



Defense Language Institute

Review Report
September 26, 2024

Review Date: 9/16/2024-9/20/2024
Exam Proficiency Levels: 24

Defense Language Institute

Organization Description

The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and sixty students. Fifty-eight of the students were second-generation Japanese Americans (Nisei) from the West Coast who went on to serve their country with honor. Since then, DLIFLC has moved to its permanent home at the Presidio of Monterey in California and expanded the range of languages it teaches to meet US military linguist requirements. DLIFLC graduates continue a long tradition of using their linguistic expertise to carry out US military missions. DLIFLC's mission statement is to 'provide the highest quality culturally based foreign language education, training and DLPT evaluation to enhance the national security of the United States; and, as an Associate of Arts Degree and certificate granting Institution, DLIFLC is wholly committed to student service member success.' Its Vision statement is simply 'to deliver the world's best culturally-based foreign language training and education -at the point of need'. For almost 40 years, DLIFLC has maintained regional accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). In October 2001, the US House of Representatives approved DLIFLC's request for federal degree-granting authority. DLIFLC has awarded over 15,000 graduates their Associate of Arts degrees. DLIFLC courses prepare students for their linguist careers through rigorous study, instilling listening, reading and speaking skills in their target language through exploiting authentic native materials. The DLIFLC student population is made up primarily of enlisted and officer service members from the four military services and other entities. After graduation, these students will attend further technical instruction and then continue to their next assignments as military linguists. In addition to DLIFLC courses, DLIFLC develops and administers the Defense Language Proficiency Test (DLPT). The DLPT program was started in the 1950s. There have been five generations of the DLPT, beginning with the DLPT I. At this time, ACE Credit Recommendations exist for languages tested in the DLPT III, DLPT IV, and DLPT 5 versions.

General Review Notes
(These notes will not appear on the National Guide)

The faculty review team conducted an onsite review on 17-18-19 September 2024 at the DLI Language Proficiency Assessment Directorate (LPAD). For both the DLPT (listening) and OPI (speaking) exams, the language-specific review sub-teams were exposed to sufficient samples, with LPAD guides, in order to form a solid basis of judgement. ACE and its team of consultants greatly appreciate the collegiality, efficiency, and overall professionalism with which we were received.

The results of the review (i.e. the postsecondary credit recommendations themselves) were briefed on 19 September and are included below. Kindly note that the results for the DLPT reading exam, conducted in 2022, are also included for reference:

ILR Level	Reading (DLPT) January 2022	Listening (DLPT) Sept 2024	Speaking (OPI) Sep 2024
0+	1 SH LD	1 SH LD	1 SH LD
1	3 SH LD	3 SH LD	3 SH LD
1+	5 SH LD	5 SH LD	5 SH LD
2	6 SH LD	6 SH LD	7 SH LD
2+	8 SH LD	8 SH LD	9 SH LD
3	9 SH UD	9 SH UD	11 SH UD
3+	11 SH UD	11 SH UD	13 SH UD
4	12 SH UD	12 SH UD	15 SH UD
SH=Semester Hours LD=Lower Division Baccalaureate (i.e. first- and second-year coursework) UD=Upper Division Baccalaureate (i.e. third- and fourth-year coursework)			

As this chart illustrates, the review team decided to harmonize the listening exam credit recommendations with the reading exam since a) they are both one-modality exams; b) they both depend on the same underlying proficiency framework (ILR); and c) they both demonstrate equivalent college-level creditworthiness, albeit in different modalities. For the OPI, the team decided to add additional credit recommendations at ILR level 2 and higher to reflect the fact that an oral interview, beyond the lowest levels, involves appreciable listening proficiency as well as speaking. Since the review team reviewed multiple languages from different categories of difficulty, they are therefore deemed a representative sample, and the recommendations made here apply to all languages in which DLI offers these exams.

Although the results will be reported generically by proficiency level on the ACE National Guide, the reviews do have language-specific observations as follows:

French

Regarding the French listening samples, the reviewers were able to examine a wide cross-section of spoken French representing the diversity of the francophone world. Because the samples of the listening tests are presented audibly in the target language, while the written questions and potential answers are delivered in English, it appears that a student's proficiency rating could reflect not only the quality of the student's listening comprehension of the target language, but also the student's ability to

deduce the correct response, delivered in English, to written questions based on the audible target-language samples.

It is not self-evident, however, that one's comprehension proficiency of an audible sample in a target language is objectively measured by the identification of the correct written response, based upon the audible target-language sample, to a written question that is not delivered in the target language. Therefore, it may be worthwhile, regarding the listening test, at least to explore the possibility of requiring students to hear an audible target-language sample, followed by an audible question in the target language that addresses the content of the target-language sample. Students then would hear and not read four possible answers in the target language addressing the content of the target-language sample. Students would be required to select the correct response from the four alternatives presented audibly. In this manner, students would be required to demonstrate proficiency that is strictly confined to listening comprehension in the target language.

Spanish

Overall, the testing content demonstrates a tremendous amount of clear and comprehensive development processes, such that the authenticity and range are representative of real-world experiences. The multiple-choice questions are exceptional because they have been crafted with a level of complexity that elevates them to a caliber often surpassing that of traditional higher education expectations. The audio content is representative of all cultural, geographical, and content areas, to include military, technology, economics, and politics, among others, which serves to enhance the examinee experience as well as to ensure well-rounded knowledge and linguistic skill on the part of examinees.

Farsi

Test questions cover a range of authentic news, advertisements, general monologues, and dialogues in standard everyday Persian, compatible with authentic Persian utterances among the general populace in Iran. Various levels of nuance, tone, vocabulary, and difficulty correctly target the students' level of Persian proficiency. Sports, economics, science, politics, and health topics are covered, targeting various proficiency levels, and the level of difficulty of the questions is raised through both the length of the audio and the complexity of the sentences, including syntax and vocabulary. The sample tests listened to are authentic and target the correct level of proficiency expectation from the examinee. The quality and relevance of the test items are excellent and surpass even the reviewer's expectations; however, some of the topics could/should be updated for greater temporal relevance. Listening passages and the questions that follow generally match in language level, but the reviewer did give the attendees a few suggestions on how to improve the alignment of the texts with the questions.

Russian

The Russian reviewers agree with the group's recommendation to increase the number of credits to harmonize recommendations across the skills. There were slight changes in the OPI protocol, such as abandoning the concept of the native speaker as a measure of performance, but that does not generally influence rating and the assigned proficiency levels. The protocol is solid, as is the performance of the testers in these samples. The reviewers noticed a few minor issues, such as the fact that the tester's accent in English may impede the ability of the test taker to understand the roleplay, but that is something that has already been addressed by the DLI research and development team, and the structure of the interview with multiple roleplays at higher levels helps with making rating more accurate. Most importantly, these issues do not affect the assigned ratings based on holistic assessment. Russian DLPT 5 listening is a solid test that continues the tradition of its predecessor, using the same rigorous professional criteria. The passages are at the level, the stems are clear and properly organized, the keys are identifiably accurate, and the distractors appeal to those at the lower level. The Russian team's only critique is that several passages are somewhat dated and reflect the realities of the previous state of Russian and other Russian-speaking societies. This cannot be rectified in a linear listening DLPT. However, the team is assured that these passages would be phased out from the adaptive computerized version.

Arabic

Compared to previous reviews at DLI, this experience was even more informative, due to the significant involvement of SMEs in the review process. As a result of their participation, the team's insight was enhanced, relative to the materials, as well as to the outcomes of the exams and the rater rationale supporting those outcomes. The content is ample in variation over time and by geographical representation. Description of all aspects of the skill level of the proficiency descriptors is valuable in providing a thorough understanding of each level of measurement and associated outcomes. One outstanding aspect of the OPI exam is the structure; because it significantly considers not only the linguistic elements of the assessment process but also the psychological impact on the examinee, the outcomes are more reliable. The variety in tone, speed of utterance, content, and voice in the listening multiple-choice questions is impressive and effective.

For OPI levels three (3) and beyond, the team recommends integrating or enhancing the content to reflect contemporary cultural relevancy: although some of the existing content is authentic, it is not necessarily specific to Arab culture or within the Arab multi-national context, which is an essential assessment aspect at high learning levels for MSA. Also, the team recommends keeping content authenticity in mind (e.g., there is one passage wherein an airport announcement reflects a verbatim translation of an English TSA announcement, which is not reflective of real-world MSA language usage). Finally, some of the questions have older political content that would benefit from updating.

Chinese

For the DLPT, content does not present issues of time sensitivity, and there is a good balance of authenticity and edited versions. The length of passages is appropriate for each level, and in general, language is appropriate for the levels assigned, but there are cases where levels are on the borderline. The team understands that levels may be adjusted by testing data and algorithms.

The team is very impressed with the way testing questions are designed---they present appropriate distractors that often imbed nuanced differences that test-takers would not be able to catch unless they have the proficiency to do so. There are also intentional repeats of vocabulary or clauses that include the key information for the correct answers. Those repeats should help test-takers distinguish between distractors and the correct answers if they process the proficiency being tested.

Psychometrician Report
(These notes will not appear on the National Guide)

Defense Language Institute Foreign Language Center (DLIFLC) Defense
Language Proficiency Test 5 (DLPT5) and Oral Proficiency Interview (OPI) Virtual Review –
Psychometric Summary

Program Overview

Since the start of foreign language training programs by the United States government, the Defense Language Institute Foreign Language Center (DLIFLC) has become the Department of Defense's premier school for culturally based foreign language education and training. Initiated in the 1950s, the DLIFLC developed the Defense Language Proficiency Test (DLPT-I), to assess reading and listening proficiency. Now in its fifth generation, the DLPT5 involves a battery of tests to assess foreign language reading and listening proficiency in a manner that closely aligns with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012, 2024). Combined with the Oral Proficiency Interview (OPI), the DLIFLC is able to assess the functional speaking abilities of examinees, in addition to reading and listening proficiencies.

The Current version of the DLPT5 exam, is offered in both multiple-choice and constructed language formats, and is transitioning from a proctored, in-person exam to primarily computer-based administration for the most common language exams based on the number of examinees per year. However, previous generations of the exam are still in active use for languages with limited numbers of examinees each year. This includes the DLPT-IV and DLPT-III for some languages. The OPI is a structured interview that is administered primarily by telephone, but can also be administered face-to-face or with the use of video conferencing software.

The DLIFLC maintains an extensive program of recruiting, training, and providing ongoing development for raters, testers and test developers (item authors, reviewers, passage writers, etc.). These individuals complete workshops, seminars and other ongoing professional development to calibrate, normalize and hone their skills in assessing language proficiency. Individuals completing these trainings obtain certifications and all individuals involved in the development of the language programs are certified before undertaking specific roles. Certifications include separate tester and rater certifications. These certification and recertification processes have resulted in a program that produces highly refined assessment instruments for foreign language proficiency.

By using the Interagency Language Roundtable Language Skill Level Descriptions the DLPT5 and OPI scores align with the ACTFL Proficiency Guidelines. Scores are organized from a score of zero on the DLPT and OPI that corresponds to an ACTFL score of Novice-low to scores of three or more on the DLPT and OPI that correspond to an ACTFL score of Superior. Scores above a three correspond to advanced professional proficiency (four) to functionally native proficiency (five), however the current review only includes ratings from 0-4. The DLPT and OPI exam qualification requirements, and the extensive training program, bolster various other methods of ensuring exam security and strengthen the relationship between an individual's score and their language proficiency.

Additional information about reliability, validity and fairness for manually- and machine-scored tests are described below with key points by method of delivery and summary information for each assessment instrument including:

1. Chinese-Mandarin (DLPT5 only)
2. Modern Standard Arabic (DLPT5 and OPI)
3. Russian (DLPT5 and OPI)
4. Persian-Farsi (DLPT5 only)
5. Spanish (DLPT5 and OPI)
6. French (DLPT5 only)

Key points for DLPT5 and OPI Tests

- All assessments developed using the ACTFL Proficiency Guidelines (2012) with task-specific expectations for reading comprehension
- Ongoing form revisions and adjustments continue to strengthen form equivalence
- Extensive test development history with indicators applied similarly within the requirements of each exam
- Multiple sources of evidence that assessments provide insight into competency in real-world interpersonal communication
- Detailed description of Angoff methods ranging from item-level analysis to cut-scores
- Strong inter-rater agreement following an extensive training program
- No specific step to review items for fairness and lack of bias by developers and editors
- Rigorous training, certification, and monitoring of item writers, reviewers, and testers
- Anchor and test items used to collect performance data on existing exams
- Many-Facets Rasch model (MFR) used to determine inter-panelist agreement
- Data analyses show the assessments meet all requirements for a high-stakes test
- Tests show sufficient form equivalence
- Test item difficulty and discrimination are monitored regularly
- Proficiency cutoff scores set by panels of subject matter experts using Angoff procedure
- Cut scores verified in a standard-setting workshop with SMEs
- High agreement among SMEs in rating items for each sublevel
- Comparison of cut scores shows equivalence across languages
- Ongoing form revisions and adjustments continue to strengthen form equivalence
- The test versions showing upward drift over time have been identified for further updates and revisions
- Stringent testing requirements ensure the identity of test takers and test takers are monitored for the duration of the examination
- Continuous process of updating exam content

Reliability

Overall, reliability evidence was extensive. The process of training item developers and others involved in the test development process is well documented. Sufficiently large pools of SMEs are used for panels, such as with standard setting. Additionally, the development and curation of assessment items is clearly understood. Item analysis is used to identify problematic items which, combined with a highly organized development process, leads to high internal consistency across the languages included in the analysis. Rater reliability remains a focus of improvement for the OPI and recent efforts with rater alignment have dramatically increased interrater reliability within the past year.

Validity

High internal validity can be inferred from the extensive development processes for both item developers and the exam instruments. External validity has been evaluated by comparing outcomes on the DLPT5 and the OPI to ACTFL ratings that correspond to the Interagency Language Roundtable (IRL) skills descriptions. Cut scores of 0.70 (70%) for exams appear to be based on examinee performance within the tested level and demonstrate a minimal level of proficiency at that level. For the OPI, recent efforts to

improve interrater reliability identified a confounding variable (accent/pronunciation) that has been addressed in the past year through retraining of raters, which has improved not only interrater reliability, but also the overall predictive validity of the exam in evaluating oral proficiency in an interview setting.

Fairness

Training is provided for item developers to avoid construct-irrelevant sources of bias during the item development process. Demographic information is not collected that would permit an analysis of exam fairness. Exams are administered only to assigned candidates and are conducted in a secure testing environment. Timing of the exams appears fair and, with the OPI specifically, reviewers noted that examiners are trained to refocus examinees toward task specific target responses on the exams.

General points for DLPT5 and OPI Tests

General validity findings:

- Extensive test development history with indicators applied similarly within the requirements of each exam
- Multiple sources of evidence that assessments provide insight into competency in real-world interpersonal communication
- Stringent testing requirements ensure the identity of test takers and test takers are monitored for the duration of the examination
- Continuous process of updating exam content
- Test item difficulty and discrimination are monitored regularly
- High levels of agreement between DLPT5 and OPI when compared to other language proficiency exams such as ACTFL

General reliability findings:

- Item calibration conducted using three-parameter logistic IRT to create TCCs
- CTT and IRT frameworks used in item analyses.
- Testers, raters and developers are highly qualified and undergo an intensive training program before certification and the certification must be renewed every four years
- High agreement among raters following extensive training
- A third and sometimes a fourth rater are used to verify OPI scores

General findings on fairness and lack of bias:

- Guidelines for item/prompt writing include clear instructions to avoid biased or potentially sensitive topics
- New items/prompts developed by a trained panel
- Secure testing environment
- Examinee pool limited to those assigned to specific language learning programs

Additional Comments

1. Although there was extensive documentation of tester, rater, and developer training, training for computer-based exam proctors was less clear. It would be helpful to provide proctor training and certification to further strengthen the integrity of administering these exams.
2. Multiple performance summaries indicate an upward drift in exam scores that suggests the need for more frequent monitoring and content updates.
3. Recent (2024) update to OPI rater trainings has dramatically increased interrater reliability.
4. Overwhelmingly, reviewers were impressed by the quality of the exam content from prompts to audio and reading samples.
5. Several reviewers identified exam content that appeared outdated and therefore inconsistent with the policy of retiring exam items that are no longer current.

List of Exhibits

- DLI-0279 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 0
- DLI-0280 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1
- DLI-0281 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1+
- DLI-0282 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2
- DLI-0283 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2+
- DLI-0284 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3
- DLI-0285 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3+
- DLI-0286 v.2 - Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 4
- DLI-0271 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 0+
- DLI-0272 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 1
- DLI-0273 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 1+
- DLI-0274 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 2
- DLI-0275 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 2+
- DLI-0276 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 3
- DLI-0277 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 3+
- DLI-0278 v.2 - Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 4
- DLI-0287 v.2 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 0+
- DLI-0288 v.2 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1
- DLI-0289 v.2 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1+
- DLI-0290 v.2 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2
- DLI-0291 v.3 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2+
- DLI-0292 v.3 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3
- DLI-0293 v.3 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3+
- DLI-0294 v.3 - DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 4

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 0+

Summary

Type: Exam

ACE ID: DLI-0279

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	1	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5

includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1

Summary

Type: Exam

ACE ID: DLI-0280

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	3	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22)

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 1+

Summary

Type: Exam

ACE ID: DLI-0281

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	5	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2

Summary

Type: Exam

ACE ID: DLI-0282

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	6	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 2+

Summary

Type: Exam

ACE ID: DLI-0283

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	8	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3

Summary

Type: Exam

ACE ID: DLI-0284

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	9	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 3+

Summary

Type: Exam

ACE ID: DLI-0285

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	11	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test (DLPT) Generations III, IV, 5 Reading: Proficiency Level Rating: 4

Summary

Type: Exam

ACE ID: DLI-0286

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	12	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The following Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) describe proficiency as the functional ability to comprehend written language that reflects current usage. The SLDs characterize proficiency ranging from no communicative ability to mastery. They constitute an ordinal scale that includes six ranked base levels from 0 to 5. They illustrate, but do not exhaustively characterize, the proficiency a person may demonstrate at a given level on the scale.

Control of a base level (Levels 1, 2, 3, 4, and 5) typically implies control of the previous levels' aspects. A higher level of performance in one aspect does not justify a higher general proficiency rating. Level 5 includes the features of all levels. Still, as with all levels, Level 5 is a range and performance will vary. There are plus levels for levels 0 through 4. Plus levels describe proficiency that substantially exceeds one base level and does not fully meet the criteria of the next base level. To merit a plus level, the demonstrated proficiency must match the plus level description and not be merely a strong performance at the base level.

The SLDs describe four aspects of language proficiency: functional ability (color coded green), precision of forms and meanings (red), content meaningfulness (black), and contextual appropriateness (blue). Functional ability refers to the communicative acts or tasks that an individual can accomplish. There are no functional abilities specific to the plus levels. Precision of forms and meanings refers to accuracy, range, and complexity. Content meaningfulness refers to the relevance and substantive coverage of topics. Contextual appropriateness refers to register, acceptability, and appropriateness of language for the intended audience.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (2/22).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 0+

Summary

Type: Exam

ACE ID: DLI-0271

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	1	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section.

Skills Measured:

The description of expected ability, the learner is able to understand numbers and understand isolated words and phrases related to immediate survival needs. The skills to be assessed include non-participatory listening in the ability to understand a single word or stock phrase.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 1

Summary

Type: Exam

ACE ID: DLI-0272

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	3	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand main ideas and explicitly stated essential information. The skills to be assessed include non-participatory listening in the ability to understand main ideas and explicitly stated essential information.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 1+

Summary

Type: Exam

ACE ID: DLI-0273

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	5	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand main ideas and explicitly stated important/essential information. The skills to be assessed include non-participatory listening in the ability to understand main ideas and explicitly stated essential information.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 2

Summary

Type: Exam

ACE ID: DLI-0274

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	6	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand facts / factual content in terms of main ideas, major details or important supporting information, sequence of events and causal and effect. The skills to be assessed include non-participatory listening in the ability to understand main ideas explicitly stated major details, or important supporting information sequence of events and cause and effect.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 2+

Summary

Type: Exam

ACE ID: DLI-0275

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	8	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand facts / factual content in terms of main ideas, supporting details, sequence of events and can sometimes detect emotional overtones and understand implications. The skills to be assessed include non-participatory listening in the ability to understand main ideas, explicitly stated supporting details, sequence of events, cause and effect and can draw simple inferences.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 3

Summary

Type: Exam

ACE ID: DLI-0276

Version: 2

Organization's ID:

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	9	respective target language

Description

Objective:

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand the essentials of all speech in a standard dialect, understand implications, and detect emotional overtones. The skills to be assessed include non-participatory listening in the ability to understand major ideas that may be explicitly stated or be implicit in the text; draw appropriate conclusions from a speaker's/speakers' remarks; understand major points supporting a line of argumentation presented by the speaker(s); understand different points of view presented by the speaker(s).; understand speaker-intended implications or inferences; understand the significance of important cultural references or allusions cited by the speaker(s); and identify the intent of the speaker(s).

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 3+

Summary

Type: Exam

ACE ID: DLI-0277

Version: 2

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	11	respective target language

Description

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand the content and intent of speech samples on general topics and/or related to workplace demands in a variety of forms and styles; the meaning and significance of the more common sociolinguistic and/or cultural references in the speech samples; speaker-intended implications, subtleties and/or nuances; speech samples tailored for difference audiences; fast speech; speech samples in a non-standard dialect and/or slang; and is able to follow unpredictable turns of thought. The skills to be assessed include non-participatory listening in the ability to understand major ideas that may be explicitly stated or be implicit in the text; draw appropriate conclusions from a speaker's remarks; understand major points supporting a line of argumentation presented by the speaker(s); understand different points of views presented by the speaker(s); understand implications conveyed by supra-segmental features (e.g., intonation, stress, etc.); understand speaker-intended implications or inferences; understand the significance of the sociolinguistic and/or cultural references or allusions or slang used by the speaker(s); understand fast speech samples; understand speech samples delivered in a non-standard dialect; and identify the intent of the speaker(s).

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

Defense Language Proficiency Test Generations III, IV, 5 Listening: Proficiency Level Rating: 4

Summary

Type: Exam

ACE ID: DLI-0278

Version: 2

Location: Defense Language Institute

Length: 3 hours

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	12	respective target language

Description

The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency 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 DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions. The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test 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 reading and listening comprehension tests are based on a wide variety of realistic written and spoken materials. The content is sampled from authentic sources such as signs, newspapers, radio broadcasts, etc. The test includes multiple choice questions with four options in English. The listening and reading sections have 100 items each. Test administration time is approximately 75 minutes for the listening section

Skills Measured:

The description of expected ability, the learner is able to understand all forms and styles of speech pertinent to social and professional needs in the standard dialect; understand fully the subtleties and nuances in speeches with extensive and precise vocabulary in the standard dialects on subjects relevant to the listener's professional needs within the range of his/her experience; understand the major points of speech in some non-standard dialects; understand the speaker/speakers' intent; understand language specifically tailored to different audiences; discern relationships among sophisticated listening materials in the context of broad experience; and follow unpredictable turns of thought. The skills to be assessed include non-participatory listening in the ability to understand lines of argumentation by synthesizing information and ideas presented by the speaker(s); understand major points supporting a speaker's argumentation / point of view.; draw appropriate conclusions or summarize; understand subtle speaker-intended implications; understand subtle argumentation; place the speaker's message in a wider contextual framework; understand register; understand the speaker's attitude or tone; understand colloquial and/or less frequently used idiomatic expressions; understand the significance of the sociolinguistic and/or cultural references or allusions used by the speaker(s); understand implications represented by supra-segmental features; and follow unpredictable turns of thought.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 0+

Summary

Type: Exam

ACE ID: DLI-0287

Version: 2

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	1	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested

Skills Measured:

The description of expected ability, the learner is able to satisfy immediate needs using rehearsed utterances. The skills to be assessed include the ability to list words/phrases; attempt conversation; and communicate only with memorized material.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1

Summary

Type: Exam

ACE ID: DLI-0288

Version: 2

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	3	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested

Skills Measured:

The description of expected ability, the learner is able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. The skills to be assessed include learners to participate in simple short conversations about everyday activities; satisfy basic survival needs; and to ask and answer simple questions.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 1+

Summary

Type: Exam

ACE ID: DLI-0289

Version: 2

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	5	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested

Skills Measured:

The description of expected ability, the learner can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The skills to be assessed include participate in simple short conversations about everyday activities; satisfy basic survival needs; ask and answer simple questions; and show signs of proficiency (or substantial ability) in narrating, giving instructions/directions, reporting facts, describing.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2

Summary

Type: Exam

ACE ID: DLI-0290

Version: 2

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	7	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

Skills Measured:

The description of expected ability, the learner is able to satisfy routine social demands and limited work requirements. The expected skills include participate in casual conversations about background, family and work; narrate in past, present, and future time frames; describe a place, person or thing; handle survival situations with a complication; give instructions or direction; report facts on current events.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 2+

Summary

Type: Exam

ACE ID: DLI-0291

Version: 3

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Lower-Division Baccalaureate	9	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

Skills Measured:

The description of expected ability, the learner is able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective; and demonstrates Signs of considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. The expected skills include participate in casual conversations about background, family and work; narrate in past, present, and future time frames; describe; handle survival situations with a complication; give instructions or directions; report facts on current events; and show some ability to support an opinion, discuss, or hypothesize a societal topic.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3

Summary

Type: Exam

ACE ID: DLI-0292

Version: 3

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	11	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

Skills Measured:

The description of expected ability, the learner is Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. The expected skills include produce extended discourse; converse formally/informally about concrete and abstract topics; hypothesize; support opinion; and handle unfamiliar situations.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 3+

Summary

Type: Exam

ACE ID: DLI-0293

Version: 3

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	13	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

Skills Measured:

The description of expected ability, the learner is to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. The expected skills are to produce extended discourse; converse formally/informally about concrete and abstract topics; hypothesize; support opinion; handle unfamiliar situations; show strength in fluency, breadth of lexicon and discourse competence in a wide range of topics.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).

DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 4

Summary

Type: Exam

ACE ID: DLI-0294

Version: 3

Organization's ID:

Location: Defense Language Institute Foreign Language Center

Length: 20-45 minutes

Credit Recommendation Dates: 10/1/2024 - 9/30/2034

Credit Recommendation & Competencies

Level	Credits (SH)	Subject
Upper-Division Baccalaureate	15	respective target language

Description

Objective:

The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

Skills Measured:

The description of expected ability, the learner is able to use the language fluently and accurately on all levels normally pertinent to professional needs where both usage and function are fully successful. The expected skills include tailor language to fit audience; persuade, counsel, advise, negotiate and convince.

Reviewer Notes (These notes will not appear on the National Guide):

Reviewer notes are synthesized by language in the general notes section of the final report (9/24).