Egyptian Arabic
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 of 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 Egyptian Arabic DLPT5 in multiple-choice format will be offered in the lower range only.

Description of the Egyptian Arabic DLPT5 Lower-Range Test in Multiple-Choice Format

- **Test Design**

    o The Lower-Range Egyptian Arabic test contains a listening test only.
    o The 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.

- o 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.

- o Examinees have 3 hours to complete the Listening Test. Approximately halfway through the 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.

- **Test Content**
  - o 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.

  - o 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.

  - o 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 of how to answer the questions, and question sets containing the following parts:

  - o **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.

  - o **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. 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 also not permitted during the 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. Screen shots of what examinees will see on the computer screen are provided along with some explanations and descriptions of these screens.

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.

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.
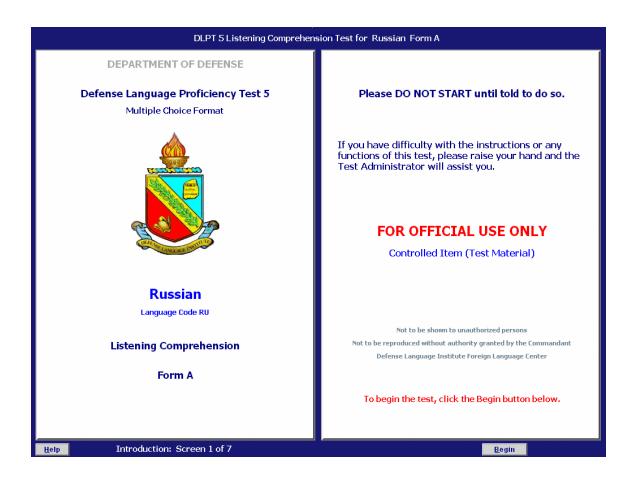
DLPT 5 Listening Comprehension Test for Russian Form A

DEPARTMENT OF DEFENSE

Defense Language Proficiency Test 5

Multiple Choice Format

Russian

Language Code RU

Listening Comprehension

Form A

Please DO NOT START until told to do so.

If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.

FOR OFFICIAL USE ONLY

Controlled Item (Test Material)

Not to be shown to unauthorized persons
Not to be reproduced without authority granted by the Commandant
Defense Language Institute Foreign Language Center

To begin the test, click the Begin button below.

Help   Introduction: Screen 1 of 7   Begin

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 student's Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to students. 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 7   << Back

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Test Administration Statement:

I understand that I am not required to take the Dari Listening 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.

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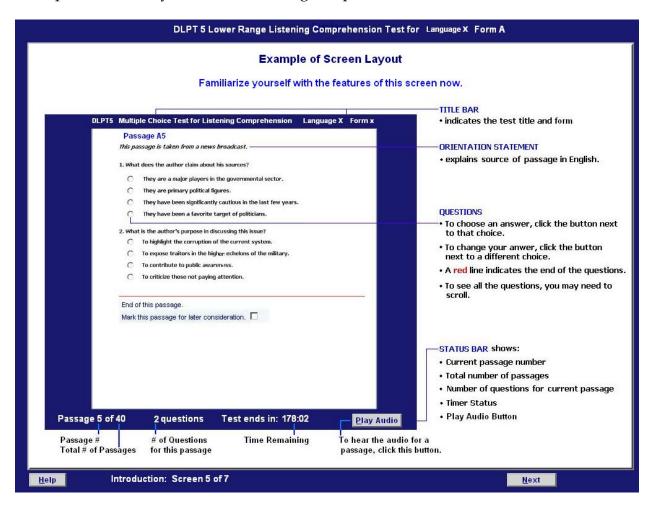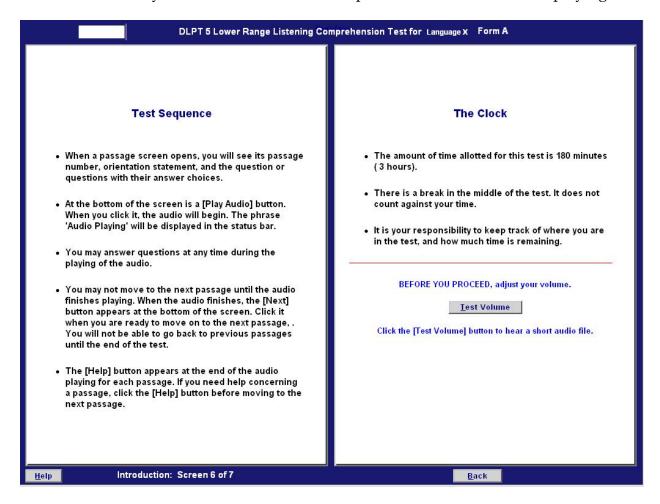
The next few screens contain examples of the screen layout for examinees to familiarize themselves with the features of the test, instructions for taking the test and a sample test passage. The text and questions in these screens appear smaller than the text and questions on the actual test passages.

Listening comprehension test
Example of screen layout for the listening comprehension test:

DLPT 5 Lower Range Listening Comprehension Test for Language X Form A

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT5 Multiple Choice Test for Listening Comprehension   Language X Form x

Passage A5

This passage is taken from a news broadcast.

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

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

End of this passage.

Mark this passage for later consideration. ☐

TITLE BAR
- indicates the test title and form

ORIENTATION STATEMENT
- explains source of passage in English.

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

STATUS BAR shows:
- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer Status
- Play Audio Button

Passage 5 of 40   2 questions   Test ends in: 178:02   Play Audio

Passage #   # of Questions   Time Remaining   To hear the audio for a
Total # of Passages   for this passage   passage, click this button.

Help   Introduction: Screen 5 of 7   Next

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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.

Test Sequence

- When a passage screen opens, you will see its passage number, orientation statement, and the question or questions with their answer choices.

- At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.

- You may answer questions at any time during the playing of the audio.

- You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click it when you are ready to move on to the next passage, . You will not be able to go back to previous passages until the end of the test.

- The [Help] button appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.

The Clock

- 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.

BEFORE YOU PROCEED, adjust your volume.

Test Volume

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

Help   Introduction: Screen 6 of 7   Back

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

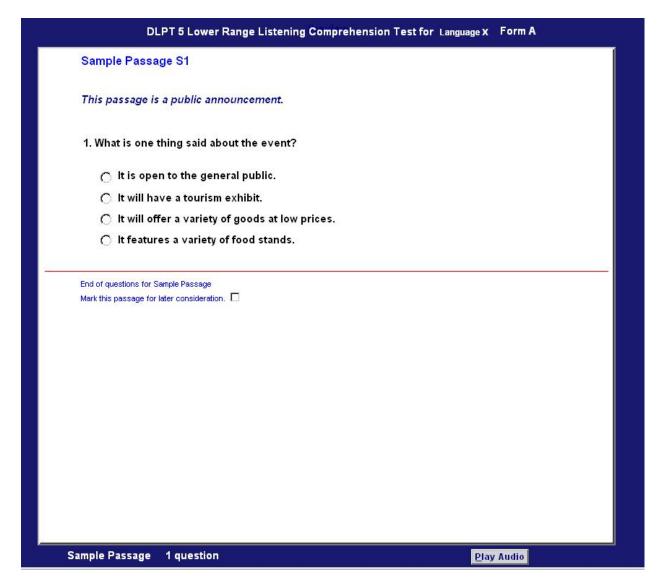If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

- 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.
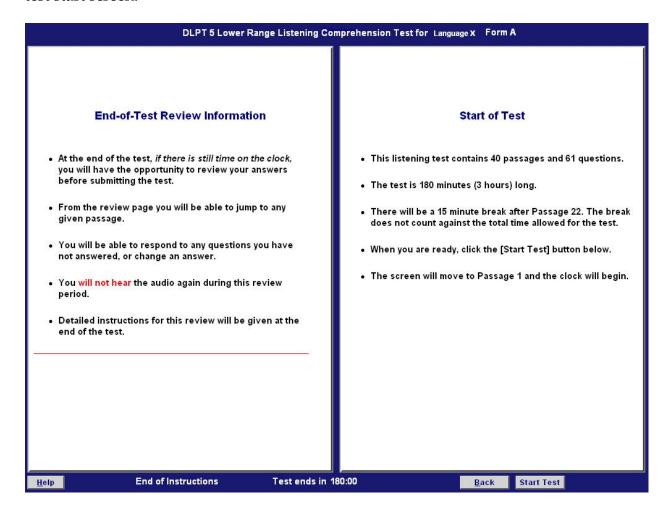
Introduction: Screen 7 of 7   Audio Playing

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

Sample Passage S1

This passage is a public announcement.

1. What is one thing said about the event?

    ○ It is open to the general public.

    ○ It will have a tourism exhibit.

    ○ It will offer a variety of goods at low prices.

    ○ It features a variety of food stands.

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.

DLPT 5 Lower Range Listening Comprehension Test for **Language X** **Form A**

End-of-Test Review Information

- At the end of the test, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.

- From the review page you will be able to jump to any given passage.

- You will be able to respond to any questions you have not answered, or 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.

Start of Test

- This listening test contains 40 passages and 61 questions.

- The test is 180 minutes (3 hours) long.

- There will be a 15 minute break after Passage 22. The break does not count against the total time allowed for the test.

- When you are ready, click the [Start Test] button below.

- The screen will move to Passage 1 and the clock will begin.

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

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:

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 listening taken from Egyptian Arabic, 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.

Listening Passages

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

Level 1

Passage 1: This passage is a telephone conversation between a woman and a man.

Transcript:

- الأستاذ أحمد موجود والله؟
- لا مش موجود، مين معايا؟
- أنا سمير.
- أهلا وسهلا أستاذ سمير.
- إنت متأكدة إنه مش موجود؟
- لا هو مش موجود، في الحقيقة هو مشي من ساعة بس ما قالليش رايح فين.
- ده الساعة دلوقت خمسة وقايللي إني أنا أكلمه بالوقت دا بالضبط عشان حنتكلم في موضوع مهم...
- لمَّا يجي حاخلِّي يتصل بحضرتك.
- قولي له إني أنا اتصلت بيه الساعة خمسة، في الوقت اللي اتفقنا عليه، لو سمحت.
- حاضر.

1. What does the woman say about her husband?

    (A) He asked her to take his messages.
    (B) He is delayed by an emergency.
    (C) He left the house an hour ago.
    (D) He will be back in a little while.

The best answer is (C).

    The caller asked to speak to the husband of the woman who answered the phone. She informed him that her husband had left an hour earlier without saying where he was going and had not yet returned. Therefore, C is the best answer. A is not the best answer because there is no mention of the woman's husband having asked her to take his messages before he left. B is not the best answer because no mention is made of the husband's activities during his absence. D is not the best answer because the woman displays no awareness of when her husband is expected to return.

Level 2

Passage 2: This passage is from an interview with a student on Egyptian radio.

Transcript:

> - طيب، معانا كمان طالبة، قدَّمي نفسك!
> - أنا اسمي شيرين منصور وعندي شكوى من امتحان العربي اللي أخدناه مبارح. في الحقيقة طبعة الامتحان نفسه ماكانتش واضحة ودا ضيع نصف ساعة تقريبا في قراءة وتفسير الطبع. الأسئلة كانت من المنهج بس كانت طويلة جدا وماكانش في وقت لمراجعة الإجابة عليها، أنا يعني عندي رجاء من ال... عند التصحيح يراعي المصحح إن النسخة ماكانتش واضحة ...وكان طبعا الامتحان طويل جدا ماكانش فيه فرصة للمراجعة، مراجعة الإجابة.

2. What problem does the student complain about concerning her Arabic test?

    (A) The test passages were too long for her to remember
    (B) She missed many questions because of unclear wording.
    (C) The questions were mostly from outside the curriculum.
    (D) She was unable to review her answers for lack of time.

The best answer is (D).

The student is complaining about an Arabic language test that she had taken. She claims that the questions on the test were too long, leaving her inadequate time to review her answers; therefore, D is the best answer. A is not the best answer because the student addresses only the length of the questions, not the length of the passages. B is not the best answer because the student mentions that the print, rather than the wording, of the questions was unclear. C is not the best answer because the student explicitly states that the questions were drawn from the curriculum.

Level 3

Passage 3: This passage is from a TV talk show.

Transcript:

- أنا ماباعتبرش نفسي متشائم، أعتبر نفسي متفائل لأن مصر فيها جيل جديد من الشباب... دول شباب مثقفين وواعين قوي... دول يقدروا يتحملوا المسؤولية، أنا شخصيا ماذكرش عبد الناصر أو الثورة، ده بالنسبة لي تاريخ...آه ده كان زمان، لو دخلت دلوقت حزب من الأحزاب اللي كلها موروثة...بقول يعني دي كلها موروثة... كان ليها دور في وقت من الأوقات يعني ... يمكن دور كويس في تاريخ مصر بس الدور دلوقت تغير ... يعني مفيش دلوقت حزب سياسي من الموجودين يقدر يقنعني أن أنا أدخله ولو دخلته حاتلتصق بي شبهة تاريخ الحزب ده، لو دخلت الحزب الوطني حيقولوا على بيتملق الحكومة، لو دخلت حزب تاني حيقولوا علي كدة والا كدة.. واللي يقولوه ، فتاريخ الحزب حيأثر علي دلوقت رغم أني ما عاصرتش الحزب... عاوزين إصلاح ...آه... الإصلاح هو إننا نخلق جيل من الشباب ونديله الحرية ونديله الثقة إنه يمثل التيارات الموجودة في الشارع المصري... دول كل رؤساء الأحزاب الموجودة في مصر اللي هم فوق السبعين واللي فيهم بقالو عشرين تلاتين سنة له خبرة رائعة.. خبرة جميلة بس تلاقي هو نفسه مش متقبل التعددية فازاي بيطلب من النظام أنه يعمل انتخابات حرة إذا كان هو اللي المفروض يكون ديمقراطي مش مؤمن بالديموقراطية أو أنه حد ممكن يخلفه في حياته ...وحتى الناس اللي بينتخبوهم خايفين منهم، خايفين من سلطتهم داخل الحزب اللي قايدينه ... دول مايقدروش يزعلوهم... أصل الحكاية كدة، ده بمنتهى البساطة.

3. What is the speaker's view of the party leaders in Egypt?

   (A) They are after their personal interests.
   (B) They have unreasonable demands.
   (C) They fail to practice what they preach.
   (D) They rely on outdated methods.

The best answer is (C).

The speaker is talking about the role of political parties in Egypt in the past and present. He claims that current party leaders are asking the regime to hold free elections while at the same time they keep a tight grip on power within their own parties. Therefore, C is the best answer. A is not the best answer because the speaker criticizes the party leaders for holding onto power

4. The speaker implies that Egyptian youth are reluctant to participate in politics because

    (A) they believe that change is difficult to achieve.
    (B) they lack the knowledge to play an effective role.
    (C) they feel frightened of getting involved in politics.
    (D) they feel alienated by the current political parties.

The best answer is (D).

As part of his discussion of the political parties, the speaker also discusses the role of the younger generations in the Egyptian political system. He implies, through his own example, that the parties do not represent the younger generations' interests and states that reform is needed in order to get these generations involved. It can be inferred from these remarks that the younger generations are not participating in politics because they feel alienated by the current parties; therefore, D is the best answer. A is not the best answer because the speaker himself is optimistic about the possibility of reform, given the new generation he characterizes as highly educated and aware. B is not the best answer because the speaker states that the new generation is highly educated and aware and is capable of shouldering the responsibility of running the country. C is not the best answer because, although the speaker states that people already in political parties are afraid to oppose their leaders, he nowhere states or implies that the new generation is afraid to get involved in politics in the first place.

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 it 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]