

Defense Language Institute Foreign Language Center (DLIFLC)— Defense Language Proficiency Test (DLPT) Program

Review Dates: September 1989; August 1995; April 2002; August 2007

Effective Dates: October 1990–August 1995 for DLPT III and IV; September 1995–Present for DLPT III (Romanian), DLPT IV, and DLPT5.

Organization Description: The Defense Language Institute Foreign Language Center (DLIFLC) provides foreign language training for U.S. military personnel requiring a language to perform their job. DLIFLC was established by the U.S. Army in 1941 and later evolved to produce competent language specialists in all four Services to protect American national interests abroad. The mission of the DLIFLC is to provide foreign language instruction in support of national security requirements, to support and evaluate military language programs, to conduct academic research related to language acquisition, and to administer a worldwide standardized proficiency testing and evaluation system. The Directorate of Evaluation and Standardization 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, DLPT IVs exist for credit for 23 languages, and 17 languages are available for credit in the DLPT5 series.

The institution is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the U.S. Department of Education.

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ATFL-APO-AR. Telephone: (831) 242-5828, web site: www.dliflc.edu. Also, College Credit Recommendation Service, American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1193, e-mail: credit@ace.nche.edu.

Summary of ACE Review: The American Council on Education determined that the DLPT program, encompassing over 33 languages, merited a program review that was conducted on August 10, 2007, at the Defense Language Institute Foreign Language Center in Monterey, California. DLIFLC staff described the full scope of their educational programs to include a detailed review, with supporting documentation of the DLPT5 Listening and Reading Comprehension Tests and the Oral Proficiency Interview (OPI). ACE review team members concluded that the Defense Language Test Program is worthy of college-level credit recommendations.

Content Validity: The examinations are sufficiently sound for the American Council on Education to approve for credit-granting purposes. The variety of topics is representative of contexts in which a student would be expected to be able to function and communicate effectively in any of the 33 languages reviewed.

The DLPT Oral Proficiency Interview is an excellent means for assessing a language learner's speaking ability at various levels of proficiency. It establishes a baseline starting point as well as an end ceiling level of speaking ability. Its strongest point is the method measuring how well a person can function in real-life situations in a foreign language according to well-defined linguistic tasks and assessment criteria. It is a very flexible testing instrument that is easily adapted to many situations and allows for face-to-face interactions without a prescribed set of test questions. Another strong point is the intensive training provided to test administrators so that they reliably assess test-takers' speaking ability in a foreign language. The assessors are trained and certified by DLIFLC.

Technical Adequacy: DLIFLC supplied information regarding item/task development, trial testing, editing, and final implementation that demonstrates these meet or exceed industry standards. Statistical indicators used to judge construct validity and content validity, inter-rater reliability, and alternate form reliability are well documented. Standard industry procedures are used

throughout the development, review, and implementation; the process continues with ongoing development of new tests, and monitoring of existing tests. There appears to be a clear, theoretical rationale and definition of the tasks and functional levels tested.

How Examination Results Are Reported: DLIFLC reports converted scores for the listening comprehension, reading comprehension, and speaking portions of the DLPT III and DLPT IV. For the DLPT5, scores are reported according to the ILR Proficiency Level Descriptors (0, 0+, 1, 1+, 2, 2+, 3, 3+, 4).

Level 25-29 ILR Level 0+

Listening. Proficiency includes sufficient comprehension to understand a number of memorized phrases in the areas of immediate need. Sentences of increased length require the listener to request the speaker to repeat the sentence. Misunderstandings arise because of ignoring or inaccurately hearing sounds or word endings. Examinees can best understand those statements where context strongly supports the sentence meaning and when short memorized utterances or formulas are involved.

Reading. Proficiency includes recognition of all the letters in the printed version of an alphabetic system and high-frequency elements of a character system. Examinees can read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, and office and shop designations.

Speaking. Proficiency includes the ability to satisfy immediate needs using rehearsed phrases and sentences. Examinees can accurately ask questions or make statements with memorized utterances or formulas. The speaker shows little autonomy of expression, flexibility, or spontaneity. Communication is severely limited, and stress, tone, and intonation are usually quite faulty.

Level 30-35 ILR Level 1

Listening. Proficiency includes sufficient comprehension to understand sentences about basic survival needs and minimum courtesy and travel arrangements. The listener can understand simple questions and answers, simple statements, and very simple face-to-face conversations in areas of immediate need or on very familiar topics. These conversations must be delivered slower and clearer than normal and with frequent repetition. Comprehension vocabulary allows for understanding only the most elementary needs.

Reading. Proficiency includes sufficient comprehension to read very simple connected written material, including formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary. The reader is able to (1) read and understand known language that has been recombined in new ways to achieve different meanings at a similar level of simplicity, and (2) locate main ideas and locate prominent items of significance in more complex texts.

Speaking. Proficiency is functional but limited and includes sufficient ability to satisfy minimum courtesy needs and to maintain simple face-to-face conversations on familiar topics. Misunderstandings are frequent, but individuals can ask for help and verify comprehension. Continuous discourse is not possible except with rehearsed material.

Level 36-39 ILR Level 1+

Listening. Proficiency includes sufficient comprehension to understand short conversations about all survival needs and limited social demands. Consistency of understanding is uneven, with limited vocabulary requiring repetition for understanding. The listener is aware of basic cohesive features such as pronouns and verb inflections but incorrectly understands many of these features. Understanding is limited to a series of short, discrete utterances.

Reading. Proficiency includes sufficient comprehension to understand printed materials for informative social purposes. The individual can read materials such as public announcements, simple articles containing biographical information, or newspaper headlines. The reader can guess at unfamiliar vocabulary if in context, but will have difficulty if in unfamiliar context. Readers can follow essential points of written materials within their professional fields but will have some difficulty with cohesive factors in the discourse.

Speaking. Proficiency includes sufficient comprehension to initiate and maintain predictable face-to-face conversations and limited social demands. Speakers may hesitate and change subjects because they lack language resources. The individual's speech consists of a series of short, discrete utterances, with no sustained coherent structures in longer utterance or unfamiliar situations. The speaker can combine most significant sounds with reasonable comprehensibility but has difficulty in producing certain sounds in certain positions or combinations.

Level 40-45 ILR Level 2

Listening. Proficiency includes sufficient comprehension to understand routine social conversations and limited job requirements. The individual can understand face-to-face speech in a standard dialect delivered with some repetition and rewording by a native speaker. The listener understands only occasional words or statements made in unfavorable conditions, such as being in the presence of loudspeakers. Scores well above 40 may indicate an advanced professional proficiency level and the academic institution may wish to conduct an evaluation of the student's skills.

Reading. Proficiency includes sufficient comprehension to read simple, authentic written materials on familiar subjects that are normally presented in a predictable sequence. The reader can locate and understand the main ideas and details in material written for the general reader. Those individuals with professional knowledge of a subject may be able to summarize written texts that are beyond their general proficiency level. Scores well above 40 may indicate an advanced proficiency level, and the institution may wish to conduct an evaluation of the individual's foreign language ability.

Speaking. Proficiency includes sufficient ability to satisfy routine social demands and limited work demands. The speaker can handle with confidence, but not facility, most normal high-frequency social conversations, including those about current events and work. Linguistic structure is not elaborate, and errors are frequent.

Level 46-49 ILR Level 2+

Listening. Proficiency includes sufficient comprehension to understand most routine social conversations and most conversations on work requirements, as well as some discussions on concrete topics related to particular interests. The individual normally understands general vocabulary with some hesitant understanding of everyday vocabulary still evident. The listener can sometimes detect emotional overtones and has some ability to understand implications.

Reading. Proficiency includes sufficient comprehension to understand most factual material as well as some discussions on concrete topics related to special professional interests. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. 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.

Speaking. Proficiency includes sufficient ability to satisfy most work demands with language usage that is often, but not always acceptable and effective. The speaker shows considerable ability to communicate effectively and shows a high degree of fluency. The individual may miss cultural references. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas.

Level 50-60 ILR Level 3

Listening. Proficiency includes the ability to understand the essentials of all speech in a standard dialect including technical discussions within a special field. The individual 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. The listener can understand implications and has broad enough vocabulary so that he or she rarely has to ask for paraphrasing or explanation.

Reading. Proficiency includes the ability to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. The individual is almost always able to interpret material correctly, relate ideas, and understand the writer's implicit intent. The reader rarely has to pause over or reread general vocabulary, but may experience some difficulty with unusually complex structure and low frequency idioms.

Speaking. Proficiency includes ability to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The speaker uses the language acceptably, but with some noticeable imperfections; yet errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his or her meaning accurately.

ILR Level 3+

Listening. Proficiency includes the ability to comprehend most of the content and intent of a variety of forms and styles of speech on general topics, social conversation, and professional needs. The individual has the ability to comprehend many sociolinguistic and cultural references but

may miss some subtleties and nuances. The individual has increased ability to comprehend many distinctions in language tailored for different audiences, and understand native speakers talking quickly, using nonstandard dialect or slang; however, comprehension is not complete.

Reading. Proficiency includes comprehension of a variety of styles and forms pertinent to professional needs. The reader is able to comprehend many sociolinguistic and cultural references, but may miss some nuances and subtleties. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts that do not rely heavily on slang and unusual items.

Speaking. Proficiency includes ability to often use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. The speaker possesses discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional patterned errors occur in low frequency and highly complex structures.

ILR Level 4

Listening. Proficiency includes the ability to understand all forms and styles of speech pertinent to professional needs. The individual is able to understand fully all speech with extensive and precise vocabulary, subtleties, and nuances in all standard dialects, as well as understand essentials of speech in some non-standard dialects. The listener understands language specifically tailored to different audiences, and can follow unpredictable turns of thought readily in any subject matter directed to the general listener.

Reading. Proficiency includes ability to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual is able to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment, as well as understand the intent of writers' use of nuance and subtlety. The reader can follow unpredictable turns of thought readily in any subject matter area directed to the general reader.

Speaking. Proficiency includes ability to use the language fluently and accurately on all levels normally pertinent to professional needs. The speaker's language usage and ability to function are fully successful. The individual organizes dis-

course well, using appropriate rhetorical speech devices, native cultural references, and understanding. The individual speaks effortlessly and smoothly and is able to use the language to a high degree of effectiveness, reliability, and precision. Language ability only rarely hinders him or her in performing any task requiring language; yet the individual would seldom be perceived as a native.

DLPT III and IV

Description: Batteries of tests are in Arabic, Czech, Chinese, English, French, German, Greek, Hebrew, Italian, Japanese, Korean, Persian Farsi, Polish, Portuguese (Brazilian), Portuguese (European), Romanian, Russian, Serbian/Croatian, Spanish, Tagalog, Thai, Turkish, Ukrainian, and Vietnamese. The receptive skills tests (listening and reading) are multiple choice and machine scorable. Speaking is assessed in two ways: (1) by a face-to-face interview conducted by a pair of trained interviewers who provide a global assessment of the examinee's speaking proficiency on the basis of the ILR S-scale; (2) by a telephone or screen-to-screen interview using video teleconferencing equipment. Discrepant ratings are resolved by a third rater.

Skills Measured: Each battery consists of a separate skill test measuring listening comprehension, reading comprehension, and speaking proficiency. There are no measures of writing.

Credit Recommendation: See tables at the end of this section.

Test Format for DLPT III

Listening

Each listening test consists of five parts organized in hierarchical fashion on the basis of ILR level estimates provided by the subject matter experts during the item development process.

Part I contains 15 multiple-choice questions, ranging from level 25 to 45. Examinees hear a short target language sentence spoken twice on tape. They must select the correct English translation of a word or phrase used in that sentence. The English options are printed in the test booklet.

Part II contains 20 multiple-choice questions, ranging from level 25 to 45. Examinees hear a target language sentence or passage, with a maximum of 35 words, spoken twice on tape. They select the correct English summary of the sentence or passage printed in the test booklet.

Part III contains four or five target language passages ranging from level 40 to 49. Examinees hear the passages, with a maximum of 75 words spoken twice. They answer six or seven factual questions about each passage printed in English in the test booklet.

Part IV contains three to five target language passages ranging from level 40 to 49. Examinees will hear the passages, with a maximum of 100 words, spoken on tape once. Examinees will read five or six sentences in English about each passage and will then determine whether each is correct, incorrect, or not addressed in the passage.

Part V contains two or three target language conversations at level 49. Examinees will hear each conversation, with a maximum of 150 words, spoken on tape once. Examinees will read from five to seven inferences in English about each passage and will then determine whether each is correct, incorrect, or not addressed in the passage.

Reading

Each reading test consists of five parts organized in hierarchical fashion using ILR level estimates provided by the subject matter experts during the item development process.

Part I contains 10 multiple-choice questions that require examinees to identify the correct translation or explanation of authentic material such as signs, menus, labels, and tickets.

Part II contains an authentic target language passage of approximately 100 words at level 40 to 45. Twenty words or phrases are deleted. Examinees must restore the passage by selecting the correct target language words or phrase from four possible choices.

Part III resembles Part II but the passage is at level 40 to 49 in difficulty, contains approximately 200 words, and has 40 deletions.

Part IV contains an authentic target language passage of approximately 250 words at level 46 to 49. Thirty words or phrases are underlined and numbered. Examinees must identify the correct English translation of each underlined word or phrase from four possible choices.

Part V resembles Parts II and III. However, the passage is at level 50 and above in difficulty, contains approximately 100 words, and has 20 deletions.

Speaking

Speaking is tested with the Oral Proficiency Interview (OPI), a task-based test that measures performance according to the Interagency Language Roundtable (ILR) level descriptions. The OPI includes four phases: the warm-up, level checks, probes, and a wind-down. The warm-up establishes interaction and rapport between testers and the examinee. Level checks identify those language functions and content areas the examinee can handle. Probes are used by testers to raise the level of the examinee's language and determine a ceiling for his or her speaking ability. The wind-down returns the examinee to a comfortable level and gives the tester the opportunity to ensure the testing process is complete.

Test Format for DLPT IV

Listening and Reading

Each test contains 65 multiple-choice questions. The listening comprehension test is 65 minutes, and the reading comprehension test is two and one-quarter hours. The test is designed to measure proficiency in a foreign language regardless of how it has been acquired. For this reason, the test content is not tied to any particular language-training program. The test content is sampled from authentic materials and real-life sources such as signs, newspapers, and radio broadcasts. In both tests, a single generic item type is used, limiting the test instructions required to only a brief set of general instructions, which is provided at the beginning of each test. For each item in the listening comprehension test, the examinee hears the orientation and the passage as recorded on the tape. The examinee then reads the problem and the choices in the test booklet and selects the correct answer by marking it on a machine-scorable test sheet. Some DLPT IVs have been converted to computer delivery.

Speaking

Speaking is tested with the Oral Proficiency Interview (OPI), a task-based test that measures performance according to the Interagency Language Roundtable (ILR) level descriptions. The OPI includes four phases: the warm-up, level checks, probes, and a wind-down. The warm-up establishes interaction and rapport between testers and the examinee. Level checks identify those language functions and content areas the examinee can handle. Probes are used by testers to raise the level of the examinee's language and determine a ceiling for his or her speak-

ing ability. The wind-down returns the examinee to a comfortable level and gives the tester the opportunity to ensure the testing process is complete.

DLPT5

Description: Batteries of tests are in Albanian, Modern Standard Arabic, Arabic Iraqi, Arabic Levantine, Chinese-Mandarin, Greek, Hindi, Japanese, Korean, Kurdish-Sorani, Norwegian, Pashto-Afghan, Persian-Dari, Persian-Farsi, Russian, Serbian/Croatian, Spanish, and Urdu.

Skills Measured: Each battery consists of a separate skill test measuring listening comprehension, reading comprehension, and speaking proficiency. There are no measures of writing.

Credit Recommendation: See tables at the end of this section.

Test Format for DLPT5: The DLPT5 assesses ILR language proficiency levels 0-3 on the Lower Range Reading and Listening comprehension tests and ILR language proficiency levels 3-4 on the Upper Range Reading and Listening tests. DLPT5 Listening and Reading comprehension tests exist in either multiple-choice or constructed-response format. Both testing formats are computer delivered. Speaking proficiency is evaluated through the Oral Proficiency Interview. Scores for all three test sections are reported on the ILR scale (e.g., Level 0, Level 0+, Level 1, Level 1+, etc.).

Lower Range Multiple-Choice DLPT5

Reading Comprehension

The test consists of a series of approximately 30 written passages with questions based on each passage. The time allotted for the test is three hours. The reading passages are genuine or realistic samples of the language as it is written in the target-language environment. Passages vary in length and have up to four associated questions. The total number of scored questions in this section is approximately 50. In addition, the section contains approximately five passages with approximately 10 associated questions that are not scored. These passages and questions are being calibrated for possible use on later operational tests.

The tasks given to the examinee are all multiple-choice questions, each of which consists of a question or incomplete statement followed by four answer choices. All questions and answer choices are given in English. A brief orientation in English precedes each passage and sets the stage,

informing the examinee from what kind of source a reading text was selected. Examinees are able to navigate freely between passages, both forward and backward.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Lower Range Multiple-Choice DLPT5

Listening Comprehension

The test consists of a series of approximately 33 spoken passages with questions based on each passage. The time allotted for the test is three hours. The spoken passages are genuine or realistic samples of the language as it is spoken in the target-language environment. Passages vary in length and have one or two associated questions. The total number of scored questions in this section is approximately 50. In addition, the section contains approximately seven passages with approximately 10 associated questions that are not scored. These passages and questions are being calibrated for possible use on later operational tests.

The tasks given to the examinee are all multiple-choice questions, each of which consists of a question or incomplete statement followed by four answer choices. All questions and answer choices are given in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee under what circumstances a listening text would have been heard. Examinees are able to control when the audio for the next passage begins, but have to listen to the entire audio for each passage and to all of the passages in order.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Lower Range Constructed-Response DLPT5

Reading Comprehension

The test consists of a series of approximately 30 written passages with questions based on each passage. The time allotted for the test is three hours. The reading passages are genuine or realistic samples of the language as it is written in the target-language environment. Passages vary in length and have up to three associated questions. The total number of questions in this section is approximately 60.

The tasks given to the examinee are all constructed-response questions, each of which consists of a question or prompt given in English. For each question, there is a box on the screen in which examinees type their answer in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee from what kind of source a reading text was selected. Examinees are able to navigate freely between passages, both forward and backward.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Lower Range Constructed-Response DLPT5

Listening Comprehension

The test consists of a series of approximately 30 spoken passages with questions based on each passage. The time allotted for the test is three hours. The spoken passages are genuine or realistic samples of the language as it is spoken in the target-language environment. Passages vary in length and have two associated questions. The total number of scored questions in this section is approximately 60.

The tasks given to the examinee are all constructed-response questions, each of which consists of a question or prompt given in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee under what circumstances a listening text would have been heard. The examinee is able to control when the audio for the next passage begins, but has to listen to the entire audio for each passage and to all of the passages in order.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering

screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Upper Range Multiple-Choice DLPT5

Reading Comprehension

The test consists of a series of approximately 10 written passages with questions based on each passage. The time allotted for the test is three hours. The reading passages are genuine samples of the language as it is written in the target-language environment. Passages vary in length and have up to five associated questions. The total number of scored questions in this section is approximately 30. In addition, the section contains approximately two passages with approximately five associated questions that are not scored. These passages and questions are being calibrated for possible use on later operational tests.

The tasks given to the examinee are all multiple-choice questions, each of which consists of a question or incomplete statement followed by four answer choices. All questions and answer choices are given in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee from what kind of source a reading text was selected. Examinees are able to navigate freely between passages, both forward and backward.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Upper Range Multiple-Choice DLPT5

Listening Comprehension

The test consists of a series of approximately 18 spoken passages with questions based on each passage. The time allotted for the test is three hours. The spoken passages are genuine samples of the language as it is spoken in the target-language environment. Passages vary in length and have three associated questions. The total number of scored questions in this section is approximately 30. In addition, the section contains approximately three passages with approximately five associated questions that are not scored. These

passages and questions are being calibrated for possible use on later operational tests.

The tasks given to the examinee are all multiple-choice questions, each of which consists of a question or incomplete statement followed by four answer choices. All questions and answer choices are given in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee under what circumstances a listening text would have been heard. Examinees are able to control when the audio for the next passage begins, but have to listen to the entire audio for each passage and to all of the passages in order.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Upper Range Constructed-Response DLPT5

Reading Comprehension

The test consists of a series of approximately 14 written passages with questions based on each passage. The time allotted for the test is three hours. The reading passages are genuine samples of the language as it is written in the target-language environment. Passages vary in length and have up to three associated questions. The total number of questions in this section is approximately 35.

The tasks given to the examinee are all constructed-response questions, each of which consists of a question or prompt given in English. For each question, there is a box on the screen in which examinees type their answer in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee from what kind of source a reading text was selected. Examinees are able to navigate freely between passages, both forward and backward.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

Upper Range Constructed-Response DLPT5

Listening Comprehension

The test consists of a series of approximately 14 spoken passages with questions based on each passage. The time allotted for the test is three hours. The spoken passages are genuine samples of the language as it is spoken in the target-language environment. Passages vary in length and have up to three associated questions. The total number of scored questions in this section is approximately 35.

The tasks given to the examinee are all constructed-response questions, each of which consists of a question or prompt given in English. A brief orientation in English precedes each passage and sets the stage, informing the examinee under what circumstances a listening text would have been heard. The examinee is able to control when the audio for the next passage begins, but has to listen to the entire audio for each passage and to all of the passages in order.

In addition to the test content, the examinee sees a number of introductory screens including personal-data-gathering screens, disclaimer screens, instructional screens (both navigational and content-related), and a sample passage and questions. Also, following the final question there is a review screen that allows the examinee to answer any unanswered questions or change any previous answers.

DLPT5 Speaking

Speaking is tested with the Oral Proficiency Interview (OPI), a task-based test that measures performance according to the Interagency Language Roundtable (ILR) level descriptions. The OPI includes four phases: the warm-up, level checks, probes, and a wind-down. The warm-up establishes interaction and rapport between testers and the examinee. Level checks identify those language functions and content areas the examinee can handle. Probes are used by testers to raise the level of the examinee's language and determine a ceiling for his or her speaking ability. The wind-down returns the examinee to a comfortable level and gives the tester the opportunity to ensure the testing process is complete.

Summary of Defense Language Proficiency Test Series 5 (DLPT5)
(Lower Range: ILR Scale Levels 0+ to 3) (Upper Range: ILR Scale Levels 3 to 4) Recommendation
(July 1, 2005–Present)

Language Difficulty Category	DLPT5 Level Rating ¹	Listening	Reading	Speaking
CATEGORY I				
Norwegian	0+	1LD	1LD	1LD
Spanish	1	2LD	2LD	2LD
	1+	4LD	4LD	4LD
	2	4LD+4UD	4LD+4UD	4LD+4UD
	2+	4LD+6UD	4LD+6UD	4LD+6UD
	3	4LD+6UD	4LD+6UD	4LD+6UD
	3+	4LD+7UD	4LD+7UD	4LD+7UD
	4	4LD+7UD	4LD+7UD	4LD+7UD
CATEGORY II				
	0+	1LD	1LD	1LD
	1	2LD	2LD	2LD
	1+	4LD	4LD	4LD
	2	4LD+4UD	4LD+4UD	4LD+4UD
	2+	4LD+6UD	4LD+6UD	4LD+6UD
	3	4LD+6UD	4LD+6UD	4LD+6UD
	3+	4LD+7UD	4LD+7UD	4LD+7UD
	4	4LD+7UD	4LD+7UD	4LD+7UD
CATEGORY III				
Albanian	0+	2LD	2LD	2LD
Greek	1	4LD	4LD	4LD
Hindi	1+	4LD+3UD	4LD+3UD	4LD+3UD
Kurdish-Sorani	2	4LD+6UD	4LD+6UD	4LD+6UD
Pashto-Afghan	2+	4LD+9UD	4LD+9UD	4LD+9UD
Persian-Dari	3	4LD+9UD	4LD+9UD	4LD+9UD
Persian-Farsi	3+	4LD+10UD	4LD+10UD	4LD+10UD
Russian	4	4LD+10UD	4LD+10UD	4LD+10UD
Serbian-Croatian				
Urdu				
CATEGORY IV				
Arabic (Iraqi)	0+	2LD	2LD	2LD
Arabic (Levantine)	1	4LD	4LD	4LD
Arabic (Modern Standard)	1+	5LD+3UD	5LD+3UD	5LD+3UD
Chinese-Mandarin	2	5LD+7UD	5LD+7UD	5LD+7UD
Japanese	2+	5LD+10UD	5LD+10UD	5LD+10UD
Korean ²	3	5LD+10UD	5LD+10UD	5LD+10UD
	3+	5LD+12UD	5LD+12UD	5LD+12UD
	4	5LD+12UD	5LD+12UD	5LD+12UD

1 DLPT5 provides lower-range and upper-range tests in many languages. The upper-range tests allow for ratings up to level 4, and the test of speaking proficiency allows for ratings up to level 5.

2 The Korean lower-range test is a DLPT IV-type test, but, when administered via computer, yields only level ratings.

Credit recommendations are based on a semester hour.

LD = Lower-Division Baccalaureate/Associate Degree Category.

UD = Upper-Division Baccalaureate Degree Category, which may also be applicable for graduate study at some institutions.

**Summary of Defense Language Proficiency Test IV (DLPT) Credit Recommendations
 (April 1, 2002–Present)**

Language Difficulty Category	DLPT IV Converted Score & IRL Rating	Listening	Reading	Speaking
CATEGORY I				
English	25–29 = 0+	1LD	1LD	1LD
French	30–35 = 1	2LD	2LD	2LD
Italian	36–39 = 1+	4LD	4LD	4LD
Portuguese (Brazilian)	40+ = 2	4LD+4UD	4LD+3UD	4LD+5UD
Portuguese (European)				
Spanish				
CATEGORY II				
German	25–29 = 0+	1LD	1LD	1LD
Romanian (DLPT III)	30–35 = 1	3LD	3LD	3LD
	36–39 = 1+	4LD+2UD	4LD+2UD	4LD+2UD
	40+ = 2	4LD+5UD	4LD+5UD	4LD+5UD
CATEGORY III				
Czech	25–29 = 0+	2LD	2LD	2LD
Greek	30–35 = 1	4LD	4LD	4LD
Hebrew	36–39 = 1+	4LD+3UD	4LD+3UD	4LD+3UD
Persian	40+ = 2	4LD+6UD	4LD+6UD	4LD+6UD
Polish				
Russian				
Serbian/Croatian				
Tagalog				
Turkish				
Thia				
Ukranian				
Vietnamese				
CATEGORY IV				
Arabic (Modern Standard)	25–29 = 0+	2LD	2LD	2LD
Chinese–Mandarin	30–35 = 1	4LD	4LD	4LD
Japanese	36–39 = 1+	5LD+3UD	5LD+3UD	5LD+3UD
Korean	40+ = 2	5LD+7UD	5LD+7UD	5LD+7UD

Credit recommendations are based on a semester hour.

LD=Lower-Division Baccalaureate/Associate Degree Category.

UD=Upper-Division Baccalaureate Degree Category, which may also be applicable for graduate study at some institutions.

**Summary of Defense Language Proficiency Test IV (DLPT) Credit Recommendations
 (September 1, 1995–March 31, 2002)**

Language Difficulty Category	DLPT IV Converted Score	Listening	Reading	Speaking
CATEGORY I				
French	25–29	1LD	1LD	1LD
Italian	30–35	2LD	2LD	3LD
Portuguese	36–39	4LD	4LD	4LD+2UD
Spanish	40 & Above	4LD+4UD	4LD+3UD	4LD+5UD
CATEGORY II				
German	25–29	1LD	1LD	1LD
Romanian (DLPT III)	30–35	3LD	3LD	3LD
	36–39	4LD+2UD	4LD+2UD	4LD+2UD
	40 & Above	4LD+5UD	4LD+5UD	4LD+5UD
CATEGORY III				
Czech	25–29	2LD	2LD	2LD
Hebrew	30–35	4LD	4LD	4LD
Persian	36–39	4LD+3UD	4LD+3UD	4LD+3UD
Polish	40 & Above	4LD+6UD	4LD+6UD	4LD+6UD
Russian				
Tagalog				
Turkish				
Vietnamese				
CATEGORY IV				
Arabic	25–29	2LD	2LD	2LD
Chinese	30–35	4LD	4LD	4LD
Japanese	36–39	5LD+3UD	5LD+3UD	5LD+3UD
Korean	40 & Above	5LD+7UD	5LD+7UD	5LD+7UD

Credit recommendations are based on a semester hour.

LD = Lower-Division Baccalaureate/Associate Degree Category.

UD = Upper-Division Baccalaureate Degree Category, which may also be applicable for graduate study at some institutions.

**Summary of Defense Language Proficiency Test III & IV (DLPT) Credit Recommendations
 (October 1, 1990–August 31, 1995)**

Language Difficulty Category	DLPT IV Converted Score	Listening	Reading	Speaking
CATEGORY I				
French	25–29	1LD	1LD	1LD
Italian	30–35	2LD	2LD	3LD
Portuguese	36–39	4LD	4LD	4LD+2UD
Spanish	40 & Above	4LD+4UD	4LD+3UD	4LD+5UD
CATEGORY II				
German	25–29	1LD	1LD	1LD
Romanian	30–35	3LD	3LD	3LD
	36–39	4LD+2UD	4LD+2UD	4LD+2UD
	40 & Above	4LD+5UD	4LD+5UD	4LD+5UD
CATEGORY III				
Czech	25–29	2LD	2LD	2LD
Hebrew	30–35	4LD	4LD	4LD
Persian	36–39	4LD+3UD	4LD+3UD	4LD+3UD
Polish	40 & Above	4LD+6UD	4LD+6UD	4LD+6UD
Russian				
Tagalog				
Turkish				
Vietnamese				
CATEGORY IV				
Arabic	25–29	3LD	3LD	3LD
Chinese	30–35	5LD	5LD	5LD
Japanese	36–39	5LD+3UD	5LD+3UD	5LD+3UD
Korean	40 & Above	5LD+7UD	5LD+7UD	5LD+7UD

Credit recommendations are based on a semester hour.

LD = Lower-Division Baccalaureate/Associate Degree Category.

UD = Upper-Division Baccalaureate Degree Category, which may also be applicable for graduate study at some institutions.