

Dari-Afghan Defense Language Proficiency Test 5

Familiarization Guide



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Introduction

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

Overview of the DLPT5

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

DLPT5s in many languages include both a Lower-Range test and an Upper-Range test. The Lower-Range test measures ILR proficiency levels 0+ - 3, while the Upper-Range test measures ILR proficiency levels 3 - 4. Examinees will normally take the lower-range DLPT5; those who receive a score of 3 on this test may be eligible to take the upper-range test, depending on the policy of their institution. The DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government. The Dari-Afghan DLPT5 in multiple-choice format will be offered in the lower range only.

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

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

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

in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

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

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

Scoring

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

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

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

Preparation for Taking the DLPT5

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

Instructions for taking the DLPT5

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

Test Procedures

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

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

DMDC Information and Technology for Better Decision Making

DLPT Testing

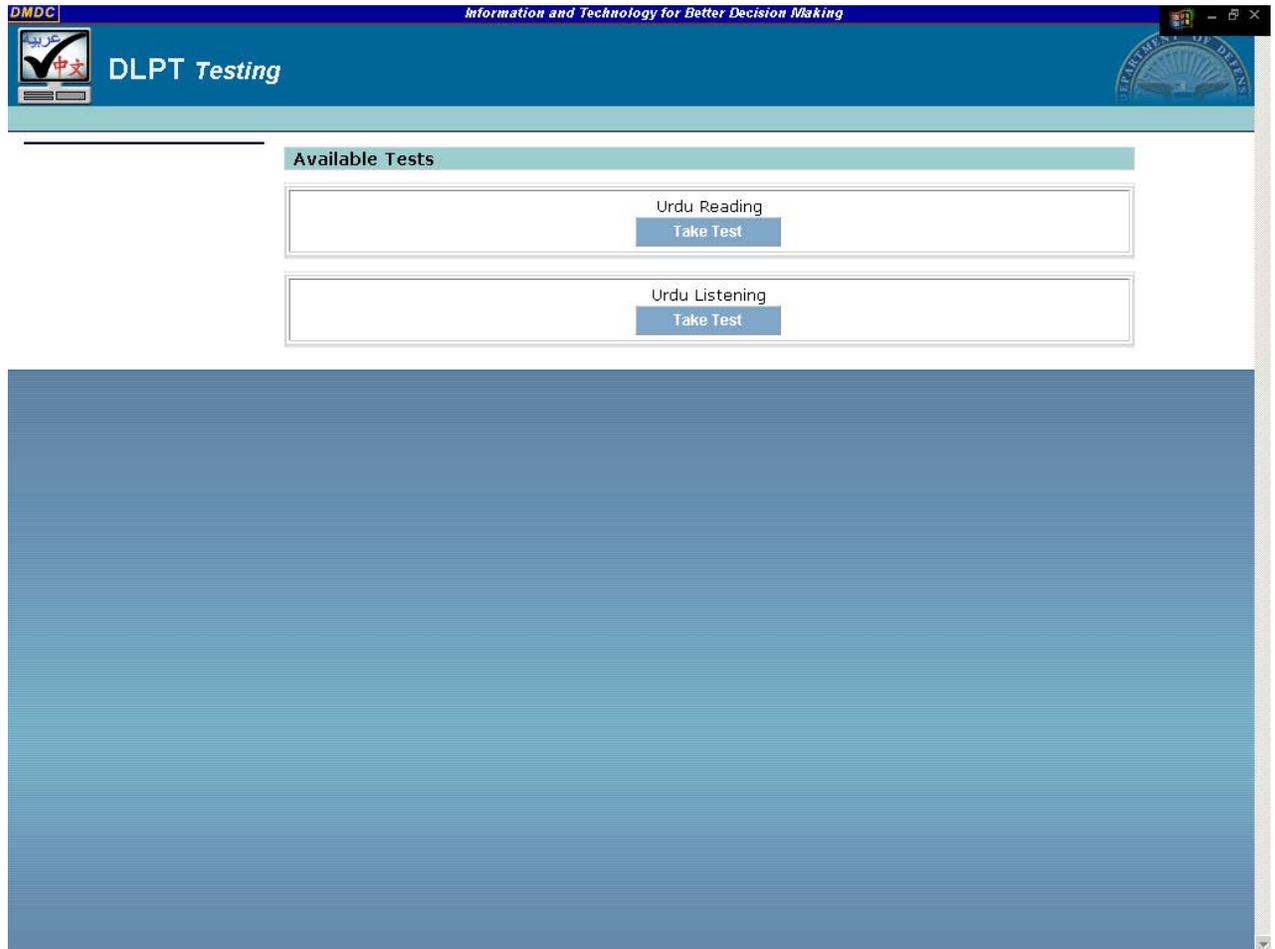
DEPARTMENT OF DEFENSE

Candidate Logon

The Test Administrator has successfully logged in.

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

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



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

DLPT5 Lower Range Reading Comprehension Test for Japanese

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5 Multiple Choice Format</p>  <p>Japanese Language Code JA</p> <p>Lower Range Reading Comprehension Test</p>	<p>FOR OFFICIAL USE ONLY</p> <p>Controlled Item (Test Material)</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>To begin, click on the [Next] button below.</p>
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Introduction: Screen 1 of 6

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

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 2 of 6

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

Help

Introduction: Screen 3 of 6

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

Reading comprehension test

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

DLPT5 Lower Range Reading Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT

- * explains the source of the passage in English.

FOREIGN LANGUAGE PASSAGE

- * Paragraphs may be marked ¶1, ¶2, etc.
- * If a question asks about a specific word or phrase, it is highlighted in red in the text.

(The text shown here represents a generic foreign language. It is not meant to be legible.)

- * A red line indicates the end of a passage.
- * To see an entire passage, you may need to scroll.
- Click this button if you have any technical difficulties.

DLPT X Multiple Choice Test for Reading Comprehension
Language X

Passage #1

From a magazine article

¶1 XXXXYX YY XYXYX XYXYXY YYYX
 XXXY YYY XXXX YYY XXXXY YYYX
 XXXYYYYYYYY XYXYXYXXX XYXYX
 XXY XX XYXYX YYYX XYXYXYXYX.

¶2 XYY XYXYXY XYY YXYX YXYX
 YXYXYX YYYXYXYXY XYXYXYXYX
 YXYXXX XYY YXYX XYY XYXYXY
 XYXYX YXYX XYY XYXYXY
 XYXY XYY XYXYXYXYXYXYXY XY
XYXYXY XYY YXYX YXY XYXY.

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

End of this passage
 Mark this passage for later consideration.

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 XYY 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

TITLE BAR

- * indicates the test title.

QUESTIONS

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

STATUS BAR

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

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

Help
Introduction: Screen 5 of 6
Next

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

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

Example of a reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

山川さん、

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

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

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

Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information

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

Start of Test

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

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

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

Listening comprehension test

Example of screen layout for the listening comprehension test:

The screenshot shows a test interface for 'DLPT 5 Lower Range Listening Comprehension Test for Japanese'. The main content area is titled 'Example of Screen Layout' and includes the instruction 'Familiarize yourself with the features of this screen now.' The test content is titled 'DLPT X Multiple Choice Test for Listening Comprehension Language X'. It features a 'Passage # 1' section with an orientation statement: 'This passage is taken from a news broadcast.' Below this are two questions with multiple-choice options. A red line indicates the end of the questions. At the bottom of the passage area, there is a checkbox for 'Mark this passage for later consideration.' The interface includes a 'Help' button and a 'Play Audio' button. A status bar at the bottom displays 'Passage 1 of 40', '2 questions', and 'Test Ends in: 178:02'. A footer bar shows 'Introduction: Screen 5 of 7' and a 'Next' button.

DLPT 5 Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT X Multiple Choice Test for Listening Comprehension Language X

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

1. What does the author claim about his sources?

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

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

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

End of this passage
Mark this passage for later consideration.

Click this button if you have any technical difficulties

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

Annotations:

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

Footer: Introduction: Screen 5 of 7

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence	The Clock
<ul style="list-style-type: none">• 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 [Help] button and a [Play Audio] button will be visible.• 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>• You may answer questions at any time during the playing of the audio.• You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click 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.• 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.	<ul style="list-style-type: none">• The amount of time allotted for this test is 180 minutes (3 hours).• There is a break in the middle of the test. It does not count against your time.• It is your responsibility to keep track of where you are in the test, and how much time is remaining. <hr/> <p style="text-align: center;">BEFORE YOU PROCEED, test your volume.</p> <p style="text-align: center;">Test Volume</p> <p style="text-align: center;">Click on the [Test Volume] button to hear a short audio file.</p>

Introduction: Screen 6 of 7

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

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

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

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.
- 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.

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

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

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

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

Sample Passage 1 question [Play Audio](#)

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

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

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

End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening Test

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

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

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

Review Answers
Test ends in: 78:26
Submit

Sample Passages

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

Reading Comprehension Sample Passages

Level 1

A classified ad in a newspaper

به یک زن باتجربه برای کارهای خانه مانند آشپزی، پاک کاری و کالاشویی همه روزه از ساعت ۱۰ صبح تا ۳ بعد از ظهر ضرورت داریم.
درخواست دهنده گان باید انگلیسی یاد داشته باشند.
آدرس ما: سرک اول کارته چار نزدیک باغ وحش کابل
لطفاً به شماره ۷۷۱۳۸۴۹۹۲۱ زنگ بزنید.

1. For what purpose was this ad placed?

- (A) To list a property for rent.
- (B) To announce a job opportunity.
- (C) To sell cleaning supplies.
- (D) To offer free English classes.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. Although the word “house” and the name of the neighborhood Karta-e-Char are mentioned, there is no reference to rent.

(B) is the correct answer.

The advertisers state they need a woman who can do housework, such as cleaning and cooking. They provide information about the days and hours the woman will be required to work and the location of the house.

(C) is **not** the correct answer. While the word “cleaning” is mentioned in the ad as one of the duties of the woman, there is no mention of cleaning supplies or sale of them.

(D) is **not** the correct answer. The ad states that the woman interested in the job must speak English, but there is no mention of free English classes.

Level 2

A report from Herat

صنعت شیشه سازی تزئینی هرات که از هفت قرن به اینسو در ساختن تزئینات ظریف شیشه بی مشهور میباشد، ممکن است به زودی سقوط کند. در حال حاضر، فقط یک کارخانه شیشه سازی تزئینی فعال در هرات باقی مانده است که قسماً توسط بنیاد آغاخان تمویل میشود. حاجی سلطان حمیدی، مالک ۷۶ ساله آخرین کارخانه شیشه سازی ولایت هرات میگوید که اگر دولت در زمینه توسعه این کارخانه و پیدا کردن بازارهای جدید برای صادر نمودن تولیدات آن مساعدت نکند، این صنعت عنعنوی هرات به زودی نابود خواهد شد.

در گذشته، شیشه سازان هراتی با استفاده از شیوه های عنعنوی به ساختن تزئینات می پرداختند. اما با به وجود آمدن شیشه سازی عصری، آقای حمیدی به منظور اینکه بتواند با آن رقابت کند، به کاربرد پارچه های شیشه های شکسته روی آورد. حمیدی میگوید، او توتاه های شیشه های شکسته را از بازار جمع آوری نموده آنها را شستشو و روی آتش ذوب میکند. پس از آن، صنعتکاران او با استفاده از شیشه ذوب شده، به ساختن پیاله ها، گلدانها، بشقابها و ظروف قشنگ میپردازند.

حمیدی میگوید: "برای زنده نگهداشتن این هنر باستانی، تا زمانی که زنده هستم، کارخانه خود را باز نگه میدارم." او تشویش از آن دارد که پس از مرگ او، این صنعت عنعنوی به جا نخواهد ماند.

خوشبختانه، خبر خوشی برای حمیدی وجود دارد. والی هرات میگوید که او خواهد گذاشت که صنعت شیشه سازی هرات از بین برود. به گفته او، اکنون دولت هزینه اعلانات تجاری تولیدات آخرین کارخانه شیشه سازی هرات را میپردازد. وی افزود که به زودی یک مرکز فرهنگی جدید نیز تأسیس خواهد شد تا به ارتقای آگاهی مردم از این صنعت باستانی بپردازد.

2. What does Hajji Sultan Hamidi do to help his glassmaking factory stay in business?

- (A) He makes household items instead of decorative objects.
- (B) He looks for distant markets where he can sell glass art.
- (C) He uses a different process to produce glass ornaments.
- (D) He seeks funding from foundations that support the arts.

The correct answer is (C).

Justification:

(A) is **not** the correct answer. The report lists the type of artifacts created at Hamidi's glassmaking factory such as cups, vases, plates, and utensils, but there is no mention that they are replacing decorative objects. Furthermore, the report clearly states that the objects created at the glass factory are decorative and beautiful.

(B) is **not** the correct answer. According to the report, Mr. Hamidi, the owner of the last glassmaking factory in Herat, expects that the government will find new markets for his product. But nowhere in the report does it say that Mr. Hamidi is looking for distant markets.

(C) is the correct answer.

The report states that in the past, Herati glassmakers crafted ornaments using traditional methods, but now, to stay competitive, Hamidi uses pieces of broken glass he finds in the market, washes them and melts them in the fire, and the ornaments are created from the molten glass.

(D) is **not** the correct answer. While the report states that the last glassmaking factory is partially funded by the Aga Khan foundation and mentions Hamidi's expectation that the government help expand his factory, there is no mention that Hamidi asks any organization for funding to help his factory.

3. According to the report, what worries Hajji Sultan Hamidi?

- (A) The traditional glass art of Herat is going to disappear after his death.
- (B) The city of Herat is unable to rescue his failing glassmaking factory.
- (C) Some of the best glassmaking craftsmen are leaving Herat in search of new jobs.
- (D) Some of the glass factories of Herat may go bankrupt due to lack of raw materials.

The correct answer is (A).

Justification:

(A) is the correct answer.

Mr. Hamidi states that he will keep his glassmaking factory open as long as he lives, but he is worried that Herat's traditional art of glassmaking will disappear after he is gone.

(B) is **not** the correct answer. The report mentions Aga Khan Foundation as helping the last factory of glassblowing survive in Herat, but there is no discussion of what the city of Herat is doing to help the glassblowing industry survive.

(C) is **not** the correct answer. Herat's craftsmen are mentioned only in the context of the glass ornaments they create at Mr. Hamidi's factory, but nothing is said about craftsmen looking for jobs outside of Herat.

(D) is **not** the correct answer. Although the report mentions competition with industrialized glass production, the report begins by stating that only one glass factory is left in Herat.

Level 3

An editorial from an Afghan newspaper

رسانه های گروهی، چه در داخل کشور و چه در خارج، مرتباً گزارش ها و داستان های تکراری پیرامون موضوعاتی چون تصمیم دولت امریکا مبنی بر مذاکره با طالبان، پیشبینی اوضاع افغانستان پس از خروج نیروهای ناتو، سیاست های حبله گرانه حکومت پاکستان و امثال آن پخش می کنند. شبکه های تلویزیونی افغانی با تدویر پیهم برنامه های میزهای گرد که عمدتاً به مسایل سیاسی روز تخصیص داده شده است، حوصله بیننده گان شان را تا سرحد انزجار به تنگ می آورند.

اینها همه در حالی اتفاق می افتد که در افغانستان، صدها هزار انسان در فقر به دنیا می آیند، در همان شرایط نمو می کنند و در همان فقر و بیچاره گی می میرند. نه دولت های چپی و راستی در دهه های گذشته و نه دموکراسی نوپای کنونی افغانستان در یک دهه اخیر توانستند برای این اکثریت خاموش لب نانی و سرپناهی تهیه بدارند تا فرزندان دلبنده شان از گرسنه گی و سردی در برابر چشمان گریان شان جان ندهند.

اگر مرگ ناشی از بمب کنار جاده قابل جلوگیری نیست، اگر کشته شدن صدها غیرنظامی بیگناه در جریان نبرد میان طالبان و نیروهای ناتو قابل جلوگیری نیست، باید بپذیریم که مرگ بینوایان، به ویژه آن ۲۴ طفل بیگناهی که در اردوگاه های کابل و ۴۰ کودک دیگر در مناطق کوهستانی کشور جان های خود را به خاطر سردی طاقت فرسا و گرسنه گی از دست دادند، قابل جلوگیری بود و قابل جلوگیری میباشد زیرا سردی زمستان و وقوع طوفان های برف موضوعات غیرمترقبه نبوده و قابل پیشبینی است.

در چنین شرایطی، بهتر است روشنفکران پیشگام و قلم بدستان ما به عوض اظهار نظرهای تکراری و بیحاصل در باره مسائل سیاسی افغانستان و منطقه که مردم دیگر به خواندن و شنیدن آنها علاقه مند نیستند، سعی به خرج دهند تا توجه دولت افغانستان و جامعه جهانی را به مشکلات گسترده همجو انسانهای محروم و بیچاره افغانستان جلب نمایند.

4. What is the author's opinion about the Afghan media coverage?

- (A) It focuses on political issues that are of little interest to the public.**
- (B) It exaggerates the ability of the enemies to undo Afghan democracy.**
- (C) It provides wrong analyses of the causes of the continuous conflict.**
- (D) It spreads conflicting reports that confuse poorly-informed Afghans.**

The correct answer is (A).

Justification:

(A) is the correct answer.

The author claims that the Afghan media broadcasts repetitious reports about current political issues and roundtable discussions about the withdrawal of NATO forces from Afghanistan, the policies of Pakistan, and the talks with the Taliban, but that people are no longer interested in reading or hearing about them and that these broadcasts plague the patience of the audience.

- (B) is **not** the correct answer. While the author mentions civilian deaths that occur during fighting with the Taliban, as well as Pakistan's sinister policies, there is no mention of the ability of the Taliban or Pakistan to threaten democracy in Afghanistan.
- (C) is **not** the correct answer. The author states that the Afghan media provides repetitious reports and stories about issues concerning the withdrawal of NATO, the sinister policies of the government of Pakistan, and the talks with the Taliban, but there is no mention or analysis of how these issues affect the continuous conflict in Afghanistan.
- (D) is **not** the correct answer. The author criticizes the repetitious reports broadcasted by the Afghan media as well as the useless opinions presented by leading intellectuals and writers, but there is no indication that those opinions and reports confuse any Afghans.

5. What point does the author make about Afghan civilians?

- (A) The Taliban purposely target civilians to destabilize the government.**
(B) Roadside bombs kill civilians more often than poverty and hunger.
(C) Some civilians join the Taliban after the death of a family member.
(D) The death of civilians can be prevented with government assistance.

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

Justification:

- (A) is **not** the correct answer. Although the killing of civilians during combat with the Taliban is mentioned as well as the death of civilians by roadside bombs, there is no indication in the editorial that the Taliban purposely target civilians to destabilize the government.
- (B) is **not** the correct answer. The author states that while some civilians die during fighting between the Taliban and the international forces and some are victims of roadside bombing, hundreds of thousands of Afghans are born into poverty and die in poverty and desolation every year. Later the author also mentions Afghan children who die because of hunger and the unbearable cold of the winter in camps and in the mountainous areas.
- (C) is **not** the correct answer. Although the author mentions the Taliban and civilians who die during combat between the Taliban and the international forces, there is no mention of civilians who join the Taliban as a result of deaths in their families.
- (D) is the correct answer.
The author states that many civilian deaths caused by roadside bombs and fighting between the Taliban and the international forces are not preventable, but the deaths of many poor children from hunger and cold could be prevented if the government would pay more attention to the problems of poverty in Afghanistan.

6. According to the author, what should be done to change the situation described in the editorial?

- (A) All Afghans should take responsibility and participate in the political process.
- (B) Afghan intellectuals should speak up for the people who have no access to the media.
- (C) Afghan journalists should be able to investigate politicians without fear of retaliation.
- (D) Poor Afghans should demand that the government help them get out of poverty.

The correct answer is (B).

Justification:

(A) is **not** the correct answer. Although the author refers to the Afghan government and to the opinions of writers and intellectuals on political issues at the end of the editorial, these references do not appear in the context of participation in the political process.

(B) is the correct answer.

In the last paragraph the author states that rather than talking about the same political issues, Afghan intellectuals and writers should try to draw the attention of the government and the world community to the extensive problems of poor Afghans whom the author also describes as “the silent majority.”

(C) is **not** the correct answer. Although the author mentions the Afghan media’s coverage of current political issues, there is no mention of journalists investigating politicians or of any other interaction between journalists and politicians.

(D) is **not** the correct answer. The author states that thousands of people are born into poverty in Afghanistan. There is also a mention of 24 impoverished children who died in camps and 40 others who died of unbearable cold and hunger in the mountainous region, but nowhere in the editorial does the author state that the poor should demand help from the government. On the contrary, the author describes poor Afghans as a helpless and deprived silent majority.

Listening Comprehension Sample Passages

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

Level 1

This passage is a conversation between a woman and a man.

Transcript

زن: ببخشین، ایستگاه سرویس شفاخانه علی آباد ده کجاس؟
مرد: او پله ده اونجه می بینین؟
زن: بلی، می بینم.
مرد: از سر پل تیرشوین. ایستگاه سرویس شفاخانه علی آباد ده دست راست تان می بینین.
زن: همی سرویس به پوهنتون کابل هم میره؟
مرد: بلی، میره.

1. What is the topic of this conversation?

- (A) Directions to a bus stop.
- (B) Studying at a university.
- (C) An accident on a bridge.
- (D) An opening of a hospital.

The correct answer is (A).

Justification:

(A) is the correct answer.

The woman asks the man where she can find the bus stop to Ali Abad Hospital. The man tells the woman to go over a bridge where she can find the bus stop.

(B) is **not** the correct answer. Although the man mentions Kabul University, neither of the two speakers says anything about studying at a university.

(C) is **not** the correct answer. The man mentions a bridge when he explains how to get to the bus stop. However, neither says anything about the traffic on the bridge or an accident.

(D) is **not** the correct answer. While both speakers mention Ali Abad Hospital in the conversation, they do not say anything about the opening of a hospital.

Level 2

This passage is from a news report on the radio.

Transcript

گوینده (زن): کار ساختمان یک سرک پخته جدید به قریه قلاتک ولایت کاپیسا به کمک مالی بانک انکشاف صنعتی هند اخیراً به پایان رسید. سرک جدید که به ارزش ۴ میلیون افغانی ساخته شده است، این قریه را با شهرهای چاریکار و کابل وصل میکند.

رئیس احیاء و انکشاف دهات ولایت کاپیسا گفت که تکمیل این پروژه یک قدم مهم انکشافی در منطقه میباشد. به گفته وی، هزاران نفر از این سرک برای رسیدن به مرکز و دیگر شهرهای این ولایت استفاده خواهند کرد.

باشنده گان قلاتک به ویژه از این جهت خوشحال بودند که کار این سرک قبل از فرار سیدن برف زمستان که سفر را دشوارتر و خطرناکتر میسازد، به پایان رسیده است.

گل علم، باشنده قریه قلاتک، میگوید که این سرک زنده گی او را آسانتر ساخته است.

گل علم (مرد): پیش از این، ما همیشه نا وخت به مکتب میرسیدیم به خاطریکه ده سرک خامه سابقه باید پیاده میرفتم، و ده روزهای بارانی، سرک پر از گل و لای میشد. حالی که سرک نو ساخته شده، دکه ده گل بند نمی مانم. ما ده بایسکل خود از خانه تا مکتب میرم و به وختش اونجه میرسم.

2. According to the reporter, what makes the residents of Qalatak village especially happy about the project mentioned?

- (A) It was built without seizing private property.
- (B) It will attract more foreign aid to the region.
- (C) It will improve the living standards of poor families.
- (D) It was completed before the start of the snow season.

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

Justification:

- (A) is **not** the correct answer. The anchorwoman reports that the development of a new road was completed, but she does not mention the seizing of private property.
- (B) is **not** the correct answer. The anchorwoman states that a new road was built with the financial help from the Industrial Development Bank of India, but she does not mention that the new road will attract more foreign aid to the region.

(C) is **not** the correct answer. The anchorwoman states that President of Rural Rehabilitation and Development Department of Kapisa Province said that completion of the new road was an important step in the development of the region, but nothing was said about its effect on poor families

(D) is the correct answer.

The anchorwoman states that residents of Qalatak were especially happy that the work on the road was completed before the winter snows, because the snow makes travel much harder.

3. According to Gul Alam, what effect does the project have on his life?

(A) He can visit relatives more often.

(B) He can arrive at school on time.

(C) He can stay dry on rainy days.

(D) He can stay home on holidays.

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

Justification:

(A) is **not** the correct answer. While the anchorwoman mentions the cities of Kabul and Charikar and that thousands of people will be able to reach the capital and other cities, Gul Alam does not say that he has relatives in other cities or that he can visit them.

(B) is the correct answer.

Gul Alam says that he used to be late for school before but now, with the completion of the new road, he can ride his bicycle to school and get there on time instead of having to walk.

(C) is **not** the correct answer. Gul Alam says that when he had to walk on the old dirt road on rainy days, the road would get muddy, but he doesn't say that with the new road he can stay dry on rainy days.

(D) is **not** the correct answer. Gul Alam explains that he rides his bicycle from home to school, but he does not say that he stays home on holidays.

Level 3

This passage is from an interview with an Afghan scholar on the peace talks with the Taliban.

Transcript

گوینده (مرد): آقای نبی زاده، ده ای روزها شنیده میشه که دولت در نظر داره تا به خاطر تحقق یک صلح پایدار ده افغانستان، به مذاکره با طالبها بپردازه. نظر شما ده ای مورد و هم راجع به اینکه مذاکره با طالبها کدام مسایل عمده را در بر بگیره، چیس؟

نبی زاده (مرد): به نظر مه، ده هر نوع مذاکرات صلح با طالبها چند نکته باید مد نظر گرفته شوه:

اول، تعبیری که طالبها از اسلام تا به حال ارائه کدن، مورد قبول عام مردم افغانستان نیس. ای یک تعبیر بسیار عقب مانده و بدوی از اسلام اس که با یک سلسله برداشت های قبیلوی و خرافات مخلوط شده و از هدایات قرآن فاصله گرفته. اکثر افغانها ای تعبیره قبول ندارن. طالبها میتانن با همی درک خود از اسلام زنده گی کنن، ولی نباید به اونها ای حق داده شوه که تعبیر خوده سر مردم تحمیل کنن مثلیکه ده پنج سال حکمروایی شان کدن.

دوم، دستاوردهایی که ما در ده سال گذشته داشتیم، قابل معامله نیس. ما نباید طالبها ره وارد روال سیاسی افغانستان کنیم. از انتخابات هم نباید عقب بگردیم؛ از روند دموکراسی هم نباید عقب بگردیم و از پارلمان و قانون اساسی هم. اینها مسایلی استن که طالبها با اونها مخالفت دارن.

سوم، مذاکره صلح با طالبها باید یک مسأله ملی باشه. به ای معنا که ما نمیتانیم بپذیریم که طالبها با یک بخش مردم افغانستان دوست استن و با یک بخش دگه دشمن. چنین چیزی ممکن نیست. تنها چیزی که ممکن اس، ایس که طالبان میتانن یا دوست همه مردم افغانستان باشن، یا دشمن همه مردم افغانستان باشن. ای یک دید ملی اس و ما باید صرف از همی دید با طالبها صحبت کنیم. ولی اگر ازی دید صحبت کنیم که طالبها با بخشی از مردم افغانستان دوست اس و با بخش دیگه دشمن اس، متأسفانه ای آغاز تجزیه افغانستان خواهد بود.

4. What criticism does the scholar express against the Taliban in the first point?

- (A) Their cruelty and abuse of the political process dishonored all Afghans.
- (B) Their disregard for minorities jeopardizes real progress in Afghanistan.
- (C) Their ideas are incompatible with the views of the majority of Afghans.
- (D) Their collaboration with the enemies prolonged the war in Afghanistan.

The correct answer is (C).

Justification:

- (A) is **not** the correct answer. The scholar implies that the Taliban imposed their primitive religious interpretations on the people of Afghanistan, but he says nothing about their cruelty or abuse of the political process even though it is a known fact. Furthermore, there is no mention of the Taliban dishonoring Afghans.
- (B) is **not** the correct answer. The scholar does not mention the Taliban's disregard for minorities or that they jeopardize progress, only that they are opposed to democracy and to democratic institutions such as the parliament and the constitution.
- (C) is the correct answer.
The scholar states that the Taliban's interpretation of Islam is backward and that it is mixed with tribal superstitions and perceptions. This thinking, he states, is not accepted by the people of Afghanistan.
- (D) is **not** the correct answer. The scholar states several times that the Taliban are friends with one segment of Afghanistan's people and enemies of the other segment, but he does not state that they collaborated with the enemies of Afghanistan.

5. According to the third point made by the scholar, what condition must the Taliban meet in order to participate in the peace talks?

- (A) **The Taliban must see all the people of Afghanistan as equal.**
(B) **The Taliban must soon declare their commitment to peace.**
(C) **The Taliban must admit their sins before national reconciliation begins.**
(D) **The Taliban must relinquish all contacts with enemies of Afghanistan.**

The correct answer is (A).

Justification:

- (A) is the correct answer.
The scholar states that if the Taliban are included in the peace talk they cannot be friends with one segment of Afghanistan's people and enemies of the other segment. They can either be friends with all the people of Afghanistan or enemies of all the people of Afghanistan. According to him, letting the Taliban view one segment of the population differently from the other could cause the breakup of the nation.
- (B) is **not** the correct answer. The scholar explains the way that the government should approach the Taliban in the peace talks and explains what the Taliban can or cannot do in order to participate in the peace talks, but none of what he says includes a demand that the Taliban declare their commitment to peace.

(C) is **not** the correct answer. The scholar states that the government should approach the peace talks with the Taliban from the national perspective and says that the peace talks are a national issue, but there is no mention of national reconciliation. Furthermore, while the scholar comments on the way the Taliban imposed their primitive interpretations of Islam on Afghanistan for five years, he does not call it a sin nor does he claim that the Taliban must admit it was a sin.

(D) is **not** the correct answer. Although the scholar mentions the word 'enemies' in his statement, and although it may be true that the Taliban maintain contacts with some enemies of Afghanistan, there is no discussion of such contacts. The scholar states only that the Taliban consider some Afghans as their enemies.

Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

Preface

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

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

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

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

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

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

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

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

Listening 1 (Elementary Proficiency)

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

Listening 1+ (Elementary Proficiency, Plus)

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

utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.) [Data Code 16]

Listening 2 (Limited Working Proficiency)

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

Listening 2+ (Limited Working Proficiency, Plus)

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

Listening 3 (General Professional Proficiency)

Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)

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

Listening 4+ (Advanced Professional Proficiency, Plus)

Increased ability to understand extremely difficult and abstract speech as well as ability to understand all forms and styles of speech pertinent to professional needs, including social conversations. Increased ability to comprehend native speakers using extreme nonstandard dialects and slang, as well as to understand speech in unfavorable conditions. Strong sensitivity to sociolinguistic and cultural references. Accuracy is close to that of the well-educated native listener but still not equivalent. (Has been coded L-4+ in some nonautomated applications.) [Data Code 46]

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse

distorted by marked interference from other noise. Able to understand how natives think as they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

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

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

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

R-1: Reading 1 (Elementary Proficiency)

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

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

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

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the

cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)

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

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

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

R-3: Reading 3 (General Professional Proficiency)

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

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

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

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

R-4: Reading 4 (Advanced Professional Proficiency)

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

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

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

political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

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