

**Vietnamese**  
**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 Vietnamese 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 Vietnamese 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 Vietnamese 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

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.

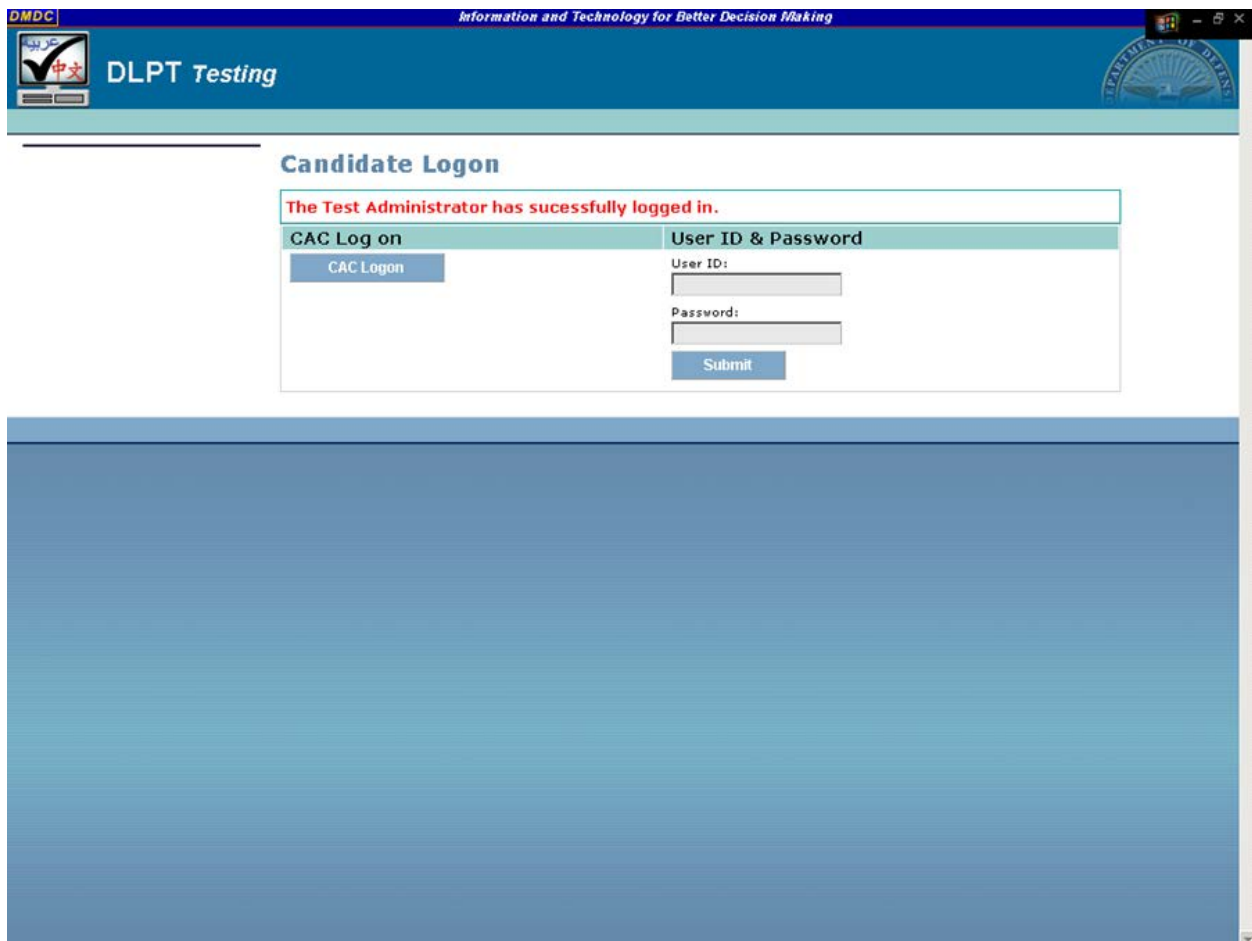
## Test Procedures and Instructions for Taking the DLPT5

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

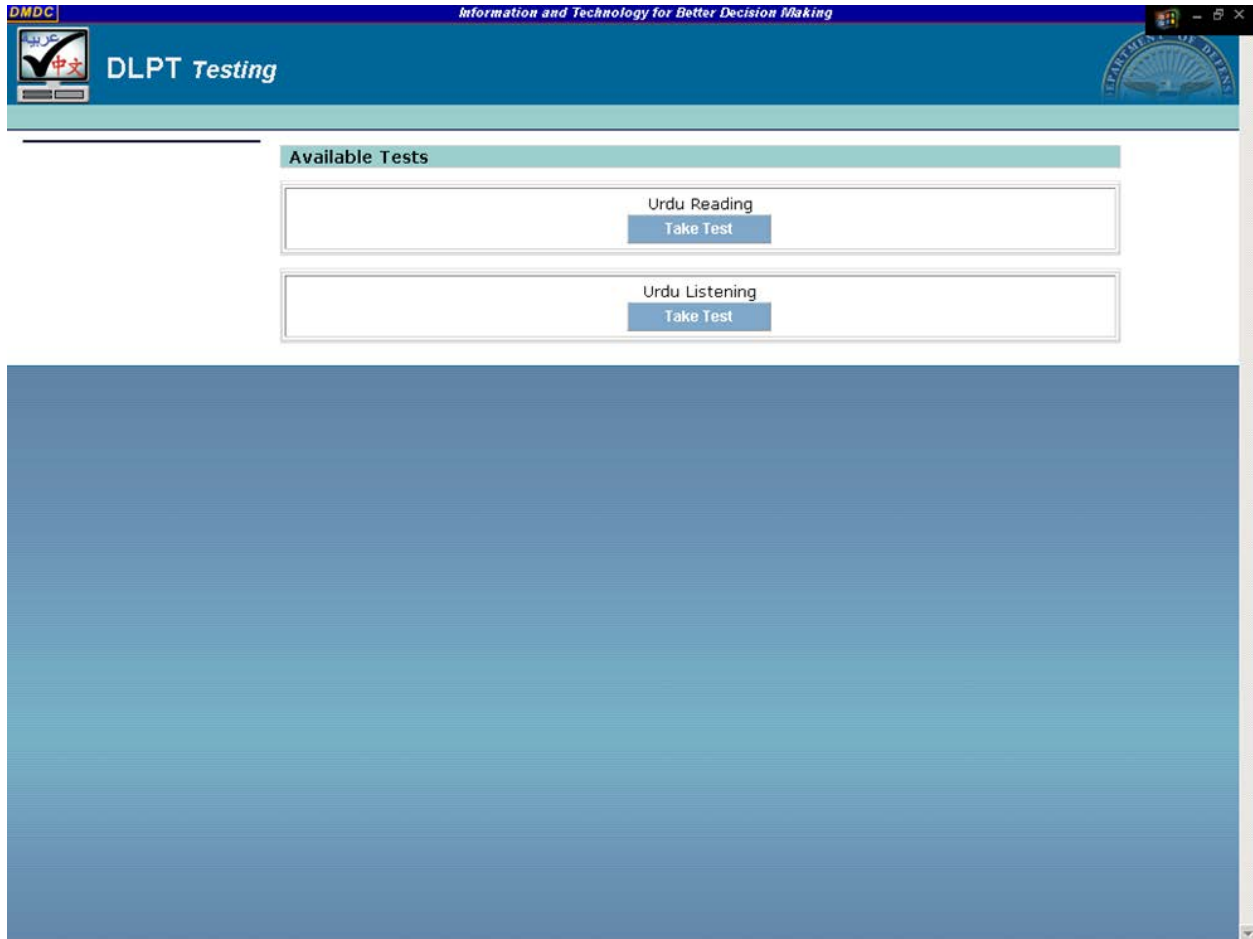
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer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





## Vietnamese DLPT5 Familiarization Guide

Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense language Institute Tests, the 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><b>DEPARTMENT OF DEFENSE</b></p> <p><b>Defense Language Proficiency Test</b> Multiple Choice Format</p>  <p><b>Japanese</b> Language Code JA</p> <p><b>Lower Range Reading Comprehension</b></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><b>FOR OFFICIAL USE ONLY</b></p> <p>Controlled Item (Test Material)</p> <p><small>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</small></p> <p><b>To begin the test, click the Next button below.</b></p>
--	---

Introduction: Screen 1 of 5

Help Next

Privacy Act Statement and Disclaimer:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p style="text-align: center;"><b>Privacy Act Statement:</b></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;"><b>Disclaimer for Defense Language Institute Tests:</b></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>
<a href="#">Help</a>	Introduction: Screen 2 of 5

## Vietnamese DLPT5 Familiarization Guide

### Test Administration Statement and Non-Disclosure Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p style="text-align: center;"><b>Non-Disclosure Statement:</b></p> <p>I understand that this test is <b>FOR OFFICIAL USE ONLY</b> 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><b>Civilian Personnel:</b> 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><b>Military Personnel:</b> Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.</p>	<p style="text-align: center;"><b>Test Administration Statement:</b></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>
<a href="#">Help</a>	Introduction: Screen 3 of 5

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.**

**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.

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

**Passage #1**  
 From a magazine article

¶1 XXXXXY YY XYXYX XYYYYY YYY  
 XXXY YYY XXXX YYY XXXY YYYX  
 XXXYYYYYYYY XYYYYXXXX XYYYYX  
 XXY XX XYXYXY XYYYY XYYYYYXX.

¶2 XYY XYYYYY XYY YYYYY YXX  
 YXXYX YYYXYXYX XYYYYXYX  
 YXXXX XYX YXXY XXY XYYXYX  
 XYYXY XYYX XYY XYYYYX  
 XYYX XYYX XYYXYXYXYXYXYX XY  
 XYYXYX XYY XYYX XYY XYXY.

End of this passage  
 Mark this passage for later consideration.

**QUESTIONS**

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.

3. By using the expression « XYYXYXY XYY XYYX » 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

**TITLE BAR**  
 • indicates the test title.

**QUESTIONS**  
 • To choose an answer, click the button next to that choice.  
 • To change an answer, click the button next to a different choice.

**STATUS BAR**  
 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

Introduction: Screen 4 of 5

*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.*

## Vietnamese DLPT5 Familiarization Guide

Instructions screen for the reading comprehension test:

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

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

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

---

**A sample passage follows on the next screen.**  
**If you need help during the test, click on the [Help] button.**

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

## Vietnamese DLPT5 Familiarization Guide

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下さいとのことでした。

---

End of Sample Passage  
Mark this passage for later consideration.

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

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

---

End of questions for this passage

HelpSample Passage 1 questionBackNext

## Vietnamese DLPT5 Familiarization Guide

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's 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 'Help', 'End of Instructions', 'Test ends in : 180:00', 'Back', and 'Start Test' buttons.

**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



## Vietnamese DLPT5 Familiarization Guide

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

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

## Vietnamese DLPT5 Familiarization Guide

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](#)

## Vietnamese DLPT5 Familiarization Guide

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"><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>• You will be given whatever time remains until the end of the test for this review.</li><li>• Detailed instructions for this review will be given at the end of the test.</li></ul>	<ul style="list-style-type: none"><li>• This listening test contains:<ul style="list-style-type: none"><li>41 passages with a total of 61 questions.</li></ul></li><li>• The test runs approximately 3 hours (180 minutes).</li><li>• There will be a 15 minute break after Passage 24.</li><li>• When you are ready, click the [Start Test] button below.</li><li>• <u>The screen will move to Passage 1 and the test will begin.</u></li></ul>

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	*	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	*			
16	17	*	33	35	*	43	53	*			
18	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 Vietnamese, 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 personal letter***

**Lan thân mến!**

**Lan khỏe không? Lâu rồi không gặp Lan.**

**Còn Hoàng, Hoàng vẫn khỏe. Công việc cũng bình thường.**

**Hoàng viết vài dòng để mời Lan đi ăn tối.**

**Hoàng biết một nhà hàng rất ngon ở quận Hoàn Kiếm.**

**Hoàng chờ câu trả lời của Lan.**

**Mong gặp lại Lan.**

**Hoàng**

1. For what purpose was this letter written?

- (A) To invite a friend to dinner.
- (B) To locate an old colleague.
- (C) To recommend a nice restaurant.
- (D) To ask for guidance at work.

The correct answer is (A).

Justification:

(A) is the correct answer.

The recipient of the letter is the author's friend and the author invites his friend to dinner at a restaurant.

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- (B) is **not** the correct answer. The passage does not mention locating an old colleague.
- (C) is **not** the correct answer. The author does not recommend any restaurant.
- (D) is **not** the correct answer. The author does not ask for guidance at work.

Sample Passage: ILR Level 2

**A weather forecast**

Tin từ Trung tâm Dự báo khí tượng thủy văn trung ương cho biết, không khí lạnh đã ảnh hưởng tới hầu hết các địa phương miền Bắc gây ra mưa rào và có nơi có giông.

Khu vực Đồng bằng Bắc Bộ trong đó có Hà Nội chuyển rét đậm. Nhiệt độ thấp nhất 13 độ C. Tại một số địa phương vùng núi cao, nhiệt độ hạ thấp, về đêm có nơi chỉ còn 10 độ, trời rét hại. Không khí lạnh cũng lan rộng đến các tỉnh miền Trung. Do ảnh hưởng của không khí lạnh, Bắc Trung Bộ có mưa rào rải rác. Dự báo, đợt rét này sẽ kéo dài 2- 3 ngày.

Cũng theo cơ quan khí tượng, trên biển Đông đang có áp thấp nhiệt đới hoạt động, ảnh hưởng đến vùng biển nước ta. Ở vịnh Bắc Bộ có gió đông bắc mạnh cấp 6, biển động. Khu vực Bắc Biển Đông (bao gồm cả vùng biển quần đảo Hoàng Sa) có gió đông bắc mạnh cấp 7, biển động mạnh. Hiện nay, tâm bão đang ở trong khu vực nam đảo Min-đa-nao, Phi-lip-pin. Dự báo trong 24 giờ tới, áp thấp nhiệt đới sẽ di chuyển theo hướng Tây Tây Bắc, mỗi giờ đi được khoảng 20 – 25 km. Có khả năng bão hình thành ở gần vùng bờ biển từ tỉnh Ninh Thuận đến Cà Mau.

1. What is one effect of the cold air mentioned in the forecast?

- (A) Snow showers in a few mountainous areas.
- (B) Scattered showers in the north-central region.
- (C) Frost damage to crops in the central provinces.
- (D) Flash flood warnings in the Tonkin delta area.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. There is no mention in the forecast of snow showers in mountainous areas.

(B) is the correct answer.

The forecast mentions that the north-central area has scattered showers because of the impact of the cold air.

(C) is **not** the correct answer. There is no mention of frost damage to crops in the forecast.

(D) is **not** the correct answer. There is no mention of flash flood warnings in the forecast.



**2. What prediction is made about the reported hurricane?**

- (A) It will move in a northwesterly direction within a day.**
- (B) It will reach the south of Mindanao Island in an hour.**
- (C) It will gain strength as it moves west toward the coast.**
- (D) It will disperse between Ninh Thuan and Ca Mau provinces.**

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

Justification:

(A) is the correct answer

The forecast mentions that the tropical air pressure system will move in a west-northwest direction within the next twenty-four hours.

(B) is **not** the correct answer. The forecast does not mention that the hurricane will reach the south of Mindanao Island in an hour. Instead, it mentions that the center of the hurricane is presently inside the southern area of Mindanao Island in the Philippines.

(C) is **not** the correct answer. The forecast does not mention that the hurricane will gain strength as it moves west toward the coast.

(D) is **not** the correct answer. The forecast does not mention that the hurricane will disperse between Ninh Thuan and Ca Mau provinces.

Sample Passage: ILR Level 3

***From a news editorial***

An ninh năng lượng vốn được coi là “chìa khóa” để mỗi quốc gia và nền kinh tế của mình được “bảo vệ” khỏi các nguy cơ có thể ảnh hưởng đến trạng thái kinh tế - xã hội của quốc gia và làm chậm hoặc ngăn cản đà tăng trưởng kinh tế.

Việc phát triển năng lượng phải gắn liền với chiến lược phát triển kinh tế - xã hội, và phù hợp với xu hướng hội nhập quốc tế, do vậy cần sử dụng nguồn tài nguyên một cách hợp lý, đồng bộ với các chiến lược an ninh quốc phòng và phát triển kinh tế. Ngoài ra việc phát triển năng lượng cần gắn chặt với việc giữ gìn môi trường sinh thái, bảo đảm cho phát triển bền vững.

Tăng trưởng kinh tế thường gắn liền với gia tăng nhu cầu tiêu thụ năng lượng, đặc biệt là điện năng. Mức tăng trưởng cao của tiêu thụ điện năng (khoảng 14%/năm) trong tương lai gần sẽ gây ra sự thiếu hụt năng lượng và sức ép phải xây dựng thêm các nhà máy điện.

Đại diện Viện khoa học Năng lượng cho biết, nguồn thủy điện ở Việt Nam được ước tính có tiềm năng khai thác khoảng 80 tỷ KW/năm, trong khi đó nguồn năng lượng tái tạo có tiềm năng dự báo không quá 10 nghìn MW. Do đó, trong vòng 20 năm tới, nguồn điện năng có thể thiếu hụt lên tới trên 50 tỷ KW.

Hiện tại, vấn đề chính liên quan tới nguồn năng lượng truyền thống là biến động giá dầu và các nguồn tài nguyên năng lượng dần cạn kiệt. Theo dự tính, các mỏ dầu tại Việt Nam đang cho thấy dấu hiệu đi xuống về sản lượng. Trong khi đó, việc khai thác than cũng bị hạn chế bởi hạ tầng thiết bị kỹ thuật lạc hậu, không an toàn, tăng nguy cơ ô nhiễm môi trường.

Bộ năng lượng đề xuất chiến lược phát triển các dạng năng lượng tái tạo và năng lượng lấy từ thiên nhiên, tránh và giảm nhẹ các tác động ô nhiễm trong các khâu hoạt động năng lượng để bảo vệ môi trường. Giá năng lượng cũng cần được điều chỉnh để tạo tính cạnh tranh trong thị trường năng lượng.

**1. According to the editorial, what is one factor that contributes to increased energy consumption?**

- (A) Urgent need for fossil fuel in the defense sector.**
- (B) Economic growth creating greater energy demands.**
- (C) Wasteful energy habits people practice at home.**
- (D) A large population that is likely to keep growing.**

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

Justification:

- (A) is **not** the correct answer. There is no mention of need for fossil fuel in the defense sector in the editorial.
- (B) is the correct answer  
The author points out that economic growth is usually associated with an increasing need for energy, which will result in energy shortages.
- (C) is **not** the correct answer. There is no mention of wasteful energy habits in the editorial.
- (D) is **not** the correct answer. There is no mention about population growth in the editorial.

**2. For what purpose does the author mention the information from the Institute of Energy Science?**

- (A) To commend efforts by Vietnam to preserve the environment.**
- (B) To show the impact of climate change on infrastructure in Vietnam.**
- (C) To emphasize the need for Vietnam to explore additional energy sources.**
- (D) To point out that Vietnam needs technicians trained in green technologies.**

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

Justification:

- (A) is **not** the correct answer. The author does not mention any efforts by Vietnam to preserve the environment.
- (B) is **not** the correct answer. The author does not mention any impact of climate change on infrastructure.
- (C) is the correct answer.  
The author mentions the information from the Institute of Energy Science to point out that there are additional energy sources available and that the country should explore additional energy sources because there are problems with traditional energy resources.
- (D) is **not** the correct answer. There is no mention of technicians needing training in green technologies.

## 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 an announcement.***

Transcription:

**Cửa hàng rượu Thủy Hà: 36 đường Yên Phụ, Ba Đình, Hà Nội**

**Cần tuyển: 2 nhân viên thu ngân.**

**Yêu cầu có hộ khẩu Hà Nội, có kinh nghiệm làm thu ngân tại siêu thị Làm ca 7 tiếng 1 ngày. Lương thỏa thuận. Có ăn trưa và thưởng**

**Liên hệ: Anh Hà, điện thoại 0903 40 5975**

1. What is announced?

- (A) New location of a bookstore.
- (B) Dinner specials at a restaurant.
- (C) Job vacancies at a liquor store.
- (D) Opening of a new supermarket.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. There is no mention of a bookstore.

(B) is **not** the correct answer. There is no mention of a restaurant.

(C) is the correct answer.

According to the announcement, a liquor store is looking for cashiers to hire.

(D) is **not** the correct answer. There is no mention of a new supermarket.

Sample Passage: ILR Level 2

***This passage is from a TV news broadcast.***

Transcription:

Vào ngày hôm nay thì thông tư liên tịch về hướng dẫn chi hỗ trợ ăn trưa cho trẻ em mẫu giáo sẽ có hiệu lực. Đối tượng được hưởng là trẻ em mẫu giáo 5 tuổi đang học tại các cơ sở giáo dục mầm non; trẻ em mẫu giáo 3 và 4 tuổi đang học tại các cơ sở giáo dục mầm non có cha mẹ thường trú tại các xã biên giới, núi cao, hải đảo, các xã và các thôn bản có điều kiện kinh tế xã hội đặc biệt khó khăn theo quy định hiện hành; trẻ em mẫu giáo 3 và 4 tuổi đang học tại các cơ sở giáo dục mầm non có cha mẹ thuộc diện hộ nghèo; trẻ em mẫu giáo 3 và 4 tuổi đang học tại các cơ sở giáo dục mầm non, mồ côi cả cha lẫn mẹ, không nơi nương tựa hoặc bị tàn tật, có khó khăn về kinh tế. Riêng trẻ em mẫu giáo 3 đến 5 tuổi dân tộc ít người đang học tại các cơ sở giáo dục mầm non thì hàng tháng sẽ được hưởng hỗ trợ với mức hỗ trợ là bằng 1/3 mức lương tối thiểu chung.

1. What is this TV broadcast mainly about?

- (A) The school lunch program for needy children.
- (B) The compulsory enrollment of children in school.
- (C) The start of the preschool enrollment season.
- (D) The launch of a nutrition awareness campaign.

The correct answer is (A).

Justification:

(A) is the correct answer.

The broadcast is about lunch support for preschool children whose parents are poor or dead, or who have no guardians, or are disabled with economic difficulty.

(B) is **not** the correct answer. There is no mention of compulsory enrollment of children in school.

(C) is **not** the correct answer. The broadcast does not provide any information on the start of the preschool enrollment season.

(D) is **not** the correct answer. There is no mention of a nutrition awareness campaign.

**2. What benefit do preschool children of ethnic minority groups receive?**

- (A) Free textbooks and supplies.**
- (B) Monthly financial assistance.**
- (C) Free transportation to school.**
- (D) Regular health examinations.**

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

Justification:

(A) is **not** the correct answer. There is no mention of free textbooks and supplies.

(B) is the correct answer.

The broadcast mentions that preschool children of ethnic minority groups are entitled to monthly assistance equivalent to one-third of the minimum wage.

(C) is **not** the correct answer. There is no mention of free transportation to school.

(D) is **not** the correct answer. There is no mention of regular health examinations.

Sample Passage: Level 3

***This passage is from a TV broadcast.***

Transcription:

Trong báo cáo triển vọng kinh tế toàn cầu được công bố vào ngày hôm qua tại Hà Nội, ngân hàng thế giới World Bank đã đưa ra nhận định khả quan về kinh tế các nước đang phát triển trong đó có Việt Nam. World Bank cho rằng kinh tế Việt Nam sẽ đạt tăng trưởng khá với khoảng 5,5% và sẽ tăng dần trong các năm tiếp theo. Báo Lao động bình luận, đây được coi là nhìn nhận khá lạc quan trong bối cảnh kinh tế trong nước đang đối mặt với không ít khó khăn chưa được tháo gỡ, những nội dung trong báo cáo của ngân hàng thế giới nhận được sự đồng tình của tiến sĩ Võ Chí Thành, phó viện trưởng viện nghiên cứu quản lý kinh tế trung ương khi ông cho rằng: “Thách thức lớn nhất đối với Việt Nam là vừa phải phục hồi tăng trưởng kinh tế, trong khi vẫn phải đảm bảo ổn định kinh tế vĩ mô. GDP tăng trưởng bao nhiêu không phải là điều quan trọng nhất mà mức độ tăng trưởng sẽ duy trì để không gây ảnh hưởng đến an sinh xã hội mới là mấu chốt của vấn đề”.

1. According to the broadcast, what does the World Bank report predict about Vietnam’s economic growth?

- (A) It will occur at a slow but steady rate.
- (B) It will be higher than most countries in the region.
- (C) It will start to increase by the fourth quarter of the year.
- (D) It will be relatively high and continue to increase.

The correct answer is (D).

Justification:

- (A) is **not** the correct answer. The World Bank’s report does not predict that Vietnam’s economic growth will occur at a slow but steady rate.
- (B) is **not** the correct answer. The passage does not provide any comparison between economic growth of Vietnam and that of other countries in the region.

- (C) is **not** the correct answer. No ideas are expressed stating that Vietnam's economic growth will start to increase by the fourth quarter of the year.
- (D) is the correct answer.  
The World Bank's report mentions that Vietnam's economy will achieve relatively high growth and will continue to increase in the coming years.

**2. According to the broadcast, what does a leading economist say about Vietnam's economic growth?**

- (A) Rapid economic growth will eventually lead to inflation.**  
**(B) Economic growth should not put social well-being at risk.**  
**(C) Exports play an important role in boosting economic growth.**  
**(D) Economic growth cannot be sustained without innovations.**

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

Justification:

- (A) is **not** the correct answer. No opinions or ideas are expressed that Vietnam's rapid economic growth will eventually lead to inflation.
- (B) is the correct answer.  
The economist mentions that Vietnam needs to ensure social well-being while maintaining its economic growth.
- (C) is **not** the correct answer. The economist does not mention the importance of exports to economic growth.
- (D) is **not** the correct answer. Although the economist mentions Vietnam's economic growth, he does not say that innovation sustains economic growth.



## **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]