Spanish
Defense Language Proficiency Test 5

Familiarization Guide

Table of Contents

Introduction

This Familiarization Guide is designed to provide prospective examinees with information about the Spanish 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 on what the examinees will see when taking the test on the computer as well as information on testing procedures are provided.

Overview of the DLPT5

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

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

Description of the Spanish DLPT5

Lower-Range Test

- **Test Design**
  - The Lower-Range Reading Test contains approximately 60 questions with about 36 authentic passages. Each passage has up to 4 questions with four answer choices per question.

  - The Lower-Range Listening Test contains approximately 60 questions with about 40 authentic passages. Each passage has up to 2 questions

with four answer choices per question. In the test, passages at the beginning will be played once. After a certain point in the test, examinees will hear the passages twice before having to answer the questions.

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

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

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

  o 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.

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

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

  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 Spanish. The maximum length of a listening comprehension passage in the test is approximately 2 minutes. The maximum length of a reading comprehension passage is approximately 400 words. Most of the passages are much shorter than the maximum length.

- 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 expressions that are used in the passage. The number of questions based on the passage is related to the length and complexity of the passage.

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

Upper-Range Test

- • **Test Design**
  - o The Upper-Range Reading Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 5 questions with four answer choices per question.

  - o The Upper-Range Listening Test contains approximately 36 questions with about 14 authentic passages. Each passage has up to 3 questions and four answer choices per question. All passages will be played twice.

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

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

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

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

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

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

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

  - **Passage**: This is the only element of the test that is in Spanish. The maximum length of a listening comprehension passage in the test is approximately 2 minutes and 40 seconds. The maximum length of a reading comprehension passage is approximately 500 words.

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

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

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

Scoring

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

1+, 2, 2+, and 3. Upper-Range tests are intended to cover ILR levels 3 through 4. Possible scores are 3, 3+, and 4. Separate scores are reported for reading and listening.

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

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

Preparation for Taking the Spanish DLPT5

The purpose of this publication is to familiarize prospective examinees with the Spanish 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 Spanish DLPT5 is the acquisition of a solid base of general proficiency in Spanish, both through formal training, and language exposure and use in a variety of real-life language-use settings. Examinees should know that study aids (i.e., dictionaries, reference books, etc) are not permitted for this test. Note-taking is also not permitted during the test.

Instructions for taking the Spanish DLPT5

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

Test Procedures

This section is to help prospective examinees become familiar with the test procedures of the Spanish DLPT 5 multiple-choice Reading and Listening tests. First, there will be a short description of what the examinees see before the actual test begins. Then screen shots of what examinees will see on the computer screen will be provided.

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

The next screen provides a list of tests for which the examinee is eligible; the examinee selects the appropriate test from the list.

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

DLPT 5 Listening Comprehension Test for Russian Form A

DEPARTMENT OF DEFENSE

Defense Language Proficiency Test 5

Multiple Choice Format

Russian

Language Code RU

Listening Comprehension

Form A

Please DO NOT START until told to do so.

If you have difficulty with the instructions or any functions of this test, please raise your hand and the Test Administrator will assist you.

FOR OFFICIAL USE ONLY

Controlled Item (Test Material)

Not to be shown to unauthorized persons

Not to be reproduced without authority granted by the Commandant

Defense Language Institute Foreign Language Center

To begin the test, click the Begin button below.

Help   Introduction: Screen 1 of 7   Begin

Privacy Act Statement:

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

Disclaimer for Defense Language Institute Tests:

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

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

Click on the checkbox above to confirm.

Help   Introduction: Screen 2 of 7   << Back

11

DLPT 5 Listening Comprehension Test for Dari   Form A

Test Administration Statement:

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

Non-Disclosure Statement:

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

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

Click on the checkbox above to confirm.

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

Reading comprehension test

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

Instructions screen for the reading comprehension test:

DLPT5 Lower Range Reading Comprehension Test for Russian

INSTRUCTIONS

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

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

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

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

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

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

A sample passage follows on the next screen.

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

Help   Introduction: Screen 6 of 6   Back   Next
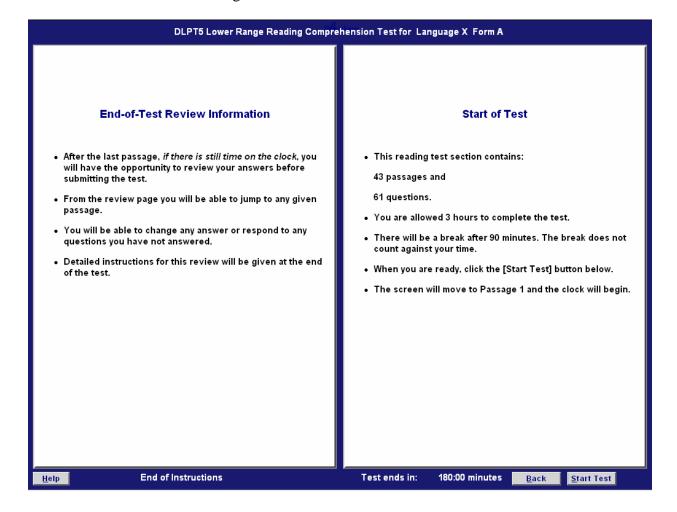
14

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

Example of a reading sample passage:

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

Test Start Screen for the Reading Test

DLPT5 Lower Range Reading Comprehension Test for Language X Form A

End-of-Test Review Information

- After the last passage, *if there is still time on the clock*, you will have the opportunity to review your answers before submitting the test.
- From the review page you will be able to jump to any given passage.
- You will be able to change any answer or respond to any questions you have not answered.
- Detailed instructions for this review will be given at the end of the test.

Start of Test

- This reading test section contains:

  43 passages and

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

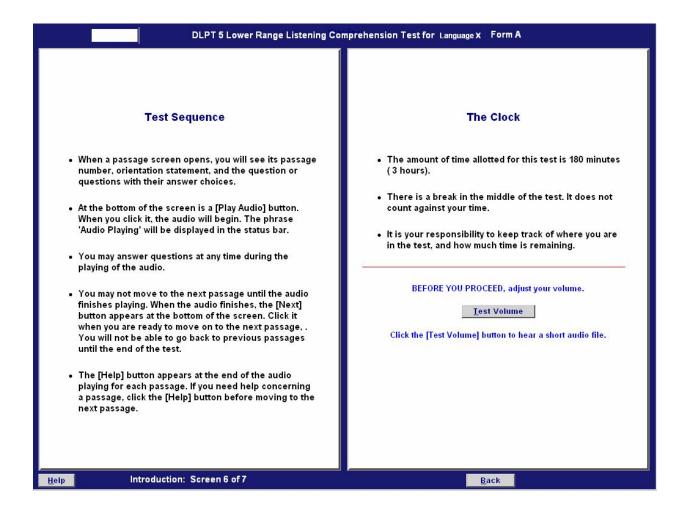| Help | End of Instructions | Test ends in: | 180:00 minutes | Back | Start Test |

Listening comprehension test

Example of screen layout for the listening comprehension test:

The next two screens contain instructions for the listening comprehension test. Note that examinees may select their answers to the questions while the audio is playing.

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

Test Sequence

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

- At the bottom of the screen is a [Play Audio] button. When you click it, the audio will begin. The phrase 'Audio Playing' will be displayed in the status bar.

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

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

- The [Help] button appears at the end of the audio playing for each passage. If you need help concerning a passage, click the [Help] button before moving to the next passage.

The Clock

- The amount of time allotted for this test is 180 minutes (3 hours).

- There is a break in the middle of the test. It does not count against your time.

- It is your responsibility to keep track of where you are in the test, and how much time is remaining.

BEFORE YOU PROCEED, adjust your volume.

Test Volume

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

Help   Introduction: Screen 6 of 7   Back

18

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

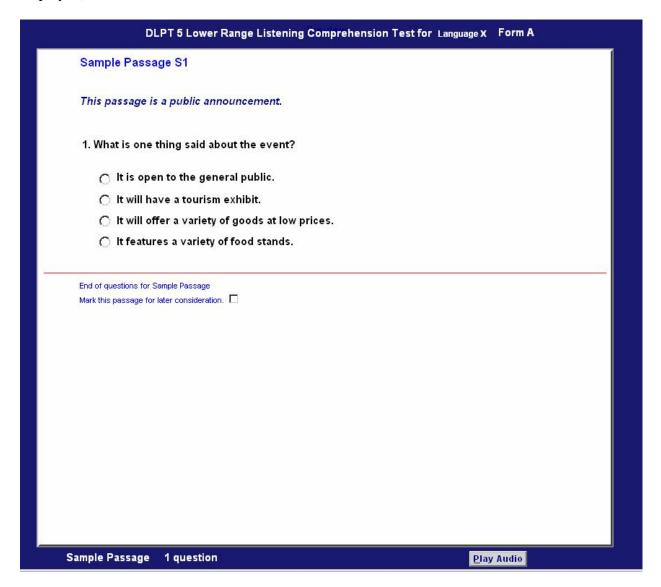If the audio is not clear or loud enough, raise your hand now to alert the Test Administrator.

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

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

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

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

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

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

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

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

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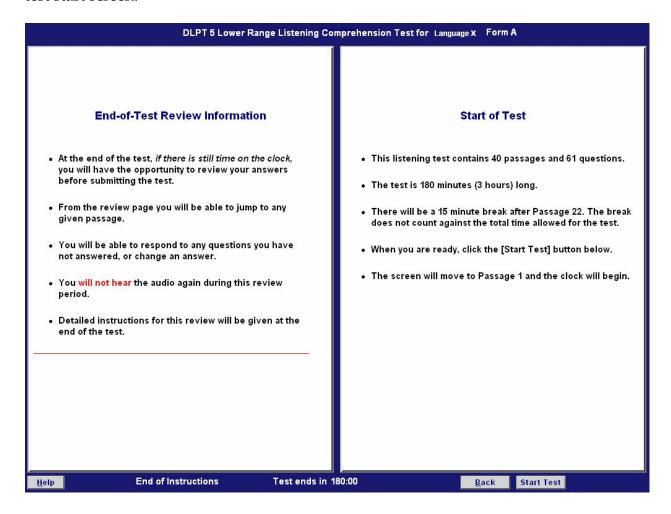### If you need help during the test, click on the [Help] button.

19

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

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

Sample Passage S1

This passage is a public announcement.

1. What is one thing said about the event?

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

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

Sample Passage   1 question   Play Audio

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

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

End-of-Test Review Information

- At the end of the test, *if there is still time on the clock,* you will have the opportunity to review your answers before submitting the test.

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

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

- You **will not hear** the audio again during this review period.

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

Start of Test

- This listening test contains 40 passages and 61 questions.

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

- There will be a 15 minute break after Passage 22. The break does not count against the total time allowed for the test.

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

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

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

End-of-Test Review Information

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

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

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

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

Example of the review screen:

DLPT 5 Lower Range Reading Comprehension Test for Russian Form A

End of Reading Test

- In the chart below, an asterisk (*) in the Answer column means that you have answered a question.
- If you see the word **BLANK**, it means that no answer has been registered for this question.
- If you see an X next to a passage number, it means that you marked that passage for further consideration as you were taking the test.
- To review/change any answer, click the row below which corresponds to the question number.

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

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

Review Answers   Test ends in: 176:56   Submit

Spanish DLPT5 Reading Comprehension Sample Passages

Level 1

An excerpt from a magazine ad

Venga por un examen de ojos
TOTALMENTE GRATIS
y obtenga un limpiador
de lentes LAFAM.
Vida para sus ojos.

1. What is LAFAM?

    (A) A type of lens cleaner.
    (B) A brand of eye drops.
    (C) A style of eyeglasses.
    (D) An optical procedure.

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

The passage states directly that individuals who get their eyes examined will receive a lens cleaner. Therefore, (A) is the best answer. Even though the ad ends with a comment regarding the health of the eyes, it does not state that the substance is meant to be used in the eyes, which eliminates (B) as a possible answer. Neither (C) nor (D) are mentioned in the ad.

Level 2

From a letter to the editor about urban safety in Paraguay

La semana pasada escribí sobre la agresividad creciente que se percibe en muchas esquinas de la ciudad a causa de la presencia de los "limpiavidrios", desvalidas personas que ofrecen sus servicios en las calles de la ciudad, estampando esponjas cargadas de agua sucia con jabón sobre el vidrio, a cambio de propinas.

Justamente ayer, a plena luz del día, en la esquina de Mariscal López y San Martín, un hombre no aceptó la propuesta de limpieza de su parabrisas por parte de una mujer, ya que acababa de lavarlo. Ésta, en un ataque de rabia por el rechazo, le golpeó el techo con el mango del escurridor y le rayó la pintura. El hombre se bajó para ver los daños y la mujer se le tiró encima. Al instante acudieron en su ayuda otras personas que le propinaron no sólo una paliza al conductor, sino que además un hombre sacó un cuchillo y lo apuñaló. Dejaron al conductor más muerto que vivo, tirado en la calle.

2. What recurring issue is the writer denouncing in the letter?

(A) Road rage is becoming a serious problem in the city.
(B) The large number of peddlers creates traffic problems.
(C) Homeless people continue to break into cars.
(D) Street people keep forcing their services on motorists.

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

The passage is a complaint about people who approach motorists, wash their windshields, and expect to be paid. Therefore, (D) is the best answer. (A) is not the best answer because the topic of the passage is not about angry drivers. The passage does not say anything about traffic problems being caused by people selling things, which makes (B) incorrect. (C) is not the best answer because there is no mention in the passage of people breaking into cars.

3. What did the woman do to the driver?

(A) She threatened him with a knife.
(B) She damaged his car.
(C) She reported him to the police.
(D) She stole his car.

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

The passage says that the woman hit the car roof with her squeegee and scratched the paint. Therefore, (B) is the best answer. (A) is not the best answer because the person who threatened him with a knife was a man who came to help the woman, not the woman herself. At no time are the police involved in the incident, so (C) is not the best answer. (D) is incorrect because the woman did not steal the man's car.

Level 3

Los acontecimientos relacionados con el conflicto de Chiapas plantean la necesidad de una profunda revisión de la política educativa del país en un tema que se rehúye: el racismo de nuestra sociedad. La presencia de los pueblos indígenas en la vida nacional, ganada a pulso, sin ningún respaldo, empieza a hacernos conscientes de las implicaciones del carácter multiétnico del país para la convivencia de unos mexicanos con otros y, por lo tanto, para la educación.

Hasta ahora la "educación intercultural" no ha pasado de ser un término técnico que figura en documentos oficiales de escasa circulación, se la ha entendido generalmente como orientación que afecta exclusivamente la educación de los indígenas, los cuales requieren ser preparados para ubicarse a la vez en su cultura mestiza dominante. En adelante, si somos congruentes, deberemos aplicar el término "intercultural" a la educación de todos los mexicanos y entenderlo en todos sus significados, y ahí nos toparemos con la realidad del racismo que no hemos querido afrontar. Certeramente un líder opositor señalaba este necesario cambio educativo al explicar el sentido último de la lucha indígena: "Que la derrota definitiva del racismo se convierta en una política de Estado, en una política educativa, en un sentimiento de toda la nación".

El tema es difícil e incómodo. Difícil en sí por el problema de definir con precisión el racismo; incómodo porque a nadie le gusta ser exhibido como racista. Pero es necesario abordarlo si el país ha de cerrar por fin esta herida de su historia y encaminarse hacia nuevas formas de convivencia.

4. In the first paragraph, the expression ganada a pulso means:

(A) Achieved through one's own effort.
(B) Done out of sheer impulse.
(C) Obtained despite the odds.
(D) Earned after years of suffering.

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

The expression "ganado a pulso" means "achieved through one's own effort"; the language that comes after the expression corroborates the meaning. Therefore, (A) is the best answer. Nothing in the passage leads one to believe that the indigenous people are part of the national landscape through impulsivity, which makes (B) incorrect. It may be true, as option (C) indicates, that racism has been an obstacle to the indigenous people's integration into Mexican society. However, the expression does not convey this idea. Further, it may also be true that the indigenous population has suffered, but this is not the writer's main point nor is it an idea conveyed by the expression in this context, which makes (D) incorrect.

5. According to the author, what is "intercultural education" currently designed to do?

(A) Increase awareness of the prejudice indigenous people face in society.
(B) Help the Mexican people learn about their indigenous cultural heritage.
(C) Provide indigenous people with the means to function in the dominant culture.
(D) Promote the integration of indigenous traditions into Mexican culture.

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

The second paragraph states that intercultural education as it exists is meant to help indigenous people become part of the dominant culture. Therefore, (C) is the best answer. (A) is not a possible answer because the objective of current intercultural education is not to enlighten the Mexican people regarding the plight of the indigenous population. Part of the writer's main message is that intercultural education does not focus on making Mexicans aware of their country's multiethnic character, which eliminates (B) as a possible answer. (D) is not the best answer because no mention is made of the integration of indigenous traditions into mainstream Mexican culture.

Level 4

An excerpt from an essay on the anthropology of medicine

La ciencia médica, en cuanto trato terapéutico con el hombre enfermo, está siempre afectada en su proceder por una dualidad.

Es la dualidad de la objetivación científica y del encuentro interhumano.

La objetividad científica es heredera de la ciencia novecentista. Es una objetividad que se caracteriza por reconocer sólo aquello empírica y materialmente comprobable. La medicina del siglo XIX debió sus mayores progresos a la "espacialización" de la enfermedad. Cuando lo demoníaco, el maleficio o la fuerza oculta se transformaron en cosa alterada, en espacio físico, un gran avance se había dado en la comprensión de las causas y modos de ser de las enfermedades. En la época de la "patología celular" y de la anatomía patológica ello pudo ser eficazmente logrado. "He aquí, pudieron decir los contemporáneos, lo que la enfermedad es: es un órgano herido, una célula alterada, un cambio en la intimidad de los tejidos". En otras palabras, es un "espacio" que enferma, un objeto.

Después de ganar para sí el espacio, en tanto instancia explicativa, el pensamiento médico conquistó también el tiempo. Había dolencias que no podían simplemente reducirse a una anatomía alterada. Dolencias que no se manifestaban materialmente por una forma alterada, mas por una función alterada, al menos en alguna etapa de su desarrollo.

Forma y función son dos conceptos no polares. No se oponen entre sí. Descienden de un tronco común. La función es sólo un acontecimiento de curso rápido, cuyos comportamientos o cambios se pueden medir en segundos, minutos, horas. La forma es un acontecimiento de curso más lento, cuyos cambios se pueden medir en términos de meses o años. Ambos son acontecimientos, movimientos. La adscripción categorial depende del instrumento de medición y de la escala de tiempo.

Cuando el pensamiento médico empezó a hablar, ya no de formas alteradas sino de funciones anómalas, el tiempo se había conquistado. La enfermedad ya no podía representarse como un cuadro estático, mas como un proceso. Un proceso que se da en la tenacidad del movimiento orgánico, intentando desviarle el rumbo, acelerarlo o atrasarlo. Detenido el proceso, a veces es posible pesquisar una forma alterada. Que es el mismo proceso, sólo que fosilizado.

La conquista del espacio y del tiempo para el pensamiento médico tenía las mejores posibilidades de ser la panacea del futuro. A lo largo de esas dos direcciones fundamentales de progreso se contruyeron los más imponentes monumentos de la ciencia médica.

6. According to the writer, what change did medical science undergo in the 19th-century?

    (A) It linked the psychological and physical aspects of disease.
    (B) It determined that disease must be diagnosed holistically.
    (C) It explained the causes of disease in terms of the environment.
    (D) It defined unexplained phenomena in concrete terms.

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

The passage states that 19th-century science defined illness in empirical or material terms, in other words, it determined that a particular space in the body was diseased. This replaced the earlier notions of demons or occult forces as the causes of illness. Therefore, (D) is the best answer. (A) is not the best answer because the psychological causes of illness are not discussed. (B) is incorrect because diagnostic procedures are not discussed. The environment is also not an aspect of the writer's argument, which eliminates (C) as a possible answer.

7. How does the writer relate the concepts of space and time to the medical notions of disease?

    (A) Space and time parallel the distinction between a diseased organ and its improper functioning within the organism as a whole.
    (B) Space is defined as the origin of the disease while time represents the body's progressive deterioration due to disease.
    (C) Space and time correspond to the dual approach to diagnosing disease which considers biological as well as psychosomatic causes.
    (D) Space is that which remains unchanged within the diseased body while time represents the physical manifestation of the disease.

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

The form and function of a disease is explained in terms of space and time. Space, then, represents the diseased organ or tissue while time represents a change in the function of the organ or tissue. The writer states that form and function appear to be two different entities, but in fact, they are one and the same when a disease has had the "time" to evolve sufficiently to manifest itself in a particular "space" of the body. Therefore, (A) is the best answer. Although space is where the manifestation of a disease can be observed, it is not described as the origin, which eliminates (B) as a possible answer. The passage does not discuss the psychology of disease, which eliminates (C) as a possible answer. Since space has been defined as that part of the anatomy which is diseased, (D) cannot be correct since it states that space is that which remains unchanged.

8. In the last paragraph, what does the writer imply about medical science?

    (A) It has not yet achieved its goals despite its advances.
    (B) It has failed to apply modern research findings.
    (C) It has ignored relevant science from other fields.
    (D) It has not integrated its discoveries into a cohesive whole.

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

The writer states that medical science hoped that its understanding of space and time in relation to disease would be the panacea of the future. A panacea is a cure-all. The implication is that it is not possible for any one medical advance to cure all disease. Therefore, (A) is the best answer. Although the writer gives his view regarding the evolution of medical science, he does not give an opinion about how this evolution relates to modern research, which makes (B) incorrect. No other field of science is mentioned in the passage, which eliminates (C) as a possible answer. The writer gives his particular perspective on the advances medical science has made, but he does not criticize how it is organized, which makes (D) incorrect.

Spanish DLPT5 Listening Comprehension Sample Passages

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

Level 1

This passage is from a conversation between two friends.

Mujer 1:	Y, ¿qué tal tu hijo? ¿Ya encontró un departamento?
Mujer 2:	Sí, fíjate que encontró un departamento en el centro.
Mujer 1:	¡Qué bueno!
Mujer 2:	Y, va a compartir el departamento con 2 compañeros.
Mujer 1:	¿Quiénes son?
Mujer 2:	Oscar y Juan, dos amigos de la universidad.
Mujer 1:	¡Qué bien!

1. What is the mother telling her friend?

    (A) Her son visited friends in the city.
    (B) Her son decided to go to college.
    (C) Her son opened an office downtown.
    (D) Her son found a new apartment.

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

In this conversation, the second woman says that her son found an apartment that he will share with two friends from the university. Therefore, (D) is the best answer. (A) is not correct because the son did not go to the city to visit friends. College is mentioned when the mother explains who her son's roommates will be, not because he intends to go to college, making (B) incorrect. Downtown is mentioned because this is where the woman's son found an apartment, not because he intends to open an office there, which eliminates (C) as a possible answer.

Level 2

This passage is from a news segment on Salvadoran radio.

Un custodio y 4 reos del Centro Real de Quetzaltepec en el departamento de la Libertad resultaron lesionados al protagonizarse disturbios en dichas instalaciones.

Los problemas comenzaron desde la madrugada de hoy martes cuando los reclusos se amotinaron y los custodios se vieron obligados a efectuar disparos para controlar la situación.

Desde tempranas horas desde martes las autoridades del centro penal de Quetzaltepec le pidieron el apoyo a los elementos de la unidad de mantenimiento del ordenomo para brindar mayor seguridad y efectuar una requisa para decomisar armas hechizas.

---

2. **What happened at Quetzaltepec prison?**

    (A) A prison guard was killed.
    (B) A prison guard was taken hostage.
    (C) The inmates rioted.
    (D) Inmates tried to escape.

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

The first paragraph says that there were disturbances at the prison and the second paragraph states that the prisoners mutinied, making (C) the best answer. The passage makes no mention of an attempted escape, eliminating (D) as a possible answer. The first paragraph states that a guard was wounded, not killed, and there is no mention of any other action taken against guards by the inmates, which eliminates (A) and (B) as possible answers.

3. **According to the passage, what action did the authorities take?**

    (A) They transferred the inmates to another prison.
    (B) They requested help from outside of the prison.
    (C) They sealed off the area surrounding the prison.
    (D) They isolated the inmates who were responsible.

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

The passage states that help was requested and gives two reasons why. Therefore, (B) is the best answer. No information is provided regarding what exactly was done to subdue the inmates, eliminating (C) as a possible answer. (A) and (D) are incorrect because no information is provided regarding actions taken against the prisoners.

Level 3

This passage is an excerpt from an interview with a Colombian senator about government and the constitution.

Periodista:	¿No es mejor parecerse a Estados Unidos…a Alemania…a España…a Dinamarca?
Senador:	Claro, es que nosotros tenemos nuestra propia idiosincrasia y nuestra propia historia…afortunadamente o desgraciadamente…pero la cultura europea nos ha pesado siempre…y hemos importado cultura jurídica…cultura política. Nosotros no tenemos instituciones propias. Nosotros no tenemos constitucionalismo propio. Nosotros seguramente exportamos buenos toreros…pero la filosofía alemana nos sigue pesando mucho…por eso tenemos que estar copiando todo…pues hagamos un esfuerzo…de perfeccionar nuestras propias instituciones de acuerdo a lo que nosotros somos. Ya copiamos el régimen presidencialista…que ha sido bueno. Aquí tenemos unos príncipes y unos emperadores constitucionalizados…enmarcados en unos textos constitucionales…y el Presidente de la República es el Jefe de Gobierno, el Jefe de Estado, el Comandante General de las Fuerzas Armadas, el Jefe supremo de la Administración…bueno maravilloso. No nos ha ido tan mal…porque terminamos haciéndole el homenaje al caudillismo…que es…entre otras cosas otra de nuestras taras institucionales, pero de todas formas yo no creo que estos pasos se los pueda dar así de la noche a la mañana despedazando los textos constitucionales sin hacer unos estudios profundos de las incidencias que tienen estas reformas…Yo creo que hay muchísima improvisación y muchísima pasión política y muchísima euforia…le repito…transitoria. No estamos atemperándonos a unas realidades. ¿Mañana cambiamos la constitución entonces cuando el presidente sea malo para prohibir la religión?

4. What point does the senator make about European political culture?

(A) It changes the way Colombians look at their government institutions.
(B) It causes Colombians to disdain their native political traditions.
(C) It continues to play a significant role in the Colombian political system.
(D) It influences how the Colombian constitution is interpreted.

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

The senator says that European culture has always been important to Colombia and that the country has imported political culture. Therefore, (C) is the best answer. (A) is not the best answer because the senator says that European culture has been a factor since the beginning, so Colombians never had a different way of looking at their government institutions. (B) is not the best answer because the senator does not state a particular opinion regarding native political traditions. (D) is not the best answer because the senator is discussing what influenced the creation of the constitution, not what affects how it is interpreted.

5. What observation does the senator make about constitutional precepts adopted from Western government models?

(A) They have been instrumental in the preservation of Colombian democratic values.
(B) They have been fundamental in changing the autocratic nature of Colombian leadership.
(C) Despite their influence, Colombia reverts to traditional approaches to governance.
(D) Despite their limitations, Colombia has been able to implement political reforms.

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

The senator refers to the importation of the presidential system of government which bestows the leader of a country with particular powers. He points out that this system is a façade for Colombia's autocratic tendencies. Therefore, (C) is the best answer. (A) is not the best answer because the senator does not say or imply that Colombians have native democratic values. (B) is not the best answer because the senator believes that Colombia continues to follow traditional models ("caudillismo") of government despite the influence of the west. (D) is not the best answer because the senator does not speak about political reform when referencing constitutional precepts.

Level 4

This passage is from a political debate on Salvadoran radio.

Ningún sistema de pensamiento es universal. Si fuéramos a hablar por ejemplo de religiones, es mentira que el cristianismo sea universal. A nosotros nos parece así porque vivimos en occidente, pero vete tú a preguntar a Irak o a la India quién es cristiano y eso es lo folclórico, ¿verdad? Entonces, el punto es que los pensamientos no son universales porque hay lugares donde no funcionan, y no funcionan tal vez porque la teoría esté mal, sino porque no existen las bases económicas y sociales para que funcionan (sic). Si tú te das cuenta, los países democráticos más desarrollados de la tierra que puedan atribuirle su desarrollo a la democracia reúnen al menos dos condiciones que a nosotros nos falta generaciones para tener. Una: bipartidismo. Ejemplo EE.UU., Inglaterra, todo el antiguo imperio británico se consideran generalmente democrático y solo tienen dos partidos. Aquí tenemos atomización de partidos. Porque ese es el eterno truco de la derecha para impedir que gobiernos de izquierda lleguen a asumir. La derecha calcula la mara está decepcionada y en vez de cambiar su política económica, ¿qué es lo que hace?, comisiona a Mauricio Meyer para que fabrique partidos en serie y la gente se encandile con las banderitas y crea "ah, por aquí si vamos a tener una derecha popular". Entonces eso no se da en el mundo anglosajón, por ejemplo. Y dos, donde la gente se conduce democráticamente bien, por, sin necesidad de tanta coerción, es donde ha habido al menos 5 ó 6 generaciones de clase media que no se ha ido del país, sino que ha acumulado bienes y al acumular bienes ha acumulado educación y cultura. Sin irnos tan lejos lo podemos ver aquí no más en Costa Rica. Aquí, lejos de eso, la clase media está desapareciendo. Entonces, como no tenemos esas dos condiciones es mejor buscar un pensamiento alterno y no creemos cometer delito al hacerlo. Simplemente estamos introduciendo variedad al sistema.

6. According to the speaker, why is it INACCURATE to view democracy as universal?

    (A) It is commonly believed that democracy is only a theory.
    (B) Democracy is based on values held only by the Western world.
    (C) Not all countries have the elements needed for democracy.
    (D) Democracy has not yet proven its merit in all of the world.

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

The speaker states at the beginning of the passage that no school of thought is universal. He first uses the example of religion. The speaker then makes his main point about democracy not being a universal reality because it does not function everywhere. He explains that not every country has the social and economic foundations necessary for democracy to exist. Therefore, (C) is the best answer. His argumentation did not pertain to the validity of theories, eliminating (A) as a possible answer. Although (B) can be inferred from the speaker's statements, it does not answer the question. The speaker's assertion that not every country has the foundation from which democracy can grow is not the same as stating that democracy is unproven globally, eliminating (D) as a possible answer.

7. According to the speaker, what strategy does the political right use to continue in power?

    (A) It promotes the creation of many political parties.
    (B) It creates policies that appeal to the masses.
    (C) It encourages coalitions with minority parties.
    (D) It takes advantage of other parties' weaknesses.

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

After stating his main idea, the speaker gives reasons why he thinks democracy is possible in the Western world. Bipartisanship is one reason. He contrasts the two-party system of the United States and the United Kingdom with the Salvadoran situation in which there is an ¨atomization¨, that is, a proliferation of political parties, supposedly promoted by the right to keep the left from winning elections. Therefore, (A) is the best answer. No mention is made of the right's policies, eliminating (B) as a possible answer. (C) is incorrect because there is no mention of coalitions being formed with other parties, but rather, of the creation of other parties. (D) is also incorrect because no mention is made of the right taking advantage of other parties.

Appendix A: Interagency Language Roundtable Language Skill Level Descriptions

Preface

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

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

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

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

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

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

Interagency Language Roundtable Language Skill Level Descriptions: Listening

Listening 0 (No Proficiency)

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

Listening 0+ (Memorized Proficiency)

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

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

Listening 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand short conversations about all survival needs and limited social demands. Developing flexibility evident in understanding a range of circumstances beyond immediate survival needs. Shows spontaneity in understanding by speed, although consistency of understanding is uneven. Limited vocabulary range necessitates repetition for understanding. Understands more common time forms and most question forms, some word order patterns, but miscommunication still occurs with more complex patterns. Cannot sustain understanding of coherent structures in longer utterances or in unfamiliar situations. Understanding of descriptions and the giving of precise information is limited. Aware of basic cohesive features (e.g., pronouns, verb inflections) but many are unreliably understood, especially if less immediate in reference. Understanding is largely limited to a series of short, discrete

utterances. Still has to ask for utterances to be repeated. Some ability to understand facts. (Has been coded L-1+ in some nonautomated applications.)   [Data Code 16]

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

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

Listening 3 (General Professional Proficiency)
Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. Has effective understanding of face-to-face speech, delivered with normal clarity and speed in a standard dialect on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, news stories similar to wire service reports, oral reports, some oral technical reports and public addresses on non-technical subjects; can understand without difficulty all forms of standard speech concerning a special professional field. Does not understand native speakers it they speak very quickly or use some slang or dialect. Can often detect emotional overtones. Can understand implications. (Has been coded L-3 in some nonautomated applications.) [Data Code 30]

Listening 3+ (General Professional Proficiency, Plus)

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

Listening 4 (Advanced Professional Proficiency)
Able to understand all forms and styles of speech pertinent to professional needs. Able to understand fully all speech with extensive and precise vocabulary, subtleties and nuances in all standard dialects on any subject relevant to professional needs within the range of his/her experience, including social conversations; all intelligible broadcasts and telephone calls; and many kinds of technical discussions and discourse. Understands language specifically tailored (including persuasion, representation, counseling and negotiating) to different audiences. Able to understand the essentials of speech in some non-standard dialects. Has difficulty in understanding extreme dialect and slang, also in understanding speech in unfavorable conditions, for example through bad loudspeakers outdoors. Can discern relationships among sophisticated listening materials in the context of broad experience. Can follow unpredictable turns of thought readily, for example, in informal and formal speeches covering editorial, conjectural and literary material in any subject matter directed to the general listener. (Has been coded L-4 in some nonautomated applications.) [Data Code 40]

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

Listening 5 (Functionally Native Proficiency)
Comprehension equivalent to that of the well-educated native listener. Able to understand fully all forms and styles of speech intelligible to the well-educated native listener, including a number of regional and illiterate dialects, highly colloquial speech and conversations and discourse distorted by marked interference from other noise.

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

Interagency Language Roundtable Language Skill Level Descriptions: Reading

R-0: Reading 0 (No Proficiency)
No practical ability to read the language. Consistently misunderstands or cannot comprehend at all. [Data Code 00]

R-0+: Reading 0+ (Memorized Proficiency)
Can recognize all the letters in the printed version of an alphabetic system and high-frequency elements of a syllabary or a character system. Able to read some or all of the following: numbers, isolated words and phrases, personal and place names, street signs, office and shop designations. The above often interpreted inaccurately. Unable to read connected prose. [Data Code 06]

R-1: Reading 1 (Elementary Proficiency)
Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript. Can read either representations of familiar formulaic verbal exchanges or simple language containing only the highest frequency structural patterns and vocabulary, including shared international vocabulary items and cognates (when appropriate). Able to read and understand known language elements that have been recombined in new ways to achieve different meanings at a similar level of simplicity. Texts may include descriptions of persons, places or things: and explanations of geography and government such as those simplified for tourists. Some misunderstandings possible on simple texts. Can get some main ideas and locate prominent items of professional significance in more complex texts. Can identify general subject matter in some authentic texts. [Data Code 10]

R-1+: Reading 1+ (Elementary Proficiency, Plus)
Sufficient comprehension to understand simple discourse in printed form for informative social purposes. Can read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines. Can guess at unfamiliar vocabulary if highly contextualized, but with difficulty in unfamiliar contexts. Can get some main ideas and locate routine information of professional significance in more complex texts. Can follow essential points of written discussion at an elementary level on topics in his/her special professional field.
In commonly taught languages, the individual may not control the structure well. For example, basic grammatical relations are often misinterpreted, and temporal reference may rely primarily on lexical items as time indicators. Has some difficulty with the

cohesive factors in discourse, such as matching pronouns with referents. May have to read materials several times for understanding. [Data Code 16]

R-2: Reading 2 (Limited Working Proficiency)
Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Able to read with some misunderstandings straightforward, familiar, factual material, but in general insufficiently experienced with the language to draw inferences directly from the linguistic aspects of the text. Can locate and understand the main ideas and details in material written for the general reader. However, persons who have professional knowledge of a subject may be able to summarize or perform sorting and locating tasks with written texts that are well beyond their general proficiency level. The individual can read uncomplicated, but authentic prose on familiar subjects that are normally presented in a predictable sequence which aids the reader in understanding. Texts may include descriptions and narrations in contexts such as news items describing frequently occurring events, simple biographical information, social notices, formulaic business letters, and simple technical material written for the general reader. Generally the prose that can be read by the individual is predominantly in straightforward/high-frequency sentence patterns. The individual does not have a broad active vocabulary (that is, which he/she recognizes immediately on sight), but is able to use contextual and real-world cues to understand the text. Characteristically, however, the individual is quite slow in performing such a process. Is typically able to answer factual questions about authentic texts of the types described above. [Data Code 20]

R-2+: Reading 2+ (Limited Working Proficiency, Plus)
Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests. Is markedly more proficient at reading materials on a familiar topic. Is able to separate the main ideas and details from lesser ones and uses that distinction to advance understanding. The individual is able to use linguistic context and real-world knowledge to make sensible guesses about unfamiliar material. Has a broad active reading vocabulary. The individual is able to get the gist of main and subsidiary ideas in texts which could only be read thoroughly by persons with much higher proficiencies. Weaknesses include slowness, uncertainty, inability to discern nuance and/or intentionally disguised meaning. [Data Code 26]

R-3: Reading 3 (General Professional Proficiency)
Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. Reading ability is not dependent on subject matter knowledge, although it is not expected that the individual can comprehend thoroughly subject matter which is highly dependent on cultural knowledge or which is outside his/her general experience and not accompanied by explanation. Text-types include news stories similar to wire service reports or

international news items in major periodicals, routine correspondence, general reports, and technical material in his/her professional field; all of these may include hypothesis, argumentation and supported opinions. Misreading rare. Almost always able to interpret material correctly, relate ideas and "read between the lines," (that is, understand the writers' implicit intents in text of the above types). Can get the gist of more sophisticated texts, but may be unable to detect or understand subtlety and nuance. Rarely has to pause over or reread general vocabulary. However, may experience some difficulty with unusually complex structure and low frequency idioms. [Data Code 30]

R-3+: Reading 3+ (General Professional Proficiency, Plus)
Can comprehend a variety of styles and forms pertinent to professional needs. Rarely misinterprets such texts or rarely experiences difficulty relating ideas or making inferences. Able to comprehend many sociolinguistic and cultural references. However, may miss some nuances and subtleties. Able to comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions, however, accuracy is not complete. The individual is typically able to read with facility, understand, and appreciate contemporary expository, technical or literary texts which do not rely heavily on slang and unusual items. [Data Code 36]

R-4: Reading 4 (Advanced Professional Proficiency)
Able to read fluently and accurately all styles and forms of the language pertinent to professional needs. The individual's experience with the written language is extensive enough that he/she is able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references. Able to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural, political, or social environment). Able to read and understand the intent of writers' use of nuance and subtlety. The individual can discern relationships among sophisticated written materials in the context of broad experience. Can follow unpredictable turns of thought readily in, for example, editorial, conjectural, and literary texts in any subject matter area directed to the general reader. Can read essentially all materials in his/her special field, including official and professional documents and correspondence. Recognizes all professionally relevant vocabulary known to the educated non-professional native, although may have some difficulty with slang. Can read reasonably legible handwriting without difficulty. Accuracy is often nearly that of a well-educated native reader. [Data Code 40]

R-4+: Reading 4+ (Advanced Professional Proficiency, Plus)
Nearly native ability to read and understand extremely difficult or abstract prose, a very wide variety of vocabulary, idioms, colloquialisms and slang. Strong sensitivity to and understanding of sociolinguistic and cultural references. Little difficulty in reading less than fully legible handwriting. Broad ability to "read beyond the lines" (that is, to understand the full ramifications of texts as they are situated in the wider cultural,

political, or social environment) is nearly that of a well-read or well-educated native reader. Accuracy is close to that of the well-educated native reader, but not equivalent. [Data Code 46]

R-5: Reading 5 (Functionally Native Proficiency)
Reading proficiency is functionally equivalent to that of the well-educated native reader. Can read extremely difficult and abstract prose; for example, general legal and technical as well as highly colloquial writings. Able to read literary texts, typically including contemporary avant-garde prose, poetry and theatrical writing. Can read classical/archaic forms of literature with the same degree of facility as the well-educated, but non-specialist native. Reads and understands a wide variety of vocabulary and idioms, colloquialisms, slang, and pertinent cultural references. With varying degrees of difficulty, can read all kinds of handwritten documents. Accuracy of comprehension is equivalent to that of a well-educated native reader. [Data Code 50]