

**NATIONAL LANGUAGE SERVICE CORPS (NLSC)
GLOBAL SKILLS SELF-ASSESSMENT**
**FOR NLSC USE ONLY
CONTROL NUMBER**
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**PLEASE RETURN YOUR COMPLETED FORM TO:
NATIONAL LANGUAGE SERVICE CORPS, P.O. BOX 12221, ARLINGTON, VA 22219-2221**

The public reporting burden for this collection of information is estimated to average 12 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the Department of Defense, Washington Headquarters Services, at whs.mc-alex.esd.mbx.dd-dod-informationcollections@mail.mil. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

PRIVACY ACT STATEMENT

AUTHORITY: 10 U.S.C. 131, Office of the Secretary of Defense; 50 U.S.C. 1913, National Language Service Corps; and DoD Directive 5124.02, Under Secretary of Defense for Personnel and Readiness (USD(P&R)).

PRINCIPAL PURPOSE(S): To allow U.S. citizens with language skills to self-identify their skills for the purpose of temporary employment on an intermittent work schedule or service opportunities in support of DoD or another department or agency of the United States. The information will be used to determine applicants' eligibility for NLSC membership and to identify and contact NLSC members.

ROUTINE USE(S): Disclosure of records are generally permitted under 5 U.S.C. 522a(b) of the Privacy Act of 1974, as amended. To another department or agency of the United States in need of temporary short-term foreign language services, where government employees are required or desired. Additional routine uses are listed in the applicable System of Records Notice, DHRA 07, National Language Service Corps (NLSC) Records at: <https://dpcl.d.defense.gov/Portals/49/Documents/Privacy/SORNs/OSDJS/DHRA-07.pdf>

DISCLOSURE: Voluntary; however, failure to provide information may result in non-enrollment in the NLSC and refusal to grant access to member areas of the NLSC portal.

SECTION 1 LISTENING
LANGUAGE: _____

INSTRUCTIONS: Read and consider the following nine descriptions of listening proficiency. Afterwards, decide which description most accurately represents your overall listening proficiency in the language named above.

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I can understand when others talk about basic survival needs. I engage in simple conversations, but I often misunderstand. |
| <input type="checkbox"/> | I understand travel-related information if the speaker is clear and slow. |
| <input type="checkbox"/> | I can understand face-to-face speech about everyday topics in standard pronunciation spoken at a normal pace. |
| <input type="checkbox"/> | I can understand descriptions of different places and discussions about past, current, and future events. I do not grasp deeper or hidden meanings or implications expressed in more complex language. |
| <input type="checkbox"/> | I can understand the essentials of all speech in standard pronunciation, including discussions within my field of interest or specialization. |
| <input type="checkbox"/> | I can infer meanings that are not directly stated. I have some difficulty understanding native speakers if they speak very quickly, change dialects, or use slang. |
| <input type="checkbox"/> | I can understand all forms and styles of speech pertinent to my social and professional needs. I may experience some difficulty understanding if I am listening in unfavorable conditions. |
| <input type="checkbox"/> | I can readily infer meanings and implications. I understand social conversations, radio broadcasts, and phone calls. I have little difficulty understanding speech even in unfavorable conditions. |
| <input type="checkbox"/> | My comprehension of the language is fully equivalent to that of a well-educated, native speaker. |

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SECTION 2 READING

LANGUAGE: _____

INSTRUCTIONS: Read and consider the following nine descriptions of reading proficiency. Afterwards, decide which description most accurately represents your overall reading proficiency in the language named above.

I can read very simple text that is printed clearly with normal-style letters. I can understand descriptions of people, places, and things.

When looking at more complex texts, I can grasp some of the main ideas and prominent information.

I can read simple written material on subjects I am familiar with little misunderstanding.

I can comprehend simple technical material (biographies, social notices, personal correspondence, etc.) written for the public.

I can read a variety of materials on unfamiliar subjects with normal speed and almost complete comprehension.

I can read and comprehend literature, including short stories, novels, and plays; however, I may have some difficulty with complex structures or low frequency idioms.

I can accurately read nearly all styles and forms of the language pertinent to professional needs.

I can follow sophisticated, complex literary texts, as well as any materials written for nonspecialized readers.

My reading speed and comprehension are equal to that of a well-educated, native reader.

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SECTION 3 SPEAKING

LANGUAGE: _____

INSTRUCTIONS: Read and consider the following nine descriptions of speaking proficiency. Afterwards, decide which description most accurately represents your overall speaking proficiency in the language named above.

I have a very simple vocabulary and make a lot of grammatical errors, but I am able to discuss basic survival needs.

I can engage in simple face-to-face conversations on familiar topics.

I can handle informal conversations successfully and comfortably.

I can describe events occurring in the past, present, and future. I have control of everyday vocabulary.

I can participate effectively in both formal and informal conversations on abstract, professional, practical, and/or social topics.

In conversation, I can answer objections, clarify points, discuss policy, or give a briefing.

I can speak the language fluently, accurately, and with a high degree of effectiveness, reliability, and precision.

I can communicate effectively with varied audiences, purposes, tasks, and settings. I may exhibit a slight foreign accent, but it does not affect the conversation.

My pronunciation and speaking ability are consistent with that of a well-educated, native speaker of a standard dialect of the language.

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SECTION 4 WRITING

LANGUAGE: _____

INSTRUCTIONS: Read and consider the following nine descriptions of writing proficiency. Afterwards, decide which description most accurately represents your overall writing proficiency in the language named above.

I can handle limited everyday needs by writing simple statements and questions on very familiar topics.

My vocabulary is very limited, and I make a lot of grammatical errors, but someone used to non-native writing can understand my ideas.

I can handle routine social correspondence and write basic documentation that addresses most limited work requirements.

I can control most common formats and punctuation conventions, and people usually understand what I write, even if they are not accustomed to non-native writing.

I can produce effective writing in most formal and informal exchanges on practical, social, and professional topics (reports, summaries, reach papers, etc.).

I can use complex sentences appropriately, and I am proficient in most common grammatical structures. I can connect different ideas clearly.

I can produce a variety of prose for professional and educational needs. I am comfortable with grammar and writing conventions and can write tailored material for particular audiences with the ability to express subtleties and nuances.

I can produce clear, well-organized prose using a variety of literary patterns and devices, such as ellipses, parallelisms, subordination, etc.

My writing proficiency is equal to that of a well-educated native.