Hebrew
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 while taking the test and 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+ through 4 (see Appendix A). All DLPT5s will be delivered via computer.

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

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

- **Test Design**
  - o The Lower-Range Reading Test contains approximately 60 questions with about 31 authentic passages. Each passage has up to 4 questions with four answer choices per question.

- The Lower-Range Listening Test contains approximately 60 questions with about 38 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 only once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.

- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility throughout both tests.

- **Test Content**
  - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.

  - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.

  - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

- **Test Format**: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets containing the following parts:

  - **Orientation**: This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.

  - **Passage**: This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading

- **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 words or phrases 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 inbest 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 Hebrew, through formal training and through language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test. Note-taking is not permitted for the Lower-Range Test but is allowed for the Upper-Range Test.

Instructions for taking the DLPT5

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

Test Procedures

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

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

The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.
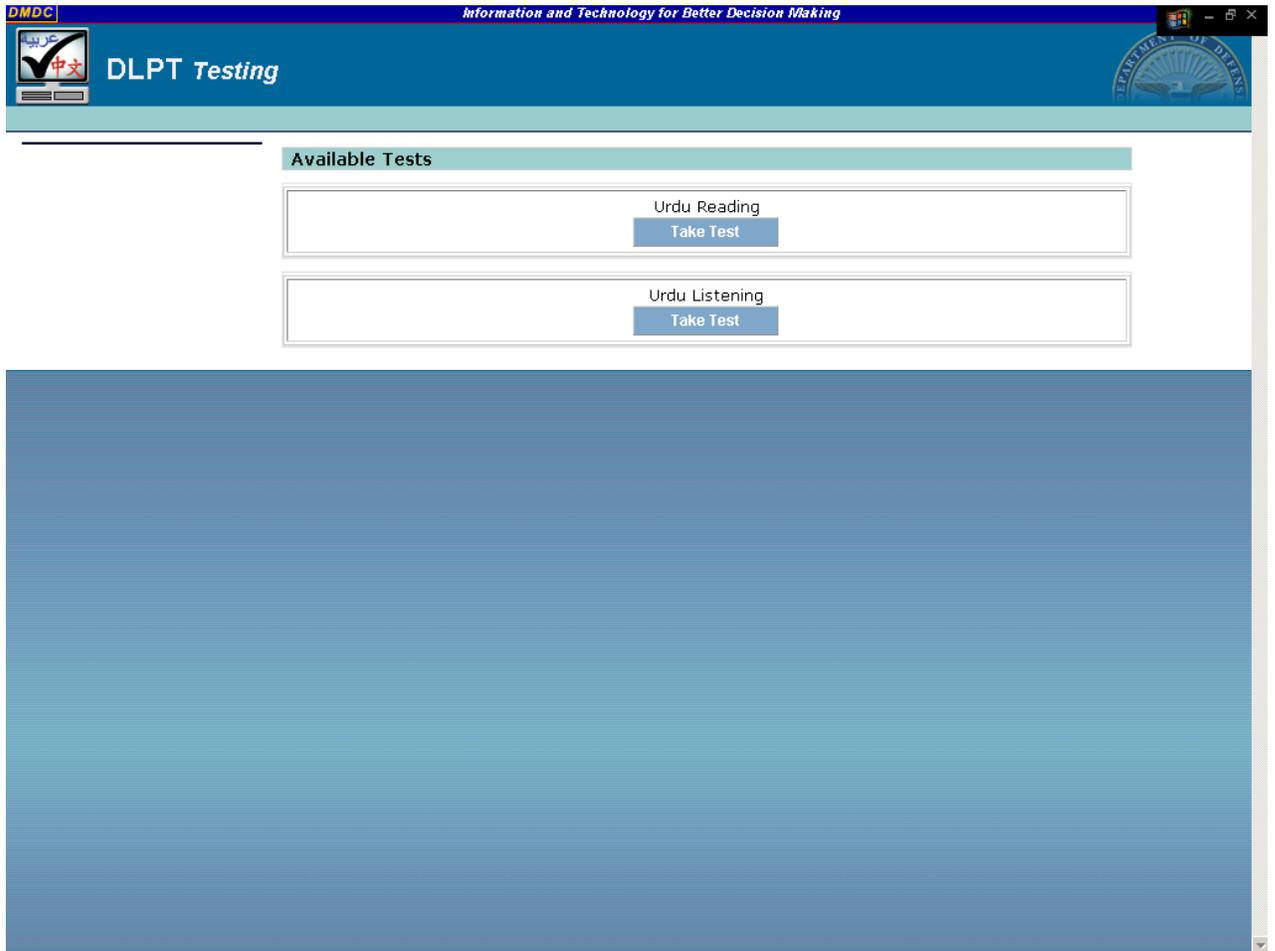
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Test Administration Statement (of the examinee's ability to take the test at that time), and the Non-Disclosure Statement. The examinee must click on the indicated checkboxes under the Disclaimer and the Non-Disclosure Statement before moving to the next screen.

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help   Introduction: Screen 2 of 6

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

Help   Introduction: Screen 3 of 6

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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.

Reading Comprehension Test

Example of screen layout for the Reading Comprehension Test: The example text represents a generic foreign language; it is not intended to be legible. Explanations of the parts of the screen are provided.

Instructions screen for the Reading Comprehension Test:

DLPT5 Lower Range Reading Comprehension Test for Japanese

INSTRUCTIONS

- Read the short statement before each passage that tells you where the passage came from.

- Read the passage and the question or questions carefully. Some questions may be in the form of an incomplete statement.

- Based on what you have read in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.

- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

- There is no penalty for guessing; therefore, it is to your advantage to answer all of the questions.

A sample passage follows on the next screen.

If you need help during the test, click on the [Help] button.

Help   Introduction: Screen 6 of 6   Back   Next

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

Example of a Reading sample passage:

DLPT5 Lower Range Reading Comprehension Test for Japanese

Sample Passage

A message found on a desk

　山川さん、

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

End of this passage
Mark this passage for later consideration. ☐

S1. What was the message about?

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

End of questions for Sample Passage

Help   Sample Passage   1 question   Back   Next

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

Start of Test Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Japanese

End-of-Test Review Information

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.

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

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

- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test contains 36 passages and 61 questions.

- You are allowed 3 hours to complete the test.

- There will be a break at approximately 90 minutes. The break does not count against your time.

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

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

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

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

Listening Comprehension Test

Example of screen layout for the listening comprehension test:

DLPT5 Lower Range Listening Comprehension Test for Japanese

Example of Screen Layout

Familiarize yourself with the features of this screen now.

DLPT X Multiple Choice Test for Listening Comprehension   Language X

Passage # 1

This passage is taken from a news broadcast.

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

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

End of this passage
Mark this passage for later consideration. ☐

Click this button if you have any technical difficulties

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

| Help | Passage 1 of 40 | 2 questions | Test Ends in: 178:02 | Play Audio |

Passage #
Total # of passages

# of Questions
for this passage

Time Remaining

TITLE BAR
- indicates the test title.

ORIENTATION STATEMENT
- explains the source of the passage in English.

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

STATUS BAR shows:
- Current passage number
- Total number of passages
- Number of questions for current passage
- Timer status
- Play Audio and Help buttons

| Help | Introduction: Screen 5 of 7 | Next |

The next two screens contain instructions for the Listening Comprehension Test. Note that examinees may select their answers to the questions while the audio is playing.

DLPT5 Lower Range Listening Comprehension Test for Japanese

Test Sequence

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

- At the very bottom of the screen a [Help] button and a [Play Audio] button will be visible.

- When you click on the [Play Audio] button, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar at the bottom of the screen. The [Help] button will not be active while the audio is playing. *If you experience technical difficulty when the [Help] button is not visible, raise your hand.*

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

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

- The [Help] button reappears at the end of the audio playing for each passage. If you need help concerning a passage, make sure that you click on the [Help] button *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, test your volume.

[Test Volume]

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

Help   Introduction: Screen 6 of 7   Back

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

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

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.

- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.

- You will then hear the short statement in English followed by the passage. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.

- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.

- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.

- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.

- Click on the [Next] button at the bottom right of the screen to go to the next passage.

- There is no penalty for guessing, so it is to your advantage to answer all of the questions.

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

Introduction: Screen 7 of 7   Audio Playing

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

DLPT5 Lower Range Listening Comprehension Test for Japanese

Sample Passage

This passage is a conversation between friends.

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

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

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

Sample Passage   1 question   Play Audio

After the sample passage, the examinee clicks on the [Next] button and moves to the Start of Test screen.

DLPT5 Lower Range Listening Comprehension Test for Japanese

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 39 passages and 61 questions.

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

- There will be a 15-minute break after Passage 23. The break does not count against the total time allowed for the test.

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

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

You are about to RESUME your test.
The test will move to the most recently viewed passage.

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

End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT5 Lower Range Listening Comprehension Test for Japanese

End of Listening Test

- In the chart below, an asterisk (*) in the Answer column means that you have answered a question.

- If you see the word **BLANK**, it means that no answer has been registered for this question.

- If you see an X next to a passage number, it means that you marked that passage for further consideration as you were taking the test.

- To review/change any answer, click the row in the chart which corresponds to the question number.

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

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

Review Answers   Test ends in: 78:26   Submit

Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1 – 4 in reading and listening taken from Hebrew, and their associated questions and answer choices. Explanations of the best answer for each question are also provided. Examinees should know that study aids (i.e., dictionaries, reference books, etc.) are not permitted during the test. Note-taking is also not permitted during the test.

Reading Comprehension Sample Passages

Level 1

From a classified ad

למלון גדול ומפואר בתל-אביב דרושים חדרנים/יות לניקיון חדרי אורחים ואולמות אירועים. ניסיון
קודם רצוי אך לא חובה. ידע מינימאלי באנגלית יתרון. עבודה במשמרות נוחות כולל שבתות וחגים.
המתאימים יקבלו הסעות לעבודה וארוחות. ראיונות יתקיימו במלון בימי שלישי ורביעי בבוקר.
לפרטים נוספים נא להתקשר לדני: 03-540-9911

1. Who might respond to this ad?

(A) Someone interested in learning English.
(B) A person in need of an experienced housekeeper.
(C) Someone seeking accommodations in Tel Aviv.
(D) A person looking for employment.

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

Justification:
(A) While this classified ad mentions some knowledge of English and lists Tuesday and Wednesday mornings as well as Saturdays and holidays, it provides no reference to language classes. Therefore, (A) is not the best answer.
(B) This classified ad contains words such as "work," "cleaning," "experience," and "Saturdays and holidays." However, the ad was clearly placed by a hotel and not by a business that provides housekeepers for hire or by an individual who seeks employment as a housekeeper. Therefore, (B) is not the best answer.

(C) Although the hotel mentioned in this classified ad is located in Tel Aviv, none of the information provided in this ad would be helpful to people who might be looking for a place to stay in Tel Aviv. Therefore, (C) is not the best answer.

(D) This classified ad is a job offer posted by a large hotel in Tel Aviv seeking individuals with some knowledge of English and previous experience in housekeeping. It lists some of the benefits offered to candidates and provides information about whom to contact and when interviews take place. Therefore, (D) is the best answer.

Level 2

From a report about the military

בטקס הסיום של קורס קציני היבשה שנערך בבסיס צה"ל בדרום, נכחו בין היתר חיילים מגולני, מהצנחנים, מחיל התותחנים ומהמודיעין. הטקס נערך במעמד ראש המטה הכללי, השר לביטחון פנים, שר הביטחון, קצינים ובני משפחה. כולם באו כדי לברך את חבריהם שזכו לקבל את הדרגות.

הרמטכ"ל, שנשא דברים בטקס, הזכיר בנאומו את הפיגוע שאירע בשבוע שעבר בבאר שבע. הוא דיבר בשבחו של סרן יוסי דנקר, הקצין שירה למוות במחבל, ואמר: "סרן יוסי דנקר פעל בצורה מקצועית לסיכול פיגוע גדול, וסיכן את חייו במהלך האירוע." בעודו מדבר ראו האורחים שנכחו בטקס שלושה צוערים וצוערת צונחים בזה אחר זה על מגרש המסדרים. צוות רפואי שהוזעק למקום קבע שהצוערים שעמדו זמן ממושך מול דוכן הנואמים התעלפו עקב החום הכבד.

אחד המוזמנים שנכח בטקס סיפר, כי הרמטכ"ל המשיך לנאום והתעלם מהמתרחש על הרחבה מול הבמה. "אם זה היה חייל אחד בלבד, אולי אפשר היה להבין. אבל מדובר בארבעה צוערים, ועוד מעט זמן היו מתעלפים גם חיילים נוספים", סיפר אחד הצופים.

דובר צה"ל מסר בתגובה, כי הצוערים התעלפו עקב החום הרב ששרר בשעת הטקס, וצוותי הרפואה שהיו במקום הגישו להם עזרה מיידית. הדובר סרב להתייחס לטענות לפיהן הרמטכ"ל המשיך בנאומו כרגיל למרות ההתעלפויות.

2. What happened at the IDF base during the graduation ceremony?

(A) One officer left the ceremony in protest.
(B) Several guests heckled the keynote speaker.
(C) Some graduates needed medical attention.
(D) A terrorist was shot near the base entrance.

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

Justification:
(A) Although several officers were present at the ceremony, none of them left the ceremony in protest. Therefore, (A) is not the best answer.
(B) The passage mentions the chairman of the Joint Chiefs of Staff giving a speech during the ceremony as well as a long list of guests; however, there is no mention that guests heckled him. Therefore, (B) is not the best answer.
(C) The passage indicates that during the ceremony four graduating officers collapsed on the field while listening to a speech and that a medical team was called on the scene. Therefore, (C) is the best answer.
(D) Although the chairman of the Joint Chiefs of Staff mentions an incident in which a terrorist was shot to death by an officer, the incident occurred in a different place and at a different time. Therefore, (D) is not the best answer.

3. What concern did the one of the guests voice?

(A) Some guests dressed inappropriately for the occasion.
(B) The keynote speaker ignored the condition of some graduates.
(C) Some security officers treated family members with disrespect.
(D) The medical team took too long to arrive at the scene.

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

Justification:
(A) Although the passage indicates that there were many guests in the ceremony, there is no mention of any guest dressing inappropriately. Therefore, (A) is not the best answer.
(B) The passage indicates that while the chairman of the Joints Chiefs of Staff was giving a speech the guests saw four graduating officers collapse on the field; however, the chairman did not cut his speech short and ignored what was happening on the field. Therefore, (B) is the best answer.
(C) There is no indication in the passage that there were security officers at the ceremony or that anyone was disrespectful to the guests. Therefore, (C) is not the best answer.
(D) Although the passage indicates that a medical team arrived at the scene to treat the graduating officers who collapsed on the field, there is no indication that the team arrived late. Therefore, (D) is not the best answer.

4. What was the response of the IDF spokesperson?

(A) He blamed the extreme weather conditions.
(B) He promised to investigate the complaints.
(C) He expressed regret that guests were insulted.
(D) He apologized for the conduct of the officers.

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

(A) The Israel Defense Forces spokesperson explained that the graduating officers collapsed because of the extreme heat. Therefore, (A) is the best answer.
(B) Although one of the guests complained about the conduct of the chairman of the Joint Chiefs of Staff, the spokesperson refused to comment on the complaint. Therefore, (B) is not the best answer.
(C) There is no indication in the passage that guests were insulted, therefore there was no reason for the spokesperson to address this issue. Therefore, (C) is not the best answer.
(D) Since there was no mention of an incident in which officers insulted guests, there was no reason to apologize for anything. Therefore, (D) is not the best answer.

Level 3

From a commentary after an armed conflict between Israel and one of its neighbors

בימי המלחמה האחרונה נמתחה ביקורת קשה כלפי התקשורת הישראלית – ביקורת שהייתה בכמה מקרים חסרת תקדים בחריפותה. הביקורת הייתה משני צידי המתרס: היו כאלה שטענו שהדיווחים היו לא מספקים, אבל הרוב טען, וזו הייתה הביקורת העיקרית, שבמהלך המלחמה חצתה התקשורת את כל הקווים האדומים ונהגה בחוסר אחריות הגובל בהפקרות.

הביקורת התמקדה בכמה תופעות: ניתן דווח מדויק בזמן אמת על מקום נפילתן של קטיושות; פורסמו מקומות היערכות של יחידות מילואים; תוכניות ומבצעים תוארו בפרוטרוט, והיו מקרים שכתבים מסוימים נהגו כפרשנים צבאיים למרות שלא הייתה להם כל הכשרה מקצועית לכך.

חלקים גדולים בציבור חשו בדבר ונתנו ביטוי לתחושת הזעם שלהם. מאות מכתבים מלאי ביקורת על שידורי המלחמה הגיעו לרדיו ולטלוויזיה. מכתבי שרשרת באינטרנט קראו להחרים את העיתונות הישראלית כולה, או ערוצים וכתבים מסוימים. אחד המכתבים אף נשא את הכותרת "בשירות החיזבאללה והחמאס."

כמובן שלא תמיד הציבור צודק, אבל בשום מקרה ובשום תנאי אסור לנו העיתונאים להתעלם מקולות המחאה שלו. אומנם ניתן להפנות אצבע מאשימה לאלופי המדליפים, לדובר צה"ל ולצנזורה – ובצדק, אולם התקשורת אינה יכולה להתנער לגמרי מאחריות. תפקוד הכתבים הוא שגרם לפגיעה באמינותה ובתדמיתה של התקשורת, לא הצנזור ולא דובר צה"ל, וזוהי בעיה חמורה שעלינו העיתונאים להתמודד עמה.

כדי להגיע לקומבינציה נכונה של אובייקטיביות, רגישות, דיוק ואמינות עלינו לעשות חשבון נפש עמוק ונוקב. אנחנו חייבים להביט במראה ולשאול את עצמנו - איפה טעינו, ומדוע חלק כה גדול בציבור התקומם נגדנו ומחה? אם אנשי התקשורת יקפידו על דיוק בעובדות ויתחשבו ברגשות הציבור, בעיקר בתקופות מלחמה, אני בטוח שהתדמית שלנו תשתפר וגם התקשורת שלנו תהייה טובה יותר.

5. What prompted the author to write the article?

(A) The acts of heroism by news reporters.
(B) The public outcry against the media.
(C) The hostility of military personnel toward journalists.
(D) The heated debate about the justifications for the war.

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

Justification:
(A) Although some actions of military reporters are discussed in the passage, none of them demonstrates courage. Therefore, (A) is not the best answer.
(B) The writer discusses the negative reaction of the public to the media coverage of the war and provides several examples to substantiate his observation. Therefore, the best answer is (B).
(C) Although the passage describes in detail how the media covered the military operation, it does not explain who provided all the information to the media. Consequently, it does not appear from the text that the military intentionally provided information to news reporters or in any way cooperated with the media. Therefore, (C) is not the best answer.

(D) The public anger and protests mentioned in the passage are not related to the debate about the war, but rather to the conduct of the media during this war. Therefore, (D) is not the best answer.

6. What concern does the author express in the first two paragraphs?

(A) The media revealed too much sensitive information.
(B) News reporters overstated the daily suffering of civilians.
(C) Military commanders failed to learn from past mistakes.
(D) The military controlled the flow of information too tightly.

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

Justification:
(A) In the first two paragraphs the author states that the media crossed all the red lines and then lists several violations perpetrated by reporters, among them: reporting the locations of direct hits of enemy rockets, location of military units, and details of war plans. Therefore, (A) is the best answer.
(B) There is no mention of the suffering of civilians during the armed conflict discussed in this commentary. Therefore, (B) is not the best answer.
(C) Although the author implies in the fourth paragraph that the military might have contributed to the coverage of sensitive information by leaking information to reporters and failing to censor some of the reports, there is no discussion of lessons that the military needed to learn. Therefore, (C) is not the best answer.
(D) The author states that the IDF spokesperson and the censor might have been the champions of information leaks. Therefore, (D) is not the best answer.

7. What suggestion does the author make in the last paragraph?

(A) The public must understand the need to censor news from the front lines.
(B) The public must learn to ignore the exaggerated reports from the enemy.
(C) Journalists should be skeptical when interviewing army commanders.
(D) Journalists should be responsive to the public's views during wartime.

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

Justification:
(A) The author sympathizes with the public protest against the coverage of the armed conflict and has no issue with it. Furthermore, the focus of the author's criticism is the lack of censorship from the battlefield. Therefore, (A) is not the best answer.
(B) Since no enemy reports were mentioned in this essay, there is no discussion of a need to ignore them. Therefore, (B) is not the best answer.

(C) While the author mentions the laxity with which the IDF spokesperson and the censor may have treated reporters who covered the armed conflict, there is no reference to any communication between journalists and army commanders. Therefore, (C) is not the best answer.
(D) The author states that journalists should consider the public's sentiments and criticism and take them to heart. Journalistsought try to understand where they themselves erred, especially during times of war, if they wish to change the way they are perceived by the public and improve the quality of news coverage. Therefore, (D) is the best answer.

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

Level 1

This passage is from a radio ad.

Transcript:

אצלנו ב"כל יום חג" יודעים שהיום ילדים חוגגים ימי הולדת במסעדות, בבאולינג, בבריכה,

בפעילויות ספורטיביות מיוחדות, וקומזיצים על שפת הים. רינה מחברת "כל יום חג" תשמח לעזור

לכם לתכנן ולארגן מסיבת יום הולדת נהדרת בלי הרבה כאב ראש ולחץ.

מי שמתקשר אלינו היום לטלפון 0011-222-04 יקבל הנחה גדולה ובלונים במתנה.

1. What does the company "Kol Yom Hag" do?

(A) Organizes sports camps.
(B) Designs educational games.
(C) Plans birthday parties.
(D) Operates daycare centers.

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

Justification:
(A) Although the company's ad mentions sports as one of the activities that children engage in when they celebrate birthdays, this company is not in the business of organizing sports camps. Therefore, (A) is not the best answer.
(B) Although this company focuses on activities for children, none of the activities mentioned in the ad is intended to be viewed as an educational game. Therefore, (B) is not the best answer.
(C) The company's ad provides a list of activities that children engage in when they celebrate birthday parties and promises to help in the planning and organization of wonderful birthday parties, free of stress and headaches. Therefore, (C) is the best answer.
(D) Although the ad mentions several activities that children enjoy participating in—such as going to the swimming pool, or the beach, or the bowling alley—none of the activities take place in the context of a daycare center. Therefore, (D) is not the best answer.

Level 2

This passage is from a news report on the radio.

Transcript:

המשטרה תגביר את המעקב אחר ראשי משפחות הפשע היריבות, אלפרון ואברג'יל מחשש לניסיונות נקמה בעקבות ניסיון החיסול שסוכל אמש ברמת גן. חוליית חיסול ששלח לפי החשד יצחק אברג'יל לפגוע ביריבו ניסים אלפרון נקלעה לקרב יריות עם שוטרים. קצין משטרה, פקד רונן אלמוג, נפצע בינוני, אחד העבריינים, אבישי בלקר מבאר שבע, נהרג, והשניים האחרים אמיר סנקה ואיתן גרלה נעצרו. במכוניתם נמצאו אמצעי לחימה, ובהם רובה אם 16 ושלוש מחסניות. קצין משטרה בכיר אמר לכתבנו, רן בנימיני כי הירי על שוטרים הוא עליית מדרגה מסוכנת בהתנהגות העבריינים, וכי מעתה ינקטו השוטרים אמצעי זהירות קפדניים יותר.

2. What is reported about the police in this passage?

(A) They infiltrated a smuggling ring.
(B) They intercepted a delivery of illegal weapons.
(C) They foiled an assassination attempt.
(D) They arrested the heads of two crime families.

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

Justification:
(A) The report does not mention a smuggling ring, only two crime families and a shooting exchange between criminals and the police. Therefore, (A) is not the best answer.
(B) Although the reporter mentions an M16 and three magazines, there is no mention of a delivery of illegal weapons. Therefore, (B) is not the best answer.
(C) The report indicates that policemen were involved in a shooting exchange with a criminal gang whose intent was to assassinate the head of a rival crime family. During the battle one of the criminals was killed and the other two were arrested. Therefore, (C) is the best answer.
(D) The reporter mentions the names of the heads of two crime families, Itzhak Abarjil and Nissim Alperon. However, these men were not arrested by the police. Therefore, (D) is not the best answer.

3. What are the police concerned about?

(A) Escalation of violence toward the police.
(B) Improved collaboration between gangs.
(C) An increase in the sales of illegal arms.
(D) Abuse of power by corrupt police officers.

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

Justification:

(A) The report indicates that the police are concerned that the shooting of police officers during the incident was a dangerous escalation in violence and that precautionary measures will have to be taken by the police from now on. Therefore, (A) is the best answer.

(B) Although two crime families are mentioned in the report, the reported incident reflects violence between the crime families rather than collaboration. Therefore, (B) is not the best answer.

(C) Although the report mentions an M16 and magazines there is no mention of sales of illegal arms. Therefore, (C) is not the best answer.

(D) The report describes a gun fight that erupted between the police and an assassination squad, but it does not mention any corruption in the police force. Therefore, (D) is not the best answer.

Level 3

This passage is from an interview with a television show host.

Transcript:

מראיין: דוב, אני מבין שארי סקרן אותך עוד הרבה לפני שהכרת אותו בעצם, ואז עשית מעשה. הזמנת אותו לתכנית שלך על מנת להכיר אותו.

אורח: אני משוטט בספרייה, אני זוכר את הרגע הזה. אני משוטט בספרייה, של אוניברסיטת ת"א כמדומני, ומחטט בספרים כהרגלי, ופתאום מוצא מן חוברת ישנה, ממש לא מוכרת. שולף אותה, ורואה את הספר שלו. הספר הראשון שהוא כתב, זה נקרא עלמא די, זה מתוך הקדיש, ואני פותח את הספר ואני נשאב לתוכו, ואני בעצם מגלה אדם שפותח איזושהי דרך חדשה לגמרי לעיסוק במקורות של היהדות ממקום חילוני, ממקום שלא מקבל את הסמכות של הרבנים או של ההלכה בהכרח, אלא ממקום שבאמת אהבת היהדות והמקורות, באמת נותן מפתחות לעיסוק חדש לחלוטין. הספר הזה, אני לא אגזים אם אני אומר שפשוט סמרו שערותיי כשנתקלתי בספר הזה. והיה כתוב ארי איילון. לא ידעתי מי זה ארי איילון, לא ידעתי עליו כלום. התחלתי כך לברר, לאט לאט, שנים. ואז, פתאום הייתה לי תוכנית בטלביזיה, אמרתי, הו, דרך נפלאה להכיר את ארי. אני אזמין אותו לתכנית שלי וכך אני אכיר אותו. וזה מה שקרה.

4. What did the guest speaker find interesting in Ari Eilon's book?

(A) The analysis of the new Jewish identity.
(B) The harsh criticism of the rabbinical authority.
(C) The interpretation of religious Jewish writings.
(D) The comparison between secular and religious laws.

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

Justification:
(A) While it is true that the book looks at traditional Jewish writings, or what the speaker calls "sources," it does not analyze issues related to Jewish identity. Therefore, (A) is not the best answer.
(B) The speaker explains that the author does not accept the authority of the rabbis in the way he approaches Jewish traditional religious writings; however, there is no mention of any criticism directed at the rabbinical interpretations of the writings; on the contrary, the author appears to approach these writings with genuine love and appreciation. Therefore, (B) is not the best answer.
(C) The speaker states that the book, whose title is taken from the Jewish Prayer of the Dead, Kaddish, provides a new and fresh perspective of looking at traditional Jewish writings; on the one hand it does not accept the traditional rabbinical interpretations of the sources, but on the other hand, it demonstrates true love for them. Therefore, (C) is the best answer.
(D) While the author looks at rabbinical interpretations of Jewish Law (Halacha) as they are expressed in the traditional writings and provides his own secular interpretation, what the guest speaker found most interesting was the attitude of the author toward the writings, not a comparison between the two interpretations. Therefore, (D) is not the best answer.

5. In what way did the book influence the guest speaker?

(A) It convinced him to study comparative religion.
(B) It motivated him to become an observant Jew.
(C) It inspired him to write about Jewish history.
(D) It prompted him to learn more about the author.

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

Justification:
(A) There is no mention of comparative religion in the conversation. Therefore, (A) is not the best answer.
(B) Although the guest speaker appreciated the author's love for Jewish tradition and religious writings, it did not persuade him to become an observant Jew. Therefore, (B) is not the best answer.
(C) The guest speaker is not a writer and in the interview does not appear to aspire to become one. Therefore, (C) is not the best answer.
(D) The guest speaker states that the book had a significant effect on him and that he didn't know who the author was when he first found it. However, he wanted to find out more about the author, so for years he's been collecting information about him, and once he got his television program he decided it was the best way to meet the author and get to know him. Therefore, (D) is the best answer.

Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

Preface

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

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

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

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

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

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

Interagency Language Roundtable Language Skill Level Descriptions: Listening

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

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

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

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs

with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.)   [Data Code 16]

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

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

Listening 3 (General Professional Proficiency)
Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special

professional field. Does not understand native speakers if they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

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

Listening 4 (Advanced Professional Proficiency)
Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling, and negotiating) to different audiences. Able to understand the essentials of speech in some nonstandard 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 nontechnical 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 that is highly dependent on cultural knowledge or that 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 that 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 nonprofessional 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 nonspecialist 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]