

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

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 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 A). 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 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.

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

- **Test Design**
 - The Lower-Range Reading Test contains approximately 60 questions with about 36 passages. Each passage has up to 4 questions with four answer choices per question. Passages originate from authentic Swahili materials.
 - The Lower-Range Listening Test contains approximately 60 questions with about 37 passages. Each passage has up to 2 questions with four answer choices per question. Passages originate from authentic Swahili materials.
 - 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.

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- The examinee has 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, the examinee 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, the examinee may take as much or as little time as desired 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

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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.

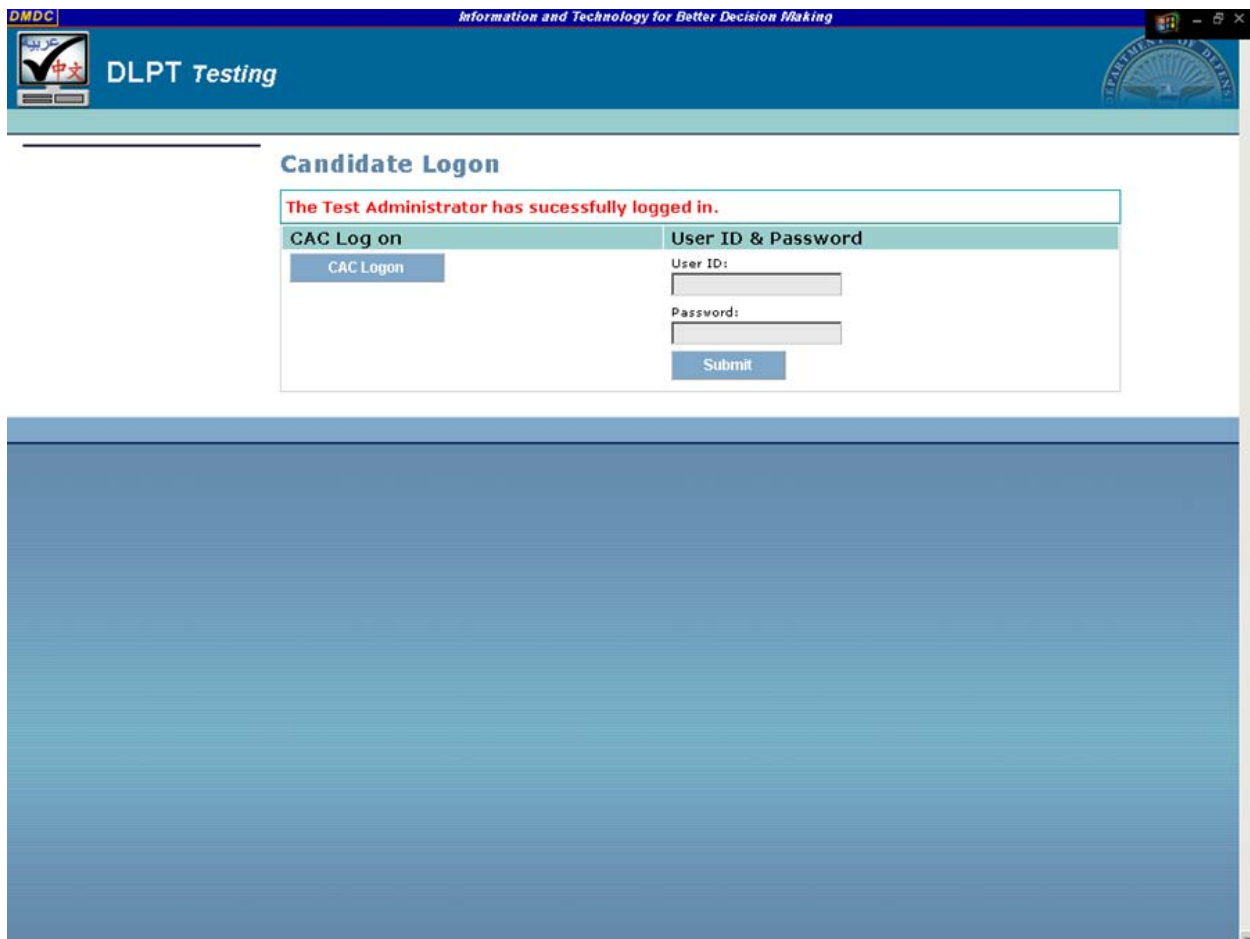
Test Procedures and Instructions for Taking the DLPT5

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

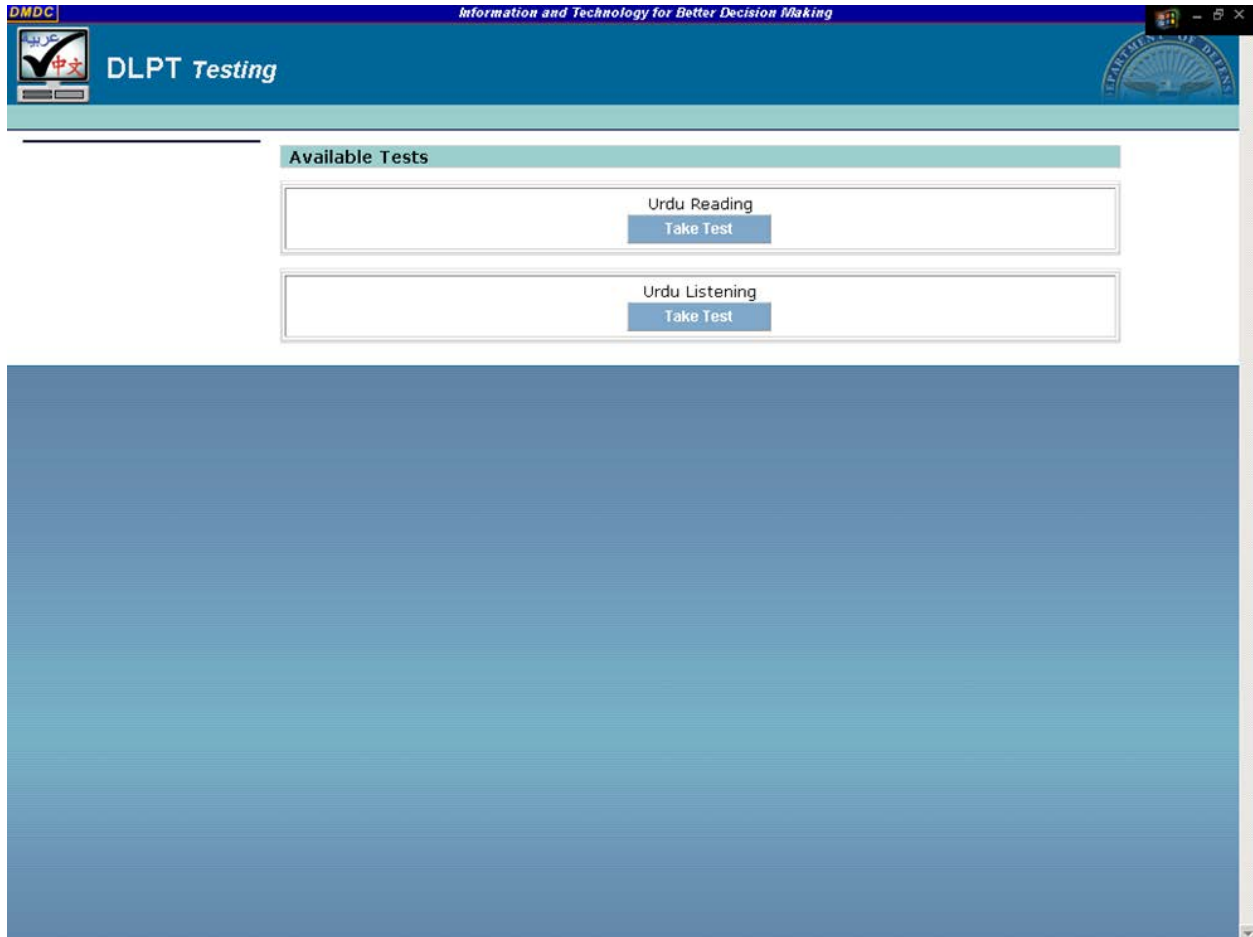
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer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



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



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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 navigating to subsequent screens.

DLPT5 Lower Range Reading Comprehension Test for Japanese

| | |
|---|---|
| <p style="text-align: center; font-weight: bold; color: #008000;">DEPARTMENT OF DEFENSE</p> <p style="text-align: center; font-weight: bold; color: #000080;">Defense Language Proficiency Test</p> <p style="text-align: center; font-weight: bold; color: #000080;">Multiple Choice Format</p> <div style="text-align: center;"><p>The seal of the Defense Language Institute features a shield with a red diagonal band, a blue upper section, and a yellow lower section. Above the shield is a golden torch with a flame. A banner below the shield reads "DEFENSE LANGUAGE INSTITUTE".</p></div> <p style="text-align: center; font-weight: bold; color: #000080;">Japanese</p> <p style="text-align: center; font-weight: bold; color: #000080;">Language Code JA</p> <p style="text-align: center; font-weight: bold; color: #000080;">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; font-weight: bold; color: #FF0000;">FOR OFFICIAL USE ONLY</p> <p style="text-align: center; font-weight: bold; color: #000080;">Controlled Item (Test Material)</p> <p style="text-align: center; font-size: small;">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 style="text-align: center; font-weight: bold; color: #FF0000;">To begin the test, click the Next button below.</p> |
|---|---|

HelpIntroduction: Screen 1 of 5Next

Privacy Act Statement and Disclaimer:

| DLPT5 Lower Range Reading Comprehension Test for Japanese | |
|---|---|
| <p style="text-align: center;">Privacy Act Statement:</p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</p> | <p style="text-align: center;">Disclaimer for Defense Language Institute Tests:</p> <p>Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.</p> <p><input type="checkbox"/> I, [REDACTED], confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p style="text-align: center; color: red;">Click on the checkbox above to confirm.</p> |
| Help | Introduction: Screen 2 of 5 |

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Test Administration Statement and Non-Disclosure Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese

| Non-Disclosure Statement: | Test Administration Statement: |
|---|--|
| <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>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

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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. *Note: 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:

Note: The example text represents a generic foreign language; it is not meant to be intelligible. 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.

| | | |
|--|---|---|
| <p>ORIENTATION STATEMENT</p> <ul style="list-style-type: none"> * explains the source of the passage in English. <p>FOREIGN LANGUAGE PASSAGE</p> <ul style="list-style-type: none"> * 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. <p style="font-size: small;">(The text shown here represents a generic foreign language. It is not meant to be legible.)</p> <ul style="list-style-type: none"> * A red line indicates the end of a passage. * To see an entire passage, you may need to scroll. <p>Click this button if you have any technical difficulties.</p> | <div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center; font-weight: bold; color: white; background-color: blue; margin: 0;">Multiple Choice Test for Reading Comprehension Language X</p> <p style="margin: 0;">Passage #1</p> <p style="font-size: small; margin: 0;">From a magazine article</p> <p style="margin: 5px 0;">¶1 XXXXXY YY XYXYX XYYYYY YYYX XXXY YYYX XXXX YYYX XXXX YYYX XXXYYYYYYYYY XYYYYXXXXX XYYYYX XXY XX XYXYXY XYYYY XYYYYYXYXX.</p> <p style="margin: 5px 0;">¶2 XYY XYYYYY XYY YYYYY YXYX YXYXYX YYYXYXYXYX YYYYYXYXYX YXYXXX XYXY YXYXY XXYX XYYXYXY XYYXYX YXYXY XYYX XYYYYXYX XYYXY XYYX XYYXYXYXYXYXYXYX XY XYYXYXY XYYX YXYXY XYY XYYXY.</p> <p style="margin: 5px 0;">XXXXYXYX XYYXYX XYYYY YXYXY XYYX XYYXYXYXYXYX XYYXYXY XYYXY XYYXYXYX. XYYXYX XYYXYX XYYXY XYYXYXYX XYYXYXYX YXYXYX XYYX XYYX.</p> <hr style="border: 1px solid red;"/> <p style="font-size: small; margin: 0;">End of this passage <input type="checkbox"/> Mark this passage for later consideration.</p> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 5px;"> <p style="font-size: small; margin: 0;">1. What does the author claim about his sources?</p> <p style="margin: 2px 0;"><input type="radio"/> They are a major players in the governmental sector.</p> <p style="margin: 2px 0;"><input type="radio"/> They are primary political figures.</p> <p style="margin: 2px 0;"><input type="radio"/> They have been significantly cautious in the last few years.</p> <p style="margin: 2px 0;"><input type="radio"/> They have been a favorite target of politicians.</p> <p style="margin: 5px 0;">2. What is the author's purpose in discussing this issue?</p> <p style="margin: 2px 0;"><input type="radio"/> To highlight the corruption of the current system.</p> <p style="margin: 2px 0;"><input type="radio"/> To expose traitors in the higher echelons of the military.</p> <p style="margin: 2px 0;"><input type="radio"/> To contribute to public awareness.</p> <p style="margin: 2px 0;"><input type="radio"/> To criticize those not paying attention.</p> <p style="margin: 5px 0;">3. By using the expression « XYYXYXY XYYX YXYXY » the author attempts to</p> <p style="margin: 2px 0;"><input type="radio"/> emphasize the deeds of a certain agency.</p> <p style="margin: 2px 0;"><input type="radio"/> underline the importance of the corruption.</p> <p style="margin: 2px 0;"><input type="radio"/> expose the evil-doers.</p> <p style="margin: 2px 0;"><input type="radio"/> show the historical roots of the issue.</p> <hr style="border: 1px solid red;"/> <p style="font-size: small; margin: 0;">End of questions for this passage</p> </div> | <p>TITLE BAR</p> <ul style="list-style-type: none"> • indicates the test title. <p>QUESTIONS</p> <ul style="list-style-type: none"> • To choose an answer, click the button next to that choice. • To change an answer, click the button next to a different choice. <p>• A red line indicates the end of the questions.</p> |
|--|---|---|

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

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

Help Introduction: Screen 4 of 5 Next

Note: On an actual reading comprehension test, if a question asks about a specific word or phrase, that word or phrase is highlighted in the text by appearing in red font OR by appearing with a grey background.

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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.

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The next screen contains one sample passage with its associated question(s).

Example of a reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

End of 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

HelpSample Passage 1 questionBackNext

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

Start of Test screen for the reading comprehension test:

The screenshot displays the 'DLPT5 Lower Range Reading 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 four bullet points regarding review opportunities and instructions. The 'Start of Test' section lists four bullet points detailing the test content (36 passages, 61 questions), duration (3 hours), a 15-minute break at 90 minutes, and the 'Start Test' button. 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

Listening Comprehension Test

Example of screen layout for the listening comprehension test:

DLPT5 Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

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 a 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.

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

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

Help
Introduction: Screen 4 of 6
Next

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

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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

- 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.

Test 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.

HelpIntroduction: Screen 5 of 6Back

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Instructions 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.

[Help](#) Introduction: Screen 6 of 6 Audio Playing

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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.

[Help](#) Sample Passage 1 question [Play Audio](#)

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

| End-of-Test Review Information | Start of Test |
|--|--|
| <ul style="list-style-type: none">• At the end of the test, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.• From the review page you will be able to jump to any given passage.• You will be able to respond to any questions you have not answered, or change an answer.• You will not hear the audio again during this review period.• 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. | <ul style="list-style-type: none">• This listening test contains:<ul style="list-style-type: none">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.• <u>The screen will move to Passage 1 and the test will begin.</u> |

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 Comprehension 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 | * | 36 | 60 | * |
| 8 | 8 | * | 24 | 26 | * | 34 | 44 | * | 37 | 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 | * | | | |
| 16 | 17 | * | 33 | 35 | * | 43 | 53 | * | | | |
| 16 | 18 | * | 36 | 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 Swahili, 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

Sample Passage: ILR Level 1

A flyer from an animal sanctuary

Onyo! Ni Raha kuwatazama ndege walio kwenye ziwa. Ndege wanapatikana katika aina zote za rangi. Wageni, tafadhali msiwalishe ndege chakula. Kuwalisha chakula kunahamasisha hasira. Kuwapa chakula ina maana ndege hawapati chakula sahihi cha kuwapa afya. Ni jukumu la kila mmoja wetu kuwatunza ndege.

1. What is one purpose of this flyer?

- (A) To tell visitors not to feed the birds.**
- (B) To describe popular bird-watching areas.**
- (C) To warn people not to frighten the birds.**
- (D) To remind bird-watchers to stay on paths.**

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

Justification:

(A) is the correct answer.

The flyer asks visitors not to feed the birds.

(B) is **not** the correct answer. Popular bird-watching areas are not described in the flyer.

(C) is **not** the correct answer. The flyer is not asking not to frighten the birds, but asked not to feed them.

(D) is **not** the correct answer. Bird-watchers are not asked to stay on paths.

Sample Passage: ILR Level 2

From an online news report

Wakazi watatu wa kijiji cha Muungano, Halmashauri ya Wilaya ya Lindi Vijijini, wamejeruhiwa vibaya baada ya kushambuliwa na simba waliyekuwa wakimsaka.

Majeruhi hao kwa sasa wamelazwa katika hospitali ya Sokoine ambayo ni ya wilaya wakiuguza majeraha.

Tukio hilo lilitokea Desemba 23, mwaka huu, saa 1:30 usiku. Waliolazwa ni Bw. Omari Rowe (70), Ally Michenje (73), na Ally Nampaya (80). Wakizungumza kwa shida hospitalini hapo, majeruhi hao waliambia PST kuwa, walipatwa na mkasa huo wakati wakimsaka simba huyo kufuatia kumkamata mmoja wa wanakijiji Bi. Hadija Kifaranga.

Walisema baada ya tukio hilo, wanakijiji hao waliamua kuanzisha msako na kuwazingira simba hao katika kichaka walichokuwa wamejichimbia.

Walisema, wakati wakiwa katika harakati hizo, simba wawili walifanikiwa kutoroka. Hata hivyo, walisema mmoja wa simba hao alicharuka na kuanza kuwashambulia akijaribu kupata upenyo ili akimbie na ndipo alipowajeruhi. "Lakini pia tulifanikiwa kumuua simba huyo" alisema Bw. Nampaya. Walisema hilo ni tukio la pili katika kipindi cha miaka miwili iliyopita.

Walisema mwaka jana, walimuua simba mmoja kwa kutumia silaha za asili, baada ya kumjeruhi mwanakijiji mwenzao Bw Rajabu Namata. Mganga Mfawidhi wa Hospitali ya Sokoine, Dk. Yohana Mbezi, aliiambia PST, ofisini kwake kuwa hali za majeruhi hao zinaendelea vizuri baada ya kupatiwa matibabu.

1. What is one incident reported?

- (A) A veterinarian was accused of illegally selling endangered animals.**
- (B) People set traps in an effort to protect themselves from animal attacks.**
- (C) Wildlife officials accidentally shot protected animals.**
- (D) Villagers were injured as a result of an animal attack.**

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

Justification:

- (A) is **not** the correct answer. There is no mention in the report of animals being sold.
- (B) is **not** the correct answer. There is no mention of people setting traps.
- (C) is **not** the correct answer. Accidental shooting of animals is not dealt with in the report.
- (D) is the correct answer.
Villagers were injured by a lion attack.

2. What is one thing reported that led to this incident?

- (A) Wildlife workers tried to capture a diseased animal for research.**
- (B) A lion cub was brought to the animal hospital by a wildlife worker.**
- (C) A lion became agitated when surrounded by villagers.**
- (D) Villagers injured a protected animal while clearing a thicket.**

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The report does not mention a diseased animal captured for research.
- (B) is **not** the correct answer. There is no mention of a lion cub in the report.
- (C) is the correct answer.
One of the lions became agitated trying to break a blockade while trying to escape.
- (D) is **not** the correct answer. Villagers were in a thicket hunting lions and were not there to clear the thicket.

Sample Passage: ILR Level 3

From an editorial

Taarifa ya Umoja wa Mataifa(UN) ya kuipongeza Tanzania kwa kuwa nchi ya kwanza Afrika kufanya utafiti unaohusu ukatili dhidi ya watoto ni taarifa ya kujivunia miongoni mwa Watanzania.

Majivuno hayo yanatokana na ukweli kuwa japo nabii hapati sifa nyumbani kwake, serikali inaonekana wazi inafanya kila juhudi kuhakikisha kwamba inatekeleza haki za binadamu, na walio nje wanaliona hilo.

Kauli ya Mwakilishi Maalumu wa Katibu Mkuu wa UN, Dk. Marta Santos Pais, katika mkutano wake na wafanyakazi wa Tume ya Haki za Binadamu na Utawala Bora juu ya masuala ya ukatili dhidi ya watoto inadhihirisha kuwapo kwa hatua kubwa ambayo inatuweka katika eneo la mfano duniani.

Pamoja na taifa hili kupewa sifa kwamba utafiti uliofanywa umeweka hadharani mambo mengi yaliyokuwa hayafahamiki kiasi cha kufaa kupigiwa mfano na kuigwa na nchi nyingine, bado Watanzania tuna wajibu na kazi kubwa ya kutekeleza changamoto zinazoambatana na utafiti huo.

Kuwa wa mfano na kupewa nafasi ya kutajwa katika Baraza Kuu la UN na Dk. Pais kusitufanye tubweteke bali tuendeleo kukabili changamoto zinazohusiana na kukabiliana nazo hatua kwa hatua.

Aidha tunasisitiza kama alivyosema mwakilishi huyo kuwa ipo haja ya Tume ya Haki za Binadamu kuwa mkumbushaji wa Serikali kuhusu masuala ya haki za watoto kwa kuibua mijadala juu ya ukatili dhidi ya watoto.

Mijadala hii itasaidia kupunguza tatizo kwa kuliainisha na kulichukulia hatua ikiwa na pamoja na elimu kwa jamii kama tatizo hilo litahusiana na mwenendo wa kitamaduni wa jamii husika.

Mathalani tatizo la ndoa za utotoni na kuachishwa shule kwa sababu za kuolewa au ujauzito

ni sehemu ya ukatili kwa watoto na kubainika kwa suala hili kunatakiwa kufuatia namna ya kulikomesha.

Akizungumza kuhusu suala la watoto wa kike kupata mimba shuleni na kutoruhusiwa kuendelea na masomo, alisema iwapo kuna sheria za namna hiyo ni wakati sasa wa mabadiliko na kuitaka Tume kusimamia suala hilo, ili kulinda haki ya watoto hao kupata elimu.

Kwa kuweza kufanya utafiti na kutambua kuwa tatizo la ukatili dhidi ya watoto ni kubwa nchini ni dhahiri kazi iliyobaki ni kuhakikisha kwamba tatizo hilo linaondoka ili tuwe na sifa zaidi kuwa tulitafuta kiini, tukabaini sasa tumelifuta tatizo hilo.

1. In the second paragraph, what point is expressed by the phrase **nabii hapati sifa nyumbani kwake**?

- (A) Tanzania's status within the international community is resented by some neighboring countries.
- (B) Tanzania's government has failed to financially support the efforts of its local researchers.
- (C) The UN's involvement in Tanzanian research has shed light on a number of human rights violations.
- (D) The UN has recognized Tanzania's research efforts that went unnoticed domestically.

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

Justification:

- (A) is **not** the correct answer. This editorial is about Tanzania's child abuse issues, not about conflicts with neighboring countries.
- (B) is **not** the correct answer. There is no explicit or implicit information present regarding financial supports for local researchers.
- (C) is **not** the correct answer. The UN's involvement in Tanzanian research to promote human rights violations is not mentioned or implied.
- (D) is the correct answer.
The phrase, "a prophet does not get praise at his home yard." means that Tanzania's research efforts to implement human rights were not (highly) recognized within the country but were recognized by the UN.

2. What is implied regarding the future of the fight against child abuse in Tanzania?

- (A) Tanzania should partner with other neighboring countries to eliminate child abuse.**
- (B) Tanzania should use the completed research to support practical efforts to combat child abuse.**
- (C) Tanzania should enforce existing legal procedures designed to prevent domestic child abuse.**
- (D) Tanzania should restrict the media from excessively showing cases of child abuse.**

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

Justification:

(A) is **not** the correct answer. The author discusses domestic efforts to root out child abuse.

(B) is the correct answer.

The author emphasizes that Tanzania should conduct research to better understand the problems in order to eradicate child abuse.

(C) is **not** the correct answer. Enforcing legal procedures is not discussed in this editorial.

(D) is **not** the correct answer. Media exposure of child abuse is not dealt with in this editorial.

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 a conversation between a man and a woman.

Transcription:

Sauti ya kiume: Habari za asubuhi? Eti umesikia kuhusu kufungwa kwa barabara ya Bagamoyo?

Sauti ya Kike: Ndiyo. Nasikia imefungwa pande zote kati ya barabara ya Kenyatta na mtaa wa Jamatini.

Sauti ya kiume: Kwa nini?

Sauti ya Kike: Aa...wanasema imefungwa kufuatia ajali ya gari katika daraja la Salender. Wanasema hiyo ajali imeua watu wawili na kuna msongamano wa magari mku...u...bwa.

Sauti ya Kiume: Sasa tutakwenda je mjini?

Sauti ya kike: Aa...Watumiaji wote itabidi watumie barabara nyingine. Labda ujaribu barabara ya Morogoro.

Sauti ya kiume: Aah...Asante sana kwa Ushauri. Asante kwa taarifa yako. Nakutakia siku njema.

1. What advice does the woman give the man?

- (A) Use an alternative route to town.**
- (B) Avoid driving within the downtown area.**
- (C) Travel across the bridge before it closes.**
- (D) Drive safely on the wet roads.**

The correct answer is (A).

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Justification:

(A) is the correct answer.

The woman told the man that people would have to use a different route to get to the town.

(B) is **not** the correct answer. The woman did not say that the man should avoid driving in the downtown area.

(C) is **not** the correct answer. Traveling across a bridge was not mentioned in the conversation.

(D) is **not** the correct answer. Driving safely on wet roads was not referred to in the conversation.

Sample Passage: ILR Level 2

This passage is from a news report.

Transcription:

Sauti ya Kiume:

Klabu za Rotary za jijini Dar es Salaam kwa kushirikiana na shirika la Mpango wa Damu Salama nchini NBTS wameandaa shughuli ya kuchangia damu leo kuanzaia saa mbili leo asubuhi, ambayo inafanyika kwenye vituo vitatu jijini Dar es Salaam.

Mwenyekiti wa kampeni hiyo Doris Deonatus ameiambia Channel Ten kuwa lengo la kampeni hiyo ni kutunisha mfuko wa benki ya damu ili kuwasaidia Watanzania wenye uhitaji na kwamba vituo vitakavyohusika ni Mabibo Hosteli, Soko la Kariakoo na viwanja vya Karume, katika zoezi litakaloanza saa mbili asubuhi mpaka saa kumi na mbili jioni.

Bi Deonatus ametoa wito kwa wakazi wa Dar es Salaam wenye umri wa kuanzia miaka kumi na nane na wenye uzito zaidi ya kilo hamsini [50], wasio na magonjwa ya muda mrefu kujitokeza kwenye kimoja kati ya vituo hivyo ili kuchangia damu ya kuokowa maisha.

Sauti ya Kike:

Pia kuisaidia huu mpango wa kuchangia damu salama wa taifa katika ukusanyaji wa damu kwa sababu hospitali nyingi za Tanzania zina upungufu wa damu na takwimu zinaonyesha kwamba inahitaji units of blood elfu tano laki tano kila mwaka na huu mpango wa damu salama tumeweza kukusanya units of blood laki mbili tu.

1. What is this news report mainly about?

- (A) A fundraiser being organized for a new blood transfusion center.**
- (B) Health care workers being trained to handle blood safely.**
- (C) Citizens urged to donate blood in an upcoming drive.**
- (D) A program designed to teach youth about blood types.**

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

Justification:

- (A)** is **not** the correct answer. No fundraiser for a new blood transfusing center is mentioned in the report.
- (B)** is **not** the correct answer. Training for health care workers to handle blood safely is not mentioned in the report.
- (C)** is the correct answer.
This report is about an event being held for blood donation. The speakers are encouraging people to participate in the drive.
- (D)** is **not** the correct answer. There is no mention of teaching youth about blood types.

2. What is one piece of information the woman mentions regarding blood?

- (A) Statistics show many people fear giving blood.**
- (B) Hospitals are experiencing a shortage in blood.**
- (C) New techniques are available for blood testing.**
- (D) Rare blood types are in high demand in hospitals.**

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

Justification:

- (A)** is **not** the correct answer. Statistics show the shortage of blood in hospitals, not that many people fear giving blood.
- (B)** is the correct answer.
The woman states that hospitals have a shortage of blood.
- (C)** is **not** the correct answer. The report is about blood donations, not new techniques for testing donated blood.
- (D)** is **not** the correct answer. It does not specify what blood types are in high demand in the report.

Sample Passage: Level 3

This passage is from a TV talk show.

Transcription:

Mara nyingi mimi nimekuwa nikisema wakati mwingine sisi wazazi tumekuwa ni chanzo cha upotofu wa maadili kwa watoto wetu. Tumekuwa ni chanzo kikubwa sana. Huwezi kupata picha, maadili yetu kama Watanzania, lakini mila na desturi zetu ambao sisi wote tumekulia katika mila na desturi ambazo zinafanana karibu katika nchi nzima. Hakuna mkoa wowote ama kabila lolote linalomruhusu baba, mama, na mtoto tena ambaye ni mtu mzima tuseme mtoto aliyekuwa tayari kuanzia labda miaka kumi na tano kumi na sita, wakalala chumba kimoja, wakalala pamoja. Hakuna kabisa kwa utamaduni huo na sio utamaduni wetu na wala sio mila zetu.

Ni kweli wazazi wengine wanachukua kisingizio cha kwamba hali ngumu ya uchumi [..ee..] ndiyo inayopelekea walale chumba kimoja na wakati mwingine utakuta kwamba kitanda ni kimoja tu kwenye hicho chumba lakini watu wote wanalala pamoja. Lakini uko uwezekano kabisa wa kufanya hata ku...ku...kutenga, kufanya utenganishi hata kama chumba ni kimoja. Kukafanyika utenganishi katika chumba ili kuokoa maadili. Lakini pia kuwafundisha watoto wetu utamaduni mzuri na ulio bora wa kujisetiri na kutunza utamaduni wetu wa kujiheshimu baina ya wazazi na watoto wadogo.

Kwa hiyo kwa kweli hilo ni tatizo kubwa na kwa kweli matatizo mengine makubwa ya watoto yanatokana na mifano ambayo sisi wazazi tumekuwa tukionyesha kwao nao wamekuwa wakiiga katika maisha yao yote wanapoishi nasi.

1. What is the speaker's opinion of the practice she describes?

- (A) The practice is a tribal custom.**
- (B) The practice is financially necessary.**
- (C) The practice is a private matter.**
- (D) The practice is morally wrong.**

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

Justification:

- (A) is **not** the correct answer. The speaker argues that the practice is not a Tanzanian tradition or custom.
- (B) is **not** the correct answer. The speaker asserts the opposite; Even if the financial situation does not permit more than one room, he claims that families still have to find alternatives to avoid the mentioned practice.
- (C) is **not** the correct answer. The speaker indicates that this practice is something to reform, not a private matter.
- (D) is the correct answer.
The speaker lays out the idea prevalently that this practice is morally wrong, referring to parents as “a source of moral depravity to the children.”

2. For what purpose does the speaker refer to a difficult economic situation?

- (A) To acknowledge the sacrifices that parents have to make.**
- (B) To reject it as an excuse for inappropriate household arrangements.**
- (C) To emphasize the financial pressures it puts on families.**
- (D) To explain the increased demands on social service providers.**

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

Justification:

- (A) is **not** the correct answer. The sacrifices of parents were not explicitly or implicitly expressed.
- (B) is the correct answer.
The speaker refutes that economic situations should not be an excuse for this practice.
- (C) is **not** the correct answer. The speaker emphasizes that this practice should be put to an end no matter what the financial situations are.
- (D) is **not** the correct answer. There is no mention of increased demands on social service providers.

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. (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]

ILR 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]