

**NATIONAL LANGUAGE SERVICE CORPS (NLSC) PILOT
DETAILED SKILLS SELF-ASSESSMENT**

**FOR NLSC USE ONLY
CONTROL NUMBER**

PRIVACY ACT STATEMENT

AUTHORITY: 5 U.S.C. 301, Departmental Regulations; 10 U.S.C. 131, Office of the Secretary of Defense; DoD Directive 5124.2, Under Secretary of Defense for Personnel and Readiness; 50 U.S.C. 403-1b, War and National Defense; Public Law 109-364, Sec. 944, Administration of Pilot Project on Civilian Linguist Reserve Corps; and Public Law 108-487, Sec. 613, Pilot Project on Civilian Linguist Reserve Corps. The OSD System of Records Notice name and number for this collection is National Language Service Corps Pilot, DHRA 07.

PRINCIPAL PURPOSE(S): To allow U.S. citizens aged 18 years and older with language and special skills to self-identify these skills by completing NLSC Self Assessments as an initial indicator of language proficiency. Those selected for activation and deployment will be officially tested to validate NLSC Self Assessment skills. The information collected will be used to identify and contact NLSC Charter Members and prospective Charter Members in times of need. The collection will allow preliminary background checks prior to any final appointment in the NLSC of only those individuals the NLSC expects to employ temporarily during the Pilot program. Background checks are not expected for the remaining Charter Members.

ROUTINE USE(S): To Federal Government agencies requesting language support to facilitate U.S. efforts on the war on terrorism or in furtherance of national security objectives. The DoD "Blanket Routine Uses" set forth at the beginning of OSD's compilation of systems of records notices apply to this system.

DISCLOSURE: Voluntary. However, failure to provide information may result in non-enrollment in the NLSC Pilot, and refusal to grant access to Charter Member areas of the NLSC Pilot Internet portal.

INSTRUCTIONS: The following Self-Assessment of foreign language Listening Proficiency is intended to serve as a rough estimate of foreign language proficiency. It is not necessary to know all the words or understand all the details of the texts listed for each item number below, but it is necessary in order to perform the functional tasks described at the indicated level of accuracy. To estimate your level of proficiency, please read each task statement below and check "yes" if you believe you can perform the stated task and "no" if you do not believe you can perform it. If a statement describes your ability only some of the time, or only in some contexts, you should answer "no".

SECTION I - ASSESSMENT: LISTENING PROFICIENCY IN (Language): _____

(X one)		YES	NO	(X one)		YES	NO
1.	I can understand someone ordering food and something to drink in a restaurant.			25.	I can comprehend a talk to a group of parents in my community about the merits of parental supervision and attempting to persuade them to encourage their children to be careful and act responsibly.		
2.	I can understand a store clerk telling me how much a shirt costs, and then telling me what different colors and sizes are available.			26.	I can comprehend a talk to a group of parents in my community about the merits of a summer internship program with a company and attempting to persuade them to encourage their children to participate in the program rather than enrolling them in a summer academic program that provides college credit.		
3.	I can understand if a friend introduces me to a co-worker we happened to meet in a public place.			27.	I can understand national and international news on the radio or on television.		
4.	If I call a bank on the phone I can comprehend when they tell me their schedule and their business hours the next day.			28.	I can comprehend what is said to me when I call the public health department and complain about unsanitary conditions that I have witnessed in some of the area's restaurants. I can understand what is said when they tell me about their inspection policies and what they will do to investigate my claims in the immediate future.		
5.	I can comprehend what is said to me if I call a doctor's office to verify the date and time for an appointment.			29.	I can easily follow a sustained, heated discussion with my neighbors about revising the criteria by which teachers are evaluated for promotion at a local school.		
6.	I can comprehend what friends say to me about the kinds of things they like to do when they are not working.			30.	I can comprehend an oral presentation at a conference on a complex topic in my profession, and I can also comprehend the question-and-answer session immediately following the main part of the talk.		
7.	I can understand someone who tells me how many brothers and sisters they have, what their ages are, and where they live.			31.	I can follow easily someone who decides to explain all aspects of their professional work to me.		
8.	I can understand my friend on the phone when he or she tells me some interesting things to do on the weekend.			32.	I can comprehend almost everything that is said in formal situations on a wide range of topics.		
9.	I can understand my friend if he or she calls me and describes in detail the house or apartment in which they are staying.			33.	I can follow a 2-hour training session for new employees requiring me to comprehend concepts and materials that are highly specialized within my profession.		
10.	I can understand a friend's story about what happened to him or her on their last vacation.			34.	I can comprehend everything in representing my company with a co-worker at a meeting during which the company's policies for hiring and laying off workers are being challenged by community members and local government officials.		
11.	I can understand an employee who tells me in detail what they did earlier in the day or what they plan to do after leaving work.			35.	I can comprehend a speech at a fundraising event for cancer research. I can evaluate how effectively the speaker addresses the audience, reasserts the importance of this research for everyone involved, and relates a personal story about cancer in his or her own family.		
12.	I can understand someone who is interviewing for a job and describes in detail the main responsibilities that they had on a previous job.			36.	My broad vocabulary and cultural background allows me to understand anything said from sports broadcasts to college lectures to public speeches by political figures, so long as I have some knowledge of the topic.		
13.	I can understand my friend telling me what he or she will do on the weekend.			37.	I can understand complex speech, such as a well-rehearsed and profound sermon, a lecture on a philosophical topic, or a heated political debate.		
14.	I can understand someone who compares and contrasts two towns or cities they have lived in or visited.			38.	I can comprehend with ease everything said at a meeting with community leaders and parents aimed at creating both recreational activities and summer employment opportunities for local youths. The speaker greets the audience members, introduces himself/herself eloquently, and then reviews problems the community has been having with kids in summers past when area schools were not in session, and introduces the planned initiatives.		
15.	I can understand someone who compares and contrasts the appearances of two members of their family.			39.	I can understand formal speech and informal speech, including slang, dialect, cursing and jokes with double meanings.		
16.	I can understand when someone tells me about their physical ailments.			40.	I can understand all forms of speech as well as a highly educated native speaker of the language.		
17.	I can understand someone who tells me the details of the longest trip they ever took.						
18.	I can understand a professor who describes the educational system in another country and contrasts it with the educational system in the U.S.						
19.	I can understand someone who states their opinion on the topic of adopting children from other countries and supports their views with examples and explanations.						
20.	I can understand someone who explains the process of a "fair trial" in the judicial system of their country.						
21.	I can understand my boss telling me about a problem involving two co-workers who are not getting along, offering a suggestion to resolve the situation, and providing reasons for why he or she thinks the solution will be effective.						
22.	I can follow a sustained conversation with friends about current events that I hear about on the news or read about on the internet.						
23.	I can understand co-workers at a meeting explaining or discussing a project they are working on.						
24.	I can comprehend a presentation to students at a local college on the merits of employment in my profession.						

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INSTRUCTIONS: The following Self-Assessment of foreign language Speaking Proficiency is intended to serve as a rough estimate of foreign language proficiency. It is not necessary to know all the words or understand all the details of the texts listed for each item number below, but it is necessary in order to perform the functional tasks described at the indicated level of accuracy. To estimate your level of proficiency, please read each task statement below and check "yes" if you believe you can perform the stated task and "no" if you do not believe you can perform it. If a statement describes your ability only some of the time, or only in some contexts, you should answer "no".

SECTION II - ASSESSMENT: SPEAKING PROFICIENCY IN (Language): _____

		<i>(X one)</i>	YES	NO			<i>(X one)</i>	YES	NO
1.	I can tell/ask someone how to get from here to the nearest hotel, restaurant, or post office.				27.	I can speak to a group of educated native speakers on a professional subject and be sure I am communicating what I want to, without my language skills amusing or irritating them.			
2.	I can order a simple meal.				28.	I can listen, take notes, and summarize accurately a speech or an informal discussion in my area of special interest, heard on the radio or over a public address system.			
3.	I can negotiate for a hotel room or a taxi ride at a fair price.				29.	I can (on a social occasion) defend personal opinions toward culture, race relations, or other sensitive subjects.			
4.	I can buy a needed item of clothing or a bus or train ticket.				30.	I can cope with such trying linguistic situations as broken-down plumbing, an undeserved traffic ticket, or a serious social or diplomatic blunder made by myself or a colleague.			
5.	I can understand and respond correctly to standard questions about my nationality, marital status, occupation, date and place of birth, etc.				31.	I can follow connected discourse on a non-technical subject, e.g., a panel discussion on the status of women.			
6.	I can introduce myself appropriately.				32.	I feel that I have a professional command (rather than just a practical one) of the language.			
7.	I can take leave in a social situation (someone's house, an office, a conversation) appropriately.				33.	I can use the language to speculate at length about how some change in history or the course of human events would have affected my life or civilization, e.g., how our lives would be different without the invention of the computer.			
8.	I can use the language well enough to assist someone who does not know the language in coping with the situations or problems covered in the previous statements.				34.	In professional discussion, my vocabulary is always extensive and precise enough to enable me to convey my exact meaning.			
9.	I can describe my present or most recent job in some detail.				35.	I am able to alter my speech deliberately, depending upon whether I am talking to university professors, supervisors, subordinates, elders, close friends, employers, etc.			
10.	I can give detailed information about my family, my house, and the weather today.				36.	I can serve as an informal interpreter for a U.S. senator or cabinet official on all diplomatic and social functions.			
11.	I can hire an employee, or arrange for special services taking care of details such as salary, qualifications, hours, specific duties.				37.	I practically never make a grammatical mistake.			
12.	I can give a brief autobiography and tell of immediate plans and hopes.				38.	I can carry out any job assignment as effectively in this language as in my native language.			
13.	I can describe the basic structure of the U.S. Government or of the U.S. educational system.				39.	I can use the language sufficiently and effectively to convince a good friend to give up habits or behaviors that hurt them, such as smoking, overeating, etc.			
14.	I can describe the purpose or function of the organization I represent.				40.	I can use the language sufficiently well to act as an interpreter for a high-ranking U.S. Government official making a state visit to the country where the language is spoken.			
15.	I can understand what native speakers want to tell me on topics like those mentioned above, and they understand me (linguistically) at least 80% of the time.				41.	Educated native speakers react to me as they do to each other.			
16.	I can take and give simple messages over the telephone.				42.	I sometimes feel more at home in this language than in my native language.			
17.	I can describe the geography of the U.S. or a familiar location.				43.	I can do mental arithmetic in the language without slowing down.			
18.	I can describe in detail a person or place that is very familiar to me.				44.	I consider myself a well educated native speaker of the language.			
19.	I can discuss the parts of the body and general ailments afflicting them.				45.	I have a broad grasp of the idioms, colloquialisms, and cultural references used in the language.			
20.	I can tell the facts of what has been reported recently on television news or in the newspaper.				46.	In discussions on all subjects, my vocabulary is always extensive and precise, allowing me to convey my exact meaning.			
21.	I can tell about a trip I took or some other everyday event that happened in the recent past.								
22.	I can use the language well enough to assist someone else, who does not know the language, in coping with the situations or problems covered in statements 9 - 21.								
23.	There are no grammatical features of the language that I try to avoid.								
24.	I never find myself in the middle of a sentence I cannot finish because of linguistic limitations (grammar or vocabulary).								
25.	I do not find it difficult to follow and contribute to a conversation among native speakers who try to include me.								
26.	I am never afraid that I will misunderstand information given to me over the telephone.								

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INSTRUCTIONS: The following Self-Assessment of foreign language Reading Proficiency is intended to serve as a rough estimate of foreign language proficiency. It is not necessary to know all the words or understand all the details of the texts listed for each item number below, but it is necessary in order to perform the functional tasks described at the indicated level of accuracy. To estimate your level of proficiency, please read each task statement below and check "yes" if you believe you can perform the stated task and "no" if you do not believe you can perform it. If a statement describes your ability only some of the time, or only in some contexts, you should answer "no".

SECTION III - ASSESSMENT: READING PROFICIENCY IN (Language): _____

(X one) YES NO			(X one) YES NO		
1. I can recognize names of people and places.			19. I can read difficult material, such as technical material in other specialties, complex opinion/editorial pieces, or literature, with occasional use of a dictionary.		
2. I can read street signs well enough to find my way.			20. I can serve as an informal translator of newspapers, correspondence, and technical material in my field.		
3. I can recognize common words for shops and businesses.			21. I can read and understand precise instructions and explanations sent in this language by professional associates via email.		
4. I can read posted prices.			22. I feel that I have a level of skill in reading this language that allows me to fulfill my professional obligations.		
5. I can read a weather report.			23. In my professional reading, my vocabulary and cultural background are always extensive and precise enough to allow me to understand the exact meaning, even if it is not explicitly stated.		
6. I can read want-ads, well enough to locate, for example, an apartment.			24. I am able to follow a wide variety of writing styles, including academic, formal professional, poetry, colloquial, and slang.		
7. I can read the language well enough to assist someone who does not know the language in coping with the above situations.			25. I can understand writing that includes the use of a regional dialect of the language, possibly with some assistance from a dictionary or native speaker.		
8. I can read news items about frequently occurring events.			26. I can serve as an informal translator of high-stakes materials that might, for example, affect national security.		
9. I can read and follow simple biographical information.			27. I can carry out any job assignment involving reading in this language as effectively as in my native language.		
10. I can read social notices (such as wedding announcements).			28. In my reading on all subjects, my vocabulary and cultural background are always extensive and precise enough to enable me to understand the exact meaning, whether or not it is explicitly stated.		
11. I can read business letters in a standard format on common topics.			29. I can read everything in this language as well as I can in my native language.		
12. I can read simple technical material written for the general reader.			30. My reading vocabulary is at least as extensive and precise as that of a highly educated monolingual native speaker of the language.		
13. I can read and get the main points of technical material written for specialists in my field.			31. I consider myself as competent as any native reader of the language.		
14. I can read and understand nearly all email sent by friends and family in this language.					
15. I can read the language well enough to assist someone else who does not know the language in coping with the situations covered by statements 8 - 14.					
16. I can read standard newspaper items addressed to the general reader (including feature items).					
17. I can read routine articles in print or on the Web.					
18. I can read and understand nearly everything in technical reports and printed material in my field.					

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SECTION IV - ASSESSMENT: WRITING PROFICIENCY IN (Language): _____

<i>(X one)</i>		YES	NO	<i>(X one)</i>		YES	NO
1. I can send a short email (or text message or letter) to a friend to invite them to have lunch with me.				25. I can write a newsletter article on the merits of study abroad for parents in my community and persuade them to encourage their children to participate in study-abroad programs despite the fact that they have concerns about the high cost of such programs and worries about safety and security.			
2. I can write down a summary of a phone message from my friend that contains directions on how to get to his or her apartment.				26. I can write a newsletter article for my community about the merits of a summer internship program that several area companies are participating in. I can persuade them in the article to encourage their children to participate in the program rather than enrolling them in a summer academic program that that provides college credit.			
3. I can leave a note for someone saying that I had to leave to go to a doctor's appointment, and say when I expect to return.				27. I can write a letter of recommendation for a colleague.			
4. I can write a note or email message to my co-worker to explain that I am not feeling well and will not be at work the next day.				28. I can write a letter to the Department of Health to complain about unsanitary conditions that I have witnessed in some of the area's restaurants. I can ask them about their inspection policies and persuade them to investigate my claim in the immediate future.			
5. I can write a letter or email message to a new friend telling him or her several types of things I like to do in my spare time.				29. I can write an extended editorial piece for the local newspaper that deals with a proposal to revise the criteria by which teachers are evaluated for promotion at a local school.			
6. I can write a simple invitation that tells my friends when and where my party will be held.				30. I can write a paper on a complex topic in my profession that I have been working on for several weeks or months, and the quality of this paper would be adequate for publication in a national journal.			
7. I can prepare a classified advertisement that describes the kind of apartment I want to rent.				31. I can write a letter to my supervisor explaining all aspects of my professional work for the purpose of negotiating a raise. The letter would present a detailed and convincing argument for allotting more responsibilities to me and granting me a promotion.			
8. I can send an email to my friend that describes in paragraphs the house or apartment that I am staying in.				32. I can write training materials for new employees in which I would explain concepts and materials that are important within my profession.			
9. I can write a letter or email message to a friend that tells a story about what happened to me on my last vacation.				33. I can write an article aimed at students at a local college on the merits of employment in my profession. I can write about a career path in my profession that starts with obtaining a high-quality and appropriate education, followed by internships and an entry-level position, and then progressing with promotions and various opportunities for advancement that are based on good decision making and solid performance.			
10. I can write a note for my supervisor that tells what I did earlier in the day and what I plan to do before I leave.				34. I can write an extended letter to the editor or press release defending my company after a recent meeting during which some of the company's policies for hiring and laying off workers have been challenged by community members and local government officials.			
11. I can write a letter to my friend to tell him or her what I will do on my next vacation.				35. I can prepare an effective statement of support to be distributed at a fundraising event for cancer research. I can appropriately outline the priority issues in a sensitive way, reassert the importance of this research for everyone involved, and effectively relate a personal story about cancer in my own family.			
12. I can write an essay that compares two towns or cities that I have lived in or visited.				36. I can write an article or essay on a non-professional topic that interests me, reviewing and analyzing the issues; proposing and evaluating at least two solutions; and arguing why a particular solution is best.			
13. I can write an essay that compares the personalities of two members of my family.				37. I can write a highly literate proposal for distribution and discussion at a meeting of community leaders and parents aimed at creating both recreational activities and summer employment opportunities for local youths. The proposal would respectfully acknowledge all of the stakeholders, review problems the community has been having with kids in summers when area schools were not in session, and introduce the planned initiatives.			
14. I can write the parts of the body, and general ailments afflicting them.				38. In my writing, I can use the language with complete flexibility and intuition so that it is fully accepted by well-educated native speakers in all of its features, including breadth of vocabulary and idioms, colloquialisms, as well as relevant cultural and historical references.			
15. I can write a description of a person's physical characteristics and description.							
16. I can write a story that recounts the details of a trip I took.							
17. I can write a note that explains how a first aid procedure works (conceptually) or will be conducted (procedurally).							
18. I can write a cover letter for a job application that describes in detail the responsibilities I had on my previous job.							
19. I can write a paper that describes the educational system in the United States and contrasts it with the educational system in another country.							
20. I can write an editorial for a newspaper stating my opinion on the topic of adopting children from other countries and support my views with examples and explanations.							
21. I can write an essay that explains the process of a "fair trial" in the U.S. judicial system.							
22. I can write a memo to my boss discussing a problem a company is facing, offer a solution to the situation, and provide reasons for why I think my solution will be effective.							
23. I can write letters to a friend that discuss in detail current concerns that I hear about on the news or read about on the internet.							
24. I can write a detailed memo to my boss to explain why a project that I am managing is behind schedule and convince him that I have a plan that will allow me to meet the project's final deadline.							