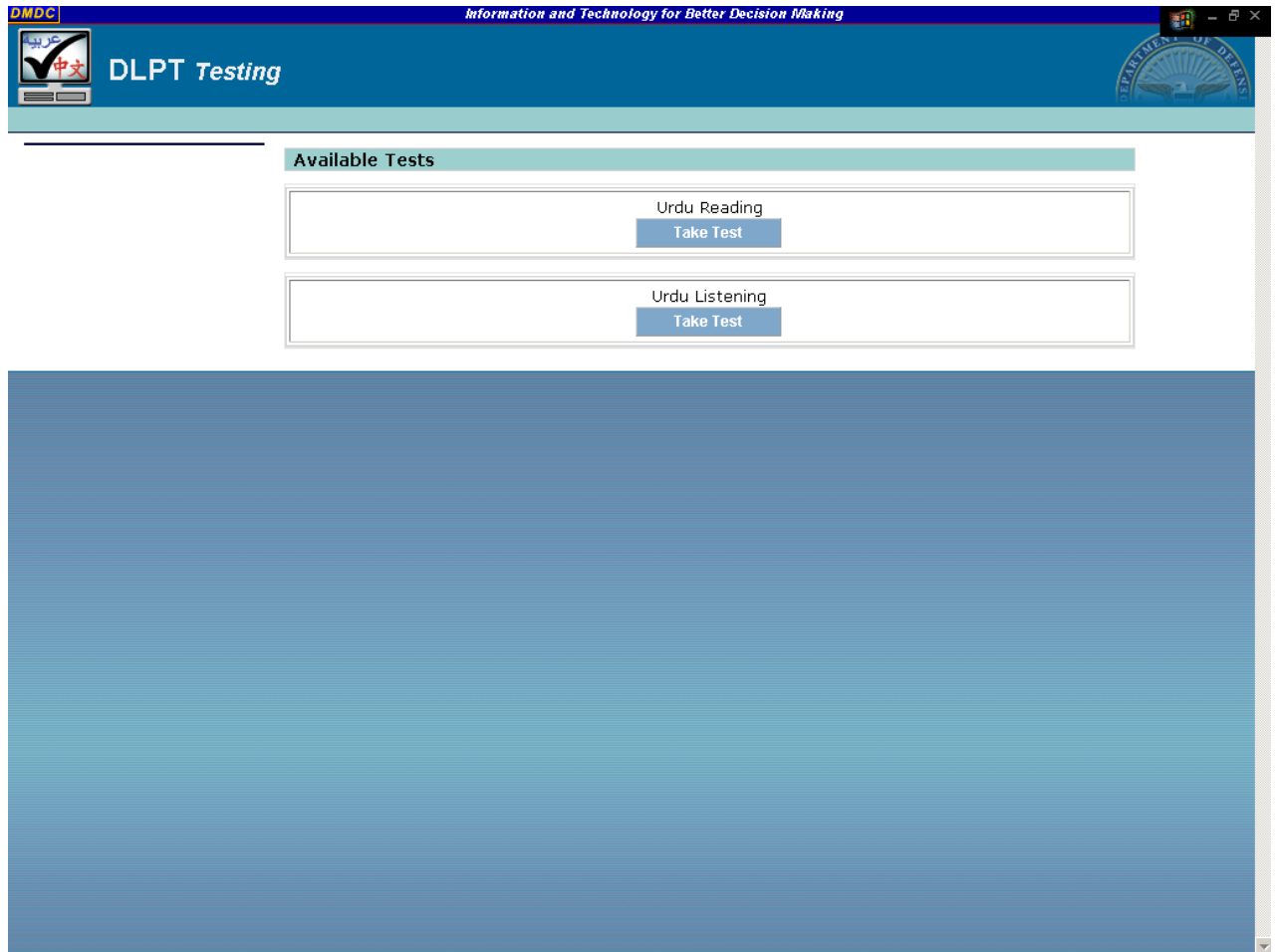
DLPT Testing

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.

Help

Introduction: Screen 3 of 6

Instructions screen for the reading comprehension test:

The screenshot shows a software interface for a reading comprehension test. At the top, a dark blue header bar contains the text "DLPT5 Lower Range Reading Comprehension Test for Japanese". Below this is a white rectangular area with a thin black border containing the instructions. The word "INSTRUCTIONS" is centered at the top of this area. A bulleted list follows, detailing the test procedure. A red horizontal line separates the list from a blue text block that says "A sample passage follows on the next screen." and "If you need help during the test, click on the [Help] button." At the bottom of the interface, there is a dark blue footer bar with 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いうことです。

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

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 'DLPT X Lower Range Listening Comprehension Test for Japanese'. The main content area is titled 'Example of Screen Layout' and includes an orientation statement: 'This passage is taken from a news broadcast.' followed by two multiple-choice questions. A red line marks the end of the questions. Below the questions is a checkbox for marking the passage for later consideration. The status bar at the bottom displays 'Passage 1 of 40', '2 questions', and 'Test Ends in: 178:02'. A 'Play Audio' button is also present. Annotations on the right side explain the components: the title bar, orientation statement, questions, and status bar.

DLPT X 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.

Annotations:

- 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

Status Bar: Help | Passage 1 of 40 | 2 questions | Test Ends in: 178:02 | Play Audio

Legend: Passage #, Total # of passages, # of Questions for this passage, Time Remaining

Bottom Bar: 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. Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is played the second time.
- 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.

Help

Introduction: Screen 6 of 6

Audio Playing

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	*	38	58	*
6	6	*	22	24	*	32	42	*	39	59	*
7	7	*	23	25	*	33	43	*	39	60	*
8	8	*	24	26	*	34	44	*	61	*	*
9	9	*	25	27	*	35	45	*			
10	10	*	26	28	*	36	46	*			
11	11	*	27	29	*	37	47	*			
12	12	*	28	30	*	38	48	*			
13	13	*	29	31	*	39	49	*			
14	14	*	30	32	Blank	40	50	*			
15	15	*	31	33	*	41	51	*			
16	16	*	32	34	*	42	52	*			
17	17	*	33	35	*	43	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

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 Indonesian, 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 Comprehension Sample Passages

Level 1

A text message sent from a man to his wife

Bu, tolong jemput Andi di tempat les ya. Bapak terjebak macet di Jl. Sudirman, sepertinya ada kecelakaan. Kalau bisa tolong sekalian mampir di kantor pos untuk mengirim surat yang disimpan di meja makan. Bapak akan pulang sedikit terlambat.

1. For what reason does the man ask his wife to do some chores for him?

- A. He is caught in traffic.
- B. He is having his car serviced.
- C. He is in the middle of a meeting.
- D. He is waiting in line at the post office.

The man sends a text message to his wife asking her to pick up their son and to send a letter because he is stuck in traffic. Therefore, **Option A is the correct answer**. Option B is incorrect because the man is *not* having his car fixed, but rather is stuck in traffic. Option C is not a correct answer because he is *not* in a meeting. Option D is not a correct answer because he is not waiting in line at the post office, but he asked his wife to go to the post office to send a letter.

Level 2

From a news report

Lima korban ledakan petasan di empang Jalan Raya Kamal 1, Jakarta Utara, Selasa, 10 Agustus 2010, dilarikan ke sejumlah rumah sakit. Mereka mengalami luka bakar hebat di sekujur tubuh sekitar 50 persen. Kelima korban, yakni bernama Kateni, Cecep Sulaiman, Sugiono, Giman, dan Asmo. Kateni dirawat di Rumah Sakit Bunda Suci karena kedua kakinya terbakar. Cecep yang setengah tubuhnya melepuh juga dibawa ke rumah sakit ini. Sedangkan Sugiono dan Giman dirawat di Rumah Sakit Umum Daerah Cengkareng. Sementara Asmo mendapat perawatan di Rumah Sakit Pondok Indah Kapuk.

Petasan dan kembang api milik PT Toyindo Perkasa itu sejatinya akan dimusnahkan karena sudah kadaluwarsa. Petasan diangkut menggunakan mobil Daihatsu Zebra biru B 9355 XU oleh kelima korban untuk ditenggelamkan ke empang. Menurut anggota Babinkamtibmas, Ajun Komisarisi Polisi Satu Suseno, belum sempat dicelupkan ke empang, tiba-tiba petasan meledak, lalu membakar seluruh kembang api dan merembet ke mobil. "Entah disebabkan oleh apa, petasan itu meledak ketika akan dicelupkan ke empang. Kemungkinan salah satu mereka ada yang merokok dan terkena percikan api rokok," katanya.

2. What is mentioned about the men in this report?

- A. Their car ran off the road into a pond.
- B. They were hospitalized with severe burns.
- C. They were arrested for carrying explosives.
- D. Their factory was raided for illegal fireworks.

This is a report about an incident in which five men were hospitalized with severe burns from an explosion caused by firecrackers. Therefore, **Option B is the correct answer**. Option A is incorrect because the men did *not* run off the road into a pond, but instead drove to a pond on Kamal 1 Highway with the intention of dumping expired firecrackers. Option C is incorrect because the men were *not* arrested. Option D is incorrect because their factory was *not* raided for illegal fireworks.

3. What did the police offer as a possible cause of the accident?

- A. Gasoline ignited by an overheated engine.
- B. A quarrel that resulted in a gunshot.
- C. Sparks that came from a burning cigarette.
- D. A fire from smoldering weeds on the roadside.

According to the news report, Police Adjunct Commissioner First Class Suseno said that perhaps the cause of the incident was due to a spark from a cigarette hitting one of the firecrackers. Therefore, **Option C is the correct answer**. Option A is incorrect because the car did *not* overheat but rather caught fire. Option B is incorrect because there is no mention of a gunshot in the passage. Option D is incorrect because smoldering weeds were *not* mentioned in the passage.

Level 3

From an opinion piece in a magazine

Confucius, seorang filsuf Cina, berkata, negara bisa hidup tanpa tentara. Negara juga bisa hidup tanpa makanan yang cukup, karena kelaparan dan kematian bukanlah hal yang terburuk. Namun, tanpa kepercayaan, tak akan ada bekal sedikit pun untuk bernegara.

Sebagai Menteri Keuangan, Sri Mulyani memang belum bisa banyak membantu dalam pengalokasian dana untuk alutsista TNI dalam jumlah sangat besar. Pun demikian dalam memperbaiki sistem ekonomi sehingga menjadikan seluruh masyarakat sejahtera. Namun, diakui atau tidak, Sri Mulyani banyak berperan dalam meningkatkan kepercayaan rakyat kepada Presiden Susilo Bambang Yudhoyono (SBY), setidaknya selama masa pemerintahan Kabinet Indonesia Bersatu jilid I.

Di antara tuduhan miring sebagian masyarakat sebagai seorang berpaham neoliberalisme, Sri Mulyani dianggap positif sebagai agen perubahan dalam sistem birokrasi di Departemen Keuangan. Sri Mulyani juga ditetapkan sebagai salah satu perempuan berpengaruh di dunia oleh sebuah majalah internasional. Sebagai Menteri Keuangan, Sri Mulyani pun dinilai sebagai salah satu menteri keuangan terbaik di dunia.

Sri Mulyani bekerja tanpa peduli citranya. Bahkan, karena keyakinannya dalam bekerja itu, Sri Mulyani dianggap sebagian masyarakat sebagai eksekutor pengambil kebijakan kotor. Sri Mulyani berani melakukan apa pun demi keyakinannya bahwa apa yang dilakukannya adalah yang terbaik. Untuk suatu kebaikan yang lebih luas, keputusan apa pun harus dijalankan.

Kepergian Sri Mulyani tidak akan menimbulkan dilema teknis dalam penanganan ekonomi negara. Sebab, bukan tidak mungkin, banyak sumber daya manusia di Indonesia yang memiliki kemampuan dan pemahaman di bidang ekonomi yang tak kalah dan bahkan lebih baik dari Sri Mulyani. Tapi orang yang berani menjadi agen perubahan seperti Sri Mulyani tidak banyak.

Di sisi lain, dalam konteks politik, orang seperti Sri Mulyani memang tidak bisa tetap di dalam sistem pemerintahan. Benturan politik yang terjadi karena peran Sri Mulyani dalam berbagai kasus mungkin saja dianggap telah menggerogoti citra kepemimpinan Presiden SBY dan menjadi pintu masuk lawan-lawan politik SBY. Jadi, mau tak mau, rela atau tidak rela, ia harus pergi.

Poin pekerjaan rumah (PR) untuk diselesaikan pengganti Sri Mulyani adalah bagaimana bisa bertindak seperti Sri Mulyani untuk mengembalikan kepercayaan masyarakat kepada pemerintah. Sebab, seperti dikatakan Confucius, kepercayaan masyarakat terhadap pemimpin adalah yang paling utama.

4. What is the author's overall assessment of Sri Mulyani?

- A. She is a self-centered politician who erodes people's trust in president Susilo Bambang Yudhoyono.
- B. She is an academic who gains a world reputation while neglecting the country's economy.
- C. She is an able bureaucrat who dares to do unpopular things to effect change.
- D. She is a neo-liberal who chokes off funds in order to weaken the military.

The correct answer is Option C. According to the author, Sri Mulyani is a finance minister who is considered to be an agent of change within the bureaucratic system. Because of her confidence in her own judgment, she is not afraid of incurring criticism in doing what she knows to be the right thing. Option A is incorrect: the author indicates that Sri Mulyani had a significant role in improving people's trust in President Susilo Bambang Yudhoyono, *not* in eroding people's trust in this individual. Option B is also not a correct answer: even though the author indicates that Sri Mulyani gained world-wide recognition by being named by an international magazine as one of the world's influential women, it is *not* true that she neglects the country's economy. Neither is Option D correct: the author does indicate that some consider Ms. Mulyani to be a neo-liberal, but *not* that she chokes off funds to weaken the military. In fact, the author indicates that she tried—unsuccessfully—to help allocate a large sum of funding for the military.

5. What is the author's overall opinion about Sri Mulyani's departure from the Finance Ministry?

- A. It is regrettable, as there are few capable economists.
- B. It is inevitable given her controversial nature.
- C. It is unsurprising given the offer she had received.
- D. It is necessary for the greater good of the party.

The author clearly states that Sri Mulyani must go because of the political conflicts caused by her role in various cases, which can be seen as having undermined the leadership image of President Yudhoyono and having thus provided an opportunity for Yudhoyono's political opponents. Therefore, **Option B is the correct answer to the question.** Option A is incorrect. The author believes that there are many human resources [people] in Indonesia who have ability and understanding in the field of economics; the author does *not* say there are few capable economists. Option C is incorrect because the author does *not* mention any offer received by Sri Mulyani. Option D is incorrect because it is necessary—owing to Sri Mulyani's controversial nature—that she depart for the good of the government, *not* for the good of the party.

6. What does the author say Sri Mulyani's successor must do?

- A. Work to improve the president's image.
- B. Provide better support for the military.
- C. Restore public trust in the government.
- D. Try to avoid causing the same conflicts.

The suggestion that the author makes to Sri's successor is that he or she should restore people's trust in the government. Therefore, **the correct answer to the question is Option C**. Option A is incorrect because the author does *not* discuss the improvement of the president's image in this passage. Option B is incorrect because—even though the author does mention that Sri Mulyani had not been able to allot a large amount of funds for the military—the author does *not* suggest that the Finance Minister should provide better support for the military. Neither is Option D a correct answer. The author does mention that political conflicts occurred because of Sri Mulyani's role in various cases; however, the author does *not* indicate that the Sri Mulyani's successor should avoid causing conflicts the same way Sri Mulyani did. The author clearly states in the last paragraph that Sri Mulyani's successor must restore public trust in the government.

Listening Comprehension Sample Passages

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

Level 1

This passage is from a public announcement.

Transcription:

Mohon perhatian anda, pintu teater 3 telah dibuka. Mohon perhatian anda, pintu teater 3 telah dibuka. Bagi anda yang telah memiliki karcis dipersilahkan untuk memasuki ruangan teater. Mohon perhatian anda, pintu teater 2 telah dibuka. Mohon perhatian anda, pintu teater 2 telah dibuka. Bagi anda yang telah memiliki karcis dipersilahkan untuk memasuki ruangan teater.

1. What information does this announcement convey?

- A. Certain booths are now open to sell tickets.
- B. Patrons should proceed to certain exit doors.
- C. Ticket holders may start entering certain theaters.
- D. Certain discount coupons are now offered at theaters.

It is announced that the door of theater number 3 and the door of theater number 2 are open to ticket holders and that they can enter the theaters. Therefore, **Option C is the correct answer.** Option A is not a correct answer because doors are open for ticket holders to enter two theaters, *not* to purchase tickets. Option B is not the best answer because this announcement is about entering theater doors, *not* about exiting doors. Option D is not accurate because the announcement does *not* mention that discount coupons are available at theaters.

Level 2

This passage is from a news broadcast.

Transcription:

(Wanita 1): Bentrokan antara pedagang kaki lima dengan petugas pun tak bisa lagi dihindari. Selama ini para pedagang kaki lima merasa kesal karena lapak atau gerobak mereka diangkut secara paksa. Dini akhirnya tak mampu mempertahankan gerobak dagangannya saat diangkut paksa ke atas truk. Dia pun memilih untuk mengikuti kemana gerobaknya akan dibawa.

(Wanita 2): Keributan ini terjadi ketika ratusan petugas Satpol PP kota Manado melakukan penggusuran pedagang kaki lima. Meski pasrah, sejumlah pedagang mengaku kecewa dengan perlakuan petugas Satpol yang cenderung tidak manusiawi. Bahkan mereka mengaku harus membayar sejumlah uang untuk menebus barang dagangan yang ditahan.

(Wanita 1): Penggusuran terhadap PKL diberbagai sudut kota Manado sudah berlangsung hampir dua minggu. Ini merupakan salah satu program pemerintah daerah setempat untuk memperbaiki tatanan kota Manado yang dinilai semrawut akibat keberadaan pedagang kaki lima.

2. What problem did some vendors have with the authorities?

- A. Their means of livelihood were confiscated.
- B. They were detained without probable cause.
- C. They were ordered to remove their equipment.
- D. Their hard-earned profits were heavily taxed.

This news broadcast is reporting about a clash between the five-leg traders (sidewalk vendors) and the police. It is reported that the five-leg traders felt irritated because their carts were taken away by force. Therefore, **Option A is the correct answer**. Option B is incorrect: the vendors' carts were taken away, but the vendors themselves were *not*. Option C is not a correct answer because vendors were *not* asked to remove their carts; their carts were taken away by force. Option D is not a correct answer because there is no information about tax on vendors' carts in this news report.

3. For what purpose did the authorities take the action mentioned in the passage?

- A. To increase the city's revenues.
- B. To improve the city's appearance.
- C. To lower the rate of street crimes.
- D. To reduce the number of vagrants.

It is reported that this eviction of sidewalk vendors is considered to be one of the government programs to improve the appearance of the city of Manado. Therefore, **Option B is the correct answer**. Option A is not a correct answer because the city's revenues were *not* mentioned in this news report. Option C is not an accurate answer because the city took vendors' cart away to

enhance the appearance of the city, *not* to reduce the crime rate. Option D is not the best answer because the city wants to evict sidewalk vendors *not* beggars.

Level 3

This passage is from a radio interview with a businessman.

Transcription:

Woman : Asosiasi pengelola kekayaan intelektual menilai rencana pemerintah menaikkan biaya pendaftaran merk sekitar 33 persen belum tepat jika dilihat dari sudut pandang pembinaan. Jika pemerintah tetap melaksanakan rencana kenaikan biaya pendaftaran merk tersebut, akan berdampak pada tingkat pertumbuhan pendaftaran. Saat ini dari sekitar 2 juta usaha menengah, yang sadar akan pentingnya pendaftaran merk hanya sekitar 9 persen. Rendahnya tingkat kesadaran terhadap merk dipicu oleh adanya pandangan bahwa pendaftaran merk itu mahal, berbelit-belit dan memakan waktu. Untuk membicarakan rencana tersebut segera kita berbincang dengan Sofyan Wanandi. Pak Sofyan, apa pendapat anda mengenai rencana kenaikan biaya hak paten itu, pak?

Man: Begini ya, kalau kita lihat ya, apakah pendaftaran daripada merk-merk di Indonesia itu sudah begitu mudahnya, sehingga dia perlu menaikkan, karena biaya administrasinya mungkin lebih mahal? Sekarang ini saya gak tahu alasannya. Ya saya juga gak tahu ongkos itu berapa besar di dalam eh meregister merk-merk itu. Tapi sebaiknya merk-merk itu jangan tinggi-tinggi supaya rakyat kita ini juga bisa mematenkan produk-produknya yang baik-baik itu, sehingga tidak juga bukan cuma harganya saja, juga dipermudah administrasinya. Kita ini sekarang kan selalu mempersulit orang; kalau gak bisa naikkan harganya dipersulit supaya di bawah meja dia dikasih, musti bayar lebih tinggi lagi. Kalau selama ini semua transparan saya pikir ya you mau naikkan dan kalau memang seharusnya begitu. Selama pemerintah jangan cari untung daripada pendaftaran merk itu, saya pikir sih oke.. oke saja.

4. What is implied by the interviewer's remarks regarding the government's plan?

- A. The growth of trademark registration might decline.
- B. The country's trade balance might suffer.
- C. The regulation of pirated goods might become complicated
- D. Industrial productivity might be negatively affected.

This talk show is about the government's plan to increase trademark registration fees. The interviewer implies that this plan will negatively affect the registration growth rate. She explained that currently only 9% of the medium-sized businesses are aware of the importance of trademark registration. If the government increases the fee, the awareness of the importance of trademark registration will drop more because people will think that the registration fee is expensive. As a result, an increase of the registration fee might lead the growth of trademark registration to decline. Therefore, **Option A is the correct answer.** Option B is not correct because the interviewer did *not* mention the country's trade balance in her remarks. Option C is not a correct answer. The interviewer mentioned that people have a perception that the registration is complicated, *not* that the regulation of contraband products could become complicated. Option D is not correct because the interviewer mentioned that the growth rate of the trademark registration will be affected, *not* the industrial productivity.

5. What opinion does the businessman express regarding the government's plan?

- A. It is acceptable, provided that officials refrain from seeking a profit.
- B. It is unwise because dissatisfaction in the private sector is already acute.
- C. It is all right, provided that the government takes steps to educate the public.
- D. It is futile because the public is largely ignorant of the whole issue.

The businessman agrees that the government may increase the registration fee when it is necessary, as long as everything in the process of registration is transparent and the government does not seek profit from it. Therefore, **Option A is the correct answer to the question.** Option B is not correct because the businessman did *not* talk about dissatisfaction in the private sector regarding the plan. Option C is not a correct answer because the businessman did *not* suggest any educational steps the government should take for the public. He just suggested that the fee should not be too high so that people can still patent their products and the procedure has to be simple and transparent. Option D is not a correct answer to the question because the man does *not* say the plan is pointless; instead, he agrees with the plan if the procedure is transparent and if the government does not seek to profit from trademark registration. He does *not* say that people are ignorant of the whole issue, but that he himself does not know the reason for the increase of the fee and how much it will be increased.

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]