

DLPT Familiarization Guide

Defense Language Proficiency Test 5 (DLPT5) Multiple-Choice Format

Persian-Farsi Familiarization Guide



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Table of Contents

Introduction	<i>1</i>
--------------	----------

Overview of the DLPT5 Multiple-Choice Test

Description of the DLPT5 Lower-Range Test in Multiple-Choice Format	<i>1</i>
--	----------

Scoring	<i>3</i>
---------	----------

Preparation for Taking the DLPT5	<i>3</i>
----------------------------------	----------

Test Procedures and Instructions for taking the DLPT5

Test Procedures Overview	<i>4</i>
--------------------------	----------

Reading Comprehension Test	<i>9</i>
----------------------------	----------

Listening Comprehension Test	<i>13</i>
------------------------------	-----------

End-of-Test Review Information	<i>18</i>
--------------------------------	-----------

Sample Passages

Reading Comprehension Sample Passages	<i>19</i>
---------------------------------------	-----------

Listening Comprehension Sample Passages	<i>25</i>
---	-----------

Appendix

Interagency Language Roundtable Language Skill Level Descriptions	<i>29</i>
--	-----------

Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 (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 of 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 Multiple-Choice Test

The DLPT5 is a foreign language proficiency test that measures the listening comprehension and reading comprehension of an examinee that has learned a foreign language as a second language. The test is intended to be taken by U.S. government military or civilian employees. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix). All DLPT5s are delivered via 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+ through 3, while the Upper-Range test measures ILR proficiency levels 3 through 4. Examinees will normally take the Lower-Range DLPT5; those who receive a score of 3 on the Lower-Range test may be eligible to take the Upper-Range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

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

- **Test Design**
 - Typically, the Lower-Range Reading Test contains approximately 60 questions with about 36 passages. The passage has up to 4 questions, each with 4 answer choices.
 - Typically, the Lower-Range Listening Test contains approximately 60 questions with about 37 passages. The passage has up to 2 questions, each with 4 answer choices.
 - 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 Reading Test, examinees may take as much or as little time as they wish to answer the questions. For the Listening Test, although the playing of the passages

DLPT5 Familiarization Guide

is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing time effectively is the examinee's responsibility.

- **Test Content**

- The DLPT5 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 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.
- The content of the test forms 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 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 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 Familiarization Guide

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. 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 (see Appendix). 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 through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is also not permitted for the Lower-Range test.

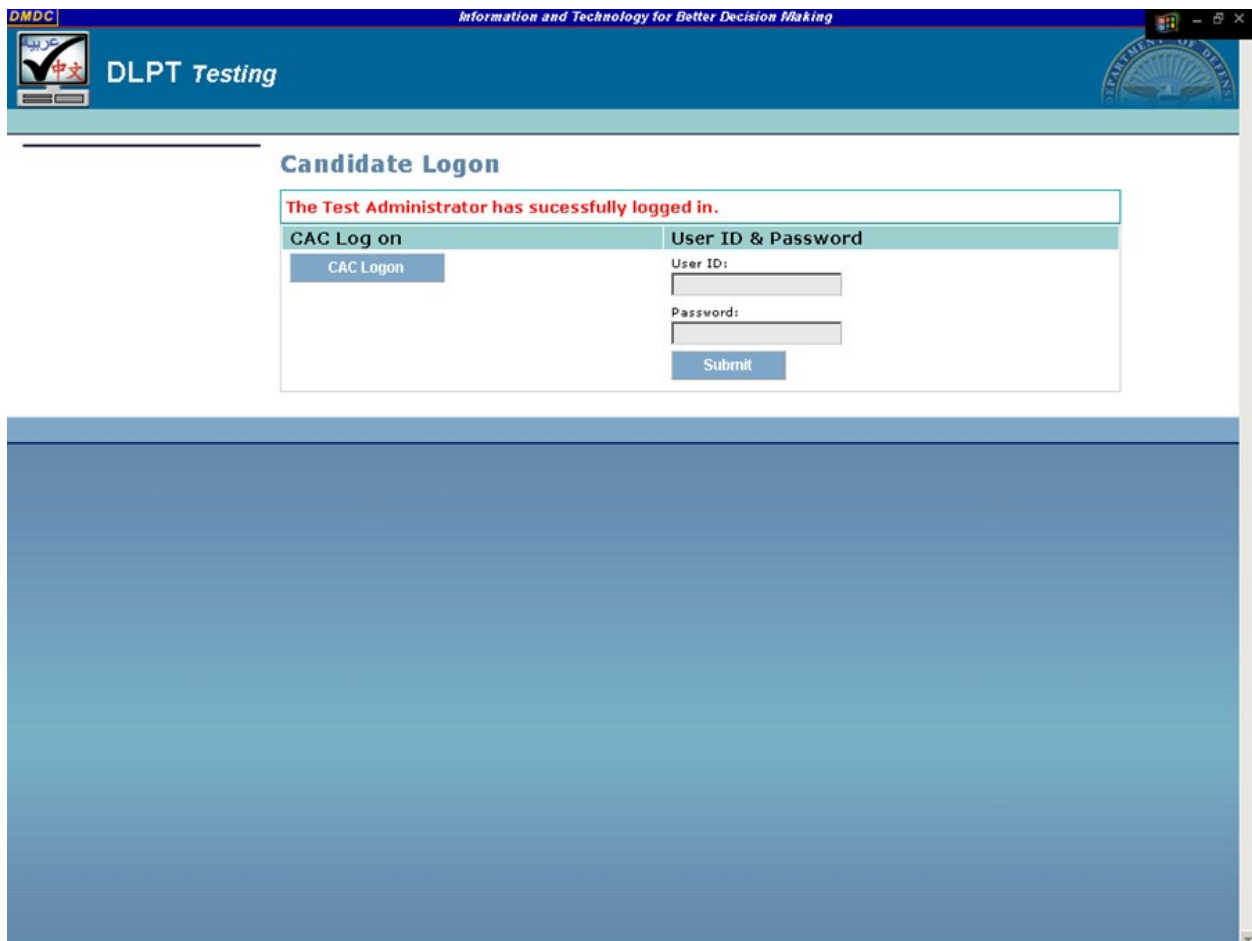
Test Procedures and Instructions for Taking the DLPT5

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 Overview

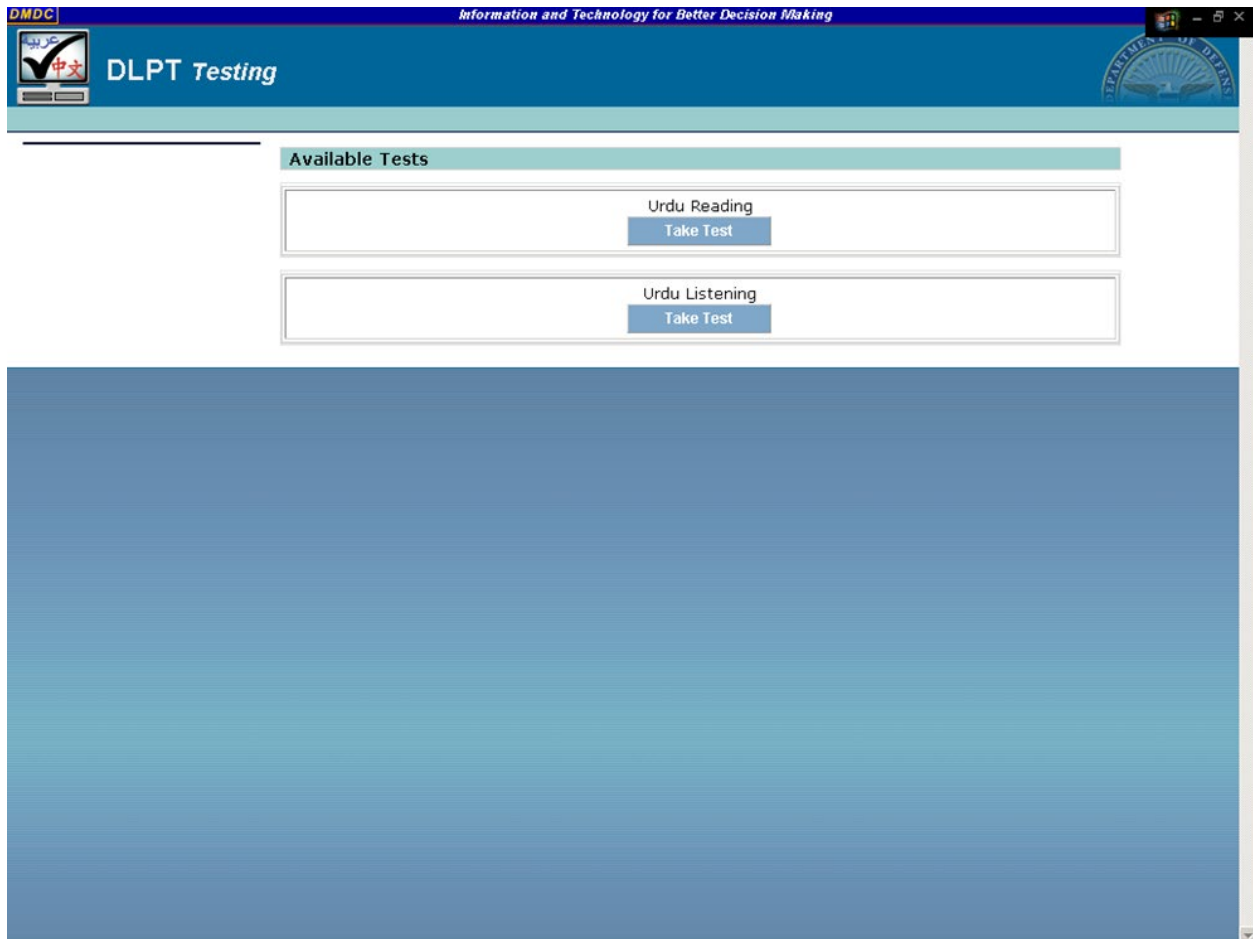
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see on the computer screen will be provided.

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) 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.



DLPT5 Familiarization Guide

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



DLPT5 Familiarization Guide

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.

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test Multiple Choice Format</p>  <p>Japanese Language Code JA</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;">FOR OFFICIAL USE ONLY 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

DLPT5 Familiarization Guide

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p>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>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>Click on the checkbox above to confirm.</p>
Help	Introduction: Screen 2 of 5

DLPT5 Familiarization Guide

Non-Disclosure Statement and Test Administration Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is FOR OFFICIAL USE ONLY 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 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 Control Officer (TCO) concerned, and my unit commander.</p> <p><input 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>
Help	Introduction: Screen 3 of 5

DLPT5 Familiarization Guide

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 DLPT5 Reading Comprehension Test interface for Language X. The interface is divided into several sections:

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- FOREIGN LANGUAGE PASSAGE:** Paragraphs may be marked (¶1), (¶2), etc. If a question asks about a specific word or phrase, it is shown in red or highlighted in grey in the text. (The text shown here represents a generic foreign language. It is not meant to be legible.) A red line indicates the end of a passage. To see an entire passage, you may need to scroll. Click this button if you have any technical difficulties.
- QUESTIONS:** To choose an answer, click the button next to that choice. To change your answer, click the button next to that choice. A red line indicates the end of the questions.
- STATUS BAR:** Displays "Questions 1-3 of up to 33", "Test ends in: 89:49", and a "Next" button. Below the status bar, there are labels for "Question # Total # of questions", "Time remaining", and "Go to: Next Passage".

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.

DLPT5 Familiarization Guide

Instructions screen for the Reading Comprehension Test:

The screenshot shows a blue-bordered window titled "DLPT5 Lower Range Reading Comprehension Test for Japanese". The main content area is white and contains the following text:

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.
- 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.

At the bottom of the window, there is a dark blue bar containing a "Help" button on the left, the text "Introduction: Screen 5 of 5" in the center, and "Back" and "Next" buttons on the right.

DLPT5 Familiarization Guide

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

End of Sample 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 this passage

Help Sample Passage 1 question Back Next

After the sample passage, the examinee clicks on the [Next] button and moves to screens showing End-of-Test Review Information and Start of Test.

DLPT5 Familiarization Guide

End-of-Test Review Information and Start of Test screen for the Reading Comprehension Test:

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

The screenshot displays a blue-bordered window titled "DLPT5 Lower Range Reading Comprehension Test for Japanese". It is divided into two main sections: "End-of-Test Review Information" on the left and "Start of Test" on the right. At the bottom, there is a navigation bar with buttons for "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start 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 respond to any questions you have not answered, or you can change an answer.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains:
36 passages with a total of 61 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- There will be a 15 minute break at 90 minutes. The break does not count against the total time allowed for the test.
- 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

For the Reading test, examinees will be able to go back to previous passages if they wish.

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 a test interface with a blue border. At the top, a title bar reads "Multiple Choice Test for Listening Comprehension Language X". Below this is an orientation statement: "Passage # 1" and "This passage is taken from a news broadcast." The main area contains two multiple-choice questions. A red horizontal line is drawn below the second question. At the bottom of the main area, there is a checkbox labeled "Mark this passage for later consideration." and a "Play Audio" button. The bottom status bar contains a "Help" button, "Passage 1 of 40", "2 questions", and "Test Ends in: 178:02".

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

Click this button if you have any technical difficulties

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

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

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

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

DLPT5 Familiarization Guide

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

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. When the audio finishes, the [Next] button appears at the bottom of the screen. Click 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 the [Help] button before moving to the next passage.

The Clock

- The amount of time allotted for this test is 3 hours (180 minutes).
- 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.

BEFORE YOU PROCEED, adjust your volume.

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



Click the minus to lower the volume or the plus to raise the volume.

Introduction: Screen 5 of 6

DLPT5 Familiarization Guide

Instructions screen for the Listening Comprehension Test (continued):

DLPT5 Lower Range Listening Comprehension Test for Japanese

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.

HelpIntroduction: Screen 6 of 6Audio Playing

DLPT5 Familiarization Guide

Presented here is an example of a Listening 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.

The screenshot shows a dark blue interface with a white central area. At the top, it reads "DLPT5 Lower Range Listening Comprehension Test for Japanese". Below this, the text "Sample Passage" is displayed in blue. A paragraph follows: "This passage is a conversation between friends." Below that is a question: "S1. What does the woman ask Ms. Tanaka to do?". There are four radio button options: "Meet her friend this Saturday.", "Visit a new theater in town.", "Join a school friend for lunch.", and "Go to a movie with her.". A red horizontal line separates the question area from the bottom section. Below the line, there is a blue link "End of questions for Sample Passage" and a checkbox labeled "Mark this passage for later consideration.". At the bottom of the interface, there are three buttons: "Help" on the left, "Sample Passage 1 question" in the center, and "Play Audio" on the right.

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

DLPT5 Familiarization Guide

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

The screenshot displays the DLPT5 Lower Range Listening Comprehension Test for Japanese interface. It is divided into two main sections: "End-of-Test Review Information" on the left and "Start of Test" on the right. The "End-of-Test Review Information" section lists several bullet points regarding the review process, including the opportunity to review answers, jump to passages, and the fact that audio will not be repeated. The "Start of Test" section provides details about the test structure, such as the number of passages and questions, the total duration, and a 15-minute break. A red underline is present under the final bullet point in the "Start of Test" section. At the bottom of the interface, there are buttons for "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start Test".

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

- This listening test contains:
 - 41 passages with a total of 61 questions.
- The test runs approximately 3 hours (180 minutes).
- There will be a 15 minute break after Passage 24.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the test will begin.

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

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. 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 will **not** be able to go back to previous passages until the end of the test.

(Reminder: For the Reading Test, examinees are able to go back to previous passages if they wish.)

End-of-Test Review Information

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

On the review page, examinees will be able to click and 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	*	18	21	*	28	39	*	37	56	*
4	4	*	19	22	*	29	40	*	38	57	*
5	5	*	19	23	*	29	41	*	38	58	*
6	6	*	20	24	*	30	42	*	39	59	*
7	7	*	20	25	*	30	43	*	39	60	*
8	8	*	21	26	*	31	44	*	61	*	
9	9	*	21	27	*	31	45	*			
10	10	*	22	28	*	32	46	*			
11	11	*	22	29	*	32	47	*			
12	12	*	23	30	*	33	48	*			
13	13	*	23	31	*	34	49	*			
14	14	*	24	32	Blank	34	50	*			
15	15	*	24	33	*	35	51	*			
16	16	*	25	34	*	35	52	*			
16	17	*	26	35	*	53					
18	18	*	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 Persian-Farsi, and their associated questions and answer choices. Explanations of the correct 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

Sample Passage: ILR Level 1

A yellow pages ad

حمل و نقل بین المللی آسان
به مدیریت رضا ابدی
حمل و نقل کلیه وسایل منزل و اتوموبیل
به کشورهای مختلف
زمینی و هوایی با بیمه کامل
برای برآورد رایگان تلفنی با ما تماس بگیرید.

1. Who is most likely to be interested in this ad?

- (A) Someone who needs to rent a car.
- (B) Someone who will sell home furniture.
- (C) Someone who needs to buy a plane ticket.
- (D) Someone who will be moving.

The correct answer is (D).

Justification:

(A) is **not** the correct answer. Although cars are mentioned, the ad does not offer car rentals.

(B) is **not** the correct answer. Although furniture is mentioned, the ad contains no reference to selling furniture.

DLPT5 Familiarization Guide

(C) is **not** the correct answer. While the ad mentions “different countries,” there is no reference to plane ticket purchase.

(D) is the correct answer.

The shipping company placed the ad to attract those who are in need of transporting furniture and cars to other countries. Thus, someone who will be moving is most likely to be interested in the ad.

Sample Passage: ILR Level 2

From a local news report

انفجار کپسول گاز اجاق خوراک پزی در یک اتوبوس مسافربری در جاده زنجان، موجب کشته شدن چهارده نفر و زخمی گردیدن حداقل پانزده تن از مسافران شد.

به گزارش رادیو تلویزیون دولتی، ماجرا از این قرار بود که راننده برای گرم کردن فضای اتوبوس (احتمالاً به دلیل اینکه بخاری اتوبوس نقص فنی داشته) یک دستگاه اجاق خوراک پزی متصل به کپسول گاز را روشن کرده بود که مسافران احساس سرما نکنند. ولی در طول راه بر اثر یک ترمز شدید، کپسول گاز واژگون و به علت پاره شدن لوله گاز، آتش در اتوبوس شعله کشید و دست کم چهارده نفر از مسافران را به کام مرگ برد.

مناطق شمالی و غربی ایران در روزهای اخیر، سردترین و پربرف ترین روزهای خود را طی چند دهه اخیر سپری کرده اند تا آنجا که بسیاری از جاده های کوهستانی که برخی از آنها از جاده های مهم و پررفت و آمد کشورند بسته شده است.

ایران نسبت به جمعیت خود بالاترین میزان تصادفات جاده ای را داراست و از راههای آن به عنوان ناامن ترین جاده های جهان یاد میشود.

1. What is the reason that the cooker was turned on?

- (A) To melt snow for drinking water.**
- (B) To prepare a meal for travelers.**
- (C) To keep passengers warm.**
- (D) To attract the attention of rescuers.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. Snow is mentioned only in the context of the general weather conditions; the gas cooker was not used to melt it.

(B) is **not** the correct answer. While a gas cooker would normally be used to prepare meals, the report does not mention it being used for this purpose.

(C) is the correct answer.

According to the report, the bus driver turned on the gas cooker to heat the interior of the bus in order to keep the passengers warm.

(D) is **not** the correct answer. Although the adverse weather caused some road closures, no rescue efforts were mentioned in the report.

2. What initiated the incident mentioned in the report?

- (A) The driver's abrupt attempt at braking.**
- (B) The accidental stumbling of a passenger.**
- (C) The unexpected burning of some cooking oil.**
- (D) The bus's sudden turn on an icy road.**

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

Justification:

(A) is the correct answer.

During the trip the driver abruptly applied the brakes, which made the cooker's gas canister overturn, rupturing the connecting hose and causing an explosion.

(B) is **not** the correct answer. While the accident happened inside the bus, the report does not mention the stumbling of a passenger.

(C) is **not** the correct answer. The fire was not caused by, nor did it involve, any cooking oil.

(D) is **not** the correct answer. A sudden turn of the bus is not mentioned to be the cause of the incident.

Sample Passage: ILR Level 3

From a Tehran newspaper

یکی از شگردهای کلاهبرداران و مفسدان مالی و اختلاس کنندگان از بیت المال این است که در کنار ده ها و صدها عمل مجرمانه و خلاف قانون، با ظاهر سازی و ریاکاری یکی دو چشمه کار خوب هم از خود نشان می دهند. به عنوان مثال با کمک مالی به فلان خیریه یا صندوق قرض الحسنه و یا فلان آقای که دستی در کمک به بی بضاعت ها و محرومان دارد، یک چهره به ظاهر موجه از خود می سازند تا چنانچه اگر روزی گرفتار شدند و اعمال مجرمانه آنان آشکار گردید، بواسطه همین ریاکاری ها و با توصیه افراد موجه از چنگ قانون رهایی یابند.

یکی از موارد دیگری که شایسته است دستگاه قضایی به آن توجه نماید، تغییر یکباره و جهشی زندگی و وضعیت مالی برخی از مسئولان یا وابستگان آنان و رشد اقتصادی و محیرالعقول برخی از آفازاده هاست! در میان اینان حتی هستند کسانی که نه ارث و میراث پدری داشته اند که بگوئیم زمینه پولدار شدن آنان بوده است و نه سرمایه ای داشته اند که به پشتوانه آن یک فعالیت تجاری و یا تولیدی را سازماندهی نمایند، ولی می بینیم که در کمتر از چند سال ره صد ساله را پیموده و در ویلاهای کاخ مانند خود به عیش و نوش مشغولند.

امروز دستگاه قضایی در معرض امتحانی بزرگ و سرنوشت ساز قرار دارد و چنانچه از این امتحان سربلند بیرون آید و مفسدان مالی و اقتصادی را به سزای اعمال ننگینشان برساند، گامی بزرگ در جهت سلامت نظام اسلامی و حفظ و بقای آن برداشته و مردم را بیش از پیش به اجرای عدالت و آینده ای روشن امیدوار می سازد.

1. According to the author, what is the real purpose of the benevolent acts mentioned?

- (A) To benefit from the political immunity of a charity group.
- (B) To assure legal protection in case of prosecution.
- (C) To gain public support from corrupt officials.
- (D) To help in the rehabilitation of ex-convicts.

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

Justification:

(A) is **not** the correct answer. The benevolent acts cannot provide political immunity for the corrupt individuals.

(B) is the correct answer.

The passage describes various tricks some corrupt individuals use to protect themselves.

One of the tricks is to perform a few “benevolent acts” to establish legal protection so that if there is prosecution, people would intervene or testify on their behalf.

DLPT5 Familiarization Guide

- (C) is **not** the correct answer. The passage mentions benevolent acts performed by individuals in attempting to avoid prosecution, not to gain public support from corrupt officials.
- (D) is **not** the correct answer. The benevolent acts are meant to prevent a criminal conviction, not to rehabilitate anyone after release from prison.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is from a conversation at a travel agency.

Transcription:

مرد: سلام خانم
زن: سلام آقا، چه فرمایشی دارید؟
مرد: ببخشید خانم! بلیط هواپیما برای شیراز دارید؟
زن: برای کی؟
مرد: برای امروز عصر.
زن: بلیط یکسره می‌خواهید یا رفت و برگشت؟
مرد: رفت و برگشت

1. What does the man want to do?

- (A) Change hotels.
- (B) Book a flight.
- (C) Arrange a tour.
- (D) Go to the airport.

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

Justification:

(A) is **not** the correct answer. While a travel agency can probably arrange for any of the services mentioned in these options, the man did not mention changing hotels.

(B) is the correct answer.

The man asked to buy a round-trip airplane ticket for Shiraz.

(C) is **not** the correct answer. The man did not ask to arrange a tour.

(D) is **not** the correct answer. The man did not mention that he wanted to go to the airport.

Sample Passage: ILR Level 2

This passage is from the national news on the radio.

Transcription:

بیست و نه مرد تانزانیایی که بطور غیر قانونی در ایران اقامت داشتند در هتل اسفند تهران به دلیل مظنون بودن به انتقال کوکائین به ایران دستگیر شدند.

این اقدام درحالی صورت گرفت که چندی پیش دو جوان تانزانیایی بعلت پاره شدن بسته های کوکائین در داخل معده اونها کشته شدند که این امر موجب پی گیری تحقیقات پلیس در این زمینه شده بود.

در این هتل پنجاه تانزانیایی اقامت داشتند که اقامت بیست و نه نفر از اونها که دستگیر شدند غیر قانونی بوده.

1. What is one thing the news mentions?

- (A) Some hotel guests were quarantined for health reasons.
- (B) Some workers were detained for working without a permit.
- (C) Some illegal residents were arrested for suspected activities.
- (D) Some foreigners were expelled for having visas that expired.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. Some hotel guests were arrested, but none were quarantined for health reasons.
- (B) is **not** the correct answer. Twenty-nine Tanzanians were detained for not having legal resident permits.
- (C) is the correct answer.
According to the news, twenty-nine Tanzanian men who resided illegally in Iran were arrested on suspicion of cocaine trafficking to Iran.
- (D) is **not** the correct answer. The passage does not refer to foreigners who were expelled for expired visas.

Sample Passage: Level 3

This passage is from a political talk show on the radio.

Transcription:

به نظر شما چرا جمهوری خواهی در این مرحله به یکی از محوری ترین بحثهای اپوزیسیون تبدیل شده؟

به نظر من کاملاً طبیعی یه. برای اینکه خواست اساسی مردم در برحه ی زمانی حال اینه که نه خواهان سلطنت هستند برای این که بیست و چند سال پیش در حقیقت سلطنت به عنوان یک نهاد در ایران در هم نوردیده شد و به نظر من قابل برگشت نیست و از طرف دیگه مردم جمهوری اسلامی رو هم در بیست و پنج سال گذشته تجربه کردند. بنابراین الان خواهان جمهوری هستند نه کم نه زیاد به قول معروف. البته جنبه ی دیگه ی قضیه اینه که چون انقلاب ایران در حال حاضر مرحله ی دموکراتیک خودش رو پشت سر میگذاره با جمهوریت تطابق داره. و البته از اول انقلاب هم موقعی که سلطنت رو مردم برانداختند خواهان جمهوری بودند منتهی آخوندها اومدند سوار این موج شدند و این رو تبدیل به جمهوری اسلامی کردند و قوانین خودشون رو که همین ولایت فقیه در حقیقت بخش محوریته به مردم تحمیل کردند. و همین طوری که گفتم چون مرحله ی انقلاب در حال حاضر چیزی نیست که فرضاً جامعه ی ایران در حال حاضر آماده ی سوسیالیزم باشه بنابراین جمهوری یک مرحله ایست که آزادی و دموکراسی و شرایطی رو فراهم خواهد کرد که اگر نیروهای ترقی خواه واقعاً بتونن ازش استفاده بکنن می تونه به طرف سوسیالیزم حرکت بکنه.

1. What is one thing the speaker implies about the Islamic Republic?

- (A) It is a natural result of the revolution.
- (B) It is an irreversible form of government.
- (C) It lacks the support of the people.
- (D) It stands in the way of social reform.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. While the Islamic Republic is indeed the result of the revolution, the speaker argues that this result was forced upon the people, who had not wanted a religious government.
- (B) is **not** the correct answer. The idea of irreversibility was mentioned by the speaker, but it was in connection with abolishing the monarchy in Iran (i.e., the abolishment of the monarchy is irreversible).

(C) is the correct answer.

The speaker argues that (1) the Iranian revolution was started because of the people's demand for a democratic republic (i.e., a government ruled by a head of state who is not a monarch), and that (2) the clerics "hijacked" the revolution and imposed the rule of jurisconsult (i.e., a government ruled by religious leaders) under the name of "Islamic Republic," and after 25 years of living under this rule, the people just want "a republic, no more, no less" (thus implying that they do not want the "Islamic Republic").

(D) is **not** the correct answer. The speaker does argue that republicanism could be a stepping stone to full socialism, implying that socialism is the preferred form of government; but he does not suggest that the Islamic Republic blocks any social reform.

2. What does the speaker suggest about republicanism?

- (A) It is considered to be incompatible with Islamic principles.
- (B) It must be consolidated with democracy for success.
- (C) It is an unacceptable form of government for Iran.
- (D) It might be a forerunner to a new form of government.

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

Justification:

(A) is **not** the correct answer. While the speaker mentions that the clerics steered the country away from republicanism, he does not say that this form of government is considered to be incompatible with Islamic principles.

(B) is **not** the correct answer. The speaker does not say that republicanism would fail unless it is consolidated with democracy.

(C) is **not** the correct answer. While the speaker does seem to think socialism is the ideal form of government, he also implies that republicanism would be acceptable as a "stepping stone" since it can provide freedom and democracy.

(D) is the correct answer.

Even though the speaker states that republicanism can provide freedom and democracy (implying that the Islamic Republic cannot do so) he also suggests that it is merely a transitional phase, and if progressive people are skillful enough, they can still steer the country toward socialism.

Appendix

Interagency Language Roundtable (ILR) 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.

ILR 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

ILR Language Skill Level Descriptions: Reading

Reading 0 (No Proficiency)

No practical ability to read the language. Consistently misunderstands or cannot comprehend at all.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.