Defense Language Proficiency Test 5
(DLPT5)
Multiple-Choice Format

Egyptian
Familiarization Guide

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Introduction

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

Overview of the DLPT5 Multiple-Choice Test

Department of Defense Instruction DoDI 5160.71, 2019 identifies the Defense Language Proficiency Testing (DLPT) System—for reading, listening, and speaking modalities—as an essential component of the Defense Language Program, and critical to the Department’s ability to measure and capture the language capabilities of the DoD Components and to determine readiness.

Except as otherwise provided in DoDI 5160.71, 20191 or as authorized by public law, the DLPT System is the only test battery authorized for assessing an individual’s proficiency in a foreign language and for determining qualification for receiving a Foreign Language Proficiency Bonus (FLPB) for military personnel pursuant to DoD Instruction 1340.27 or Foreign Language Proficiency Pay (FLPP) for civilian personnel pursuant to DoD 1400.25-M in the Department of Defense.

The fifth generation of the Defense Language Proficiency Test (DLPT5) measures target language proficiency in two modalities, reading and listening, regardless of how the target language has been acquired. Target languages refer to the languages other than English for which the DLPT5 is developed. Like all previous generations of DLPT—since the inception of the first standardized Army Language Proficiency Tests in 1948—the DLPT5 was developed as a bilingual test requiring English language proficiency as prerequisite for foreign language proficiency testing.

The DLPT5 tests measure proficiency as defined by the Interagency Language Roundtable (ILR) Skill Level Descriptions, levels 0+ through 4 (https://www.govtlr.org/), where available. The results of the DLPT5 will be used to make operational readiness, incentive pay, and training decisions for civilian and military language analysts in the United States government.

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1 Source: DoD Language Testing Program, Department of Defense Instruction 5160.71, January 26, 2009, Incorporating Change 2, Effective April 9, 2019, USD(P&R).
Description of the DLPT5 Lower-Range Test in Multiple-Choice Format

• Test Design

  o Typically, the Lower-Range Listening Comprehension Test contains approximately 60 questions with about 37 passages. A listening passage can have up to 2 questions, each with 4 answer choices.

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

• Test Content

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

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

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

  o The content of the test forms will be systematically updated.

• Test Format: The test includes instructions on how to take the test, examples of how to answer the questions, and question sets. Each question set contains the following parts:

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

  o Passage: This is the only element of the test that is in the target language being tested. The maximum length of a Listening Comprehension passage in the test is approximately 2 minutes.

  o Question statement: Each individual question is based on the passage, is written in English, and is posed in the form of a complete question or an incomplete statement. The questions may ask about what is explicitly stated in the passage or, in some cases, what is implied in it. Occasionally, questions may ask about
specific words or phrases that are used in the passage. The number of questions asked about each passage is related to the length and complexity of that passage.

- **Answer choices**: Each question statement is followed by 4 answer choices, also written in English, only one of which is the correct answer. Each answer choice is displayed on the screen with a button next to it that examinees will click to select that choice. Examinees can change their selection by clicking on a different button.

DLPT5 is for official use only and the unauthorized discussion, disclosure, or possession of any of the test content is forbidden.

For military personnel, failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in administrative or disciplinary actions.

For civilian personnel, failure to comply with this prohibition may be prosecuted under Title 18, Section 641 of the United States Code.
Scoring

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

Scores reflect current functional language proficiency in listening as defined in the ILR Skill Level Descriptions (https://www.govtilr.org/). Scores do NOT reflect proficiency in speaking or writing, nor do they reflect examinees’ job-related performance or ability to perform specific language-related tasks under special circumstance (e.g., listening to a target language passage indefinitely many times with the aid of supplemental reference materials and information sources).

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

Preparation for Taking the DLPT5

The purpose of this publication is to familiarize prospective examinees with the DLPT5 multiple-choice format and general testing procedures. Other than carefully reading this guide so that the test instructions and format are familiar, there is very little to be gained from “studying” for the test. The best preparation for the DLPT5 is the acquisition of a solid base of general proficiency in the target language, both through formal training and through language exposure and use in a variety of real-life language-use settings. Study aids (i.e., dictionaries, reference books, etc.) are not permitted for this test.
Test Procedures and Instructions for Taking the DLPT5

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

Test Procedures Overview

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

At the beginning of the test session, the examinee logs on to the system using a Common Access Card (CAC). The examinee must click on the [CAC Logon] button before moving to the next screen.
The next screen provides a list of tests for which the examinee is registered; the examinee selects the appropriate test from the list.
Once the test has been selected, a series of introductory screens appears. These screens contain the Privacy Act Statement, the Disclaimer for Defense Language Institute Tests, the Non-Disclosure Statement, and the Test Administration Statement (of the examinee’s ability to take the test at that time). The examinee must click on the indicated checkboxes under the Disclaimer Statement and then the Test Administration Statement before moving to the next screen.

Below are introductory screens from a Listening Comprehension Test. Please note: the screen shots below were taken from the Japanese test as examples for the purpose of illustration.
Privacy Act Statement:

Disclosure of requested information is solicited under the authority of Title 10, United States Codes 3013, Army Regulation 350-20 and Executive Order 9397 and is mandatory. Social Security Number is used as the personal identifier number of all personnel under control of the Department of Defense, and is used in connection with updating information in official records and training files. Use of Social Security Number provides for objective scoring of Defense Language Institute tests, as the examinee’s Social Security Number is the only identifier so as to maintain confidentiality when reporting test scores to examinees. Failure to provide Social Security Number may result in misidentification and non-credit for tests, and/or inadequate counseling and guidance.

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.
Non-Disclosure Statement and Test Administration Statement:

Non-Disclosure Statement:
I understand that this test is FOR OFFICIAL USE ONLY and the unauthorized possession, disclosure, or discussion of any of the test content is forbidden. Such unauthorized discussion or disclosure refers to RELATING ANY ASPECT OF THIS TEST TO ANYONE, including an instructor, supervisor, fellow employee, or spouse.

Civilian Personnel:
Any failure to comply with this prohibition may be a violation of Title 18, Section 641 of the United States Code which could subject the violator to a fine, or imprisonment up to 10 years, or both.

Military Personnel:
Any failure to comply with this prohibition is a violation of Article 92, Uniform Code of Military Justice, and will result in appropriate administrative action to fix responsibility for such unauthorized behavior with criminal sanctions of up to two years hard labor and dishonorable discharge for those involved.

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

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

Click on the checkbox above to confirm.
Listening Comprehension Test

Example of screen layout for the Listening Comprehension Test:

Explanations of the parts of the screen are provided. Familiarize yourself with the features of this screen now.

Note: The text and questions in these screens appear smaller than the text and questions on the actual test passages.
The next two screens contain instructions for the Listening Comprehension Test.

Test Sequence

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

The Clock

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

BEFORE YOU PROCEED, adjust your volume.

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

Click the minus to lower the volume or the plus to raise the volume.
Instructions screen for the Listening Comprehension Test:

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

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

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

A sample passage follows on the next screen.

If you need help during the test, click on the [Help] button.
Presented here is an example of a Listening Comprehension Test sample question (the sample passage audio would be played while the screen is displayed):

*Note: Examinees may select their answers to the questions while the audio is playing.*

![Sample Passage](image)

*Note: After audio plays, the [Next] button will appear at the lower right of the screen.*

When a passage screen opens, examinees can start the audio by clicking on the [Play Audio] button whenever they are ready to listen to the passage. When the audio finishes, the [Next] button will appear.

Examinees can move on to the next passage once the audio has finished playing by clicking on the [Next] button. At the end of the test, examinees will be able to move back to previous questions, but the audio will not play again.

After the sample passage, the examinee clicks on the [Next] button and moves to the End-of-Test Review Information and Start of Test screen.
End-of-Test Review Information and Start of Test screen for the Listening Comprehension Test:

By clicking on the [Start Test] button, the examinee moves to the first passage of the test and starts the clock.
End-of-Test Review Information

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

On the review page, examinees will be able to click and jump to any given passage. They will be able to respond to any questions they have not answered, or they can change an answer.

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

Example of the review screen:
Sample Passages

The purpose of this section is to familiarize prospective examinees on the levels and types of passages as well as their associated questions that appear in a given DLPT 5 test in multiple-choice format. Below are some sample passages from ILR levels 1–3 in listening taken from Egyptian, and their associated questions and answer choices. Explanations of the correct answer for each question are also provided.

Listening Comprehension Sample Passages

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

Sample Passage: ILR Level 1

This passage is a phone conversation between a man and a woman.

Transcription:

1. What is the reason for the man’s call to the resort company?

   A. To request a refund.
   B. To change a travel date.
   C. To make a deposit.
   D. To cancel a reservation.

   The correct answer is (D).

   Justification:

   (A) is not the correct answer, because nothing is said about a refund during the conversation, even though there are details mentioned related to the reservation and the cancellation fee.
(B) is not the correct answer, because although the Marassi resort is mentioned in the conversation, there is no mention of travel dates.

(C) is not the correct answer, because the conversation is not about making a deposit at the resort. The man says nothing about making a deposit.

(D) is the correct answer. The man specifically requests to cancel the reservation of a unit in Marassi resort. The man states that the reservation was made under his name for Unit 514 North.
Sample Passage: Level 2

This passage is from a local news program, with remarks by a female Egyptian citizen.

Transcription:

2. What does the woman complain about?

A. The illnesses associated with poverty.
B. The difficulty of finding a doctor.
C. The rising prices of medication.
D. The lack of social services for children.

The correct answer is (C).

Justification:

(A) is not the correct answer, because the woman does not mention any illnesses associated with poverty.

(B) is not the correct answer, because nothing is said about the difficulty in finding a doctor. The woman says she will ask her doctor to find cheaper medications.

(C) is the correct answer. The woman clearly mentions the price increases on medications. She provides examples of the price increase. She also states that she now has to ask her doctor to find an alternative at a lower price in lieu of expensive prescription medications.

(D) is not the correct answer, because there is no mention of social services for children in the passage.

3. What is one thing the woman indicates as she finishes her remarks?

A. The new loan programs are more complicated.
B. She is being penalized for lacking resources.
C. The hospitals can make a patient’s experience better.
D. She is being deceived by the government’s policies.
The correct answer is (B).

Justification:

(A) is not the correct answer, because nothing is mentioned about any loan programs or the complexity of new loans.

(B) is the correct answer. The woman specifically complains that the minister is punishing her with raising prices on medications, because her financial resources are too limited and insufficient to buy the expensive medication.

(C) is not the correct answer, because the woman did not say anything in the passage regarding the hospitals making a patient’s experience better.

(D) is not the correct answer. Although the woman mentions a government minister, she did not indicate that she was deceived by any government policies.
Sample Passage: Level 3

This passage is from an interview between a male show host and an environmentalist.

Transcription:

الغذائع (ذ): هل احنا عدننا وعي لأصحاب المصانع وأصحاب الشركات بأهمية البيئة؟ يعني هل الثقافة دي موجودة ولا محتاجين قوانين تُطبق المسألة أكثر؟ لأنه في بعض الأحيان يقول لك أنا مش مهتم إن أنا أضمن السلامة بشكل ميزة في المية. نشوف مصانع كتيرة مخلفاتها أو الصرف بتباعها بيقي يعني ملوث للبيئة. القانون هو اللي بيحكم المسألة ولا ثقافة الوعي البيئي متشرة مثلا عند أصحاب—

المتخصص في البيئة (ذ): هو القانون جزء. يعني إن احنا ما بنطبقش مثلا قانون المرور، تلاقى الناس على طول بتكالف قانون المرور. ما بنطبقش قانون النظافة. أي واحد بيرمي في أي حته. فالقانون جزء من المنظومة، لكن الخبراء اتفقوا على حاجة اسمها ثري إي. ثري إي إن انت بتعمل إديكشن، بمعنى وعي وتعليم. وده على فكرة بيسموه يعني وسيلة الدول الفقيرة. الهند مثلا خدت مبدأ، انت تلاقى الراجل الفلاح لا يقرأ ولا يكتب، لكنه عاشق للشجرة—

الغذائع (ذ): صحيح.

المتخصص في البيئة (ذ): ... ولو حد قطع شجرة، الدنيا تتقلب في قرى الهند. مش يأقول لك على .. أو في كينيا مثلا. السنت اللي عملت حركة الحزام الأخضر ولدت القرى في كينيا عشان تزرع شجرة. فكرة الوعي هي أساس حماية البيئة. ولذلك الوعي لازم يبتدئ من مدرسة ابتدائي، من الطفلي. لأن الطفل هو اللي بيري بي مدير مصنع وعده وعي بمي بأن البيئة جزء من الرئة نشأتنا ومن القلب، ومن الصدر، ومن العيون، والأذن، ها يطبق هذا المدير بطبعه ضد التلوث. مش ها يبحث عن المكسب المالي فقط. الجزء الثاني هو الحافز الاقتصادي. ولا بد أن الدولة تتحرك، إن كل مصنع يركب فلتر، أو يحكم في الثلوث، أو يخفض الثلوث لازم بيقي له حافز ضريبي وحافز جمركي. لو أنا باستوري أداء للتحكم في الثلوث، أشجعه. ده الحافز الاقتصادي، إنك تشجعه، إنه ما تخافش إنت ها تخسر ميت مليون جنيه بس أنا ها اخفضلك الضرائب وها اخفضك الجمارك على معدات التحكم في الثلوث.
4. What does the environmentalist imply by mentioning sanitation laws and littering?

A. The punishments for failing to obey existing environmental protection laws are illogical.

B. Legal consequences for violations are an essential part of promoting good behavior in citizens.

C. Minor private rule breaking has little effect compared with the major pollution from businesses.

D. The court system favors personal freedom more than adherence to environmental conservation laws.

The correct answer is (B).

Justification:

(A) is not the correct answer, because the environmentalist does not discuss punishments for failing to obey existing environmental protection laws. He makes no reference to any punishments when he mentions sanitation laws and littering during the interview.

(B) is the correct answer. The environmentalist first states that if traffic laws are not applied, people will always violate those laws. He then also mentions that if the sanitation laws are not applied, anyone throws trash anywhere. By using these examples of what happens when laws are not enforced, he implies that the law is a necessary part of the system to ensure good behavior in citizens.

(C) is not the correct answer. Although the fact that many factories are polluting the environment is mentioned in the interview, the environmentalist does not make a comparison between minor violations and major pollution from businesses.

(D) is not the correct answer, because there is no mention of a system of courts during the interview. The environmentalist says the law is necessary for environmental conservation, but he does not imply the court system favors personal freedom more than adherence to environmental law.

5. What point does the environmentalist support by describing conservation efforts in India and Kenya?

A. Education is an essential component of leading people to care about environmental protection.

B. Educating people in poor countries about caring for the environment involves special challenges.

C. Governments must teach citizens about recovering the cost of environmental protection measures.

D. Schools might be resistant to incorporating environmental education programs into their curricula.

The correct answer is (A).
Justification:

(A) is the correct answer. The environmentalist states that the idea of awareness is the basis for the protection of the environment, and he mentions that awareness must begin from primary school, by educating the children.

(B) is not the correct answer. Although the environmentalist mentions India and Kenya, he did not discuss special challenges in educating people about the environment in poor countries.

(C) is not the correct answer, because nothing is said in the passage, about governments teaching citizens about recovering the cost of environmental protection measures.

(D) is not the correct answer, because there is no mention of schools’ resistance to incorporating environmental education programs into their curricula. The environmentalist states that providing environmental education from an early age is very important, but he does not indicate anything about resistance to environmental education.