

# Tagalog

## Defense Language Proficiency Test 5

### Familiarization Guide



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## Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 System (DLPT5) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and procedures used in scoring and reporting the scores. In addition, screen shots on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

## Overview of the DLPT5

The DLPT5 is designed to assess the global language proficiency in reading and listening of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (see Appendix A). All DLPT5s will be delivered on the computer.

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ 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 this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The Tagalog DLPT5 in multiple-choice format will be offered in the lower range only.

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

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

- The Lower-Range Listening Test contains approximately 60 questions with about 37 authentic passages. Each passage has up to 2 questions with four answer choices per question.
- Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is played the second time.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the Reading Test.
- **Test Content**
  - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
  - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
  - The content of the test forms will be systematically updated.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:
  - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
  - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading

comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

Because test security and confidentiality are extremely important, examinees should not discuss test content with anyone.

## Scoring

Examinee scores are reported in terms of ILR levels, including “plus” ratings. Lower-Range tests are intended to cover ILR levels 0+ through 3. Possible scores are 0, 0+, 1, 1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

Scores on either type of test reflect current functional language proficiency in reading and listening as defined in the ILR Skill Level Descriptions (see Appendix A). Scores do **not** reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., reading or listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

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

## **Preparation for Taking the DLPT5**

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is not permitted for the Lower-Range test.

## **Instructions for taking the DLPT5**

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

## **Test Procedures**

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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC) or a user ID and password that were provided when the examinee registered to take the test. The examinee must click on the [CAC Logon] or [Submit] button before moving to the next screen.

DMDC Information and Technology for Better Decision Making

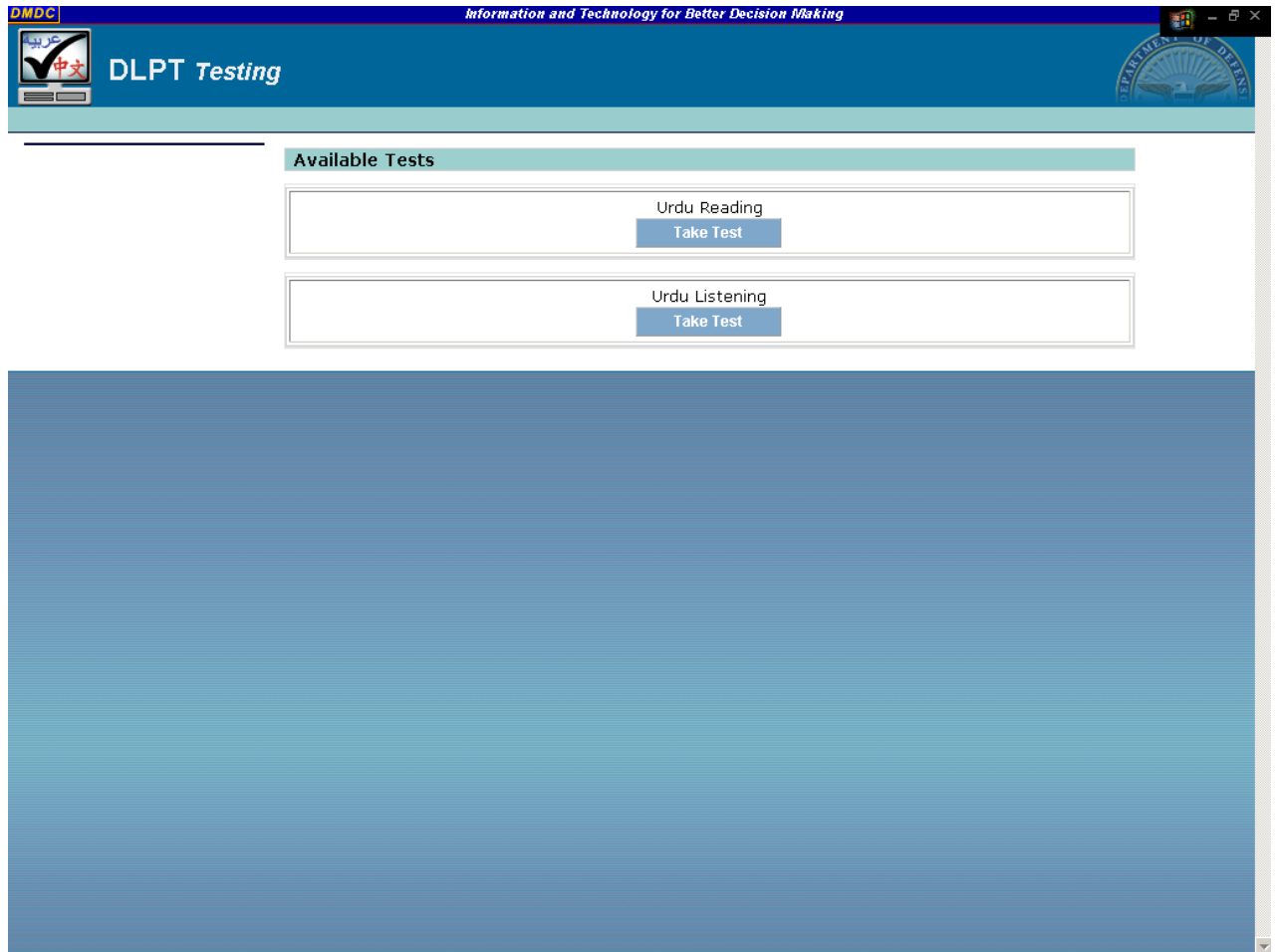
DLPT Testing

### Candidate Logon

The Test Administrator has successfully logged in.

CAC Log on	User ID & Password
<input type="button" value="CAC Logon"/>	User ID: <input type="text"/>
	Password: <input type="password"/>
	<input type="button" value="Submit"/>

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





Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the Test Administration Statement (of the examinee’s ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p>DEPARTMENT OF DEFENSE</p> <p><b>Defense Language Proficiency Test 5</b></p> <p>Multiple Choice Format</p>  <p><b>Japanese</b></p> <p>Language Code JA</p> <p><b>Lower Range Reading Comprehension Test</b></p>	<p><b>FOR OFFICIAL USE ONLY</b></p> <p><b>Controlled Item (Test Material)</b></p>  <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>If you have difficulty with the instructions or any functions of this test, click on the [Help] button in the lower left-hand corner of the screen.</p> <p><b>To begin, click on the [Next] button below.</b></p>
---	--

Introduction: Screen 1 of 6

[Help](#) [Next](#)

**Privacy Act Statement:**

Disclosure of requested information is solicited under the authority of Title 10, United States Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

**Disclaimer for Defense Language Institute Tests:**

Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.

I confirm having read and understood both the Privacy Act Statement and the Disclaimer.

Click on the checkbox above to confirm.

Help

Introduction: Screen 2 of 6

**Test Administration Statement:**

I understand that I am not required to take the Japanese Reading Comprehension Test at this time if there are extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., which may interfere with my performance on the test; and that the test will be administered at another time acceptable to me, the Test Administrator, and my unit commander.

**Non-Disclosure Statement:**

I understand that this test is **FOR OFFICIAL USE ONLY** and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to **RELATING ANY ASPECT OF THIS TEST TO ANYONE**, including an instructor, fellow service member, spouse, or class member.

I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

### Reading comprehension test

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

**DLPT5 Lower Range Reading Comprehension Test for Japanese**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**ORIENTATION STATEMENT**

- \* explains the source of the passage in English.

**FOREIGN LANGUAGE PASSAGE**

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

**DLPT X Multiple Choice Test for Reading Comprehension Language X**

**Passage #1**  
From a magazine article

¶1 XXXXY YY XYXY XYXY XYXY  
 XXXY YYY XXX YYY XXXY YYYX  
 XXXYYYYYYY XYXYXXX XYXYX  
 XY XY XYXY XYXY XYXYXYXY.

¶2 XYY XYXYXY XY XYXY XYX  
 YXYXY YXYXYXYXY XYXYXYXY  
 XYXYXY XY XYXY XYXY XYXYXY  
 XYXYXY XYXY XYXY XYXYXY  
 XYXY XYXY XYXYXYXYXYXY XY  
 XYXYXY XYXY XYXY XYXY.

XXXXXXXX XYXYXY XYXY XYXY  
 XYXY XYXYXYXYXY XYXYXY XYXY  
 XYXYXYXY XYXYXY XYXYXY XYXY  
 XYXYXYXY XYXYXY XYXYXY XYXY  
 XYXY.

End of this passage  
 Mark this passage for later consideration.

**QUESTIONS**

1. What does the author claim about his sources?
  - They are major players in the governmental sector.
  - They are primary political figures.
  - They have been significantly cautious in the last few years.
  - They have been a favorite target of politicians.
2. What is the author's purpose in discussing this issue?
  - To highlight the corruption of the current system.
  - To expose traitors in the higher echelons of the military.
  - To contribute to public awareness.
  - To criticize those not paying attention.
3. By using the expression « XYXYXYXY XYXY XYXY » the author attempts to
  - emphasize the deeds of a certain agency.
  - underline the importance of the corruption.
  - expose the evil-doers.
  - show the historical roots of the issue.

End of questions for this passage

**STATUS BAR**

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

Go to: Previous Passage Next Passage

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

Introduction: Screen 5 of 6

Instructions screen for the reading comprehension test:

The screenshot shows a software interface with a dark blue border. At the top, the text "DLPT5 Lower Range Reading Comprehension Test for Japanese" is centered. Below this, the word "INSTRUCTIONS" is centered. A bulleted list of instructions follows, with the final item in red. A horizontal red line separates the instructions from a blue heading and a blue instruction. At the bottom, there are three buttons: "Help" on the left, "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" on the right.

DLPT5 Lower Range Reading Comprehension Test for Japanese

INSTRUCTIONS

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

---

**A sample passage follows on the next screen.**

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

Help Introduction: Screen 6 of 6 Back Next

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

Example of a reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Japanese

**Sample Passage**

*A message found on a desk*

山川さん、

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

---

End of this passage  
Mark this passage for later consideration.

**S1. What was the message about?**

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

---

[End of questions for Sample Passage](#)

HelpSample Passage 1 questionBackNext

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

### Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Japanese

#### End-of-Test Review Information

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

#### Start of Test

- This reading test contains 36 passages and 61 questions.
- You are allowed 3 hours to complete the test.
- There will be a break at approximately 90 minutes. The break does not count against your time.
- When you are ready, click on the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

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

## Listening comprehension test

Example of screen layout for the listening comprehension test:

The screenshot shows a test interface for 'DLPT 5 Lower Range Listening Comprehension Test for Japanese'. The main content area is titled 'Example of Screen Layout' and includes an orientation statement: 'Familiarize yourself with the features of this screen now.' Below this is a sample question set for 'Passage # 1', which is described as being taken from a news broadcast. The questions are multiple-choice and cover topics like author claims and purposes. A red line marks the end of the questions. At the bottom, a status bar displays 'Passage 1 of 40', '2 questions', and 'Test Ends in: 178:02'. There are 'Help' and 'Play Audio' buttons. The overall interface is dark blue with white text.

**DLPT 5 Lower Range Listening Comprehension Test for Japanese**

**Example of Screen Layout**

Familiarize yourself with the features of this screen now.

**DLPT X Multiple Choice Test for Listening Comprehension Language X**

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

1. What does the author claim about his sources?

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

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

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

End of this passage  
Mark this passage for later consideration.

Click this button if you have any technical difficulties

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

**Annotations:**

- TITLE BAR**
  - indicates the test title.
- ORIENTATION STATEMENT**
  - explains the source of the passage in English.
- QUESTIONS**
  - To choose an answer, click the button next to that choice.
  - To change your answer, click the button next to a different choice.
  - To see all the questions, you may need to scroll.
  - A red line indicates the end of the questions.
- STATUS BAR shows:**
  - Current passage number
  - Total number of passages
  - Number of questions for current passage
  - Timer status
  - Play Audio and Help buttons

**Bottom Bar:**

- Help
- Passage # Total # of passages
- 2 questions # of Questions for this passage
- Test Ends in: 178:02 Time Remaining
- Play Audio

**Footer:**

- Help
- Introduction: Screen 5 of 7
- Next



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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence	The Clock
<ul style="list-style-type: none"><li>• When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.</li><li>• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.</li><li>• When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. <i>If you experience technical difficulty when the [Help] button is not visible, raise your hand.</i></li><li>• You may answer questions at any time during the playing of the audio.</li><li>• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.</li><li>• The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button <i>before</i> moving to the next passage.</li></ul>	<ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes (3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr/> <p style="text-align: center;">BEFORE YOU PROCEED, test your volume.</p> <p style="text-align: center;"><a href="#">Test Volume</a></p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p>

Introduction: Screen 6 of 7

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

**ATTENTION: You should hear a voice reading the instructions below.**

If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Some passages will be played once and some will be played twice. When a passage is played twice, there will be a short tone signal just before the passage is played the second time.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- **There is no penalty for guessing, so it is to your advantage to answer all of the questions.**

---

A sample passage follows on the next screen.

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

Help

Introduction: Screen 6 of 6

Audio Playing

Example of listening sample questions (the sample passage audio is played while the screen is displayed):

DLPT5 Lower Range Listening Comprehension Test for Japanese

**Sample Passage**

*This passage is a conversation between friends.*

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

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

---

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

Sample Passage 1 question Play Audio

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

End-of-Test Review Information	Start of Test
<ul style="list-style-type: none"><li>• At the end of the test, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.</li><li>• From the review page you will be able to jump to any given passage.</li><li>• You will be able to respond to any questions you have not answered, or change an answer.</li><li>• You <b>will not hear</b> the audio again during this review period.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul> <hr/>	<ul style="list-style-type: none"><li>• This listening test contains 39 passages and 61 questions.</li><li>• The test is 180 minutes (3 hours) long.</li><li>• There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.</li><li>• When you are ready, click on the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul> <p style="color: red;">You are about to <b>RESUME</b> your test. The test will move to the most recently viewed passage.</p>

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

## End-of-Test Review Information

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

From the review page, examinees will be able to jump to any given passage.

They will be able to respond to any questions they have not answered, or they can change an answer.

The audio for the Listening Test will **not** be played again during this review period.

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

### End of Listening Test

- In the chart below, an asterisk (\*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that **no answer** has been registered for this question.
- If you see an **X** next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row in the chart which corresponds to the question number.

Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer
1	1	*	17	19	*	27	37	*	36	54	*
2	2	*	18	20	Blank	28	38	*	37	55	*
3	3	*	19	21	*	29	39	*	38	56	*
4	4	*	20	22	*	30	40	*	39	57	*
5	5	*	21	23	*	31	41	*	38	58	*
6	6	*	22	24	*	32	42	*	39	59	*
7	7	*	23	25	*	33	43	*	39	60	*
8	8	*	24	26	*	34	44	*	61	61	*
9	9	*	25	27	*	35	45	*			
10	10	*	26	28	*	36	46	*			
11	11	*	27	29	*	37	47	*			
12	12	*	28	30	*	38	48	*			
13	13	*	29	31	*	39	49	*			
14	14	*	30	32	Blank	40	50	*			
15	15	*	31	33	*	41	51	*			
16	16	*	32	34	*	42	52	*			
17	17	*	33	35	*	43	53	*			
18	18	*	34	36	*						

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

Review Answers
Test ends in: 78:26
Submit

## Sample Passages

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

### Reading Comprehension Sample Passages

#### Level 1

##### *From a news brief about a police advisory*

Nagpalabas ng isang advisory ang Philippine National Police (PNP) sa lalawigan sa mga may-ari ng mga motorsiklo at iba pang sasakyan na mag-ingat at maging mapagmatyag dahil sa tumataas na kaso ng nakawan sa bayan ng Virac.

Patuloy rin ang imbestigasyon ng mga kapulisan sa serye ng nakawan ng mga sasakyan na kung saan ay marami na umano ang dumudulog sa pulisya.

1. What is the purpose of the police advisory?
  - (A) To warn people about vehicle thefts.
  - (B) To ask people to report drunk driving.
  - (C) To announce changes in traffic laws.
  - (D) To alert people to increased car accidents.

The correct answer is (A).

Justification:

(A) is the correct answer.

The police department warns people through the police advisory that owners of motorcycles and other vehicles should beware of thefts.

(B) is **not** the correct answer. The notice is about vehicle thefts, not about drunk driving.

(C) is **not** the correct answer. No change in traffic laws is mentioned in this notice.

(D) is **not** the correct answer. Traffic accidents are not reported in this notice; it is vehicle thefts that are reported.

Level 2

*From a news report*

Humiling ng independiyenteng imbestigasyon ang mga tagapagtaguyod ng karapatang pantao sa Pantukan, Compostela Valley matapos isang pitong-taong-gulang na bata ang napaslang sa pamamaril ng isang sundalo mula sa 71st Infantry Battalion ng Philippine Army.

Sinabi ng Karapatan sa Southern Mindanao Region na naisadokumento nila ang pamamaril ng isang Pfc Baltazar Ramos sa mga sibilyan sa Biasong, Pantukan kamakailan na ikinamatay ng batang si Sunshine Jabinez.

Bahagi umano si Ramos ng Peace and Development Outreach Program ng 10th Infantry Division ng Army.

"Isang miyembro ng 71st IB ng Army na nakilalang si Ramos ang walang pakundangang namaril ng kanyang armalayt matapos masangkot sa away sa isang kapwa sundalo," salaysay ng Karapatan-SMR sa naganap sa Pantukan, batay sa kanilang dokumentasyon.

Lasing diumano si Ramos nang yayain ng isang Valdez at isang Sgt. Dalipong na mag-videoke. Sa naturang videoke house, nanghamon ng mga sibilyan si Ramos.

"Pumasok si Ramos sa kusina (ng videoke house) at tinanong ang isang sibilyan ng 'Ikaw, astig ka?' at saka pumulot ng bote at ipinukol sa naturang sibilyan," sabi ng Karapatan.

Namulot din umano ng bote ang naturang sibilyan para ipukol kay Ramos, ngunit nakaalis si Ramos. Umalis ang mga sibilyan sa lugar, sa takot diumanong kumuha ng baril si Ramos at bumalik mula sa detatsment ng militar.

Nakita ng mga saksi si Ramos na bumalik, may dalang baril. Pinagsarhan diumano siya ng mga sibilyan sa lugar. Pinagbabaril ni Ramos ang kabahayan ng pamilyang Jabinez, kung saan matatagpuan si Sunshine.

**2. What incident is reported about Baltazar Ramos?**

- (A) A soldier took a citizen hostage during a shoot-out.**
- (B) A soldier fired randomly into a crowd of people.**
- (C) A soldier shot a fellow soldier during military exercises.**
- (D) A soldier fired randomly at an occupied house.**

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

Justification:

(A) is **not** the correct answer. No hostage situation is mentioned in the report.

(B) is **not** the correct answer. It is reported that Ramos fired his gun at a family's house and a boy in the house was killed, not that he randomly shot at a crowd of people.

(C) is **not** the correct answer. Ramos had a fight with a fellow soldier, but did not kill him.

(D) is the correct answer.

Ramos fired indiscriminately at a house and killed a boy in the house.

**3. What happened before the shooting involving Baltazar Ramos?**

**(A) He was accused of taking money from a local store.**

**(B) He was commended for his singing at a music bar.**

**(C) He attacked a civilian in a public establishment.**

**(D) He had recently reenlisted for active military duty.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The report does not mention that Ramos was accused of any misconduct.

(B) is **not** the correct answer. Ramos was invited to sing at a music bar but was not commended for his singing.

(C) is the correct answer.

Ramos attacked a civilian in the kitchen of the music bar by throwing a bottle at the civilian.

(D) is **not** the correct answer. Ramos was involved in the Peace and Development Outreach Program of the 10<sup>th</sup> Infantry Division of the Army, but no information about him reenlisting for active military duty is mentioned in the report.



Level 3

*From an opinion page of a newspaper*

Sa pagharap ng pamahalaan sa problema natin sa enerhiya, sa nakikita ko'y parang hindi nila binibigyan ng kahalagahan ang tinatawag na renewable energy. Ito ay ang enerhiyang nanggagaling sa ating mga ilog, sa init na galing sa mga bulkan, sa init ng araw, sa init ng sinusunog na basura, at iba pa.

Ang ibang bansa ay tuluyan nang ginagamit ang mga "renewable;" ngunit sa ating bansa, mukhang ang mga namumuno sa ating enerhiya ay walang ibang gustong gamitin kundi lamang ang langis at diesel. Sa buong mundo, ang presyo ng mga gamit sa renewable energy gaya ng mga solar panel ay pababa na ang presyo habang papataas pa rin ang presyo ng langis at diesel.

Ayon sa mga nakakaintindi ng enerhiya, parating na ang araw kung kailan magiging mas mura pa ang enerhiya galing sa mga renewable kesa sa enerhiyang galing sa langis at coal (karbon). Ang problema natin ay dahil sa ngayon ay wala tayong inaasahan kundi ang langis, papaano na ang ating bansa sa susunod na siglo?

Pamahal nang pamahal ang ating enerhiya habang ang buong mundo ay pababa naman ang singil.

Tungkol naman sa pagkain, ako'y nagpapasalamat na merong kandidato sa pagka-senador na tumatanaw sa pangangailangan nating magkaroon ng sapat na pagkain upang kahit ano man ang mangyari, ang mga Pinoy ay meron pa ring makakain.

Para sa akin, dalawa ang problemang dapat nating harapin --- ang pagtaas ng presyo ng ating kuryente at ang ating kakulangan sa pagkain. Salamat at merong isang kandidatong pinag-iisipan ang ating pangangailangan sa pagkain. Ito'y mas mahalaga kesa sa isandosenang senador na wala nang inaatupag kundi ang pamumulitika at pinag-aawayan pa nila ang walang kakwenta-kwentang isyu tungkol sa kwartang ibinibigay sa kanila ng Senado para sa gastusin ng kanilang mga opisina.

Bantayan natin ang mga senador na iyan. Magiging magigiting kaya silang mga senador o makikipag-away ba sila sa kapwa nila tungkol sa salaping kanilang ibubulsa lamang? At isa pa, nakikita ba nila ang peligro na landas na ating hinaharap na panganib sa ating bansa at ano ang kanilang gagawin upang mabago ang hinaharap na landas ng ating kahirapan?

- 4. What does the author indicate about the future energy needs of the Philippines?**
- (A) The energy problem is threatening to destroy the natural environment.**
  - (B) The energy problem is an issue that divides politicians sharply along party lines.**
  - (C) The energy problem is being ignored because of more pressing concerns in the country.**

**(D) The energy problem is being made worse by the policies of the current leadership.**

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

Justification:

(A) is **not** the correct answer. The author does not mention any energy problems related to the natural environment.

(B) is **not** the correct answer. The author does not relate the energy problem to any political division.

(C) is **not** the correct answer. The author claims that the administration favors oil and diesel over renewable energy, not that the energy problem is ignored because of other priorities in the country.

(D) is the correct answer.

The author criticizes the current administration's policy or decision to use oil and diesel rather than using renewable energy, saying this policy results in price increases of oil and electricity.

**5. What does the author imply about the current group of senators?**

**(A) They have been elected to their offices based on false promises.**

**(B) They are primarily concerned with their own personal interests.**

**(C) They are intentionally leading the country down the wrong path.**

**(D) They have been malicious in their attacks on opposing candidates.**

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

Justification:

(A) is **not** the correct answer. The author does not mention or imply anything regarding campaign promises made by those senators.

(B) is the correct answer.

The author points out that the senators are politicking and fighting over money that they can keep for their own interests.

(C) is **not** the correct answer. The author does not say or imply that the senators are intentionally leading the country in the wrong direction.

(D) is **not** the correct answer. The author does not mention or imply anything about the senators attacking their political opponents.

## Listening Comprehension Sample Passages

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

### Level 1

*This passage is a public service announcement broadcast on the radio.*

#### **Transcript**

Ito ay isang paalala mula sa amin dito sa Radyo-Serbisyo ng Maynila sa mga nasa daan ngayong hapon na mag-ingat sa pagmamaneho. Huwag gamitin ang inyong mga telepono, banayad lang sa pagmamaneho kung maulan at siguraduhing suot ang inyong mga sinturong pangkaligtasan. Pagbigyan din ang mga tumatawid para makaiwas sa mga aksidente sa daan.

**1. What is one purpose of this announcement?**

- (A) To warn drivers about an approaching storm.**
- (B) To remind drivers about road closures.**
- (C) To urge drivers to exercise caution.**
- (D) To inform drivers about a multicar accident.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The speaker does not warn drivers about a storm.

(B) is **not** the correct answer. The speaker does not mention road closures.

(C) is the correct answer.

The speaker reminds drivers that they should drive cautiously.

(D) is **not** the correct answer. The speaker does not report a car accident .

Level 2

*This passage is from a TV report about preparations for an upcoming event.*

**Transcript**

Maguindanao Massacre, 'di mauulit, ayon sa PNP, COMELEC

FEMALE REPORTER: Sa bisperas ng ikatlong anibersaryo ng Maguindanao masaker tiniyak ng PNP at COMELEC na hindi mauulit ang ganitong uri ng karahasan sa halalan sa 2013.

FEMALE CO-REPORTER: Sa unang pagkakataon nagpulong ang pamunuan ng PNP at ng Commission on Elections para pag-usapan ang seguridad sa Halalan 2013. At dahil ikatlong anibersaryo ng Maguindanao Masaker sa Biyernes, nangako ang dalawang ahensiya na gagawin ang lahat para 'di na mauulit ang trahedyang. Ngayon pa lang, binabantayan na ng PNP ang mga kandidato, partikular sa labing-limang election areas of concern na unang tinukoy ng PNP.

MALE GUEST 1: Although officially, hindi pa sila kandidato, magkakakilala na ang mga magkaka-away.

FEMALE CO-REPORTER: Animnapung private armed groups ang tinitiktikan ng pulisya pero nilinaw ni PNP Chief Nicanor Bartolome, wala pa silang alam na pulitikong sangkot dito.

MALE GUEST 2: May mga gagamit sa kanilang mga political personalities.

FEMALE CO-REPORTER: Simula naman sa January 13, unang araw ng election period at gun ban, suspendido na ang lahat ng permit to carry fire arms na ibinigay ng PNP. Dapat humingi ng exemption mula sa COMELEC ang sinumang kailangang magdala ng baril sa election period.

**2. What has the leadership of two government agencies promised to do?**

- (A) Work together to prevent a repeat of a past event.**
- (B) Cooperate to end excessive surveillance.**
- (C) Monitor the number of gun permits issued.**
- (D) Investigate the politicians involved in corruption.**

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

Justification:

(A) is the correct answer.

PNP and COMELEC jointly promised that the violence that happened in the past would not be repeated.

(B) is **not** the correct answer. The two agencies promised to cooperate to see that violence will not be repeated during the current elections, rather than to end excessive surveillance.

(C) is **not** the correct answer. The two agencies are involved separately in the issue of carrying guns. PNP had given permits, but people who need to carry guns must request an exemption from COMELEC, not PNP.

(D) is **not** the correct answer. No investigation of politicians involved in corruption is mentioned in the passage.

**3. What is one preventive action introduced in advance of the election?**

**(A) The administration banned mass demonstrations.**

**(B) The police started monitoring certain groups.**

**(C) Candidates were given armed police escorts.**

**(D) Memorials for massacre victims were canceled.**

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

Justification:

(A) is **not** the correct answer. It is not reported that the administration banned mass demonstrations.

(B) is the correct answer. The police are already keeping sixty private armed groups under surveillance before the elections begin.

(C) is **not** the correct answer. It is not mentioned that candidates were given escorts by armed police.

(D) is **not** the correct answer. The anniversary of the Maguindanao massacre is mentioned in the report, but there is no mention of a cancellation of memorials for massacre victims.

### Level 3

*This passage is from a TV show.*

#### **Transcript**

Mga kapamilya, trenta y siyete anyos na po ako, pero ipagtatapat ko po sa inyo, na sa madalas na pagkakataon ay nadadala pa rin po ako ng kinalolokohan kong tele-serye, e. Kung papaano pong napapamahal ako kay Anne Curtis at kay Maja Salvador, e gayon din naman ang galit na nararamdaman ko kay Jay Cuenca o kay Jong Hilario pagka gumaganap silang kontrabida. Pag nasasalubong ko nga po sila dito sa ABS-CBN ay parang gusto ko silang sugurin. Dahil po sa tele-serye, sila po kasi iyong nang-aapi ng bida.

Ganyan po ang epekto ng pelikula at tele-serye sa mga tao, ano man ang edad, ano man ang kasarian. Kaya po hindi nakapagtataka kung masuklam man ang publiko sa mga kongresista kung lagi at lagi silang naisalarawan bilang kontrabida, tiwali, mapang-abuso o salbaheng pulitiko. Lalo na't kung ang gaganap ay ang nasirang sina Paquito Diaz, Romy Diaz, Max Alvarado at Joaquin Buwaya Fajardo.

Sa aspeto pong ito ay nauunawaaan po natin si Congressman Dong Gonzalez. E baka po kasi pati iyong anak, o asawa, o kamag-anak po niyang mahilig sa tele-serye at pelikula gaya ko, ay baka po masama na rin ang tingin sa mga kongresista.

Ang pangamba ko lang po sa mungkahing ito, baka po sa susunod ay magreklamo na rin po si Senador, si Governor, si Mayor, si Pulis, si General at si Judge na... sino pa ngayon ang sasabihan ni ... ni... FPJ na "Hindi ka na sisikatan ng araw, Judge!"... Hindi ba? Mawawala na iyon, e... Baka po puro bida na lang ang matira.

Sa ganang akin po ay hindi po tatalab ang kahit anong pelikula sa mga mamamayan kung sa totoong buhay ay wala pong salbaheng congressman. Isang hamon po ito sa ating mga kongresista, huwag tumanggap ng lagay, o S.O.P. o tongpats, bawasan ang santambak na de-baril na bodyguard tuwing mag-iikot sa distrito, at higit sa lahat, huwag ariing kanila, ang pondo ng gobyerno.

**4. For what purpose does the speaker refer to soap operas?**

- (A) To affirm that soap operas may influence citizens during the voting process.**
- (B) To argue that the media is seeking to promote certain political positions.**
- (C) To reveal that politicians are seeking to include political issues in soap operas.**
- (D) To point out that public opinion about politicians is influenced by the media.**

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

Justification:

(A) is **not** the correct answer. The speaker does not mention the effect of soap operas on the voting process.

(B) is **not** the correct answer. The speaker says that corrupt politicians are reflected in soap operas, not that the media is trying to promote political positions.

(C) is **not** the correct answer. The speaker reveals that some current politicians are not pleased that some late politicians are depicted in negative images in soap operas.

(D) is the correct answer.

The speaker indicates that people, including himself, are influenced by the media, which depicts wrongdoings of former politicians in soap operas.

**5. What is implied by the speaker's statements regarding the congressman's proposal?**

**(A) The media should employ greater caution when portraying government officials.**

**(B) Politicians should strive to become trustworthy in the eyes of the public.**

**(C) Politicians should cooperate with the media to transform public opinion.**

**(D) The media should strive to reduce bias when televising politically based TV shows.**

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

Justification:

(A) is **not** the correct answer. The speaker does not claim that the media should take more caution when politicians are the subject of the dramas. Rather, the speaker notes that soap operas reflect the bad conduct of past politicians and, by doing so, influence the public.

(B) is the correct answer.

The speaker lays out the idea that politicians should not behave unrighteously and still expect to avoid being objects of ridicule or targets of criticism in the media.

(C) is **not** the correct answer. No opinions or ideas are expressed about politicians' cooperation with the media to transform public opinion.

(D) is **not** the correct answer. The media simply reflects the late politicians' wrongdoings, but is not described as biased in this passage.



# Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

## Preface

The following descriptions of proficiency levels 0, 1, 2, 3, 4, and 5 characterize spoken-language use. Each higher level implies control of the previous levels' functions and accuracy. The designation 0+, 1+, 2+, etc. will be assigned when proficiency substantially exceeds one skill level and does not fully meet the criteria for the next level. The "plus-level" descriptions, therefore, are subsidiary to the "base-level" descriptions.

A skill level is assigned to a person through an authorized language examination. Examiners assign a level on a variety of performance criteria exemplified in the descriptive statements. Therefore, the examples given here illustrate, but do not exhaustively describe, either the skills a person may possess or situations in which he/she may function effectively.

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details.

Unless otherwise specified, the term "native speaker" refers to native speakers of a standard dialect.

"Well-educated," in the context of these proficiency descriptions, does not necessarily imply formal higher education. However, in cultures where formal higher education is common, the language-use abilities of persons who have had such education is [sic] considered the standard. That is, such a person meets contemporary expectations for the formal, careful style of the language, as well as a range of less formal varieties of the language.

These descriptions may be further specified by individual agencies to characterize those aspects of language-use performance, which are of insufficient generality to be included here.

## Interagency Language Roundtable

### Language Skill Level Descriptions: Listening

#### Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication. (Has been coded L-0 in some nonautomated applications. [Data Code 00])

#### Listening 0+ (Memorized Proficiency)

Sufficient comprehension to understand a number of memorized utterances in areas of immediate needs. Slight increase in utterance length understood but requires frequent long pauses between understood phrases and repeated requests on the listener's part for repetition. Understands with reasonable accuracy only when this involves short memorized utterances or formulae. Utterances understood are relatively short in length. Misunderstandings arise due to ignoring or inaccurately hearing sounds or word endings (both inflectional and non-inflectional), distorting the original meaning. Can understand only with difficulty even such people as teachers who are used to speaking with non-native speakers. Can understand best those statements where context strongly supports the utterance's meaning. Gets some main ideas. (Has been coded L-0+ in some nonautomated applications.) [Data Code 06]

#### Listening 1 (Elementary Proficiency)

Sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics, can understand simple questions and answers, simple statements and very simple face-to-face conversations in a standard dialect. These must often be delivered more clearly than normal at a rate slower than normal with frequent repetitions or paraphrase (that is, by a native used to dealing with foreigners). Once learned, these sentences can be varied for similar level vocabulary and grammar and still be understood. In the majority of utterances, misunderstandings arise due to overlooked or misunderstood syntax and other grammatical clues. Comprehension vocabulary inadequate to understand anything but the most elementary needs. Strong interference from the candidate's native language occurs. Little precision in the information understood owing to the tentative state of passive grammar and lack of vocabulary. Comprehension areas include basic needs such as: meals, lodging, transportation, time and simple directions (including both route instructions and orders from customs officials, policemen, etc.). Understands main ideas. (Has been coded L-1 in some nonautomated applications.) [Data Code 10]

#### Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of

circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

#### Listening 2 (Limited Working Proficiency)

Sufficient comprehension to understand conversations on routine social demands and limited job requirements. Able to understand face-to-face speech in a standard dialect, delivered at a normal rate with some repetition and rewording, by a native speaker not used to dealing with foreigners, about everyday topics, common personal and family news, well-known current events and routine office matters through descriptions and narration about current, past and future events; can follow essential points of discussion or speech at an elementary level on topics in his/her special professional field. Only understands occasional words and phrases of statements made in unfavorable conditions, for example through loudspeakers outdoors. Understands factual content. Native language causes less interference in listening comprehension. Able to understand facts; i.e., the lines but not between or beyond the lines. (Has been coded L-2 in some nonautomated applications.) [Data Code 20]

#### Listening 2+ (Limited Working Proficiency, Plus)

Sufficient comprehension to understand most routine social demands and most conversations on work requirements as well as some discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but under tension or pressure may break down. Candidate may display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. Normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. Can sometimes detect emotional overtones. Some ability to understand implications. (Has been Coded L-2+ in some nonautomated applications.) [Data Code 26]

#### Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow

accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

#### Listening 3+ (General Professional Proficiency, Plus)

Comprehends most of the content and intent of a variety of forms and styles of speech pertinent to professional needs, as well as general topics and social conversation. Ability to comprehend many sociolinguistic and cultural references. However, may miss some subtleties and nuances. Increased ability to comprehend unusually complex structures in lengthy utterances and to comprehend many distinctions in language tailored for different audiences. Increased ability to understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete. Can discern some relationships among sophisticated listening materials in the context of broad experience. Can follow some unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in subject matter areas directed to the general listener. (Has been coded L-3+ in some nonautomated applications.) [Data Code 36]

#### Listening 4 (Advanced Professional Proficiency)

Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

#### Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme

nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

#### Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

## Interagency Language Roundtable

### Language Skill Level Descriptions: Reading

#### R-0: Reading 0 (No Proficiency)

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

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

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

#### R-1: Reading 1 (Elementary Proficiency)

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

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

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

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

### R-2: Reading 2 (Limited Working Proficiency)

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

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

Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

### R-3: Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports,

and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

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

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

R-4: Reading 4 (Advanced Professional Proficiency)

Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

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

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native



reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]