Topics Covered

- ILR background
- ILR scale
- Language skills
- ILR Skill Level Descriptions
- In-house testing studies
- Native speakers/heritage speakers/learners
- Translation text difficulty levels
- Audio text difficulty levels
- ILR-based translation exams
- Tests administered
- Testing policies and procedures
Interagency Language Roundtable (ILR)

• Organization of representatives from different government agencies that provides language services along with other language professionals

• Goals
  – Standardization of testing criteria
  – Collaboration of training, testing, and translation methodology between agencies
  – Dissemination of new language information and practices from both inside and outside the government arena
ILR Skill Level Descriptions

- Descriptions of the minimum language requirements a person must have in order to perform certain tasks in a skill.
- Skills measured:
  - Listening
  - Reading
  - Speaking
  - Writing
  - Translation
  - Interpretation
- Used as a standard for all US Government agencies
- Scale ranges from 0 to 5, with plus levels
ILR Scale

• Ordinal scale ranging from 0 to 5
  – Interval scale: distances between levels are equidistant
  – Ordinal scale: distances between levels increase as levels increase
Typical Interval Scales

Surveys:

Academic:
ILR Skill Level Descriptions

Level 3 Range
Cooking Scale

0: No cooking ability
  • Combine foods

1: Prepare
  • Heat liquid or food for a certain time, to a certain temperature

2: Follow recipes
  • Combine ingredients, follow instructions

3: Cater for small groups
  • Manage many types of recipes, arriving at different times.

4: Chef
  • Uses advanced techniques to prepare complex menus.

5: Master Chef
  • Products:
    • Bread and butter
    • Cereal
    • Salad
  • Products:
    • Tea
    • Boil spaghetti, add sauce and cheese
  • Products:
    • Hamburger
    • Casserole
  • Products:
    • Lobster bisque
    • Grilled chicken stuffed with spinach, roasted potatoes, and steamed zucchini served with lemon sauce.
    • Flan
  • Products:
    • Andre Terrail’s pike dumplings
    • Poached foie gras with Pinot gris wine, turnip leaves, and dried beetroot
    • Marinated Gulf shrimp with Spanish paprika and toasted Marcona almonds, pink grapefruit emulsion
    • Braised lobster with sea-urchin sauce, velvety coral lentils, olive pulp in aspic
    • Whipped mild cocoa cream with saffron
  • Products:
    • Andre Terrail’s pike dumplings
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    • Whipped mild cocoa cream with saffron
Hiking Scale

• 0: Unable to hike, even on paved roads.
• 1: Able to hike on flat, paved paths.
• 2: Able to complete most regional hikes, staying mostly on course, despite minor geographic obstacles.
• 3: Able to complete multi-day hikes that may involve unmarked trails or rigorous topographical changes in a variety of climates.
• 4: Able to accomplish treks across traverse terrain that require specialized equipment and skills. May serve as a guide.
• 5: Able to successfully summit any peak or complete any course on all attempts.
ILR Scale

Moving upward is increasingly difficult.
ILR Skill Levels

Each level represents a range.

Level 3 Range

Level 0
Level 1
Level 2
Level 3
Level 4
Level 5
e, t

e.t.
ILR Skill Level Descriptions

- Speaking
- Listening
- Reading
- Writing
- Translation
- Interpretation

For full texts, go to:
- [www.govtilr.org](http://www.govtilr.org)

Proficiency (Single Skills)
Performance (Combined Skills)
Speaking 3
(General Professional Proficiency)

The individual can effectively combine structure and vocabulary to convey his/her meaning accurately.

The individual can effectively combine structure and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

Implications of nuances and idiom may not be fully understood, the individual can easily repair the conversation. Pronunciation may be obviously foreign. Individual sounds are accurate; but stress, intonation, and pitch control may be faulty.
# ILR Levels 2, 2+, 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Able to satisfy routine social demands and limited work requirements.</td>
<td>Sufficient comprehension to understand conversations on routine social demands and limited job requirements.</td>
<td>Sufficient comprehension to read simple, authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context.</td>
<td>Able to write routine social correspondence and prepare documentary materials required for most limited work requirements.</td>
</tr>
<tr>
<td>2+</td>
<td>Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.</td>
<td>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.</td>
<td>Sufficient comprehension to understand most factual material in non-technical prose as well as some discussions on concrete topics related to special professional interests.</td>
<td>Shows ability to write with some precision and in some detail about most common topics.</td>
</tr>
<tr>
<td>3</td>
<td>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.</td>
<td>Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field.</td>
<td>Able to read within a normal range of speed and with almost complete comprehension of a variety of authentic prose material on unfamiliar subjects.</td>
<td>Able to use the language effectively in most formal and informal written exchanges on practical social and professional topics.</td>
</tr>
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</table>
## ILR Level 2

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Speaking</td>
<td>Able to satisfy routine social demands and limited work requirements.</td>
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# ILR Level 2+

<p>| | |</p>
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<tr>
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<th></th>
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<tr>
<td><strong>Speaking</strong></td>
<td>Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.</td>
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<td><strong>Listening</strong></td>
<td>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.</td>
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<tr>
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<tr>
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</table>
### ILR Level 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field.</td>
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<td><strong>Reading</strong></td>
<td>Able to read within a normal range of speed and with almost complete comprehension of a variety of authentic prose material on unfamiliar subjects.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Able to use the language effectively in most formal and informal written exchanges on practical social and professional topics.</td>
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</table>
“Knowing” a language

• Language skills are **separate**.
  – A person can have different proficiency levels in different skills.
    • Speaking, Listening, Reading, Writing

• Language skills are **combined**.
  – A person must combine various skills in order to perform language tasks.
    • Holding a conversation, translating a document, monitoring a phone call, interpreting
## Four Primary Skills

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Receptive</td>
<td>•Receptive</td>
</tr>
<tr>
<td>•Delayed</td>
<td>•Immediate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Translation</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Productive</td>
<td>•Productive</td>
<td></td>
</tr>
<tr>
<td>•Delayed</td>
<td>•Immediate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretation</th>
</tr>
</thead>
</table>

Translation

Immediate
Types of Listening

Static Listening (Non-participatory)
Interactive Listening (Participatory)

Monitoring (Live Speech)
Monitoring (Recorded Speech)

No opportunity to clarify
Can request clarification
Interpretation

Prerequisite Skills

- Listening: FL
- Listening: Eng
- Reading: FL
- Reading: Eng

- Speaking: Eng
- Speaking: FL

Consecutive & Simultaneous Interpretation

Sight Translation
Transcription (Monolingual)

Prerequisite Skills

Listening: FL

Writing: FL

Listening: Eng

Writing: Eng

Transcription
Capacity to Translate

- Reading Comprehension of the Source Language
- Writing Ability in the Target Language
- Maximum Translation Ability
From theory to practice

Hypothesis 1:
If you can read a foreign language, you can translate.

True or False

Hypothesis 2:
If the foreign language is your native language and you are proficient in English, you can translate.

True or False

Testing one prerequisite skill is not sufficient to predict translation ability.
# Post 9/11 Arabic Applicants

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>L1: Arabic</th>
<th>L1: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applicants</td>
<td>1438</td>
<td>1077</td>
<td>482</td>
</tr>
<tr>
<td>Passed Listening (DLPT)</td>
<td>755 (52.5%)</td>
<td>514</td>
<td>229</td>
</tr>
<tr>
<td>Failed Listening (DLPT)</td>
<td>683 (47.5%)</td>
<td>563</td>
<td>253</td>
</tr>
<tr>
<td>Passed Reading (DLPT)</td>
<td>1067 (74.2%)</td>
<td>834</td>
<td>331</td>
</tr>
<tr>
<td>Failed Reading (DLPT)</td>
<td>371 (25.8%)</td>
<td>243</td>
<td>151</td>
</tr>
<tr>
<td>Passed Translation Test</td>
<td>289 (20.1%)</td>
<td>202</td>
<td>113</td>
</tr>
<tr>
<td>Failed Translation Test</td>
<td>1149 (79.9%)</td>
<td>875</td>
<td>369</td>
</tr>
<tr>
<td>Passed Reading/Failed TT</td>
<td>781 (54.3%)</td>
<td>634</td>
<td>221</td>
</tr>
<tr>
<td>Failed Reading/Passed TT</td>
<td>12 (0.8%)</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>
### Percent Concordance: Final Derived VTE and EWT Score

<table>
<thead>
<tr>
<th></th>
<th>Italian Overall (%)</th>
<th>Vietnamese Overall (%)</th>
<th>Turkish Overall (%)</th>
<th>Average Overall (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exact Match</strong></td>
<td>3.75</td>
<td>19.82</td>
<td>2.50</td>
<td>8.69</td>
</tr>
<tr>
<td><strong>Within Level Match</strong></td>
<td>28.75</td>
<td>50.16</td>
<td>26.30</td>
<td>35.07</td>
</tr>
<tr>
<td><strong>One Level Difference</strong></td>
<td>36.25</td>
<td>32.39</td>
<td>31.30</td>
<td>33.28</td>
</tr>
<tr>
<td>(VTE higher or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Greater than One Level</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Difference (VTE higher)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Greater than One Level</strong></td>
<td>35.00</td>
<td>17.45</td>
<td>42.50</td>
<td>31.65</td>
</tr>
<tr>
<td><strong>Difference (VTE lower)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paraphrase the following sentences

• I’m going to throw out my sandwich.
• The child toddled around the den.
• The incoming director of national intelligence plans to change security rules to make it easier for first-generation Arab Americans for highly sensitive jobs.
• The defendant, who has worked at the embassy for two years, has a wife and children living abroad, said the embassy's office manager.
• At the time of the apparent abduction, which was first reported by the local paper, the accused was traveling with two colleagues, officials said.
• The sooner, the better.

The person with the intention to dispose of her bread-enveloped meal is me.

awkward, unbalanced manner about that particular room purposed for recreation.
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