

Serbian-Croatian Defense Language Proficiency Test 5

Familiarization Guide



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Introduction

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

Overview of the DLPT5

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

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

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

- **Test Design**
 - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question. In the Reading Test, all the Croatian passages and the test items pertaining to them will be presented together

in the first half of the test. The Serbian passages and the test items pertaining to them will be presented together in the second half of the Reading Test.

- The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions with four answer choices per question. The structure of the Listening Test is different from the Reading Test. In the Listening Test, Croatian- and Serbian-language passages will be presented together in the same section with groups of Croatian passages alternating with groups of Serbian passages. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.
- For research purposes, some questions are not scored. These questions do not count toward the final score the examinee receives. Examinees will not be told which questions are not scored.
- Examinees have 3 hours to complete the Reading Test and 3 hours to complete the Listening Test. Approximately halfway through each test, examinees will be given a 15-minute break. The break does not count toward the test time. For the Listening Test, although the playing of the passages is controlled by the computer, examinees may take as much or as little time as they wish to answer the questions. Managing the time effectively is the examinee's responsibility, just as it is on the reading test.
- **Test Content**
 - The DLPT5 is designed to measure proficiency in the target language regardless of how it has been acquired. For this reason, and because of the broad proficiency orientation of the test, its content is not tied to any particular language-training program.
 - The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc.
 - The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.
- **Test Format:** The test includes instructions on how to take the test, examples on how to answer the questions, and question sets containing the following parts:

- **Orientation:** This is a short statement in English that appears before each passage. Its purpose is to identify the context from which the passage is taken.
- **Passage:** This is the only element of the test that is in the target language being tested. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.
- **Question statement:** Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally questions may ask about expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.
- **Answer choices:** Each question statement is followed by 4 answer choices, also written in English, only one of which is the best answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

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

Scoring

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

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

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

Preparation for Taking the DLPT5

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

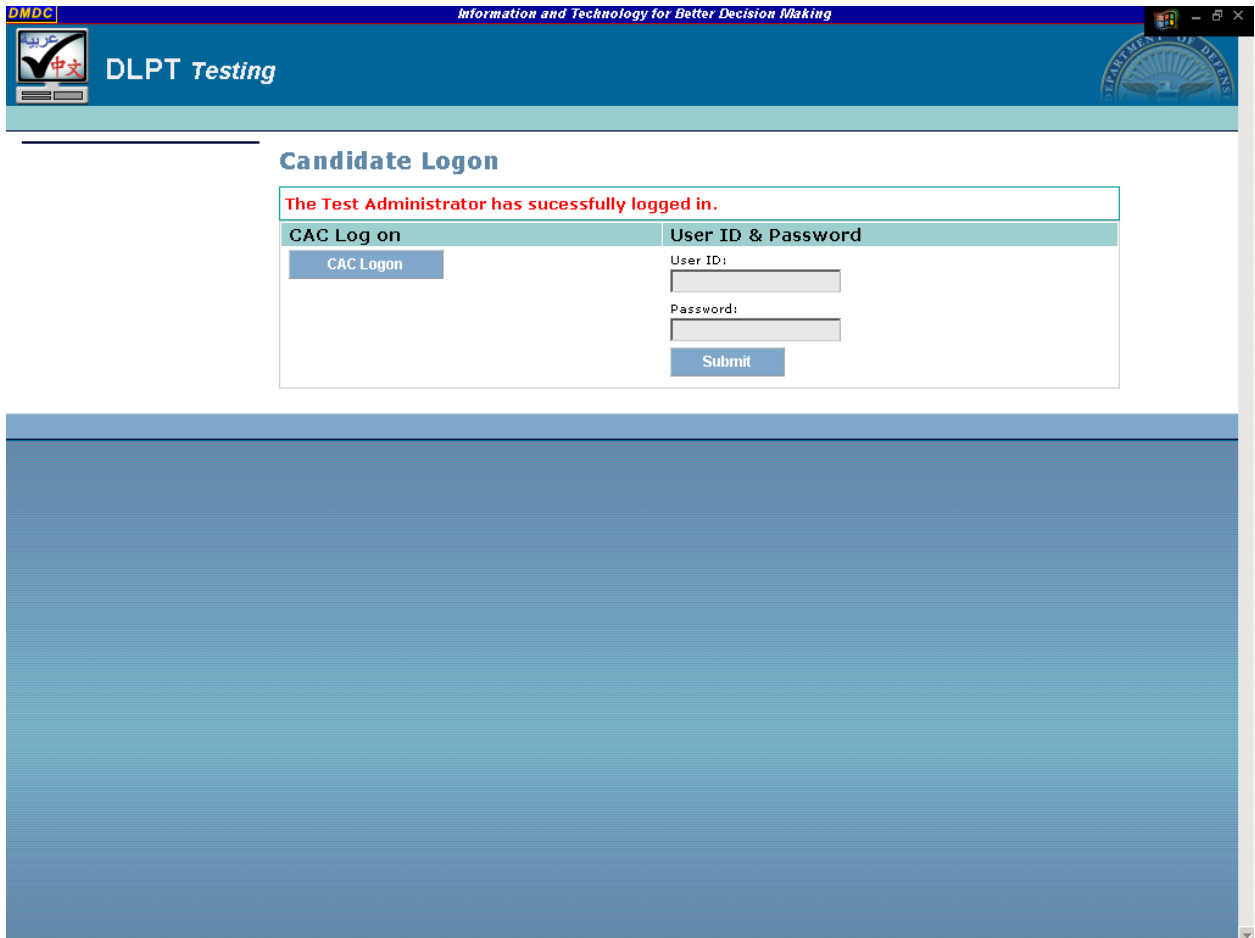
Instructions for taking the DLPT5

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.

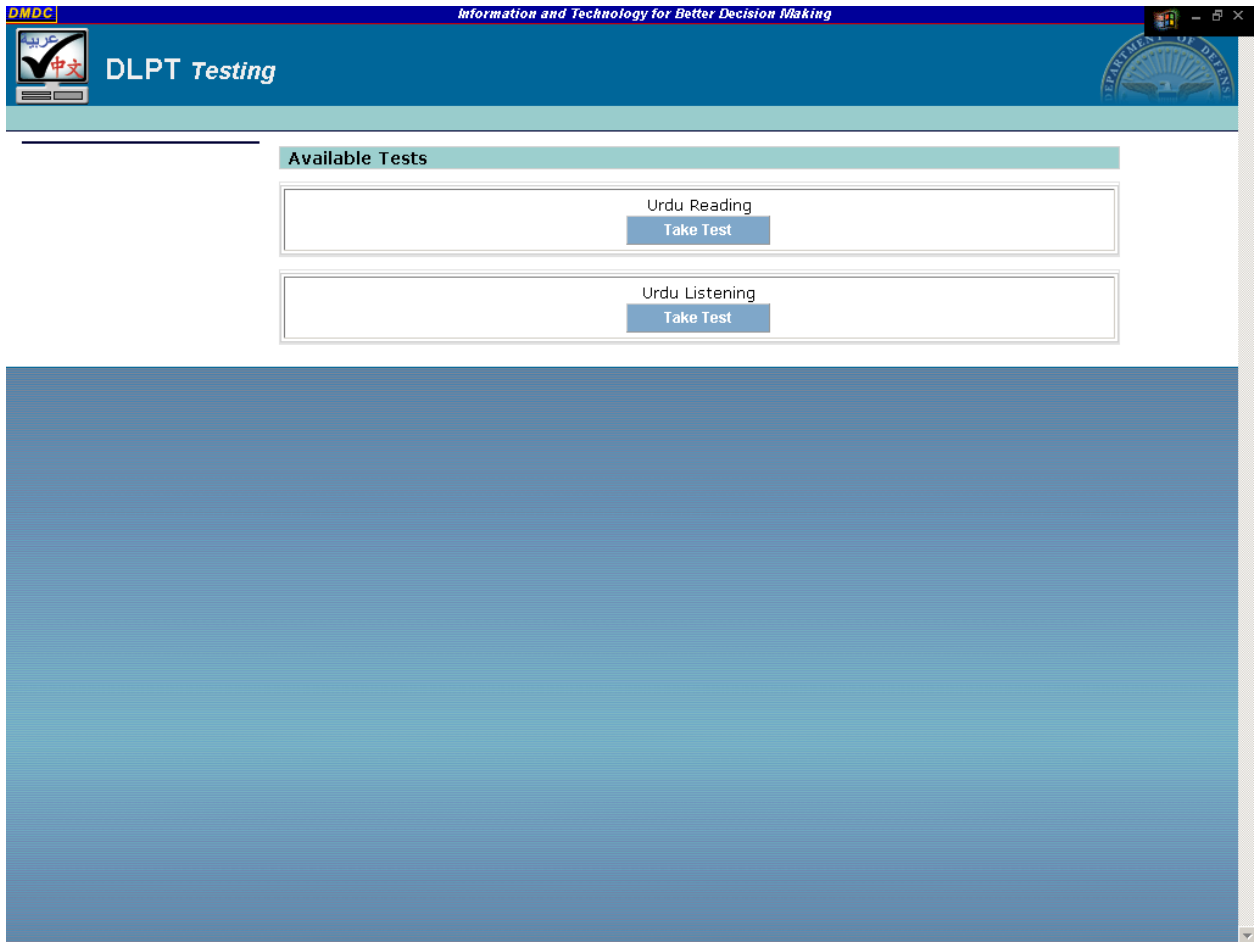
Test Procedures

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.

DLPT 5 Listening Comprehension Test for Russian Form A

<p>DEPARTMENT OF DEFENSE</p> <p>Defense Language Proficiency Test 5 Multiple Choice Format</p>  <p>Russian Language Code RU</p> <p>Listening Comprehension</p> <p>Form A</p>	<p>Please DO NOT START until told to do so.</p> <p>If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.</p> <p>FOR OFFICIAL USE ONLY Controlled Item (Test Material)</p> <p><small>Not to be shown to unauthorized persons Not to be reproduced without authority granted by the Commandant Defense Language Institute Foreign Language Center</small></p> <p>To begin the test, click the Begin button below.</p>
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[Help](#) Introduction: Screen 1 of 7 [Begin](#)

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

[Help](#)

Introduction: Screen 2 of 7

[<< Back](#)

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

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

Reading comprehension test

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

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

Example of Screen Layout

Familiarize yourself with the features of this screen now.

ORIENTATION STATEMENT
 *explains source of passage in English.

FOREIGN LANGUAGE PASSAGE
 * Paragraphs are marked ¶1, ¶2, etc
 * If a question asks about a specific word or phrase it is highlighted in red in the text.
 (The text shown here represents a generic foreign language. It is not meant to be legible.)
 * A red line indicates the end of the passage.
 * To see the entire passage you may need to scroll.

TITLE BAR
 • indicates the test title and section.

QUESTIONS
 • To choose an answer, click the button next to that choice.
 • To change an answer, click the button next to a different choice.
 • A red line indicates the end of the questions.

STATUS BAR
 Passage 2 of 5 3 questions Test ends in: 37:39

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

NAVIGATION BUTTONS

Help Introduction: Screen 5 of 6 Next >>

Instructions screen for the reading comprehension test:

The screenshot shows a software interface with a dark blue border. At the top, the title bar reads "DLPT5 Lower Range Reading Comprehension Test for Russian". The main content area is white and contains the following text:

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.

At the bottom of the screen, there are three buttons: "Help" on the left, "Introduction: Screen 6 of 6" in the center, and "Back" and "Next" on the right.

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

Example of a reading sample passage:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

Sample Passage

An excerpt from a letter to the editor of a newspaper

Я, как и многие москвичи, испытываю большие трудности в последнее время. В столице нелегко устроиться по специальности, особенно инженеру. Это всё потому, что институты и университеты каждый год выпускают тысячи специалистов, и каждый из них хочет остаться в Москве. Конкуренция очень высокая, и иногда нужны месяцы, чтобы найти работу.

End of this passage
Mark this passage for later consideration.

S1. What is the writer concerned about?

- Finding good employees nowadays in Moscow.
- The cutthroat competition among university students.
- The declining quality of teaching at many universities.
- Securing employment in his field in Moscow.

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.

Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A

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

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

Listening comprehension test

Example of screen layout for the listening comprehension test:

The screenshot shows a software interface for a listening comprehension test. At the top, a title bar reads "DLPT 5 Lower Range Listening Comprehension Test for Language X Form A". Below this is a central area titled "Example of Screen Layout" with the instruction "Familiarize yourself with the features of this screen now." The main content area displays "Passage A5" with an orientation statement: "This passage is taken from a news broadcast." Two multiple-choice questions are listed. The first question asks about the author's claim about his sources, with four radio button options. The second question asks about the author's purpose, also with four radio button options. A red horizontal line marks the end of the questions. Below the questions, there is a checkbox for "Mark this passage for later consideration." At the bottom of the main area, a status bar shows "Passage 5 of 40", "2 questions", and "Test ends in: 178:02". A "Play Audio" button is located to the right of the status bar. The bottom of the screen features a "Help" button on the left and a "Next" button on the right. The text "Introduction: Screen 5 of 7" is centered at the bottom.

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

Example of Screen Layout

Familiarize yourself with the features of this screen now.

TITLE BAR

- indicates the test title and form

ORIENTATION STATEMENT

- explains source of passage in English.

QUESTIONS

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

STATUS BAR shows:

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

Passage # Total # of Passages

of Questions for this passage

Time Remaining

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

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.

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

Test Sequence

- When a passage screen opens, you will see its passage number, orientation statement, and the question or questions with their answer choices.
- At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.
- You may answer questions at any time during the playing of the audio.
- You may not move to the next passage until the audio finishes playing. When the audio finishes, the [Next] button appears at the bottom of the screen. Click it when you are ready to move on to the next passage. . You will not be able to go back to previous passages until the end of the test.
- The [Help] button appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.

The Clock

- The amount of time allotted for this test is 180 minutes (3 hours).
- There is a break in the middle of the test. It does not count against your time.
- It is your responsibility to keep track of where you are in the test, and how much time is remaining.

BEFORE YOU PROCEED, adjust your volume.

[Test Volume](#)

Click the [\[Test Volume\]](#) button to hear a short audio file.

HelpIntroduction: Screen 6 of 7Back

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

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

- When a passage screen opens, you will see a short statement in English that explains the context from which the passage was taken, and below that, the question or questions associated with the passage.
- When you are ready to hear the passage, click on the [Play Audio] button located at the bottom right corner of the screen.
- You will then hear the short statement in English followed by the passage. Passages at the beginning of the test will be played only once. After a certain point in the test, passages will be played twice. You will be told when you reach that point. There will be a short tone signal between the two playings.
- You do not have to wait until the passage has finished playing to begin answering the questions. After hearing the passage you will be reminded to answer the question or questions. Read each question and its answer choices carefully. Some questions may be in the form of an incomplete statement.
- Based on what you have heard in the passage, choose the best answer to each question from among the four answer choices. The answer to each question may be stated overtly in the passage or only implied.
- Click on the button next to the answer you have chosen. You may change your answer by clicking on a different button.
- Click on the [Next] button at the bottom right of the screen to go to the next passage.
- There is no penalty for guessing, so it is to your advantage to answer all of the questions.

A sample passage follows on the next screen.

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

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

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

Sample Passage S1

This passage is a public announcement.

1. What is one thing said about the event?

- It is open to the general public.
- It will have a tourism exhibit.
- It will offer a variety of goods at low prices.
- It features a variety of food stands.

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

Sample Passage 1 question **Play Audio**

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

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

End-of-Test Review Information	Start of Test
<ul style="list-style-type: none">• At the end of the test, <i>if there is still time on the clock</i>, you will have the opportunity to review your answers before submitting the test.• From the review page you will be able to jump to any given passage.• You will be able to respond to any questions you have not answered, or change an answer.• You will not hear the audio again during this review period.• Detailed instructions for this review will be given at the end of the test. <hr/>	<ul style="list-style-type: none">• This listening test contains 40 passages and 61 questions.• The test is 180 minutes (3 hours) long.• There will be a 15 minute break after Passage 22. The break does not count against the total time allowed for the test.• When you are ready, click the [Start Test] button below.• The screen will move to Passage 1 and the clock will begin.

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

End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

End of Reading 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 below which corresponds to the question number.

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

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

Review Answers
Test ends in: 176:56
Submit

Serbian-Croatian DLPT 5 Instructions and Sample Passages

The purpose of this section is to familiarize potential examinees with how to take the **Lower-Range** Serbian-Croatian DLPT 5 Reading and Listening Tests. Sample passages from ILR Levels 1 - 3 in reading and listening with their associated questions and answer choices are provided. Explanations of the best answer for each question are also provided. Examinees should know that the use of study aids (i.e., dictionaries, reference books, etc.) is not permitted during the test.

For the purpose of these examples, a mix of Croatian- and Serbian-language sample passages will be used to illustrate both the reading and listening levels. In this Familiarization Guide, the texts of the Serbian listening passages will be presented in Latin script.

Serbian / Croatian DLPT 5

Instructions and Sample Passages

Reading Comprehension

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.

Sample Passage: L1 Reading Comprehension (Serbian)

Passage 1: A note left by a woman for her son

Драги сине,

Данас морам ићи код лекара. Молим те, сачекај брата испред школе и доведи га кући.
Ручак је на шпорету. Немојте мене чекати. Вероватно ћу се касно вратити.

Воли те мајка

P.S. Немој заборавити искључити шпорет!!!

1. What is one thing the woman asks her son to do?

- (A) Wait for his brother to come home to eat lunch.
- (B) Pick up his brother when school lets out.
- (C) Meet her in front of the school.
- (D) Be on time for his doctor's appointment.

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

In this note, a woman tells her son that she has a appointment with her doctor and that the son should wait for his brother in front of the school and bring him home. The boys should have lunch and not wait for their mother since she will be home late. Since the woman asks her son to wait for his brother in front of the school, B is the best answer. Although the note mentions lunch, it tells the son not to wait for his mother to come home to start eating. Hence, A is not the best answer. There is mention of the school, but because the son is to meet his brother there rather than his mother, C is not the best answer. Since it is the mother who is going to a doctor's appointment today, D is not the best answer.

Sample Passage: L2 Reading Comprehension (Croatian)

Passage 2: From a newspaper column called "News of Interest from Around the World"

Sedam razbojnika upalo je u bungalov bivšeg guvernera malezijske savezne države Sarawak u otmjenoj rezidencijalnoj četvrti malezijskog glavnog grada Kuala Lumpur da bi ga opljačkali.

Bivši guverner, 73-godišnji Abdul Rahman Yakuub zamijetio je razbojnike, presreo ih je i pokušao otjerati mašući štapom, ali ga je jedan od njih udario nožem, te ga povrijedio po ruci.

Dok su drugi pljačkaši uzimali novac i neke dragocjenosti taj je razbojnik odvezao bivšeg guvernera u kupaonicu, te mu tamo oprao ranu, te je zamotao gazom, a tek kada je vidio da je sa žrtvom sve u redu zajedno s ostalim razbojnicima napustio je kuću.

2. What is one thing reported about Abdul Rahman Yakuub?

- (A) He used a knife to wound an intruder trying to burglarize his home.
- (B) He was taken from his home by a group of kidnappers.
- (C) He was injured by a criminal who had invaded his home.
- (D) He hurt himself badly while trying to defend his home against burglars.

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

The passage is about a break-in and robbery at the home of a former Malaysian government official, a Mr. Yakuub. As the 73-year-old Yakuub tried to repel the intruders, one of them injured Yakuub with a knife. The robber who injured Mr. Yakuub gave medical assistance to the victim before the robbers fled with money and other valuables. The passage states that a robber who broke into Mr. Yakuub's home injured Yakuub's arm with a knife. Therefore (C) is the best answer. Because Mr. Yakuub did not wield the knife in question, (A) cannot be the best answer. (B) is not the best answer since the crime committed was robbery, not kidnapping. (D) is not the best answer because Mr. Yakuub did not injure himself.

3. What is one thing reported about the perpetrators of this criminal act?

- (A) One of them decided to render some assistance to Mr. Yakuub.
- (B) They confined Mr. Yakuub to the bathroom of his home.
- (C) They demanded a large ransom for Mr. Yakuub's release.
- (D) One of them was caught as he tried to leave Mr. Yakuub's home.

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

Because the passage says that the burglar who injured Mr. Yakuub washed and bandaged Yakuub's wound, (A) is the best answer. The bathroom is mentioned in the passage, but because Mr. Yakuub was not confined there, (B) is not the best answer. Since the nature of the crime was not kidnapping, (C) cannot be the best answer. There is no mention of any of the burglars being caught; hence, (D) is not The best answer.

Sample Passage: L3 Reading Comprehension (Serbian)

Passage 3: A reader's letter sent to a major Belgrade daily newspaper

Господине Остојићу,

Драго ми је да сте написали овај текст **на нашу срећу а Вашу бруку**. Драги пријатељу, које Ви време желите да представите? Тиме што Ви приказујете, вређате поштени српски народ који је у традицији био гостопримљив (осим у Вашем тексту). Зар заборависте да су од 17. века страни гости са чуђењем констатовали одакле тако полуписменом народу толико гостопримство у срцу. Зар сте заборавили да смо свима као српски народ давали и капом и шаком, сваког смо као и сада радо дочекивали? Сваког госта, по Вашем “за три дана доста” није наша крилатица.

Но, вратимо се Вашем времену, ако је могуће склопити мозаик па саставити период од 1947. и увести га у контекст данашњице. Једина новина је та ваша чувена телевизија; зар ћете доћи на село и гледати телевизију? Ви сте онда погрешили место боравка за Ваш одмор. Погледајте прелепе пределе Шумадије из које Вам огорчен Вашим написом у тако познатом часопису и пишем. Вероватно Ваш уредник добро зна да овај гест не омаловажава поштоног сељака који се бави сеоским туризмом, само не знам из којих разлога овакав текст стоји у Вашем листу.

4. For what reason was this letter most likely written?

- (A) To fill in some information gaps left in a reader's letter about travel in Serbia's rural areas.
- (B) To clarify some common misconceptions travelers have about vacationing in rural Serbia.
- (C) To compare experiences traveling in rural Serbia today with those from many years ago.
- (D) To provide a response to an uncomplimentary article about travel in Serbia's rural areas.

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

The writer of this letter addresses Mr. Ostojic and makes reference to a text that Ostojic wrote and that apparently was published in this newspaper. Since the writer of this letter indicates that Ostojic's text, which casts the hospitality of rural Serbs in a bad light, is an offense to the Serbian people and attempts to refute Ostojic's contentions, (D) is the best answer. This letter makes reference to travel in Serbia but its real purpose is to discuss the character and hospitality of the rural Serbians. Therefore, (A) is not the best answer. This letter was written to refute Mr. Ostojic's specific assertions about rural Serbians, not to clarify common misconceptions about them. Hence, (B) is not the best answer. There is reference to Serbia in earlier times, but

because the main purpose of the letter is not to compare travel in rural Serbia in the past with now, (C) is not the best answer.

5. The writer of this letter feels that Mr. Ostojic

- (A) has based his argument on a centuries-old stereotype that is no longer valid.
- (B) should have published letters reflecting a variety of views about rural Serbia.
- (C) has failed to appreciate the qualities of rural Serbia that make it special.
- (D) should have known that rural Serbia and its people have changed over time.

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

The writer of the letter states that Mr. Ostojic, by watching television on his vacation, focused on the wrong activity and missed areas of great beauty in Sumadija. Hence, (C) is the best answer. The writer of the letter makes no reference to stereotypes from the past; hence, (A) is not the best answer. Because Mr. Ostojic is apparently a writer for, not the publisher of, this newspaper and because there is no reference made to presenting a wider range of views about rural Serbia, (B) is not the best answer. Because the writer of this letter asserts that the renowned hospitality and generosity of rural Serbians remains unchanged, (D) is not the best answer.

6. What idea is the author most likely expressing by using the phrase “на нашу срећу** a **Вашу брукју**” in the first paragraph?**

- (A) The editor has sacrificed objectivity in order to perpetuate an outdated view of the world.
- (B) The reader is getting a chance to see the real nature of a person by an act he committed.
- (C) The author has long awaited an opportunity to express his viewpoint in a public forum.
- (D) The world can finally understand the values that lie at the heart of the Serbian people.

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

The letter writer’s use of the Serbian phrase, which carries the meaning “fortunately for us and shamefully for you,” indicates that the text written by Mr. Ostojic discredits him and makes that fact public for all to see. Hence, (B) is the best answer. The writer of the letter makes reference to the paper’s editor, but the Serbian-language phrase is neither aimed at him or at a question of

lack of objectivity. Hence, (A) is not the best answer. The phrase does not refer to the author of the letter or to the matter of expressing his viewpoint. Therefore, (C) is not the best answer. Although the writer of the letter is explicating his views of the values of rural Serbians, the phrase is not used in reference to that idea; (D) is not the best answer.

Instructions: Listening Comprehension

Listening Comprehension

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.

Sample Passage: L1 Listening Comprehension (Croatian)

Note: *In an actual DLPT 5 Listening Test, examinees will hear each passage once but will not see the text of the passage.*

Passage 1: This passage is a message left on an answering machine.

Jelena, Petar ovdje. Ja se neću vratiti kući još najmanje tjedan dana. Moram ostati u Splitu zbog posla. Hoćeš li molim te nastaviti i dalje paziti na moju mačku dok sam odsutan. Kad se vratim kući, vodim te na večeru. Hvali ti.

1. What is one point Petar makes in his message to Jelena?

- (A) She needs to take care of his pet a bit longer.
- (B) He is likely to be home later this week.
- (C) She should give him a call after dinner.
- (D) He is too busy at work to look after her cat.

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

In this message, Petar asks Jelena to continue caring for his cat since he will be away on business for at least another week. Therefore, (A) is the best answer. Since Petar states that he will not be home for at least another week, (B) is not the best answer. Because Petar says he will take Jelena to dinner when he is back home, (C) is not the best answer. Since Petar wants Jelena to look after his cat, (D) is not the best answer.

Sample Passage: L2 Listening Comprehension (Serbian)

Note: In an actual DLPT 5 Listening Test, examinees will hear each passage twice but will not see the text of the passage.

Passage 2: This passage is from a conversation between two friends.

Woman: Kulturni šok prilikom dolaska u Ameriku, je li ga bilo?

Man: Pa, na neki način i jeste, mada sam ja mislio da sam pripremljen za Ameriku. Ali, tek kada dodjete u ovu zemlju, onda shvatite da je to jedna ogromna razlika, da je to kontinent za sebe. Ono što je najdivnije u ovoj zemlji je da, da ima puno stranaca, svi su na neki način došli od negde, tako da posle relativno kratkog vremena doživite sebe Amerikancem.

Woman: Aha. To je dobro.

2. What is one thing the man realized about the United States?

- (A) There is a beauty in the differences between the many regions of the U.S.
- (B) The people in the U.S. are very welcoming of visitors from foreign countries.
- (C) Most immigrants quickly come to view themselves as part of the U.S.
- (D) It could take a lifetime to explore the vastness of the continental U.S.

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

When the woman asks the man if he suffered cultural shock on arriving in America, the man says that in some way he did because he was not really prepared for the vastness of the U.S. The man adds he finds it beautiful that the U.S. is a country of immigrants who, after a short period of time, come to feel like Americans. Therefore, (C) is the best answer to the question. The man says that the U.S. is a diverse country, but he does not say that its beauty lies therein. Hence, (A) is not the best answer. Because the man makes no reference to the welcoming quality of U.S. citizens toward immigrants, (B) cannot be the best answer. The man speaks of the vastness of the continent and the country but says nothing about how long it would take to discover it. Hence, (D) is not the best answer.

Sample Passage: L3 Listening Comprehension (Croatian)

Note: In an actual DLPT 5 Listening Test, examinees will hear each passage twice but will not see the text of the passage.

Passage 3: This passage contains remarks made by a Croatian writer during a radio interview.

Primio sam dosad nekoliko nagrada za moje životno djelo i moram priznati, uvijek se u meni pokraj određenog zadovoljstva javljala i neka nelagoda. Dva su razloga tomu: nikad nisam bio siguran da sam nagradu zaslužio, a i živjela je u meni sumnja u vrijednost nagrade uopće. Želim reći: eto, donekle sam zbunjen. Ali, prihvaćajući ovu nagradu, afirmirao sam ovaj naš običaj, da ne kažem ustanovu, nagrađivanja ljudi koji stvaraju kulturna djela, i smatram je korisnom za razvoj naroda kojem pripadam. Nagrađujući stvaraoce kulturnih djela opravdava se naše postojanje. To vrijedi naročito za mali narod koji se bori za svoj nacionalni opstanak, kao što je to slučaj s našim narodom.

3. In discussing his work, what personal reaction does the writer mention in the commentary?

- (A) He has realized that public acknowledgement of his own work has freed him to advocate for others.
- (B) He appreciates the fact that most public acknowledgement of his work came later in his creative life.
- (C) He wonders if public acknowledgement received over the years has influenced his level of creativity.
- (D) He has been unsure in the past if he was worthy of some public acknowledgement he received.

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

The writer who is being interviewed speaks about the matter of giving awards to writers and to those who create cultural works. In speaking of his own work, the writer says that he has received several awards but was uneasy as to whether he deserved them. Hence, (D) is the best answer. Since, the writer makes no reference to advocating on the behalf of others, (A) is not the best answer. Because the writer makes no reference to when he received awards for his work or to how they might have affected his creativity, neither (B) nor (C) can be the best answer.

4. What broader view does the speaker express concerning the subject he is commenting on?

- (A) A nation should find more effective ways of supporting artistic life than by merely handing out awards.
- (B) A nation should try to ensure a greater role on the world stage in part by acknowledging its artists' work.
- (C) A nation can help secure its sense of identity considerably by acknowledging its artists' achievements.
- (D) A nation can hardly justify lavish awards to artists without first ensuring the well-being of society at large.

The best answer is (C).

The writer says in this interview that giving awards to the creators of works of art helps a nation justify its own existence. By extension, such a nation has a better sense of itself and its values. Hence, (C) is the best answer. The writer feels that awards given to writers and artists are important but says nothing about other ways of supporting a nation's artistic life. Therefore, (A) is not the best answer. Since the writer offers no thoughts about rewarding artistic achievements as a means for a nation to gain international prominence, (B) cannot be the best answer. The writer does not comment on evaluating artistic awards in light of the citizens' material well-being. Hence, (D) is not 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 non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

Listening 4+ (Advanced Professional Proficiency, Plus)

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

Listening 5 (Functionally Native Proficiency)

Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise. Able to understand how natives think as

they create discourse. Able to understand extremely difficult and abstract speech. (Has been coded L-5 in some nonautomated applications.) [Data Code 50]

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)

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

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

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

R-1: Reading 1 (Elementary Proficiency)

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

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

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

In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)

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

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

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

R-3: Reading 3 (General Professional Proficiency)

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

argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

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

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

R-4: Reading 4 (Advanced Professional Proficiency)

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

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

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

reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)

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