

# German

## Defense Language Proficiency Test 5 (DLPT5)

### 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 who has learned a foreign language as a second language. The test is designed for native English speakers and for non-native speakers who possess strong skills in English. 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 German 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 German 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 German 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.

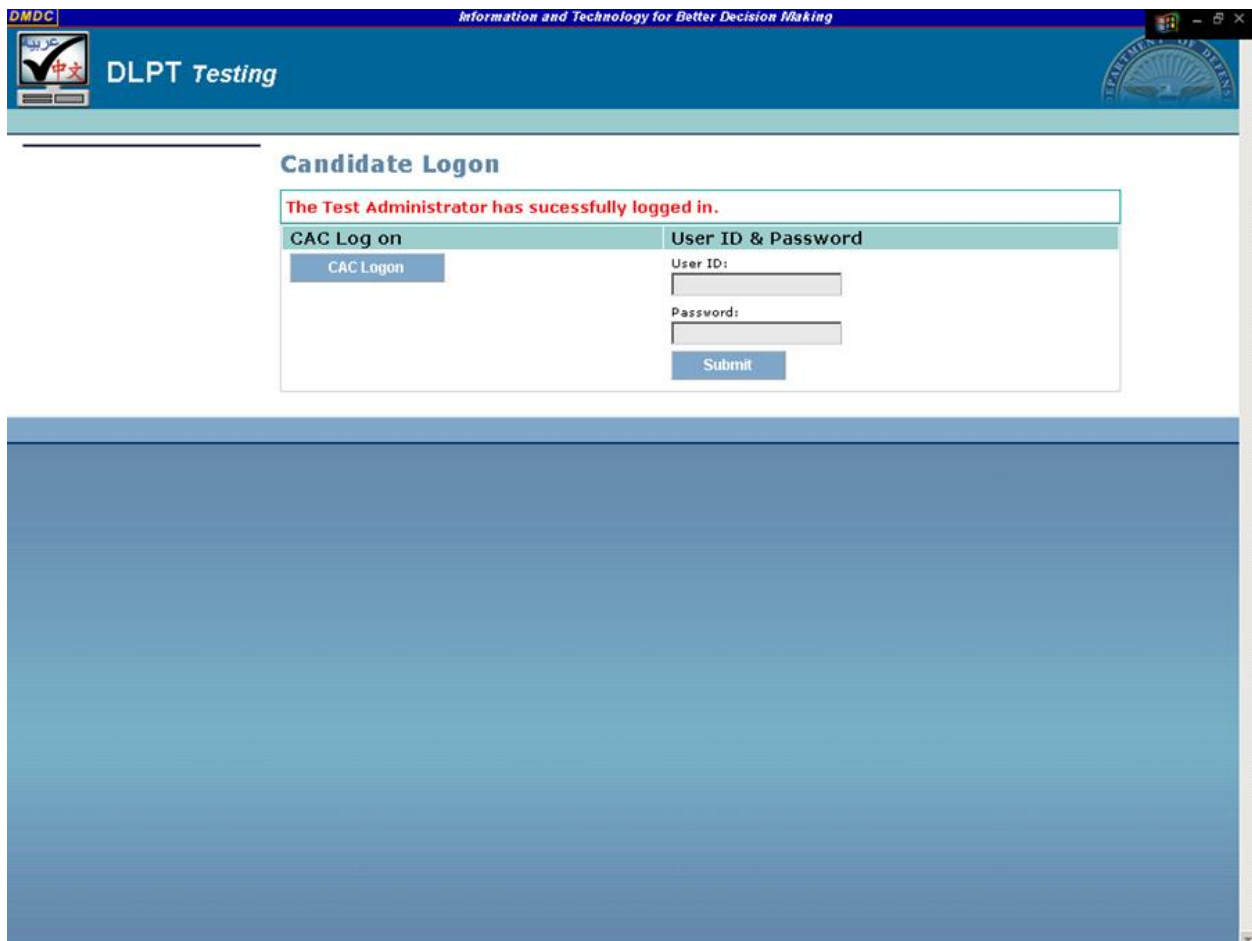
# Test Procedures and Instructions for Taking the DLPT5

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

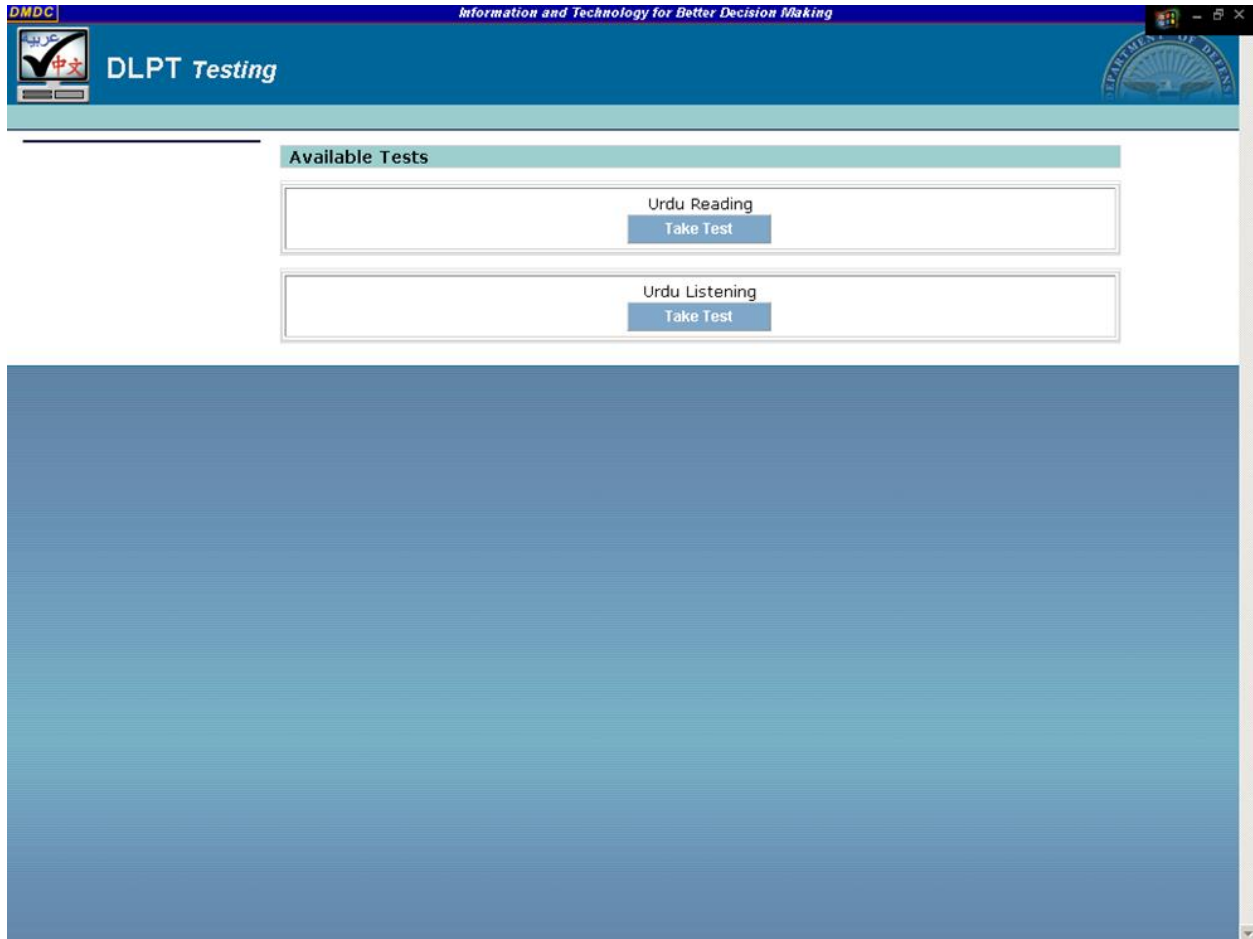
This section is to help prospective examinees become familiar with the test procedures of the DLPT5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer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





## German 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 5</b> Multiple Choice Format</p>  <p><b>Japanese</b> Language Code JA</p> <p><b>Lower Range Reading Comprehension Test</b></p>	<p><b>FOR OFFICIAL USE ONLY</b></p> <p><b>Controlled Item (Test Material)</b></p>  <p>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</p> <p>If you have difficulty with the instructions or any functions of this test, click on the [Help] button in the lower left-hand corner of the screen.</p> <p><b>To begin, click on the [Next] button below.</b></p>
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Introduction: Screen 1 of 6

[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 Code 3012, Executive Order 9397 and Army Regulation 600-2 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.</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 confirm having read and understood both the Privacy Act Statement and the Disclaimer.</p> <p style="text-align: center;">Click on the checkbox above to confirm.</p>
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[Help](#) Introduction: Screen 2 of 6

## German DLPT5 Familiarization Guide

Test Administration Statement and Non-Disclosure Statement:

DLPT5 Lower Range Reading Comprehension Test for Japanese	
<p><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 Administrator, and my unit commander.</p>	<p><b>Non-Disclosure Statement:</b></p> <p>I understand that this test is <b>FOR OFFICIAL USE ONLY</b> and the unauthorized discussion, disclosure or possession of any part of this test is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved. Such unauthorized discussion or disclosure refers to <b>RELATING ANY ASPECT OF THIS TEST TO ANYONE</b>, including an instructor, fellow service member, spouse, or class member.</p> <p><input type="checkbox"/> I confirm having read and understood both the Test Administration and the Non-Disclosure Statements.</p> <p>Click on the checkbox above to confirm.</p>
<a href="#">Help</a>	Introduction: Screen 3 of 6

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.*

The screenshot displays the 'DLPT X Multiple Choice Test for Reading Comprehension' interface. The title bar at the top reads 'DLPT5 Lower Range Reading Comprehension Test for Japanese' and 'Example of Screen Layout'. Below the title bar, it says 'Familiarize yourself with the features of this screen now.' The main content area is divided into two panes: 'Passage #1' on the left and 'Questions' on the right. The passage text is in a generic foreign language, with some words highlighted in red and others on a grey background. The questions are multiple-choice. A status bar at the bottom shows 'Passage 1 of 5', '3 questions', and 'Test ends in: 37:39'. There are 'Back' and 'Next' buttons. Annotations on the left and right sides explain various features like the orientation statement, foreign language passage, highlighting, and the status bar.

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

**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.

**Passage #1**  
From a magazine article  
¶1 XXXXYX YY XYXYX XXXXYX YYYY  
XXXX YYYY XXXX YYYY XXXXY YYYYX  
XXXXXXXXXXXX XYXYXX  
XXY XX XYXYX YYYY XYXYXYXYX.  
¶2 XY XYXYXY XY XYXYX YXYX  
YXYXY XYXYXYXY XYXYXYXY  
YXYXY XYXY XYXY XYXYXY  
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XYXY.

End of this passage  
 Mark this passage for later consideration.

**QUESTIONS**  
\* indicates the test title.  
\* To choose an answer, click the button next to that choice.  
\* To change an answer, click the button next to a different choice.  
\* A red line indicates the end of the questions.

1. What does the author claim about his sources?  
 They are major players in the governmental sector.  
 They are primary political figures.  
 They have been significantly cautious in the last few years.  
 They have been a favorite target of politicians.

2. What is the author's purpose in discussing this issue?  
 To highlight the corruption of the current system.  
 To expose traitors in the higher echelons of the military.  
 To contribute to public awareness.  
 To criticize those not paying attention.

3. By using the expression « XYXYXY XYXY XYXY » the author attempts to  
 emphasize the deeds of a certain agency.  
 underline the importance of the corruption.  
 expose the evil-doers.  
 show the historical roots of the issue.

End of questions for this passage

**STATUS BAR**  
Help Passage 1 of 5 3 questions Test ends in: 37:39 Back Next  
Go to: Previous Passage Next Passage  
Passage # Total # of passages # of Questions for this passage Time remaining

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*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.*

Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

**INSTRUCTIONS**

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

---

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

Help Introduction: Screen 6 of 6 Back Next

## German 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くださいとのことです。

---

End of this passage

Mark this passage for later consideration.

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

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

---

End of questions for Sample Passage

HelpSample Passage 1 questionBackNext

## German 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 panels. The left panel, titled 'End-of-Test Review Information', contains a list of four bullet points regarding review options. The right panel, titled 'Start of Test', contains a list of four bullet points about the test structure and a red warning message. At the bottom, there is a navigation bar with a 'Help' button, the text 'End of Instructions', a timer showing 'Test ends in: 180:00 minutes', and '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 change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

**Start of Test**

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

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

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

## Listening Comprehension Test

Example of screen layout for the listening comprehension test:

The screenshot shows the test interface with the following components and annotations:

- TITLE BAR:** "DLPT X Multiple Choice Test for Listening Comprehension Language X".
- ORIENTATION STATEMENT:** "Familiarize yourself with the features of this screen now." and "This passage is taken from a news broadcast.".
- QUESTIONS:** Two multiple-choice questions about a passage. A red line indicates the end of the questions.
- STATUS BAR:** Shows "Passage 1 of 40", "2 questions", and "Test Ends in: 178:02".
- Buttons:** "Help", "Play Audio", and "Next".

Annotations on the right side of the screenshot explain these features:

- 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.

Additional annotations within the interface include:

- "Click this button if you have any technical difficulties" pointing to the Help button.
- "To hear the audio for a passage, click this button." pointing to the Play Audio button.
- Labels for the status bar: "Passage #", "Total # of passages", "# of Questions for this passage", and "Time Remaining".



## German 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

<b>Test Sequence</b>	<b>The Clock</b>
<ul style="list-style-type: none"><li>• When a passage screen opens, you will see the passage number, orientation statement, and the question or questions with their answer choices.</li><li>• At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.</li><li>• When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. <i>If you experience technical difficulty when the [Help] button is not visible, raise your hand.</i></li><li>• You may answer questions at any time during the playing of the audio.</li><li>• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click on it when you are ready to move on to the next passage. You will not be able to go back to previous passages until the end of the test.</li><li>• The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button <i>before</i> moving to the next passage.</li></ul>	<ul style="list-style-type: none"><li>• The amount of time allotted for this test is 180 minutes (3 hours).</li><li>• There is a break in the middle of the test. It does not count against your time.</li><li>• It is your responsibility to keep track of where you are in the test, and how much time is remaining.</li></ul> <hr style="border: 0.5px solid red;"/> <p style="text-align: center; color: #000080; font-weight: bold;">BEFORE YOU PROCEED, test your volume.</p> <div style="text-align: center; margin: 5px 0;"><span style="border: 1px solid #000080; padding: 2px 10px; background-color: #e0e0e0;">Test Volume</span></div> <p style="text-align: center; color: #000080;">Click on the [Test Volume] button to hear a short audio file.</p>

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## German DLPT5 Familiarization Guide

Instructions for the listening comprehension test (continued):

DLPT5 Lower Range Listening Comprehension Test for Chinese-Mandarin

**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

## German DLPT5 Familiarization Guide

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

The screenshot displays the interface for the DLPT5 Lower Range Listening Comprehension Test for Japanese. The title bar at the top reads "DLPT5 Lower Range Listening Comprehension Test for Japanese". The main content area is titled "Sample Passage" and contains the text: "This passage is a conversation between friends." Below this, a question is presented: "S1. What does the woman ask Ms. Tanaka to do?". There are four radio button options: "Meet her friend this Saturday.", "Visit a new theater in town.", "Join a school friend for lunch.", and "Go to a movie with her.". A red horizontal line separates the question from the bottom section, which includes the text "End of questions for Sample Passage" and "Mark this passage for later consideration." with an unchecked checkbox. At the bottom of the interface, there is a status bar showing "Sample Passage 1 question" on the left and a "Play Audio" button on the right.

DLPT5 Lower Range Listening Comprehension Test for Japanese

**Sample Passage**

*This passage is a conversation between friends.*

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

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

---

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

Sample Passage 1 question Play Audio

## German 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>• Detailed instructions for this review will be given at the end of the test.</li></ul> <hr/>	<ul style="list-style-type: none"><li>• This listening test contains 39 passages and 61 questions.</li><li>• The test is 180 minutes (3 hours) long.</li><li>• There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.</li><li>• When you are ready, click on the [Start Test] button below.</li><li>• The screen will move to Passage 1 and the clock will begin.</li></ul> <p style="color: red;">You are about to <b>RESUME</b> your test. The test will move to the most recently viewed passage.</p>

Test ends in 180:00

Help      End of Instructions      Back      Start Test

## End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

### End of Listening Test

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

Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer	Passage	Q #	Answer
1	1	*	17	19	*	27	37	*	36	54	*
2	2	*	18	20	Blank	28	38	*	37	55	*
3	3	*	19	21	*	29	39	*	38	56	*
4	4	*	20	22	*	30	40	*	39	57	*
5	5	*	21	23	*	31	41	*	38	58	*
6	6	*	22	24	*	32	42	*	39	59	*
7	7	*	23	25	*	33	43	*	36	60	*
8	8	*	24	26	*	34	44	*	36	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 German, 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 public service announcement***

Heute Nacht fängt die Winterzeit an. Die Uhren werden immer in der Nacht von Samstag auf Sonntag von Sommerzeit auf Winterzeit umgestellt. Stellen Sie Ihre Uhren um eine Stunde zurück, von 3 auf 2 Uhr. Heute Nacht kann man also eine Stunde länger schlafen. Vergessen Sie nicht Ihre Uhren umzustellen!

#### **1. What is the public reminded to do?**

- (A) Come to a community meeting.**
- (B) Move the clock back one hour.**
- (C) Stay indoors during a snowstorm.**
- (D) Watch for traffic over the weekend.**

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

Justification:

(A) is **not** the correct answer, because there is no reference to a meeting (“Treffen”) nor a community (“Gemeinde” or “Gemeinschaft”) in the announcement. Also, the public is not asked to go/come anywhere.

(B) is the correct answer.

The word “Uhr” (clock) or “Uhren (clocks) is used four times in the announcement. The verb “umstellen” (to change/to move) is used twice in this passage: once in the second sentence in the form of a passive voice (“werden...umgestellt”), and once in the last

sentence in an infinitive+zu construction (“umzustellen”). Also, the separable-prefix verb “zurückstellen” (to move back) is used once. Taken together, these verbs clearly indicate to the reader to *move* the clock *back*. The change of one hour is indicated twice in the third sentence, both in words (“um eine Stunde”) and in numerals (“von 3 auf 2 Uhr”), and again in the fourth sentence.

- (C) is **not** the correct answer. Although the cognate “Winter” (winter) is mentioned twice in the announcement and might point to a weather report, there is no mention of any snowstorm (“Schneesturm”) or any other weather pattern in this announcement. Nor is there any mention of the need to stay indoors.
- (D) is **not** the correct answer. Although the mention of “Samstag” (Saturday) and “Sonntag” (Sunday) might point to the weekend, those days are mentioned in a different context. Furthermore, there is no mention of traffic (“Verkehr”) in the announcement, and thus there is no need to watch the traffic.

Sample Passage: ILR Level 2

***A news report in a regional newspaper***

Gestern ereignete sich am Bosch-Gymnasium in Uhlenhorst ein Unfall mit Chemikalien. Dabei wurden ein Lehrer und auch der Rektor des Gymnasiums verletzt und mussten wegen Verätzungen im Krankenhaus behandelt werden. Gegenüber der Presse betonte die Schulleitung: „Es waren zu keinem Zeitpunkt Schüler in Gefahr.“

Wegen Renovierungsarbeiten des Schulflügels, in dem die naturwissenschaftlichen Labors untergebracht sind, wollte der Chemielehrer Behälter mit Chemikalien in den gegenüberliegenden Teil des Gebäudes bringen. Dabei rutschte ihm ein Salzsäure enthaltender Plastikbehälter aus den Händen. Beim Aufschlag auf den Boden trat die Säure aus, welche den Lehrer an den Beinen verletzte. Zusätzlich atmete der Lehrer die ausgetretenen ätzenden Dämpfe ein, die auch dem hinzugerufenen Rektor zum Verhängnis wurden.

Trotz allem war es nicht nötig, das Gebäude zu evakuieren. Die alarmierte Feuerwehr konnte die Chemikalien einsammeln und die Räume belüften. Da dieser Gebäudeteil sowieso renoviert wird, waren keine weiteren Personen anwesend. Der Lehrer und der Rektor konnten beide das Krankenhaus noch am selben Tag verlassen.

Die Schulleitung hob hervor, dass im regulären Unterrichtsalldag von den Chemikalien keine Gefahr ausginge. Normalerweise seien die Säuren nur in geringen Mengen vorhanden und würden in branchenüblichen Sicherheitsschränken aufbewahrt.

**1. What incident is reported?**

- (A) A school was evacuated when a fire broke out at the science lab.**
- (B) Students discovered dangerous chemicals stored in a container.**
- (C) A leak from a chemical plant prompted an evacuation of a school.**
- (D) Two men were injured at a school when acid spilled on the floor.**

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

Justification

- (A) is **not** the correct answer, because there is no mention of a fire in the report. The German word “Feuer” (fire) appears in the passage in the compound noun “Feuerwehr” (firefighters), but the firefighters were called because of a chemical spill, not a fire.
- (B) is **not** the correct answer, because there is no mention in the report of students “discovering” (entdecken, finden) the chemicals. The teacher transported the chemicals in plastic containers, but no students were present at the time.
- (C) is **not** the correct answer, because chemicals were spilled by a teacher in a school, not during a leak in a chemical plant. Furthermore, the report states in the first sentence of the third paragraph that it was not necessary to evacuate the building.
- (D) is the correct answer.

The report states that the teacher accidentally dropped a container containing “Salzsäure” (hydrochloric acid). The “Säure” (acid) then spilled on the floor when the container burst open upon impact. Both the teacher who transported the chemicals and the “Rektor” (principal) who was called immediately after the spill inhaled hydrochloric acid fumes; the teacher also suffered acid burns. Both had to be treated in a hospital.



## 2. What was reported about the students?

- (A) They were asked to go to the local clinic.
- (B) They were not in danger.
- (C) They were working on a science project.
- (D) They were not in the lab.

The correct answer is (B).

Justification:

- (A) is **not** the correct answer, because the students were not at all affected by the chemical spill. Thus, there was no need to ask them to go to a hospital.
- (B) is the correct answer.  
The fact that students were not in danger is stated almost verbatim at the end of the first paragraph when the school leadership is quoted saying “Es waren zu keinem Zeitpunkt Schüler in Gefahr.” (Students were not in danger at any point in time). The report furthermore mentions in the third paragraph that, because of renovation work, no one else was present at the time of the incident. Finally, the school leadership emphasizes in the last paragraph that even in regular school operation, the chemicals pose no danger.
- (C) is **not** the correct answer, because there is no mention of students working on a science project in this report. The adjective “wissenschaftlich” (scientific, *here*: science) does appear in the passage but is mentioned in the context of the school wing that houses the science labs being closed for renovation work.
- (D) is **not** the correct answer, because what is mentioned in the report about the students is only that they were not in any danger. The school wing that houses the labs is being renovated, and no person other than the teacher, the principal, and perhaps the firefighters were present in this part of the building during the time of the incident.

Sample Passage: ILR Level 3

***From an editorial in an online religious magazine***

Jetzt ist sie vorüber, die stolze aber leider viel zu kurze Zeit, in der ein Deutscher als Oberhaupt der katholischen Kirche das geistige Leben von über einer Milliarde Katholiken steuerte. Einfach zurückgetreten ist er. Wie ein gemeiner Politiker, der seine Doktorarbeit abgekupfert hat. Ich denke, der „Diener Gottes und der Menschen“ hätte schon mehr Durchhaltekraft zeigen können.

Vielleicht war das jetzt etwas pietätlos. Tatsache ist aber, dass das höchste Amt der Kirche viel von seiner Faszination eingebüßt hat. Der Theologe Jörg Hildebrand vergleicht in einem Meinungsbeitrag Benedikts Rücktritt in seiner Bedeutung mit dem Fall der Berliner Mauer. Das Alte wird eingerissen und es muss Neues her. Und das ist eine enorme Gelegenheit für die Kirche. Endlich könnte sie neu justiert werden und auf das 21. Jahrhundert ausgerichtet werden. Der Vatikan und die Kurie hätten das dringend nötig.

Der nächste Papst sollte ein weltlicher Hirte sein, der näher am Leben seiner Herde steht. Nicht nur für die gläubigen Katholiken wäre das ein Segen. Benedikt war der erzkonservative Vorsteher einer wirklichkeitsfernen Kirche. Bei seinem Amtsantritt wurde schnell deutlich, dass er die Zukunft der Kirche in den geistigen Wurzeln des Christentums sieht. Aber kann es Fortschritt sein, zu Altem zurückzukehren? Wenn der Alltag der Menschen diese Wurzeln schon lange hinter sich gelassen hat? Nur eine Kirche, die offen ist für alles, was um sie herum geschieht und die entsprechend reagiert, kann eine Zukunft haben. Und die katholische Kirche ist bestens dafür gerüstet, sich um die Sorgen und Nöte ihrer Schäfchen zu kümmern. Die heutige Zeit braucht eine nahe Kirche, keine entrückte. Tradition allein kann kein Ziel sein.

Die Kirche und der Papst müssen handeln, das Bewusstsein für die modernen Anliegen der Menschheit muss geschärft werden. Es besteht ein enormer Bedarf. Auf die Menschen eingehen und deren Leben sinnvoll beeinflussen kann aber nur ein Papst, der mit beiden Beinen im Leben steht. Ein Petrusnachfolger, der Lösungen sucht, der sich einsetzt und der vermittelt. Ein Weltbürger.

**1. What can be inferred about the new pope from the author's statements about the old pope?**

- (A) The new pope should be compassionate toward his adversaries.**
- (B) The new pope should take responsibility for the crises that hurt the church.**
- (C) The new pope should be committed to his role as the leader of the church.**
- (D) The new pope should remain free from all worldly limitations.**

The correct answer is (C).

Justification:

(A) is **not** the correct answer, because there is no mention of any adversaries in the editorial. A pope should be compassionate even toward his adversaries, but this cannot be inferred from the author's statements.

(B) is **not** the correct answer, because there is no mention in the editorial of the crises that plagued the Catholic church in recent years. It cannot be inferred from any statement in this passage that the new pope should take responsibility for those crises.

(C) is the correct answer.

The statement that clearly supports this answer is at the end of the first paragraph when the author writes the old pope "hätte schon mehr Durchhaltekraft zeigen können" (*lit.* ... could surely have shown more stamina/endurance/perseverance). Prior to this statement, the author writes that the old pope, as the leader of more than a billion Catholics, resigned from his duties like a politician who plagiarized his/her doctoral thesis. Taken together, it can be inferred that the author was disappointed with the resignation and expects the new pope to be more committed to his role, i.e. show greater endurance.

In the third paragraph, the author again makes reference to the old pope, Benedict, by describing him as too focused on the traditions of the church.

(D) is **not** the correct answer because the author does not write about any worldly limitations. The adjective "weltlich" (wordly) does appear in the editorial in the first sentence of the third paragraph, when the author demands that the new pope should be a "weltlicher Hirte" (*lit.* a worldly shepherd), closer to the real lives of the people. The context for this word in the passage is, however, different from the context described in this option.

2. For what purpose is the Berlin Wall mentioned?

- (A) To compare the impact of the resignation of a pope to the fall of the Berlin Wall.
- (B) To show the difference between common politicians and respected theologians.
- (C) To compare the notoriety of the Berlin Wall to the secret dealings of the Vatican.
- (D) To show the difference between the totalitarian state and the church leadership.

The correct answer is (A).

Justification:

(A) is the correct answer.

In the third sentence of the second paragraph, the author states that the theologian Jörg Hildebrand compared [Pope] Benedict's resignation with the fall of the Berlin Wall and proceeds to explain that "das Alte wird eingerissen und es muss Neues her" (*lit.* the Old is torn down and New needs to emerge). The Berlin Wall here can be seen as the mental boundaries of Benedict's ideals and by resigning, Benedict has effectively provided the church with the opportunity to renew itself. In the theologian's opinion, the magnitude of Benedict's resignation is comparable to the opening of the inner German border.

(B) is **not** the correct answer. In the first paragraph, the author mentions a "gemeiner Politiker" (*here:* common, *also:* mean/dastardly politician). The author compares Pope Benedict to a disdainful politician who copied/plagiarized parts of his doctoral dissertation, but does not compare the politician to the theologian.

(C) is **not** the correct answer, because there is no mention of either the notoriety of the Berlin Wall or the secret dealings of the Vatican in the passage.

(D) is **not** the correct answer. The "totalitarian state" in this option refers to the former GDR, i.e. East Germany, which erected the Berlin Wall to keep its citizens from fleeing to the West. However, the editorial does not make reference to this facet of German history.

**3. What does the author imply in the discussion about the papacy of Pope Benedict?**

- (A) The pope performed better as a politician than a theologian.**
- (B) The pope weakened the conservative agenda of the Vatican.**
- (C) The pope steered the church in the wrong direction.**
- (D) The pope made many enemies outside the Vatican.**

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

Justification:

(A) is **not** the correct answer. While the politician in the first paragraph is mentioned in a comparison with the pope, there is no mention or implication in the editorial that Pope Benedict would have been a better politician than theologian.

(B) is **not** the correct answer. The author writes in the third sentence of the third paragraph that Pope Benedict was an ultraconservative church leader, who saw the future of the church in the return to old rituals. The idea in option B of Pope Benedict weakening the conservative agenda is thus antithetical to the description of Benedict in the editorial.

(C) is the correct answer.

The author describes Benedict as a traditionalist, whose papal agenda was a return to old values, a return to “die geistigen Wurzeln des Christentums” (...the spiritual roots of Christianity). The author then asks in the middle of the third paragraph: “Kann es Fortschritt sein, zu Altem zurückzukehren?” (Can it be progress to return to the Old?) and proceeds to argue that the new pope should be future-oriented, open, and worldlier. There is thus a strong implication in this passage that the author sees Benedict’s agenda of adhering to traditions as the wrong direction.

(D) is **not** the correct answer, because there is no overt or implied reference to any enemies of the church, inside or outside the Vatican.

## 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 in a local grocery store.***

[Announcer:]

„Liebe Kunden!

Schauen Sie heute bei unserer Fischtheke vorbei.

Heute Morgen haben wir eine extra große Lieferung an frischem Hummer und Krabben bekommen. Direkt von den Fischerbooten in Husum. Frischer können sie Meeresfrüchte heute nicht kaufen. Dieses Angebot gibt es nur heute. Beeilen sie sich, bevor alles verkauft ist.“

### 1. What is announced?

- (A) A one-day sale of frozen dinners.
- (B) A free tasting of smoked-fish dips.
- (C) A new section for local specialties.
- (D) A special delivery of fresh seafood.

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

Justification:

- (A) is **not** the correct answer, because there is no mention of any frozen product in the announcement. On the contrary, the announcer points out that customers cannot buy seafood any fresher today.
- (B) is **not** the correct answer, because there is no mention of a free tasting of any product, least of all smoked-fish dips.
- (C) is **not** the correct answer, because there is no mention in the announcement of the supermarket creating a new section for local specialties.

(D) is the correct answer.

The announcer mentions an “extra große Lieferung an frischen Hummer und Krabben” (an especially large delivery of fresh lobster and crabs), and proceeds to state “Dieses Angebot gibt es nur heute” (This offer is only available today). Taken together, the listener learns that the supermarket has a special delivery of fresh seafood.

Sample Passage: ILR Level 2

***This passage is from a cooking show with a famous chef.***

[Show host:]

„Hallo und willkommen zu einer neuen Folge von „Gemüse-Küche.“ Heute haben wir etwas ganz Besonderes für Sie – mein absolutes Lieblingsgemüse: frischer Spargel. Alles, was Sie, liebe Zuschauer, zu dieser wunderbaren Köstlichkeit wissen müssen, erfahren Sie heute von Sternekoch Rüdiger Hammauer vom Lamm-Hof in Breitenbach.“

[Rüdiger Hammauer:]

„Spargel ist das deutscheste aller Gemüse. Um kein Gemüse macht der Deutsche mehr Aufhebens als um den Spargel. Und wir tun das nicht umsonst, das ist ja das Fantastische daran. Spargel ist nämlich ein sehr, sehr delikates und edles Gemüse. Es gibt ihn in Weiß und in Grün. Weiß ist der Spargel, wenn er ganz in der Erde wächst; grün wird er, wenn man ihn aus der Erde herauswachsen lässt. Wenn Sie ganz frischen Spargel kaufen möchten, nehmen Sie zwei Stangen in die Hände und reiben sie ganz einfach aneinander. Wenn der Spargel quietscht, dann ist er besonders frisch. Dann quietscht er sozusagen vor Freude.

Am besten schmeckt Spargel, wenn man ihn mit Butter serviert. Die kann zerlassen sein oder in einer Sauce Hollandaise. Man kann den Spargel aber auch roh essen, gar kein Problem. Mein Kollege Thomas Mühler zeigt Ihnen jetzt allerdings eine etwas andere Art, Spargel zuzubereiten. Nämlich mit einer leichten, mediterranen Kräutersauce, die nicht ganz so kalorienreich ist wie die klassische Sauce Hollandaise.“

**1. What does the chef say about Germans and the vegetable discussed in this cooking show?**

- (A) Germans eat it only on special holidays.**
- (B) Germans believe it has healing powers.**
- (C) Germans make a lot of fuss about it.**
- (D) Germans almost always overcook it.**

The correct answer is (C).

Justification:

- (A) is **not** the correct answer, because neither the show host nor the guest chef says that Germans eat asparagus only on special holidays.
- (B) is **not** the correct answer, because there is no mention of asparagus possessing healing powers.
- (C) is the correct answer.

The guest chef mentions at the beginning of his presentation (second paragraph, second sentence in the transcript): “Um kein Gemüse macht der Deutsche mehr Aufhebens als um den Spargel” (*lit.* Over no vegetable makes a German more fuss than the asparagus). The following description of asparagus as being a noble vegetable, of how it grows and how to recognize its freshness also supports only this option.

- (D) is **not** the correct answer, because neither the show host nor the guest chef mentions anything of this magnitude.

**2. According to the chef, how can a person tell if this vegetable is fresh?**

- (A) It makes a squeaky noise when it is rubbed together.**
- (B) It turns from white to green when it is steamed.**
- (C) It releases a buttery aroma when it is chopped.**
- (D) It feels firm when it is squeezed between the fingers.**

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

Justification:

- (A) is the correct answer.

The guest chef, Rüdiger Hammauer, describes the process how to determine freshness in his explanation (seventh and eighth sentence, second paragraph of the transcription) when he says “...nehmen Sie zwei Stangen in die Hände und reiben sie ganz einfach aneinander. Wenn der Spargel quitscht, dann ist er besonders frisch.” (...take two stems into your hands and simply rub them together. If the asparagus squeaks it is especially fresh).



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- (B) is **not** the correct answer. The guest chef describes how asparagus is white when it grows entirely within the soil, and green when it grows out of the soil. The color of the vegetable, however, is not related to a cooking method.
- (C) is **not** the correct answer. The guest chef mentions the cognate “Butter” when he mentions that asparagus is best served with butter. However, there is no mention of a buttery aroma that asparagus releases.
- (D) is **not** the correct answer. Neither the show host nor the guest chef says that the asparagus should be squeezed between the fingers.

### Sample Passage: ILR Level 3

***This passage is from an interview with an author.***

[Interviewer:]

Anfang März haben Sie in einem Beitrag geschrieben „Die FIFA muss weg,“ also der Weltfußballverband. Wieso soll der weg?

[Author:]

Ja, die FIFA... wenn man „korrupt“ hier steigern würde, dann hieße es „korrupt, korrupter, FIFA.“

[Interviewer:]

Was ist denn so korrupt an der FIFA? Was genau ist da Ihre Kritik?

[Author:]

Es ist ja erwiesen, dass da annähernd jede Entscheidung in dem Exekutivkomitee gekauft worden ist. Das Perfide an der ganzen Sache ist ja, dass die FIFA ein eingetragener Verein ist, gemeinnützig sein soll, aber Milliarden Gewinne macht. Die Leute im FIFA-Exekutivkomitee bekommen Gehälter in zweistelliger Millionenhöhe und alles gemeinnützig. Und wir lassen uns das einfach gefallen.

[Interviewer:]

Steuern bezahlt die FIFA in den einzelnen Ländern ja offenbar auch nicht, obwohl die da enorme Gewinne machen?

[Author:]

Ja, alles ist komplett steuerbefreit. Auch so eine Sache. Die FIFA hat ihren Sitz ja in der Schweiz, in Zürich, und wird also dort angeblich schon besteuert. Aber, wie schon gesagt, die FIFA ist ein eingetragener Verein und als solcher zahlen die so vier Prozent Steuern. Das ist lachhaft. Und, ja, Länder wie jetzt Brasilien zum Beispiel, die diese unglaublich teuren Fußballweltmeisterschaften austragen, die werden dadurch...also denen entgehen dadurch sogar die ganzen Einnahmen, die im Land erzielt werden. Die gehen nämlich an die FIFA.

1. What does the author refer to by saying **wir lassen uns das einfach gefallen**?

- (A) The lack of action against FIFA's dishonest business practices.
- (B) The tax haven offered by Switzerland to wealthy individuals.
- (C) The possibility that some games at the World Cup were fixed.
- (D) The inability of FIFA to tackle corruption in its governing body.

The correct answer is (A).

Justification:

(A) is the correct answer.

The interviewer asks about the author's specific criticism of FIFA and the author provides three specific examples: 1) corrupt decision making, 2) billions in profit as a non-profit ("gemeinnützig") association, 3) salaries in the tens of millions. At the end of the explanation, the author states "Und wir lassen uns das einfach gefallen" (And we just accept that). The demonstrative pronoun "das" (that) in this sentence refers to all of the aforementioned points of criticism. The reflexive verb "sich gefallen lassen" (to accept, to put up with) implies a lack of action, and from the author's explanations it can be inferred that FIFA's business practices, while not illegal, might not be the most fair-minded.

(B) is **not** the correct answer. It is implied in the interview that Switzerland serves as a tax haven for FIFA, but there is no discussion about Switzerland being a tax haven for wealthy individuals.

(C) is **not** the correct answer, because there is no mention of fixed, i.e. manipulated, games at the World Cup.

(D) is **not** the correct answer. The author thinks that FIFA is corrupt, in this case meaning the members of the executive committee. This is, in fact, a widespread criticism which has been well-documented. Neither the interviewer nor the author, however, mentions this specific issue; nor is it implied in the interview.

**2. What is one point the author makes by stating that FIFA is a registered association?**

- (A) FIFA can maintain its operation as a nonprofit organization.**
- (B) FIFA can reduce its tax liabilities with charity donations.**
- (C) FIFA has to pay only a comparatively low amount of taxes.**
- (D) FIFA has to donate some of its profits to member states.**

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. Neither the interviewer nor the author talks about FIFA's ability to maintain operations.
- (B) is **not** the correct answer, because neither the interviewer nor the author mentions a reduction of tax liabilities or any charity donations.
- (C) is the correct answer.  
The interviewer brings up the topic of FIFA's tax liabilities in the World Cup host nations. The author responds that FIFA is entirely exempt from paying taxes in the host nations due to the fact that the association is already taxed in Switzerland. The author proceeds to explain that FIFA is a registered association "...und als solcher zahlen die so vier Prozent Steuern. Das ist lachhaft" (...and as such they are paying around four percent in taxes. That is laughable). By stating "Das ist lachhaft" (That is laughable), the author clearly implies that he believes four percent in [revenue] tax is too low.
- (D) is **not** the correct answer, because there is no mention of an obligation of FIFA to donate profits to member states.

## **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]