(Updated 20250925)

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

FOR NLSC USE ONLY CONTROL NUMBER	*OMB No. 0704-0449 OMB approval expires 20280531*

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 36 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-information-collections@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://pclt.defense.gov/Portals/140/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 - READING. LANGUAGE:

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".

(X one)	YES	NO	*(X one)*	YES	NO
1. I can recognize names of people and places.	☐	☐	17. I can read routine articles in print or on the Web.	☐	☐
2. I can read street signs well enough to find my way.	☐	☐	18. I can read and understand nearly everything in technical reports and printed material in my field.	☐	☐
3. I can recognize common words for shops and businesses.	☐	☐	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.	☐	☐
4. I can read posted prices.	☐	☐			
5. I can read a weather report.	☐	☐	20. I can serve as an informal translator of newspapers, correspondence, and technical material in my field.	☐	☐
6. I can read want-ads, well enough to locate, for example, an apartment.	☐	☐	21. I can read and understand precise instructions and explanations sent in this language by professional associates via email.	☐	☐
7. I can read the language well enough to assist someone who does not know the language in handling the above situations.	☐	☐	22. I have a level of skill in reading this language that allows me to fulfill my professional obligations.	☐	☐
			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.	☐	☐
8. I can read news items about frequently occurring events.	☐	☐			
9. I can read and follow simple biographical information.	☐	☐	24. I am able to follow a wide variety of writing styles, including academic, formal professional, poetry, colloquial, and slang.	☐	☐
10. I can read social notices (such as wedding announcements).	☐	☐	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.	☐	☐
11. I can read business letters on common topics written in a standard format.	☐	☐			
12. I can read simple technical material written for the general reader.	☐	☐	26. I can serve as an informal translator of high-stakes materials that might, for example, affect national security.	☐	☐
13. I can read and get the main points of technical material written for specialists in my field.	☐	☐	27. I can carry out any job assignment involving reading in this language.	☐	☐
14. I can read and understand nearly all email sent by friends and family in this language.	☐	☐	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.	☐	☐
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.	☐	☐	29. I can read everything in this language.	☐	☐
			30. My reading vocabulary is at least as extensive and precise as that of a highly educated monolingual native speaker of the language.	☐	☐
16. I can read standard newspaper items addressed to the general reader (including feature items).	☐	☐	31. I consider myself as a competent reader of the language.	☐	☐

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SECTION 2 - LISTENING. LANGUAGE:

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".

(X one)	YES	NO
1. I can understand someone ordering food and something to drink in a restaurant.	☐	☐
2. I can understand a store clerk telling me how much a shirt costs, and then telling me what different colors and sizes are.	☐	☐
3. I can understand a co-worker introducing me to a friend in a public place.	☐	☐
4. I can comprehend a telephone recording telling me a bank's business hours.	☐	☐
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.	☐	☐
6. I can comprehend what friends say to me about the kinds of things they like to do when they are not working.	☐	☐
7. I can understand someone who tells me how many brothers and sisters they have, what their ages are, and where they live.	☐	☐
8. I can understand my friend on the phone when he or she tells me some interesting things to do on the weekend.	☐	☐
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.	☐	☐
10. I can understand a friend's story about what happened to him or her on their last vacation.	☐	☐
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.	☐	☐
12. I can understand someone who is interviewing for a job and describes in detail the main responsibilities that he/she had on a previous job.	☐	☐
13. I can understand my friend telling me what he or she will do on the weekend.	☐	☐
14. I can understand someone who compares and contrasts two towns or cities they have lived in or visited.	☐	☐
15. I can understand someone who compares and contrasts the appearances of two members of their family.	☐	☐
16. I can understand when someone tells me about their physical ailments.	☐	☐
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 US.	☐	☐
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 merit of choosing my profession.	☐	☐
25. I can comprehend a talk to a group of parents in my community about the merits of parental supervision where the speaker attempts to persuade them to encourage their children to be careful and act responsibly.	☐	☐
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 where the speaker attempts 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.	☐	☐
27. I can understand national and international news on the radio or on television.	☐	☐
28. I can comprehend what is said to me if 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 inspections policies and what they will do to investigate my claims in the immediate future.	☐	☐
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.	☐	☐
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.	☐	☐
31. I can easily follow someone who explains their professional responsibilities to me.	☐	☐
32. I can comprehend almost everything that is said in formal situations on a wide range of topics.	☐	☐
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.	☐	☐
34. I can comprehend the comments and challenges of community members and local government officials at a meeting where I defend my company's policies for hiring and laying off workers.	☐	☐
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.	☐	☐
36. My broad vocabulary and cultural background allow me to understand anything that is said, whether in a sports broadcast, college lecture, or public speech by a political figure, so long as I have some knowledge of the topic.	☐	☐
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.	☐	☐
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.	☐	☐
39. I can understand formal speech and informal speech, including slang, dialect, cursing and jokes with double meanings.	☐	☐
40. I can understand all forms of speech as well as a highly educated native speaker of the language.	☐	☐

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SECTION 3 - SPEAKING. LANGUAGE:

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".

(X one)	YES	NO
1. I can tell/ask someone how to get from here to the nearest hotel, restaurant, or post office.	☐	☐
2. I can order a simple meal at a restaurant.	☐	☐
3. I can negotiate a fair price for a hotel room or a taxi ride.	☐	☐
4. I can buy a needed item of clothing or a bus or train ticket.	☐	☐
5. I can respond correctly to standard questions about my nationality, marital status, occupation, date and place of birth, etc.	☐	☐
6. I can introduce myself appropriately.	☐	☐
7. I can take leave in a social situation (someone's house, an office, a conversation) appropriately.	☐	☐
8. I can use the language well enough to assist someone who does not know the language in handling situations or problems covered in the previous statements.	☐	☐
9. I can describe my present or most recent job in some detail.	☐	☐
10. I can give detailed information about my family, my house, and the weather today.	☐	☐
11. I can hire an employee, or arrange for special services taking care of details such as salary, qualifications, hours, specific duties.	☐	☐
12. I can give a brief autobiography and talk about my immediate plans and hopes.	☐	☐
13. I can describe the basic structure of the U.S. Government or of the U.S. educational system to someone unfamiliar with it.	☐	☐
14. I can describe the purpose or function of the organization I represent.	☐	☐
15. I can be understood (linguistically) by native speakers on topics like those mentioned above most of the time.	☐	☐
16. I can take and give simple messages over the telephone.	☐	☐
17. I can describe the geography of the U.S. or a familiar location.	☐	☐
18. I can describe in detail a person or place that is very familiar to me.	☐	☐
19. I can discuss the parts of the body and general ailments affecting them.	☐	☐
20. I can tell someone what has been reported recently on television news or in the newspaper.	☐	☐
21. I can talk 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 handling the situations or problems covered in statements 9-21.	☐	☐
23. I do not avoid any grammatical features of the language when speaking with a native speaker of the language.	☐	☐
24. I never find myself in the middle of a sentence I cannot finish because of linguistic limitations (grammar of vocabulary).	☐	☐

(X one)	YES	NO
25. I do not find it difficult to contribute to a conversation among native speakers who try to include me.	☐	☐
26. 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.	☐	☐
27. 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.	☐	☐
28. I can (on a social occasion) defend personal opinions toward culture, race relations, or other sensitive subjects.	☐	☐
29. 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.	☐	☐
30. I feel that I have a professional command (rather than just a practical one) of the language.	☐	☐
31. 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.	☐	☐
32. In professional discussion, my vocabulary is always extensive and precise enough to enable me to convey my exact meaning.	☐	☐
33. I am able to alter my speech deliberately, depending upon whether I am talking to university professors, supervisors, subordinates, elders, close friends, employers, etc.	☐	☐
34. I can serve as an informal interpreter for a U.S. senator or cabinet official on all diplomatic and social functions.	☐	☐
35. I practically never make a grammatical mistake.	☐	☐
36. I can carry out any job assignment effectively in this language.	☐	☐
37. 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.	☐	☐
38. 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.	☐	☐
39. Educated native speakers assume that I am one of them.	☐	☐
40. I feel at home in this language.	☐	☐
41. I can do mental arithmetic in the language without slowing down.	☐	☐
42. I consider myself a well educated native speaker of the language.	☐	☐
43. I can easily make use of a broad range of idioms, colloquialisms, and culture references in the language.	☐	☐
44. In discussions on all subjects, my vocabulary is always extensive and precise, allowing me to convey my exact meaning.	☐	☐

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SECTION 4 - WRITING. LANGUAGE:

INSTRUCTIONS: The following Self-Assessment of foreign language Writing 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".

(X one)	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.	☐	☐
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.	☐	☐
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.	☐	☐
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.	☐	☐
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.	☐	☐
6. I can write a simple invitation that tells my friends when and where my party will be held.	☐	☐
7. I can prepare a classified advertisement that describes the kind of apartment I want to rent.	☐	☐
8. I can send an email to my friend that describes in paragraphs the house or apartment that I am staying in.	☐	☐
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.	☐	☐
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.	☐	☐
11. I can write a letter to a friend to tell him or her what I will do on my next vacation.	☐	☐
12. I can write an essay that compares two towns or cities that I have lived in or visited.	☐	☐
13. I can write an essay that compares the personalities of two members of my family.	☐	☐
14. I can write about the parts of the body, and general ailments afflicting them.	☐	☐
15. I can write a description of a person's physical characteristics.	☐	☐
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 that 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 (or a similar topic) and support my views with examples and explanations.	☐	☐
21. I can write an essay that explains the process of a fair trial (or a similar topic) in the US judicial system.	☐	☐
22. I can write a memo to my boss discussing a problem my company is having, offer a solution to the situation, and provide reasons for why I think my solution will be effective.	☐	☐
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.	☐	☐
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.	☐	☐
25. I can write a newsletter article for parents in my community on the merit of study-abroad programs (or similar types of issues) that encourages them to allow their children to participate, despite concerns over cost and safety.	☐	☐
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 provides college credit.	☐	☐
27. I can write a letter of recommendation for a colleague.	☐	☐
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.	☐	☐
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.	☐	☐
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.	☐	☐
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.	☐	☐
32. I can write training materials for new employees in which I would explain concepts and materials that are important within my profession.	☐	☐
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 to promotions and various opportunities for advancement that are based on good decision making and solid performance.	☐	☐
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.	☐	☐
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.	☐	☐
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.	☐	☐
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 during the summer when area schools were not in session, and introduce the planned initiatives.	☐	☐
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.	☐	☐