

BY ORDER OF THE COMMANDER
332d Training Squadron

332 TRAINING SQUADRON
INSTRUCTION 16-1051



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Operations Support

**ENGLISH INSTRUCTION, CURRICULUM,
AND TESTING SYSTEMS**

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Chapter 1

PROGRAM PURPOSE AND OVERVIEW

1. Purpose.

1.1. This Squadron Instruction (SI) establishes a consolidation of policy management, responsibilities, and procedures for the Flights of the 332 Training Squadron (TRS). The SI provides a structure of programs within and between 332 TRS representing the English Curriculum Flight (ECF), English Instruction Flight (EIF), and English Testing Flight (ETF) at the Defense Language Institute English Language Center (DLIELC). All DLIELC Curriculum Courses must be in compliance with this SI, Chapter 3 by January 2023.

1.2. Overview.

1.2.1. The 332 TRS supports DLIELC's mission to train international, United States military, and civilian personnel to speak or teach English, through resident and nonresident programs, by providing high-quality instruction and developing high-quality training materials and test instruments for use throughout the Department of Defense (DoD) and around the world.

1.2.2. EIF teaches English as a second or foreign language in order to prepare international military members, civilian personnel and United States (US) military personnel to communicate in English at their Follow-on Training FOT and/or teach English in their host country.

1.2.3. ECF provides and supports English language courses that prepare international military members, civilian personnel and US military personnel for basic, vocational, and professional DoD training programs.

1.2.4. ETF develops, produces, and manages quality control and distribution of DLIELC Tests.

Chapter 2

ROLES AND RESPONSIBILITIES

2.1. 332 Training Squadron (332 TRS) Commander. As Dean of Academics, determine and direct policies, plans, and goals for all aspects of academic training for the 332nd Training Squadron.

2.2. 332 Training Squadron Director of Operations (DO). As the squadron director of operations, the DO is responsible for all day to day operations. The DO serves as the reviewing official on all documentation and projects prior to approval by the commander. The DO also serves as squadron commander during times of absence by the commander.

2.2.1. English Curriculum Flight (ECF) Chief. Interfaces with 332 TRS Commander and manages the development, production, maintenance, and release of all resident and non-resident curriculum materials.

2.2.1.1. Section Chief. Manages a curriculum section. Oversees and evaluates development of instructional programs and materials for English as a Second or Foreign Language (ESL/EFL). Directly supervises Senior Curriculum Developers (SCD) and Curriculum Developers (CD).

2.2.1.2. Senior Curriculum Developer. Serves as Project Officer to lead and direct team-based curriculum projects that develop English language curriculum for International Military Students (IMS) and maintain existing curriculum programs; issues guidance on tailoring programs when appropriate.

2.2.1.3. Curriculum Developer. Accomplishes course development assignments primarily consisting of writing of texts, achievement/performance tests, and scripts for audio support materials; recoding of audio materials; design of visual support; and revision of existing course materials for the classroom.

2.2.1.4. Digital Publishing Section Chief (ECFE). Manages and supervises the operations of the Digital Publishing section. Directly supervises digital publishing technicians and oversees multi-media contractor personnel.

2.2.1.5. Digital Publishing Technician. Facilitates the production of DLIELC manuscripts. Responsible for the design, layout, and production of visual products for print and electronic publications.

2.2.1.6. Foreign Disclosure Office (FDO). Ensures Classified Military Information (CMI) and Controlled Unclassified Information (CUI) disclosure actions originating within the United States Air Force are consistent with the National Disclosure Policy (NDP). Approves or disapproves the disclosure of CMI and CUI to foreign representatives.

2.2.2. English Instruction Flight (EIF) Chief. Interfaces with 332 TRS Commander and manages all aspects of classroom and overseas instruction, student academic progress, professional development, and supervisory training IAW command directives.

2.2.2.1. Section Chief. Trains and monitors first-line supervisors, reviews instructor evaluations, oversees instructor professional development, and implements policies and directives from the EIF Chief.

2.2.2.2. First-line Supervisor. Manages and monitors classroom instruction and student academic progress on a daily basis, as well as provides counseling to both instructors and students on an individual basis.

2.2.2.3. Program Manager. Manages class scheduling and acts as Point-of-Contact (POC) between students in specific student-body programs and the 637th International Support Squadron (637 ISS).

2.2.2.4. Instructor. Provides classroom instruction and student counseling, as well as assists in the testing process as a monitor or Instructor-in-Charge (IIC).

2.2.3. English Testing Flight (ETF). Reviews all assessments developed during the curriculum development process and manages the test-taking process.

2.2.3.1. Test Administration Office (TAO).

2.2.3.2. Test Administrator.

2.2.4. Library (ECFL). Assists in the procurement of commercial books, videos, and audio materials included as part of the curriculum, as well as other resource material for students and instructors.

2.3. 637 International Support Squadron (637 ISS) Commander. Coordinates at their discretion with the commander of 332 TRS the military aspects of DLIELC training. The role of the 637 ISS and all outside organizations in this instruction are for informational purposes only.

2.3.1. International Resident Flight (IRF). Supervises military training of resident international military personnel and coordinates with corresponding academic training personnel in 332 TRS.

2.3.1.1. Echo Company Commander. Oversees both military and academic training of U.S. Army soldiers attending DLIELC.

2.3.1.2. Military Training Manager (MTM). Oversees discipline, attendance, and informational briefings for resident military personnel.

2.3.1.3. Country Program Manager (CPM). Acts as a country-specific liaison between international students and their predetermined destination for follow-on-training (FOT).

2.3.2. Resident Support Flight (RSF). Provides supervisory assistance for students regarding administrative requirements and residency logistics.

2.3.2.1. Commandant Training and HR (CCTH), referred to in this SOI as Personnel Section (as it is commonly known and printed on organizational charts). In addition to DLIELC personnel in general, it oversees the processing of international civilian students.

2.3.3. Nonresident Flight (INF). Supervises academic training of nonresident international military personnel.

2.3.4. Training Technology Flight (TTF). Provides programming support for the development of computer-based training (CBT) material and online learning center components.

2.3.5. Training Logistics Flight (TLF). Provides reproduction and stock-level maintenance of training materials to include audio/video media and commercial materials.

2.4. Country Liaison Officer (CLO). Hosts international officers appointed by a foreign country to act as liaisons between students from their country and appropriate personnel in the 332 TRS and/or 637 ISS.

Chapter 3

ENGLISH CURRICULUM FLIGHT (ECF)

3.1. DLIELC Curriculum Development

3.1.1. In addition to responsibilities outlined in Chapter 2, 2.2.1. to 2.2.1.6., this chapter establishes the course development and management policy for DLIELC's Building Partnership Capacity (BPC) mission IAW AFI 16-105_IP, *Joint Security Cooperation Education and Training*. It applies to all DLIELC personnel involved in planning, developing, managing, and implementing instructional systems.

3.1.2. Training Management and Requirements.

3.1.2.1. The English Curriculum Flight (332 TRS/ECF) provides course management and guidance with overall responsibility for Instructional Systems Design (ISD) application to assigned courses. ECF is the office of primary responsibility (OPR) for standardizing and enforcing curriculum policy.

3.1.2.2. The major training requirements are to provide and maintain DLIELC English Language curriculum for preparing international military and Ministry of Defense (MoD) civilians as well as U.S. military personnel for basic, vocational, and professional Department of Defense (DoD) training programs and for enabling international instructors to implement in-country English as a Second/Foreign Language (ESL/EFL) education programs.

3.1.2.3. DLIELC is a unique Air Education and Training Command (AETC) institution. It does not respond to United States Air Force (USAF) technical training production requirements; nor does it produce trained forces for the USAF. DLIELC contributes directly to the United States' nation partner-building capacity mission.

3.1.2.4. DLIELC develops training based on the needs and requirements approved per AFI 16-105_IP guidelines. Additionally, Statement of Training Requirements (STRs) will include background information describing the situation and/or circumstances that prompted the training request, and a justification outlining the Combatant Command's (COCOM) objectives, supported with references to DoD regulatory guidance governing the training.

3.1.2.4.1. Out-of-cycle requests for revision of existing courses or development of new courses must be submitted in writing to the ECF Chief by the 637 Training Group (TRG) and/or by Chiefs of English Instruction Flight (332TRS/EIF), International Non-Resident Flight (637 ISS/INF), or International Resident Support Flight (637 ISS/IRF). The ECF Chief will refer the request to the next Curriculum Review Board (CRB) for disposition. If deemed appropriate, a special CRB may be convened (see 3.2. below, Curriculum Review Board).

3.1.2.4.2. Out-of-cycle requests should identify the perceived instructional gap (the difference between the actual versus the desired state), and any other information that will assist in determining whether a revision to existing material or the development of new material is required.

3.1.2.4.3. Suggestions for changes to curriculum materials are submitted to the appropriate ECF Section Chief IAW 332 TRS Form 2, *Course Change Request*. An addendum may be attached if more space is needed. **Note:** Retain completed forms until superseded or no longer needed, then destroy.

3.1.3. Curriculum Development Process. The curriculum development process begins as soon as practical after a project is approved by the CRB. When writers or subject matter experts (SMEs) are needed, ECF will coordinate with EIF and/or external SMEs to temporarily assign detail personnel to a development project.

3.1.3.1. USAF Instructional Systems Design (ISD) Model. The DLIELC curriculum development process will adhere as closely as practical to the USAF ISD model as described in AFH 36-2235, Volume 1, *Information for Designers of Instructional Systems-ISD Executive Summary for Commanders and Managers* and AFH 36-2235, Volume 10, *Information for Designers of Instructional Systems Application to Education*. Specific guidance for DLIELC's unique mission is described below.

3.1.3.2. Analysis phase. Approved projects begin with the first step of the ISD process, variously referred to as the analysis phase, needs analysis, or Training Needs Assessment (TNA).

3.1.3.2.1. The analysis phase typically begins with the assigned Project Officer (PO), with or without a development team, reviewing appropriate student and follow-on training (FOT) or non-resident site survey data collected by Training Evaluations (637 TRG/CCV) and other relevant stakeholders. If necessary, the PO, or Non-Commissioned Officer in Charge (NCOIC) of 332TRS/ECFI, ECF's Instructional Design section, may contact the military department(s) (MILDEP(s)) to gather a complete course description and any applicable documents for the respective FOT course(s) whose content informs the project. The affected ECF section managing the project may also work with MILDEPs and International Military Student Officer (IMSO) at the FOT sites to coordinate on-site visits or Subject Matter Expert (SME) visits if necessary.

3.1.3.2.2. Based on the Needs Analysis Report (or Worksheet), prepared by the PO, the ECF Section Chief recommends to the Flight Chief whether a major or minor revision is required. A minor revision changes 25% or less of an existing course, whereas a major revision changes more than 25% of an existing course.

3.1.3.2.3. The Needs Analysis Report (or Worksheet) documents the results of the analysis phase and justifies the recommendations. It is approved by the Section Chief but does not require coordination with partners outside ECF. Use a Needs Analysis

Worksheet. See Figure A2.1. for a visual example.

3.1.3.3. Design phase. After the analysis is completed, the Curriculum Section Chief will assign a development team appropriate to the project scope and officially enter the design phase.

3.1.3.3.1. Learning Objectives and Testing Strategy. Terminal and enabling (developmental) objectives should be developed using models found in AFH 36-2235, Volume 6, *Information for Designers of Instructional Systems Guide To Needs Assessment*. The PO and Curriculum Developers (CDs) will work together to develop objectives when possible. The PO will review the information and make necessary corrections if needed. Based on the learning objectives, student assessment strategies will be defined during this phase.

3.1.3.3.2. After the objectives and assessment strategies are developed, a review of existing DLIELC materials will be conducted to determine whether any can be repurposed to support the new objectives. When practical, use existing instructional materials before developing new ones to prevent duplication of effort and reduce development costs.

3.1.3.3.3. Existing materials from other sources should also be considered at this stage of design. Those sources can include the DoD, other services, other federal agencies, or commercial organizations. POs will secure permissions to use course materials obtained from Major Commands (MAJCOMs) outside AETC, other US military branches, US Government departments, and/or commercial sources.

3.1.3.3.4. When developing instructional material, all personnel must protect the Air Force by avoiding copyright infringement. AFI 51-303, *Intellectual Property*, explains the policies and procedures for copyrights as applied to Air Force publications.

3.1.3.3.5. 637 TRG Foreign Disclosure Office (FDO) will review and approve DLIELC courses containing “For Official Use Only” (FOUO) or CUI for disclosure to international students.

3.1.3.3.5.1. Active courses requiring FDO approval will have all source material used to create the course sent to the 637 TRG/FDO. Source materials are courseware from any DoD agency, Technical Orders (TO), commercial materials, and any open-source materials found on the Internet. The FDO will require a copy of written consent from the author allowing the reproduction and dissemination of such material.

3.1.3.3.5.2. Any new major equipment, e.g., Aviation Simulation Lab (SIMLAB) and Virtual Battle Station Lab (VBS), software, and TOs that will be added to the course must be cleared by the FDO office to ensure it can be disclosed to

international students unless already cleared via FOT FDO offices.

3.1.3.3.5.3. All source materials that will be used to develop new courses will be sent to 637 TRG/FDO for approval unless already approved by the originating FDO. This will allow 637 TRG/FDO to identify content that cannot be used when developing the course.

3.1.3.3.6. Once objectives and assessment strategies have been created and existing instructional materials have been reviewed for usability, the instructional method(s), i.e., the procedures or processes required to achieve an objective, are determined.

3.1.3.3.7. The Design Plan is a narrative report required for all curriculum development or revision projects. It is prepared by the responsible PO and is coordinated through the appropriate ECF Section Chief and the Flight Chief with approval by the Academic Dean. Use 332TRS/ECF, *Design Plan*. See Figure A2.2. for a visual example.

3.1.3.4. Development phase and Timelines. The PO and development team are responsible for the production of all course materials, utilizing the software designated by the Curriculum Flight Chief.

3.1.3.4.1. As materials are created, the PO will coordinate peer reviews and small-group classroom tryouts, i.e., formative evaluations of the training materials. The PO must review all content created by the development team. If not approved by the PO, the material will be sent back to the CDs for revision.

3.1.3.4.2. The PO will save and maintain the approved materials, backing up on designated network or external drives, or as designated by the Curriculum Flight Chief.

3.1.3.4.3. Average curriculum development timelines may be referenced for planning purposes. These are based on a ratio of development time to hours of finished instruction, taking into account the average working hours per year of civilian employees (estimated at 1352 per employee). This equates to only 65% of possible working hours due to multiple extra duties and administrative obligations outside of core curriculum development tasks (e.g., routine correspondence, support for instruction, non-resident deployments, training, Oral Proficiency Interview (OPI), temporary duty (TDY), leave, etc.).

3.1.3.4.4. The average time for new course development or a major revision is estimated based on a ratio of 50 hours of development time per one hour of instruction. 100% of this ratio is allotted for all new courses developed and major revisions. Minor revision time is estimated at 25 hours of development time or 50% of the original base rate.

3.1.3.4.5. All development times listed are exclusive of the ISD analysis and design

phases, course validation, delays caused by scheduling of FOT visits, availability of students for validation, delays in contract printing of instructional materials, requirements to support EIF during student surges, participation in non-resident training, and other factors.

3.1.3.5. **Validation of Training Materials.** New development projects and major revisions are subject to validation (summative evaluation). The appropriate ECF Section Chief will determine whether minor revisions require validation. Prior to course validation, the responsible PO prepares a validation plan, coordinates it with the appropriate instructional areas, and submits it to the appropriate ECF Section Chief for approval using 332TRS/ECF *Validation Plan*. See Figure A2.3. for a visual example. The validation plan includes:

3.1.3.5.1. The names of the two validation monitors. ECF will provide a Curriculum Validation Monitor (CVM), who is the PO for the development project. ECF will request an EIF GS-12 supervisor from the relevant instructional area responsible for delivering the course as a Training Validation Monitor (TVM).

3.1.3.5.2. Specific responsibilities for the validation monitors and procedures to be followed throughout the validation.

3.1.3.5.3. A list of materials to be used during the validation (e.g., textbooks, audiovisual materials, Computer-Based Training (CBT) lessons, assessment instruments, training aids, training kits, schedules for the Learning Center, library, and/or lab, etc.).

3.1.3.5.4. Any unique features of the materials or course objectives.

3.1.3.5.5. Guidelines for completing applicable forms and questionnaires.

3.1.3.5.6. Estimated start and end dates for the validation period.

3.1.3.5.7. The number of classes needed to gain an adequate sample. The minimum number of classes is three. Low-flow courses (i.e., courses with an annual enrollment of 50 students or fewer) are exempt from the three-course minimum. Development personnel will establish the minimum number of iterations for an adequate sample. The ECF Flight Chief has discretion to request larger samples for higher-flow courses.

3.1.3.6. **Instructor Training.** ECF will provide instructor training using the materials during the validation period. As a minimum, training will cover the approach, organization, content, assessment and any unique features of the materials; it will also include procedures for gathering and providing feedback. Scheduling of training will be coordinated between ECF and EIF supervisors and professional development personnel.

3.1.3.7. **Validation Classes.** Both the TVM and CVM should observe a minimum of

three validation classes or CBT sessions in order to determine whether the materials meet the course objectives.

3.1.3.8. TVM Responsibilities. During the validation period, the TVM should meet with the assigned validation instructors to discuss problems and successes, suggestions for improvement, etc. The TVM will provide written outcomes of these meetings to the CVM. The TVM will also provide the CVM with an annotated version of the control copies of all validation materials no later than two weeks after the close of validation.

3.1.3.9. Validation Report. After the validation period and upon receipt of feedback from the TVM, the PO will prepare the validation report IAW 332TRS/ECF, Validation Report. See Figure A2.4. for a visual example.

3.1.3.10. Following validation, the PO will:

3.1.3.10.1. Make changes to the materials based on the Validation Report.

3.1.3.10.2. Prepare a release letter after the materials are received, reviewed, and ready for operational use. The appropriate Section Chief will then release the materials, and if applicable, request disposition of the old materials. Use 332TRS/ECF, Release Letter. See Figure A2.5. for a visual example.

3.1.3.10.3. Update the appropriate course folders with required course documentation.

3.1.3.11. Non-Resident Validation. When non-resident validation of materials is conducted, ECF personnel will work closely with the INF to follow as many of the steps outlined above as possible. When DLIELC personnel have little control over the learning and teaching situations, modifications to the process may be made. The Validation Plan, as much as possible, will take into account the situations; the Validation Report will reflect the feedback that was gathered during the validation process.

3.1.3.12. ISD Implementation phase. After development and validation are complete, the course, book or module is implemented, i.e., fielded under normal operating conditions.

3.1.3.13. ISD Evaluation. Evaluation is a continuous process beginning during the analysis phase and continuing throughout the ISD cycle. There are three types of evaluation:

3.1.3.13.1. Formative evaluation includes process and product evaluations conducted throughout the analysis and design phases. This includes both peer review by other CDs and tryouts of individual language activities in the classroom, CBT laboratories, and/or Learning Resource Center.

3.1.3.13.2. Summative evaluation includes operational tryouts and is conducted as

the last step of validation in the development phase. (See paragraph 3.1.4.6. above.)

3.1.3.13.3. Operational evaluation includes periodic internal and external evaluation of the operational system during the implementation phase. ECF may adjust materials as required based on operational feedback; e.g., student and instructor feedback, FOT site feedback, and submissions to the appropriate ECF Section Chief for action. Use 332 TRS Form 2, *Course Change Request*.

3.1.4. Digital Publishing (Editorial) Process for Materials.

3.1.4.1. The design and functionality of the materials will be determined by the Section Chiefs. The PO will meet with the Digital Publishing Section (ECFE) as needed to discuss possible layout options. ECFE will work with the PO to develop new or modified template and style sheets as required.

3.1.4.2. Once all aspects of the project are known, ECFE will recommend the stage of completion (e.g., 50% complete, 80% complete, after each unit) at which approved development material will be submitted by the PO in order for ECFE to begin assembly of the first draft. ECFE and the PO will agree upon a timeline for the remaining material that will be included in the project to be provided. This timeline will be updated on the ISD Management Plan to accurately reflect the expected completion date. Only material approved by the PO or by ECF Section Chiefs will be transferred to Digital Publishing for final layout.

3.1.4.3. The PO will forward approved graphics content to the graphics contractors for processing as early in the development process as possible. Such requests include, but are not limited to, processing or modification of photographs and illustrations for print or web delivery, videos for classroom or web use, and video shoots. Graphics contractors will coordinate AF Form 833, *Multimedia Work Order*, with the Digital Publishing Section Chief to prioritize work requests.

3.1.4.4. The PO will forward all approved digital files of the material (including approved graphics) to ECFE. A hard copy of the material may also be forwarded if annotations concerning nonstandard style requests and needed supporting graphics (e.g., diagrams, photos, timelines, charts, stick figures, etc.) are requested.

3.1.4.5. ECFE will format approved content and artwork into the approved template, following Government Publishing Office (GPO) and print industry standards.

3.1.4.6. ECFE will provide a draft copy of all printed materials to the PO (and Flight/Section Chief as requested) for initial review. The PO will revise materials as required. If necessary, the PO will inform the assigned Digital Publishing assistant of changes to the layout.

3.1.5. Course Control Documents (CCD). The ISD Management Plan typically contains standard course control documents.

3.1.5.1. A Course Chart must be maintained for every course, book, and module produced by ECF. Course Charts will be produced and developed using AETC 449, *Course Chart*. Include the following information:

3.1.5.1.1. Course Length. Identify the total number of academic days for the course, book, or module. Wartime course length is not applicable (N/A).

3.1.5.1.2. Technical Training. List total instructional hours, separating classroom/laboratory and homework hours if appropriate. For reference, DLIELC's standard training day is six hours Monday through Thursday and five hours on Friday.

3.1.5.1.3. Remarks. Effective date for most courses will be "Variable." If appropriate, add "Implementing Materials"; e.g., DLIELC-produced and commercial texts needed for the course.

3.1.5.1.4. Table 1 – Major Items of Equipment. If applicable, list only major items of equipment (computers, laptops, interactive whiteboard, etc.) in this block. Major items of equipment would include those required for attainment of a learning objective. Do not include administrative or course support items.

3.1.5.2. The Design Plan, (Figure A2.2.), should include the following information:

3.1.5.2.1. Needs Analysis Summary. The design plan should contain a summary of any needs analysis findings. A separate needs analysis report may be included if appropriate.

3.1.5.2.2. Course objectives and assessment plan.

3.1.5.2.3. Trip reports if applicable.

3.1.5.2.4. Additional background information; e.g., surveys, questionnaires, focus groups, or other research informing the course design.

3.1.5.2.5. Course Resource Estimate (CRE). A brief CRE may be required to identify expenses beyond the typical classroom environment. Funding requirement estimates include items such as funds for computer equipment, media, instructional technology applications, training and support equipment, new facilities or current facility modifications, course/curriculum development or implementation, manpower, course supplies, or commercial publications. The PO is responsible for creating the CRE.

3.1.5.3. New courses. When a new Military Articles and Services List (MASL) number is required, the PO will provide the AETC 449 and the design plan through the affected ECF Section Chief to the IRF Chief, who will, in turn, request the course identification

number from Air Force Security Assistance Training (AFSAT). Once approved, a course identifier is assigned using the security assistance MASL, and then, the DLIELC Course catalog will be updated.

3.1.6. Instructional Materials.

3.1.6.1. Course Materials. Within DLIELC, the standard instructional materials may include:

3.1.6.1.1. Student Text (ST). Designed to guide students through their coursework.

3.1.6.1.2. Workbook/Lab Book. Designed to provide students with practical exercises or assignments in conjunction with their coursework.

3.1.6.1.3. Resource Book. A compendium of resource readings and activities that supplements the student text.

3.1.6.1.4. Glossary. A resource book that provides definitions for terms used in a course.

3.1.6.1.5. Handout (HO). A document made up of different extracts from standard or specialized publications, sample reports, and sample listings that are necessary for completing learning objectives or the course.

3.1.6.1.6. Video Support Materials. Materials that support, explain, or enhance video components of the course.

3.1.6.1.7. Instructor Text (IT) is designed to guide the instructor through the presentation of course objectives. This document usually contains most, if not all, of the ST material.

3.1.6.1.8. Instructor Handbook (IH) gives guidance and instructions on how to run the course.

3.1.6.1.9. Plan of Instruction (POI) can be used for instructors and students. Outlines course material and outcomes.

3.1.6.1.10. Achievement Test is developed by Curriculum Flight for a respective section of a course. An achievement test is commonly referred to as a “book quiz” or computer-delivered test (CDT). Test items are reviewed by English Testing Flight (ETF) for quality-control. This test is secured and controlled by ETF.

3.1.6.1.11. Performance Test is developed by Curriculum Flight. This test may be secured and controlled by ETF.

3.1.6.1.12. Performance Evaluation (PE) is developed by Curriculum Flight. These

evaluations are administered by EIF instructors.

3.1.6.2. Supplemental resources external to approved curriculum must be approved by the EIF instructor supervisor. Any materials deemed necessary by the instructor's supervisor should be sent to the appropriate ECF Section Chief for review and action. Use 332 TRS Form 2 to ensure standardization of instruction and provide input for future revisions.

3.1.6.3. Validation materials are identified with the words "Validation Edition" on the cover.

3.1.7. Periodic Course Review. The periodic course review is a comprehensive look at all training methods within active courses to ensure partner nations receive relevant training, training is not duplicated, and customer requirements are satisfied.

3.1.7.1. Procedures:

3.1.7.1.1. All instructional materials, including but not limited to, tests, student workbooks, study guides, and student handouts should be checked for accuracy and currency.

3.1.7.1.2. This review should commence four years after the course's operational date.

3.1.7.1.3. All discrepancies found will be annotated in the control copy.

3.1.7.1.4. Courses requiring major revision will be referred to the CRB for disposition.

3.1.7.2. Responsibilities:

3.1.7.2.1. The PO, with the assistance of other development personnel as required and/or an SME when available, will conduct a review of the course.

3.1.7.2.2. The PO will keep a copy of the course review IAW 332TRS/ECF, *Course Review Report*. See Figure A2.6. for a visual example.

3.1.8. Content Change Request. Content change requests provide a streamlined process for EIF personnel to request changes to operational course materials.

3.1.8.1. Procedures:

3.1.8.1.1. Send notification of the requested change or improvement to the appropriate ECF Section Chief using 332 TRS Form 2 with a courtesy copy to the submitter's respective supervisor.

3.1.8.1.2. ECF Section Chiefs will respond to all inquiries in their respective areas.

3.1.8.1.3. ECF Section Chiefs will task appropriate personnel to review and validate requested changes or modifications to the course materials.

3.1.8.1.4. Changes found to be valid will be annotated on the Curriculum Flight's control copy of the materials. These changes will be incorporated into the next printing.

3.1.8.1.5. If objectives cannot be met without changes to the edition, the Curriculum Section Chief may direct the PO to prepare a Formal Errata Sheet (see Table 3.1.) and forward it to the warehouse for immediate inclusion in the course materials.

Table 3.1. Formal Errata Sheet Course: ID784 Methodology and Culture Seminar (MACS), First Edition.

| 10 July 2014 | | |
|---------------|--|---|
| Page | Reference | Action ² |
| 3 (IT and PT) | Unit Overview, Resources | Change <i>Material</i> to <i>Methodology</i> Item should read: ID784, <i>Methodology and Culture Seminar</i> |
| 9 (IT and PT) | Activity 1.5, last sentence of the first paragraph | Change <i>often</i> to <i>outside</i> Sentence should read: For example, although fluent English speakers are familiar with the expression “to negotiate a contract,” the words “to negotiate meaning” are not likely to be used <i>outside</i> the language teaching field. |
| 71 (IT only) | Unit Overview, Resources | Delete <i>Teaching Culture: Perspectives in Practice</i> |
| 86 (IT only) | Teacher's Notes 5.2, #2 | Insert verb <i>examine</i> Sentence should read: “Have participants <i>examine</i> the statistics...” |
| 87 (IT only) | Teacher's Notes 5.3 | a. Delete <i>and 5.4</i> from the Teacher's Notes heading b. Change 5.2 <i>The Pentagon</i> to <i>5.3 The Pentagon</i> c. Delete extra <i>and</i> Sentence should read: “Split the class into two groups and have one group read 5.3 <i>The Pentagon</i> and the other group 5.6 <i>The U.S. Military Structure.</i> ” d. Change 5.3 <i>The U.S. Military Structure</i> |

| | | |
|---|--|---|
| | | to 5.6 The U.S. Military Structure e. Delete (<i>on the next page</i>) |
| Note: 1 – List course name, textbook identifiers, and publication information. 2 – Write in changes to be made with as much detail as needed. IT - Instructor Text PT - Participant Text | | |

Table 3.2. Formal Errata Sheet Course Page Insert Changes

| Remove | Insert |
|--|-----------------------------|
| 80 (PT only) | 80 (PT only) See attachment |
| Note: 1 – Write in page insert changes for replacement of pages. | |

3.1.8.1.6 Courses requiring major revision will be referred to the CRB for disposition.

3.1.8.1.7. The Curriculum Section Chief or designated representative will respond to requesting members on actions taken with their request.

3.1.9. Four-Year Course Review. This is a comprehensive look at all training methods within active courses to ensure partner nations receive relevant, unduplicated training and to satisfy customer requirements. Course instructors may propose changes to their courses before the four-year review cycle, and course developers will review these changes IAW COCOM mission and objectives.

3.1.9.1 Procedures:

3.1.9.1.1. All instructional materials, including CTPs, Course Charts, CBTs, LLAs tests, student workbooks, study guides, and any student handouts should be checked for accuracy and currency.

3.1.9.1.2. All errors or discrepancies found will be annotated: those that can be fixed on-the-spot will be corrected.

3.1.9.1.3. Any open items found during the review that are not closed out will be re-evaluated every 90 days until closed.

3.1.9.2. Responsibilities:

3.1.9.2.1. The PO, with the assistance of the SME when available, will conduct a review of the courses.

3.1.9.2.2. The PO and an assigned EIF supervisor and/or instructor will meet once the review is complete to ensure that all are aware of any issues noted in the review.

3.1.9.2.3. The PO will keep a record of the review.

3.2. Curriculum Review Board.

3.2.1. The Curriculum Review Board (CRB) is made up of the Deputy Commandant (CD), International Non-Resident Flight (INF) Chief, and the Dean, who serves as CRB Chair. Although not board members, the Training Logistics Flight (TLF) Chief, the Training Technology Flight (TTF) Chief, or representatives, are permanent invitees to the CRB.

3.2.2. The Curriculum Management Team (CMT) is made up of the Instructional (EIF), Testing (ETF), Curriculum (ECF) Flights and Section Chiefs. Key staff members from other DLIELC sections will be invited on an as-needed basis to be determined by ECF.

3.2.3. Policy.

3.2.3.1. The CRB reviews ongoing curriculum development projects and sets priorities for the next Fiscal Year. It also considers and makes recommendations for future projects.

3.2.4. Responsibilities.

3.2.4.1. The ECF Chief collects information, organizes the CMT/CRB, identifies representatives to brief on their areas of responsibility, briefs the CRB on the status of ongoing curriculum development projects, describes upcoming projects, makes recommendations for future projects, and proposes priorities.

3.2.4.2. The CRB discusses major issues affecting curriculum projects, makes recommendations, and helps establish priorities for future projects. The Chair makes all final decisions on curriculum issues. Interim changes to established priorities and projects may be made through coordination and with approval by the Chair.

3.2.5. Procedures.

3.2.5.1. The CMT will:

3.2.5.1.1. Meet as necessary to discuss curriculum projects and issues.

3.2.5.1.2. Meet with other key staff, as appropriate, prior to meeting with the CRB. The purpose of these meetings is to gather information, discuss priorities, milestones and deadlines, and to identify resource requirements, including required technical and staffing support.

3.2.5.1.3. The CMT will discuss proposals, resource requirements, etc., with the Dean prior to briefing the CRB.

- 3.2.5.1.4. Present proposals to the CRB.
- 3.2.5.1.5. Record minutes of the CRB meeting for the Chair.
- 3.2.5.2. The CRB will:
 - 3.2.5.2.1. Convene with the CMT semi-annually or at the request of the Chair.
 - 3.2.5.2.2. Discuss curriculum projects and priorities.
 - 3.2.5.2.3. Make recommendations to ECF for new projects including priorities and target completion dates.
 - 3.2.5.2.4. Review timelines and milestones to ensure projects are kept on track. As appropriate, request additional information and/or clarification for missed deadlines.
- 3.2.5.3. The CRB Chair will:
 - 3.2.5.3.1. Make decisions on the proposals and recommendations made by the CMT and the CRB.
 - 3.2.5.3.2. Review and submit recommendations to the Commandant for approval.
 - 3.2.5.3.3. Distribute minutes of the CRB meetings.

3.3. The DLIELC Library.

3.3.1. This section describes the scope of the DLIELC Library collection for faculty, staff, and students. Consistent with the responsibilities assigned in AFI 34-101, *Air Force Morale, Welfare and Recreation (MWR) Programs and Use Eligibility*, and this instruction, it sets the rules for library use for DLIELC borrowers, establishes the DLIELC Library Advisory Board, and describes the procedures and responsibilities for acquisition of library material.

3.3.2. The DLIELC Library (332TRS/ECFL) will:

- 3.3.2.1. Register new borrowers at the time of first checkout of library materials. Borrowers are responsible for materials checked out in their name; lost and/or damaged books and materials must be replaced or paid for by the borrower. Students and staff may check out books, audio kits, and videos for two weeks and may renew them upon request. No book will be renewed if there is an open request for it. Reserve items for faculty may be checked out for the duration of the course being taught.
- 3.3.2.2. Circulate library materials by scanning bar-codes on items borrowed and returned by each registered borrower.
- 3.3.2.3. Input automatic hold requests for books in the library collection. Requesters will

be informed of availability by library staff. The library will hold a requested item for pickup for a period of one week.

3.3.2.4. Have an overdue notification system. Overdue notices will be delivered to the respective supervisor/chief of the borrower. Delinquent borrowers will not be permitted to borrow from the library until all overdue materials are returned. Customers failing to respond to the third overdue notice will have their borrowing privileges suspended for 30 days.

3.3.2.5. Convene the Library Advisory Board quarterly or by special request to the chairperson by a board member.

3.3.2.5.1. The board will consist of representatives from Instruction (332TRS/EIF), Curriculum (332TRS/ECF), Testing (332TRS/ETF), and Personnel & Development (637TRG/CCT), with the librarian serving as chairperson.

3.3.2.5.2. Agenda. The chairperson will present the latest acquisitions list, consisting of recommended purchases submitted by board members and staff, and titles recognized as needed by the librarian. The chairperson will provide library information for dissemination by the board members to their respective units. Meeting minutes will be forwarded to the 332TRS/ECFA Section Chief for approval.

3.3.2.6. Order materials and supplies necessary for library operation.

3.3.2.7. On request from Instruction (332TRS/EIF), schedule and provide library class visits and orientations. Scheduling will be accepted, approved, and coordinated at least one day in advance.

3.3.2.8. Sign clearance forms for students and staff. Students and staff must return library materials before library staff will sign clearance forms.

3.3.2.9. Provide reference assistance.

3.3.2.10. Ensure all office collections ordered through the library are inventoried annually and returned to the library if no longer needed or when the assignee changes positions within DLI, is transferred overseas, or terminates employment.

3.3.2.11. Prepare the Annual Library Report.

Chapter 4

ENGLISH INSTRUCTION FLIGHT (EIF)

4.1. Academic Standards.

4.1.1. This chapter section establishes academic standards for successful completion of training at DLIELC. It also provides procedures for identifying students not making required progress and ensures prompt and appropriate action.

4.1.2. Policy Regarding Measures of Academic Progress. To ensure that all DLIELC students receive ample opportunity to attain required academic standards IAW AFI 36-4003, instructors and administrators carefully monitor student progress, identify students not progressing at a normative pace, and initiate prompt and appropriate action. Students are considered to be making normative academic progress when they meet minimal requirements for their English language section, as follows:

4.1.2.1. English Instruction Flight General (EIFG). Students maintain the required English Comprehension Level (ECL) growth rate IAW Tables 4.1., 4.2., and 4.3. below.

Table 4.1. ECL Programming Guidance.

| To graduate with: | 60 ECL | 65 ECL | 70 ECL | 75 ECL | 80 ECL | 85 ECL | 90 ECL |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| If ECL is: | | | | | | | |
| 29 or less | 29 | 31 | 33 | 36 | 43 | 55 | 69 |
| 30 to 34 | 14 | 16 | 18 | 21 | 28 | 40 | 54 |
| 35-39 | 12 | 14 | 16 | 19 | 26 | 38 | 52 |
| 40-44 | 9 | 11 | 13 | 16 | 23 | 35 | 49 |
| 45-49 | 6 | 8 | 10 | 13 | 20 | 32 | 46 |
| 50-54 | 4 | 6 | 8 | 11 | 18 | 30 | 44 |
| 55-59 | 2 | 3 | 5 | 8 | 15 | 27 | 41 |
| 60-64 | | 2 | 4 | 7 | 14 | 26 | 40 |
| 65-69 | | | 2 | 5 | 12 | 24 | 38 |
| 70-74 | | | | 4 | 11 | 23 | 37 |
| 75-79 | | | | | 6 | 18 | 32 |
| 80-84 | | | | | | 11 | 25 |
| 85-89 | | | | | | | 12 |
| Note: For MASL INN D177009, nine weeks of Specialized English Training should be added. | | | | | | | |

Table 4.2. US Army Students in General English (GE).

| Total Training Time: 24 weeks | ECL | Quiz Score Average |
|--------------------------------------|------------|---------------------------|
| 14 th week | 60-65 | 70 |
| 18 th week | 70 | 70 |

Table 4.3. Guidelines for Normal Academic Progress.

| Course¹ | OPI² Ratings | PE/BQ³ Scores |
|---|--------------------------------|---------------------------------|
| MASL IIN D177006 | 2/2 ⁴ | 80 |
| MASL IIN D177007 (No later than 18 th week) | 2/2 | 80 |
| MASL IIN D177018 (No later than 7 th week) ⁵ | 2/1+ to 2/2 ⁶ | 80 |
| MASL IIN D177030 | --- | Satisfactory (S) |
| MASL IIN D177013 | --- | Pass (P) |
| MASL IIN D177019 | 2/2 ⁴ | 80 |
| MASL IIN D177022 | 2/2 ⁴ | 80 |
| MASL IIN D177003 | 2+/2+ ⁴ | --- |
| MASL IIN D177031 | 2/2 ⁴ | 80 |
| MASL IIN D177014 | --- | 80 |
| Note: 1 - Military Articles and Service List Item Identification Number (MASL INN) 2 - The Oral Proficiency Test (OPI) measures comprehension and speech 3 - Performance Evaluation (PE) and Book Quiz (PE) 4 - Entry Prerequisite 5 - Or if necessary, no later than 11 th week 6 - Entry prerequisite is 2/1+; diploma requirement is 2/2 | | |

4.1.2.2. English Instruction Flight Specialized (EIFS). Students maintain an overall book quiz (BQ) and/or performance evaluation (PE) average of 70, as well as achieve applicable OPI or PE scores for MASL training IAW Table 4.3. Students enrolled in Modules 101 and 109 earn a rating of “G” (go) or “GR” (go with reservation), unless otherwise stipulated. **Note:** EIFS students slated for flight/aircrew training must also achieve a rating of “G 1f” or “GR” in each aviation module.

4.1.2.3. English Instruction Flight Advanced (EIFA). Students maintain an overall BQ/PE average of 80. If applicable, they achieve OPI ratings IAW guidance provided in Table 4.3.

4.1.3. Deviations from Procedures Outlined in this SOI.

4.1.3.1. EIF chiefs may approve deviations from the procedures outlined in this SOI on a case-by-case basis. Approved deviations and rationales will be annotated in student academic records.

4.1.4. Procedures for Progress Review and Corrective Action.

4.1.4.1. First-line supervisor:

4.1.4.1.1. Reviews all student records weekly to identify students who are not maintaining normal academic progress.

4.1.4.1.2. Requests via the Computerized Academic Record (CAR) that program adjustments be made through the International Resident Support flight (IRF) or Country Program Manager (CPM). The supervisor may also convene an academic evaluation board (AEB) through the appropriate EIF program manager IAW paragraph 4.8.4. below.

4.1.4.1.3. Ensures that a student who is not maintaining normal academic progress receives counseling by the instructor. The instructor documents the counseling and identifies as specifically as possible the academic problem(s). The supervisor ensures that a student who fails a book quiz or PE receives counseling and accomplishes two hours of supplementary language training (SLT) before a retest is given.

4.1.4.1.4. Places a student on academic probation if ECL and/or OPI performance does not meet academic standards.

4.1.4.1.4.1. A student in courses listed in Table 4.3. who has not met ECL and/or OPI rating requirements belongs on academic probation.

4.1.4.1.4.2. A student whose ECL growth is not adequate to achieve the required ECL score based on Table 4.1 belongs on academic probation. In general, expected ECL growth is 2.5 points per week up to an ECL of 70. To achieve a 75 generally requires three more weeks. An additional seven weeks is needed to go from a 75 to 80, while 12 weeks should be programmed to move from 80 to 85.

4.1.4.1.4.3. A student is not placed on probation until they have three consecutive ECL scores, two of which indicate they are not on track to achieve their required ECL. The supervisor exercises discretion in placing students on probation by taking into consideration factors such as under- and over-programming, pending extensions, and the possibility of a student's proceeding to EIFS or Follow-On Training (FOT) early.

4.1.4.1.5. Places a student on academic probation if BQ/PE performance does not meet the following academic standards.

4.1.4.1.5.1. For EIFG students: three consecutive BQ/PE failures.

4.1.4.1.5.2. For EIFS students (except students in aviation codes): failure to maintain a cumulative BQ/PE average of 70, based on a minimum of three scores.

4.1.4.1.5.3. For EIFS students in aviation codes: failure to pass with a “G” or “GR” an aviation module or Modules 101/109 or failure to score 70 or more on any other BQ/PE.

4.1.4.1.5.4. For EIFA students in courses listed in Table 4.3. Failure to maintain a cumulative BQ/PE average of 80, based on a minimum of three scores on consecutive BQs/PEs. Retest scores will be included in computing the average.

4.1.4.1.6. Prepares a letter of Notification of Academic Probation in the CAR. The letter will note specific measures which will be taken by EIF to help the student achieve normal academic progress and steps which the student must take in order to achieve normal progress, and it may specify further actions which may be taken if the student does not achieve required progress. Such actions include assigning students to an Individualized Training Program (ITP) designed to help them overcome specific weaknesses which cannot be remedied through regular training and/or SLT. The letter receipt date is the effective date of probation.

4.1.4.1.7. Counsels the student placed on academic probationary status, obtains the student’s signature in acknowledgement of receipt of the letter, provides the student with a copy, and e-mails a copy to IRF-CPM or Echo Company Commander.

4.1.4.1.8. Ensure that a student on academic probation is provided the opportunity to receive a minimum of two hours of SLT after class in the Learning Center or with an instructor each week. Attendance is mandatory and will be tracked. A student on academic probation who is absent from SLT is reported as such. An EIFS student in aviation codes who is on academic probation receives four hours of SLT per week with their current instructor. An EIFA student on academic probation receive a minimum of two hours of SLT with an instructor in EIFA.

4.1.4.1.9. Ensures that a student is removed from academic probation when the following requirements are met :

4.1.4.1.9.1. The student is certified as ECL-qualified, a status achieved when the student obtains the required ECL score and then certified.

4.1.4.1.9.2. The student maintains an overall BQ/PE average of 70 for four

consecutive weeks.

4.1.4.1.9.3. The student meets OPI rating milestones IAW Table 4.3.

4.1.4.1.9.4. If in EIFS or aviation codes, the student retakes the failed aviation module or retests on the failed task(s) and achieves a “G” or “GR”.

4.1.4.1.9.5. If in EIFA, the student passes four consecutive BQs/PEs and raises the test/score average to 80 or higher.

4.1.4.1.10. Informs the student, IRF-CPM and the Country Liaison Officer (CLO), if applicable, of the student’s removal from academic probation.

4.1.4.1.11. Records the student’s removal from academic probation in the CAR.

4.1.4.1.12. Counsels under-programmed students, students with an ECL discrepancy and students with no in-country ECL, who are likely to encounter academic problems, within their first two weeks of training to ensure they are aware of their status

4.2. Formal Evaluation of Instructor Classroom Performance.

4.2.1. This chapter section establishes formal procedures for evaluating and reporting instructor classroom performance, as well as provide instructors with constructive feedback IAW AFI 36-4003.

4.2.2. Procedural Duties and Responsibilities.

4.2.2.1. First-line Supervisor:

4.2.2.1.1. Observes and evaluates instructor classroom performance using the Instructor Performance Evaluation Rubric (Table A3.1.) to generate an Instructor Performance Evaluation Report (IPER).

4.2.2.1.2. Conducts post-observation conference with the instructor, provides a copy of the IPER and makes recommendations for improvement.

4.2.2.1.3. Documents the formal observation and discussion by including the completed IPER in the employee’s personnel record.

4.2.2.2. EIF Section Chief:

4.2.2.2.1. Ensures that the evaluations are conducted IAW paragraph 4.2.3.below.

4.2.2.2.2. Reviews IPER, signs it and takes action as needed.

4.2.2.2.3. Manages the program for the evaluation of instructor classroom

performance, providing feedback and recommendations on any significant trends or problems to the EIF chief.

4.2.2.3. Instructor: Participates in post-observation conference with the first-line supervisor, receives feedback, signs the IPER and incorporates feedback into instruction as recommended. **Note:** Instructors can add comments after reviewing the IPER in the ADMS database.

4.2.3. Procedures for Formal Instructor Evaluation of Classroom Performance.

4.2.3.1. First-line Supervisor:

4.2.3.1.1. Evaluates instructor classroom performance. This is done twice per rating cycle: one evaluation to be completed between 1 April and 30 September; the second to be completed between 1 October and 31 March. **Note:** The supervisor formally evaluates newly-hired instructors once a month during their first three months in the classroom.

4.2.3.1.2. Coordinates a time for the formal observation with the instructor.

4.2.3.1.3. Observes instructor performance during one full instructional class period.

4.2.3.1.4. Conferences with the instructor following observation to gather additional information pertinent to the observed lesson and before entering the rating and comments into the IPER.

4.2.3.1.5. Enters evaluation ratings and applicable comments in the IPER in the database.

4.2.3.1.6. Submits IPER to EIF section chief for review and signature.

4.2.3.1.7. Gives the instructor time to review completed IPER.

4.2.3.1.8. Discusses the evaluation with instructor.

4.2.3.1.9. Signs completed IPER and directs instructor to sign IPER. If an instructor refuses to sign, the supervisor indicates "Instructor refused to sign." Ensures that all signatures are obtained not later than the fifth working day after the observation.

4.2.3.2. The supervisor reevaluates the performance of an instructor who is rated as "Needs Improvement" in one or more criteria on the rubric (A3.1). Coordinates a second formal observation for a date no later than the tenth working day after the instructor signs the completed IPER. **Note:** Follow-up evaluations do not fulfill the evaluation frequency requirements IAW paragraph 4.2.3.1.1.

4.2.3.3. EIF Section Chief:

4.2.3.3.1. Reviews the IPER, adds comments, if appropriate.

4.2.3.3.2. Observes instructors as necessary in order to ensure the evaluation system is functioning properly.

4.2.3.3.3. Ensures evaluations of instructor classroom performance are accomplished IAW the provisions of paragraph 4.2.3.

4.2.4. Exceptions.

4.2.4.1. Temporary supervisors serving for 30 or fewer days do not evaluate instructor classroom performance.

4.2.4.2. Instructors on Mobile Training Teams (MTT) and Language Training Detachment (LTD) assignments are not subject to provisions of this chapter while deployed.

4.3. Lesson Planning.

4.3.1. This chapter section establishes procedures for the preparation and administrative handling of weekly lesson plans. Written lesson plans are required both to manage the delivery of instruction and to provide a blueprint for substitute instructors.

4.3.2. Procedural Duties and Responsibilities.

4.3.2.1. Instructor: Completes lesson plans using 332 TRS Form 1, *Lesson Plan/Class Record*, following prescribed curriculum and assigning a minimum of two hours of homework a night.

4.3.2.2. First-line Supervisor: Reviews lessons plans to ensure they are educationally and administratively sound, and that they follow the prescribed curriculum for each course, book, or module. When appropriate, the supervisor discusses a lesson plan with an instructor for clarification and/or amendment.

4.3.2.3. Substitute Instructor (Substitute): Provides classroom instruction IAW the lesson plan provided by the Instructor.

4.3.3. Procedures for Preparing and Submitting Weekly Lesson Plans.

4.3.3.1 No later than (NLT) close of business (COB) on the last training day of the week, instructors submit to their first-line supervisor lesson plans for at least the first two training days of the following week. The instructor must complete the remainder of the lesson plan no later than the second training day of the week covered by the plan.

4.3.3.2. For EIFA classes already in progress, the losing instructor prepares a lesson plan

for the first two days of the following week if there is no opportunity to coordinate with the gaining instructor.

4.3.3.3. The instructor prepares a lesson plan to serve as a dependable guide for a substitute instructor. The instructor specifically indicates book, title, page numbers, objectives, and homework assignments. The lesson plan must also convey clear information regarding procedures/activities and student evaluation/testing. The amount of detail in a lesson plan depends on the type of instructional materials being used and the particular make-up and needs of the target class. Below are guidelines for the amount of detail to be included in the lesson plan.

4.3.3.3.1. For Books 1-34 and Specialized English materials of the American Language Course (ALC), the instructor identifies the text and page numbers to be taught on a given day and the nature of the homework assignment. The instructor in ALC Books 1-34 must devote the equivalent of one period a day to the practice of skills: listening, speaking, reading and/or writing. This can be accomplished with skill exercises already incorporated into Books 1-34 or by integrating language skill exercises the instructor creates. Skills practice must be noted on the lesson plan, 332 TRS Form 1.

4.3.3.3.2. For Individualized Training Program (ITP) and General English Advanced(GEA)/ITP classes, the instructor provides the supervisor with detail on activities and supporting materials to provide a clear picture of the training week.

4.3.3.3.3. For EIFA, the instructor prepares a separate lesson plan for each block of instruction. The instructor indicates specific chapter/activity references on the lesson plan, as well as information on student evaluation and/or testing.

4.3.3.3.4. For courses with standardized training materials that include multiple texts and a plan of instruction (POI), the instructor follows the POI or lesson plan. Examples of such courses include Oral Proficiency Skills for aviation students and Medical Language for students who are medical professionals.

4.3.3.4. If the instructor intends to deviate from the materials, the instructor notes the deviation and its purpose on the lesson plan, 332 TRS Form 1. The instructor coordinates or discusses in detail any significant deviations with the supervisor to ensure that planned deviations reflect the specific needs of students in the course.

4.3.3.5. The instructor notes the use of any optional videos, a trip to the library or other special activities, briefly indicating the objective(s) of the activity as well as planned follow-up activities for the students. If the space provided on the lesson plan is not sufficient, the instructor can staple an attachment to the lesson plan. The instructor enters a note on the lesson plan referring to the attachment.

4.3.3.6. During the training week, the instructor modifies the lesson plan as needed to accommodate schedule changes, student problems, accelerated progress, etc. The

instructor must annotate these modifications on the lesson plan.

4.3.3.7. The substitute follows the original instructor's lesson plan. In addition to presenting the course material, the substitute performs the following duties:

4.3.3.7.1. Annotates the lesson plan if minor deviations are necessary. These notations indicate the change(s) and the reason(s).

4.3.3.7.2. Initials and dates all changes.

4.3.3.7.3. Consults with the supervisor of the main instructor when the substitute wants to make significant changes in the lesson plan.

4.3.3.8. At the end of the training week, the instructor submits the completed lesson plan to the first-line supervisor for filing in Electronic Records Management (ERM).

4.3.3.9. First-line Supervisor closes out the completed lesson plan IAW the following procedures. These procedures must be completed NLT COB the second training day of the coming week.

4.3.3.9.1. Reviews the completed lesson plan to ensure adequate pacing through the course material.

4.3.3.9.2. Discusses any potential problems with the instructor.

4.3.3.9.3. Initials and dates the forms when lesson plans have been completed for the week.

4.3.3.9.4. Retains lesson plans on file for at least twelve months.

4.4. Testing Procedures and Test Security.

4.4.1. This chapter section establishes testing and test security procedures within EIF.

4.4.2. Procedural Duties and Responsibilities.

4.4.2.1. Section Chief.

4.4.2.1.1. Ensures personnel are informed of and trained in the proper implementation of testing procedures. The section chief also approves exceptions to the procedures on a case-by-case basis.

4.4.2.1.2. Assigns program managers and/or supervisors to oversee or administer testing as required.

4.4.2.1.3. Counsels students who are suspected of a test security violation and refers

them to the IRF for a Disciplinary Evaluation Board (DEB).

4.4.2.1.4. Reports any incident of test compromise or possible test compromise to the English Test Flight (ETF) immediately.

4.4.2.2. First-line Supervisor.

4.4.2.2.1. Identifies testing needs based on student academic progress as detailed in section 4.1.

4.4.2.2.2. Schedules ECL tests with the program manager for students who are not certified as English-qualified.

4.4.2.2.3. Administers and oversees tests as directed by the section chief

4.4.2.2.4. Visits testing area at least once weekly while testing is in progress.

4.4.2.2.5. Ensures instructors follow procedures described in section 4.4.2.5.

4.4.2.2.6. Ensures violations of test security rules or any incident of test compromise are appropriately documented and reported IAW section 4.4.3.4.

4.4.2.2.7. Coordinates deviations from scheduled tests with the Test Administration Office (TAO) at the earliest opportunity

4.4.2.3. Program Manager.

4.4.2.3.1. Assists the first-line supervisor in identifying testing requirements.

4.4.2.3.2. Schedules testing with the TAO.

4.4.2.3.3. Interfaces with CPMs as required.

4.4.2.4. Test Administrator.

4.4.2.4.1. Prepares the testing lab and ensures computers are functioning properly.

4.4.2.4.2. Assists students in making sound checks and accessing the exam.

4.4.2.4.3. Signals the Instructor in Charge (IIC) when to begin the pre-test briefing.

4.4.2.5. Instructor.

4.4.2.5.1. Verifies testing schedules for students – date, time, and location – by checking test schedules in CAR. When CAR is down, verifies by asking the supervisor.

4.4.2.5.2. Ensures students arrive for testing at their scheduled testing area and report time with student identification and password. Report time is typically fifteen minutes before a test is scheduled to begin. Acceptable student identification can be a Student Control Number (SCN) issued by DLIELC or an Invitational Travel Order (ITO) along with a passport.

4.4.2.5.2.1. If assigned to be the Instructor- in-Charge (IIC), perform IIC duties IAW paragraph 4.4.2.6. below.

4.4.2.5.2.2. If assigned to be a test monitor, perform the duties of a monitor IAW paragraph 4.4.2.7. below.

4.4.2.5.2.3. If not assigned IIC or monitor duties during the administration of a computerized administered test (CAT) ECL test, instructors inform the IIC that their students are present and identify any absent students. Instructors may then leave the lab.

4.4.2.5.2.4. For an in-class test, perform duties IAW paragraph 4.4.4. below.

4.4.2.5.2.5. Instructor will ensure that students leave all prohibited electronic devices in the classroom to be picked up following the test.

4.4.2.5.3. Provides students with test scores and conference with students regarding their academic progress and/or difficulties as a result of their test performance.

4.4.2.6. IIC.

4.4.2.6.1. Reads the pre-test briefing and starts the test.

4.4.2.6.2. Ensures test-taking procedures are followed IAW paragraph 4.4.3 below.

4.4.2.6.3. Informs or summons a testing administrator if technical problems are encountered.

4.4.2.6.4. Informs a supervisor of any violations of prescribed procedures or breaches of test security.

4.4.2.6.5. Escorts students from the lab if they compromise the test or violate test security procedures IAW paragraph 4.4.3.4. below.

4.4.2.7. Monitor.

4.4.2.7.1. Assists students in placing personal items into designated areas, finding their designated seats, testing the volume on their headsets and accessing the test on their computers when a test administrator is not present in the lab.

- 4.4.2.7.2. Assists the IIC in the administration of computer delivered test (CDT) quizzes, exams, and diagnostic assessments as directed by the IIC.
- 4.4.2.7.3. Assists the IIC in maintaining test security. Advises the IIC immediately when a student engages in any behavior that might compromise the security of any test.
- 4.4.2.7.4. Remains in the lab until the testing session is over in order to ensure continuous monitoring if the IIC must leave the lab. **Note:** The IIC may have to leave the lab to report a technical difficulty or test security violation.
- 4.4.2.7.5. As students raise their hands to indicate completion of the test, the monitor assists them in exiting the program properly and escorts them quietly out of the lab.
- 4.4.2.8. Instructor administering an in-class paper/pencil test.
 - 4.4.2.8.1. Obtains and prepares test materials and test kits IAW paragraph 4.4.4.1.
 - 4.4.2.8.2. Ensures test integrity and security by not allowing students access to test materials and by monitoring them closely while they are taking the test.
 - 4.4.2.8.3. Advises the supervisor immediately when a student engages in any behavior that might compromise the security of any test and takes action IAW paragraph 4.4.4.4. below.
 - 4.4.2.8.4. Reassembles test kits and returns them to ETF along with completed 332 TRS Form 9, *DLIELC Test Answer Sheet*.

4.4.3. Procedures for Computer Lab Testing.

- 4.4.3.1. Pre-test Procedures.
 - 4.4.3.1.1. For Computer Administered Test (CAT) ECL tests
 - 4.4.3.1.1.1. The instructor escorts students to their assigned lab. **Note:** An instructor who is not assigned to be a monitor or IIC may arrange for someone else to escort students to the lab.
 - 4.4.3.1.1.2. The test administrator assigned to the lab gives the IIC a list of students assigned to the lab, along with their assigned seats.
 - 4.4.3.1.1.3. The IIC stands at the entrance of the lab and calls out the names of students one-by-one, checking ID and telling students where to sit for the test.
 - 4.4.3.1.1.4. Before allowing students to find their seats, the monitor ensures that students deposit personal items in a designated area, especially cell phones and

other electronic devices. Cell phones are to be turned completely off.

4.4.3.1.1.5. The monitor likewise diplomatically, but immediately, relieves students of DLIELC testing instruments not authorized to be in their possession, such as copies of ECL tests.

4.4.3.1.1.6. While the test administrator accesses and opens the Computer-Adaptive Test English Comprehension Level (CAT ECL) for each student, the monitor assists students in checking the volume on their headsets and reports any technical difficulties to the test administrator. The test administrator attempts to remedy the problem or assigns the student to another computer.

4.4.3.1.1.7. The test administrator signals the IIC to begin briefing the students after determining that all computers are functional and that all students are prepared to begin the test.

4.4.3.1.1.8. The IIC instructs students to stand up. Then the IIC briefs the students on rules, procedures, and computer navigation by reading an instructor text (IT) provided by ETF. After the briefing, the IIC answers questions about any item in the briefing.

4.4.3.1.1.9. The IIC then instructs students to sit down and begin taking the test.

4.4.3.1.2. Computer Delivered Test (CDT) Pre-test Procedures.

4.4.3.1.2.1. Instructors escort their students to their assigned lab as described in paragraph 4.4.3.1.1.1.

4.4.3.1.2.2. Before allowing students to select their seats, monitors ensure that students deposit personal items in a designated area, especially cell phones and other electronic devices. Cell phones are to be turned completely off.

4.4.3.1.2.3. The monitor likewise diplomatically, but immediately, relieves students of DLIELC testing instruments not authorized to be in their possession, such as copies of a BQ.

4.4.3.1.2.4. While the test administrator accesses the CDT for each student, the monitor assists students in checking the volume on their headsets and reports any technical difficulties to the test administrator. The test administrator attempts to remedy the problem or assigns the student to another computer.

4.4.3.1.2.5. The test administrator signals the IIC to begin briefing the students after determining that all computers are functional and that all students are prepared to begin the test.

4.4.3.1.2.6. The IIC instructs students to stand up. Then the IIC briefs the

students on rules, procedures, and computer navigation by reading an IT provided by ETF. After the briefing, the IIC answers questions about any item in the briefing.

4.4.3.1.2.7. The IIC then instructs students to sit down and begin taking the test.

4.4.3.2. Test Monitoring Procedures.

4.4.3.2.1. The following procedures apply to all tests taken in a computer lab.

4.4.3.2.2. The IIC ensures that no unauthorized personnel enter the computer lab during testing. The following are examples of authorized personnel.

4.4.3.2.2.1. Personnel assigned to administer the test.

4.4.3.2.2.2. Personnel in the chain of command or visitors escorted by someone in the chain of command.

4.4.3.2.2.3. Personnel responsible for maintaining audio equipment and computers.

4.4.3.2.2.4. Personnel conducting inspections.

4.4.3.2.2.5. Personnel assigned to ETF.

4.4.3.2.2.6. Personnel or visitors authorized in advance by the section chief to enter the testing area.

4.4.3.2.3. The IIC monitors all those authorized to visit the lab to ensure they do not commit any security violations.

4.4.3.2.4. The IIC ensures that no personnel present in the room discusses any test item with students.

4.4.3.2.5. The IIC or monitor alerts students when they have 15 minutes to complete the test, then alerts them again when they have 5 minutes remaining.

4.4.3.2.6. When a student completes the test, they raise their hands.

4.4.3.2.7. The IIC or monitor checks the computer screen, then assists the student in collecting personal items and quietly leaving the lab.

4.4.3.3. Procedures for Test Cancellations after Testing has Begun.

4.4.3.3.1. If a student is unable to complete the test due to technical difficulties, the IIC immediately informs the supervisor after the test. The supervisor reschedules the test or excuses the student from taking the test.

4.4.3.3.2. In the case of a general technical malfunction that prevents most or all students from completing the test, the IIC informs the test administrator. If the test administrator cannot remedy the problem, the IIC dismisses the students. The supervisor reschedules the test to the next available test date or as soon as possible.

4.4.3.3.3. In case of emergency evacuation, the IIC aborts the test and dismisses the students. The supervisor reschedules the test to the next available test date or as soon as possible.

4.4.3.4. Procedures in Cases of Test Security Violation.

4.4.3.4.1. The IIC escorts the student in violation from the lab if seen compromising the test or violating test security procedures.

4.4.3.4.1.1. For CAT ECL: Escorts the student from the lab as soon as the violation occurs and instructs the student to report to his supervisor.

4.4.3.4.1.2. For CDT tests: If the violation occurs during the audio portion of the test, the IIC escorts the student from the lab at the conclusion of this portion. If the violation occurs during the reading portion of the test, the IIC escorts the student from the lab immediately.

4.4.3.4.3. The monitor immediately reports any potential test compromise incident or unauthorized possession of test material to the IIC, who then reports it immediately to a supervisor.

4.4.3.4.4. The supervisor reports incidents to the section chief at the first opportunity and the section chief will immediately notify ETF.

4.4.3.5. Instructor Post-Test Procedures.

4.4.3.5.1. Retrieves test scores from CAR or from ETF and shares them with students on an individual basis.

4.4.3.5.2. Counsels each student regarding test performance and overall academic progress, referring them to the supervisor for further counseling if needed.

4.4.3.5.3. The first-line supervisor likewise retrieves test scores and formally notifies students whose test scores change their academic status. Examples of change in status include ECL-qualified, eligible for transfer, or not meeting academic standards.

4.4.3.5.4. CAR automatically generates a report to the supervisor when a student's test score(s) indicates that the student is not meeting academic standards. The

supervisor then directs the instructor to begin an SCR, if appropriate.

4.4.4. Procedures for in-class paper-pencil testing.

4.4.4.1. Instructor Pre-test Procedures.

4.4.4.1.1. Obtains 332 TRS Form 9, *DLIELC Test Answer Sheet* from the first-line supervisor and fills in heading information, each specific to a student and the book quiz administered.

4.4.4.1.2. Checks out a test kit from ETF no sooner than thirty minutes before the scheduled BQ. Ensures that all necessary test materials are included in the kit, such as Instructor Booklet, numbered Student Test Booklets, #2 pencils, media CD (if applicable), and “Test in Progress” door sign.

4.4.4.1.3. Writes the number of the booklet assigned to each student on the 332 TRS Form 9, *DLIELC Test Answer Sheet* in the space provided.

4.4.4.1.4. Ensures testing materials are not distributed, collected or carried to or from test areas by students.

4.4.4.1.5. Begins preparing students for the test no later than 15 minutes before scheduled test-time.

4.4.4.1.6. Immediately relieves students of DLIELC testing instruments not authorized to be in their possession. Examples of such instruments are copies of book quizzes.

4.4.4.1.7. Distributes #2 pencils, 332 TRS Form 9, *DLIELC Test Answer Sheet* and one sheet of paper for note-taking to each student.

4.4.4.1.8. Briefs students on rules and procedures by reading an IT prescribed in the Instructor Booklet included in the test kit. Answers questions about any item in the briefing.

4.4.4.1.9. Distributes the test booklets assigned to each student and begins the test.

4.4.4.2. Instructor Procedures while Test is in Progress.

4.4.4.2.1. Does not discuss any test items with students.

4.4.4.2.2. Delays or cancels the test when there is an audio equipment malfunction that warrants this action. When an equipment malfunction causes the cancellation of a quiz, returns the test kit and 332 TRS Form 9, *DLIELC Test Answer Sheet* to ETF. Informs the supervisor as soon as possible so that the test can be rescheduled.

4.4.4.2.3. In case of emergency evacuation, aborts the test, instructs students to leave

their test booklets and 332 TRS Form 9, *DLIELC Test Answer Sheet* behind and dismisses them. After the emergency, reschedules the test with the supervisor for a later time. Returns test materials to ETF at the earliest opportunity.

4.4.4.2.4. Alerts students when they have 15 minutes to complete the test. Alerts them again when they have 5 minutes remaining.

4.4.4.3. Instructor Post-Test Procedures.

4.4.4.3.2. At the end of the test, collects the 332 TRS Form 9, *DLIELC Test Answer Sheet* first, then the booklets, then remaining test materials. Dismisses students from the classroom.

4.4.4.3.3. Reassembles test kits and returns them to ETF along with completed 332 TRS Form 9, *DLIELC Test Answer Sheet*.

4.4.4.3.4. Retrieves test scores from CAR or from ETF. Shares them with the supervisor, then with students on an individual basis.

4.4.4.3.5. Counsels students regarding their test performance and overall academic progress.

4.4.4.4. Instructor Procedures in Cases of Test Security Violation.

4.4.4.4.1. Escorts the student in violation from the classroom if seen compromising the test or violating test security procedures.

4.4.4.4.2. If the violation occurs during the audio portion of the test, the test booklet and 332 TRS Form 9, *DLIELC Test Answer Sheet* are confiscated at the conclusion of this portion.

4.4.4.4.3. If the violation occurs during the reading portion of the test, confiscates the test booklet and 332 TRS Form 9, *DLIELC Test Answer Sheet* immediately.

4.4.4.4.4. Voids answer sheets of students who are caught violating test security procedures by marking them “001” and “cc” and submits them to ETF.

4.4.4.4.5. Immediately notifies the supervisor and ETF whenever a test or any of its controlled components parts (script, booklet or recording) is lost, or compromise is suspected.

4.4.4.4.6. Submits to the supervisor a brief written report of each instance in which a student attempted to violate or violated test security. The report, signed by the instructor, is submitted by the end of the same day and contains the following information:

4.4.4.4.6.1. Date and location (classroom).

4.4.4.4.6.2. Name(s) and SCN(s) involved.

4.4.4.4.6.3. Brief description of the action which caused the instructor to escort the student from the classroom.

4.4.4.4.7. The supervisor reports incidents to the section chief at the first opportunity and the section chief will immediately notify ETF.

4.5. Supplementary Language Training (SLT).

4.5.1. This chapter section establishes procedures and responsibilities for managing the English Instructional Flight (EIF) SLT Program.

4.5.2. EIF provides mandatory and voluntary SLT after normal class hours to students who need or desire extra training.

4.5.3. Procedural Duties and Responsibilities.

4.5.3.1. Section Chief.

4.5.3.1.1. Manages the SLT program, ensuring SLT is provided as circumstances warrant.

4.5.3.2. First-line supervisor.

4.5.3.2.1. Administers the day-to-day operations of the program, and identifies students on academic probation and those not making academic progress.

4.5.3.2.2. Advises students of mandatory SLT requirements, SLT location and procedures for verifying attendance.

4.5.3.2.3. Ensures that any student who requests voluntary SLT receives it.

4.5.3.2.4. Monitors mandatory SLT attendance and ensures that SLT hours taken with an instructor are documented in Computerized Academic Record (CAR).

4.5.3.3. Instructor.

4.5.3.3.1. Prepares for and conducts SLT appropriate to student levels and needs, as required.

4.5.3.3.2. Annotates in CAR any SLT time given to a student.

4.5.3.3.3. Ensures that students in their classes are aware that they can request SLT.

4.6. Administration and Security of Performance Evaluations (PE) and Performance Tests (PT).

4.6.1. This chapter section establishes procedures for the administration, security, scoring, and recording of PE and PT achievement tests.

4.6.2. PEs are evaluations of the performance of one or more linguistic or instructional tasks such as teaching a dialog, planning a lesson, delivering a speech or writing a memorandum. Language Task Assessments used in Specialized English courses are also included in this category. PEs are not usually controlled test items. Instead, scoring PEs requires the use of a rubric, normally included in the training material.

4.6.3. PTs are largely tests of productive language skills, such as speaking or writing. A PT might include receptive objectives, such as listening or reading, but will be classified as a PT if productive skill test items are included in the evaluation.

4.6.4. Procedural Duties and Responsibilities.

4.6.4.1. Curriculum Flight (ECF) designs instruments to assess production and performance objectives addressed in the instructional materials and provides specific guidance for their administration.

4.6.4.2. Testing Flight (ETF) secures and issues PTs as well as keeps master files of all PTs.

4.6.4.3. EIF Instructor administers, scores and records the results of PEs and PTs IAW procedures as follows.

4.6.5. Procedures for administering and scoring PEs.

4.6.5.1. The instructor administers and scores PEs using the rubrics and any additional guidance provided by ECF. This information may be bound into a volume or book, issued as separate documents, or documented in CAR.

4.6.5.2. When applicable, instructors add PE scores to points from the corresponding CDT or machine-scored portion of the test, for a total score.

4.6.5.3. In the case of PE rubrics not accessed directly through CAR, the instructor enters scores into the Student Data Management System (SDMS) and keeps paper rating sheets on file for a year.

4.6.6. Procedures for administering and scoring PTs.

4.6.6.1. ETF controls and issues PT kits, which are stored in the Test Administration Office (TAO).

4.6.6.2. ETF issues one test kit to the instructor with the exact number of consumable student booklets needed to administer the test.

4.6.6.2.1. The time authorized for test administration and return of the test kit takes into account the amount of time required to score the tests.

4.6.6.2.2. The instructor may take the kit to the classroom or lab for scoring, provided tests are kept secure. They may not remove the kit from the premises of the DLIELC campus nor score tests in the presence of students.

4.6.6.2.3. TAO tracks the use of consumable test materials. During validation of PTs, ETF secures and stores used answer booklets until 100 accumulate. TAO then notifies the appropriate project officer for review and analysis. When this review is complete, ETF destroys them.

4.6.6.3. The EIF instructor administers and scores PTs IAW the following.

4.6.6.3.1. Notifies the TAO in advance of a scheduled PT (at least 24 hours, if possible). Sends a test request via electronic mail and includes the name of the instructor giving the test, the test ID, the number of students to be tested and the date and time the test is scheduled.

4.6.6.3.2. Before a scheduled PT, obtains the appropriate test forms or score sheets for the number of students testing.

4.6.6.3.3. After administering the PT, scores student performance, then returns the kit to TAO by 1545 of the same day. If necessary, the kit may be checked out the following day, provided the instructor notifies the supervisor. The supervisor in turn notifies TAO.

4.6.6.3.4. When applicable, adds the PT score to points from the corresponding CDT or machine-scored portion of the test to arrive at a total score.

4.6.6.3.5. Enters total scores into SDMS and keeps completed PT score sheets on file for a year.

4.7. Supervisory Training.

4.7.1. This chapter section prescribes policies and procedures for providing training for first-line supervisory positions.

4.7.2. Policies.

4.7.2.1 In order to ensure that 332 TRS effectively supervises English language training IAW AFI 36-4003, it is necessary to provide new supervisors training focused on the duties and responsibilities of the position. The primary focus is on

administrative processes and practices that support the academic work at DLIELC. This training is mandatory for new supervisors appointed to a term of 90 days or more.

4.7.2.2. This requirement can be disregarded if an appointed supervisor has already completed this training within the previous three years.

4.7.2.3. A Supervisory Trainer must be a section chief or a designee of the section chief.

4.7.3. Procedural Duties and Responsibilities.

4.7.3.1. Supervisory Trainer (Trainer).

4.7.3.1.1. Ensures that both permanent and temporary new supervisors receive training in a timely manner, including the topics on AF Form 797 (AF 797), *Job Qualifications Standard Continuation/Command JQS*.

4.7.3.1.2. Completes AF Form 797 for each trainee and retains this record in the individual's personnel folder.

4.7.3.1.3. Ensures that trainees know how to access all publications.

4.7.3.2. Supervisory Trainee (Trainee).

4.7.3.2.2. During the training, identifies topics that remain unclear and seek clarification from the trainer.

4.7.3.2.1. When comfortable with each section, initial and date the AF Form 797 for each item of training completed.

4.7.3.2.3. **NOTE:** This does not apply if the appointee has already completed this training within the last three years.

4.7.4. Procedures.

4.7.4.1. The trainer provides the trainee a copy of AF Form 797 with the trainer's name specified on the form. Each individual trained receives a copy of AF Form 797. The topics listed on this record will be reviewed with the trainer.

4.7.4.2. Trainers and trainees initial in the appropriate blocks of AF Form 797 as task topics are completed and discussed. The trainee will read the relevant publications and discuss them with the trainer until comfortable with the content.

4.7.4.3. The trainer and the trainees will initial the appropriate blocks, indicating that the responsibilities, requirements, and standards pertaining to the topic of the

particular written guidance listed have been discussed.

4.8. Academic Evaluation Boards (AEBs).

4.8.1. This chapter section prescribes policy and procedures governing AEBs. For the purpose of this section, “instructional areas” refers to the three instructional sections of EIF – General English (GE), Advanced English (AE) and Specialized English (SE) – as well as Echo Company.

4.8.2. Policy. Each instructional area identifies students who are not meeting or maintaining academic standards and provides all reasonable academic assistance, such as SLT and ITP classes, etc., so that students can achieve academic standards. When students fail to achieve standards in spite of extra assistance, an AEB is convened.

4.8.3. AEB Membership.

4.8.3.1. EIF ensures AEBs are scheduled and conducted as required, and the resulting recommendations are included on the computer-generated AEB report. The instructional training area which convenes the board provides the chairperson (see paragraph 4.8.4.2.1 below) and a first-line supervisor as voting members.

4.8.3.2. International Resident Flight (IRF) provides a CPM as a voting member of the board and may appoint a Military Training Manager (MTM) as a nonvoting member.

4.8.4. Procedures.

4.8.4.1. First-line supervisors in the General English training area review Table 4.1 to determine if extensions of training time will be necessary for students to achieve their required ECL scores. When students, whether correctly programmed or not, require extensions of nine weeks or fewer, as determined by Table 4.1, first-line supervisors request program adjustments from IRF via automatic emails generated in the CAR. When students require extensions of more than nine weeks, as determined by Table 4.1, the first-line supervisor submits a request for an AEB to the EIF chief or a designated supervisor through the CAR. First-line supervisors normally request AEBs when a student has reached 50% of programmed training time.

4.8.4.2. First-line supervisors may request an AEB when it appears that a student will not achieve the academic requirements to earn a diploma, based on projected progress IAW chapter section 4.1.

4.8.4.3. The appropriate EIF chief or designee initiates an AEB with the following actions.

4.8.4.3.1. Appoints a chairperson to convene the AEB and coordinate with board members.

- 4.8.4.3.2. Ensures that the CPM is notified by email.
- 4.8.4.3.3. When appropriate, ensures that the Echo Company commander is notified by email that an AEB is being initiated.
- 4.8.4.3.4. The EIF chief or designee may authorize a delay in convening an AEB, provided the rationale is documented in the student's academic record.
- 4.8.4.4. The chairperson adheres to the following procedure.
 - 4.8.4.4.1. Informs all board members and the student of the time and place of the AEB.
 - 4.8.4.4.2. Ensures that a copy of the information in the student's academic record and any other pertinent information is available for AEB members to review.
 - 4.8.4.4.3. Invites a designated country representative to attend the AEB. The country liaison officer (CLO) will be invited, unless the country does not have a CLO, in which case the country's senior student will be invited. If the student belongs to Echo Company, the E-Co. commander will be invited, or the First Sergeant in his place, if available.
 - 4.8.4.4.4. Apprises student and AEB members of reason for the AEB and gives student a chance to present facts and ask questions.
 - 4.8.4.4.5. Dismisses the student and the designated country representative before the final board recommendation is made.
 - 4.8.4.4.6. Ensures that required information is entered in the student's academic record and that the student is apprised of the results.
- 4.8.4.5. The AEB voting members make recommendations based on the student's academic record as well as any pertinent information gained from AEB participants and their interaction with the student during AEB proceedings.
- 4.8.4.6. The first-line supervisor who requested the AEB informs the student of the board's recommendation as soon as possible after the recommendation has been made.
- 4.8.4.6. Within five working days after the AEB is held, the chairperson forwards the AEB report, along with any pertinent information from the student's academic record, to the appropriate EIF Section Chief and EIF Flight Chief. For Echo Company students, the chairperson routes the AEB report and attachments through the Echo Company Commander, if applicable, before forwarding to the dean.
- 4.8.4.7. EIF chief approves or disapproves the recommendation and forwards the AEB report, with attachments, to IRF for disposition by the appropriate CPM. If the EIF Chief concurs with recommendation to curtail training, the AEB report is routed to the

332TRS/CC, the Deputy Commandant (CD) and/or Commandant (CC) for disposition.

4.8.4.8. Upon receipt of the completed AEB report, the CPM does the following:

4.8.4.8.1. Advises the Echo Company Commander or the appropriate military department of the final decision and requests disposition as appropriate in accordance with Joint Security Cooperation and Education Training (JSCET).

4.8.4.8.2. Notifies the instructional training area which convened the AEB of the final disposition of the student and forwards the coordinated AEB report to the appropriate training area for filing.

4.8.4.8.3. Advises the student of the final decision and subsequent actions.

4.8.4.8.4. Maintains a copy of the AEB report, with attachments and the student's invitational travel orders, in the country file in accordance with Records Disposition Schedule.

4.9. Awarding DLIELC Diplomas and Certificates.

4.9.1. This chapter section prescribes policy, responsibilities, and procedures for certifying academic performance of international military and civilian students at DLIELC by awarding diplomas and certificates IAW AFI 36-4003.

4.9.2. Policy for awarding diplomas and certificates. DLIELC awards diplomas to graduating students who fulfill all diploma requirements IAW Table A3.2. Graduating students who do not qualify for diplomas, are awarded certificates IAW Table A3.2.

4.9.3. Procedural Duties and Responsibilities.

4.9.3.1. EIF will conduct all resident (on-campus) English language training, to include identifying the type of graduation document a student will receive IAW Table A3.2.

4.9.3.2. The International Nonresident Flight (INF) identifies the type of graduation document a student receives IAW Table A3.2. In addition, INF provides these diplomas/certificates to the senior member of the LTD or MTT conducting English Language Training (ELT) courses, to be presented at the completion of approved training.

4.9.3.3. The International Resident Support Flight (IRF) prepares and forwards to EIF or INF, as appropriate, the graduation documents for presentation.

4.9.4. Procedures.

4.9.4.1. After obtaining from IRF a weekly list of students expected to graduate, EIF performs the following.

4.9.4.1.1. Identify for each graduating student the appropriate graduation document IAW paragraph 4.9.5. below.

4.9.4.1.2. Notify IRF of graduation documents identified.

4.9.4.3. IRF prepares the appropriate graduation documents.

4.9.5. Graduation Requirements.

4.9.5.1. Requirements for graduation documents for DLIELC courses are shown IAW Table A3.2 and are based on the following criteria.

4.9.5.1.1. A student who meets the following requirements will receive a DLIELC Diploma.

4.9.5.1.1.1. Is programmed for one of the Military Articles and Services Lists (MASLs) IAW Table A3.2. Section A.

4.9.5.1.1.2. Meets all course requirements. In addition to satisfactory academic performance, a student must successfully complete applicable quiz/performance evaluations, and be present for at least 18 class periods per week or 80% of available class time during the last week of training.

4.9.5.1.1.3. For non-resident ELT training conducted at a US site by an LTD or MTT, a student meets all course and graduation requirements IAW Table A3.2 Section A.

4.9.5.1.2. A student who does not meet the requirements for a DLIELC Diploma, but meets the following requirements is awarded a DLIELC Certificate of Training.

4.9.5.1.2.1. Is programmed for a MASL IAW Table A3.2 Section A and meets the ECL requirement. However, the student fails to fully meet either course requirements or graduation requirements IAW Table A3.2.

4.9.5.1.2.2. Is programmed for a MASL IAW Table A3.2 Section B and meets all course requirements as well as all graduation requirements IAW Table A3.2.

4.9.5.1.3. A student who successfully completes ELT training provided by an LTD or MTT at an overseas location is likewise awarded a Certificate of Training IAW Table A3.2.

4.9.5.1.4. A student who does not meet the requirements for either a Diploma or Certificate of Training, but meets the following requirements is awarded a Certificate of Attendance IAW Table A3.2.

4.9.5.1.4.1. Is programmed for MASL D177002, *Observer Professional Training*, or MASL D177003, *Observer Professional*, and meets graduation requirements IAW Table A3.2 Section C.

4.9.5.1.4.2. Is programmed for one of the MASLs IAW Table A3.2 Section A, but does not meet the ECL requirement.

4.9.5.1.4.3. Is programmed for one of the MASLs IAW Table A3.2 Section B, but fails to meet one or more of the graduation requirements IAW Table A3.2.

4.9.5.1.4.4. Has previously graduated from DLIELC but was returned from FOT for additional training because of language difficulties.

4.9.6. Special Considerations.

4.9.6.1. A student who is returned to their homeland due to disciplinary action does not receive any type of DLIELC graduation document.

4.9.6.2. A student who is returned homeland for administrative, academic or medical reasons receives the graduation document appropriate for the time completed and qualifications achieved.

4.9.6.3. A student who is programmed under any MASL requiring eight or more weeks of training but only attends DLIELC for three or fewer weeks does not receive any type of graduation document.

4.9.6.4. A student who is unable to satisfy the course length requirement due to an action by a representative of the U.S. Government is not penalized.

4.9.6.5. A student who is programmed for the same MASL twice or for a combination of MASLs that includes Specialized English Training (SET) receives only one graduation document after completion of SET. These combinations include:

4.9.6.5.1. MASL D177009 and D177008.

4.9.6.5.2. MASL D177026 (or D177028) followed by D17708 (or D177024).

4.9.6.5.3. MASL D177027 followed by MASL D177026 (or D177028) qualifies a student for only one graduation document after completion of MASL D177026 (or D177028).

4.9.6.6. The EIF Chief or Dean of Academics may approve waivers to diploma and certificate requirements on a case-by-case basis.

Chapter 5

ENGLISH TESTING FLIGHT (ETF)

5.1. Management of DLIELC Test and Measurement Program.

5.1.1. Policy.

5.1.1.1. Maintaining test security is essential to DLIELC and will be given the highest priority by all personnel involved.

5.1.1.2. The ETF will carefully manage all test material. This includes making backups of Computer-Adaptive Test (CAT) ECL and Computer Delivered Test (CDT) databanks; retiring tests, item banks and items, when appropriate; and withdrawing compromised tests and items.

5.1.1.3. Students are not authorized to have controlled test items in their possession except during monitored test administrations.

5.1.1.4. No Book Quiz (BQ), Performance Test (PT), ECL, or American Language Course Placement Test (ALCPT) will be reproduced except as authorized by ETF and/or the Curriculum Flight (ECF) for resident use or Logistics Flight (TLF)(637 TRSS/TLF) for nonresident use.

5.1.1.5. Changes in test scheduling due to student load factors and/or administrative requirements will be coordinated with ETF, the English Instruction Flight (EIF), and Academic Support Flight (ESF). Scheduling or rescheduling requests must be submitted before 1200, the day prior to testing.

5.1.1.6. The DoD English Language Proficiency Test (ELPT) may not be sold or lent to any other organizations without the joint authorization of DLIELC and the Defense Language Institute Foreign Language Center (DLIFLC). ELPT materials will be either hand carried and administered by ETF employees or issued on a temporary basis to DLIELC employees stationed overseas. Test materials must be returned to ETF as soon as the test administration is completed, unless written authorization to keep the materials longer is obtained from ETF. All test security measures described in this instruction apply.

5.1.2. Responsibilities.

5.1.2.1. Development, Production, Quality Control, and Distribution of DLIELC Tests.

5.1.2.1.1. For the CAT ECL, ETF will:

5.1.2.1.1.1. Manage and maintain the CAT ECL databanks, to include item sub bank backups.

5.1.2.1.1.2. Perform statistical analysis on new items through the administration of either experimental ECL tests or field test items embedded in the CAT ECL, develop new item

5.1.2.1.2. For CDTs, ETF will:

5.1.2.1.2.1. Expand, maintain, and manage the CDT database and ensure that backups are current and secured.

5.1.2.1.3. For resident and nonresident paper-and-pencil BQs, ETF will:

5.1.2.1.3.1. Review tests as necessary.

5.1.2.1.3.2. Maintain quality control of all test master recordings and duplicated printed testing material.

5.1.2.1.3.3. Prepare, control, and issue paper-and-pencil test kits for resident use.

5.1.2.1.3.4. Provide TLF master recordings for use in preparing nonresident test kits.

5.1.2.1.3.5. Maintain master files of all official, controlled DLIELC tests.

5.1.2.1.4. For nonresident ECLs and ALCPTs, ETF will:

5.1.2.1.4.1. Annually produce 15 ECL tests and ALCPT forms as needed for nonresident use.

5.1.2.1.4.2. Design, develop, review, revise, and digitize files and master recordings, as necessary.

5.1.2.1.4.3. Maintain quality control of all test master recordings and duplicated printed testing material.

5.1.2.1.4.4. Provide ECF with digital files and keys.

5.1.2.1.4.5. Provide TLF with master recordings for use in preparing nonresident test kits.

5.1.2.1.4.6. Maintain master files of all official, controlled DLIELC tests.

5.1.2.1.5. TLF will:

5.1.2.1.5.1. Manage duplication of printed and recorded test materials.

5.1.2.1.5.2. Maintain quality control of all duplicated recordings and printed testing materials for nonresident use.

5.1.2.1.5.3. Prepare and ship test materials for nonresident use.

5.1.2.2. **Security and Control of Test Materials.**

5.1.2.2.1. ETF will:

5.1.2.2.1.1. Ensure the security and control of master test files and test databases by following the procedures outlined in this instruction (332 TRS SOI 16-1051).

5.1.2.2.1.2. Establish policy, provide guidance, and maintain surveillance over the control and use of test materials and information.

5.1.2.2.1.3. Authorize test access through the assignment of test control numbers (TCNs), maintain a current database of resident and nonresident personnel with test access authorization, and prepare the Test Access Authorization List.

5.1.2.2.1.4. Coordinate with all DLIELC managers who supervise personnel requiring test access to ensure ETF is informed when new personnel requiring test access are hired and when they separate from DLIELC.

5.1.2.2.1.5. Rotate CAT banks and BQ forms to reduce the chances of students' repeat exposure to test items.

5.1.2.2.2. EIF Section Chiefs will ensure:

5.1.2.2.2.1. Appropriate control and security procedures for resident test administration are established and maintained.

5.1.2.2.2.2. ECL items are not critiqued or reviewed by instructors without ETF's approval.

5.1.2.2.2.3. Test proctors do not listen to the audio portion of the ECL test or read the test items except as necessary to verify audio quality or student-reported problems.

5.1.2.2.2.4. An adequate number of proctors, a minimum of one per 15 students, is provided.

5.1.2.2.2.5. Students receive a pretest briefing on test procedures, penalties for cheating, and all relevant testing requirements before each test administration. The briefing will cover standardized pretest and posttest procedures for test administrators and students, as well as procedures to be observed during the actual

test administration. A written copy of the procedures will be available in each lab during each test administration.

5.1.2.2.3. Digital Publishing (ECFE) will ensure the Audio/Broadcasting staff processes all test information in a secure manner and maintains security while test materials are recorded

5.1.2.2.4. TLF will:

5.1.2.2.4.1. Provide for the security of test materials under its control.

5.1.2.2.4.2. Maintain a list of personnel having authorized access to ETF materials under its control and provide a copy to ETF.

5.1.2.3. **Loss or Compromise of Tests.**

5.1.2.3.1. Individuals on the resident campus who suspect that a test, or any of its controlled components (script, booklet, audio recordings, electronic products, key, or used answer sheet), has been lost or compromised must immediately report this information to a first-line supervisor.

5.1.2.3.2. The supervisor will immediately report the incident to both the section chief and ETF.

5.1.2.3.3. ETF will notify the 332d Squadron Commander and withdraw the test from service.

5.1.2.3.4. 332d Squadron Commander will request that the DLIELC Commandant appoint an investigating official from a squadron or flight other than the one in which the suspected loss or compromise occurred.

5.1.2.3.5. No later than five business days after the initial report of test loss or compromise, the investigating official will send 332d Squadron Commander a memorandum for record which describes the results of the investigation and includes recommendation(s) for corrective action.

5.1.2.3.6. After receiving the memorandum for record, ETF will determine whether the test form in question can be put back into service or must be replaced, and will take any other required corrective action while keeping ECF informed, as necessary.

5.1.2.4. Use of the ALCPT. The ALCPT will be used to place students in an ALC program; evaluate student progress at the end of an ALC level; screen candidates for readiness to take the ECL; and to evaluate the English language abilities of local personnel working for, or being considered for positions on overseas US military installations as required by US military service regulations. The ALCPT may not be used for any other purposes unless specifically authorized by ETF. The ALCPT will never be

used as a training instrument on the resident campus, in the U.S., or overseas. Note: retain completed ALCPT request form until superseded or no longer needed, then destroy.

5.1.2.5. All squadron commanders will notify ETF of personnel changes that require and update of test access documentation.

5.1.3. Testing Procedures.

5.1.3.1. Scheduling Tests. EIF instructional area personnel will:

5.1.3.1.1. Schedule Entry ECL tests on Tuesdays. If Monday or Tuesday is a holiday, the Entry ECL is on Wednesday. New students take the Entry ECL during their first week in class.

5.1.3.1.2. Set up the schedule for regular ECL testing at the beginning of the year and adjust it as necessary. Regular ECL tests are given approximately every four weeks, on Tuesdays. When Monday or Tuesday is a holiday, the test is given on Wednesday. Students in American Language Course (ALC) Books 1-9 do not take Regular ECLs unless they have completed twelve weeks of training. Students take regular ECLs until qualified or identified by Command for disenrollment based on the recommendation of an Academic Board.

5.1.3.1.3. Administer ECL tests for students in critical status. A student in critical status may be given a Critical ECL each week for up to four weeks. A student can be in critical status only once during training. A student who is removed from critical status without achieving the required ECL will return to regular ECL testing (once every four weeks), but will receive at least one ECL test before graduation.

5.1.3.1.4. Arrange for special ECL tests when additional proficiency input is deemed necessary by DLIELC program managers for such reasons as changes in programming, academic board decisions, or other special considerations.

5.1.3.1.5. Inform ETF in advance of special ECL administrations as needed.

5.1.3.1.6. Normally administer BQs to all students as required by the curriculum or determined by EIF instructional supervisors. Every effort will be made to provide ETF information on scheduled BQs at least 24 hours in advance.

5.1.3.1.7. Administer an ad hoc quiz if no DLIELC quiz is available or appropriate.

5.1.3.1.8. Use alternate BQ forms for retesting students who fail a quiz or for any legitimate makeup testing.

5.1.3.1.9. Schedule every student starting Module 101 for the reading and listening diagnostic test upon entry to Specialized English Training.

5.1.3.2. Reporting Test Results.

5.1.3.2.1. ETF will provide CAT ECL test scores to EIF instructional area supervisors and 637 ISS Country Program Managers, and resident book quiz scores to EIF instructional area supervisors through the Student Information Management System (SIMS) as soon as possible after each testing session.

5.1.3.2.2. EIF instructional personnel will:

5.1.3.2.2.1. Electronically access CAT and CDT scores.

5.1.3.2.2.2. Submit all 332 TRS Form 3, *ECL Request*, to ETF for scoring and entering of results into SIMS immediately after each test administration for which they were used. **Note:** retain completed form until superseded or no longer needed, then destroy

5.1.3.2.2.3. Inform students of their scores in a timely manner.

5.1.3.2.2.4. For PTs, return all consumable booklets to ETF with the PT kits (not later than 1545 the day of the test).

5.1.3.2.2.5. Enter scores on Performance Evaluations (PEs), PTs, and ad hoc quizzes into SIMS.

5.1.3.2.2.6. Report all students who refuse to take a test or who miss a scheduled test session to 637 ISS/ISF by the close of business for appropriate action. In the case of a BQ, if the absence is unauthorized, as determined by 637 ISS, the student will not have a makeup test and a "0" (zero) will be entered in the student record.

5.1.3.2.2.7. Enter a score of "0" (zero) for students caught cheating.

5.1.3.2.2.8. Request reprogramming of, or disposition instructions for, students programmed for nine weeks or less who do not have their required ECL or for Advanced English Studies (EIFA) students who do not meet course prerequisites on entry.

5.1.3.3. Certifying ECL qualification. EIF section chiefs, program managers, or supervisors will certify a student as ECL qualified (EQ) if the student has attained the required ECL score and has exhibited normal ECL progress.

5.1.3.3.1. Entry EQ. A verification ECL test will normally be required if there is a difference of more than 10 points between the In-Country (IC) and Entry ECL scores. However, when the IC ECL score is within 10 points of the required ECL and the student's entry score meets or exceeds the required ECL, no verification will be required. (For example, a student with an IC ECL score of 74 and a required ECL of

80 who makes 87 on the Entry ECL will not take a Verification ECL.)

5.1.3.3.2. EQ within General English. In order to certify that a student is EQ, an additional ECL test will normally be administered if a student achieves his/her required score by means of a significant jump, i.e., more than 10 points from the preceding score during the regular testing cycle. However, when the prior ECL score is already within ten points of the required ECL score during the regular testing cycle, no verification will be required if the student's qualifying ECL score meets or exceeds the required ECL. (For example, a student with a required ECL of 80 who makes 74 followed by 87 during the regular testing cycle would not take an additional ECL to confirm the 87.) When ECL progress does not exhibit normal growth patterns, only the EIF section chief or program manager may determine whether to certify the student as EQ, providing the student's overall academic record warrants it.

5.1.3.4. Administering Ad Hoc Quizzes. EIF instructional personnel will:

5.1.3.4.1. Administer an ad hoc quiz when no DLIELC-developed quiz is available or appropriate.

5.1.3.4.2. Ensure, prior to classroom use, all ad hoc quizzes are reviewed and approved by a supervisor. Supervisors review ad hoc quizzes to verify that they contain an adequate sampling of unit objectives at a level of difficulty appropriate for the materials covered and for the students being tested. No ad hoc quiz may be given for reasons other than paragraph 5.1.3.4.1 without the approval of the appropriate section chief.

5.2. Testing procedures and Test Security.

5.2.1. Policy.

5.2.1.1. EIF personnel ensure testing procedures are followed and test security is maintained.

5.2.2. Responsibilities.

5.2.2.1. EIF section chiefs ensure their personnel are informed of and trained in the proper implementation of this OI and approve exceptions to the procedures on a case-by-case basis.

5.2.2.2. Program managers and supervisors identify testing requirements, schedule tests in coordination with the English Testing Flight (ETF), serve as test administrators, and supervise testing.

5.2.2.3. Instructors follow the procedures outlined in this OI as well as those in Attachment 4.

5.2.3. Procedures.

5.2.3.1. EIF Section Chiefs:

5.2.3.1.1. Assign program managers and/or supervisor to oversee or administer testing as required.

5.2.3.1.2. Counsels students who are suspected of a test security violation and refers them to the IRF for a Disciplinary Evaluation Board (DEB).

5.2.3.1.3. Ensure any incident of test compromise or possible test compromise is reported to ETF immediately.

5.2.3.2. EIF Supervisors:

5.2.3.2.1. Administer and oversee tests as directed by the EIF Section Chiefs.

5.2.3.2.2. Schedule English Comprehension Level (ECL) and American Language Course Placement Tests (ALCPTs) for students who are not certified as ECL qualified.

5.2.3.2.3. Ensure instructors are following established procedures.

5.2.3.2.4. Ensure violations of test security rules and any incident of test compromise or possible test compromise are appropriately documented and the documentation is forwarded to all concerned parties. Supervisors will report incidents to their respective EIF section chief at the first opportunity and the section chief will notify ETF immediately. Supervisors will counsel students as soon as possible and inform ETF if any changes in scores are required.

5.3. English Comprehension Level (ECL) Test Guidelines.

5.3.1. Policy.

5.3.1.1. The ECL test is the primary instrument used to assess the English language proficiency of IMSs scheduled to attend AFI 16-105_IP, *Joint Security Cooperation Education and Training*, and of international participants in certain US-sponsored exercises (AFMAN 16-101, *Security Cooperation (SC) and Security Assistance (SA) Management*). The ECL test can also be used for authorized DoD personnel (DLIELC English Language Training Support for Security Cooperation Organization (SCO Handbook)).

5.3.1.2. The ECL test may also be used as a criterion in the requirement of US military personnel who are not native speakers of English or in the determination of their eligibility for commissioning, attending specific courses, or obtaining certain jobs.

5.3.1.3. The ALCPT will be used by authorized nonresident English language training programs (ELTPs) in the US and in-country ELTPs for ECL prescreening purposes. For

policies and procedures governing the acquisition, control, and administration of ALPCTs see the ALCPT handbook available at:
http://www.dlielc.edu/testing/ALCPT_Handbook.pdf.

5.3.1.4. ECL test scores are valid for 105 calendar days from the date of the ECL test administration to the report date of the initial training recorded on the ITO.

5.3.1.5. User agencies will not copy, scan, or duplicate any portions of the ECL or ALCPT tests, nor will they release any ECL test materials to any unauthorized personnel.

5.3.1.6. Any discussion of ECL or ALCPT test items with instructors, host-country residents, or other unauthorized personnel is strictly prohibited. ECL and ALCPT content can only be discussed by Test Control Officer (TCO)/Alternate Test Control Officer (ATCO) with DLIELC/ETF.

5.3.2. Scheduling and Requirements.

5.3.2.1. For all CONUS direct-entry IMS testing, schedule ECL tests for the following purposes and according to the following guidelines:

5.3.2.1.1. IMSs who achieve their required ECL scores in-country will take the ECL at their first training location in the US, per AFI 16-105_IP.

5.3.2.1.2. The TCO will use one of the CONUS ECL forms/online CAT sub banks to administer the entry ECL test to direct-entry IMSs 3-5 days after their arrival to their first training location in the US.

5.3.2.1.3. Only recent (within 105 days) DLIELC graduates or recent ECL-qualified graduates from a Defense Security Cooperation Agency (DSCA)-approved CONUS ELTP and students from countries listed as “exempt from all English language testing” per *DLIELC English Language Training for Security Cooperation (SCO Handbook)* and per the annual DSCA policy message (available at: <http://www.dlielc.edu/>) will not be tested.

5.3.2.1.4. IMSs who do not achieve their required ECL score on their entry ECL test will be retested with a different ECL form or online CAT sub bank 1-2 days after their entry ECL test. (**Note:** Resident DLIELC IMSs who do not achieve their required ECL score on their entry ECL test will be retested with a different CAT sub bank during the next ECL test, usually 7 days later).

5.3.2.1.5. To administer a second retest (i.e., a third entry ECL), the TCO must obtain permission from the appropriate military department (MILDEP) and DLIELC/ETF. The TCO can contact DLIELC/ETF (see A4.19) for contact information) to request the second retest, providing the necessary background information (e.g., dates and scores of two previous ECL administrations).

5.3.2.1.6. At CONUS ECL test sites where ECL testing of IMSs is conducted by the Base Education Office as a service for the International Military Student Officer (IMSO), the request for a waiver to administer a second ECL retest can be made by the IMSO in place of the TCO. In such cases, however, the IMSO should keep the TCO informed of these actions so the TCO can maintain accurate records.

5.3.2.1.7. The TCO will report all failing scores to the MILDEP and to DLIELC/ETF. If an IMS does not achieve the required ECL score on a second retest, the TCO should immediately inform the MILDEP and DLIELC/ETF. The MILDEP is responsible for determining subsequent action, and the TCO will keep DLIELC/ETF informed of the MILDEP's decision.

5.3.2.2. For all OCONUS ECL test sites and authorized nonresident ELTPs in the US, schedule ECLs for the following purposes and according to the following guidelines:

5.3.2.2.1. Ensure that overseas and nonresident ELTP locations use the ALCPT rather than the ECL for measuring student progress upon completion of in-country ELTP and for ECL prescreening purposes. All requests for the purchase of ALCPT materials must be screened and approved by DLIELC/ETF. Organizations interested in purchasing the ALCPT must complete an, 332 TRS Form 4, *ALCPT Approval Request*. More information about the uses and score interpretations of the ALCPT can be found in *Handbook for the American Language Course Placement Test (ALCPT)*, available online at: http://www.dlielc.edu/testing/ALCPT_Handbook.pdf.

5.3.2.2.2. Assess annual ECL test requirements and establish an ECL testing schedule for the fiscal year.

5.3.2.2.3. Administer the ECL as a final language qualification assessment to a maximum of three candidates per training slot.

5.3.2.2.4. Ensure that no candidate is tested more than three times in any one fiscal year.

5.3.2.2.5. Use ECL test forms/online CAT sub banks in a randomized sequence (e.g, 19E, 19L; 19N5, 19N3, etc.) so all forms are used once before any one form is used again. Each ECL form can be used a maximum of twice per fiscal year.

5.3.2.2.6. Conduct ECL testing no more than once every 14 days without a waiver from DLIELC/ETF. All ECL testing should be consolidated at one location. If multiple test administrations are required in one day, only one test form is used per day, ensuring that candidates do not have contact with one another in between test sessions. If an ECL test site needs to administer an ECL less than 14 days from the previous ECL, a one-time waiver describing the circumstances must be requested at least 48 hours in advance from DLIELC/ETF. (See A4.19 for contact information.) Administering ECL tests less than 14 days apart without a waiver is in violation of these regulations.

5.3.2.2.7. Ensure that examinees who do not obtain their required ECL scores do not retest until after 30 calendar days have elapsed. Examinees who need to take an ECL retest should be retested with a different ECL test form/online CAT sub bank AND should be enrolled in a full-time intensive ELTP during the 30-day wait period.

5.3.2.2.8. Ensure that examinees who obtain their required ECL scores more than 105 days before the report date for their CONUS training, and who need to take an ECL retest, be retested with a different paper and pencil (PP) ECL form or online CAT sub bank.

5.3.2.2.9. Observe established procedures for OCONUS ECL testing in support of major US-sponsored military exercises (e.g., Red Flag, Air Mobility Rodeo, etc.) IAW AFMAN 16-101.

5.3.2.3. For ECL testing of US military personnel at the Military Entrance Processing Station (MEPS), schedule ECL tests for the following purposes and according to the following guidelines:

5.3.2.3.1. Agencies in the US that provide ELTP for US military, family members, or civilians should use the ALCPT rather than the ECL for measuring student progress upon completion of ELTPs, and for ECL prescreening purposes. More information about the uses and interpretations of the ALCPT can be found in *Handbook for the American Language Course Placement Test (ALCPT)*, available at: http://www.dlielc.edu/testing/ALCPT_Handbook.pdf.

5.3.2.3.2. The ECL is used in the official selection process to determine the English language proficiency of non-native speakers of English entering the US military. It may also be used as a prerequisite for certain US military training courses or for job reclassification.

5.3.2.3.3. TCOs should aim to consolidate ECL testing as much as possible through regularly scheduled testing dates.

5.3.2.3.4. An examinee who does not achieve the required ECL score cannot be retested until 30 calendar days have elapsed; they must be retested with a different CAT ECL sub bank/PP form.

5.3.3. Responsibilities.

5.3.3.1. Paper and Pencil (PP) ECL test sites.

5.3.3.1.1. The chief of the agency will:

5.3.3.1.1.1. Assume overall responsibility for security of the ECL testing program and ECL test materials and ensure that the procedures outlined in paragraphs 5.2

through 5.3.

5.3.3.1.1.2. Select and appoint TCOs/Alternate TCOs (ATCOs) and document selections on the TCO Memorandum of Appointment (A4.18.).

5.3.3.1.1.3. Investigate all test losses and compromises, real or suspected.

5.3.3.1.1.4. Alert DLIELC/ETF, destroy ECL materials on site, (IAW procedures outlined in paragraph 5.3.4.2.4.), and submit a 332 TRS Form 7 to DLIELC/ETF in the event of the terminal absence of the TCO and ATCO(s) from the site without likelihood of replacement within a reasonable time, or in the event of the site's closing or going inactive for an extended period of time.

5.3.3.1.2. The TCO will:

5.3.3.1.2.1. Maintain test security at all times. ECL test materials must be stored and secured on the premises of the user agency.

5.3.3.1.2.2. Follow the procedures outlined in paragraphs 5.3.4.2. and 5.3.4.4.

5.3.3.1.2.3. Create a test schedule, rotating test forms in an unpredictable order to avoid overexposure. The TCO will keep a record of examinees' names, scores, test dates, and test forms used in order to avoid retesting a candidate with the same test form.

5.3.3.1.2.4. Ensure that a minimum of one test proctor for each 15 examinees is maintained at all times. When needed, the TCO will arrange for US citizens who are government employees to serve as additional proctors. If additional proctors are needed, a TCO or ATCO must be present at all times.

5.3.3.1.2.5. Administer and score the ECL test. (See A4.13 for instructions.)

5.3.3.1.2.6. Send used 332 TRS Form 9, *DLIELC Test Answer Sheet* to DLIELC/ETF once per month.

5.3.3.1.2.7. Administer the ECL as a final language qualification assessment to a maximum of three candidates per training slot.

5.3.3.1.2.8. Follow the provisions of this instruction in all cases, unless a specific waiver has been granted by DLIELC/ETF. Submit a request for a waiver when unable to comply with the provisions of this instruction.

5.3.3.1.3. The ATCO will assume and perform the duties of an absent TCO.

5.3.3.1.4. Test proctor can assist TCO and ATCOs only in distributing and collecting PP ECL test material and in the overall monitoring of the PP test administrations.

The proctor should not transport, score, or otherwise handle the PP ECL.

5.3.3.1.5. DLIELC/ETF will:

5.3.3.1.5.1. Monitor test site security measures at all times.

5.3.3.1.5.2. Obtain TCO Appointment MFRs before shipping ECL materials and maintain a current list of TCOs/ATCOs.

5.3.3.1.5.3. Provide instructions for obtaining, controlling, administering, and destroying the ECL.

5.3.3.1.5.4. Specify the ECL test forms to be sent to each test site and authorize appropriate quantities of test materials, based on the particular needs of the test site as identified on the ECL Request Form and as justified by the site's submission of used ECL 332 TRS Form 9, *DLIELC Test Answer Sheet*.

5.3.3.1.5.5. Ship new ECL tests annually by certified mail, provided the site is in compliance and up-to-date with ECL test policies, documentation, and used 332 TRS Form 9, *DLIELC Test Answer Sheet* submission.

5.3.3.1.5.6. Maintain used 332 TRS Form 9, *DLIELC Test Answer Sheet*, in accordance with Records Disposition Schedule.

5.3.3.1.5.7. Authorize waivers of the requirements and procedures in this instruction when they are appropriate.

5.3.3.2. Online CAT ECL testing sites.

5.3.3.2.1. The chief of the user agency will:

5.3.3.2.1.1. Assume overall responsibility for security of the online CAT ECL testing program.

5.3.3.2.1.2. Select and appoint TCOs/ATCOs and document selections on the TCO Memorandum of Appointment (A4.18.).

5.3.3.2.1.3. Arrange for an investigation if compromise of the online CAT ECL test files or data is suspected.

5.3.3.2.2. The online CAT ECL TCO will:

5.3.3.2.2.1. Maintain test site security at all times.

5.3.3.2.2.2. Maintain Defense Manpower Data Center (DMDC) and DLIELC online CAT ECL testing information and passwords. (See A4.15 for details on

online CAT ECL Administration Procedures.)

5.3.3.2.2.3. Assess online CAT ECL test requirements annually and establish a testing schedule for the fiscal year.

5.3.3.2.2.4. Create a test schedule, rotating test sub banks to avoid overexposure. The TCO will keep a record of examinees' names, scores, test dates, and test sub banks used in order to avoid testing a candidate again with the same test sub bank.

5.3.3.2.2.5. Ensure that a minimum of one TCO/ATCO for every 15 examinees is maintained at all times. When needed, the TCO will arrange for US citizens who are government employees to serve as additional proctors. When additional proctors are needed, the TCO or ATCO must be present at all times.

5.3.3.2.2.6. Schedule test sessions, administer tests, and retrieve score reports. (See A4.15 for details).

5.3.3.2.2.7. To avoid test overexposure, administer the online CAT ECL as a final language qualification assessment to a maximum of three candidates per training slot.

5.3.3.2.2.8. Maintain an ECL continuity book containing current copies of ECL-related documents. (See paragraph 5.3.4.2.8. for contents).

5.3.3.2.2.9. Follow the provisions of this instruction in all cases, unless a specific waiver has been granted by DLIELC/ETF.

5.3.3.2.2.10. Submit a request for a waiver at least 48 hours in advance when unable to comply with the provisions of this instruction.

5.3.3.3. The online CAT ECL ATCO will:

5.3.3.3.1. Assume and perform the duties of an absent TCO as defined in paragraph 5.3.4.2.

5.3.3.3.2. Use test proctors to assist the TCO/ATCO in the overall monitoring of the test administration, but the TCO or ATCO must be in the room at all times.

5.3.3.4. DLIELC/ETF will:

5.3.3.4.1. Monitor test site security measures at all times.

5.3.3.4.1.1. Obtain and maintain a current list of TCOs and ATCOs for online CAT ECL test sites.

5.3.3.4.1.2. Provide instructions for accessing and administering the online CAT

ECL test (A4.15).

5.3.3.4.1.3. Provide guidance and instructions to online CAT ECL test sites for registering with DMDC for the delivery of the online CAT ECL test. (A4.15).

5.3.3.4.1.4. Authorize waivers of the requirements and procedures in this instruction when they are appropriate.

5.3.4. Procedures.

5.3.4.1. The chief of the user agency will:

5.3.4.1.1. Send DLIELC/ETF a TCO Memorandum of Appointment (A4.18.) and a justification of the program's need to conduct ECL testing in order to reopen or establish a new ECL test site (see A4.19 for contact information). To be established as (or to convert to) an online CAT ECL test site, procedures for registration and access to the online delivery system set by DMDC must be followed.

5.3.4.1.2. Assume overall responsibility for security of the site's ECL testing program and all of its ECL and ECL-related test materials by ensuring that:

5.3.4.1.2.1. Passwords for the online CAT ECL can be accessed only by the appointed TCO and ATCOs.

5.3.4.1.2.2. PP ECL materials are used only by the appointed TCO and ATCOs of the site and may not be permanently transferred to other locations in the country or exchanged for those of other locations unless the transfer or exchange is authorized by DLIELC/ETF.

5.3.4.1.2.3. All test takers are properly identified by the TCO and/or ATCOs prior to test administration.

5.3.4.1.2.4. Review of or access to ECL test materials is restricted only to authorized TCOs and ATCOs or DLIELC/ETF.

5.3.4.1.2.5. Any discussion of ECL test items with instructors, host-country residents, or other unauthorized personnel is strictly prohibited. ECL content can only be discussed by TCOs/ATCOs with DLIELC/ETF.

5.3.4.1.2.6. No test materials are reproduced, scanned, or copied in any way, including digitally capturing booklet pages or audio clips, during test administrations or at any other times.

5.3.4.1.2.7. Test materials are removed from their secured location or from the testing room only by TCOs/ATCOs.

5.3.4.1.2.8. All ECL test materials are accounted for at all times.

5.3.4.1.2.9. Outdated ECL test material is not disclosed or released to any individuals other than the TCOs and ATCOs or DLIELC/ETF personnel.

5.3.4.1.2.10. ECL test materials are properly labelled for mailing to prevent unauthorized disclosure. (See A4.13 for proper labeling procedures.)

5.3.4.1.2.11 Only appointed TCOs and ATCOs open or handle packages containing test materials.

5.3.4.1.2.12. All controlled ECL test materials (booklets, scoring keys, CDs, used 332 TRS Form 9, *DLIELC Test Answer Sheet*) are properly secured and stored in a standard safe or in a metal cabinet equipped with a key and bar-locking mechanism. When not in use, ECL test materials must be stored and secured on the premises of the user agency.

5.3.4.1.2.13. Test takers do not bring paper, pencils/pens, books, dictionaries, phones, smart watches, any web-enabled or electronic devices, etc. into the testing room.

5.3.4.1.2.14. Test takers do not take notes at any point during the test (including on their 332 TRS Form 9, *DLIELC Test Answer Sheet*).

5.3.4.1.2.15. TCOs and/or ATCOs are in the presence of test takers at all times during a test administration.

5.3.4.1.2.16. No marks should be made when scoring the PP ECLs. Marking on the 332 TRS Form 9, *DLIELC Test Answer Sheet*, creates a test security risk because each corrected answer sheet would essentially be another key. Only TCOs and ATCOs listed on the most current MFR are permitted to handle the answer sheets.

5.3.4.1.3. Investigate all test losses and compromises, real or suspected, and report findings to DLIELC/ETF.

5.3.4.1.3.1. Notify DLIELC/ETF as soon as a test compromise is suspected.

5.3.4.1.3.2. Send a complete report if the investigation, including findings and a statement of the corrective action to the appropriate combatant command and to DLIELC/ETF within 30 calendar days from the date on which the test was reported lost or compromised.

5.3.4.1.4. Select and appoint TCOs and ATCOs and document selections on the TCO Memorandum of Appointment (A4.18). Submit the TCO Appointment MFR by mail or email to DLIELC/ETF (See A4.19 for contact information). Ensure new MFRs are

submitted as TCOs and ATCOs depart and new ones are appointed.

5.3.4.1.5. Notify DLIELC/ETF in the event of the permanent absence of the TCOs and ATCOs from the site without likelihood of replacement within a reasonable time, or in the event of the site's closing or going inactive for an extended period of time.

5.3.4.1.6. Follow the provisions of this instruction in all cases, unless a specific waiver for each exception has been granted by DLIELC/ETF.

5.3.4.2. The TCO will:

5.3.4.2.1. Maintain test password security at all times of online CAT ECL test sites, following provisions outlined in this instruction and IAW *Web-based Defense Language Testing – English Comprehension Level – ECL User's Guide*.

5.3.4.2.2. Maintain test security at all times of PP ECL test sites, following provisions outlined in this instruction.

5.3.4.2.2.1. Store all controlled ECL test materials (booklets, scoring keys, CDs, used 332 TRS Form 9, *DLIELC Test Answer Sheet*) in a standard safe or in a metal cabinet equipped with a key and bar-locking mechanism. ECL test materials must be stored and secured on the premises of the user agency, except when materials are logged out by the TCO or ATCOs. When ECL test materials are logged out by the TCO or ATCOs for transport to a temporary testing location, they must be double wrapped and remain in the physical possession of the TCO or ATCOs at all times. Upon completion of test administration at a temporary location, the TCO or ATCOs will return ECL test materials to the permanent secure storage site on the premises of the user agency.

5.3.4.2.2.2. Record on the 332 TRS Form 8, *ECL Test Administration Log*, the removal of any test materials from their secure storage area and their subsequent return. The TCO will submit a copy of this log to DLIELC/ETF at the end of each fiscal year by mail or email.

5.3.4.2.2.3. Document a thorough physical inventory of all ECL test materials every six months and upon assuming or relinquishing TCO duties. Notify the appropriate combatant command and DLIELC/ETF of any discrepancy.

5.3.4.2.2.4. Immediately report the loss, compromise, or suspected compromise of any form of the ECL by phone or email to the appropriate combatant command and, if applicable, MILDEP, and to DLIELC/ETF (See A4.19 for contact information.). Treat the ECL test form(s) in question as compromised and immediately secure and stop using it.

5.3.4.2.2.5. The report will include the test form(s) and booklet number(s), date or probable date of loss or compromise, location, and supposed geographical

extent of the compromise, as well as verification that all testing with the form in question has stopped.

5.3.4.2.2.6. The report will also specify which parts of the test are missing, compromised, or suspected of compromise (e.g., missing booklets and/or score keys," etc.).

5.3.4.2.3. Obtain new PP ECL test material (for PP ECL test sites) before the start of each fiscal year. New ECL material should not be used before 1 October.

5.3.4.2.3.1. Ensure that all ECL documentation is current: used 332 TRS Form 9, *DLIELC Test Answer Sheet*, have been mailed in monthly, MFRs are up-to-date, and that the 332 TRS Form 8, *ECL Test Administration Log (A4/20)*, Packing List, and 332 TRS Form 7, *Certificate of Destruction*, for the previous fiscal year have been submitted. Note: Retain 332 TRS Form 8 and 332 TRS Form 7 until superseded or no longer needed, then destroy.

5.3.4.2.3.2. Assess ECL test requirements annually and submit a completed 332 TRS Form 3, to DLIELC/ETF. (See A4.19 for contact information).

5.3.4.2.3.3. Upon receiving the new ECL test package for the fiscal year, immediately open and inventory it, annotate any discrepancies on the Packing List/Receipt (included in the box), sign and date one copy of the Packing List/Receipt, and send it by mail or email to DLIELC/ETF.

5.3.4.2.3.4. Request and justify the need for additional ECL forms or booklets during the fiscal year using the 332 TRS Form 3 and submit it to DLIELC/ETF.

5.3.4.2.4. Destroy all outdated PP ECL test material only if both conditions have been met: 1) it is the end of a fiscal year (30 Sept); AND 2) new ECL test materials have arrived; and whenever directed by DLIELC/ETF or the chief of the user agency.

5.3.4.2.4.1. Document destruction action on the 332 TRS Form 7. Itemize all of the materials to be destroyed, including test booklets, CDs, and scoring keys, and their quantities on this form. Materials should be identified by ECL form number (e.g., 19H), booklet number (e.g., 0127), and item type (e.g., scoring key, CD, etc.).

5.3.4.2.4.2. After 1 October, when the new materials for the next fiscal year have been received, inventoried, and quality checked, destroy all outdated PP ECL test materials from the previous fiscal year. Shred or burn the test booklets, break CDs, and cut up scoring keys with scissors.

5.3.4.2.4.3. Have a witness attest by signature to the destruction of the test materials on the 332 TRS Form 7. Return this form to DLIELC/ETF within 30 calendar days of destruction.

- 5.3.4.2.5. Administer and score PP ECL tests according to the procedures outlined in Administration and Scoring Procedures for PP ECL Tests (A4.13), and read aloud the Instructions for the PP ECL Tests (A4.14) at the time of test administration.
- 5.3.4.2.6. Return (via certified mail or dip pouch) all used 332 TRS Form 9, *DLIELC Test Answer Sheet* and corresponding ECL Test Rosters to DLIELC/ETF monthly. (See A4.19 for contact information.)
- 5.3.4.2.7. Administer online CAT ECL tests according to the procedures outlined in Administration Procedures for Online CAT ECL Tests (A4.15), and read aloud the Instructions for the Online CAT ECL Tests (A4.16) at the time of test administration.
- 5.3.4.2.8. Maintain an ECL continuity book containing updated copies of ECL testing-related documents for the previous and current fiscal years. These documents include signed 332 TRS Form 10, *DLIELC Packing Lists/Receipts*, TCO Memorandum of Appointment (A4.18), Test Administration Logs, 332 TRS Form 3, *ECL Request*, 332 TRS Form 7, *Certificate of Destruction* and submission of *Test Log English Comprehension Level (ECL) Materials*, ECL Test Rosters, and any other records or communications of importance.
- 5.3.4.2.9. Follow the provisions of this instruction in all cases, unless a specific waiver for each exception has been granted by DLIELC/ETF.
- 5.3.4.3. All ATCOs will assume and perform the duties of an absent TCO.
- 5.3.4.4. Test proctors can assist TCO and ATCOs only in distributing and collecting PP ECL test material and in the overall monitoring of the PP and online CAT ECL test administrations. The proctor should not transport, score, or otherwise handle the PP ECL.
- 5.3.4.5. DLIELC/ETF will:
- 5.3.4.5.1. Oversee test security measures at all times for all PP and online CAT ECL test sites.
 - 5.3.4.5.2. Assign TCNs to new ECL test sites.
 - 5.3.4.5.3. Maintain a current list of TCOs and ATCOs for all ECL test sites.
 - 5.3.4.5.4. Provide guidance and instructions to PP ECL test sites for obtaining, controlling, administering, and destroying all ECL and ECL-related test material.
 - 5.3.4.5.5. Authorize the appropriate quantities of ECL test materials based on the site's individual testing needs, as indicated on the ECL Request Form and as justified by the site's submission of used ECL 332 TRS Form 9, *DLIELC Test Answer Sheet*,

during the previous fiscal year.

5.3.4.5.6. Coordinate the shipping of ECL test materials to PP ECL test sites that are in compliance with ECL test policies outlined in this instruction.

5.3.4.5.7. Provide guidance and instructions to online CAT ECL test sites for registering with DMDC for the delivery of the online CAT ECL test.

5.3.4.5.8. Maintain used 332 TRS Form 9, *DLIELC Test Answer Sheet* for PP ECL sites and scores for online CAT ECL sites in accordance with Records Disposition Schedule.

5.3.4.5.9. Authorize waivers of the requirements and procedures in this instruction when they are appropriate.

5.4. Issue and Control of Test Material.

5.4.1. Responsibilities.

5.4.1.1. ETF will:

5.4.1.1.1. Issue and receive computer-delivered testing (CDT) information and paper-and-pencil test kits for quizzes scheduled for use by Instructional Flight (EIF) personnel.

5.4.1.1.2. Maintain security of the CDT program through password control or access authorization.

5.4.1.1.3. Receive test kits and withdraw them from the inventory, as directed by letter or electronic message, and log each transaction.

5.4.1.1.4. Conduct an annual physical inventory and make ongoing quality control checks.

5.4.1.1.5. Maintain test administration data in a computer database.

5.4.1.1.6. Immediately place tests suspected of loss or compromise on hold and inform the Chief of ETF.

5.4.2. Procedures.

5.4.2.1. For paper-and-pencil tests, ETF will:

5.4.2.1.1. Prepare test kits for issue to EIF personnel and appointment testing office personnel by documenting in the ETF log book for each test kit. The log book will list the test kit contents, the time and date the test is to be given, the test location and

the name of the instructor/Testing office scheduled to administer the test. The Testing office will ensure quiz forms are rotated.

5.4.2.1.2. Issue test kits no earlier than 30 minutes prior to the scheduled test time, unless authorized by the Chief of ETF or designated personnel. The ETF Office Operations team will have the instructor sign the log book to verify contents of the test kit and annotate the checkout time.

5.4.2.1.2.1. Issue consumable booklets in numerical order, commensurate with the number of students being tested. Upon return of the kit, the testing office clerk will check that all booklets — used and unused — have been returned. The testing office clerk will securely store used consumable materials in the testing office for later analysis by ECF.

5.4.2.1.2.2. Notify the appropriate EIF test coordinator of tests not picked up. The ETF Office Support team will provide the instructor's name, the test identification, and the scheduled test time.

5.4.2.1.3. Have the instructor/test administrator who signed for the test kit sign the log book again when the test kit is returned. After verifying the completeness of the test kit in the test administrator's presence, the ETF Operations team will note on the log book the number of students tested and initial it. The ETF Operations team will report any discrepancies, including pencil marks, to the Chief of ETF or designated personnel and to the academic supervisor of the teacher involved.

5.4.2.1.3.1. Notify the appropriate EIF test coordinator when an instructor exceeds the time limit for keeping test materials. In the case of performance tests, instructors may keep them for an extended period of time. However, all DLIELC test materials must be returned by 1545 daily.

5.4.2.2. For QuestionMark® quizzes, the ETF Operations team will:

5.4.2.2.1. Receive .csv scheduling files from EIF sections, transfer the information in QuestionMark® scheduling application, and authorize one-time access to appropriate tests for a period of 24 hours of the scheduled start time.

5.4.2.2.2. Remove scheduling records from QuestionMark® scheduling application after tests are completed at the end of each week.

5.4.2.3. For general procedures the ETF Operations team will:

5.4.2.3.1. Notify Chief of ETF designated personnel of any problems that occurred and any corrective actions that were taken.

5.4.2.3.2. Not allow students to enter the ETF office.

5.4.2.3.3. At no time permit review of test materials by personnel not specifically authorized.

5.4.2.3.4. Destroy log book in accordance with Records Disposition Schedule.

5.4.2.3.5. Conduct a physical inventory of all test kits annually and report the results to the Chief of ETF via electronic mail by 1 August. If any discrepancies are discovered as a result of the inventory, the testing office clerk will submit a detailed written report.

5.4.2.3.6. Examine test kit contents periodically, and replace damaged or defective materials as needed. The ETF Operations team will notify the appropriate supervisor and the Chief of ETF of excessive marking of test booklets.

5.4.2.3.7. Immediately place on hold any test for which any part is lost or suspected of compromise, and report the incident as soon as possible by phone to the Chief of ETF. No later than 24 hours after the initial oral report, the ETF Office Support team will submit a written report to the Chief of ETF describing the circumstances leading to the possible compromise.

5.5. Oral Proficiency Interview (OPI).

5.5.1. Policy.

5.5.1.1. Non-resident OPI Scheduling.

5.5.1.1.1. Candidates must attain the required ECL score before they can be scheduled for an OPI. The ECL score must be within the 105 day validity period when the OPI is conducted.

5.5.1.1.2. Countries that are exempt from in-country ECL testing, but not exempt from in-country OPI testing may use the American Language Course Placement Test (ALCPT) in lieu of the ECL.

5.5.1.1.3. For OPI scheduling purposes, DLIELC honors exceptions to policy for ECL requirements which are granted by a competent Security Cooperation Education and Training Program (SCETP) authority (normally a schoolhouse/MILDEP), the office of primary responsibility (OPR) for military service directives, or the sponsoring MAJCOM for US military exercises.

5.5.1.1.4. Nonresident candidates who have taken a telephonic OPI must wait 90 days before being re-interviewed unless a waiver is granted by DLIELC/Testing. Waivers will be considered only if the candidate is enrolled in an English language training program that stresses oral language acquisition. Waivers will not be granted before a 30-day wait-period has elapsed.

5.5.1.1.5. DLIELC allows an OPI for 1 candidate per Worksheet Control Number

(WCN). A secondary candidate can be scheduled only if the primary candidate fails the OPI or if the primary candidate becomes unable to participate in the scheduled training.

5.5.1.1.6. After-hours OPIs will be scheduled when requested by country at a time determined by ETF based on manning requirements and availability of personnel.

5.5.1.1.7 For military exercises or in any other cases where MAJCOM guidance has not defined a minimum ECL score and allows OPI testing in lieu of the required ECL score, DLIELC will OPI candidates within 5 points of the required ECL score.

5.5.1.1.8. All nonresident OPI interviews must be proctored by a US military officer or noncommissioned officer (NCO) in the rank of E-5 or above, or a US Government Civil Service employee in the grade of GS-05 or above, or the equivalent.

5.5.1.1.9. All nonresident MTT interviews for IMSs scheduled for aviation follow-on training (FOT), excluding loadmasters, are conducted telephonically.

5.5.1.2. Resident OPI Scheduling.

5.5.1.2.1. All international military students (IMSs) scheduled for aviation follow-on training (FOT), excluding loadmasters, take telephonic OPIs.

5.5.1.2.2. Candidates must attain the required qualifying ECL score before they can be scheduled for an OPI.

5.5.1.2.3. OPI candidates will not take a Book Quiz, PE, or other graded test on the same day they are scheduled for an OPI.

5.5.1.3. Resident OPI Retesting.

5.5.1.3.1. Resident students must wait 30 days before re-taking an OPI.

5.5.1.3.2. Resident students who failed a Nonresident OPI before entry to DLIELC must pass their verification ECL and be in class for at least 30 days before they can be scheduled for a resident OPI.

5.5.1.3.3. Students can take a maximum of seven OPIs during any single training period on the resident campus.

5.5.1.3.4. Waivers to OPI limitations must be approved by the Chief of Testing.

5.5.1.4. OPI Ratings.

5.5.1.4.1. A qualifying OPI rating is valid for six months.

- 5.5.1.4.2. Raters' notes on 332TRS Form 6, *OPI Performance Profile*, may be released only to supervisors/managers of DLIELC resident programs. Note: Retain completed forms until no longer needed; destroy thereafter.
- 5.5.1.5. Raters Conducting Resident and Nonresident Interviews.
- 5.5.1.5.1. All OPIs are conducted by a team of two OPI-certified raters. Ratings are assigned by applying the same Interagency Language Roundtable (ILR)-based standards to resident, nonresident, face-to-face, and telephonic interviews alike.
- 5.5.1.5.2. Raters conducting after-hour OPIs are entitled to compensation in the form of either overtime pay or compensatory time off of 2 hours per day.
- 5.5.1.5.3. All resident and nonresident OPIs will normally be digitally recorded.
- 5.5.1.6. Maintenance of Program Quality Assurance.
- 5.5.1.6.1. Verifications of OPIs will be conducted IAW guidelines established by the Chief of Testing in the, 332TRS Form 6, *OPI Verification Grid*.
- 5.5.1.6.2. All required rating verifications must be completed before ratings are officially recorded or scores released.
- 5.5.1.6.3. An official rating may only be changed if either a verifier and rater trainer or two rater trainers have independently reviewed and rated the recorded OPI and declare the initial rating inaccurate. In such cases, only the official score will be modified. The independent, pre-negotiated ratings assigned by the original team will remain unchanged.
- 5.5.1.7. Selection, Training and Certification of OPI Raters, Verifiers, and Rater Trainers.
- 5.5.1.7.1. Policies governing the selection, training, certification and quality control of OPI raters, verifiers, and rater trainers will be initiated and implemented by the Chief, Personnel & Development (CCT) in coordination with the Chief of Testing.
- 5.5.1.7.2. Workload permitting, all newly-hired GS-1701 personnel will receive OPI Initial Training. Qualification for certification is based on the trainee's performance, including the ability to elicit a ratable speech sample using prescribed elicitation techniques, analyze spoken discourse, and negotiate and assign ratings. After OPI Initial Training, those qualified will be put on provisional status for one year.
- 5.5.1.7.3. OPI rater certification is valid for three years. Recertification will be determined by each rater's performance in a one-week OPI recertification workshop. Raters may be de-certified on the basis of performance issues at any time.

5.5.1.7.4. Inactive raters are not required to attend OPI training events nor will they conduct OPIs, verifications, or trainings. Inactive 332 TRS/CCT raters who participate in OPI recertification training and meet the qualifications will be reinstated as active.

5.5.1.7.5. Individuals who are not certified during the initial training may request to be considered for Second Chance Training. If the request is approved, they will be eligible for Second Chance training two years from the completion date of their Initial Training. Individuals who have previously been OPI certified and been decertified are not eligible for Second Chance Training.

5.5.1.7.6. While the CCT and Testing chiefs establish minimum yearly OPI obligations for raters, verifiers and rater trainers, mission requirements will ultimately dictate the actual number of interviews and verifications conducted during a duty week.

5.5.1.7.7. In the event that an OPI rater, verifier, or rater trainer fails to meet annual requirements for continued certification, the supervisor will submit a written justification for this delinquency to the chiefs of CCT and Testing. Exceptions to Policies (ETPs) will be evaluated by the Dean of Academics.

5.5.2. Responsibilities.

5.5.2.1. Testing will:

5.5.2.1.1. Exercise overall responsibility for the OPI program, coordinate all OPI policy changes, and serve as the office of record for all official OPIs.

5.5.2.1.2. Coordinate with CCT on policies and procedures related to the selection, training, current status, records, and quality assurance of OPI raters, verifiers, and rater trainers.

5.5.2.1.3. Ensure OPI quality assurance through documentation/recording review, trend data analysis, and statistical analysis and initiate (or recommend, as appropriate) actions necessary to maintain and improve program quality.

5.5.2.1.4. Appoint a Testing staff member as OPI Coordinator to conduct the day-to-day business of the OPI office.

5.5.2.1.5. Select raters for OPI temporary duty assignments as requested by INF.

5.5.2.1.6. Authorize on a case by case basis any waivers for DLIELC OPI requirements regarding testing security, such as testing procedures and/or frequency.

5.5.2.1.7. Perform quality assurance measures through documentation/recording review, trend data analysis, and statistical analysis and take (or recommend, as appropriate) actions necessary to maintain and improve program quality.

5.5.2.2. The OPI Coordinator will:

5.5.2.2.1. Schedule OPI raters to conduct OPIs during their assigned duty weeks.

5.5.2.2.2. Ensure the secure storage and disposition of official OPI records.

5.5.2.2.3. Prioritize and schedule resident and nonresident interviews.

5.5.2.2.4. Ensure that all information on every resident and nonresident OPI, including the alphanumeric code for nonresident interviews, is recorded in the OPI database.

5.5.2.2.5. Coordinate the scheduling of nonresident telephonic OPIs with appropriate In-country/Continental United States (IC/CONUS) representatives.

5.5.2.2.6. Maintain a calendar of nonresident telephonic OPIs.

5.5.2.2.7. Form OPI teams to conduct all OPIs, including soliciting volunteers for after-hours OPIs.

5.5.2.2.8. Promptly refer OPIs for verification as needed and ensure that they are accomplished as required in a timely manner.

5.5.2.2.9. Identify OPI rating increases or decreases of more than a plus point from last OPI in the candidate's current training line by looking at previous profiles if applicable in the OPI database and refer the current OPI for verification.

5.5.2.2.10. Provide the raters participating in an OPI MTT with a printed or digital version of the OPI MTT Log prior to their departure.

5.5.2.2.11. Ensure all required information for each OPI, including those conducted away from the resident campus, is entered into the OPI database.

5.5.2.3. Authorized IC/CONUS representatives will:

5.5.2.3.1. Identify ECL-qualified personnel who have an OPI requirement and schedule OPIs through the DLIELC OPI office, using 332 Form 5, *OPI Request*, at least 2 weeks in advance of training need. Note: Retain completed form until no longer needed, then destroy.

5.5.2.3.2. Immediately notify the DLIELC OPI Coordinator of any cancellations or changes in scheduled OPI appointments.

5.5.2.3.3. Remain in the room with candidate for the duration of the interview, observing the required test protocol included in the appointment confirmation message, and maintain test security at all times.

5.5.2.4. Instructional supervisors will:

5.5.2.4.1. Request OPIs for students who have an OPI requirement ensuring that the requests are made for the type of OPI the student requires and contact CPM if there is any uncertainty.

5.5.2.4.2. Forward classroom instructors' concerns to the OPI Coordinator as appropriate when there is good-faith doubt as to the accuracy of a currently assigned OPI rating.

5.5.2.4.3. Ensure OPI ratings are documented in the student's academic record and release the ratings to students, and if applicable, Resident Support Flight.

5.5.2.4.4. Provide assessment of academic qualifications and coordinate with Testing for concurrence and recommendations for an OPI waiver in lieu of a qualifying ECL score for US Army students on behalf of the Echo Company Commander before scheduling an OPI for these students.

5.5.2.4.5. Supervisors will check for schedule conflicts when they receive the OPI schedule email for each student and make arrangements to accommodate the candidate's OPI.

5.5.2.5. CCT will:

5.5.2.5.1. Initiate and implement policies governing the selection, training, certification, and quality control of OPI raters, verifiers and rater trainers.

5.5.2.5.2. Maintain a database of OPI rater information, including certification status and date to which certification/ recertification is valid.

5.5.2.5.3. Plan and schedule Initial OPI and recertification training, as well as any necessary additional training, for OPI raters.

5.5.2.5.4. Recommend OPI rater certification actions based on performance during training.

5.5.2.5.5. Initiate major changes to OPI rater training and certification procedures.

5.5.2.5.6. Initiate appropriate training and recertification actions, to include the generation of certification or de-certification letters.

5.5.2.5.7. Ensure that quality assurance issues related to rater performance are addressed through mentoring, counseling and training.

5.5.2.6. OPI raters will:

5.5.2.6.1. Meet all training and OPI interview requirements IAW this instruction and AFI 36-4003.

5.5.2.6.2. Maintain active status certification by conducting a minimum of 24 OPIs per year, completing one self-assessment and attending OPI trainings and Recertification Workshops as scheduled. The number of interviews conducted above this minimum will be determined by DLIELC testing requirements; raters will not be released from OPI duty after completing a minimum number of OPIs. For raters on TDY for 90 days or more, the annual minimum requirement of 24 OPIs can be prorated at a rate of two OPIs per month.

5.5.2.6.3. Use prescribed guidelines to elicit and independently rate a ratable speech sample from the candidate, negotiating final score as necessary.

5.5.2.6.4. Document interview profile in either the OPI database or on 332 TRS Form 6.

5.5.2.6.5. Report to the OPI Coordinator's office ten minutes before the start of all interviews assigned to the OPI rater by the OPI coordinator during the OPI rater's assigned duty week.

5.5.2.7. OPI verifiers will:

5.5.2.7.1. Remain current by annually conducting a minimum of 12 OPIs and 24 verifications, completing 1 Self-Assessment, and attending OPI Roundtables and OPI Recertification Workshops as scheduled. The number of interviews conducted above this minimum will be determined by DLIELC testing requirements. Verifiers will not be released from OPI duty after completing the minimum number of OPIs and verifications. For verifiers who are TDY for 90 days or more, the required number of OPIs and verifications can be prorated at a rate of one OPI and two verifications per month of TDY.

5.5.2.7.2. Meet all training and other obligations their positions require IAW current 332 TRS policies.

5.5.2.7.3. Review recorded interviews as required and inform the OPI Coordinator of verification results.

5.5.2.8. OPI rater trainers will:

5.5.2.8.1. Remain current by annually conducting a minimum of 12 OPIs, 24 verifications, and 1 training session (either Initial or Recertification). For rater trainers who are TDY for 90 days or more, the required number of OPIs and verifications can be prorated at a rate of one OPI and two verifications per month of TDY. The maximum

number of interviews conducted will be determined by DLIELC testing requirements; rater trainers will not be released from OPI duty after completing the required minimum number of OPIs.

5.5.2.8.2. Meet all training and other obligations their positions require IAW current 332 TRS policies.

5.5.2.8.3. Review recorded interviews as required and inform the OPI Coordinator of verification results.

5.5.2.9. Supervisors of certified OPI raters, verifiers, and rater trainers will:

5.5.2.9.1. Ensure that certified OPI raters, verifiers, and rater trainers under their supervision meet OPI obligations as determined by Testing and CCT.

5.5.2.9.2. Submit to the chiefs of Testing and CCT a written justification for any rater, verifier, or rater trainer under their supervision who fails to meet any OPI obligations, such as required number of interviews, verifications, or scheduled OPI duty weeks.

5.5.2.9.3. Ensure that certified OPI raters under their supervision are assigned to OPI duty as required, in general, for a minimum of one week of OPI duty per quarter.

5.5.2.9.4. Find a substitute rater in the event an OPI rater under their supervision is unable to conduct a scheduled OPI. In the event the supervisor is unable to find a substitute, the section chief (or program manager) will assign one.

5.5.3. Procedures.

5.5.3.1. Nonresident OPI Scheduling.

5.5.3.1.1. The IC/CONUS requesting official will:

5.5.3.1.1.1. Confirm that the candidate's proposed training has an OPI requirement and that the candidate has already met the ECL requirement. ECL-exempt countries may provide a qualifying ALCPT score in lieu of an ECL score.

5.5.3.1.1.2. Make every effort to request OPIs at least 15 US business days in advance of the target interview date and schedule no more than two OPIs from the same organization on the same day.

5.5.3.1.1.3. Completely fill out an online OPI request 332 TRS Form 5, *OPI Request*, available from the DLIELC website or from the OPI Coordinator via email and send it as an email attachment to OPI@us.af.mil.

5.5.3.2. Nonresident Test Administration.

5.5.3.2.1. The IC/CONUS test proctor will:

5.5.3.2.1.1. Ensure that the candidate arrives at the scheduled time and place for the telephonic OPI and confirm identity through official photo identification.

5.5.3.2.1.2. Ensure that the candidate turns off all cell phones and electronic devices and that the devices remain turned off for the duration of the interview.

5.5.3.2.1.3. Provide a room free of noise and distractions, with a chair, table/desk.

5.5.3.2.1.4. Initiate the OPI by calling DLIELC at the number designated in the confirmation email, using a normal phone line (not a speakerphone or cell phone).

5.5.3.2.1.5. Be prepared for delays of up to 20 minutes past the scheduled OPI appointment time.

5.5.3.2.1.6. Attempt to reestablish contact if the line is disconnected for any reason. If the IC/CONUS representative is unable to reestablish contact within twenty minutes, the telephonic OPI will be canceled and rescheduled.

5.5.3.2.1.7. Remain in the testing room (off to the side) during the interview to preclude test compromise and not allow anyone else to enter the room.

5.5.3.2.1.8. Not allow the candidate to read or write anything except for one portion of the interview, when the raters prompt the candidate to use paper and a pencil.

5.5.3.2.1.9. Not discuss OPI questions or responses with the candidate during or after the test, and appropriately isolate scheduled interviewees to preclude their discussing any aspect of the OPI.

5.5.3.2.2. The OPI Coordinator will:

5.5.3.2.2.1. Monitor the scheduled nonresident OPIs and the OPI teams on duty and inform the OPI raters of any changes or cancellations.

5.5.3.2.2.2. Coordinate the scheduling of requested OPIs with IC/CONUS representatives, emailing them a confirmation of the interview date and time along with the protocol to be followed on the day of the test. Whenever possible, interviews are scheduled during the normal DLIELC workday. Interviews are scheduled on a first come, first served basis unless a change is approved by the Dean of Academics or designated representative not lower than Flight Chief.

5.5.3.2.2.3. Enter all required information in the OPI Schedule database.

5.5.3.2.2.4. The OPI Coordinator will attempt to contact IC/CONUS

representative if the call to DLIELC is not received within five minutes of the appointment time, and cancel the OPI session via email if the call is more than 20 minutes late.

5.5.3.2.2.5. Wait until the raters are finished with the interview, score discussion, and profile documentation before getting the sound card from the interview room.

5.5.3.3. Resident OPI Scheduling.

5.5.3.3.1. Instructional supervisors will schedule required OPIs in the CAD Admin database, indicating whether the interview should be conducted telephonically. Request annotations will include the following: the type of OPI requested, indication of high priority if applicable, the date the request was entered into the database, and the requestor's first initial and last name.

5.5.3.3.2. Students requiring a resident OPI will normally be scheduled for an OPI as soon as possible after they are ECL-qualified. They can be re-interviewed only after a 30-day wait period.

5.5.3.3.3. Direct-entry Specialized English Training (SET) students who were not OPI tested in-country, due to being OPI exempt, will be tested during the first week of training after qualifying on their entry ECL.

5.5.3.3.4. A student who is enrolled in the Oral Proficiency Skills for Aviation Course (OPSAV) will have an initial OPI no later than the fourth week of training. If the student's initial OPI rating is below the required rating, the individual may be tested again in the eighth week of the course and at 30-day intervals after that until the qualifying score is achieved. No student will have more than five OPIs during OPSAV.

5.5.3.3.5. Advanced Language Proficiency Skills I (ALPS) students who met the entry OPI requirement, but not the graduation OPI requirement, will take the OPI NLT week seven. Basic American Language Instructor Course students will take the OPI NLT than week 18.

5.5.3.3.6. The OPI Coordinator will generally schedule resident OPIs in order by graduation date and/or SET start date.

5.5.3.3.6.1. In the event that there are more resident OPIs required in a week than it is possible to accomplish with available time and personnel, the OPI Coordinator will contact the academic program managers of the relevant instruction flights with that information.

5.5.3.3.6.2. The program managers will prioritize the list or make arrangements to provide extra rater(s) to accomplish the required OPIs.

5.5.3.3.6.3. If the instruction flight(s) need assistance finding additional rater(s)

in order to accomplish a set number of OPIs in a week, Testing will assist in soliciting help from the non-instruction flights.

5.5.3.4. OPI Temporary Duty Assignments/Mobile Training Teams.

5.5.3.4.1. Testing will respond to requests from INF for OPI temporary duty assignments by announcing the OPI MTT opportunity to allow interested raters the chance to volunteer. The announcement will include the projected travel dates, the projected dates OPIs will be conducted, the number of OPIs required per day, and the location of the TDY.

5.5.3.4.2. Testing will select raters from among volunteers who have met all certification and training requirements and who have demonstrated a record of high inter-rater reliability.

5.5.3.4.3. OPI raters who conduct OPIs while on temporary duty status will comply with the elicitation and rating requirements for all DLIELC OPIs and will complete a digital or paper OPI MTT Log which contains identifying data on the candidate, as well as the interviewers' independent ratings and negotiated official ratings, and submit this form digitally or hardcopy to the OPI Coordinator upon their return to the DLIELC campus.

5.5.3.4.4. The OPI Coordinator will ensure that the information on the OPI logs that are used by raters while on temporary duty status is input into the OPI database.

5.5.3.5 Conducting and Documenting OPIs.

5.5.3.5.1. OPI raters will:

5.5.3.5.1.1. Ensure the audio recorder is turned on and operating properly before beginning the OPI.

5.5.3.5.1.2. Digitally record all OPIs conducted by raters on the resident campus, to include nonresident and resident OPIs.

5.5.3.5.1.3. Confirm the identity of the nonresident candidate with the authorized IC/CONUS proctor by first and last name and, if applicable, by WCN or military identification number before the telephonic OPI begins.

5.5.3.5.1.4. Verify the identity of each candidate against the list provided by the OPI Coordinator. Notify the OPI Coordinator immediately if there is any discrepancy.

5.5.3.5.1.5. Ensure that resident OPI candidates turn off cellphones/electronic devices and relinquish them along with any writing material, pens, pencils, and books they might have with them to the raters' control for the duration of the OPI.

5.5.3.5.1.6. Report any sound quality or telephone issues to the OPI Coordinator as soon as they happen.

5.5.3.5.1.7. Pause the interview if it has been suspected or determined that a candidate has been using outside resources (e.g., notes, books, electronic resources, cell phone, etc.) and report immediately to the OPI Coordinator, who will then decide on the necessary course of action.

5.5.3.5.1.8. Request through the OPI Coordinator that a rater trainer resolve unusual situations or disputes with ratings.

5.5.3.5.1.9. Contact the OPI Coordinator if the call from IC/CONUS proctor is not received within 5 minutes and wait 15 more minutes for an incoming call before contacting the OPI Coordinator again.

5.5.3.5.1.10. For after-hours interviews that occur when the coordinator is not present, raters will wait 20 minutes for a phone call before cancelling the interview. Before leaving for the night raters will send an email to the OPI Coordinator documenting that they did not receive a phone call and how long they waited.

5.5.3.5.1.11. Verify with the IC/CONUS representative for and/or the resident candidate that the sound quality is sufficient to begin the telephonic OPI, and request that the IC/CONUS representative call back if there is a bad connection.

5.5.3.5.1.12. Independently rate candidates IAW ILR descriptors, compare independent ratings and negotiate an official rating.

5.5.3.5.1.13. After negotiating a score, enter their original, pre-negotiated ratings in addition to the official, negotiated score and complete the required rating justification information on 332 TRS Form 6 on either paper or electronic version.

5.5.3.6. Ensuring OPI Integrity.

5.5.3.6.1. Raters will independently assign OPI ratings prior to negotiating an official score.

5.5.3.6.2. In the event the OPI raters cannot agree on the rating, the recording will be reviewed and rated by a rater trainer. The rater trainer will be the final arbiter of the score.

5.5.3.6.3. In the event an interview is deemed un-ratable by the rater trainer, the rater trainer will report this finding to the OPI Coordinator as well as the Chiefs of Testing and CCT.

5.5.3.6.3.1 If interview captured sufficient linguistic evidence for the candidate to be qualified to participate in FOT, the OPI Coordinator will release the score and the rater trainer will counsel the raters.

5.5.3.6.3.2 If the interview did not capture sufficient linguistic evidence for the candidate to be qualified to participate in FOT, the OPI Coordinator will contact the appropriate POC and reschedule the candidate with a different rater team, and the rater trainer will counsel the raters.

5.5.3.7. Release of Scores.

5.5.3.7.1. Nonresident OPI scores.

5.5.3.7.1.1. Whenever possible, the OPI Coordinator will email IC/CONUS representatives the official score within two US business days of the interview.

5.5.3.7.1.2. The IC/CONUS Representative will inform the host country or appropriate CONUS personnel of the candidate's OPI rating.

5.5.3.7.1.3. IC representatives will add the OPI rating and date of interview on the invitational travel order (ITO) and Security Assistance Network (SAN) Web.

5.5.3.7.2. Resident OPI scores.

5.5.3.7.2.1 Whenever possible, the OPI Coordinator will email the student's supervisor and ISS the official score within two US business days of the interview.

5.5.3.7.2.2 The supervisor/ISS personnel should document the score and inform the required parties.

5.5.3.8. Selection, Certification, and Decertification of OPI Raters, Verifiers, and Rater Trainers.

5.5.3.8.1. CCT will:

5.5.3.8.1.1. Recommend for certification as OPI raters those trainees who successfully complete Initial OPI rater training and who are identified by OPI rater trainers as qualified interviewers.

5.5.3.8.1.2. Provide all trainees written notification of OPI certification decisions and prepare letters of OPI certification for trainees who have met the qualification requirements.

5.5.3.8.1.3. Suspend or decertify a rater if, in the estimation of at least two rater trainers, the rater does not demonstrate the ability to elicit, rate, and negotiate

reliably, or if the rater presents medical documentation attesting to a physical inability to continue to perform OPI rater duties reliably.

5.5.3.8.1.4. Select for OPI verifier training raters who have demonstrated the ability to assign OPI ratings, accurately and consistently. Rater trainers will recommend for certification trainees who have satisfactorily completed the verification training. CCT will provide written notification of selections both to trainees and to testing.

5.5.3.8.1.5. Select candidates for OPI rater trainer training from among experienced and reliable OPI verifiers who, in the estimation of the current OPI rater trainers, have exhibited a thorough familiarity with the OPI interview and rating system. Before final certification as rater trainers, candidates must demonstrate the following: an ability to teach both the theoretical and practical aspects of Initial OPI rater training, an ability to resolve rating questions satisfactorily, and an ability to provide constructive feedback to OPI raters and rater candidates.

5.5.3.8.1.6. Notify Testing of all new certifications.

5.5.3.8.2. OPI rater trainers will advise CCT of their decision to suspend a rater's certification in the event of a rater being counseled three times within one year for recurring elicitation, rating, and/or negotiation issues. The suspended rater will be notified in writing of this action and given the option of either attending refresher training or being decertified.

5.5.3.9. OPI Rater Quarterly Duty Schedule.

5.5.3.9.1. The OPI Coordinator will:

5.5.3.9.1.1. Send an email to the instructional areas when the quarterly rater sign-up is open in the OPI Database.

5.5.3.9.1.2. Send an email to raters and their supervisors in other flights.

5.5.3.9.2. Instructional chiefs or program managers will schedule OPI duty weeks for raters under their supervision and report any raters unavailable for OPI duty each quarter to the OPI Coordinator and the chief of Testing with justification.

5.5.3.9.3. Raters in other flights will sign themselves up quarterly for OPI duty on a week approved by their supervisor/chief.

5.5.3.9.4. Chiefs/supervisors of raters in other flights will ensure raters in their area are signed up for OPI duty each quarter and report any raters unavailable for OPI duty each quarter to the OPI Coordinator and the chief of Testing with justification.

Chapter 6

PROCEDURES FOR MANAGING 332TRS PERSONNEL MOVES

6.1. Lateral Details.

6.1.1. **Overview.** The information below pertains to detail or project opportunities within 332 TRS requiring employees to work at their current pay grade outside of their permanently assigned flight/section for one week or more. The process emphasizes fairness, equity and experience. Note: Designated detail seasons are spring and fall of each year; exceptions require 332TRS/CC approval.

6.1.2. The gaining chief will:

6.1.2.1. Communicate with other chiefs the intent to request personnel on a detail/project, the purpose of the detail/project, and timeframe. Potential losing chief(s) will communicate whether or not the detail can be supported. Higher-level leadership (e.g., flight chief or commander) will resolve conflicts as needed.

6.1.2.2. Establish criteria and process for selection and make tentative selections for detail.

6.1.2.3. Criteria may include:

6.1.2.3.1. Date of last assignment to a detail or special project.

6.1.2.3.2. DLI hire date.

6.1.2.3.3. The employee's self-nomination paragraph conveying knowledge/skills/abilities needed for the detail or project (e.g. instructional evaluations, experience teaching a particular book/module, background in a particular subject matter, experience developing curriculum or testing materials, etc.) is submitted via the Training and Information for Personnel (TIP) program. The TIP is an in-house program in the DLIELC Shared Drive.

6.1.2.3.4. Supervisor-of-record recommendation (ability to work with minimal supervision, communication skills, interpersonal skills, ability to resolve conflicts, attention to detail, etc.).

6.1.2.4. In cases where two or more candidates are found equally weighted during the selection process, then the date of last assignment to a detail or special project (per 6.1.2.3.1.) will help determine the selection.

6.1.2.5. Announce opportunity in TIP.

6.1.2.6. Download TIP self-nomination list and use criteria, above to make tentative

selection.

6.1.2.7. Notify losing section chief of tentative selectees.

6.1.3. The losing section chief will:

6.1.3.1. Determine availability of selectee(s). If losing chief indicates he/she is not willing to release the selected employee for the designated timeframe, the decision will be made by higher leadership (e.g., flight chief or commander).

6.1.3.2. Forward decision to losing flight chief for final approval and director of operations for review.

6.1.3.3. Inform the gaining section chief of final approval.

6.1.4. After the detail/project selection is finalized, the gaining section chief will send out a selection notification.

6.2. 120-Day Temporary Promotions.

6.2.1. Overview. The information below pertains to non-competitive, 120-day GS-1701-12 temporary promotions within 332 TRS. The process emphasizes fairness, equity and experience appropriate to the knowledge, skills and abilities of the position.

6.2.2. The gaining chief will:

6.2.2.1. Compile a list of all GS-1701-11 personnel possessing supervisory/management potential by requesting from other 332 TRS chiefs to ensure representation of candidates from across the squadron. This list may be reused to make additional assignments, as necessary.

6.2.2.2. Establish criteria and process for selection and make tentative selections for detail.

6.2.2.3. Generate a rubric with the following criteria, which is completed with the assistance of the supervisor of record and may be revised, as needed:

6.2.2.3.1. Technical Credibility or Position Specific Expertise (e.g., AE, SE, and GE teaching experience, project management, test development, etc.).

6.2.2.3.2. Interpersonal Skills.

6.2.2.3.3. Oral and Written Communication.

6.2.2.3.4. Problem Solving Skills.

6.2.2.3.5. Accountability and Followership.

6.2.2.3.6. Leadership Skills (e.g., Conflict Management, Developing Others, and Team Building).

6.2.2.3.7. Work/Project Management (e.g., work effort, ability to focus on details, etc.).

6.2.3. Review all materials (including input of panel members if appropriate) and make final decision.

6.2.4. Prior to announcement of selection, confirm with HR to ensure that candidate meets all qualification requirements.

6.3. Promotions.

6.3.1. Overview. The information below pertains to competitive NTE 12 months or permanent promotions for GS-1701-12 personnel within 332 TRS. The process emphasizes fairness, equity, and experience appropriate to the knowledge, skills and abilities of the position.

6.3.2. Initiating the hiring process.

6.3.2.1. The hiring official will:

6.3.2.1.1. Request hiring action through AFPC channels.

6.3.2.1.2. Monitor USAJobs for the announcement with defined open and close dates.

6.3.2.2. DLIELC Human Resources announces opportunity to all DLIELC personnel.

6.3.2.3. Supervisors will ensure eligible personnel on leave, TDY, or MTTs receive the Announcement information.

6.3.2.4. AFPC will generate a hiring certificate of applicants possessing the minimum qualifications.

6.3.3. The hiring official will:

6.3.3.1. As applicable, distribute a position-specific questionnaire, which must be returned before the given deadline.

6.3.3.2. Utilize a rubric with the following criteria, which is completed with the assistance of the supervisor of record and may be revised, as needed:¹

6.3.3.2.1. Technical Credibility or Position Specific Expertise (e.g., EIF supervisory

experience, curriculum project management, etc.).

6.3.3.2.2. Interpersonal Skills.

6.3.3.2.3. Oral and Written Communication.

6.3.3.2.4. Problem Solving Skills.

6.3.3.2.5. Accountability.

6.3.3.2.6. Leadership Skills (i.e., Conflict Management, Developing Others, and Team Building).

6.3.3.2.7. Followership.

6.3.3.2.8. Work Effort.

6.3.3.2.9. Work/Project Management.

6.3.3.2.10. Breadth of DLI Experience.

6.3.3.2.11. Questionnaire information (if applicable).

6.3.3.3. Compile information from all application materials and generate a matrix for a panel of chiefs to review.

6.3.4. The panel discusses the complete matrix and recommends the best candidate.

6.3.5. The hiring official makes the final decision and announces the decision once the selectee has received a tentative job offer (TJO).

GEOFFREY R. BRASSE, Lt Col, USAF
Commander

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

AFI 34-101, *Air Force Morale, Welfare and Recreation (MWR) Programs and Use Eligibility*, 16 April 2019

AFMAN 16-101, *Security Cooperation (SC) and Security Assistance (SA) Management*, 2 Aug 2018

AFH 36-2235, Volume 1, *Information for Designers of Instructional Systems - ISD Executive Summary for Commanders and Managers*, 2 September 2002

AFH 36-2235, Volume 6, *Information for Designers of Instructional Systems: Guide to Needs Assessment*, 1 November 2002

AFH 36-2235, Volume 10, *Information for Designers of Instructional Systems Application to Education*, 1 November 2002

Web-based Defense Language Testing-English Comprehension Level-ECL User's Guide, prepared by DMDC, 24 Nov 2015

AFI 16-105_IP, *Joint Security Cooperation Education and Training*, 3 January 2011

AFI 33-360, *Publications and Forms Management*, 30 Nov 2015

AFI 36-4003, *Managing the Defense English Language Program*, 14 January 2015

AFI 51-303, *Intellectual Property*, 22 June 2018

AFMAN 33-363, *Management of Records*, 25 November 2008

Handbook for the American Language Course Placement Test (ALCPT), Jun 2018

DLIELC English Language Training Support for Security Cooperation (SCO) Handbook

DOD Directive 5160.41E, *Defense Language, Regional Expertise, and Culture (LREC) Program*, 21 August 2015

Prescribed Forms

332 TRS Form 1, *Lesson Plan/Class Record*

332 TRS Form 2, *Course Change Request*

332 TRS Form 3, *ECL Request*

332 TRS Form 4, *ALCPT Approval Request*

332 TRS Form 5, *OPI Request*

332 TRS Form 6, *OPI Performance Profile*

332 TRS Form 7, *Certificate of Destruction and submission of Test Log English Comprehension Level (ECL) Materials*

332 TRS Form 8, *ECL Test Administration Log*

332 TRS Form 9, *DLIELC Test Answer Sheet*

332 TRS Form 10, *DLIELC Packing Lists/Receipts*

Adopted Forms

AETC 449, *Course Chart*

AF 797, *Job Qualifications Standard Continuation/Command JQS*

AF Form 833, *Multimedia Work Order*

AF 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

ADDIE – Analysis, Design, Development, Implementation, and Evaluation

AE – Advanced English

AEB – Academic Evaluation Board

AETC – Air Education and Training Command

AFSAT – Air Force Security Assistance Training

ALC - American Language Course

ALCPT - American Language Course Placement Test

ATCO - Alternate Test Control Officer

BPC – Building Partnership Capacity

BQ – Book Quiz

CAR – Computerized Academic Record

CAT ECL – Computer-Adaptive Test English Comprehension Level

CBT – Computer-Based Training

CC – Commandant

CD – Deputy Commandant

CCD – Course Control Document(s)

CCT – Personnel & Development

CCTH – Commandant Training and HR

CD – Curriculum Developer

CDT – Computer-Delivered Test

CLO – Country Liaison Officer

CMI – Classified Military Information

CMT – Curriculum Management Team

COB – Close of Business

COCOM – Combatant Command

CONUS - Continental United States

CPM – Country Program Manager

CRB – Curriculum Review Board

CRE – Course Resource Estimate

CUI – Controlled Unclassified Information

CVM – Curriculum Validation Monitor

DEB – Disciplinary Evaluation Board

DLIELC – Defense Language Institute English Language Center

DLIFLC - Defense Language Institute Foreign Language Center

DMDC - Defense Manpower Data Center

DoD – Department of Defense

DO – Director of Operations

DSCA – Defense Security Cooperation Agency

ECF – English Curriculum Flight

ECFA – Advanced English Curriculum Section

ECFC – DLIELC Learning Center

ECFE – English Curriculum Flight Editorial Section

ECFI – ISD section of English Curriculum Flight.

ECFL – DLIELC Library

ECL – English Comprehension Level

EFL – English as a Foreign Language

EIF – English Instruction Flight

EIFA – English Instruction Flight Advanced

EIFG – English Instruction Flight General

EIFS – English Instruction Flight Specialized

ELPT - English Language Proficiency Test

ELT – English Language Training

ELTP - English Language Training Programs

ESF - Academic Support Flight

EQ - ECL Qualified

ERM – Electronic Records Management

ESL – English as a Second Language

ETF – English Testing Flight

FDO – Foreign Disclosure Officer

FOT – Follow-On-Training

FOUO – For Official Use Only

GE – General English

GEA – General English Advanced

GPO – Government Publishing Office

HO – Handout

IAW – in accordance with

IC/CONUS - In-Country/Continental United States

ID - Identification

IH – Instructor Handbook

IIC – Instructor in Charge

IMS - International Military Student

IMSO – International Military Student Officer

INF – Nonresident Flight

IPER – Instructor Performance Evaluation Record

IRF – International Resident Support

ISD – Instructional Systems Design

NCOIC—Instructional Systems Design Non-Commissioned Officer in Charge

IT – Instructor Text

ITO – Invitational Travel Order

ITP – Individualized Training Program

JSCET – Joint Security Cooperation and Education Training

LTD – Language Training Detachment

MAJCOM – Major Command

MASL – Military Articles and Services List

MEPS – Military Entrance Processing Station

MFR – Memo for Record

MILDEP – Military Department

MOD – Ministry of Defense

MTM – Military Training Manager

MTT – Mobile Training Team

N/A – Not Applicable

NDP – National Disclosure Policy

NLT – No Later Than

OCONUS – Outside of the Continental United States (48 contiguous states and Washington, DC).

OI – Operating Instruction

OPI – Oral Proficiency Interview

OPR – Office of Primary Responsibility

PE – Performance Evaluation

PO – Project Officer

POC – Point of Contact

POI – Plan of Instruction

PP – Paper and Pencil

PT – Performance Tests

ROTC – Reserve Officer Training Corps

RSF – Resident Support Flight

SAN – Security Assistance Network

SCETP – Security Cooperation Education and Training Program

SCO – Security Cooperation Officer

SCD – Senior Curriculum Developer

SCN – Student Control Number

SDMS – Student Data Management System

SE – Specialized English

SET – Specialized English Training

SDMS – Student Data Management System

SIMLAB – Simulation Lab

SI – Squadron Instruction

SLT – Supplementary Language Training

SME – Subject Matter Expert

ST – Student Text

STR – Statement of Training Requirements

Substitute – Substitute Instructor

TAO – Test Administration Office

TCN – Test Control Number

TCO – Test Control Officer

TIP – Training and Information for Personnel

TJO – Tentative Job Offer

TLF – Training Logistics Flight

TNA – Training Needs Assessment

TO – Technical Order

TRG - Training Group

TRS – Training Squadron

TRSS – Training Logistics Flight

TTF – Training Technical Flight

TVM – Training Validation Monitor

US – United States

USAF – United States Air Force

VBS – Virtual Battle Station

WCN – Worksheet Control Number

Terms

Ad Hoc Quiz – A test developed by an instructor to assess achievement of the objectives of a unit of instruction for which no DLIELC-developed quiz is available or appropriate.

After-hours OPIs – OPIs conducted either before or after the normal duty hours of OPI raters.

Alternate Test Control Officer (ATCO) – A person who has been appointed by the chief of a user agency to act in the absence of the Test Control Officer (TCO) and who assumes all of the responsibilities of the TCO. For ECL administration, all ATCOs must be US citizens. Additionally, they must be US military officers or noncommissioned officers (NCO) in the rank of E-5 or above, or US Government Civil Service employees in the rank of GS-05 or above, or the equivalent.

American Language Course Placement Test (ALCPT) – A multiple-choice English

language proficiency test consisting of a listening part and a reading part. When kept secure, the ALCPT gives scores comparable to those of the ECL. Where authorized by DLIELC/ETF, it can be used in lieu of the ECL to evaluate the language ability of US military or civilian government employees who are not native speakers of English, or as a placement test for in-country English Language Training Programs (ELTP). For policies and procedures governing the acquisition, control, and administration, see the ALCPT Handbook available at http://www.dlielc.edu/testing/ALCPT_Handbook.pdf (Handbook for the American Language Course Placement Test (ALCPT)).

Authorized In-Country (IC)/Continental United States (CONUS) Representatives – SCOs or US personnel with SCO responsibilities, English Comprehension Level (ECL) Test Control Officers (TCOs) and Alternate Test Control Officers (ATCOs), or US Government personnel (e.g., Reserve Officer Training Corps [ROTC] or Military Entrance Processing Stations [MEPS] guidance counselors) designated to coordinate and monitor nonresident OPIs.

Book Quiz (BQ) – An achievement test covering specific course objectives.

Booklet Number – Four-digit identification number printed on the cover of the paper and pencil (PP) ECL test booklet that is also to be entered on each 332 TRS Form 9, *DLIELC Test Answer Sheet* (e.g., 0004).

Critical Status – The status of students who are not yet ECL-qualified but are within 10 points of the required ECL score and 11 weeks or less from their programmed graduation date in the Specialized English Section or four weeks or less from their programmed graduation date in the General English Training (GE). Normally, to remain in critical status, a student must meet both criteria. A student can be placed in critical status only once during training.

Computer-Adaptive Test (CAT) ECL – The computer-adaptive version of the ECL test. Test items are drawn from an item bank. It can be delivered worldwide via the internet, administered through DMDC. As the test proceeds, it is adapted to examinees' levels based on their performance.

Computer Delivered Test (CDT) – A standardized test with predetermined items (for example, a BQ, diagnostic test or experimental ECL) administered via computer.

C/S – The format for reporting OPI Listening Comprehension (C), and Speaking (S) scores based on the Interagency Language Roundtable (ILR) level descriptions. Example score: C/S of 2+/2.

Critical ECL Test – A CAT ECL test given to a student in critical status.

Curriculum Developer – GS-11 ECF personnel who accomplish curriculum assignments as directed by the Senior Course Developer (SCD).

Curriculum Review Board – Reviews ongoing curriculum development projects and sets priorities for the next Fiscal Year. It also considers and makes recommendations for future

projects. DLIELC's Academic Dean serves as chairperson.

Department of Defense (DoD) English Language Proficiency Test (ELPT) – A battery of English language proficiency tests jointly developed and owned by DLIELC and DLIFLC. There are three separate components: multiple-choice tests to assess listening and reading proficiency, respectively, a semi-direct test to assess speaking, and a writing test. The ELPT is designed for nonresident use only.

Diagnostic Test - A test that is used to identify learners' strengths and weaknesses usually within a skill area; i.e., listening and reading.

Defense Manpower Data Center (DMDC) – The US government office responsible for the delivery of the CAT ECL.

Diagnostic Assessment – A test that is used to identify learners' strengths and weaknesses usually within a skill area; i.e., listening and reading.

English Comprehension Level (ECL) – An abbreviation for English Comprehension Level, used to denote both a student's proficiency in understanding oral and written English (in terms of his/her score) and to refer to the proficiency test itself.

Entry ECL Test – A CAT ECL test given to students during their first week of training at DLIELC.

Experimental ECL Test – An ECL test given for the purpose of validating new items before their incorporation into a CAT ECL item bank.

(ECL) Test – Department of Defense (DoD) test for assessing listening and reading proficiency in English. The term ECL also refers to the test score: an ECL score.

English Testing Flight (ETF) – The DLIELC office responsible for the development, maintenance, and distribution of the ECL test. This office was formerly known as LEAT, Test and Measurement, or English Evaluation Flight (EEF).

ECL Request Form – The request form completed by the TCO annually (or as necessary) to indicate the quantity of PP ECL test materials needed.

ECL Roster – A record of an ECL test site's examinee information, such as name, test date, test form administered, and ECL score.

ECL Test Administration Log – A log that documents the movement of PP ECL materials from and to a designated, secured area. When ECLs are transported from their secure location, they should be signed out when removed and signed in when they are returned.

ECL Test Form(s) – Statistically equivalent PP versions of ECL tests or online CAT ECL sub banks.

ECL-Qualified (EQ) – A status achieved by students who have obtained the required ECL score and have been certified.

Inactive Rater – A rater who has not conducted OPIs for one year due to reasons such as deployment, promotion, serving in non-332 TRS/-INF/-CCT positions, or long-term illness.

Interagency Language Roundtable (ILR) Language Skill Level Descriptions – The comprehension and speaking scale against which a candidate’s OPI linguistic performance is evaluated.

Instructional Systems Design – Air Force model for planning, developing, implementing, evaluating, and managing instructional systems. It is a deliberate, orderly, and flexible process that ensures students and personnel are taught in a cost-effective way and provides them with the skills, knowledge, skills, and attitude (KSAs) essential for successful job performance.

Instructional Systems Design Non-Commissioned Officer in Charge (ISD, NCOIC) – Ensures course control documents are valid, current, complete, and properly filed.

Language Training Detachment (LTD) – A person or group of personnel from DLIELC performing duty off the resident campus in the US or a foreign country, usually on a military installation, as consultant(s) or instructor(s) in English as a foreign/second language.

Library Advisory Board – A board that serves as the communication bridge between the library and the other areas of DLIELC. Board members are points of contact within their assigned areas and are responsible for consolidating library purchase requests from their units. The librarian serves as chairperson.

Library Collection – A collection of materials appropriate for study and /or recreational reading for DLIELC students and staff. The collection will include reference books, periodicals, publications, language CDs or DVDs, and other materials in various formats related to the following fields: English, linguistics, language teaching methodology, language testing, education, educational psychology, American history and culture, general information on a variety of subjects, and military subjects related to English for specific purposes to support the American Language Course.

Losing/Gaining Instructor – Refers to long-term courses with two or more instructional sections addressing discrete topics. Each instructional section is taught by a different instructor. The “losing” instructor passes the students of a course to the next scheduled instructor, the “gaining” instructor. Literally, the losing instructor loses a group of students at the end of a course section, while another instructor gains them at the beginning of another course section.

Project Officer – GS-11 or GS-12 ECF personnel assigned to lead and direct a curriculum project. Typically, Project Officers are Senior Curriculum Developers.

Memorandum for Record (TCO Appointment MFR) – The letter by which the chief of the user agency appoints the TCO/ATCOs for the ECL test site.

Military Entrance Processing Stations (MEPS) – Locations that screen and process applicants into the US Armed Forces.

Nonresident OPI – An OPI conducted for a candidate who is not physically on the DLIELC campus, either over the telephone or in person by a team of two certified raters on temporary duty status.

Oral Proficiency Interview (OPI) – A test of a candidate's interactive listening comprehension and speaking proficiency, conducted under controlled conditions by two certified OPI raters.

OPI Coordinator – The Language Testing Specialist, appointed by the Chief of the English Testing Flight, responsible for the day-to-day management of the DLIELC OPI program.

OPI Rater – A resident DLIELC GS-1701 staff member who has been trained and certified to conduct OPIs and assign ILR-based language skill ratings.

OPI Rater Trainer – An OPI rater who has been trained and certified to conduct OPI training certification for raters and verifiers, perform quality assurance performance checks, verify ratings, and perform recertification observations for raters.

OPI Rating – The ILR-based rating used to describe a candidate's linguistic performance during an OPI. At DLIELC, the highest score a candidate can achieve is a 4/4.

OPI Rating Verification – The review of a recorded OPI by an OPI verifier and/or rater trainer to ensure rating validity and rater reliability.

OPI Verifier – An OPI rater who has been trained to verify ratings of recorded OPIs and to assist with quality assurance measures.

Performance Evaluation (PE) – An evaluation of actual performance of linguistic or instructional tasks or of skills objectives, through the use of a standardized checklist and/or rating guide for scoring, normally included in the training material. Language Task Assessments employed in Specialized English curricula are also considered PEs. PEs are not usually controlled test items.

Performance Test (PT) – A test of the productive language skills (speaking or writing) or of any language objective through the medium of the productive skills. A PT might also include receptive test objectives but will be classified as a PT if productive skill test items are included, thus precluding the use of 332TRS Form 6. Student responses are checked against an answer key with the use of a standard rating guide. PTs are controlled test items.

Paper Pencil (PP) ECL Test – A paper and pencil version of the ECL that is used worldwide

by test sites that do not use the online CAT ECL version administered by DMDC.

Prescreening for the ECL – Administering the ALCPT to candidates for Security Cooperation-sponsored training slots prior to administering the ECL. This procedure ensures only those candidates scoring the highest on the ALCPT will be tested with the ECL (maximum of three candidates tested on the ECL per training slot, see paragraph 3.2.3).

Qualifying Score – The minimum OPI score set by a training course as a course prerequisite.

Regular ECL Test – A CAT ECL test given to a student in GE approximately once every four weeks until the student is ECL-qualified or identified by Command for disenrollment based on the recommendation of an Academic Board. Also known as an “Alamodome” test.

Required ECL Score – The minimum ECL score required for IMSs to enter a specific Security Cooperation-sponsored (IMET- or FMS-funded) training or participate in US flying exercises, and for non-native English speakers to enter US military accession programs or meet job specialty qualifications. If there are multiple lines of training, the required ECL score is the highest ECL requirement.

Resident OPI – An OPI conducted in person or over the telephone for an individual who is physically on the DLIELC campus.

Rubric – An evaluation instrument in the form of a checklist and/or rating guide.

Security Cooperation Organization (SCO) – A DoD element located in a foreign country responsible for security assistance/cooperation. SCOs include, but are not limited to, Military Assistance Advisory Groups (MAAG), Offices of Military Cooperation (OMC), Offices of Defense Cooperation (ODC), Defense Logistics Groups (DLG), and Defense Attaché Offices (DAO).

Senior Curriculum Developer – GS-12 ECF personnel responsible for leading curriculum projects and managing curricular programs/modules. *Project Officer* and *Senior Curriculum Developer* are interchangeable terms.

Telephonic OPI – An OPI conducted over a telephone for a resident or nonresident candidate.

Test Control Number (TCN) – The number assigned by DLIELC/ETF to identify each official ECL test site. (For online CAT ECL testing, sites must use E or E0 in front of their DLIELC/ETF assigned site number – to equal E plus four numbers.)

Test Control Officer (TCO) – An individual appointed by the chief of a user agency to obtain, control, and administer the ECL. All TCOs (and ATCOs) must be US citizens. Additionally, they must be military officers or NCOs in the rank of E-5 or above, or US government civil service employees in the grade of GS-05 or above, or the equivalent.

Test Proctor – A person assigned by the user agency to assist in monitoring the administration

of the PP and online CAT ECL tests. Proctors must be US citizens who are also US government employees.

User Agency – Any US government office or agency, including SCOs and offices within the US, authorized to administer the ECL test to IMSs, civilians, or US military personnel.

Validity Period of ECL – 105 calendar days from the date of the ECL test administration to the report date of the initial training recorded on the Invitational Travel Order (ITO).

Verification ECL Test – An ECL test administered to verify students' Entry ECL scores.

Attachment 2

ENGLISH CURRICULUM FLIGHT

A2.1. Example Needs Analysis Worksheet. The following worksheets are used in the ISD process to document milestones and phases in the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model.

Figure A.2.1. Needs Analysis Worksheet.



| | | |
|--|---|------------------------|
|  | <p>DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER JOINT BASE SAN ANTONIO LACKLAND, TX 78238-5259</p> | <p>3 February 2020</p> |
| <p>MEMORANDUM FOR RECORD</p> | | |
| <p>FROM: ORG/SYMBOL</p> | | |
| <p>SUBJECT: Sample Needs Analysis Worksheet</p> | | |
| <ol style="list-style-type: none"> 1. In the first paragraph, list the members of the analysis team. <ol style="list-style-type: none"> a. (Name), GS-12, Senior Curriculum Developer b. (Name), GS-11, Curriculum Developer c. (Name), GS-11, Instructor (detail) 2. In the second paragraph, provide a course overview. <ol style="list-style-type: none"> a. Description b. Goals c. History d. Validation 3. In the third paragraph, provide a resource analysis. <ol style="list-style-type: none"> a. Personnel b. Equipment and Facilities c. Other d. Course Materials 4. In the fourth paragraph, provide a DLIELC student analysis. This pertains to those learners who will be using the materials. 5. In the fifth paragraph, provide a brief description of the FOT KSA and learning environment analysis. 6. In the sixth paragraph, provide research analysis. This analysis is a comprehensive literature review, including, but not limited to, corpora, culture, learning and memory, learning theory, pragmatics, L1 influences on L2, literacy, current SLA research, best practices in 2nd language instruction and curriculum design. 7. In the seventh paragraph, provide other analyses or areas of relevance specific to the course. 8. In the eighth paragraph, describe any site visits accomplished (FOTS, other organizations, etc.) | | |
| <p>M. C. GRAMMAR, GS-12, USAF Section Chief, Curriculum Flight</p> | | |

Figure A2.2. Example Design Plan.

| | |
|---|---|
|  | DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER JOINT BASE SAN ANTONIO LACKLAND, TX 78236-5259 |
| | 3 February 2020 |
| MEMORANDUM FOR 332/EIF 332/ETF 332/CC | |
| FROM: 332 TRS/ECF | |
| SUBJECT: Design Plan for [Insert Course Name] Curriculum | |
| 1. In the first paragraph, request approval for the following curriculum design plan for the course. | |
| 2. In the second paragraph, provide a summary of analysis. Curriculum branch personnel visited [list location]. | |
| a. Based on input from faculty, students, and follow-on training (FOT), the current [course materials] present the following problems: | |
| (1) [List of issues. Include a separate Needs Analysis Report if appropriate.] | |
| (2) Propose the creation of a new curriculum that will [list benefits]. | |
| 3. In the third paragraph, give details on the target audience. | |
| a. [Description 1 of audience] | |
| b. [Description 2 of audience] | |
| 4. In the fourth paragraph, give overall description of course curriculum | |
| a. [List basic course features and components 1.] | |
| b. [List basic course features and components 2.] | |
| 5. In the fifth paragraph, provide course objectives and topics. | |
| a. [List basic course language objectives and topics 1.] | |
| b. [List basic course language objectives and topics 2.] | |
| 6. In the sixth paragraph, provide Course Resource Estimates (CRE). Identify expenses beyond the typical classroom environment; e.g., funds for computer equipment, media, instructional technology applications; training and support equipment; new facilities or modifications to current facilities; course/curriculum development or implantation; manpower; course supplies (e.g., commercial publications). This section may be omitted if no extra costs are projected. | |
| 7. In the seventh paragraph, provide information on staff and timelines. Staff will consist of a team of [number of personnel required, including detail personnel if appropriate]. The team will work | |

cooperatively and collaboratively, and the lead project officer (PO) will distribute the development tasks, writing, and editing among the members. The timeline will be commensurate with the number and availability of staff.

8. In the eighth paragraph, describe how the new materials will be implemented into the active inventory and what materials, if any, will be removed from the inventory. Address how implementation will affect students, instructors, and others as appropriate.

9. In the ninth paragraph, provide research analysis. This analysis is a comprehensive literature review, including, but not limited to, corpora, culture, learning and memory, learning theory, pragmatics, L1 influences on L2, literacy, current SLA research, best practices in 2nd language instruction and curriculum design.

10. Please contact [provide project officer's name] if you have any questions at [email and phone number of project officer].

M. C. GRAMMAR, GS-13, USAF
Flight Chief, Curriculum Flight
(may be delegated to Section Chief)

1st Ind, 332 TRS/CC


3 February 2020

MEMORANDUM FOR 332 TRS/ECF

Design plan approved/disapproved

FLAMING H. PHOENIX, Lt Col, USAF
Commander

Figure A2.3. Example Validation Plan.

| | |
|---|--|
|  | <small>DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER JOINT BASE SAN ANTONIO LACKLAND, TX 78243-4666</small> |
| | May 27, 2020 |
| MEMORANDUM FOR 332 TRS / EIFS ETF ECFE | |
| FROM: 332 TRS/ECFS | |
| SUBJECT: Validation Plan for [Course, Book, or Module Number and Title] | |
| A2.3.1. Purpose: This Validation Plan establishes the procedures for the validation of [Course, Book, or Module Number and Title]. | |
| A2.3.2. The following faculty members are designated as validation monitors for this project: | |
| A.2.3.2.1. Curriculum Validation Monitor (CVM): [Name and office symbol] | |
| A.2.3.2.2. Training Validation Monitor (TVM): [Name and office symbol] | |
| A2.3.3. Monitor Responsibilities: The TVM is responsible for assisting the CVM in the management of the validation, e.g., notifying of upcoming classes and alerting of any significant instructional or administrative problems likely to affect the validation, and co-signing the Validation Report. | |
| A.2.3.3.1. Both Monitors will observe a minimum of three validation classes. | |
| A.2.3.3.2. The TVM may observe validation classes at any time to confirm that the material is effect and delivered as designed. | |
| A.2.3.3.3. The TVM will attend at least one of the course orientations and meet with the CVM for final agreement on the course content. | |

A2.3.4. Validation Materials: Validation materials for [Course, Book, or Module Number] consist of [list of materials].

A2.3.5. Validation Design:

A2.3.5.1. Number of classes: Development personnel will establish the minimum number of iterations for an adequate sample. Generally, the minimum number of classes is three unless decided otherwise.

A2.3.5.2. Location: EIF classrooms and laboratories

A2.3.5.3. Starting date:

A2.3.5.4. Ending date:

A2.3.6. Control texts: During validation, each participating instructor will receive two copies of the IT. One copy will be annotated (corrections, additions, suggestions, etc.) and given to the CVM during the debriefing sessions.

A2.3.6.1. The TVM will provide the CVM with an annotated version of the control copies of all validation materials no later than two weeks after the close of validation.

A2.3.6.2. Approved changes will be logged into the control copies of the IT and ST maintained by the CVM.

A2.3.7. Tests: This section describes achievement and performance tests/evaluations and the manner in which scores on the assessments and final grades are determined. Evaluation and Feedback data will be taken from

A2.3.7.1. Written and oral feedback from instructor(s), students, TVM(s).

A2.3.7.2. Instructor and Student questionnaires/surveys, which will be administered and collected by the CVM.

A2.3.8. Procedures for validation:

A2.3.8.1. [Daily Schedule]

A2.3.8.2. [Homework assignment times if applicable]

A2.3.8.3. The CVM will observe classes sufficient to determine objectives are met with the validation material. In addition, the monitor will conduct a debriefing session with each participating instructor and students as needed. Comments and suggestions will be discussed for overall improvement of the material.

A2.3.8.4. Instructors of [Course #] will review all forms of the assessment (book quizzes, performance evaluations, etc.) within three working days of giving the assessments. The instructor will provide the CVM with any discrepancies noted. The CVM will modify/correct items, following EIF procedures as required, and provide EIF with the modified/corrected items.

A2.3.8.5. Scheduling: (Language will vary based on course specifics such as length.)

A2.3.8.5.1. Validation should be scheduled during a full-length five-day training week.

A2.3.8.5.2. The CVM should be notified a minimum of two working days in advance when the validation book/module is scheduled to be taught.

A2.3.8.5.3. Academic tours Should not be scheduled while the validation materials are being taught (not applicable to EIFA).

A2.3.9. Validation Report: The CVM and TVM will submit a Validation Report upon completion of validation. This report will be based on evaluation and feedback data; it will reflect validation comments on the materials, demographics, statistics, conclusions, and recommendations, etc. This report will be accomplished no later than four weeks after the conclusion of the last validation class.

A2.3.10. On approval of the Validation Report and completion of any changes, corrections, and/or additions recommended by the participating offices, an operation edition will be published.

A2.3.11. Designation of faculty members.


A2.3.11.1. Curriculum Validation Monitor (CVM): [Name, Office symbol, Contact info]

A2.3.11.2. Training Validation Monitor (TVM): [Name, Office symbol, Contact info]

//signed//

[Name], GS-12
Section Chief, Curriculum Flight

Figure A2.4. Example Validation Report

| | | |
|--|---|--------------|
|  | <small>DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER JOINT BASE SAN ANTONIO MC LACKLAND, TX 78243-5555</small> | |
| | | May 27, 2020 |
| MEMORANDUM FOR 332 TRS / ECF EIF ETF | | |
| FROM: 332 TRS/ECFS | | |
| SUBJECT: Validation report for [Course, Book, or Module Number and Title] | | |
| IAW DLIELC 332TRS SOI 16-1051, <i>DLIELC Curriculum Development</i> , this Validation Report for [Course, Book, or Module Number and Title] is submitted for approval. | | |
| [Course description] | | |
| Validation Monitors | | |
| Curriculum Validation Monitor (CVM): [Name, Duty Title, Office Symbol] | | |
| Training Validation Monitor (TVM): [Name, Duty Title, Office Symbol] | | |
| [Course, Book, or Module Number and Title] was in validation [inclusive dates]. The CVM conducted in-service training on [date] with the following instructors and supervisor: | | |
| [List attendees] | | |
| Student validation questionnaires were submitted by [#] students. Instructor validation questionnaires were submitted by, [#] instructors. Each instructor taught the course [# times]. The TVM observed [#instructors]. | | |

Student Feedback [Summarize/Synthesize, Analyze student feedback]

Instructor Feedback [Summarize/Synthesize, Analyze instructor feedback]

Recommendations [Recommendations for post-validation revision based on feedback and CVM/TVM judgment]

Revisions to Recommendations [Course, Book, or Module Number and *Title*] will be accomplished by [revision team]. Estimated completion time for this work is [date or number of weeks/months].

Curriculum POC for [Course, Book, or Module Number and *Title*] is [CVM name and contact information].

//signed//

[CVMName], GS-12
Senior Curriculum Developer (ECFS)
Curriculum Validation Monitor

//signed//

[TVMName], GS-12
Supervisor, EIFS
Training Validation Monitor

Figure A2.5. Example Release Letter.



| | | |
|---|---|--|
|  | <small>DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER JOINT BASE SAN ANTONIO MD LACKLAND, TX 78230-4266</small> | |
| | | May 27, 2020 |
| MEMORANDUM FOR | 332 TRS / ECFE EIF 367 TRSS/TLF | |
| FROM: | 332 TRS/ECF | |
| SUBJECT: | Release of [Course, Book, or Module Number, Title] | |
| | The following materials are released effective [date]: | |
| | [Course, Book, or Module Number, Title, __ Edition, Date] | |
| | Upon release of these materials, the following materials will be withdrawn: | |
| | [Course, Book, or Module Number, Title, __ Edition, Date] | |
| | Existing books should be removed from classrooms, the bookroom, and the warehouse and destroyed. | |
| | Curriculum POC for this action is [Project Officer's name and contact information]. | |
| | Thank you for your assistance. | |
| | | <i>//signed//</i> [Name], GS-12 Section Chief, Curriculum Flight |

Figure A2.6. Example Course Review Report.

| | |
|---|--|
|  | DEFENSE LANGUAGE INSTITUTE ENGLISH LANGUAGE CENTER <small>JOINT BASE SAN ANTONIO LACKLAND, TX 78238-4554</small> |
| | May 27, 2020 |
| Introduction (State why are you conducting the course review and IAW which guidance.) | |
| Analysis Team | |
| [List members of the team, e.g., GS-12, Senior Curriculum Developer and GS-11, Curriculum Developer] | |
| Background , including but not limited to | |
| Course control data | |
| Student data | |
| Resource requirements | |
| EOCS course feedback and other stakeholder feedback | |
| Course Overview including but not limited to | |
| Academic requirements (ECL, OPI, etc.) | |
| Course length | |
| Goals and objectives | |
| Assessments | |
| Methodology and instructional approach | |
| Content [themes, authenticity, etc.] | |
| Discussion [analysis of findings] | |
| Conclusion and Recommendations : [State the desired way forward: Is the course good as-is; Does it need minor or major revision; Should the course be canceled? Be sure to justify recommendations.] | |
| <i>//signed//</i> [Name], GS-12 Section Chief, Curriculum Flight | |

Attachment 3

ENGLISH INSTRUCTION FLIGHT

A.3.1. The following tables are used in the evaluation of instructors to determine their proficiency and students to decide if they have met all the requirements for graduation from the corresponding DLIELC program.

A.3.1.1. The below Rubrics are used to evaluate an instructor's performance.

Table A3.1. Instructor Performance Evaluation Rubric (IPER).

| | | Needs Improvement | Fully Successful | Exemplary |
|---|---|--|--|--|
| 1 | Planning, Preparation, and use of Materials and Resources | <p>Instructor does not plan or coordinate necessary actions or appropriate resources to accomplish objectives; demonstrates incomplete understanding of materials, instructor guidance, activity procedures, or lesson objectives; applicable lesson plans, materials, supplies, equipment, technology, or examples are absent, inappropriate, or not ready to use; instructor's use of resources detracts from lesson effectiveness or wastes time</p> <p><i>Examples: Shows unfamiliarity with materials; does not target objectives; presents activities out of logical sequence; disorganization disrupts lesson, causes student confusion, or wastes time; does not have audio, video or handouts ready; uses inappropriate materials for student skill level or time management; overuses technology that distracts; does not provide sufficient visuals; has unclear or disorganized board work</i></p> | <p>Instructor plans and coordinates necessary actions and uses appropriate resources to accomplish objectives; demonstrates understanding of the lesson content and materials, instructor guidance, and activity procedures; has applicable lesson plans, materials, supplies, equipment, technology, and examples ready to use; use of resources and activities takes into account language skill level, time management, and student engagement</p> <p><i>Examples: Has a clear plan for the lesson; focuses on lesson objectives; follows logical sequence of activities; transitions effectively; has handouts, supplies, notes, audio and/or videos ready; easily locates lesson components, resources and answers in the text; uses educational technology effectively; resources and materials add value and do not detract from the lesson</i></p> | <p>Instructor meets Fully Successful and plans and prepares additional actions, materials or resources that enhance lesson effectiveness; lesson enhancements highly engage students, increase communicative interaction, and/or address multiple skills or learning styles</p> <p><i>Examples: Plans highly efficient use of resources and class time; adds, omits, or modifies activities to meet student needs; anticipates student questions and difficulties and provides additional support; plans for contingencies; incorporates real-world resources; plans activities that help students connect prior knowledge to lesson objectives; seamless transitions; uses educational technology effectively; resources and materials stimulate additional communication</i></p> |

| | | | | |
|---|-------------------------------|--|--|---|
| 2 | Principles | <p>Instructor does not fully demonstrate linguistic and instructional expertise or subject matter familiarity; struggles to explain concepts, answer student questions, or resolve language issues</p> <p><i>Example: Unable to answer student questions; provides students inaccurate information; does not effectively address student errors or difficulties; unfamiliar with necessary subject area vocabulary, terminology, or grammar</i></p> | <p>Instructor demonstrates linguistic and instructional expertise as well as subject matter familiarity; accurately explains concepts, answers student questions, and resolves language issues</p> <p><i>Examples: Speaks knowledgeably on topic; answers questions at student level; provides lesson-specific language; provides applicable examples, explanations, and/or demonstrations; helps students organize ideas</i></p> | <p>Instructor meets Fully Successful and shows confidence and expert knowledge in subject area; heightens student learning experience through expertise; capitalizes on student expertise</p> <p><i>Examples: Answers questions by explaining "why" and "how"; supports ESL objectives with real-world examples; connects lesson to previous/future lessons and concepts; shows ability to address language issues in multiple ways; guides students to contribute prior knowledge, skills, and experience</i></p> |
| 3 | Explanations and Instructions | <p>Instructor fails to provide instructions or explanations; provides unclear or insufficient instructions or explanations; over explains; fails to confirm student understanding</p> <p><i>Examples: Students show confusion with instructions; students don't follow instructions; instructor does not clarify when necessary; overlooks student confusion; explanations are overly technical and/or use jargon</i></p> | <p>Instructor provides clear and concise instructions and/or explanations; performs comprehension checks to confirm student understanding; students demonstrate comprehension through language production</p> <p><i>Examples: Breaks down or expands upon explanations or instructions for clarity; activates students' prior knowledge; models; provides examples; rephrases; simplifies; clarifies misunderstandings</i></p> | <p>Instructor meets Fully Successful and provides students opportunities to contribute to the understanding of instructions and explanations; ensures all students understand</p> <p><i>Examples: Students overtly demonstrate understanding, e.g., Students paraphrase, summarize, and/or give examples; students give instructions; students collaborate to figure out activity</i></p> |

| | | Needs Improvement | Fully Successful | Exemplary |
|---|-------------------------|---|---|--|
| 4 | Monitoring and Feedback | <p>Instructor does not monitor or provide feedback; does not ensure that students understand the lesson or instructions; demonstrates inattention to students' needs; uses monitoring techniques that distract students; does not address student errors; provides inappropriate feedback</p> <p><i>Examples: Does not notice that some students are lost, confused, or off task; does not check student work; does not look at students; does not correct errors in lesson objective; uses confrontational, demeaning, or excessive correction that stifles participation, confidence, and/or motivation; frequently interrupts students</i></p> | <p>Instructor monitors student performance and provides direction and feedback as needed; ensures students understand lesson content and follow instructions; uses appropriate error correction techniques; provides positive reinforcement</p> <p><i>Examples: Elicits production to check for understanding; looks at and listens to students; reacts to students' needs; identifies and corrects student errors when appropriate; seizes teachable moments; reviews or summarizes student performance; demonstrates language learning strategies; praises and encourages students' efforts; students are on task</i></p> | <p>Instructor meets Fully Successful and demonstrates attention to all students' needs; involves students in monitoring themselves; facilitates students taking an active role in feedback</p> <p><i>Examples: Attuned to students' verbal and non-verbal cues; takes performance notes and provides individual feedback; promotes student-to-student monitoring, collaboration, self-correction and/or peer-to-peer correction; provides students opportunities to solve their own problems</i></p> |
| 5 | Tailoring | <p>Instructor does not tailor instruction to accommodate student needs or lesson objectives; activities are inappropriate for students' levels, interests, learning styles, motivations, and/or cultures; modifications do not enhance lesson</p> <p><i>Examples: Does not adjust activities that are too difficult or too easy for students; misses opportunity to meet student needs, e.g., does not address weaknesses, does not challenge bored students; modifications confuse students</i></p> | <p>Instructor tailors instruction to accommodate student learning needs; tailoring occurs frequently throughout the lesson; instructor tailors instruction to support student levels and learning styles</p> <p><i>Examples: Effectively modifies or supplements activities; provides extra practice when needed; challenges higher-level students; facilitates understanding for lower-level students; adjusts lesson according to students' prior knowledge; reviews/reteaches; seizes appropriate teachable moments without losing focus</i></p> | <p>Instructor meets Fully Successful and capitalizes on students' expertise, motivations, interests, and cultures; lesson enhancements increase student engagement and communicative interaction</p> <p><i>Examples: Creates new or adapts existing activities to incorporate additional skills; anticipates student difficulties within the lesson; capitalizes on the unexpected; facilitates students to lead and share expertise</i></p> |

| | | | | |
|---|--|---|--|--|
| 6 | <p>Communicative Interaction, Student Engagement, and Participation</p> | <p>Instructor provides minimal opportunities for students to take an active role in learning; limits student participation, communication, or language production; reticent students are not involved; does not maintain students' attention and engagement</p> <p><i>Examples: Instructor speech dominates class time; instructor lectures rather than facilitates; interrupts or distracts students; misses opportunities to have students work together, communicate with each other, and practice language skills; discourages students from speaking or participating; cuts students off; ignores students' boredom, disinterest, confusion, or frustration; allows one or more students to dominate; students are off task</i></p> | <p>Instructor provides opportunities for all students to take an active role in learning; facilitates activities that develop students' ability to communicate; elicits production of spoken and/or written English; maintains students' attention and engagement</p> <p><i>Examples: Provides opportunities for extended discourse, discussion, debate, and/or summary; prompts all students to actively participate; ensures that reticent students are involved; uses a variety of elicitation techniques; asks open-ended questions; allows students to speak freely on topic; employs appropriate wait time; students work together; participate at board; work uninterrupted when appropriate</i></p> | <p>Instructor meets Fully Successful and maximizes the students' role in active learning and communication; encourages authentic discourse; capitalizes on students' interests, needs and/or motivations; creates a highly engaging lesson in which all students enthusiastically participate</p> <p><i>Examples: Provides challenging activities that motivate students to work hard; helps all students to participate equally; guides activities while maintaining students' active involvement; uses engaging discussion questions; creates opportunities for thinking, reflecting, and testing skills/ideas; incorporates students' skills, knowledge, and experience; students are given autonomy to lead, facilitate, or teach; assist peers; problem solve together</i></p> |
|---|--|---|--|--|

| | | Needs | Fully Successful | Exemplary |
|---|--|---|--|---|
| 7 | Flow, Pace, and Time Management | Instructor's flow and pace of lesson is inefficient; lacks organization, transitions, and/or time management; does not manage time to meet objectives <i>Examples: Allows distractions to derail</i> | Instructor ensures lesson flows smoothly; demonstrates organization; uses transitions; pace of instruction is appropriate for student level and understanding; manages time to complete lesson objectives | Instructor meets Fully Successful and uses every moment to engage students in meaningful learning activities; transitions seamlessly connect activities and objectives; pace of lesson keeps students participating diligently <i>Examples: Involves students in time management; transitions maintain momentum and student engagement; omits superfluous activities and/or practice; deals with contingencies without disturbing the flow of the lesson</i> |
| 8 | Lesson Objectives and Language Skills | Instructor does not use activities that support lesson objectives and facilitate practice of language skills; lesson objectives are not met; ignores appropriate opportunities to address cultural objectives and | Instructor uses activities that support lesson objectives and facilitate practice in all language skills relevant to the objective; addresses cultural objectives and provides information on American customs and current events when appropriate | Instructor meets Fully Successful and engages students in identifying and understanding objectives; expands the objective; provides practice in all language skills relevant to the objective; skillfully integrates language practice with American culture and customs <i>Examples: Demonstrates to students how lesson is connected to past and future objectives; aids students in setting learning goal; applies objectives to use in real- world language and American culture; makes learning the objectives more interesting or engaging</i> |

| | | | | |
|---|--------|---|--|---------------------|
| 9 | Speech | <p>Instructor does not consistently use standard oral and/or written American English; language is affected; rate of speech, structure, and/or vocabulary are inappropriate for students' proficiency levels; voice level is unsuitable for room/class size</p> <p><i>Examples: Uses overly technical language; speaks above students' level of understanding; talks down to students; disrespectful or inappropriate language; inappropriate register; distracting use of fillers; inappropriate use of colloquialisms or idioms</i></p> | <p>Instructor serves as role model of standard oral and written American English for students; uses appropriate and unaffected language; rate of speech, structure, and vocabulary are consistent with students' proficiency levels; voice level is suitable for room/class size</p> <p><i>Examples: Uses appropriate linguistic register; uses respectful language; elevates language to challenge higher-level students; uses colloquialisms and/or idioms appropriately; students show understanding of instructor's speech</i></p> | <p>No Exemplary</p> |
|---|--------|---|--|---------------------|

| | | | | |
|----|--|---|--|---|
| 10 | Professionalism and Classroom Management | <p>Instructor does not foster positive and/or professional student conduct; inappropriately manages or does not manage student behavior; does not enforce DLIELC policies and classroom rules; demonstrates unprofessional or disrespectful treatment of students; displays unprofessional demeanor</p> <p><i>Examples: Allows students to use L1; ignores rules and rule-breaking; does not correct inappropriate behavior; is confrontational or disturbs learning environment; does not use student name or rank; allows outside distractions or personal issues to degrade demeanor; students are not completing assigned tasks, are off task, and/or are ignoring instruction</i></p> | <p>Instructor promotes positive and professional student conduct; manages student behavior; establishes and enforces DLIELC policies and classroom rules; serves as role model of professionalism</p> <p><i>Examples: Minimal or no L1; takes appropriate action to deal with disruptive behaviors promptly; re-engages students when necessary; uses tact; displays professional demeanor; uses appropriate titles of respect; listens to and shows respect for different points of view; students on task</i></p> | <p>Instructor meets Fully Successful and promotes student accountability and leadership; there is evidence that instructor has previously established expectations of polite, positive, supportive, professional conduct</p> <p><i>Examples: There is little or no need for the instructor to manage student conduct; students follow rules without reminders; students hold each other accountable for polite and respectful behavior; students help and support each other</i></p> |
|----|--|---|--|---|

| | | | | |
|----|----------------------|--|---|---|
| 11 | Learning Environment | <p>Instructor does not establish a professional environment conducive to language learning; environment is in some way unsafe, disorderly, threatening, disrespectful, uncomfortable, or discouraging; lacks rapport; shows insensitivity to students' ages, ranks, cultures, education, or religious backgrounds; displays negative demeanor</p> <p><i>Examples: Argues with students; ignores students; interrupts; allows inappropriate subjects or images; dismisses students' cultural beliefs, values, or differences; displays distracting mannerisms; classroom is overly cluttered or unclean; students appear nervous or uncomfortable participating or asking questions</i></p> | <p>Instructor establishes a professional environment conducive to language learning which is safe, orderly, respectful, comfortable, and encouraging; maintains rapport with students; shows sensitivity to students' ages, ranks, cultures, education, and religious backgrounds; displays positive demeanor</p> <p><i>Examples: Listens to students; shows concern and interest in students; makes eye contact; uses humor appropriately; uses inclusive speech; classroom is clean, organized; desk set-up is effective; students are comfortable participating and asking questions</i></p> | <p>Instructor meets Fully Successful and there is evidence that the instructor has previously established a highly- supportive, interactive environment with excellent rapport</p> <p><i>Examples: Promotes rapport among students; shows students the value of their effort and contributions; students are comfortable taking risks and making mistakes; actively support and help each other; share ideas openly; participate eagerly; respond with smiles, laughing or enthusiasm</i></p> |
|----|----------------------|--|---|---|

A.3.1.2. The tables below are used to help determine if a DLIELC student has met the requirements for the subject course to be deemed as a graduate of the program.

Table A3.2. DLIELC Graduation Requirements Section A.

| GRADUATION REQUIREMENTS | | | | | | | GRADUATION DOCUMENTS | |
|--|---------|-----------------|-----|-----|----|--------------------|----------------------|-------------|
| COURSE NAME | MASL | LENGTH (wks) | ECL | OPI | BQ | OTHER | REQTS MET | REQTS UNMET |
| American Language Course (ALC), GET/SET | D177009 | 10 (min) | * | * | 70 | Min 7 wks in SET | Dip | CT/CA |
| ALC (SET only) | D177008 | 9 | * | * | 70 | Min 7 wks in SET | Dip | CT/CA |
| ALC (GET only) | D177027 | 10 (min) | * | * | 70 | NA | Dip | CT/CA |
| Oral Proficiency Skills for Aviation Course (OPSAV) | D177026 | 25 (var,10 min) | * | * | 70 | Min 7 wks in SET | Dip | CT/CA |
| ALC for Aviation Leadership Program Scholarship | D177024 | 9 (min) | * | * | 70 | Min 7 wks in SET | Dip | CT/CA |
| ALC for Aviation Leadership Program Scholarship | D177028 | 25 (var,10 min) | * | * | 70 | Min 7 wks in SET | Dip | CT/CA |
| Basic American Language Instructor Course (BALIC) | D177007 | 24 | 80 | 2/2 | 80 | NA | Dip | CT |
| Advanced English Language Instructor Course (AELIC) | D177006 | 16 | 85 | 2/2 | 80 | NA | Dip | CT |
| Professional Military Education Prep (PME Prep) | D177014 | 9 | 80 | N/A | 80 | N/A | Dip | CT |
| Advanced Language Proficiency Skills Course (ALPS I) | D177018 | 12 | 80 | 2/2 | 80 | NA | Dip | CT |
| Advanced Language Proficiency Skills Course (ALPS II) | D177031 | 12 | 80 | 2/2 | 80 | NA | Dip | CT |
| Advanced Language Proficiency Skills Course (ALPS III/TOEFL) | D177022 | 16 | 85 | 2/2 | 80 | iBT 78 TOEFL score | Dip | CT |
| Methodology and Culture Seminar (MACS) | D177019 | 8 | 80 | 2/2 | 80 | N/A | Dip | CT |

| | | | | | | | | |
|--|---------|---|----|-----|----|---------------------------------|-----|----|
| Managing English Language Training (MELT) Course | D177013 | 8 | 80 | N/A | NA | Successful completion of course | Dip | CT |
|--|---------|---|----|-----|----|---------------------------------|-----|----|

Table A3.3. DLIELC Graduation Requirements Section B.

| GRADUATION REQUIREMENTS | | | | | | | GRADUATION DOCUMENTS | |
|-------------------------------------|---------|--------------|-----|-----|----|--------------------------------------|----------------------|-------------|
| COURSE NAME | MASL | LENGTH (wks) | ECL | OPI | BQ | OTHER | REQTS MET | REQTS UNMET |
| Materials Development Seminar (MDS) | D177030 | 8 | 85 | N/A | NA | Successful completion of course work | Dip | CA |

Table A3.4. DLIELC Graduation Requirements Section C.

| GRADUATION REQUIREMENTS | | | | | | | GRADUATION DOCUMENTS | |
|--|---------|--------------|-----------------|-------|----|-------|----------------------|-------------|
| COURSE NAME | MASL | LENGTH (wks) | ECL | OPI | BQ | OTHER | REQTS MET | REQTS UNMET |
| Observer Professional Training | D177002 | 1 | None/80 advised | N/A | NA | N/A | CA | None |
| Observer Professional – English Language Proficiency Testing | D177003 | 2 | 85 | 2+/2+ | NA | N/A | CA | None |

A.3.1.3. The table below provides an explanation of the abbreviations and symbols used in Table A3.2. through Table A.3.4.

Table A3.5. Graduation Requirements Abbreviations and Symbols Key.

| ABBREVIATIONS AND SYMBOLS KEY | |
|-------------------------------|---|
| SYMBOL | MEANING/APPLICATION |
| Asterisk (*) | Score required by Follow-on Training |
| BQ | Book quiz average for course (includes ad hoc quizzes and performance evaluations/tests). BQ averages for students in MASLs 009, 026 and 027 are based only on the last nine weeks of training. Students in aviation codes must achieve a score of 70 or ratings of Go/Go with Reservation on <u>each</u> BQ. |
| CA | Certificate of attendance |
| CT | Certificate of training |
| DIP | Diploma |
| ECL | English Comprehension Level score |
| GET | General English Training |
| MASL | Military Articles and Services List |
| MIN | Minimum |
| OPI | Oral Proficiency Interview ratings |

| | |
|-------|------------------------------|
| REQTS | Requirements |
| SET | Specialized English Training |
| VAR | Variable |

Attachment 4

ENGLISH TESTING FLIGHT

A4.1. Administration Procedures for Quizzes Administered in the Classrooms. Note: Instructors must pick up book quiz kits from the ETF Operations team no more than 30 minutes before the test and should return the kits immediately upon completion of the test. Instructors will ensure the procedures below are followed:

A4.1.1. Place the "QUIET: TESTING IN PROGRESS" sign outside the class door.

A4.1.2. Write the following on the board:

A4.1.2.1. "Test ends at _____."

A4.1.2.2. Return to class at _____." (20 minutes after the test ends.)

A4.1.3. Direct students to assigned seats. Distribute 332 TRS Form 9, *DLIELC Test Answer Sheet* and pencils.

A4.1.4. Positively identify students by checking identification (ID) cards. (In the rare event that a student has not been issued an ID card, yet, the student's passport and individual travel order [ITO] will serve as identification, but only the passport can remain on the desk.)

A4.1.5. Ensure students' possessions are placed under desks.

A4.1.6. Conduct audio check (if test has a listening component) and ensure all students can hear.

A4.1.7. Read the following instructions. NOTE: Generally, instructions are read verbatim although deviations may be made to ensure the students understand what is said.

A4.1.7.1. *Place your ID on the desk now.*

A4.1.7.2. *If you have anything on your desk other than an answer sheet (332 TRS Form 9, DLIELC Test Answer Sheet), ID and pencil, put it under your desk now.*

A4.1.7.3. *From this moment on:*

A4.1.7.3.1. *Follow instructions.*

A4.1.7.3.2. *Do not speak or communicate in any way with other students.*

A4.1.7.3.3. *Do not look at another student's answer sheet.*

A4.1.7.4. *If you do not follow these rules, I will take your answer sheet and escort you*

from the room. You will receive a score of "0" (zero) on the test.

A4.1.7.5. If you have a problem during the test, raise your hand. Do not speak.

A4.1.7.6 If you leave the room for any reason during the test, you will not be allowed to return.

A4.1.7.7. Do not stand up at any time during the test. Stay in your seat at all times.

A4.1.7.8. Mark your answers on the answer sheet. Use only the pencil that I gave you. (Students may need to be shown on the board how to mark answers.)

A4.1.7.9. Mark only one answer for each question. If you change your answer, erase the first mark completely. Do not mark on the test booklet. If the test booklet is already marked, tell me immediately. Do not take any notes. This includes writing on furniture, clothing or body parts.

A4.1.7.10. I will tell you when you have ten minutes and then one minute to finish the test. I will write the time the test ends on the board. The clock on the wall has the official time.

A4.1.7.11. If you finish the test early, stay seated. Raise your hand and wait for me to pick up your test booklet, answer sheet and pencil. After I collect your testing materials, you may leave.

*A4.1.7.12. I will now pass out the test booklets. Write the last three numbers of your test booklet number on your answer sheet as directed. (Hold up the 332 TRS Form 9, *DLIELC Test Answer Sheet* and point out where the numbers should be written.)*

A4.1.7.13. Do not open the test booklets until I tell you to. (Distribute test booklets. As each booklet is handed to a student, say the last three numbers to be written on the answer sheet. Unused test booklets must be kept in the kit on the instructor's desk while testing is in progress.)

A4.1.7.14. Open your test booklet and begin now.

A4.1.8. When the test begins, immediately begin circulating among the students to ensure:

A4.1.8.1. Students are marking their answers correctly on the 332 TRS Form 9, *DLIELC Test Answer Sheet* and not writing in the test booklets.

A4.1.8.2. Students have recorded their test booklet numbers in the proper place on their 332 TRS Form 9, *DLIELC Test Answer Sheet*.

A4.1.8.3. No "cheat sheets" are in evidence.

A4.1.8.4. Students are not communicating in any way with one another.

A4.1.9. Continue circulating quietly to monitor throughout the test.

A4.1.10. When there are ten minutes left, say: *You have ten minutes left to finish the test.*

A4.1.11. When there is one minute left, say: *You have one minute left to finish the test.*

A4.1.12. When the time is up, say: *The test is over. Put down your pencils. Stay seated and do not talk until I finish collecting all of the testing materials. Remember to take your ID card when you leave the classroom.*

A4.1.13. Collect all testing materials, including pencils, verifying that all test booklets are returned intact. Students remain in their seats while materials are collected. Dismiss students only after verifying the return of test materials.

A4.1.14. Report malfunctioning equipment to the supervisor.

A4.1.15. Enter the ALC book quiz form number on the 332 TRS Form 9, *DLIELC Test Answer Sheet* after all the students have left the classroom.

A4.1.16. Check test booklets for marks; then place booklets in kit in numerical order before leaving the classroom.

A4.1.17. Turn in test kit and 332 TRS Form 9, *DLIELC Test Answer Sheet* to the ETF Operations team; inform them of any defective recordings or marked booklets.

A4.1.18. Obtain the score report from the ETF Operations team.

A4.1.19. Inform students of their scores during the next class period.

A4.2. ECL Test General Instructions.

A4.2.1. Follow these instructions. If you violate these rules, we will escort you from the laboratory and you will receive a score of zero on the test.

A4.2.2. Do not speak or communicate with other students in any way.

A4.2.3. If you have a problem during the test, raise your hand. One of the monitors will assist you.

A4.2.4. If you leave the room for any reason during the test, you will not be allowed to come back in.

A4.2.5. Do not stand up at any time during the test.

A4.2.6. When you finish the test, raise your hand so a monitor can close the computer before you leave the lab. Then, please leave quietly.

A4.2.7. Please remember to take your ID, cell phone, and any other items on your way out.

A4.2.8. Are there any questions?

A4.2.9. Sit down, put on your headphones, and click next to begin the test.

A4.3. QuestionMark® Test Administration Procedures.

A4.3.1 Instructors take classroom roster with SCNs and OLC Passwords to the lab.

A4.3.2. Instructor-in-Charge (IIC) places red test3ing placard outside door (stored in binder on desk).

A4.3.3. Students complete volume test and exit/close the window.

A4.3.4. Initial set up:

A4.3.4.1. Click on Windows Start button, then click on “QuestionMark®.”

A4.3.4.2. Enter SCN for student name and OLC for password, then click “Enter.”

A4.3.4.3. Click on Exams tab, then click the green arrow icon.

A4.3.4.4. Click on “Already have QuestionMark® Secure” to launch the assessment.

A4.3.4.5. Tell the students to wait until the IIC reads the instructions.

A4.3.5. The IIC reads the applicable Instructions from the binder.

A4.3.5.1. Tell students: *Put your headphones on. Click OPEN, OK, then Next Question to begin the test.*

A4.3.5.2. Write the time the test ends on the board.

A4.3.5.3. Warn students when 15 minutes remain.

A4.3.6 Exit QuestionMark® as follows:

A4.3.6.1. Click Home at bottom right.

A4.3.6.2. Click Yes to pop-up.

A4.3.6.3. Click Home again.

A4.3.6.4. Click red X at upper right.

A4.3.6.5. If the “Start” button disappears, manually touch the Windows “Start” flag on your keyboard. It will reappear.

A4.3.7. The IIC returns the red testing placard to the QuestionMark® binder.

A4.4. QuestionMark® Instruction ALCPT Testing Procedures.

A4.4.1. You will use only the mouse during the test. Click on the best answer.

A4.4.2. You have 60 minutes to complete the test.

A4.4.3. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.4.4. Do not speak or communicate in any way with other students.

A4.4.5. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.4.6. If you leave the room for any reason during the test, you will not be allowed back in.

A4.4.7. Do not stand up at any time during the test.

A4.4.8. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.4.9. Please leave quietly and take any personal items on your way out.

A4.4.10. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.4.11. Are there any questions?

A4.4.12. PUT ON your headphones, then

A4.4.13. Click **OPEN, OK**, then **Next Question** (at bottom left) to begin the test.

4.5 QuestionMark® Instructions For Levels 1-V (Books 1-30).

4.5.1. You will use only the mouse during the test. Click on the best answer.

4.5.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

4.5.3. The Listening part of the test is first. You will hear each item only once.

4.5.4. You have 45 minutes to complete the test.

4.5.5. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

4.5.6. Do not speak or communicate in any way with other students.

4.5.7. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

4.5.8. If you leave the room for any reason during the test, you will not be allowed back in.

4.5.9. Do not stand up at any time during the test.

4.5.10. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

4.5.11. Please leave quietly and take any personal items on your way out.

4.5.12. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

4.5.13. Are there any questions?

4.5.14. The Listening part is first, so put your headphones on THEN:

4.5.15. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.6. QuestionMark® Instructions: Level VI (Books 31-34). Note: Scratch paper is allowed for Level VI testing. Instructors will collect the scratch paper before the IMS leaves the lab and shred it.

A4.6.1. You will use only the mouse during the test. Click on the best answer.

A4.6.2. You have 60 minutes to complete the test.

A4.6.3. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.6.4. Do not speak or communicate in any way with other students.

A4.6.5. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.6.6. If you leave the room for any reason during the test, you will not be allowed back in.

A4.6.7. Do not stand up at any time during the test.

A4.6.8. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.6.9. Please leave quietly and take any personal items on your way out.

A4.6.10. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.6.11. Are there any questions?

A4.6.12. PUT ON your headphones, then

A4.6.13. Click **OPEN**, then **OK** and **Next Question** (at bottom left) to begin the test.

A4.7. QuestionMark® Instructions: Specialized English.

A4.7.1. You will use only the mouse during the test. Click on the best answer.

A4.7.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.7.3. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.7.4. Do not speak or communicate in any way with other students.

A4.7.5. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.7.6. If you leave the room for any reason during the test, you will not be allowed back in.

A4.7.7. Do not stand up at any time during the test.

A4.7.8. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.7.9. Please leave quietly and take any personal items on your way out.

A4.7.10. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.7.11. Are there any questions?

A4.7.12. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.8. QuestionMark® Instructions: Specialized English M101.

A4.8.1. You will use only the mouse during the test. Click on the best answer.

A4.8.2. You will have 100 minutes to complete the test.

A4.8.3. You will hear the listening item only one time.

A4.8.4. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.8.5. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.8.6. Do not speak or communicate in any way with other students.

A4.8.7. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.8.8. If you leave the room for any reason during the test, you will not be allowed back in.

A4.8.9. Do not stand up at any time during the test.

A4.8.10. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.8.11. Please leave quietly and take any personal items on your way out.

A4.8.12. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.8.13. Are there any questions?

A4.8.14. Please put on your headphones.

A4.8.15. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.9. QuestionMark® Instructions: ID701 Grammar Review.

A4.9.1. You will use only the mouse during the test. Click on the best answer.

A4.9.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.9.3. You have 45 minutes to complete the test.

A4.9.4. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.9.5. Do not speak or communicate in any way with other students.

A4.9.6. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.9.7. If you leave the room for any reason during the test, you will not be allowed back in.

A4.9.8. Do not stand up at any time during the test.

A4.9.9. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.9.10. Please leave quietly and take any personal items on your way out.

A4.9.11. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.9.12. Are there any questions?

A4.9.13. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.10. QuestionMark® Instructions: ID702 Skill Builder I.

A4.10.1. You will use only the mouse during the test. Click on the best answer.

A4.10.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.10.3. When you reach the paragraph section of the test, you will see the SAME paragraph for several different questions. The paragraph is repeated on each screen, but the question is DIFFERENT. Make sure you answer the new question before clicking on “next question.”

A4.10.4. You have 75 minutes to complete the test.

A4.10.5. The time the test ends will be written on the board. The instructor will tell you when there are 20 minutes left. All students will be given a 5-minute warning before the end of the test.

A4.10.6. Do not speak or communicate in any way with other students.

A4.10.7. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.10.8. If you leave the room for any reason during the test, you will not be allowed back in.

A4.10.9. Do not stand up at any time during the test.

A4.10.10. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.10.11. Please leave quietly and take any personal items on your way out.

A4.10.112. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.10.113. Are there any questions?

A4.10.14. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.11. QuestionMark® Instructions: ID703-1 Phonology.

A4.11.1. You will use only the mouse during the test. Click on the best answer.

A4.11.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.11.3. The Listening part of the test is first.

A4.11.4. You will hear each Listening item TWICE. Do NOT click on “next question” until the audio has finished.

A4.11.5. You have 45 minutes to complete the test.

A4.11.6. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.11.7. Do not speak or communicate in any way with other students.

A4.11.8. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.11.9. If you leave the room for any reason during the test, you will not be allowed back in.

A4.11.10. Do not stand up at any time during the test.

A4.11.11. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.11.12. Please leave quietly and take any personal items on your way out.

A4.11.13. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.11.14. Are there any questions?

A4.11.15. The Listening part is first, so put your headphones on THEN:

A4.11.16. Click **OPEN**, **OK**, and **Next Question** (at bottom left) to begin the test.

A4.12. QuestionMark® Instructions: ID703-2 Phonology.

A4.12.1. You will use only the mouse during the test. Click on the best answer.

A4.12.2. If you want to change your answer, click on your new answer then click “next question.” After you click “next question,” you cannot go back.

A4.12.3. You will hear each Listening item TWICE. Do NOT click on “next question” until the audio has finished.

A4.12.4. The test has three parts. In Parts 2 and 3 of the test, you will not see the answer options; you will only hear them.

A4.12.5. You have 45 minutes to complete the test.

A4.12.6. The time the test ends will be written on the board. The instructor will tell you when there are 15 minutes left.

A4.12.7. Do not speak or communicate in any way with other students.

A4.12.8. If you have a problem during the test, raise your hand without speaking. One of the monitors will assist you.

A4.12.9. If you leave the room for any reason during the test, you will not be allowed back in.

A4.12.10. Do not stand up at any time during the test.

A4.12.11. When you finish the test, raise your hand so a monitor can check your computer before you leave the lab.

A4.12.12. Please leave quietly and take any personal items on your way out.

A4.12.13. Please follow these instructions. If you do not, you could be taken out of the lab, and you may receive a score of zero on the test.

A4.12.14. Are there any questions?

A4.12.15. Put your headphones on THEN:

A4.12.16. Click **OPEN**, **OK**, and Next Question (at bottom left) to begin the test.

A4.13. Administration and Scoring Procedures for PP ECL Tests.

A4.13.1. Before the test date, the TCO will:

A4.13.1.1. Obtain a list of examinees and ensure each candidate is tested for the purposes and according to the procedures outlined in paragraph 5.3.2.

A4.13.1.2. Ensure examinees are informed that they will need to present photo identification before taking the exam and will not be allowed to bring non-testing-related items (including, but not limited to, papers, books, dictionaries, cell phones, and all devices web-enabled and/or capable of photographing or retaining test material) into the

testing room on the date of the test. In addition, TCO will inform examinees how they may obtain results.

A4.13.1.3. Fill out the test answer sheet (332 TRS Form 9, *DLIELC Test Answer Sheet*) header, to include the examinee's name, the name of the TCO or ATCO administering the test, the country, the date of the test, the TCN for the site, and the required ECL score. The test ID should be entered as the two-digit fiscal year and letter of the test form (e.g., 19H) Note: retain completed form until superseded or no longer needed, then destroy.

A4.13.1.4. For the test administration, select a well-lit, ventilated, quiet room with the capability to play a CD.

A4.13.1.5. Arrange for and assign any necessary proctors, at a ratio of at least one to every 15 examinees. When needed, the TCO will arrange for US citizens who are government employees to serve as additional proctors (see paragraph 5.3.3.1.2.3). In the event additional proctors are needed, the TCO or ATCO must be present at all times.

A4.13.1.6. Quality check the audio CD prior to the test administration date for sound quality. In case of defects on any CD, contact DLIELC/ETF for guidance (see A4.19 for contact information).

A4.13.2. On the test date, the TCO will:

A4.13.2.1. Log out the appropriate ECL test materials on the ECL Test Administration Log. For test security, scoring keys should not be removed from the secure area.

A4.13.2.2. Check test booklets for missing pages or for any marks. If any booklet is missing any pages, that test form is to be treated as a suspected compromise and use of that test form should stop immediately. (See paragraphs 5.3.4.2.2.4 through 5.3.4.2.2.6 for procedures for reporting ECL test compromises).

A4.13.2.3. Inform test proctors to keep in mind the following when monitoring:

A4.13.2.3.1. Watch for signals from examinees such as pencil tapping, foot scraping or tapping, coughing, hand, foot or finger signals, or any other systematic movements.

A4.13.2.3.2. Deter suspected signaling by standing quietly behind an examinee who is signaling.

A4.13.2.3.3. Do not assist examinees at any point during the test with any questions relating to test content.

A4.13.2.4. Check the volume of the audio equipment in the testing room with a non-test-related CD to ensure the sound can be heard adequately in all areas of the testing room; then set up the audio portion of the test.

A4.13.2.5. Have two sharpened soft-lead pencils with erasers ready for each test taker.

A4.13.3. When examinees arrive, the TCO will:

A4.13.3.1. Be present in the testing room at all times during the ECL test administration. Only TCOs, ATCOs, proctors, and examinees are allowed in the testing room while the examination is in progress. No Foreign Service Nationals (FSNs) are permitted in the test room after the test booklets have been distributed to examinees.

A4.13.3.2. Place signs stating "QUIET--TESTING IN PROGRESS" (in both English and the host-country language) on the door of the testing room and in adjoining areas to limit outside noise.

A4.13.3.3. Positively identify each examinee. The TCO can normally accomplish this by checking the name on each examinee's photo identification against the list of test takers.

A4.13.3.4. Seat examinees far enough from each other in the testing room to preclude any test compromise. Examinees should not be allowed to choose where they will sit; they should be randomly assigned to seats and informed of their seat assignments only as they enter the testing area.

A4.13.3.5. Ensure the examinees leave all non-testing related items (including, but not limited to, papers, books, dictionaries, cell phones, and all devices web-enabled and/or capable of photographing or retaining test material) outside the testing room.

A4.13.3.6. Pass out two sharpened soft-lead pencils with erasers to each test taker.

A4.13.3.7. Read the instructions aloud in English, using the script found in A4.14. Directions should be read verbatim. (Supplementary directions may be given if necessary, but it is best to keep directions as standardized as possible across test administrations). An interpreter may be used for assistance in giving preliminary directions, but he or she must leave the room before the test begins.

A4.13.4. After the test administration, the TCO will:

A4.13.4.1. Collect and verify the return of all test materials (booklets and 332 TRS Form 9, *DLIELC Test Answer Sheet*) from the remaining examinees as quickly as possible before they are permitted to leave the testing room.

A4.13.4.2. Check all the answer sheets and booklets to ensure the booklets are intact and unmarked.

A4.13.4.2.1. If booklets are not intact, immediately report the loss, compromise, or suspected compromise of the ECL form(s) by phone or email to the combatant command and to DLIELC/ETF (see A4.19 for contact information). Treat the ECL test form(s) in question as compromised and immediately secure and stop using them.

A4.13.4.2.1. Erase all pencil marks on any ECL test booklets. If marks cannot be removed and the test booklet can no longer be used for ECL testing, immediately stop using the test booklet and destroy it according to destruction procedures outlined in paragraph 5.3.4.2.4.

A4.13.4.3. Return all test materials to the secure area.

A4.13.4.3. Annotate number of examinees and time materials were checked in on the 332 TRS Form 8, *ECL Test Administration Log*.

A4.13.5. To Score the PP ECL, the TCO will:

A4.13.5.1. Score 332 TRS Form 9, *DLIELC Test Answer Sheet* in a private area separate from examinees, host-country personnel, FSNs, or unauthorized US personnel. Completed answer sheets will not be shown to or handled by any of the aforementioned individuals.

A4.13.5.2. Scan each answer sheet to ensure there is only one answer marked for each test item. If there are two or more answers marked for any item, erase all marks for that item. The examinee will not receive credit for the item.

A4.13.5.3. Get the correct scoring key from the secured storage area. The TCO will place the scoring key over the answer sheet and use the black marks at the left to ensure the two are aligned.

A4.13.5.4. Not make any marks on the used 332 TRS Form 9, *DLIELC Test Answer Sheet*, except in the header. Any marking (e.g., Xs) of incorrect items creates a test security risk because a corrected answer sheet becomes another scoring key.

A4.13.5.5. Count the number of correct answers on the answer sheet using the scoring key as a guide. This number is the ECL score. The TCO will enter this number in the space marked "Raw Score" on the answer sheet. If possible, more than one authorized person (TCO/ATCO) should score each answer sheet to ensure accuracy. If both a TCO and an ATCO are not available, the TCO should count the number of correct answers twice for each answer sheet to verify the score.

A4.13.6. After scoring, the TCO will:

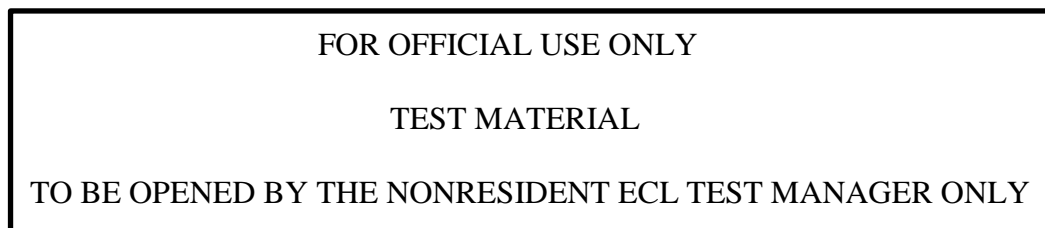
A4.13.6.1. Not copy, scan, alter, or destroy any used 332 TRS Form 9, *DLIELC Test Answer Sheet*.

A4.13.6.2. Maintain a record of examinee information such as name, test dates, test forms administered, and ECL scores. The example ECL Test Roster (A4.19) can be used for this purpose.

A4.13.6.3. Ensure the 332 TRS Form 9, *DLIELC Test Answer Sheet*, headers have been filled out completely.

A4.13.6.4. Double wrap used 332 TRS Form 9, *DLIELC Test Answer Sheet* (not copies) for shipment and label the inner envelope/package with the following:

Figure A4.1. Example Inner Envelope Shipping Label.



A4.13.6.5. Write the mailing address for DLIELC/ETF on the outside envelope. (see A4.19 for the mailing address.)

A4.13.6.6. Send the used 332 TRS Form 9, *DLIELC Test Answer Sheet*, by certified or registered mail to DLIELC/ETF once a month. 332 TRS Form 9 can be shipped via diplomatic pouch if certified/registered mail is not available.

A4.14. Read-Aloud Instructions For PP ECL Tests.

A4.14.1. After the two pencils have been passed out to each examinee, the TCO will follow the instructions and read aloud the script that appears in the grey boxes.

A4.14.1. *Ladies and gentlemen, you are here to take an English exam. Do your best.*

A4.14.2. *Do not talk or communicate in any way during the exam.*

A4.14.3. *If, for any reason, you must leave the room before finishing the test, I (we) will pick up your testing materials, and you will not be permitted to return to the testing room.*

A4.14.4. *If you have any questions, raise your hand, and I (we) will come to help you.*

A4.14.5. *Are there any questions?*

A4.14.6. *I (we) will now give you your answer sheets.*

A4.14.2. Distribute the 332 TRS Form 9, *DLIELC Test Answer Sheet*, that already have a TCO-completed header section and then say:

A4.14.2.1. Check the information on your answer sheet to be sure it is correct. The test has two parts. Part one is listening and has 66 items. You will hear each item only once.

*A4.14.2.2. After you hear the item, mark the correct answer, a, b, c, or d, on your answer sheet. Make a heavy dark mark, completely filling in the circle around the correct answer. (A visual aid may be helpful in demonstrating how to mark 332 TRS Form 9, *DLIELC Test Answer Sheet*, correctly.)*

A4.14.2.3. Part two is reading. The items for part two are in your booklet. Read each item in part two and mark your answer sheet.

A4.14.2.4. Do not mark more than one answer for each item.

A4.14.2.5. Answer every item, even if you are not sure of the correct answer.

A4.14.2.6. If you make a mistake or an extra mark, erase it completely.

A4.14.2.7. Use only a pencil, and mark only your answer sheet. Do not write in the test booklet or take notes on anything at any time during the test.

A4.14.2.8. Continue with part two of the test as soon as part one is finished. You will have 30 minutes to finish part two.

A4.14.2.9. If you finish early, raise your hand, and I (we) will go to you and collect your test materials.

A4.14.2.10. Are there any questions?

A4.14.2.11. I (we) will now pass out the test booklets. Write the booklet number on your answer sheet. Stay in your places and do not talk. Do not open your test booklets until you are told to do so.

A4.14.3. Ensure that only authorized personnel are present in the testing room. This includes only TCOs, ATCOs, proctors, and examinees. Interpreters must leave the testing room at this point, before the booklets are distributed.

A4.14.4. Distribute one test booklet to each examinee. The TCO will ensure each examinee has written the booklet number on the answer sheet (332 TRS Form 9, *DLIELC Test Answer Sheet*). If in a lab, the examinees should also write the seat numbers on the answer sheets. The TCO will then say:

A4.14.1. *Now, open your test booklets, listen to the directions, and begin the test.*

A4.14.5. Begin the audio portion of the test. Play the audio only once during the test. The TCO must not stop it or replay any portion of it after it has been started.

A4.14.6. Ensure that the test proctors circulate quietly around the room to check that answer sheets are being marked properly and that only test material is present on test takers' desks.

A4.14.7. When the listening portion of the test is finished, say:

A4.14.7.1. *Part two will be reading. Read the directions for part two. You have 30 minutes to complete part two.*

A4.14.7.2. *Remember, do not write in the test booklet.*

A4.14.7.3. *Mark only your answer sheet.*

A4.14.7.4. *If you finish early, raise your hand, and I (we) will go to you and collect your test materials.*

A4.14.7.5. *You may begin now.*

A4.14.8. Write the exact time the test will end on the board or on a piece of paper that is visible to all examinees.

A4.14.8.1. At 10 minutes before the end of the test give a warning such as, "The test will end in ten minutes."

A4.14.8.2. At one minute before the end of the test, give another warning such as, "The test will end in one minute."

A4.14.9. Ensure that if an examinee completes the test early, he/she remains in place and raises his/her hand.

A4.14.9.1. One of the test proctors will quietly approach the examinee, collect the test materials, and verify that no test components are missing.

A4.14.10. After an examinee's test materials have been verified as returned and complete, the TCO will dismiss the examinee from the test room.

A4.14.11. When the allotted time is over say:

A4.14.11.1. *Stop. The test is over.*

A4.14.11.2. *Put down your pencils and close your test booklets.*

A4.14.11.3. *Remain in your seats until I (we) have collected all test materials.*

A4.14.12. Collect 332 TRS Form 9, *DLIELC Test Answer Sheet*, and test booklets. Be sure all test materials have been collected before the examinees are dismissed.

A4.15. Administration Procedures For Online CAT ECL Tests.

A4.15.1. To become established as an online CAT ECL test site, the TCO will:

A4.15.1.1. Submit via encrypted email or by telephone a list of TCO and ATCO names and Social Security Numbers or CAC ID numbers to DLIELC/ETF after a signed TCO Memorandum of Appointment (A4.18) has been submitted to DLIELC/ETF. (See A4.19 for contact information.)

A4.15.1.2. DLIELC/ETF will register all TCOs and ATCOs in the Defense Enrollment Eligibility Reporting System (DEERS) so they will become designated test administrators.

A4.15.1.3. DLIELC/ETF will inform the TCO of his or her DMDC User Account Code and User ID, and the TCO will then call the DMDC support center at DSN 312-698-5000 or 1-800-372-7437 with this information to obtain the one-time, temporary password.

A4.15.1.4. Receive information from DLIELC/ETF on how to set up computer to run online CAT ECL tests, and from this point on, receive support from DMDC for troubleshooting online CAT ECL delivery issues.

A4.15.1.5. Review the *Web-based Defense Language Testing – English Comprehension Level – ECL User’s Guide* (available on the DMDC website) for specific information on the administration of the online CAT ECL.

A4.15.2. Before the test, the online CAT ECL TCO will:

A4.15.2.1. Obtain a list of examinees and ensure each candidate is tested IAW paragraphs 5.3.2.1 and 5.3.2.2..

A4.15.2.2. Register examinees in the DLPT system, providing all the information in the test taker profile screen. Contact the DMDC support center at 1-800-372-7437, or at DSN 312-698-5000 with any questions and/or error messages that occur.

A4.15.2.3. Ensure examinees are informed that they will need to present photo identification before taking the exam and will not be allowed to bring non-testing-related items (including, but not limited to, papers, books, dictionaries, cell phones, and all devices web-enabled and/or capable of photographing or retaining test material) into the testing room on the date of the test. In addition, the TCO will inform examinees how they may obtain results.

A4.15.2.4. Arrange for and assign any necessary proctors, at a ratio of at least one to every 15 examinees. When needed, the TCO will arrange for US citizens who are government employees to serve as additional test proctors (see paragraph 5.3.3.1.2.4). In the event additional proctors are needed, the TCO or ATCO must be present at all times.

A4.15.3. On the online CAT ECL test date, the TCO will:

A4.15.3.1. Inform test proctors to keep in mind the following when monitoring:

A4.15.3.1.1. Watch for possible signs of cheating.

A4.15.3.1.2. Deter any suspicious behavior.

A4.15.3.1.3. Do not assist examinees at any point during the test with any questions relating to test content.

A4.15.4. When the examinees arrive, the TCO will:

A4.15.4.1. Place signs stating "QUIET--TESTING IN PROGRESS" (in both English and the host-country language) on the door of the testing room and in adjoining areas to limit outside noise.

A4.15.4.2. Positively identify each examinee. The TCO can normally accomplish this by checking the name on each examinee's photo identification against the list of test takers.

A4.15.4.3. Seat examinees far enough from each other in the testing room to preclude any test compromise. Seats should be randomly assigned and test takers informed of their seat assignments only as they enter the testing area.

A4.15.4.4. Ensure the examinees leave all non-testing-related items (including, but not limited to, papers, books, dictionaries, cell phones, and all devices web-enabled and/or capable of photographing or retaining test material) outside the testing room.

A4.15.4.5. Follow log-in procedures as stated in the *Web-based Defense Language Testing – English Comprehension Level – ECL User's Guide*.

A4.15.4.6. Be present in the testing room at all times during the ECL test administration. Only TCOs, ATCOs, proctors, and examinees are allowed in the testing room while the test is in progress. No FSNs are permitted in the test room after the directions have been read aloud (A4.16).

A4.15.4.7. Read the directions aloud in English, using the script found in A4.16. Directions should be read verbatim. (Supplementary directions may be given if necessary, but it is best to keep directions as standardized as possible across test administrations.) An interpreter may be used for assistance in giving preliminary directions, but he or she must leave the room before the test begins.

A4.15.5. After the test, the TCO will:

A4.15.5.1. Ensure the test taker notifies TCO, ATCO, or test proctor once he or she has completed the test.

A4.15.5.2. Retrieve scores following instructions stated in the *Web-based Defense Language Testing – English Comprehension Level – ECL User’s Guide*.

A4.15.5.3. Annotate number of examinees and date on the ECL Test Administration Log.

A4.15.5.4. Maintain a record of examinee information, such as name, test date, test sub bank administered, and ECL scores. The example ECL Test Roster can be used for this purpose.

A4.16. Read-Aloud Instructions For Online CAT ECL Tests.

A4.16.1. After the examinees have been seated and the test delivery system has been checked for functionality, the TCO will follow the instructions and read aloud the script below:

A4.16.1.1. *Ladies and gentlemen, you are here to take an English exam. Do your best.*

A4.16.1.2. *Do not talk or communicate in any way during the exam.*

A4.16.1.3. *If, for any reason, you must leave the room before finishing the test, you will not be permitted to return to the testing room.*

A4.16.1.4. *If you have any questions, raise your hand, and I (we) will come to help you. If you finish early, raise your hand and wait for a test monitor to dismiss you. Please leave quietly.*

A4.16.1.5. *Are there any questions?*

A4.16.2. At this time, the TCO will verify that the examinees are ready to begin and say:

A4.16.2.1. *Are you ready? Now, put on your headset and click on “Next” to begin the test.*

A4.16.3. If an examinee finishes the test early, the TCO or a test proctor will quietly approach the examinee and verify that the test has been completed. After this verification, the examinee can be dismissed from the test room.

A4.16.4. The TCO and/or a test proctor will then check each examinee’s computer to verify the test has been completed. After this verification, examinees can be dismissed from the test

room.

A4.17. Description of the ECL Test Formats and Contents of a Standard PP ECL Test Package.

A4.17.1. Description of the ECL test.

A4.17.1.1. 15 forms of the PP ECL test are developed by DLIELC/ETF each fiscal year; three forms are for use within the US, and 12 forms are for use overseas and with MEPS. These forms are identified by a two-digit number (the fiscal year) and a letter of the alphabet (A through O). For example, the 15 forms produced for fiscal year 2019 are marked 19A, 19B, 19C, etc. All items are multiple-choice with four options, a, b, c, or d.

A4.17.1.2. The ECL test is divided into a listening section and a reading section. The listening section tests the examinee's comprehension of vocabulary in spoken English. In the listening part, the examinee hears questions, statements, dialogs or announcements one time only on the test recording. The reading section tests the examinee's ability to recognize correct vocabulary and grammatical forms in written material. In the reading part, the examinee reads questions, statements, dialogs or paragraphs.

A4.17.2. Characteristics of the PP ECL test.

A4.17.2.1. Each PP ECL test form has 100 items. The listening section is first. The listening items are recorded on a CD, and test takers hear each item only one time. After listening to the item, the examinee selects one of four responses that appear in the test booklet and indicates his/her response by blackening a circle marked a, b, c, or d on the 332 TRS Form 9, *DLIELC Test Answer Sheet*. For the reading section, both the stem and the options appear in the test booklet. After reading the stem, the examinee indicates his/her response by blackening a circle marked a, b, c, or d on the answer sheet.

A4.17.3. Characteristics of the Online CAT ECL.

A4.17.3.1. The online CAT ECL is divided into two parts: a listening section and a reading section. Unlike the PP ECL test, the online CAT ECL is not a fixed-item test. The computer program delivers items according to the examinee's individual ability level; and once enough items are delivered for the program to determine an ability level, no more items are administered. The average number of items for examinees is 18 for listening and 18 for reading.

A4.17.4. Contents of a standard PP ECL package.

A4.17.4.1. One copy of this instruction.

A4.17.4.2. The specified number of ECL booklets for each form furnished on the ECL Questionnaire. The total number of ECL test forms furnished will depend on each site's testing needs.

A4.17.4.3. One copy of the scoring key for each ECL form furnished.

A4.17.4.4. One audio CD of the listening portion of the test for each ECL form furnished.

A4.17.4.5. A warning card, to be kept with test materials, to remind the TCO of test security precautions.

A4.17.4.6. An estimated year's supply of 332 TRS Form 9, *DLIELC Test Answer Sheets*.

A4.17.4.7. 332TRS Form 8, *ECL Test Administration Log*.

A4.17.4.8. 332TRS Form 7, *Certificate of Destruction and submission of Test Log English Comprehension Level (ECL) Materials*.

A4.17.4.9. DLIELC Packing List.

A4.17.4.10. Certified mail receipt forms.

A4.18. Below is an example TCO Memorandum of Appointment.

Figure A4.2. Example TCO Memorandum of Appointment.

2. Appointments above superseded those of the previous TCO/ATCOs (provide names):

3. The actions taken by this dedicated professional directly impacted and secured the safety of our most precious resource, our people. We are proud of his care and diligence toward safety and he is most deserving of this recognition due to his selfless nature and outstanding work ethic.

NAME, RANK, USAF
Duty Title

A4.19. Contact Information.

A4.19.1. Mailing address: DLIELC/ETF
2235 ANDREWS AVE
JBSA-LACKLAND, TX 78236-5259

A4.19.2. E- mail: DLI.Testing@us.af.mil

A4.19.3. Telephone: Commercial (210) 671-4889; DSN 473-4889.

A4.19.4. Use these addresses to:

A4.19.4.1. Ship used 332 TRS Form 9, *DLIELC Test Answer Sheets*, monthly.

A4.19.4.2. Send in ECL documentation such as TCO appointment memorandum; signed and dated (A4.18), 332 TRS Form 10 *DLIELC Packing Lists/Receipts*; signed, dated, and itemized, 332 TRS Form 7 *Certificates of Destruction*; and 332 TRS Form 8, *ECL Test Administration Log*.

A4.19.4.3. Request new fiscal year test materials, supplementary test materials during a fiscal year, or replacements for defective components.

- A4.19.4.4. Report failures of initial CONUS ECL tests and ECL retests. (*Note: The appropriate MILDEP must also be notified of failing ECL scores of direct-entry students*).
- A4.19.4.5. Request permission for a second ECL retest within CONUS (third direct-entry ECL) and to report disposition by schoolhouse/MILDEP of students who fail direct-entry ECL tests.
- A4.19.4.6. Request waivers to the provisions of this instruction.
- A4.19.4.7. Report test compromise, both immediate initial notification and final investigation report. (*Note: The report must also be submitted to the appropriate combatant command*).
- A4.19.5. Use the website <http://www.dlielc.edu/> to:
- A4.19.5.1. Get general information about DLIELC/ETF and find electronic versions of the following ECL test site documents: TCO Appointment MFR, 332 TRS Form 3, *ECL Request Form*, 332 TRS Form 7, *Certificate of Destruction*, 332 TRS Form 8, *ECL Test Log* ().