

**Defense Language Proficiency Test 5
(DLPT5-CA)
Computer Adaptive
Multiple-Choice Format**

**Chinese-Mandarin
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 Computer Adaptive (DLPT5-CA) 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 the procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample reading and listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5-CA Multiple-Choice Test

Department of Defense Instruction DoDI 5160.71, 2019 identifies the Defense Language Proficiency Testing (DLPT) System—for reading, listening, and speaking modalities—as an essential component of the Defense Language Program, and critical to the Department’s ability to measure and capture the language capabilities of the DoD Components and to determine readiness.

Except as otherwise provided in DoDI 5160.71, 2019¹ or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual’s proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (<https://www.govtilr.org/>), where available. The results of the DLPT5-CA will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The DLPT5-CA provides the same level of precision and accuracy in measuring examinees’ proficiency levels as the conventional DLPT5s.

¹ Source: DoD Language Testing Program, Department of Defense Instruction 5160.71, January 26, 2009, Incorporating Change 2, Effective April 9, 2019, USD(P&R).

Description of the DLPT5-CA in Multiple-Choice Format

- **Test Design**

Computer adaptive testing selects passages and questions adapted to the examinee's ability.

- The DLPT5-CA Reading Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A reading passage can have up to five questions, each with four answer choices. The reading test contains a minimum of 35 questions.
- The DLPT5-CA Listening Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A listening passage can have up to three questions, each with four answer choices. The listening test contains a minimum of 35 questions.
- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. However, many examinees complete the DLPT5-CA in less than the allotted time. Examinees will **NOT** be prompted to take a break. **If an examinee would like a break at the 90-minute mark, an examinee can use the HELP button to request a 15-minute break.** For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer each question. For the Listening Comprehension 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 each question. Managing time effectively is the examinee's responsibility.
- Unlike conventional DLPT5s, DLPT5-CA does **NOT** allow examinees to skip questions, go back and forth in the test, or review or change previous answers at the end. **Examinees must answer the questions on the page they are presented in order to move forward in the test. The "NEXT" button (at bottom right) does not show up until after all the questions on the page are answered.**

- **Test Content**

- The DLPT5-CA is designed to measure proficiency in the target language regardless of how that language 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 majority of 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 technological, and military and security topics.
- Test content will be systematically updated.
- **Test Format:** The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains 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 Reading Comprehension passage in this test is approximately 500 words. The maximum length of a Listening Comprehension passage in this test is approximately 2.5 minutes.
 - **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 specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.
 - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct 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.

DLPT5-CA is Controlled Unclassified Information (CUI) and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions. For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Possible scores are 0, 0+, 1, 1+, 2, 2+, 3, 3+ and 4. Separate scores are reported for reading and listening.

Scores reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (<https://www.govtilr.org/>). 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 circumstances (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. The best strategy is to answer all questions to the best of your ability.

Preparation for Taking the DLPT5-CA

The purpose of this publication is to familiarize prospective examinees with the DLPT5-CA 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-CA is the acquisition of a solid base of general proficiency in the target language, both through formal training and through language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.

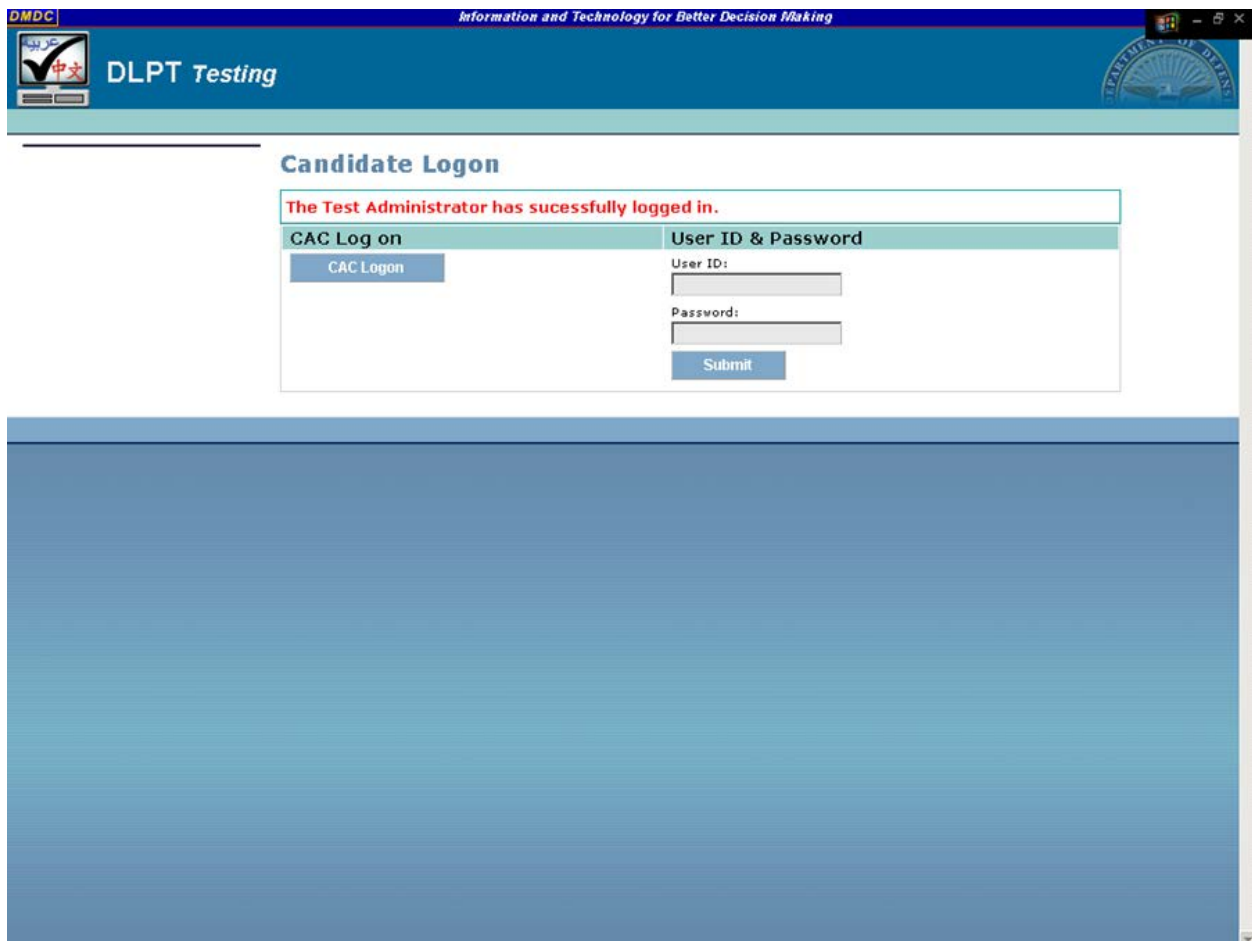
Test Procedures and Instructions for Taking the DLPT5-CA

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

Test Procedures Overview

This section is to help prospective examinees become familiar with the test procedures of the DLPT5-CA multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots 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). The examinee must click on the [CAC Logon] button before moving to the next screen.




The next screen provides a list of tests for which the examinee is registered; 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 Non-Disclosure Statement, and the Test Administration Statement (of the examinee’s ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens.

DLPT5 Reading Comprehension Test for Language X

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test</p> <p>Multiple Choice Format</p>  <p>Language X</p> <p>Language Code X</p> <p>Lower Range Reading Comprehension</p>	<p>If you have difficulty with the instructions or any functions of this test, click the Help button in the lower left corner.</p> <p style="text-align: center;">CONTROLLED UNCLASSIFIED INFORMATION</p> <p style="text-align: center;">Controlled Item (Test Material)</p> <p style="text-align: center;"><small>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</small></p> <p style="text-align: center;">To begin the test, click the Next button below.</p>
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Introduction: Screen 1 of 5

Help Next

Privacy Act Statement and Disclaimer:

DLPT5 Reading Comprehension Test for Language X

<p style="text-align: center;">Privacy Act Statement:</p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 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.</p>	<p style="text-align: center;">Disclaimer for Defense Language Institute Tests:</p> <p>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.</p> <p><input type="checkbox"/> I, [REDACTED] confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p style="text-align: center; color: red;">Click on the checkbox above to confirm.</p>
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[Help](#) Introduction: Screen 2 of 5

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Language X

<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is CONTROLLED UNCLASSIFIED INFORMATION and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.</p> <p>Civilian Personnel: Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.</p> <p>Military Personnel: Any failure to comply with this prohibition 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.</p>	<p style="text-align: center;">Test Administration Statement:</p> <p>I understand that I am not required to take the Language X Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Control Officer (TCO) concerned, and my unit commander.</p> <p><input checked="" type="checkbox"/> I, [REDACTED], confirm having read and understood both the Non-Disclosure and the Test Administration Statements.</p> <p style="text-align: center;">Click on the checkbox above to confirm.</p>
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Introduction: Screen 3 of 5

Help Next

The next several 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.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

The screenshot shows the test interface with the following annotated parts:

- ORIENTATION STATEMENT**: Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE**: Paragraphs may be marked (¶1), (¶2), etc.
- Text Legibility Note**: (The text shown here represents a generic foreign language. It is not meant to be legible.)
- Red Line**: A red line indicates the end of a passage.
- Scrolling**: To see an entire passage, you may need to scroll.
- Help Button**: Click this button if you have any technical difficulties.
- TITLE BAR**: Indicates the test title.
- QUESTIONS**: To choose an answer, click the button next to that choice. To change your answer, click the button next to that choice.
- Red Line**: A red line indicates the end of the questions.
- STATUS BAR**: Contains "Questions 1-3 of up to 33", "Test ends in: 89:49", and a "Next" button.

Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages. The example text represents a generic foreign language; it is not meant to be intelligible.

Instructions screen for the Reading Comprehension Test:

DLPT5 Reading Comprehension Test for Language X

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

- Read the short statement before each passage that tells you where the passage came from.
- Read each passage and 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.
- Once you have answered ALL questions the [Next] button will appear at the bottom right of the screen.
- Click on the [Next] button to go to the next passage.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

A sample passage follows on the next screen.

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

Help Introduction: Screen 5 of 5 Back Next

Presented here is an example of a Reading Comprehension Test sample passage with its associated question:

The screenshot displays a digital test interface with a dark blue border. At the top center, the text reads "DLPT5 Reading Comprehension Test for Language X". The interface is split into two main vertical panels. The left panel is titled "Sample Passage" in blue. Below the title, it says "From the advice section of a magazine" in italics. The main text of the passage is in Spanish: "Dejar el grifo abierto mientras te lavas los dientes puede consumir mucha agua. Si solamente mojas el cepillo, te cepillas y después lo enjuagas, empleas sólo un litro." A red horizontal line is positioned below the passage text, followed by the text "End of Sample Passage" in blue. The right panel contains a question labeled "S1. What advice is given in this passage?". Below the question are four radio button options: "How to improve water quality.", "How to avoid dehydration.", "How to maintain good oral hygiene.", and "How to save on water.". A red horizontal line is positioned below the question options, followed by the text "End of questions for this passage" in blue. At the bottom of the interface, there are four buttons: "Help" on the far left, "Sample Passage 1 question" in the center, "Back" on the right, and "Next" on the far right.

After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

Start of Test screen for the Reading Comprehension Test:

DLPT5 Reading Comprehension Test for Language X

Start of Test

- This reading test contains:
between 35 - 38 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- The test starts with a passage of medium difficulty. You might feel challenged initially because the test does not start with an easy passage. The selection of subsequent passages will depend on your responses to previous passages.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

Comments screen: At the end of the Reading Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click **Next** to continue, or **Log Off** if you don't want to leave feedback. Thank you.

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

Content Issues

I had issues with or would like to leave feedback about:

- Audio Quality (listening passage background noise, static, etc.)
- Foreign Language Passage
- English content or instructions
- Other

Please explain:

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Technical & Testing Environment Issues

I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).

- Re-login due to test interruption

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Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

The screenshot shows the DLPT5 Listening Comprehension Test interface for Language X. The main content area displays "Passage 1" with an orientation statement: "This passage is taken from a news broadcast." Below this are two questions with multiple-choice options. A red line indicates the end of the questions. The interface includes a title bar, a status bar at the bottom showing "Questions 1-2 of up to 32" and "Test ends in: 09:49", and buttons for "Help" and "Play Audio".

DLPT5 Listening Comprehension Test for Language X

Example of Screen Layout

Familiarize yourself with the features of this screen now.

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 question number(s)
- Total number of questions
- Timer status
- Play Audio and Help buttons

Click this button if you have any technical difficulties

Help Questions 1-2 of up to 32 Test ends in: 09:49 Play Audio

Question # Total # of questions Time remaining To hear the audio for a passage, click this button.

Help Introduction: Screen 4 of 7 Next

Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Note-taking: A space for note-taking might be available for a few selected passages.

Example of Screen Layout

The screenshot shows the interface for the DLPT5 Listening Comprehension Test for Language X. The interface is divided into several sections:

- TITLE BAR:** Located at the top, it displays the test title: "DLPT5 Listening Comprehension Test for Language X".
- ORIENTATION STATEMENT:** Below the title bar, it states: "This passage is taken from a news broadcast." This explains the source of the passage in English.
- TEXT BLOCK:** A large text area on the right side of the screen where users can take notes while the audio is playing. A red line at the top of this block indicates when to start taking notes: "While the audio is playing, you can type notes in the block below." A vertical scrollbar is visible on the right side of this block.
- QUESTIONS:** On the left side, there are two questions with multiple-choice options:
 1. What does the author claim about his sources?
 - They are major players in the government 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.
 A red horizontal line below the questions indicates the end of the questions for this passage.
- STATUS BAR:** Located at the bottom of the interface, it displays:
 - Current question number(s): "Questions 1-2 of up to 32"
 - Total number of questions: "Total # of questions" (indicated by a label below)
 - Timer status: "Test ends in: 89:31" (indicated by a label below)
 - Buttons: "Help" and "Play Audio" (indicated by a label below)

Additional annotations include:

- A button labeled "Click this button if you have any technical difficulties" located below the questions.
- A label "End of questions for this passage" located below the second question.
- A label "To hear the audio for a passage, click this button." pointing to the "Play Audio" button.

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

DLPT5 Listening Comprehension Test for Language X

Test Sequence

- 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 [Play Audio] button will be visible.
- When you click 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.
- 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 AND you have answered all questions. When the audio finishes and you have answered all questions, the [Next] button will appear at the bottom right of the screen. Click the [Next] button when you are ready to move on to the next passage.
- 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 the [Help] button before moving to the next passage.


The Clock

- The amount of time allotted for this test is 3 hours (180 minutes).
- It is your responsibility to keep track of where you are in the test, and how much time is remaining.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

BEFORE YOU PROCEED, adjust your volume.

Test Volume

Click the [Test Volume] button to hear a short audio file.



HelpIntroduction: Screen 6 of 7Back

Instructions for the Listening Comprehension Test:

DLPT5 Listening Comprehension Test for Language X

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. All passages will be 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 correct answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only be 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.

A sample passage follows on the next screen.

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

Help Introduction: Screen 7 of 7 Audio Playing

Presented here is an example of a Listening Comprehension Test sample question (the sample passage audio would be played while the screen is displayed):

Note: Examinees may select their answers to the questions while the audio is playing.

DLPT5 Listening Comprehension Test for Language X

Sample Passage

This passage is from a conversation between two friends.

S1. What is the mother telling her friend?

- Her son decided to go to college.
- Her son visited friends in the city.
- Her son opened an office downtown.
- Her son found a new apartment.

End of questions for Sample Passage

Help Sample Passage 1 question Play Audio

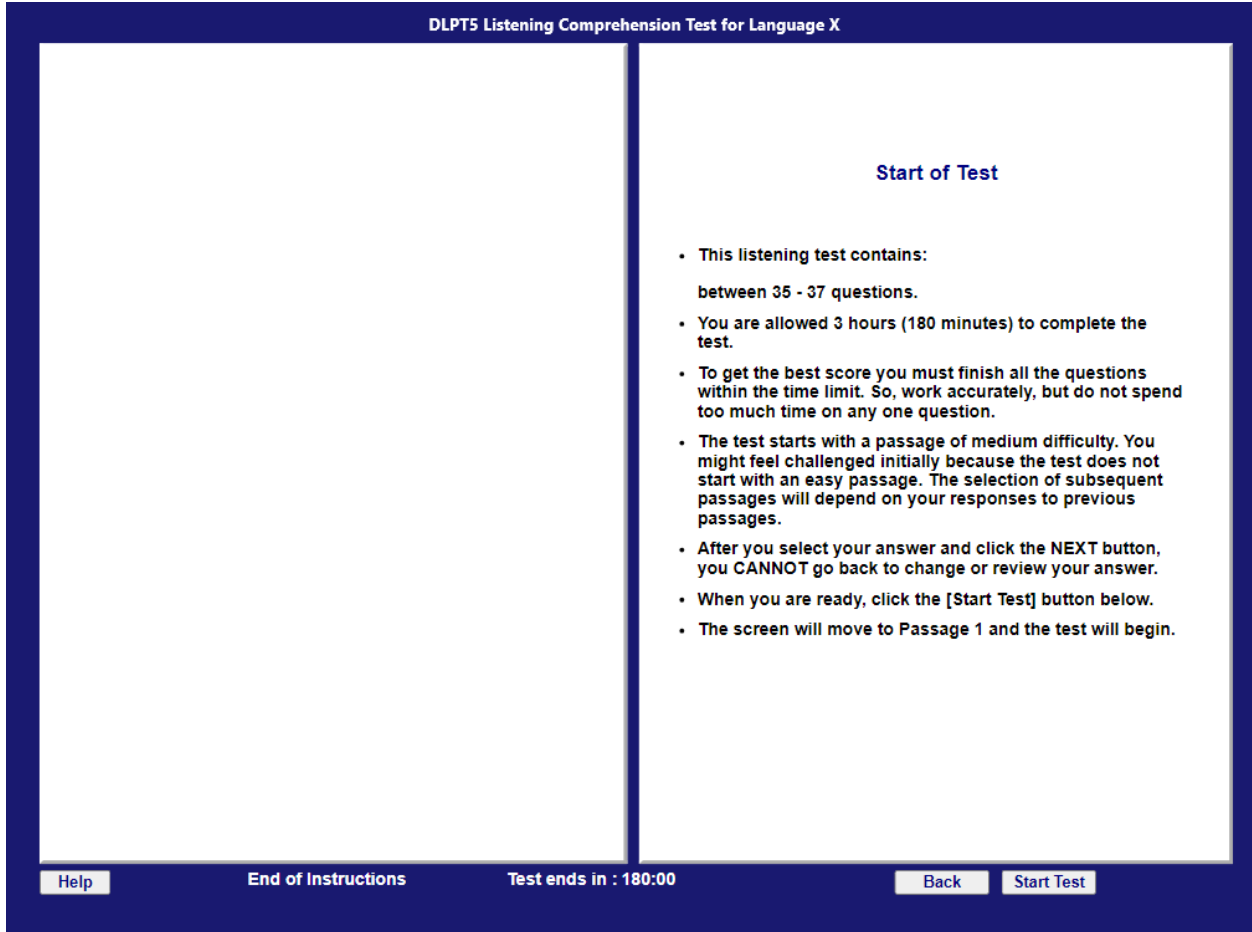
Note: After audio plays, the [Next] button will appear at the lower right of the screen.

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. Examinees should do their best to answer all questions on each screen because they will **NOT** be able to go back to previous passages.

After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen.

Start of Test screen for the Listening Comprehension Test:



By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.

Comments screen: At the end of the Listening Comprehension Test, examinees will have the option to leave comments about the test.

Your Name

Your results have been submitted.

We would appreciate your feedback on either the content of the test, environmental/technical issues during your test, or both areas. Please click **Next** to continue, or **Log Off** if you don't want to leave feedback. Thank you.

Please leave comments regarding test content issues and/or technical/environmental issues during the test.

Content Issues

I had issues with or would like to leave feedback about:

- Audio Quality (listening passage background noise, static, etc.)
- Foreign Language Passage
- English content or instructions
- Other

Please explain:

2000

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Technical & Testing Environment Issues

I had the following technical issues or would like to leave feedback about: (Internet, headset, equipment problems, etc.) and/or issues with the testing environment (room temperature, distractions, breaks, etc.).

- Re-login due to test interruption

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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 DLPT5-CA test in multiple-choice format. Below are some sample passages from ILR levels 1–4 in reading and listening taken from Chinese-Mandarin, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Reading Comprehension Sample Passages

Note: Examinees will see passages in either the simplified writing system or the traditional writing system in an actual DLPT5-CA Reading Comprehension Test.

Sample passage: ILR Level 1 (in simplified writing system)

From a news brief in a newspaper

瓦比安是日本科学家研发成功的人形机器人，它身高 166 厘米，体重 107 公斤。瓦比安能手拿汽水罐，也能在实验室中迈步。

1. What does the article say the robot can do?

- (A) Lift heavy things.
- (B) Pick up a bottle of water.
- (C) Shake hands with a scientist.
- (D) Hold a can and walk.

The correct answer is (D).

Justification:

- (A) is **not** the correct answer. Nothing is said about whether the robot can lift heavy things.
- (B) is **not** the correct answer. Nothing is said about whether the robot can pick up a bottle of water.
- (C) is **not** the correct answer. The passage does not mention the robot shaking hands with a scientist.
- (D) is the correct answer.
The article describes a robot that can hold a soda can and walk in the lab.

Sample passage: ILR Level 2 (in simplified writing system)

From a daily newspaper

笔者在地铁东单出口处，见一男子站在草坪当中用水冲凉，自来水哗哗流了一地，过了一会儿，他竟然从裤兜里掏出一小袋洗衣粉，就着水龙头洗起了衣服，洗完衣服，又将脚上的鞋脱下来，又刷起了鞋。旁边一过路人实在看不过去，上前质问男子“为何到绿地当中冲凉、洗澡”时，没想到这男子说：“这水又不要钱，不洗白不洗，洗了白洗！关你啥事儿。”说完，提着衣服走了。“真是太缺德了！怎么就没人管一下呢？”行人感叹。

2. What did the journalist see?

- (A) A businessman walking barefoot.
- (B) A thief stealing clothes.
- (C) A gardener spraying passersby.
- (D) A person bathing in public.

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

Justification:

- (A) is **not** the correct answer. No one was seen walking barefoot, nor was anyone identified as a businessman.
- (B) is **not** the correct answer. The man took off his own clothes and washed them, but no one was stealing clothes.
- (C) is **not** the correct answer. The water mentioned in the passage was spraying on the grass, but there was no one directing it toward passersby.
- (D) is the correct answer.
The man was seen using the water on a public lawn to wash himself and his clothes.

3. What was the man's reaction when questioned by the passerby?

- (A) Embarrassed.**
- (B) Disrespectful.**
- (C) Intimidated.**
- (D) Bewildered.**

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

Justification:

- (A) is **not** the correct answer. Nothing the man said or did suggested he felt embarrassed in any way.
- (B) is the correct answer.
When the passerby confronted the man about his behavior, he responded defensively and told the passerby to mind his own business.
- (C) is **not** the correct answer. The man did not feel threatened by the onlookers, but tried to justify himself and his actions.
- (D) is **not** the correct answer. The man was not confused by the question. Instead he responded coherently before he took his clothes and left.

Sample passage: ILR Level 3 (in traditional writing system)

From a literary magazine

「知足者常樂」。奈真正知足者至少我還沒有碰見過。

我對此並不奇怪。人心原有一種易忽略既得的特性，且愛比較。所得再多，一比，一忘，自然又惶惶不可終日，又四處亂竄起來。如此，惱猶不及，又言何常樂！

這也和人的另一種心理特性有關，即習見不驚。比如某人當了夢寐以求的某長，起初躊躇滿志，可謂足矣。然時間不長準又生出大大的不滿意來。工作本身的煩惱並非主要原因。未再升遷才是首要因素。現職帶來的一切好處，如新奇、優越、成功感等等都已淡忘、習見了，自然便要不滿起來。

不知足於個人是一種煩惱，於社會則未嘗不是一件幸事。人若真的都常樂起來，社會如今定在牛車上踟躕。其實從個人計，不知足也是利大於弊。至於煩惱事，不妨細察一下自己的現狀。少作橫向之比，多向縱深看看，定會發覺自己忽略的種種，意識到自己並不如自己悲歎的那樣一事無成。這對消滅煩惱誠為良藥。為煩亦為一樂。然後再去求取你想求取的一切。求不到，拉倒再來。果能如此，不亦樂乎！

4. According to the passage, what leads to the difficulty discussed here?

- (A) Complacency.
- (B) Dissatisfaction.
- (C) Ignorance.
- (D) Passivity.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. The author specifically indicates that if people were complacent “society for sure would still have been moving slowly on the oxcart.”

(B) is the correct answer.

In this passage the author talks about how people are rarely ever satisfied with what they have and that is what leads to feelings of discontentment.

- (C) is **not** the correct answer. The people mentioned in the passage are not ignorant of the world around them but are very aware of their circumstances.
- (D) is **not** the correct answer. The people discussed in the passage are actively pursuing their dreams.

5. The words 躊躇滿志 in the third paragraph most nearly indicates an attitude of

- (A) exasperation.
- (B) hesitancy.
- (C) confidence.
- (D) fearlessness.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The phrase does not indicate a sense of exasperation.
- (B) is the **not** the correct answer. Although “chouchu” means “hesitant,” the entire phrase all together does not have this meaning.
- (C) is the correct answer.
The phrase “chouchumanzhi” means being full of hope and ambition, being confident about the future.
- (D) is **not** the correct answer. The phrase does not indicate anything to do with fearlessness or courage.

6. In the middle of the last paragraph, what suggestion does the author make to readers?

- (A) Appreciate self-reliance.
- (B) Exercise self-esteem.
- (C) Apply self-denial.
- (D) Practice self-reflection.

The correct answer is (D).

Justification:

(A) is **not** the correct answer. Although the author indicates that people need to appreciate their accomplishments, there is nothing said about appreciating self-reliance.

(B) is **not** the correct answer. Although the author suggests that people should not compare themselves with others, he does not say that the solution is to exercise self-esteem.

(C) is **not** the correct answer. The author says discontentment can be annoying, but there is nothing to suggest that self-denial would address this annoyance.

(D) is the correct answer.

The author recommends that readers not compare themselves with other people, but instead examine themselves truthfully. By doing so, they will identify aspects of their lives that they have overlooked, and realize that they are not the failures they thought themselves to be.

7. What is one conclusion that can be made from the author’s discussion of this topic?

(A) Competitiveness increases competence.

(B) Progress can result from lack of fulfillment.

(C) Success can grow out of hardship.

(D) Achievement lies in constant vigilance.

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

Justification:

(A) is **not** the correct answer. While the idea of competing in order to get ahead is mentioned in the passage, competitiveness is not viewed as a way to improve competence.

(B) is the correct answer.

The author concludes that while a feeling of discontentment may be annoying for the individual, society actually benefits from human beings’ desires to improve their lot.

(C) is **not** the correct answer. Success is mentioned only as a good feeling that quickly fades.

(D) is **not** the correct answer. While the author refers to individual accomplishment at the societal level, the idea of achievement requiring constant vigilance is not mentioned.

Sample Passage: ILR Level 4 (in simplified writing system)

An author's discussion about theories of social development in China

中国何以未发展出资本主义？史学界寻求答案的方式可分为两个主要流派：第一派从理论上断定资本主义必然会在中国史上出现，并且实际上已经萌芽。仅因特殊因素所阻，未能充分成长而已。第二派 则并不预断资本主义是中国社会发展的必经阶段，而是从事实出发， 探讨传统中国为什么产生不出西方式的现代资本主义。第一派所持的 自然是马克思主义的观点：历史五阶段论是适用于一切人类社会的普遍规律，中国当然不可能成为例外。第二派的史学家并未根据韦伯的理论，但却都直接或间接地受其影响。因此我们不妨说他们代表“韦伯式的”观点。

韦伯基本上是反对唯物史观的。韦伯不同意任何历史单因说，亦不取社会进化论，更不相信历史上有什么必然的发展阶段。韦伯认定资本主义的兴起可以归之于三个互相独立的历史因素，即经济基础、 社会政治组织、和当时占主导地位的宗教思想。西方近代资本主义的 兴起也就是在这三者之间的交互影响中求之。

可是无论是马克思还是韦伯的观点应用到中国史的研究上，我们便立刻遭遇到一些几乎是无法克服的困难。马克思关于资本主义发生的论断是完全根据西欧的历史经验得来的。他的五阶段论也只是西欧 社会经济史的一个总结。马克思本人不但从来没有说过其唯物史观是“放之四海而皆准”的，而且还特别强调，在不同的社会中，即使表 面上十分相似的事件，由于历史的处境相异，也会导致截然不同的结果。如果我们真的尊重马克思本人的看法，那么今天的马克思主义史学家企图在中国史上寻找“资本主义的萌芽”的种种努力便是完全没有理论根据的。

而韦伯的理论也同样不能原封不动地套在中国史上面，但其理论却又和马克思本人的史学理论一样，均含有新观点和新方法，足以启发非西方社会的历史研究。因此我们只能在韦伯的新观点和新方法的启发下，提出一般性的“韦伯式的”问题。但无

法亦步亦趋地按照他原有论著的实际内容来研究中国历史的演变。因为一涉及实际内容，韦伯的个案研究便成为基本上和中国史不相干了。同样的原则也适用于马克思的史学理论。我们也不妨在中国史上提出“马克思式”的问题，但同时也千万要记住马克思的名言，不要变成“马克思主义者”。所以在试图解答问题时，我则尽量要求让中国史料自己说话。这样也许可以避免一种常见的毛病，即用某种西方的理论模式强套在中国史的身上。

8. What can be concluded about the first school of thought the author mentions?

- (A) It has distorted China’s historical development.**
- (B) It has over-generalized the stages of Marxist theory.**
- (C) It has misrepresented Weber’s ideas of history.**
- (D) It has overstated the impact of Western capitalism.**

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

Justification:

(A) is **not** the correct answer. This first school of thought does not distort the understanding of China’s historical development; it simply has not taken it into account.

(B) is the correct answer.

The first school of thought is based on Marxist theory, which holds that capitalism is an inevitable developmental stage in all societies, and suggests that while capitalism has begun to appear in China, its full development has been blocked in some fashion. The author believes the Marxist approach was created with a Western European model in mind, over-generalizing the basic stages and thus not realistically applying to Chinese society.

(C) is **not** the correct answer. The first school of thought refers to Marxist theory and not Weber’s theory and point of view.

(D) is **not** the correct answer. This first school of thought does not address capitalism’s impact on a society from without, that is, the effect of Western capitalism on China, but applies to its evolution from within.

9. From the discussion in the passage, it can be inferred that the author believes a theory of China’s social development must

- (A) be able to withstand outside scrutiny.**
- (B) survive testable social conditions.**
- (C) be applied with realistic considerations.**
- (D) evidence broad compatibility to society.**

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

Justification:

(A) is **not** the correct answer. The author is not concerned with outside scrutiny of a theory, but rather the appropriateness of its application to a specific group.

(B) is **not** the correct answer. The author does not suggest that a theory must show itself able to survive testable social conditions.

(C) is the correct answer.

The author is critical of those who adhere to either Marxism or Weberianism without considering the broader historical context in which the two theories were introduced. The author suggests that people should take the Chinese context into consideration when using a theoretical model to examine developments in China.

(D) is **not** the correct answer. This passage is not about compatibility as a condition for acceptance of a theory.

10. Weberian historians would explain China’s inability to become a capitalist state by pointing out that

- (A) China did not develop the necessary conditions to initiate the change.**
- (B) China’s socio-political system was unique and resistant to transformation.**
- (C) Chinese supporters did not adhere closely to any outside methodology.**
- (D) China was in a half-feudalist and half-colonialist stage of social evolution.**

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

Justification:

(A) is the correct answer.

The author mentions the result of the interplay of the economic, socio-political, and religious factors that—according to Weberian theory—made capitalism possible in the

West. The absence of capitalism in China then, according to Weberian theory, was because China lacked these factors, and thus conditions in China were not ripe for this practice.

- (B) is **not** the correct answer. The author indicates that China's socio-political system was unique, but does not mention it being resistant to change.
- (C) is **not** the correct answer. There is no mention of Chinese supporters in the passage.
- (D) is **not** the correct answer. The author does not name any specific stages of social evolution.

11. What is one point the author makes in the conclusion to this discussion?

- (A) Trying to influence China's social evolution from the outside is presumptuous.**
- (B) Analyzing the stimulus for China's political movements has little significance.**
- (C) Isolating individual factors to account for China's progress is counterproductive.**
- (D) Attempting to force a premise to explain China's development has little merit.**

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

Justification:

- (A) is **not** the correct answer. The author does not discuss any kind of influence on China's social evolution.
- (B) is **not** the correct answer. The stimulus for China's political movements is not discussed anywhere in this passage.
- (C) is **not** the correct answer. The author mentions historical factors during the discussion of Weber's theory, but does not mention isolating those individual factors in the conclusion.
- (D) is the correct answer.
In the last paragraph, the author concludes the discussion by suggesting historians apply the principles of a Western theoretical model only in the broadest sense and consider the Chinese context. Otherwise, they will be making the same mistake as others trying to impose a foreign model onto Chinese society, and their efforts and work will be groundless and irrelevant.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is from a conversation between a male student and his female friend.

Transcription:

男：小华，你暑假打算做什么去？
女：现在还没谱儿呢。
男：想不想跟我们到黄山去旅行？
女：那一定很刺激的，成啊。什么时候动身？
男：七月中旬。
女：怎么去？
男：骑自行车去，这样可以观光锻炼两不误。
女：你说的对，我一定跟你们去。

1. What does the man invite the woman to do?

- (A) Join him and others on a bicycle trip.**
- (B) Participate in a college cycling event.**
- (C) Help him pick out a mountain bike.**
- (D) Exercise with the local cycling club.**

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

Justification:

(A) is the correct answer.

The man invited the woman to join him and others on a bicycle trip to the Huang Mountains in the summer.

(B) is **not** the correct answer. There is no mention of an event organized by a college.

(C) is **not** the correct answer. Although the man mentions the word “mountains,” he did not ask the woman to help him choose a mountain bike.

(D) is **not** the correct answer. The two people talked about a bicycle trip, not about exercising with a local club.

Sample Passage: ILR Level 2

This passage is from a conversation between a woman and her male friend.

Transcription:

女：小黄，妳看了今天的报纸了吗？报上刊载了一条发生在内蒙古牙克石市的新鲜事。

男：什么事儿？我只看了头版的新闻，其它的还没时间瞄一眼儿呢！

女：报上说牙克石市在推行把街道两旁的树木“领养回家”的制度。

男：只听过可以领养人或猫狗的，可没听说过树木也可以认领的，这事儿是有意思！诶，那他们怎么“领养”呢？

女：“领养”制度的主要内容是单位、机关及个人认领园林树木，并负责养护管理。不过认领时得签订认领协议书，确定认领的面积、数量、种类，还有什么样的养护责任。

男：这倒是个很有意义的活动，让居民直接参与环保的工作。

女：对呀！

2. What action described in the newspaper is the topic of this conversation?

- (A) An initiative to involve residents in community work.**
- (B) An incentive to conserve more of the water supply.**
- (C) A new procedure for dealing with stray animals.**
- (D) A creative plan to expand the existing city parks.**

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

Justification:

(A) is the correct answer.

This passage is a conversation about a city government’s initiative to involve its residents in taking care of the trees planted by the city.

(B) is **not** the correct answer. The friends did not talk about water conservation.

(C) is **not** the correct answer. Although the man mentioned adopting cats and dogs, the friends did not talk about dealing with the problem of stray animals.

(D) is **not** the correct answer. The friends did not talk about expansion of city parks.

3. The participants in this activity will be expected to

(A) provide a home for abandoned pets.

(B) abide by water conservation laws.

(C) pick up the litter in the new city parks.

(D) maintain the health of trees in public places.

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

Justification:

(A) is **not** the correct answer. Although the man mentions adoption of animals, abandoned pets is not the topic of this conversation.

(B) is **not** the correct answer. The man and woman did not talk about anything to do with laws related to water conservation.

(C) is **not** the correct answer. The conversation is not about park maintenance or picking up litter but taking care of trees belonging to the city.

(D) is the correct answer.

According to the conversation, residents are encouraged to adopt trees alongside the city streets. Individuals or organizations need to sign an agreement with the city government and are responsible for the upkeep of the trees.

Sample Passage: Level 3

This passage is from a lecture by a female university professor.

Transcription:

所谓文人相轻的作风，在现代来看，也许可以用奥地利心理学家罗润兹所著的“论侵略性”一书中的观点来诠释。罗氏通过他的同事所做的老鼠实验来说明侵略性或攻击性的诱因。其中有一项实验发现：饲养老鼠的空间虽然固定不变，但部分老鼠会占据地盘并建立起强权阶级制度，一旦有外来的老鼠介入，为了巩固地盘，原有的老鼠就会对闯入者进行攻击。一个地盘等于是既得的利益，岂容轻易放手？如果我们把这项发现引申运用于知识团体，那么，文人相轻，更具体地说，就是想藉着否定别人来肯定自己，说穿了，只是因为既得利益上看不开而变得心胸狭隘。既得利益团体想巩固利益而展开攻击，得不到利益的团体或个人大肆攻击，则显然是出于嫉妒。殊不知身为知识分子，自我的肯定必须靠个人的努力与创造来建立。依我看，当代知识分子应明鉴这个道理，这种行为对己对人毫无益处，知识分子应以务本务实来自我要求。这就是我对文人相轻这种现象的一点看法。

4. According to the professor, what is the cause of the phenomenon she is discussing?

- (A) The lack of intellectual rigor applied by certain scholars.**
- (B) A sense of defensiveness regarding achievements.**
- (C) A suspicion about some claims of accomplishment.**
- (D) The pressure to publish a requisite number of articles.**

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

Justification:

- (A) is **not** the correct answer. This phenomenon, according to the professor, is caused by an overprotective attitude toward accomplishments not by anyone's lack of intellectual rigor.

(B) is the correct answer.

The cause of the phenomenon discussed in the passage is the desire to protect intellectual status as well as to assert achievements, through refuting the achievements of others. According to the professor, this attitude boils down to narrow-mindedness and a wish to hold on to status and benefits.

(C) is **not** the correct answer. The professor did not mention suspicion cast on any claims of accomplishment.

(D) is **not** the correct answer. The phenomenon discussed is not about the pressure of publication that scholars face but the means some academics resort to in asserting their status.

5. In the professor's opinion, modern intellectuals should

(A) choose bold research topics instead of ordinary ones.

(B) strive to understand personalities as well as academic issues.

(C) focus on their own development rather than belittling others.

(D) listen to differing opinions instead of disputing them.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The professor did not say anything about research topics.

(B) is **not** the correct answer. The professor did not address a necessity to understand other people.

(C) is the correct answer.

The professor says that intellectuals should focus on self-improvement and personal development instead of disparaging others.

(D) is **not** the correct answer. The professor does not suggest that scholars have not been listening to differing opinions, only that, in their narrow view, instead of disputing the opinions, they have been disparaging those who offer the opinions.

Sample Passage: Level 4

This passage is from an interview between a female journalist and a male Chinese author.

Transcription:

女： 你的创作，从作品《顽主》才找到自己，那你怎么就从这种下三流的言情一下子转向了对伪崇高、对主流意识形态、对流行的文化时尚的调侃上了。你的被称为“痞子文学”的东西，实际上具有很强的颠覆性，《顽主》中的谎言与无耻就是许多人的基本的生存策略与技巧……如果说你的这些东西没有一种类似宗教关怀的东西支撑着，你是靠什么进入这种状态的？

男： 靠真实，自己生活的真实状态，耳闻目睹的周围人的生存状态。刚写小说那会儿，我的文学观念非常错误，认为文学就是虚构，虚构就是说假话。当然“灵魂工程师”们、理论家们、编辑们不这么说，他们管这种叫作艺术真实，要源于生活高于生活啦，艺术的升华，给人以希望和方向啦……。

女： 当时流行的文学观念就这样。在大学读书时，凡是讲到资产阶级作家，老师都要批判两句，最一致的批判是说那作家只揭露了黑暗，却没有为读者提供一线光明的希望。自然主义不可取，现实主义有局限，浪漫主义太空泛，只有我们的社会主义的革命现实主义与浪漫主义相结合的创作方法才是唯一正确的。

男： 科班出身的受过系统的洗脑，像我这种没受过系统训练的人，说假话是说不长的。我想我要是上了大学，念了点书，再跟道貌岸然的伪君子们学学，学一些方法、技巧，诸如如何升华、如何画龙点睛什么的，我想我也许能容易一点，起码这样做没什么困难。幸运的是我没有去做。我知道我自己过的是另外一种生活。咱们这圈子，不是你想说真话就能说，也不是你知道某些事就能为了说假话而说假话，我必须面对的是：我的书面语言库中没有一句真话，你不用有目的地做假，一说就是假的，而你用这

种语言库的语言说真话，听着就跟假的似的。就在这种时候，你可以说是一种失语状态吧。要说话，你就非得说假话，你也只会说这种话，但这种话明摆着不是我想的那意思，我要说的事用这种话就说不出来，所以我只能用开玩笑的方式、调侃的方式说，我用这种方式是想让对方知道，我说这些不是真的，别往真的里边想，别那么实在地想。

6. What challenge does the author say he faced early in his career?

- (A) His lack of formal training restricted his mode of expression.**
- (B) His work had to endure criticism from those who did not understand it.**
- (C) His ideal of literature had to be compromised for financial success.**
- (D) His writing did not conform to the predominant literary style.**

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

Justification:

(A) is **not** the correct answer. Although the author lacked formal training, that did not restrict him from expressing his views about society.

(B) is **not** the correct answer. The author did not say his work was criticized for its different style.

(C) is **not** the correct answer. Financial success was not a concern the author expressed in the interview.

(D) is the correct answer.

The author believed he could not write truthfully by using the style or manner recognized by mainstream writers, so he developed his own style.

7. According to the author, he writes in the style for which he is presently known because

- (A) it is a strategy he uses to reveal reality to his readers.**
- (B) it stems from a commitment to promote the goodness of life.**
- (C) it is a conscious choice to differentiate himself from other writers.**
- (D) it comes from a belief that writers should explore all options in writing.**

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

Justification:

(A) is the correct answer.

According to the author, he could not use the language of fiction that was recognized by his contemporaries in order for him to depict society truthfully. He had to use the style he is now known for so that he could suggest to his readers that they need to look beyond his words to understand the truth about society.

(B) is **not** the correct answer. The author said nothing about promoting the goodness of life.

(C) is **not** the correct answer. Although his writing style is a conscious choice, the author did not use it to distinguish himself from other writers. Rather, it is a strategy for him to tell his readers about society.

(D) is **not** the correct answer. The author said nothing about writers exploring all options in writing.