



Defense Language Institute Foreign Language Center  
Monterey, CA

Final Review Report

October 22, 2012

Review Date: July 19-20, 2012

Review ID: 11537

7 courses and

3 examinations

*(26 examination displays representative of proficiency levels)*

Onsite Review

*Please note that references to Version 1 on the course and examination displays contained in this report are ACE specific and are not in any manner associated with DLIFLC versions.*

# NATIONAL GUIDE TO COLLEGE CREDIT FOR WORKFORCE TRAINING

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## APPROVAL LETTER

October 22, 2012

Dr. Robert Savukinas  
Associate Dean of Academic Affairs  
Defense Language Institute Foreign Language Center  
ATFL-APO-AR  
Presidio of Monterey, CA 93944

Congratulations on your recent ACE CREDIT review. The review results are ready to be displayed in the *ACE National Guide to College Credit for Workforce Training* at [www.acenet.edu/nationalguide](http://www.acenet.edu/nationalguide). Please proofread and sign below indicating that the organization description contained in the enclosed Final Review Report is correct and authorize the publication of the reviewed courses and examinations to the *ACE National Guide to College Credit for Workforce Training* at [www.acenet.edu/nationalguide](http://www.acenet.edu/nationalguide). If corrections are needed, please make corrections directly on the Final Report and forward them to me via email.

Please return the signed approval letter via email or by fax to (202) 464-7828 by October 31, 2012.

\_\_\_\_\_  
Contact's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Contact's Title

\_\_\_\_\_  
Telephone

Sincerely,

A handwritten signature in black ink, appearing to read "CTalbot-Paul".

Charlene Talbot-Paul  
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American Council on Education  
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### Approved Marketing Language

For the benefit of our customers, the following five options are available for your use when referencing the ACE CREDIT program, services, and transcripts. Please provide any media for approval prior to publishing to [Credit\\_Reviews@acenet.edu](mailto:Credit_Reviews@acenet.edu).

#### **OPTION 1**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) \_ of \_\_\_ (organization name) (courses/exams/certifications). The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE CREDIT connects workplace learning with colleges and universities by helping adults gain access to academic credit at colleges and universities for formal courses and examinations taken in the workplace or other settings outside traditional higher education.

For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT website at [www.acenet.edu/credit](http://www.acenet.edu/credit).

#### **OPTION 2**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) \_ of \_\_\_ (organization name) (courses/exams/certifications). The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. For more information, visit the ACE CREDIT website at [www.acenet.edu/credit](http://www.acenet.edu/credit).

#### **OPTION 3**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) \_ of \_\_\_ (organization name) (courses/exams/certifications). The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE CREDIT connects workplace learning with colleges and universities by helping adults gain access to academic credit at colleges and universities for formal courses and examinations taken in the workplace or other settings outside traditional higher education. For more information, visit the ACE CREDIT website at [www.acenet.edu/credit](http://www.acenet.edu/credit).

#### **OPTION 4**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for (number) \_ of \_\_ (organization name) (courses/exams/certifications). The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

For more than 30 years, colleges and universities have trusted ACE CREDIT to provide reliable course equivalency information to facilitate their decisions to award academic credit. For more information, visit the ACE CREDIT website at [www.acenet.edu/credit](http://www.acenet.edu/credit).

#### **OPTION 5**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated (number) \_ of \_\_ (organization name) (courses/exams/certifications). For more information, visit the ACE CREDIT website at [www.acenet.edu/credit](http://www.acenet.edu/credit).

#### **References to the ACE CREDIT transcript service:**

For the benefit of our \_\_\_\_\_ (participants/students/employees), (organization name) participates in the American Council on Education's (ACE) Transcript Service. The ACE Transcript Service offers a lifelong record for students who have successfully completed our (courses/exams/certifications) that have been reviewed by ACE CREDIT. This service enables adult learners to present a nationally recognized transcript to the college or university of their choice for the potential award of academic credit. For more information, visit the ACE CREDIT Transcript Service website at [www.acenet.edu/credit/transcripts](http://www.acenet.edu/credit/transcripts).

## Defense Language Institute Foreign Language Center

**Organization Description:** The Defense Language Institute Foreign Language Center (DLIFLC) traces its roots to the eve of America's entry into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach the Japanese language. Classes began November 1, 1941, with four instructors and sixty students. Fifty-eight of the students were second-generation Japanese-Americans (Nisei) from the West Coast who went on to serve their country with honor. Since then, DLIFLC has moved to its permanent home at the Presidio of Monterey in California, and expanded the range of languages it teaches to meet US military linguist requirements. DLIFLC graduates continue a long tradition of using their linguistic expertise to carry out US military missions.

DLIFLC's mission statement is to "provide culturally-based foreign language education, training, evaluation, research and sustainment for DoD personnel in order to ensure the success of the Defense Language Program and enhance the security of the nation". Its Vision statement is simply "delivering the world's best culturally-based foreign language training and education - at the point of need".

For 33 years DLIFLC has maintained regional accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). In October 2001 the US House of Representatives approved DLIFLC's request for federal degree-granting authority. DLIFLC has awarded over 7,000 graduates their Associate of Arts degrees.

DLIFLC courses prepare students for their linguist careers through rigorous study, instilling listening, reading and speaking skills in their target language through exploiting authentic native materials.

The DLIFLC student population is made up primarily of enlisted and officer service members from the four military services and other entities. After graduation, these students will attend further technical instruction and then continue to their next assignments as military linguists.

In addition to DLIFLC courses, DLIFLC develops and administers the Defense Language Proficiency Test (DLPT). The DLPT program was started in the 1950s. There have been five generations of the DLPT, beginning with the DLPT I. At this time, ACE Credit Recommendations exist for languages tested in the DLPT III, DLPT IV, and DLPT 5 versions.

## **Advanced Arabic Program**

**Organization Internal Course Number:** 21507AD

**ACE Transcript Data:** DLI-0264

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 47 weeks (1410 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 47 weeks (1410 hours). The course is designed to provide Arabic language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Arabic language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Arabic, 3 semester hours in Arabic media language, 3 semester hours in advanced Arabic conversation, 3 semester hours in Arabic culture, 3 semester hours in area studies (7/12).

**Reviewer Note:** Quizzes need to be in line with the advanced level of the course. Refrain from using assessment tasks that are found in lower level language courses. For example, eliminate word-level quizzes and simple derivation (e.g., deriving a verbal noun from a verb). There are no classroom activities attached to any of the listening or reading texts. There is no verifiable evidence of purported implantation of critical thinking skills in reading or listening. That is, reading texts and listening to materials, while at the intended level for the course, there are no exercises, handouts or activities that accompanied these materials to show what is being done in class with this content (7/12).

## **Advanced Chinese Program**

**Organization Internal Course Number:** 21507CM

**ACE Transcript Data:** DLI-0265

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 47 weeks (1410 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 47 weeks (1410 hours). The course is designed to provide Chinese language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Chinese language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Chinese, 3 semester hours in advanced conversation, 3 semester hours in advanced grammar, 3 semester hours in area studies, and 3 semester hours in modern China topics (7/12).

**Reviewer Note:** Advanced Chinese Course looks well planned, with adequately necessary materials, including the hard-to-understand Chinese fables, idioms, and sayings, to teach the students what they need to learn in this course. All the materials, including listening, reading, writing and speaking, and two area studies, contain rich and various content and broad scopes ranging from health insurance to Chinese Confucianism. The course is vigorous with faculty having the plans to widen its breadth of study and go in greater depth. The materials would not have been here if the faculty had not spent a lot of time and energy developing them. That said it will be a daunting task for the faculty to determine the exact cutoff so that the level of difficulty of the materials will be spiraling step by step (7/12).



## **Advanced Hebrew Program**

**Organization Internal Course Number:** 21507HE00

**ACE Transcript Data:** DLI-0266

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 36 weeks (1080 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 36 weeks (1080 hours). The course is designed to provide Hebrew language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Hebrew language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lectures, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Hebrew, 3 semester hours in Hebrew media language, 3 semester hours in advanced Hebrew conversation, 3 semester hours in Israeli culture, and 3 semester hours in current issues and trends (7/12).

**Reviewer Note:** Align the evaluation rubrics and tools with the other language programs for consistency. Update the Hebrew grammar text (Ivrit Haya) is outdated (7/12).

## **Advanced Korean Program**

**Organization Internal Course Number:** 21507KP

**ACE Transcript Data:** DLI-0267

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 47 weeks (1410 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 47 weeks (1410 hours). The course is designed to Korean language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Korean language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner exercises, lecture, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Korean, 3 semester hours in advanced conversation, 3 semester hours in grammar enrichment, 3 semester hours in area studies, and 3 semester hours in current Korean social issues (7/12).

**Reviewer Note:** The curriculum is highly well-developed, thoughtful, effective and efficient. One suggestion is to consider adding more assessments elements for grading. Currently it's 50% papers and 50% presentations. Consider a construct with homework, quizzes, examinations, papers, participation, and other rubrics for performance (7/12).

## **Advanced Persian-Farsi**

**Organization Internal Course Number:** 21507PF

**ACE Transcript Data:** DLI-0268

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 36 weeks (1080 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 36 weeks (1080 hours). The course is designed to provide Persian-Farsi language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Persian-Farsi language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Persian, 3 semester hours in advanced Persian conversation, 3 semester hours in advanced Persian grammar, 3 semester hours in advanced Persian area studies, 3 semester hours in Persian business and technology (7/12).

**Reviewer Note:** Course is well designed to create a foundation of basic Persian language and an understanding of the culture of Persian in Iran. The course nicely builds a foundation of Iranian issues such as culture, society, the economy, politics and education (7/12).

## **Advanced Russian Program**

**Organization Internal Course Number:** 21507RU

**ACE Transcript Data:** DLI-0269

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 36 weeks (1080 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 36 weeks (1080 hours). The course is designed to provide Russian language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Russian language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussions, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Russian, 3 semester hours in Russian media language, 3 semester hours in Russian conversation, 3 semester hours in Russian civilization, 3 semester hours in Russian current events (7/12).

**Reviewer Note:** The curriculum is well-developed, and it provides a scope and sequence. It is formatted to develop language skills, especially reading and listening. The vocabulary is up-to-date and online links are useful. Learning management system "Sakai" makes all materials accessible and well-developed. The number and length of assignments to determine if student knowledge is adequate corresponds to the course objectives and learning outcomes. The instructor should double-check the spelling mistakes on the Sakai web pages. There were instances where students were copying and pasting their reports from Russian Wikipedia or similar courses. Students should be encouraged to write in their own words much more (7/12).

## **Advanced Spanish Program**

**Organization Internal Course Number:** 21507QB

**ACE Transcript Data:** DLI-0270

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 18 weeks (540 hours)

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: 18 weeks (540 hours). The course is designed to provide Spanish language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Objective:** Version 1: The course objective is to provide Spanish language enhancement integrating language and area studies in order to develop professional-level skills in listening, reading and speaking; and to deliver content-based instruction in the domains of culture and society, politics and economics, geography, science and technology, and military and security.

**Learning Outcomes:** Version 1: Upon completion of the course, the student will be able to perform tasks and functions in reading and listening at a level 2+ or higher on the Interagency Language Roundtable (ILR) proficiency scale; speak at a level 2 or higher at the ILR proficiency scale; recognize and apply discourse models appropriate to most social, educational business and professional contexts, as demonstrated by performance in scenario-based exercises; comprehend the current cultural/societal relevance of each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); engage in meaningful discourse on each of the specific topics; improve creative and critical thinking skills and manage unfamiliar situations; research current cultural and social relevance in each of the topics (culture, society, politics, economics, geography, science, technology, military, and security); apply language in higher order thinking skills and manage unfamiliar situations; and employ master of advanced grammar to analyze high-level reading listening texts, enhance oral production, translation and transcription.

**Instruction:** Version 1: The methods of instruction include audio visual materials, case studies, practical exercises, learner presentations, lecture, discussion, classroom exercises, and computer-based training. The general course topics include culture and society, politics, economics, geography and environment, science, technology, military and security, listening comprehension, reading comprehension, oral production, grammar and text/discourse analysis, and social science. The methods of evaluation are quizzes, written papers, presentations, examinations, case studies, and performance rubrics with a minimum passing score of 80 percent.

**Credit Recommendation:** Version 1: In the upper-division baccalaureate degree category, 3 semester hours in advanced Spanish, 3 semester hours in advanced conversation, 3 semester hours in grammar enrichment, 3 semester hours in area studies (contemporary topics), and 3 semester hours in Spanish civilization and culture (7/12).

**Reviewer Note:** Description of grammar is very sharp and sophisticated. Not so the actual materials and exercises and tests. This disconnect highlights the fact that grammar acquisition lags behind the other skills, particularly those of listening, reading and speaking (not writing).

Grading seems arbitrary since it gives 80% to exams, 10% to class participation and 10% to interactions in class. The difference between class participation and interactions is not well defined. This division also ignores the other activities such as oral presentations, homework, round tables, quizzes which are not factored to the final grade. It is recommended that this be relooked. Consider including a rubric for a research paper shared like many of the other languages evaluated.

Materials are excellent and wide-ranging, and mostly quite up-to-date (i.e. Perez Reverte La Reina del Sur). The anthology although delightful is a bit dated (from 1992) and Chang-Rodriguez, although a new edition, has been around for a long time.

For listening at the upper level a good sampling of countries and variety of topics, high on authenticity! On listening, some questions were ambiguous and allowed for more than one correct answer.

For reading, consider more variety in topics like the listening section. However, it was very authentic (7/12).

## Examination Credit Recommendation Framework

DLPT Exam Credit Recommendation Framework  
July 20, 2012

Proficiency Level	DLPT ~ Listening (Generations III, IV, 5)		DLPT ~ Reading (Generations III, IV, 5)		OPI	
	Lower Division (LD)	Upper Division (UD)	Lower Division (LD)	Upper Division (UD)	Lower Division (LD)	Upper Division (LD)
0+	1 SH		1 SH		1 SH	
1	2 SH		2 SH		2 SH	
1+	3 SH		3 SH		4 SH	
2	4 SH		4 SH		4 SH	3 SH
2+	4 SH	1 SH	4 SH	1 SH	4 SH	3 SH
3	4 SH	4 SH	4 SH	4 SH	4 SH	4 SH
3+	4 SH	4 SH	4 SH	4 SH	4 SH	4 SH
4	4 SH	4 SH	4 SH	4 SH	4 SH	4 SH
4+					4 SH	4 SH
5					4 SH	4 SH

Reading and Listening: The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

OPI (Oral Proficiency Interview): The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Sinhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

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

**ACE Transcript Data:** DLI-0271

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand numbers and understand isolated words and phrases related to immediate survival needs. The skills to be assessed include non-participatory listening in the ability to understand a single word or stock phrase.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).



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

**ACE Transcript Data:** DLI-0272

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand main ideas and explicitly stated essential information. The skills to be assessed include non-participatory listening in the ability to understand main ideas and explicitly stated essential information.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0273

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand main ideas and explicitly stated important/essential information. The skills to be assessed include non-participatory listening in the ability to understand main ideas and explicitly stated essential information.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0274

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand facts / factual content in terms of main ideas, major details or important supporting information, sequence of events and causal and effect. The skills to be assessed include non-participatory listening in the ability to understand main ideas explicitly stated major details, or important supporting information sequence of events and cause and effect.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0275

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand facts / factual content in terms of main ideas, supporting details, sequence of events and can sometimes detect emotional overtones and understand implications. The skills to be assessed include non-participatory listening in the ability to understand main ideas, explicitly stated supporting details, sequence of events, cause and effect and can draw simple inferences.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 1 semester hour in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0276

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand the essentials of all speech in a standard dialect, understand implications, and detect emotional overtones. The skills to be assessed include non-participatory listening in the ability to understand major ideas that may be explicitly stated or be implicit in the text; draw appropriate conclusions from a speaker's/speakers' remarks; understand major points supporting a line of argumentation presented by the speaker(s); understand different points of view presented by the speaker(s).; understand speaker-intended implications or inferences; understand the significance of important cultural references or allusions cited by the speaker(s); and identify the intent of the speaker(s).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0277

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand the content and intent of speech samples on general topics and/or related to workplace demands in a variety of forms and styles; the meaning and significance of the more common sociolinguistic and/or cultural references in the speech samples; speaker-intended implications, subtleties and/or nuances; speech samples tailored for different audiences; fast speech; speech samples in a non-standard dialect and/or slang; and is able to follow unpredictable turns of thought. The skills to be assessed include non-participatory listening in the ability to understand major ideas that may be explicitly stated or be implicit in the text; draw appropriate conclusions from a speaker's remarks; understand major points supporting a line of argumentation presented by the speaker(s); understand different points of views presented by the speaker(s); understand implications conveyed by supra-segmental features (e.g., intonation, stress, etc.); understand speaker-intended implications or inferences; understand the significance of the sociolinguistic and/or cultural references or allusions or slang used by the speaker(s); understand fast speech samples; understand speech samples delivered in a non-standard dialect; and identify the intent of the speaker(s).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0278

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Egyptian (May 2008); Arabic-Modern Standard (Nov 2006); Cebuano (Oct 2009); Chavacano (Aug 2009); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Iraqi (Apr 2006); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Levantine (Mar 2007); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Tausug (Oct 2009); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to understand all forms and styles of speech pertinent to social and professional needs in the standard dialect; understand fully the subtleties and nuances in speeches with extensive and precise vocabulary in the standard dialects on subjects relevant to the listener's professional needs within the range of his/her experience; understand the major points of speech in some non-standard dialects; understand the speaker/speakers' intent; understand language specifically tailored to different audiences; discern relationships among sophisticated listening materials in the context of broad experience; and follow unpredictable turns of thought. The skills to be assessed include non-participatory listening in the ability to understand lines of argumentation by synthesizing information and ideas presented by the speaker(s); understand major points supporting a speaker's argumentation / point of view.; draw appropriate conclusions or summarize; understand subtle speaker-intended implications; understand subtle argumentation; place the speaker's message in a wider contextual framework; understand register; understand the speaker's attitude or tone; understand colloquial and/or less frequently used idiomatic expressions; understand the significance of the sociolinguistic and/or cultural references or allusions used by the speaker(s); understand implications represented by supra-segmental features; and follow unpredictable turns of thought.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0279

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is Able to understand numbers and Understand isolated words and phrases related to immediate survival needs. The Skills to Be Assessed include the ability to understand a single word or stock phrase.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).



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

**ACE Transcript Data:** DLI-0280

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is Able to comprehend very simple connected prose; understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of difficulty; understand main ideas and/or simple, explicitly stated details; and identify general subject matter. The Skills to Be Assessed include the Ability to understand main ideas and/or general subject matter; and explicitly stated, important information.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0281

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to comprehend; understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of difficulty; and understand main ideas and/or simple, explicitly stated important information. The skills to be assessed include the ability to understand main ideas and/or general subject matter and explicitly stated, important information.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 3 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0282

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to comprehend straightforward, factual authentic material on concrete topics; understand main ideas and/or important information such as a major detail; and follow the development of events described. The skills to be assessed include the ability to understand main ideas; major details; and sequence of events including cause and effect.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0283

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to comprehend straightforward, factual authentic material on concrete topics; understand main ideas and major details; follow the development of the ideas; draw simple inferences based on information presented in the text; and detect emotional overtones. The skills to be assessed include the ability to understand main ideas, important information, major details, and sequence of events and draw simple, text-based inferences or conclusions.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 1 semester hour in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0284

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to read a variety of prose material on unfamiliar subject almost always interpret material correctly, relate ideas, and "read between the lines;" rarely misreads texts "at level." The skills to be assessed include the ability to understand main ideas / major or specific details; understand / detect implications or inferences intended by the author; understand supporting arguments; understand comparisons of points of views; understand vocabulary/idiomatic expressions in context; integrate and synthesize information/ideas and draw appropriate conclusions; identify the writer's tone / attitude / position; and separate facts from opinions.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0285

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to read with facility, understand, and appreciate contemporary expository, technical, or literary texts that represent a variety of styles and forms; rarely misinterprets such texts; comprehend many sociolinguistic and cultural references; and comprehend a considerable range of intentionally complex structures. The skills to be assessed include ability to understand main ideas / details; understand the author's arguments in support of his/her position; understand implications or inferences intended by the author; understand different points of views presented in the text; understand vocabulary/idiomatic expressions in context; draw appropriate conclusions / summarize; and identify the writer's tone / attitude / position.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0286

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 3 hours

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Defense Language Proficiency Test (DLPT) is designed to assess the target language proficiency of native speakers of English who have learned a foreign language as a second language and speakers of other languages with very strong English skills. The DLPT measures proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions.

The DLPT is designed to measure proficiency in the target language regardless of how it has been acquired; test content is not tied to any particular language-training program. The passages included in the test are sampled from authentic materials and real-life sources such as signs, newspapers, radio and television broadcasts, the Internet, etc. The passages cover a broad range of content areas, including social, cultural, political, economic, geographic, scientific, and military topics.

The relevant language(s) and start date(s) for this test include(s): Albanian (Dec 2005); Arabic-Modern Standard (Nov 2006); Chinese-Mandarin (May 2006); Czech (Oct 1998); Dari (Dec 2005); French (Jul 2010); German (Dec 1996); Greek (Jul 2006); Hebrew (Feb 2010); Hindi (Dec 2005); Italian (Apr 2002); Japanese (May 2008); Korean (Oct 2011); Kurdish-Kurmanji (Oct 2010); Norwegian (Dec 2005); Pashto (Jan 2006); Persian-Farsi (May 2008); Polish (Jan 2000); Portuguese Brazilian (Apr 2002); Portuguese European (Apr 2002); Romanian (1990); Russian (Apr 2006); Serbian-Croatian (Apr 2007); Sorani (Mar 2007); Spanish (Aug 2006); Tagalog (Oct 1988); Thai (Jan 1997); Turkish (Dec 2009); Ukrainian (Nov 1995); Urdu (Dec 2005); Uzbek (Feb 2012); Vietnamese (Oct 1996).

**Skills Measured:** Version 1: The description of expected ability, the learner is able to read fluently and accurately all styles and forms of the language pertinent to professional needs; relate inferences in the text to real-world knowledge and understand almost all socio-linguistic and cultural references; read and understand the intent of writers' employment of nuance and subtlety "read beyond the lines", that is, understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment; follow unpredictable turns of thought readily, for example, in editorials, conjectural, and literary texts in any subject matter area directed to the general reader. The skills to be assessed include the ability to understand the full ramifications of the text as it is situated in a wider context, i.e., read "beyond the lines", and draw appropriate conclusions / inferences; understand major points supporting the author's argumentations; understand subtle author-intended implications; understand the nuances / subtleties employed by the author; understand the significance of the socio-linguistic or cultural references in the text; understand vocabulary / idiomatic expressions in context and/or the significance of the author's choice of such vocabulary / expressions; follow turns of thought in the text that are unexpected; detect the author's attitude / tone / points of view.

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0287

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (including Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to satisfy immediate needs using rehearsed utterances. The skills to be assessed include the ability to list words/phrases; attempt conversation; and communicate only with memorized material.

**Oral Exam:** Version 1: To be awarded a level rating of 0+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Memorized Proficiency) Able to satisfy immediate needs using rehearsed utterances. Shows little real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae. Attempts at creating speech are usually unsuccessful. Examples: The individual's vocabulary is usually limited to areas of immediate survival needs. Most utterances are telegraphic; that is, functions (linking words, markers and the like) are omitted, confused or distorted. An individual can usually differentiate most significant sounds when produced in isolation but, when combined in words or groups of words, errors may be frequent. Even with repetition, communication is severely limited even with people used to dealing with foreigners. Stress, intonation, tone, etc. are usually quite faulty. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).



**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 1 semester hour in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0288

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. The skills to be assessed include learners to participate in simple short conversations about everyday activities; satisfy basic survival needs; and to ask and answer simple questions.

**Oral Exam:** Version 1: To be awarded a level rating of 1, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Elementary Proficiency) Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. A native speaker must often use slowed speech, repetition, paraphrase, or a combination of these to be understood by this individual. Similarly, the native speaker must strain and employ real-world knowledge to understand even simple statements/questions from this individual. This speaker has a functional, but limited proficiency. Misunderstandings are frequent, but the individual is able to ask for help and to verify comprehension of native speech in face-to-face interaction. The individual is unable to produce continuous discourse except with rehearsed material. Examples: Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may

vary greatly from individual to individual; for example, speakers at this level may have encountered quite different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. He/she might give information about business hours; explain routine procedures in a limited way and state in a simple manner what actions will be taken. He/she is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 2 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0289

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes,

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The skills to be assessed include participate in simple short conversations about everyday activities; satisfy basic survival needs; ask and answer simple questions; and show signs of proficiency (or substantial ability) in narrating, giving instructions/directions, reporting facts, describing.

**Oral Exam:** Version 1: To be awarded a level rating of 1+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Elementary Proficiency, Plus) Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. The interlocutor is generally required to strain and employ real-world knowledge to understand even some simple speech. The speaker at this level may hesitate and may have to change subjects due to lack of language resources. Range and control of the language are limited. Speech largely consists of a series of short, discrete utterances. Examples: The individual is able to satisfy most travel and accommodation needs and a limited range of social demands beyond exchange of skeletal biographic information. Speaking ability may extend beyond immediate survival needs. Accuracy in basic grammatical relations is evident, although not consistent. May exhibit the more common forms of verb tenses, for example, but may make frequent errors in formation and selection.

While some structures are established, errors occur in more complex patterns. The individual typically cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited. Person, space and time references are often used incorrectly. Pronunciation is understandable to natives used to dealing with foreigners. Can combine most significant sounds with reasonable comprehensibility, but has difficulty in producing certain sounds in certain positions or in certain combinations. Speech will usually be labored. Frequently has to repeat utterances to be understood by the general public. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0290

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to satisfy routine social demands and limited work requirements. The expected skills include participate in casual conversations about background, family and work; narrate in past, present, and future time frames; describe a place, person or thing; handle survival situations with a complication; give instructions or direction; report facts on current events.

**Oral Exam:** Version 1: To be awarded a level rating of 2, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Limited Working Proficiency) Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope. In more complex and sophisticated work-related tasks, language usage generally disturbs the native speaker. Can handle with confidence, but not with facility, most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information. The individual can get the gist of most everyday conversations but has some difficulty understanding native speakers in situations that require specialized or sophisticated knowledge. The individual's utterances are minimally cohesive. Linguistic structure is usually not very elaborate and not thoroughly controlled; errors are frequent. Vocabulary use is appropriate for high-frequency utterances but unusual or imprecise elsewhere. Examples: While these interactions will vary widely from individual to

individual, the individual can typically ask and answer predictable questions in the workplace and give straightforward instructions to subordinates. Additionally, the individual can participate in personal and accommodation-type interactions with elaboration and facility; that is, can give and understand complicated, detailed, and extensive directions and make non-routine changes in travel and accommodation arrangements. Simple structures and basic grammatical relations are typically controlled; however, there are areas of weakness. In the commonly taught languages, these may be simple markings such as plurals, articles, linking words, and negatives or more complex structures such as tense/aspect usage, case morphology; and passive constructions, word order, and embedding. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 3 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0291

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective; and demonstrates Signs of considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. The expected skills include participate in casual conversations about background, family and work; narrate in past, present, and future time frames; describe; handle survival situations with a complication; give instructions or directions; report facts on current events; and show some ability to support an opinion, discuss, or hypothesize a societal topic.

**Oral Exam:** Version 1: To be awarded a level rating of 2+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Limited Working Proficiency, Plus) Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective. The individual shows considerable ability to communicate effectively on topics relating to particular interests and special fields of competence. Often shows a high degree of fluency and ease of speech, yet when under tension or pressure, the ability to use the language effectively may deteriorate. Comprehension of normal native speech is typically nearly complete. The individual may miss cultural and local references and may require a native speaker to adjust to his/her limitations in some ways. Native speakers often perceive the individual's speech to contain awkward or inaccurate phrasing of ideas, mistaken time, space and person references, or to be in



some way inappropriate, if not strictly incorrect. Examples: Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He/she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often in-cohesive. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 3 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0292

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. The expected skills include produce extended discourse; converse formally/informally about concrete and abstract topics; hypothesize; support opinion; and handle unfamiliar situations.

**Oral Exam:** Version 1: To be awarded a level rating of 3, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (General Professional Proficiency) Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Nevertheless, the individual's limitations generally restrict the professional contexts of language use to matters of shared knowledge and/or international convention. Discourse is cohesive. The individual uses the language acceptably, but with some noticeable imperfections; yet, errors virtually never interfere with understanding and rarely disturb the native speaker. The individual can effectively combine structure and vocabulary to convey his/her meaning accurately. The individual speaks readily and fills pauses suitably. In face-to-face conversation with natives speaking the standard dialect at a normal rate of speech, comprehension is quite complete. Although cultural references, proverbs and the implications of nuances and idiom may not be fully understood, the individual can easily repair the

conversation. Pronunciation may be obviously foreign. Individual sounds are accurate: but stress, intonation and pitch control may be faulty. Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0293

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. The expected skills are to produce extended discourse; converse formally/informally about concrete and abstract topics; hypothesize; support opinion; handle unfamiliar situations; show strength in fluency, breadth of lexicon and discourse competence in a wide range of topics.

**Oral Exam:** Version 1: To be awarded a level rating of 3+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (General Professional Proficiency, Plus) Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. Examples: Despite obvious strengths, may exhibit some hesitancy, uncertainty, effort or errors which limit the range of language-use tasks that can be reliably performed. Typically there is particular strength in fluency and one or more, but not all, of the following: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled (such as complex modification and embedding in Indo-European languages); discourse competence in a wide range of contexts and tasks, often matching a native speaker's strategic and organizational abilities and expectations. Occasional

patterned errors occur in low frequency and highly-complex structures. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

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

**ACE Transcript Data:** DLI-0294

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner is able to use the language fluently and accurately on all levels normally pertinent to professional needs where both usage and function are fully successful. The expected skills include tailor language to fit audience; persuade, counsel, advise, negotiate and convince.

**Oral Exam:** Version 1: To be awarded a level rating of 4, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Advanced Professional Proficiency) Able to use the language fluently and accurately on all levels normally pertinent to professional needs. The individual's language usage and ability to function are fully successful. Organizes discourse well, using appropriate rhetorical speech devices, native cultural references and understanding. Language ability only rarely hinders him/her in performing any task requiring language; yet, the individual would seldom be perceived as a native. Speaks effortlessly and smoothly and is able to use the language with a high degree of effectiveness, reliability and precision for all representational purposes within the range of personal and professional experience and scope of responsibilities. Can serve as in informal interpreter in a range of unpredictable circumstances. Can perform extensive, sophisticated language tasks, encompassing most matters of interest to well-educated native speakers, including tasks which do not bear directly on a professional specialty. Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make

those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his/her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

## **DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 4+**

**ACE Transcript Data:** DLI-0295

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI), is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner's speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. The expected skills include tailor language to fit audience; persuade, advise, negotiate and convince; and to show signs of ability to express oneself at the highly articulate native speaker level.

**Oral Exam:** Version 1: To be awarded a level rating of 4+, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Advanced Professional Proficiency, Plus) Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. Language ability does not impede the performance of any language-use task. However, the individual would not necessarily be perceived as culturally native. Examples: The individual organizes discourse well. Employing functional rhetorical speech devices, native cultural references and understanding. Effectively applies a native speaker's social and circumstantial knowledge; however, cannot sustain that performance under all circumstances. While the individual has a wide range and control of structure, an occasional nonnative slip may occur. The individual has a sophisticated control of vocabulary and phrasing that is rarely imprecise, yet there are occasional weaknesses in idioms, colloquialisms, pronunciation, and cultural reference or there may be an occasional failure to interact in a totally native manner. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).



**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).

## **DLPT Oral Proficiency Interview (OPI): Proficiency Level Rating: 5**

**ACE Transcript Data:** DLI-0296

**Location:** Version 1: Defense Language Institute Foreign Language Center

**Length:** Version 1: 20-30 minutes

**Dates:** Version 1: 11/01/2011 - Present

**Description:** Version 1: The Oral Proficiency Interview (OPI) is a standardized procedure for the global assessment of functional speaking ability. A face-to-face or telephonic interview between certified testers and an examinee is conducted to determine how well an examinee speaks the target language through comparison of his or her performance on specific communication tasks to the Interagency Language Roundtable (ILR) Skill Level Descriptions. The Oral Proficiency Interview takes the form of a carefully structured conversation between trained and certified interviewers and the person whose speaking proficiency is being assessed. The interview is interactive and continuously adapts to the speaking abilities of the individual being tested.

The relevant language(s) for this test include(s): Afrikaans; Akan (includes Twi and Fante); Albanian; Amharic; Arabic-Algerian; Arabic-Eastern; Arabic-Egyptian; Arabic-Gulf (includes Arabic spoken in Iraq, Oman, Qatar, Bahrain, Kuwait, NE Saudi Arabia, and S. Iran); Arabic-Levantine (includes sub-dialects of Syrian, Jordanian, Lebanese, and Palestinian); Arabic-Libyan; Arabic-Modern Standard; Arabic-Moroccan; Arabic-Sudanese (inc. Saudi); Arabic-Tunisian; Arabic-Western; Arabic-Yemeni; Armenian-Eastern Only; Armenian-Western/Eastern; Assyrian; Azeri (Azerbaijani); Baluchi; Belorussian (aka Byelorussian); Bengali; Bosnian; Bulgarian; Burmese; Cambodian (Khmer); Catalan; Cebuano; Chaldean; Chavacano; Chechen; Chinese Cantonese; Chinese Mandarin; Chinese Taiwanese (South Min); Chinese-Wu; Croatian; Czech; Danish; Dinka; Dutch; English; Estonian; Finnish; Flemish; French; Fula/Toucouleur; Fula/Peul; Ga; Georgian; German; Greek; Guarani; Gujarati; Haitian-Creole; Hausa; Hebrew; Hiligaynon; Hindi; Hmong/Mong; Hungarian; Icelandic; Igbo, AKA Ibo; Ilocano; Indonesian; Italian; Japanese; Javanese; Kashmiri; Kazakh; Kikongo/Kongo; Kirghiz; Korean; Krio; Kurdish-Behdini (Kurmanji); Kurdish-Sorani; Lao; Latvian; Lingala; Lithuanian; Macedonian; Malay; Malayalam; Mandingo-Bambara; Mongolian; Nepali (Nepalese); Norwegian; Pashto-Afghan; Persian-Afghan (Dari); Persian-Farsi; Persian-Tajiki; Polish; Ponapean; Portuguese-Brazilian; Portuguese-European; Pular; Punjabi; Romanian; Russian; Samoan; Serbian; Serbian/Croatian; Sindhi; Singhalese; Slovak; Slovenian; Somali; Spanish; Swahili; Swedish; Tagalog; Tajik; Tamil (Indian); Tamil (Sri Lankan); Tausug; Telugu; Thai; Tibetan; Tigrinya; Turkish; Turkmen; Ukrainian; Urdu; Uyghur; Uzbek; Vietnamese; Visayan (See notes); Wolof; Yapese; Yoruba; Zulu.

**Skills Measured:** Version 1: The description of expected ability, the learner's speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The expected skills include the learner to use the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references.

**Oral Exam:** Version 1: To be awarded a level rating of 5, an examinee will have demonstrated target language proficiency consistent with the following Interagency Language Roundtable (ILR) skill level description: (Functionally Native Proficiency) Speaking proficiency is functionally equivalent to that of a highly articulate well-educated native speaker and reflects the cultural standards of the country where the language is natively spoken. The individual uses the language with complete flexibility and intuition, so that speech on all levels is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms and pertinent cultural references. Pronunciation is typically consistent with that of well-educated native speakers of a non-stigmatized dialect. (Source: <http://www.govtilr.org/>; accessed 6 April 2012).

**Credit Recommendation:** Version 1: In the lower-division baccalaureate/associate degree category 4 semester hours in foreign language. In the upper-division baccalaureate degree category, 4 semester hours in foreign language. The DLPT credit recommendations reflect a shift to create alignment with college and university foreign language degree programs and elective credits (7/12).