

DLPT Familiarization Guide

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

**Spanish
Familiarization Guide**



DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
Presidio of Monterey, CA 93944

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Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Defense Language Proficiency Test 5 Computer Adaptive (DLPT5-CA) in multiple-choice format. This guide contains general information about the test design, the format of the test, its length, its content, the skills tested, and the procedures used in scoring and reporting the scores. In addition, screen shots of what the examinees will see when taking the test on the computer as well as information on testing procedures are provided. Finally, there is a section of sample reading and listening passages with questions, answer choices, and explanations for each choice.

Overview of the DLPT5-CA Multiple-Choice Test

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

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

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

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

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

Description of the DLPT5-CA in Multiple-Choice Format

- **Test Design**

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

- The DLPT5-CA Reading Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A reading passage can have up to five questions, each with four answer choices. The reading test contains a minimum of 35 questions.
- The DLPT5-CA Listening Comprehension Test begins with a passage of medium difficulty. Depending on the examinee's answers to the questions posed for that first passage, the system selects the level of difficulty of the next passage and questions. Throughout the test, the selection of passages is dependent on the examinee's responses. A listening passage can have up to three questions, each with four answer choices. The listening test contains a minimum of 30 questions.
- Examinees have 3 hours to complete the Reading Comprehension Test and 3 hours to complete the Listening Comprehension Test. However, many examinees complete the DLPT5-CA in less than the allotted time. Examinees will **NOT** be prompted to take a break. **If an examinee would like a break at the 90-minute mark, an examinee can use the HELP button to request a 15-minute break.** For the Reading Comprehension Test, examinees may take as much or as little time as they wish to answer each question. For the Listening Comprehension Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer each question. Managing time effectively is the examinee's responsibility.
- Unlike conventional DLPT5s, DLPT5-CA does **NOT** allow examinees to skip questions, go back and forth in the test, or review or change previous answers at the end. **Examinees must answer the questions on the page they are presented in order to move forward in the test. The "NEXT" button (at bottom right) does not show up until after all the questions on the page are answered.**

- **Test Content**

- The DLPT5 is designed to measure proficiency in the target language regardless of how that language has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

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- The majority of passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
- The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific and technological, and military and security topics.
- Test content will be systematically updated.
- **Test Format:** The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains the following parts:
 - **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
 - **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a Reading Comprehension passage in this test is approximately 500 words. The maximum length of a Listening Comprehension passage in this test is approximately 2.5 minutes.
 - **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.
 - **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

DLPT-CA is for official use only and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions.

For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.

Scoring

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

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

Scores on the test are based on the number of questions answered correctly. The best strategy is to answer all questions to the best of your ability.

Preparation for Taking the DLPT5-CA

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

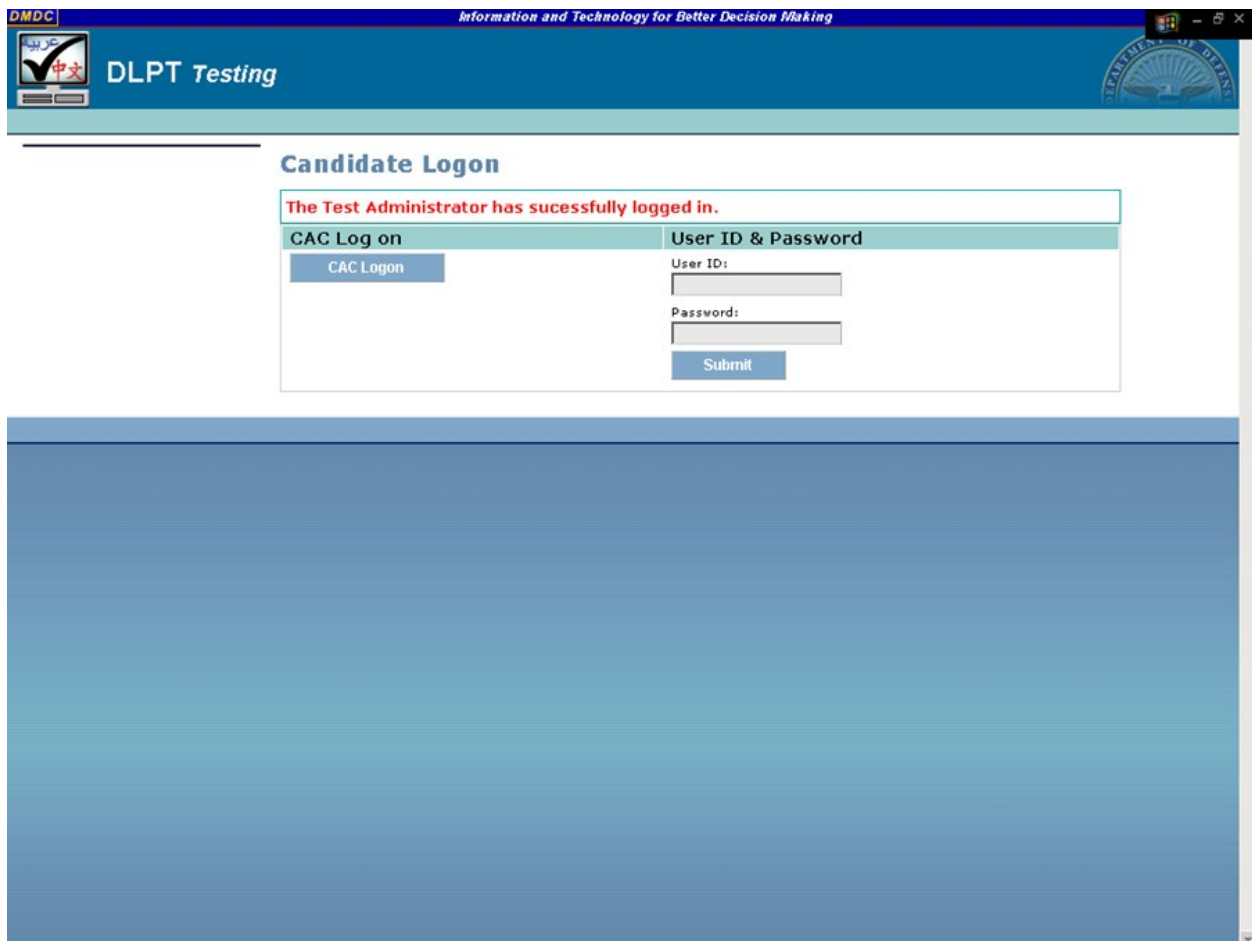
Test Procedures and Instructions for Taking the DLPT5-CA

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

Test Procedures Overview

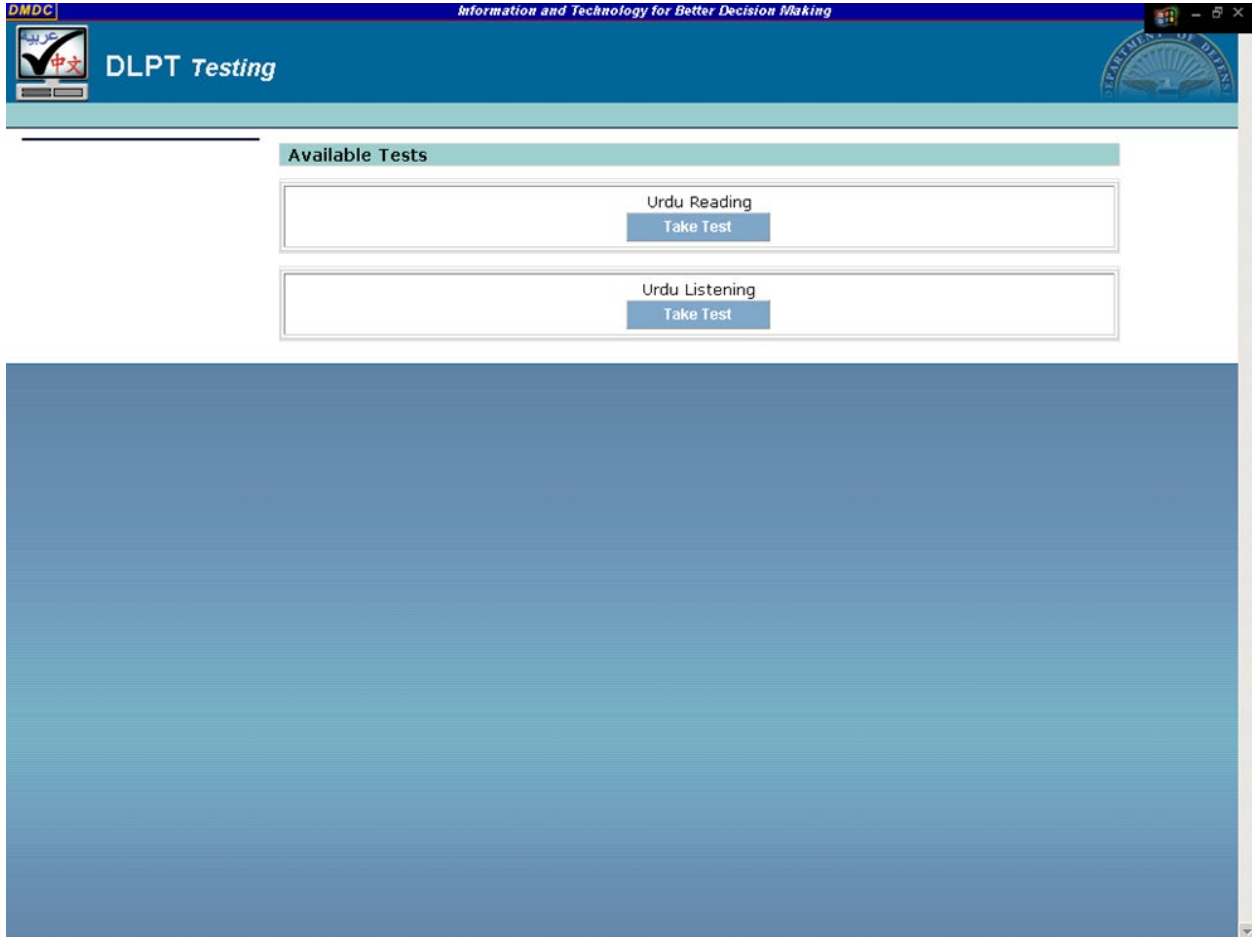
This section is to help prospective examinees become familiar with the test procedures of the DLPT5-CA multiple-choice Reading and Listening Comprehension Tests. First, there will be a short description of what the examinees see before the actual test begins. Then screenshots of what examinees will see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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC). The examinee must click on the [CAC Logon] 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 registered; 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 Non-Disclosure Statement, and the Test Administration Statement (of the examinee's ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

Below are introductory screens from the Reading Comprehension Test. The Listening Comprehension Test, not depicted, has similar introductory screens. Please note: the screen shots below were taken from the Spanish CA test as examples for the purpose of illustration.

DLPT5 Reading Comprehension Test for Spanish Form 1

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test</p> <p>Multiple Choice Format</p>  <p>Spanish</p> <p>Language Code QB</p> <p>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>FOR OFFICIAL USE ONLY</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>To begin the test, click the Next button below.</p>
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[Help](#) Introduction: Screen 1 of 5 [Next](#)

Privacy Act Statement and Disclaimer:

DLPT5 Reading Comprehension Test for Spanish Form 1	
<p>Privacy Act Statement:</p> <p>Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</p>	<p>Disclaimer for Defense Language Institute Tests:</p> <p>Materials for this test come from authentic sources within the target culture. These sources often include conversations or written material of a controversial nature which are essential for understanding world events. As a result, there may be topics, ideas, and language in the areas of politics, international relations, mores, etc., that may be considered contentious. The presence of controversial statements on a test should not be construed as representing the opinions of the test development team, the Defense Language Institute Foreign Language Center, or the Department of the Army.</p> <p><input type="checkbox"/> I, [REDACTED], confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p>Click on the checkbox above to confirm.</p>
Help	Introduction: Screen 2 of 5

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Non-Disclosure Statement and Test Administration Statement:

DLPT5 Reading Comprehension Test for Spanish Form 1	
<p style="text-align: center;">Non-Disclosure Statement:</p> <p>I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.</p> <p>Civilian Personnel: Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.</p> <p>Military Personnel: Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.</p>	<p style="text-align: center;">Test Administration Statement:</p> <p>I understand that I am not required to take the Spanish 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; color: red;">Click on the checkbox above to confirm.</p>
Help	Introduction: Screen 3 of 5

DLPT5 Familiarization Guide

The next several screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test, and a sample test passage.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test:

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

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

- TITLE BAR:** Located at the top, it indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English. The example text reads: "From an article".
- FOREIGN LANGUAGE PASSAGE:** Paragraphs may be marked with (F1), (F2), etc. The text is in a generic foreign language. A red line indicates the end of a passage. A blue line indicates the end of questions for this passage.
- QUESTIONS:** Three multiple-choice questions are listed on the right side of the screen. To choose an answer, the user clicks the button next to that choice. To change an answer, the user clicks the button next to that choice.
- STATUS BAR:** Located at the bottom, it displays "Questions 1-3 of up to 33", "Test ends in: 89:49", and a "Next" button.

Additional annotations include: "Click this button if you have any technical difficulties." pointing to a "Help" button, and "To see an entire passage, you may need to scroll." pointing to the scroll bar.

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

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Instructions screen for the Reading Comprehension Test:

The screenshot shows a blue-bordered window titled "DLPT5 Reading Comprehension Test for Spanish Form 1". The main content area is white and contains the following text and list:

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

- Read the short statement before each passage that tells you where the passage came from.
- Read each passage and question or questions carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Once you have answered ALL questions the [Next] button will appear at the bottom right of the screen.
- Click on the [Next] button to go to the next passage.
- When 'time remaining' shows 90:00, you may take a 15-minute break by clicking the HELP button to get the TA's attention

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

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

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

DLPT5 Reading Comprehension Test for Spanish Form 1

Sample Passage

From the advice section of a magazine

Dejar el grifo abierto mientras te lavas los dientes puede consumir mucha agua. Si solamente mojas el cepillo, te cepillas y después lo enjuagas, empleas sólo un litro.

End of Sample Passage

S1. What advice is given in this passage?

- How to improve water quality.
- How to avoid dehydration.
- How to maintain good oral hygiene.
- How to save on water.

End of questions for this passage

[Help](#) Sample Passage 1 question [Back](#) [Next](#)

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

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Start of Test screen for the Reading Comprehension Test:

The screenshot shows a software interface for the DLPT5 Reading Comprehension Test. The title bar at the top reads "DLPT5 Reading Comprehension Test for Spanish Form 1 [DLPT reviewer mode]". The main content area is split into two panels. The right panel, titled "Start of Test", contains a bulleted list of instructions. The bottom of the window features a dark blue bar with several buttons and text: "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start Test".

DLPT5 Reading Comprehension Test for Spanish Form 1 [DLPT reviewer mode]

Start of Test

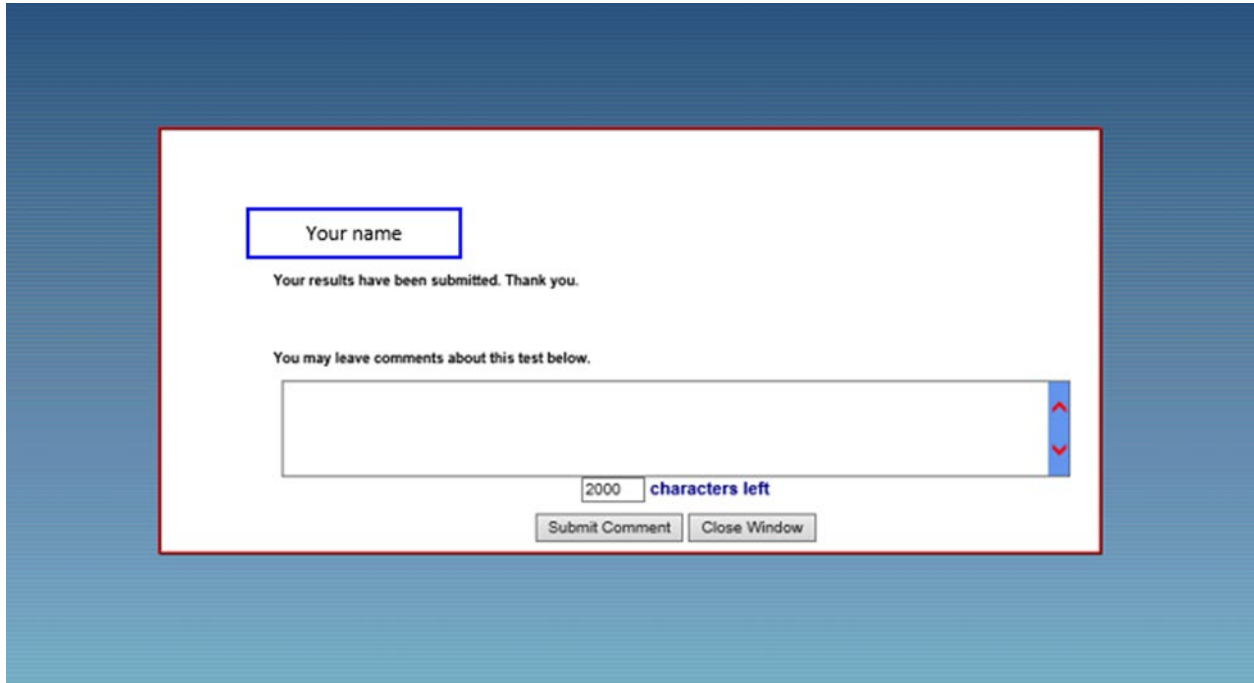
- This reading test contains:
between 35 - 38 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the clock will begin.

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

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

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



The screenshot shows a web interface for leaving comments. At the top, there is a text input field with the placeholder text "Your name". Below this field, a message reads "Your results have been submitted. Thank you." Underneath the message, another line of text says "You may leave comments about this test below." This is followed by a large, empty text area for entering comments. To the right of the text area is a vertical scrollbar. Below the text area, a character count displays "2000 characters left". At the bottom of the form, there are two buttons: "Submit Comment" and "Close Window".

Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

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

The screenshot shows the DLPT5 Listening Comprehension Test for Spanish Form 1 interface. The main content area displays "Example of Screen Layout" and "Familiarize yourself with the features of this screen now." Below this is a sample question screen for "Passage 1". The passage text is: "This passage is taken from a news broadcast." The questions are:

1. What does the author claim about his sources?
 - They are major players in the governmental sector.
 - They are primary political figures.
 - They have been significantly cautious in the last few years.
 - They have been a favorite target of politicians.
2. What is the author's purpose in discussing this issue?
 - To highlight the corruption of the current system.
 - To expose traitors in the higher echelons of the military.
 - To contribute to public awareness.
 - To criticize those not paying attention.

A red line indicates the end of the questions. The status bar at the bottom shows "Questions 1-2 of up to 32" and "Test ends in: 89:49". There are "Help" and "Play Audio" buttons. The bottom of the screen shows "Introduction: Screen 4 of 7" with "Help" and "Next" buttons.

TITLE BAR
• Indicates the test title.

ORIENTATION STATEMENT
• Explains the source of the passage in English.

QUESTIONS
• To choose an answer, click the button next to that choice.
• To change your answer, click the button next to a different choice.
• To see all the questions, you may need to scroll.
• A red line indicates the end of the questions.

STATUS BAR shows:
• Current question number(s)
• Total number of questions
• Timer status
• Play Audio and Help buttons

Click this button if you have any technical difficulties

Help Questions 1-2 of up to 32 Test ends in: 89:49 Play Audio

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

Help Introduction: Screen 4 of 7 Next

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

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

Example of Screen Layout

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

- TITLE BAR:** Located at the top, it displays "DLPT5 Listening Comprehension Test for Language X".
- ORIENTATION STATEMENT:** Below the title bar, it states "This passage is taken from a news broadcast." and "While the audio is playing, you can type notes in the block below.".
- TEXT BLOCK:** A large text area on the right side of the screen, intended for taking notes while the audio plays.
- QUESTIONS:** On the left side, there are two questions with multiple-choice options. A red line indicates the end of the questions.
- STATUS BAR:** At the bottom, it shows "Questions 1-2 of up to 32", "Test ends in: 89:31", and a "Play Audio" button.

Annotations on the right side of the screenshot provide further details:

- TITLE BAR:** Indicates the test title.
- ORIENTATION STATEMENT:** Explains the source of the passage in English.
- TEXT BLOCK:** Allows you to take notes while the audio is playing.
- QUESTIONS:** To choose an answer, click the button next to that choice. To change your answer, click the button next to a different choice. To see all the questions, you may need to scroll. A red line indicates the end of the questions.
- STATUS BAR shows:** Current question number(s), Total number of questions, Timer status, Play Audio and Help buttons.

Additional annotations at the bottom of the screenshot include:

- Question # / Total # of questions:** Points to the "Questions 1-2 of up to 32" text.
- Time remaining:** Points to the "Test ends in: 89:31" text.
- To hear the audio for a passage, click this button:** Points to the "Play Audio" button.

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

DLPT5 Listening Comprehension Test for Spanish Form 1

Test Sequence


- When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.
- At the very bottom of the screen a [Play Audio] button will be visible.
- When you click the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen.
- You may answer questions at any time during the playing of the audio.
- You may not move to the next passage until the audio finishes playing AND you have answered all questions. When the audio finishes and you have answered all questions, the [Next] button will appear at the bottom right of the screen. Click the [Next] button when you are ready to move on to the next passage.
- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click the [Help] button before moving to the next passage.

The Clock

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

BEFORE YOU PROCEED, adjust your volume.

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



Introduction: Screen 6 of 7

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Instructions for the Listening Comprehension Test:

DLPT5 Listening Comprehension Test for Spanish Form 1

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.

A sample passage follows on the next screen.

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

Help Introduction: Screen 7 of 7 Audio Playing

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

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

The screenshot shows a dark blue interface for the 'DLPT5 Listening Comprehension Test for Spanish Form 1'. At the top, the title 'DLPT5 Listening Comprehension Test for Spanish Form 1' is displayed. Below this, the section is titled 'Sample Passage' in blue. A sub-header states 'This passage is from a conversation between two friends.' The question is 'S1. What is the mother telling her friend?' followed by four radio button options: 'Her son decided to go to college.', 'Her son visited friends in the city.', 'Her son opened an office downtown.', and 'Her son found a new apartment.' A horizontal line separates the question from the bottom of the screen, where it says 'End of questions for Sample Passage'. At the bottom of the interface, there are three buttons: 'Help' on the left, 'Sample Passage 1 question' in the center, and 'Play Audio' on the right.

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

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

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

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

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Start of Test screen for the Listening Comprehension Test:

The screenshot shows a software interface for the DLPT5 Listening Comprehension Test. The title bar at the top reads "DLPT5 Listening Comprehension Test for Spanish Form 4 [DLPT reviewer mode]". The main content area is split into two panels. The right panel, titled "Start of Test", contains a bulleted list of instructions. The bottom of the interface features a dark blue bar with several buttons and text: "Help", "End of Instructions", "Test ends in : 180:00", "Back", and "Start Test".

DLPT5 Listening Comprehension Test for Spanish Form 4 [DLPT reviewer mode]

Start of Test

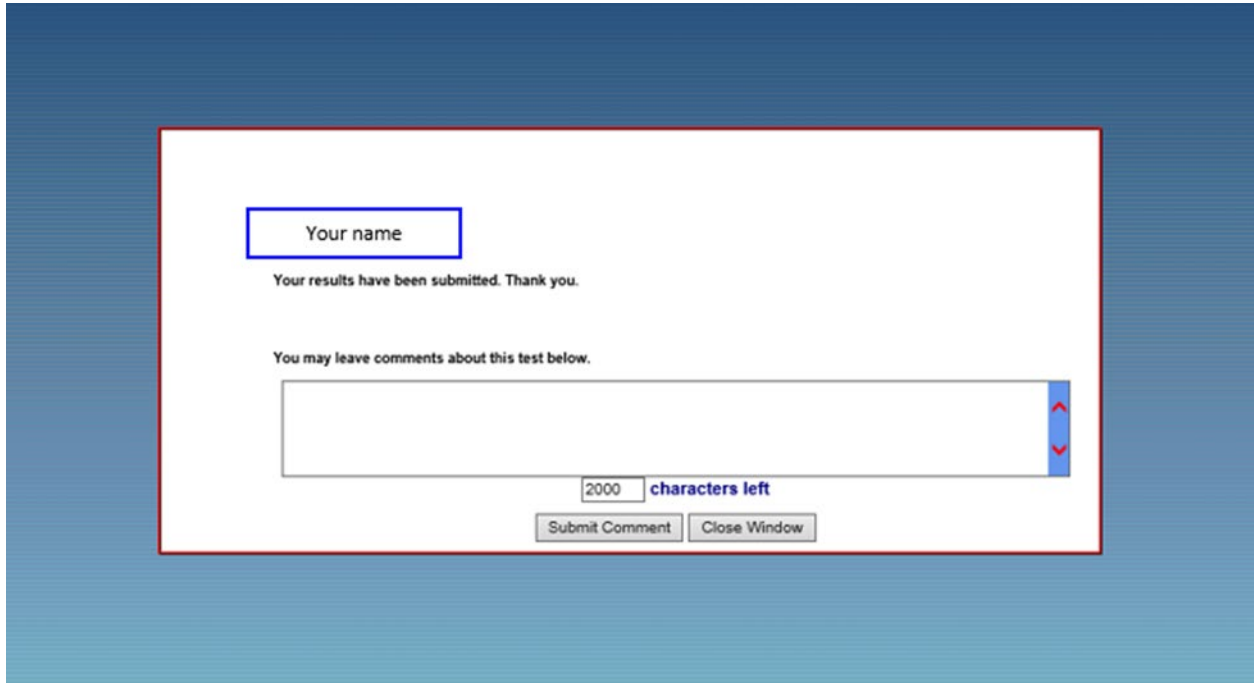
- This listening test contains:
between 35 - 37 questions.
- You are allowed 3 hours (180 minutes) to complete the test.
- To get the best score you must finish all the questions within the time limit. So, work accurately, but do not spend too much time on any one question.
- After you select your answer and click the NEXT button, you CANNOT go back to change or review your answer.
- When you are ready, click the [Start Test] button below.
- The screen will move to Passage 1 and the test will begin.

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

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

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



The screenshot shows a web interface for leaving comments. At the top, there is a text input field with the placeholder text "Your name". Below this field, a message reads "Your results have been submitted. Thank you." Underneath the message, another line of text says "You may leave comments about this test below." This is followed by a large, empty text area for entering comments. To the right of the text area is a vertical scrollbar. Below the text area, a character count displays "2000 characters left". At the bottom of the form, there are two buttons: "Submit Comment" and "Close Window".

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT5-CA in multiple-choice format. Below are some sample passages from ILR levels 1–4 in reading and listening taken from Spanish, and their associated questions and answer choices. Explanations of the answer choices for each question are also provided.

Reading Comprehension Sample Passages

Sample Passage: ILR Level 1

From an ad published in a magazine

Venga por un examen de ojos
TOTALMENTE GRATIS
y obtenga un limpiador
de lentes LAFAM.
Vida para sus ojos.

1. What is LAFAM?

- (A) A type of lens cleaner.
- (B) A brand of eye drops.
- (C) A style of eyeglasses.
- (D) An optical procedure.

The correct answer is (A).

Justification:

(A) is the correct answer.

The ad states directly that individuals who have their eyes examined will receive a lens cleaner.

(B) is **not** the correct answer. Even though the ad ends with a comment regarding the health of the eyes, it does not state that the substance is meant to be used in the eyes.

(C) is **not** the correct answer. Nothing in the ad mentions eyeglasses.

(D) is **not** the correct answer. The ad does not mention any optical procedure.

Sample Passage: ILR Level 2

From a letter to the editor about urban safety in Paraguay

La semana pasada escribí sobre la agresividad creciente que se percibe en muchas esquinas de la ciudad a causa de la presencia de los "limpiavidrios", desvalidas personas que ofrecen sus servicios en las calles de la ciudad, estampando esponjas cargadas de agua sucia con jabón sobre el vidrio, a cambio de propinas. Justamente ayer, a plena luz del día, en la esquina de Mariscal López y San Martín, un hombre no aceptó la propuesta de limpieza de su parabrisas por parte de una mujer, ya que acababa de lavarlo. Ésta, en un ataque de rabia por el rechazo, le golpeó el techo con el mango del escurridor y le rayó la pintura. El hombre se bajó para ver los daños y la mujer se le tiró encima. Al instante acudieron en su ayuda otras personas que le propinaron no sólo una paliza al conductor, sino que además un hombre sacó un cuchillo y lo apuñaló. Dejaron al conductor más muerto que vivo, tirado en la calle.

2. What recurring issue does the writer denounce in the letter?

- (A) Road rage has become a serious concern in the city.
- (B) Large numbers of peddlers create a traffic problem.
- (C) Homeless people continue to break into parked cars.
- (D) Street people are forcing their services on motorists.

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

Justification:

- (A) is **not** the correct answer. The topic of the letter does not address the problem of angry drivers.
- (B) is **not** the correct answer. The writer does not say anything about traffic problems being caused by people selling things.
- (C) is **not** the correct answer. There is no mention in the letter of people breaking into parked cars.
- (D) is the correct answer.
The writer complains about people who approach motorists, wash their windshields, and expect to be paid.

3. What did the woman do?

- (A) She threatened the driver with a knife.
- (B) She damaged the driver's car.
- (C) She reported the driver to the police.
- (D) She stole the driver's car.

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

Justification:

- (A) is **not** the correct answer. The letter does not mention the driver being threatened.
- (B) is the correct answer.
The writer says that the woman hit the car roof with her squeegee and scratched the paint.
- (C) is **not** the correct answer. At no time are the police involved in the incident.
- (D) is **not** the correct answer. The woman did not steal the man's car.

Sample Passage: ILR Level 3

From an analysis on racial issues in a Mexican magazine

Los acontecimientos relacionados con el conflicto de Chiapas plantean la necesidad de una profunda revisión de la política educativa del país en un tema que se rehúye: el racismo de nuestra sociedad. La presencia de los pueblos indígenas en la vida nacional, ganada a pulso, sin ningún respaldo, empieza a hacernos conscientes de las implicaciones del carácter multiétnico del país para la convivencia de unos mexicanos con otros y, por lo tanto, para la educación.

Hasta ahora la “educación intercultural” no ha pasado de ser un término técnico que figura en documentos oficiales de escasa circulación, se la ha entendido generalmente como orientación que afecta exclusivamente la educación de los indígenas, los cuales requieren ser preparados para ubicarse a la vez en su cultura mestiza dominante. En adelante, si somos congruentes, deberemos aplicar el término “intercultural” a la educación de todos los mexicanos y entenderlo en todos sus significados, y ahí nos toparemos con la realidad del racismo que no hemos querido afrontar. Certeramente un líder opositor señalaba este necesario cambio educativo al explicar el sentido último de la lucha indígena: “Que la derrota definitiva del racismo se convierta en una política de Estado, en una política educativa, en un sentimiento de toda la nación”.

El tema es difícil e incómodo. Difícil en sí por el problema de definir con precisión el racismo; incómodo porque a nadie le gusta ser exhibido como racista. Pero es necesario abordarlo si el país ha de cerrar por fin esta herida de su historia y encaminarse hacia nuevas formas de convivencia.

4. In the first paragraph, the expression **ganada a pulso** means

- (A) achieved through personal effort.
- (B) done out of sheer impulse.
- (C) obtained despite the odds.
- (D) earned after suffering for years.

The correct answer is (A).

Justification:

(A) is the correct answer.

The expression “ganado a pulso” means “achieved through one’s own effort”; the language that comes after the expression corroborates the meaning.

(B) is the **not** the correct answer. Nothing in the passage leads to a belief that impulsivity led indigenous people to be part of the national landscape.

- (C) is **not** the correct answer. Although it might be true that racism has been an obstacle to the indigenous people's integration into Mexican society, the expression "ganado a pulso" does not convey this idea.
- (D) is **not** the correct answer. While it might be true that the indigenous population has suffered, this idea is not the author's main point nor is it an idea conveyed by the expression in this context.

5. According to the author, what is "intercultural education" currently designed to do?

- (A) Increase awareness of the prejudice indigenous people face in society.**
(B) Help the Mexican people learn about their indigenous cultural heritage.
(C) Equip indigenous people with means to function in the dominant culture.
(D) Promote the acceptance of indigenous traditions into society in Mexico.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The objective of current intercultural education is not to enlighten the Mexican people regarding the plight of the indigenous population.
- (B) is the **not** the correct answer. Part of the author's main message is that intercultural education does not focus on making Mexicans aware of their country's multiethnic character.
- (C) is the correct answer.
The second paragraph states that intercultural education as it exists is meant to help indigenous people become part of the dominant culture.
- (D) is **not** the correct answer. No mention is made of the integration of indigenous traditions into the mainstream society in Mexico.

Sample Passage: ILR Level 4

An excerpt from an essay on the anthropology of medicine

La ciencia médica, en cuanto trato terapéutico con el hombre enfermo, está siempre afectada en su proceder por una dualidad.

Es la dualidad de la objetivación científica y del encuentro interhumano.

La objetividad científica es heredera de la ciencia novecentista. Es una objetividad que se caracteriza por reconocer sólo aquello empírica y materialmente comprobable. La medicina del siglo XIX debió sus mayores progresos a la “especialización” de la enfermedad. Cuando lo demoníaco, el maleficio o la fuerza oculta se transformaron en cosa alterada, en espacio físico, un gran avance se había dado en la comprensión de las causas y modos de ser de las enfermedades. En la época de la “patología celular” y de la anatomía patológica ello pudo ser eficazmente logrado. “He aquí, pudieron decir los contemporáneos, lo que la enfermedad es: es un órgano herido, una célula alterada, un cambio en la intimidad de los tejidos”. En otras palabras, es un “espacio” que enferma, un objeto.

Después de ganar para sí el espacio, en tanto instancia explicativa, el pensamiento médico conquistó también el tiempo. Había dolencias que no podían simplemente reducirse a una anatomía alterada. Dolencias que no se manifestaban materialmente por una forma alterada, mas por una función alterada, al menos en alguna etapa de su desarrollo.

Forma y función son dos conceptos no polares. No se oponen entre sí. Descienden de un tronco común. La función es sólo un acontecimiento de curso rápido, cuyos comportamientos o cambios se pueden medir en segundos, minutos, horas. La forma es un acontecimiento de curso más lento, cuyos cambios se pueden medir en términos de meses o años. Ambos son acontecimientos, movimientos. La adscripción categorial depende del instrumento de medición y de la escala de tiempo.

Cuando el pensamiento médico empezó a hablar, ya no de formas alteradas sino de funciones anómalas, el tiempo se había conquistado. La enfermedad ya no podía representarse como un cuadro estático, mas como un proceso. Un proceso que se da en la tenacidad del movimiento orgánico, intentando desviarle el rumbo, acelerarlo o atrasarlo. Detenido el proceso, a veces es posible pesquisar una forma alterada. Que es el mismo proceso, sólo que fosilizado.

La conquista del espacio y del tiempo para el pensamiento médico tenía las mejores posibilidades de ser la panacea del futuro. A lo largo de esas dos direcciones fundamentales de progreso se contruyeron los más imponentes monumentos de la ciencia médica.

6. According to the author, what change did medical science undergo in the 19th century?

- (A) It linked the psychological and physical aspects of diseases.**
- (B) It determined that disease must be diagnosed holistically.**
- (C) It explained the causes of disease in terms of environment.**
- (D) It defined unexplained phenomena of disease in concrete terms.**

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

Justification:

- (A) is **not** the correct answer. The psychological causes of illness are not discussed.
- (B) is **not** the correct answer. Diagnostic procedures are not discussed.
- (C) is **not** the correct answer. The environment is not an aspect of the author's argument.
- (D) is the correct answer.

The author states that 19th-century science defined illness in empirical or material terms, in other words, it determined that a particular space in the body was diseased. This idea replaced the earlier notions of demons or occult forces as the causes of illness.

7. What does the author explain about the medical notions of disease, as related to the concepts of space and time?

- (A) The relationship between a diseased organ and its improper functioning within the organism as a whole is parallel to the relationship of the concepts of space and time.**
- (B) The body's progressive deterioration due to disease is parallel to the concept of time while the actual origin of the disease is parallel to the concept of space.**
- (C) The concepts of space and time parallel the dual medical approach to diagnosing disease, which considers relationship of biological as well as psychosomatic causes.**
- (D) The physical manifestation of the disease corresponds to space while that which remains unchanged within the diseased body parallels the concept of time.**

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

Justification:

- (A) is the correct answer.

The form and function of a disease is explained in terms of space and time. Space, then, represents the diseased organ or tissue while time represents a change in the function of the organ or tissue. The author states that form and function appear to be two different entities,

but in fact, they are one and the same when a disease has had the “time” to evolve sufficiently to manifest itself in a particular “space” of the body.

- (B) is **not** the correct answer. Although space is where the manifestation of a disease can be observed, it is not described as the origin.
- (C) is **not** the correct answer. The author does not mention the psychology of disease, i.e., its psychosomatic causes.
- (D) is **not** the correct answer. Since space has been defined as that part of the anatomy which is diseased and therefore is changed, this option cannot be correct since it states that space is that which remains unchanged.

8. In the last paragraph, what does the author imply about medical science?

- (A) It has not yet achieved its goals despite its advances.**
- (B) It has failed to apply modern research findings.**
- (C) It has ignored relevant science from other fields.**
- (D) It has not integrated its discoveries into cohesive proofs.**

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

Justification:

- (A) is the correct answer.
The author states that medical science had hoped that its understanding of space and time in relation to disease would be the panacea, or cure-all, of the future. The implication is that it is not possible for any one medical advance to cure all disease.
- (B) is **not** the correct answer. Although the author gives his view regarding the evolution of medical science, he does not give an opinion about how this evolution relates to modern research.
- (C) is **not** the correct answer. No other field of science is mentioned in the essay.
- (D) is **not** the correct answer. The author gives his particular perspective on the advances medical science has made, but he does not mention whether those advances were organized into a body of proofs.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is from a conversation between two friends.

Transcription:

Mujer 1: Y, ¿qué tal tu hijo? ¿Ya encontró un departamento?
Mujer 2: Sí, fijate que encontró un departamento en el centro.
Mujer 1: ¡Qué bueno!
Mujer 2: Y, va a compartir el departamento con 2 compañeros.
Mujer 1: ¿Quiénes son?
Mujer 2: Oscar y Juan, dos amigos de la universidad.
Mujer 1: ¡Qué bien!

1. What is the mother telling her friend?

- (A) Her son decided to go to college.
- (B) Her son visited friends in the city.
- (C) Her son opened an office downtown.
- (D) Her son found a new apartment.

The correct answer is (D).

Justification:

- (A) is **not** the correct answer. College is mentioned when the mother explains who her son's roommates will be, not because he intends to go to college.
- (B) is **not** the correct answer. The son did not go to the city to visit friends.
- (C) is **not** the correct answer. Downtown is mentioned because this is where the mother's son found an apartment, not because he intends to open an office there.
- (D) is the correct answer.
The mother says that her son found an apartment that he will share with two friends from the university.

Sample Passage: ILR Level 2

This passage is from a news segment on Salvadoran radio.

Transcription:

Un custodio y 4 reos del Centro Real de Quetzaltepec en el departamento de la Libertad resultaron lesionados al protagonizarse disturbios en dichas instalaciones. Los problemas comenzaron desde la madrugada de hoy martes cuando los reclusos se amotinaron y los custodios se vieron obligados a efectuar disparos para controlar la situación. Desde tempranas horas desde martes las autoridades del centro penal de Quetzaltepec le pidieron el apoyo a los elementos de la unidad de mantenimiento del orden para brindar mayor seguridad y efectuar una requisa para decomisar armas hechas.

2. What happened at Quetzaltepec prison?

- (A) A guard was killed.
- (B) A guard was taken hostage.
- (C) The inmates rioted.
- (D) The inmates tried to escape.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The first sentence states that a guard was wounded, not killed.

(B) is the **not** the correct answer. There is no mention of any other action taken against guards by the inmates.

(C) is the correct answer.

The first sentence says that there were riots at the prison and the second sentence repeats that the prisoners rioted.

(D) is **not** the correct answer. The speaker makes no mention of an attempted escape.

3. According to the passage, what action did the authorities take?

- (A) They transferred inmates to another prison.
- (B) They requested help from law enforcement.
- (C) They sealed off the surrounding areas.
- (D) They isolated the responsible inmates.

The correct answer is (B).

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Justification:

- (A) is **not** the correct answer. No information is provided regarding actions taken involving the prisoners.
- (B) is the correct answer.
The speaker states that law enforcement was asked to help with two specific measures.
- (C) is **not** the correct answer. Nothing is said about the outside areas surrounding the prison.
- (D) is **not** the correct answer. No information is provided regarding actions taken against prisoners.

Sample Passage: Level 3

This passage is from an interview with a Colombian senator about government and the constitution.

Transcription:

Periodista: ¿No es mejor parecerse a Estados Unidos...a Alemania...a España...a Dinamarca?

Senador: Claro, es que nosotros tenemos nuestra propia idiosincrasia y nuestra propia historia...afortunadamente o desgraciadamente...pero la cultura europea nos ha pesado siempre...y hemos importado cultura jurídica...cultura política. Nosotros no tenemos instituciones propias. Nosotros no tenemos constitucionalismo propio. Nosotros seguramente exportamos buenos toreros...pero la filosofía alemana nos sigue pesando mucho...por eso tenemos que estar copiando todo...pues hagamos un esfuerzo...de perfeccionar nuestras propias instituciones de acuerdo a lo que nosotros somos. Ya copiamos el régimen presidencialista...que ha sido bueno. Aquí tenemos unos príncipes y unos emperadores constitucionalizados...enmarcados en unos textos constitucionales...y el Presidente de la República es el Jefe de Gobierno, el Jefe de Estado, el Comandante General de las Fuerzas Armadas, el Jefe supremo de la Administración...bueno maravilloso. No nos ha ido tan mal...porque terminamos haciéndole el homenaje al caudillismo...que es...entre otras cosas otra de nuestras taras institucionales, pero de todas formas yo no creo que estos pasos se los pueda dar así de la noche a la mañana despedazando los textos constitucionales sin hacer unos estudios profundos de las incidencias que tienen estas reformas...Yo creo que hay muchísima improvisación y muchísima pasión política y muchísima euforia...le repito...transitoria. No estamos atemperándonos a unas realidades. ¿Mañana cambiamos la constitución entonces cuando el presidente sea malo para prohibir la religión?

4. According to the senator, European political culture

- (A) changes the way Colombians look at their government institutions.
- (B) causes Colombians to disdain their native political traditions.
- (C) continues to play a significant role in the Colombian political system.
- (D) influences the interpretation of the Colombian constitution.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The senator explains that European culture has been a factor since the beginning, so Colombians had never had a different way of looking at their government institutions.

- (B) is the **not** the correct answer. The senator does not state a particular opinion regarding native political traditions.
- (C) is the correct answer.
The senator says that Colombia has imported European political culture and that European culture has always been important to the country.
- (D) is **not** the correct answer. The senator is discussing what influenced the creation of the constitution, not what affects how it is interpreted.

5. What observation does the senator make about constitutional precepts adopted from Western government models?

- (A) These precepts have been instrumental in the preservation of Colombian democratic values.**
- (B) These precepts have been fundamental in changing the autocratic nature of Colombian leadership.**
- (C) Despite the influence of these precepts, Colombia reverts to traditional approaches to governance.**
- (D) Despite the limitations of these precepts, Colombia has been able to implement political reforms.**

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

Justification:

- (A) is **not** the correct answer. The senator does not say or imply that Colombians have native democratic values.
- (B) is the **not** the correct answer. The senator refers to the importation of the presidential system of government which bestows the leader of a country with particular powers, but he points out that this system is merely a façade for Colombia’s autocratic tendencies.
- (C) is the correct answer.
The senator believes that Colombia continues to follow traditional models (“caudillismo”) of government despite the influence of the West.
- (D) is **not** the correct answer. The senator does not speak about political reform when referencing constitutional precepts.

Sample Passage: Level 4

This passage is from a political debate on Salvadoran radio.

Transcription:

Ningún sistema de pensamiento es universal. Si fuéramos a hablar por ejemplo de religiones, es mentira que el cristianismo sea universal. A nosotros nos parece así porque vivimos en occidente, pero vete tú a preguntar a Irak o a la India quién es cristiano y eso es lo folclórico, ¿verdad? Entonces, el punto es que los pensamientos no son universales porque hay lugares donde no funcionan, y no funcionan tal vez porque la teoría esté mal, sino porque no existen las bases económicas y sociales para que funcionen (sic). Si tú te das cuenta, los países democráticos más desarrollados de la tierra que puedan atribuirle su desarrollo a la democracia reúnen al menos dos condiciones que a nosotros nos falta generaciones para tener. Una: bipartidismo. Ejemplo EE.UU., Inglaterra, todo el antiguo imperio británico se consideran generalmente democrático y solo tienen dos partidos. Aquí tenemos atomización de partidos. Porque ese es el eterno truco de la derecha para impedir que gobiernos de izquierda lleguen a asumir. La derecha calcula la mara está decepcionada y en vez de cambiar su política económica, ¿qué es lo que hace?, comisiona a Mauricio Meyer para que fabrique partidos en serie y la gente se encandile con las banderitas y crea “ah, por aquí si vamos a tener una derecha popular”. Entonces eso no se da en el mundo anglosajón, por ejemplo. Y dos, donde la gente se conduce democráticamente bien, por, sin necesidad de tanta coerción, es donde ha habido al menos 5 ó 6 generaciones de clase media que no se ha ido del país, sino que ha acumulado bienes y al acumular bienes ha acumulado educación y cultura. Sin irnos tan lejos lo podemos ver aquí no más en Costa Rica. Aquí, lejos de eso, la clase media está desapareciendo. Entonces, como no tenemos esas dos condiciones es mejor buscar un pensamiento alterno y no creemos cometer delito al hacerlo. Simplemente estamos introduciendo variedad al sistema.

6. According to the speaker, it is **INACCURATE** to view democracy as universal because

- (A) authorities disagree on whether democracy is more than a theory.
- (B) democracy is based on values held only by the Western world.
- (C) not all countries have the elements needed for democracy.
- (D) democracy has not yet proven its merit in all of the world.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The speaker’s argumentation did not pertain to whether authorities agree on the validity of theories related to democracy.
- (B) is the **not** the correct answer. Although the option might be inferred from the speaker’s statements, it does not answer the question.

(C) is the correct answer.

The speaker states at the beginning of the passage that no school of thought is universal. He first uses the example of religion. The speaker then makes his main point about democracy not being a universal reality because it does not function everywhere. He explains that not every country has the social and economic foundations necessary for democracy to exist.

(D) is **not** the correct answer. The speaker's assertion that not every country has the foundation from which democracy can grow is not equivalent to stating that democracy is unproven globally.

7. According to the speaker, what strategy does the political right use to continue in power?

- (A) Promoting the creation of many political parties.**
- (B) Crafting policies that appeal to the masses.**
- (C) Encouraging coalitions with minority parties.**
- (D) Taking advantage of other parties' weaknesses.**

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

Justification:

(A) is the correct answer.

After stating his main idea, the speaker gives reasons why he thinks democracy is possible in the Western world. Bipartisanship is one reason. He contrasts the two-party system of the United States and the United Kingdom with the Salvadoran situation in which there is an "atomization," that is, a proliferation of political parties, supposedly promoted by the right to keep the left from winning elections.

(B) is **not** the correct answer. No mention is made of the right's policies.

(C) is **not** the correct answer. There is no mention of coalitions being formed with other parties, but rather, the creation of other parties.

(D) is **not** the correct answer. No mention is made of the right taking advantage of other parties.

Appendix

Interagency Language Roundtable (ILR) Language Skill Level Descriptions

Preface

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

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

Statements describing accuracy refer to typical stages in the development of competence in the most commonly taught languages in formal training programs. In other languages, emerging competence parallels these characterizations, but often with different details. Unless otherwise specified, the term “native speaker” refers to native speakers of a standard dialect.

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

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

ILR Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

No practical understanding of the spoken language. Understanding is limited to occasional isolated words with essentially no ability to comprehend communication.

Listening 0+ (Memorized Proficiency)

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

Listening 1 (Elementary Proficiency)

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

Listening 1+ (Elementary Proficiency, Plus)

Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts.

Listening 2 (Limited Working Proficiency)

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

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications.

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent.

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech.

ILR Language Skill Level Descriptions: Reading

Reading 0 (No Proficiency)

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

Reading 0+ (Memorized Proficiency)

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

Reading 1 (Elementary Proficiency)

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

Reading 1+ (Elementary Proficiency, Plus)

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

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

Reading 2 (Limited Working Proficiency)

Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general

proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally, the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above.

Reading 2+ (Limited Working Proficiency, Plus)

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

Reading 3 (General Professional Proficiency)

Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms.

Reading 3+ (General Professional Proficiency, Plus)

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

Reading 4 (Advanced Professional Proficiency)

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

Reading 4+ (Advanced Professional Proficiency, Plus)

Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent.

Reading 5 (Functionally Native Proficiency)

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